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# The ‘just city’ or just a city? : evaluating social justice and equity in planning education.

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*University of Louisville*

# THE 'JUST CITY' OR JUST A CITY?
# EVALUATING SOCIAL JUSTICE AND EQUITY IN PLANNING EDUCATION

By

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B.S. Wright State University, 1990
MUP, University of Wisconsin – Milwaukee, 2014

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A Dissertation Approved on
July 2, 2018

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Dr. Janet Kelly (Dissertation Director)

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Dr. David Owen (External Examiner)

DEDICATION

To those who work to bend the arc of the moral universe toward justice.

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ABSTRACT

THE 'JUST CITY' OR JUST A CITY?
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Despite accreditation standards and criteria constituting a mission-driven performance management system, contemporary evaluations of accredited planning education performance have largely eschewed the principles and methodologies of both formal program evaluation and performance management. This dissertation directly engages these gaps in praxis by testing hypotheses that they contribute to the absence of social equity and justice commitment, content, and inquiry on the part of accredited graduate planning degree programs, their clients, and their administrators. First, a conceptualization of the organizations, resources, and processes involved in the purveyance of accredited graduate planning education as a singular, evaluable program was proffered, and a series of program logic models was constructed and used to illustrate this conceptualization as a national planning education program. The models revealed sources of the hitherto inattentiveness that evaluations have afforded normative aspects of planning education, and informed assertions of benefits likely to occur from adherence to formal program evaluation principles. A pilot opinion survey was constructed and administered to mitigate the aforementioned praxis gaps. The results supported the previously argued disjuncture between planning faculty and students'

interest levels in social equity and justice and those of practitioners. The results further informed recommendations for each individual planning degree program to conduct similar surveys annually using a sample frame comprised of their alumni, current students, and faculty. Finally, reviews of, and analyses on, the contents of a sample of 21 accreditation self-study reports were conducted to determine the extent of adherence to mission-driven performance management principles and the programs' content levels associated with, and their commitment to, issues of social equity and justice. Hypotheses test results concerning adherence to performance management principles were generally poor. Hypotheses test results concerning social equity and justice were somewhat inconclusive. Overall, the results of the dissertation research urge thorough adoption of performance management principles to operate and evaluate accredited graduate planning education. Further, the results inform a recommendation that each planning degree program self-conduct accreditation annually to serve as curricular and pedagogical means for instructing planning students in program evaluation and to lessen the fiscal and workload demands of the standard (re)accreditation processes and timeline.

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# INTRODUCTION

This dissertation concerns itself, broadly, with an investigation of the generative and degenerative processes associated with the knowledge and skills (competencies) intended to produce more socially just and equitable decisions and outcomes from professional urban planning practice. Two primary research areas were engaged in service to the project. The first was measurement of the valuation, production, purveyance, need, and/or use of social equity and justice competencies in planning education and practice. The second measured the extent to which, and accuracy thereof, accredited graduate planning degree programs – being mission-driven performance systems, and therefore explicitly designed for program evaluation – exhibited characteristics associated with outcome-based self-assessment.

Three separate but related research projects comprise the dissertation. The results of each of these projects are reported in comprehensive, self-contained manuscripts. As such, each manuscript corresponds to a chapter herein in lieu of traditional chapters for the literature review, data and methods, and findings.

The first manuscript presents a review of the post-1965 planning education evaluation literature, with particular attention paid to the contemporary period (post-1999). The review suggests that contemporary era planning education evaluations incompletely, and

thus ineffectively, utilized performance measurement and evaluation methodologies to evaluate accredited planning education. The manuscript argues that evaluations of planning education would be more comprehensive and accurate with the taking of two actions. First, planning education administrators must come to understand that the processes and resources utilized in purveying planning education are the components of a single, evaluable national planning education program. Second, performance evaluations of accredited planning education – which itself is a mission-driven performance management system – must utilize proper performance management principles and methodologies. In addition, a series of logic models, themselves cardinal forerunners to designing effective evaluations, was constructed that revealed likely sources of unattended-to conditions of past evaluations and provided evidence corroborating these assertions. This manuscript, entitled "The Contested Terrain of the Planning Program: Using Program Logic Models to Visualize, Understand, and Evaluate Social Justice and Equity in Planning Education," constitutes chapter 2 herein; it has been reviewed and awaits a final editorial decision by the *Journal of Planning Education and Research* as of the date of dissertation defense.

The second manuscript reports the results of a pilot opinion survey constructed through synthetization of the opinion survey instruments utilized during the contemporary era for purposes of evaluating planning education performance. The research results presented in the first manuscript – especially those associated with previously eschewed program evaluation principles – further informed the construction of the pilot survey instrument.

Comprehensively, the construction and administration of the pilot survey rectified the historic and repeated exclusion of SEJ inquiry, and re-animated the historically long-occurring but recently muffled planning paradigm debate in acknowledgement of its critical role in designing credible planning education evaluations. The survey results informed recommendations for the content, frequency, and reach in terms of using opinion surveys in future evaluations of the conceptualized national planning education program. This manuscript, entitled "Bridging Program Evaluation Praxis to Planning Education Evaluations: Results and Recommendations from a Pilot Opinion Survey," constitutes chapter 3 herein; it is under review and awaits reviewer scores with the *Journal of Planning Education and Research* as of the date of dissertation defense.

The third manuscript presents the results of an extensive review and subsequent analyses of a self-selecting sample of 21 planning program accreditation self-study reports (SSRs). The analyses were bifurcated to address both subject area foci of this dissertation. First, then, issues of social equity and justice were investigated which specifically entailed multiple means of documenting and testing the extent of each program's commitment to social equity and justice as well as the extent of each program's success in incorporating required social equity and justice content. Second, explicit assessment of each program's adherence to mission-driven performance measurement principles was effected, which included tests of goal/objective alignment and compliance with ubiquitous objective formulation principles. The collected data and reported results of the analyses in this manuscript is too extensive for submission to appropriate subject-related peer-reviewed academic journals; as such, it will be split into two manuscripts. One will address the

social equity and justice commitment and content analyses and the second will address the results of the programs' adherence to performance management principles and associated issues thereof.

# THE CONTESTED TERRAIN OF THE PLANNING PROGRAM: USING PROGRAM LOGIC MODELS TO VISUALIZE AND EVALUATE SOCIAL JUSTICE AND EQUITY IN PLANNING EDUCATION

## 2.1 Introduction

The formal profession of planning arose as a direct result of the first conference on cities, held in Washington, DC, in 1909. The originating call for the conference came from social activists who sought to mitigate the deplorable urban conditions of the late 1800s. City Beautiful proponents (e.g. architects, landscape architects, and business owners) co-sponsored the conference; their platform was largely one of localized place making. The social activists' conference platform called for the formation and study of a 'science' of cities and the establishment of public sector planning (Meck and Retzlaff 2009); their platform essentially urged the creation of planning theory, education, and practice to solve social ills at various scales. To protect their interests, City Beautiful leaders maneuvered behind the scenes at the conference to thwart the social activists' continued role in developing the profession (Meck and Retzlaff 2009). Today, planning theory, practice, and education constitute the "free-standing profession and field of study" (Frank 2006, 16) desired by the founding social activists.

As a social science, planning evolves in response to ongoing shifts in societal conditions (Frank 2006; also see Sen, Umemoto, Koh, and Zambonelli 2017). Planning theorists respond to these shifts by engaging in discourse about the proper role and goals of planning and assessing its outcomes and impact (cf: Davidoff 1965; Friedmann 1996; Marcuse 2009; Thomas 2006). Positivist planning theorists study the processes of planning while normative planning theorists study conditions planning should redress. Accreditation requirements and professional ethics standards also evolve – at least in theory – in response to shifts in societal needs, ideas, and contexts (Thomas 2012). These governing requirements play a significant role in shaping planning education and practice (Dawkins 2016; Edwards and Bates 2011). To varying degrees, planning education responds to ongoing planning theorization – and changing governance requirements – by evolving the pedagogical and curricular approaches employed in disseminating planning knowledge and skills for use in planning practice to pursue desired outcomes (Frank 2006; Sen et al. 2017).

Evaluation of individual planning program performance occurs every 5-7 years via the standardized (re)accreditation process. Evaluation of planning education performance at a higher, usually national, level, also occurs, but on an unpredictable schedule through myriad evaluation methodologies and foci. Since the mid-1960s, evaluations of planning education have taken two primary forms: content surveys of core planning curricula and of planning course syllabi, and opinion surveys of planning faculty and practitioners. The latter are especially prevalent in post-1999 planning education assessments.

Comprehensive agreement about the need, design, implementation, operation, and goals of a program is required if an evaluation is to demonstrate a program's successful achievement of its objectives (Scriven 1972). Surveys of planning faculty and (mostly) senior practitioners have repeatedly found that the competencies demanded in planning practice are well-supplied by planning education, which has thusly been determined to be performing properly (Dalton 2007; Dawkins 2016; Edwards and Bates 2011; Greenlee, Edwards, and Anthony 2011; Ozawa and Seltzer 1999; Seltzer and Ozawa 2002). Such replication has effectively turned the process of surveying practitioners and faculty into a system for performance management, which McDavid et al. (2013, 490) define as management that relies on evidence about the program's accomplishments to connect its strategic goals to outcomes and make decisions about current and future directions; the individual competencies, then, are serving as performance indicators. Meanwhile, the historic marginalization of social welfare issues remains (Marcuse 2009; Sen, Umemoto, Koh, and Zambonelli 2017) despite the attention called to them in some assessments (cf. Harris 2015; Sanchez 2001) and their required redress in the accreditation requirements and professional ethics standards.

Proper customer identification is key to determining the usefulness of performance measurement and reporting. This paper posits that students, who pay the tuition costs of planning education, or citizens, who presumably receive the final benefit of planning education through its enactment in practice, are the actual customers of planning education and practice. As Kelly (2007) notes for government performance reporting, the closer customers are to the governing structure, the more useful performance information

is in evaluating the performance of the program, making performance reporting by local governments more meaningful to citizens than federal government performance measures. Borrowing this logic suggests that these planning education assessment surveys are most useful for evaluating the performance of the individual program in their local contexts but less so when generalized to the national level.

The conflicts in the planning education assessment literature indicate a lack of agreement regarding the need, design, implementation, operation, and/or desired goals of planning education, which therefore puts it in a quandary in terms of evaluation. To contribute to solving this quandary, this paper engages in a conceptual exercise to analyze contemporary assessments of planning education, accreditation requirements, and professional ethics standards through the lens of formal program evaluation praxis to identify the causes of, and potential solutions to, the conflicts associated with evaluating planning's performance in achieving its historically marginalized social welfare objectives. Program evaluation as analytical lens is useful because, while performance measurement can be a powerful program management tool (McDavid et al. 2013), it only describes what, it does not explain why (McDavid and Huse 2006; Newcomer 1997).

A more comprehensive perspective on planning education is necessary if the causes of, and solutions to, the conflicts amongst its various aspects are to be identified and understood. One tool for understanding and analyzing program processes and outcomes is the program logic model, which details the component parts, functions, actors, and resources of the program. Logic models are a primary feature of evaluations because they

provide a visual representation of the program's intentions (McDavid et al. 2013), and place focus on the critical aspects of the program (McLaughlin and Jordan 2004). Program logic modeling, however, has not occurred prior to any assessment of planning education performance despite being a cardinal forerunner to planning a credible evaluation (Newcomer, Hatry, and Wholey 2004).

This paper, then, uses post-1965 assessments of planning education and reviews of planning education literature, and post-1999 versions of the accreditation requirements and the profession's code of ethics, to produce a series of logic models. The logic models will be used to identify and promote better understandings of the extant conflicts between contemporary planning education assessments, the ongoing contestations between normative and positivist conceptions of the proper role and goals of planning, and the historic marginalization of social welfare issues by planning education and practice.

Two main sections comprise the paper. The first section puts forward a conception of a national planning program, delineates the applicability of program evaluation praxis and logic modeling to evaluations of the national planning program, and aligns the component parts of the national planning program to the component parts of a logic model. The second section presents – going from basic to more complex – a series of national planning program logic models. Relevant post-1965 planning literature, assessments, and governing documents are reviewed to explain how each logic model illustrates conflicts, produces insights, and/or encourages new ways of thinking about the national planning program.

## 2.2 The National Planning Program and Program Logic Models

### *2.2.1 The National Planning Program*

The functions of planning education and practice constitute a program guided by planning theory, accreditation requirements, and the professional code of ethics. Programs are systems that operate within environmental contexts (e.g. institutional, political, and societal) that operate on multiple scales (e.g. local, state, and national) where each exerts force upon the other (McDavid, Huse, and Hawthorn 2013). More specifically, programs are resources and activities engaged in achieving common goals. An individual program is comprised of a set of inputs transformed through activities into outputs to produce desired outcomes (McLaughlin and Jordan 2014). The impact of a program is the difference in the conditions the program set out to mitigate that is attributable to the operation and outcomes of the program.

A program's scope, or structure, can vary, and usually encompasses a few activities pursuing one goal in a single location; this scope aligns well to an individual graduate planning degree program. Alternatively, a program's scope may entail complex, interconnected activities reproduced in many locations (each possessing varying characteristics and unique contextual conditions) in pursuit of one or more goals. This higher-order, or national, program scope aligns well to the existing network of individual accredited graduate planning programs. At the national level, variability in meeting the universal accreditation standards and criteria is both permitted and encouraged as evidenced by the Planning Accreditation Board's (PAB) accommodation of unique geographic and contextual conditions in establishing goals and performance targets for

individual programs, and its stated desire for "innovation and experimentation in planning education" (PAB [2012] 2017, 1).

### *2.2.2 Program Logic Models*

At its highest level, program evaluation intends to judge the merit and worth of the subject program (Scriven 1972; Stufflebeam 2001). Gathering and interpreting information to answer questions about a program's performance and effectiveness is the basic function and purpose of program evaluation (Rossi, Lipsey, and Freeman 2004; also see McDavid et al. 2013). McDavid et al. (2013, 3) say program evaluation permits "planning, designing, implementing, and assessing the results" of the program-induced actions taken on the issues that programs exist to address (also see Rossi et al. 2004). Evaluation also encourages previously un-encountered insights into the program, and assists with determining what actions – if any – should occur as a result (Rossi et al., 2004). Because each assessment situation has a unique set of characteristics and contexts, there is no singular approach to program evaluation (Rossi et al. 2004). As such, evaluators make use of their personal beliefs, values, expectations, and experiences in deciding which methodologies they will utilize in their program assessments (McDavid et al. 2013). Given these circumstances, the necessary task of evaluation is to produce a fitting design that provides reliable and applicable answers to the questions spurring the assessment (Rossi et al. 2004).

A program is a type of hypothesis (McLaughlin and Jordan 2004). For instance, using the correct resources to conduct the correct activities with and toward the correct people should result in expected outcomes (McLaughlin and Jordan 2004). Logic models are

theories in practice, and serve to translate administrators' understandings of how to address social problems through programs in existing contexts. (McDavid et al. 2013). The logic model, conceptually, serves as a visual representation of the theory, or logic, of the hypothesized program depicted through use of a flowchart that summarizes the component parts of the program (McDavid et al. 2013; Newcomer et al. 2004, xxxv).

For purposes of this paper, the national planning program is comprised of the various aspects of the system that produces planners and planning outcomes. These aspects are, among others: students, institutions (schools, faculty, and professional associations and accreditation boards), delivered curriculum, pedagogical methods, internships, graduates, entry-level planning practitioners, senior-level planning practitioners, and results of the planners having received the treatment offered by the program (planning practice, outcomes, and impact). These components are aligned to logic model components proposed by McLaughlin and Jordan (2004) and McDavid et al. (2013) in Table 1.

Table 1. Nat'l Planning Program Components Aligned w/Logic Model Components

<table>
<tr><th>Nat'l Planning Program Components</th><th colspan="2">Logic Model Components</th></tr>
<tr><td>Students<br><br>Faculty<br><br>Institutions (schools, PAB)</td><td colspan="2"><u>Inputs</u><br><br>Human and Financial, Information on 'customers' (student, practitioner, faculty: interests/wants/needs), rules and regulations, etc.</td></tr>
<tr><td>Student Internships<br><br>Prepared Graduates<br><br>Faculty Research<br><br>Delivered Curriculum</td><td colspan="2"><u>Outputs</u><br><br>Includes products, goods, or services provided to participants; reports for other researchers, plans, etc.</td></tr>
<tr><td>Entry-level Planning Practice</td><td rowspan="3"><u>Outcomes</u><br><br>Intended results of operation of program; changes from use of resources to conduct activities to produce outputs to achieve desired outcomes.</td><td><u>Short-term Outcomes</u><br><br>Most closely associated with outputs.</td></tr>
<tr><td>Experienced Planning Practice</td><td><u>Medium-term Outcomes</u><br><br>Result from short-term outcomes.</td></tr>
<tr><td>Planning practice changed to produce more just and equitable decisions and actions as result of program activities.</td><td><u>Long-term Outcomes</u><br><br>Benefits accrued from the intermediate outcomes.</td></tr>
<tr><td>Improved Social Welfare due to operation of the national planning program.</td><td colspan="2"><u>Impact</u><br><br>The difference in outcome attributable to operation of the program.</td></tr>
</table>

Once complete, a logic model shows the specifics of each program's elements and how they fit together, allowing assumptions made about the program to be understood and tested (McLaughlin and Jordan 2004); this includes assumptions made by evaluators. The completed national planning program logic models should permit the testing of the assumptions formulated about the program's ability to fulfill its role and achieve its goals. This process should then assist in identifying the sources of conflict in contemporary assessments of the program, and the identification of which questions need asked about the program's performance.

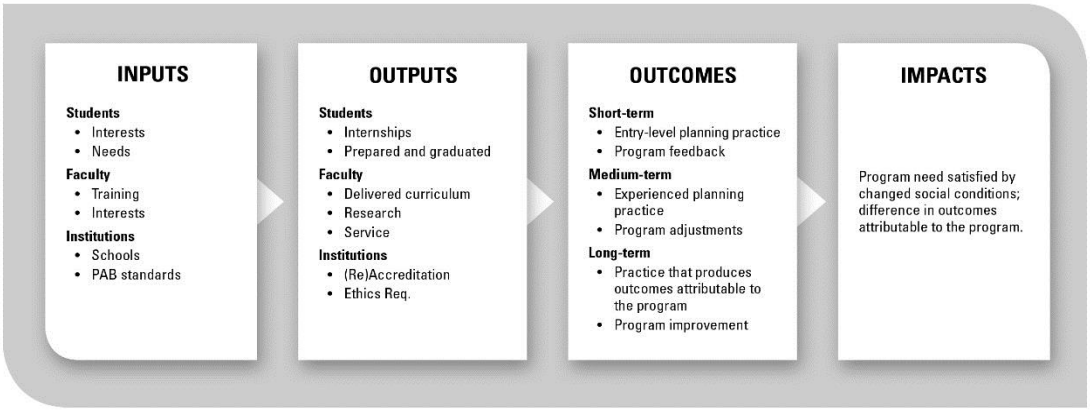
## 2.3 Modeling the Logic of the National Planning Program

When developing logic models, it is best to start with the simplest depictions of the program, then build complexity into subsequent models (McLaughlin and Jordan 2004). Accordingly, a series of four logic models – moving from the simple to the complex – are constructed and presented below. Each model illustrates different aspects of the national planning program to demonstrate how modeling the logic of the national planning program can contribute to better program comprehension, operation, outcomes, and evaluations.

### *2.3.1 Basic Concept*

The first (Figure 1) logic model illustrates the basic component parts of the conceptualized national planning program as well as the resources, actors, and activities engaged in its operation. This version illustrates the basic underlying theory, or logic, of the national planning program but does not depict sufficient detail to reveal areas of conceptual, contextual, or operational conflict or constraint within or upon the program. It simply sets the frame for understanding the process of producing planners as a singular, evaluable program.

Figure 1. Proposed Nat'l Planning Program Logic Model – Basic



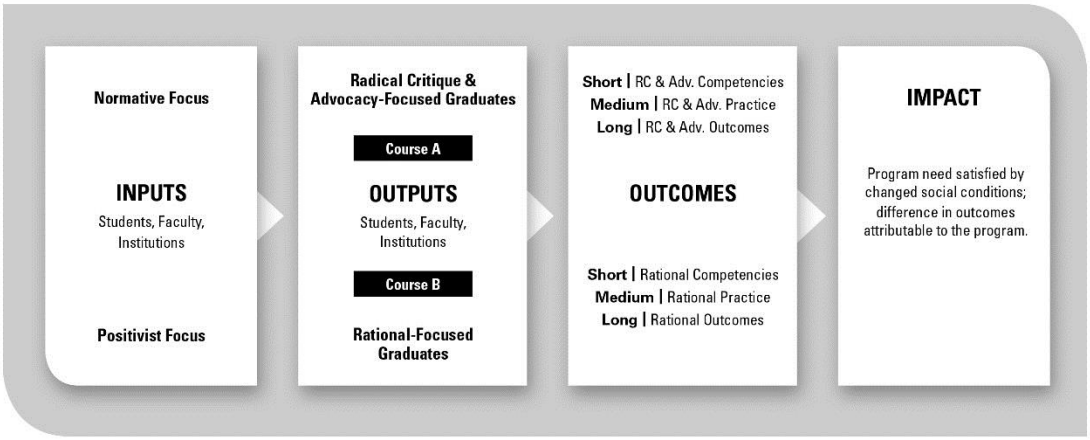

*2.3.2 Contested Concept*

Prior to 1965, rational planning was inarguably the dominant (or monistic; see Sen et al. 2017) planning paradigm. Since the civil rights era, however, there has been routine disagreement about which planning paradigm (its proper role and goals) is dominant (Frank 2006; Innes 1995; Ozawa and Seltzer 1999). Further, the extent of adoption and implementation of these contested paradigms can, and has, simultaneously varied at times (Friedmann 1996).

To provide insight into such disagreements, the component parts of the national planning program are bifurcated in the second version of the logic model (Figure 2), depicting normative aspects on top and positivist aspects below. Doing so visually demonstrates how planning education could continue disseminating – and planning practice could continue implementing – the rational-based planning paradigm despite their initial responsiveness to the mid-1960s emergence of the radical critique and advocacy paradigm (Krumhoz 1982) and their subsequent marginalization of it (Friedman 1996).

Alternatively, the second logic model (again, Figure 2) can illustrate how two individual planning programs can adhere to the accreditation requirements while having very different curricular and pedagogical foci. Such differences might be the result of the PAB's accommodation of geographic and contextual conditions in goal and performance target setting. Alternatively, such differences might wholly reflect the marginalization versus incorporation of social welfare goals. For instance, one community engagement studio (course A) might utilize critical race theory readings and student exercises that demonstrate the concept of privilege while engaging in participatory praxis and required ethics instruction to help a disadvantaged neighborhood create a community garden. Another (course B) may eschew such readings and exercises, but engage participatory praxis and required ethics instruction for course assignments to conduct the same type of project. In this example, the program scope is the individual planning program. If modeling the logic of their particular program, the planning department would, depending on which course(s) it offered, depict course A in the upper portion of the outputs component, and/or course B in the lower portion; they would depict other offered courses in a similar manner. A dearth or overabundance in any area would represent prescription for increasing or decreasing activity in those aspects of the program.

Figure 2. Proposed Nat'l Planning Program Logic Model – Contested

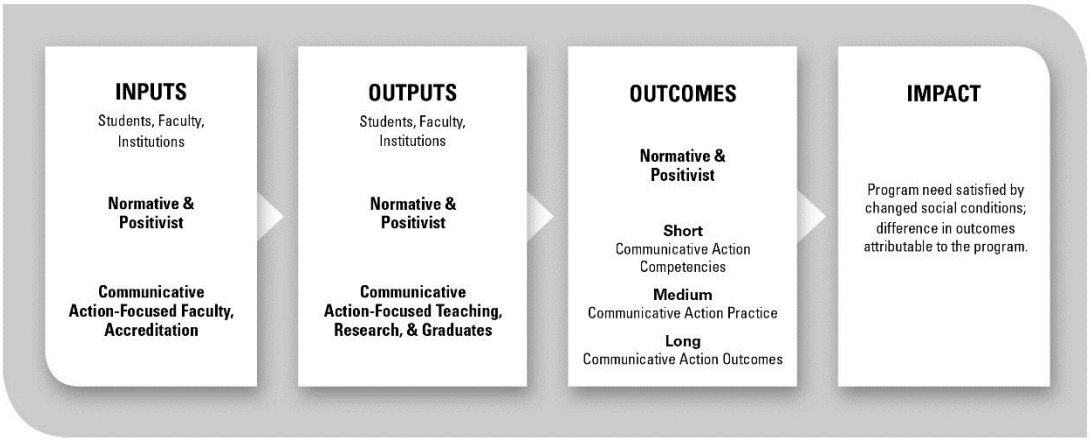



*2.3.3 Unified Concept*

At about the same time Friedmann (1996) determined planning education had marginalized the radical critique and advocacy paradigm, other planning theorists proclaimed communicative action theory had solved the historic disjuncture between normative theory and positivist practice (Innes 1995). This resulted in increased use of participation-based pedagogy and planning practice (Ozawa and Seltzer 1999). Seltzer and Ozawa (2002) concluded their results did not matter in terms of paradigm dominance, but implied planning's switch from the rationalist to the communicative action paradigm as their results recognized the centrality of the communicative discourse; they also urged planning educators to provide the communicative competencies demanded by practice. This conclusion effectively corroborated Friedman's (1996) finding that planning education had marginalized the radical critique and advocacy paradigm in favor of the rational paradigm, and Innes' (1995) assertion that the

disjuncture between planning practice and theory was no more. Under such unified conditions, the logic model for the national planning program would eliminate the bifurcation due to the merged normative and positivist conceptions of the program as illustrated in figure 3. Such a conception provides the comprehensive agreement on program aspects Scriven (1972) asserts is necessary for the program – through evaluation – to show achievement of its objectives.

Figure 3. Proposed Nat'l Planning Program Logic Model – Unified




*2.3.4 Comprehensive Concept*

If the unified, uncontested conception of planning existed, it was short lived. Appearing in 1999 and 2000 respectively, Agyeman's 'Just' Sustainabilities and Fainstein's 'Just City' planning theories arose, in part, due to arguments that communicative action planning praxis could not produce the intended goal of improved social welfare outcomes (Flyvbjerg 1998; Huxley 2000). In the years since their introduction, the 'Just' Sustainabilities and 'Just City' theories have been refined and elaborated upon in response to intensifying socioeconomic shifts (Agyeman 2013; Fainstein 2010).

However, only Fainsteins's (2000) early piece on principles of justice and equity was found in a sizeable number of planning theory syllabi, and then only in the most recent content survey (Klosterman 2011); the current level (post-2009) of incorporation of the justice and equity paradigm into planning education and practice is unclear.

The evolution necessary for the national planning program to adequately respond to planning theory's shift toward justice and equity, however, conflicts with contemporary assessments that conclude planning education is meeting the needs of planning practice. Such evolution is even less likely with the apparent retreat from equity-improving requirements in the post-1999 accreditation requirements and ethics standards (Thomas 2012). This state of affairs is not unlike that identified in the mid-1990s, wherein planning education and practice – after its initial response to radical critique and advocacy (Krumholz 1982) – remained committed to the previous paradigm. The fourth (comprehensive) version of the national planning program logic model (Figure 4) presents a robust illustration of these conflicting assessments and contested conceptions of the national planning program.

Relevant post-1999 planning education literature, assessments, accreditation requirements, and ethics standards inform discussion of each component of the national planning program logic model. Starting with inputs and moving through outputs, outcomes, and impact, respectively, the component parts of the national planning program logic model are discussed below, followed by the presentation of a completed national planning program logic model. The proffered model adheres to the attributes of

what Leeuw (2003) calls a policy-scientific approach to the process. The policy-scientific approach to logic modelling is empirical and conducted through a process of formulating propositions and assumptions about how the program is supposed to work (McLaughlin and Jordan 2004, 12). The collection and review of data contained in the reviewed program documents (PAB and AICP) and published assessments of planning education then serve to test these propositions and assumptions (McLaughlin and Jordan 2004). The overall result is a readily understandable visual synthesis of the national planning program that is both descriptive and prescriptive (Chen 1990).

#### *2.3.4.1 Inputs*

*Accreditation and Professional Ethics*. The accreditation standards and criteria established by the Planning Accreditation Board (PAB) directly affect many aspects of the design, development, and operation of planning education. Their role in determining planning education composition is so significant, in fact, that the faculty at the University of Illinois at Urbana-Champaign felt they prevented a thorough reinvention of their graduate planning degree (Edwards and Bates 2011). In terms of evaluation, the accreditation standards and criteria document is essentially a template for conducting assessments of each planning degree program for their reaccreditation.

In the contemporary period (post-1999), several actions related to the accreditation requirements and professional ethics standards are instructive for producing the comprehensive logic model. First, recently adopted (PAB 2017) accreditation outcome reporting requirements – going from requiring' at least one more' than prescribed outcomes to be reported to 'any other' outcomes in the strategic plan – are conducive to

reduced outcome goal setting. Of critical importance here is that measures of progress toward strategic goals must not be disassociated from those goals (Kelly, 2007); the opinion survey performance measures are not measuring progress toward achievement of social welfare goals. Second, the required curricular categories and content topics are now fewer in number and less specific than before. For example, the pre-2013 curriculum requirements comprised a minimum of twenty-four specifically characterized aspects contained within four broad areas. The post-2013 curriculum requirements comprise just seventeen generally characterized aspects contained within three even broader areas. Third, effective with the current accreditation standards, the requirement to provide 'social justice and equity' content is no longer; 'social justice' content now suffices. Even Sen et al.'s (2017, 347) newly published study exhibits this apparent retreat from equity, as it claims planning education needs to "prepare students to proactively address issues of social justice and work with multiple publics…"; indeed, the authors conclude other differences, including those associated with equity, still need investigated. Fourth, the previous requirement for social justice competency development is now a requirement to change values and beliefs about social justice. Fifth, there has been retreat from prior advancements in specificity and obligation related to social welfare issues in the ethics standards. Previously binding rules of conduct are now nonbinding principles in ethical obligation to ensure just and equitable planning outcomes; the articulation of populations targeted for more just and equitable planning outcomes went from specific to general (Thomas 2012). In sum, what gets measured gets done (Kelly 2005); reduced specificity and/or requirements associated with measures, behaviors, and reporting increases the odds of continued social welfare marginalization.

Dawkins' (2016) study of accreditation requirements' influence on planning further inform the inputs component of the comprehensive logic model. Accredited planning programs are positively associated with higher levels of skill acquisition and/or use in practice, and high levels of faculty research productivity and graduate AICP certification are positively associated with skill acquisition and utilization (Dawkins 2016). PAB accreditation requirements shape the type of planners sought by employers and the tendency of planners to pursue professional certification (Dawkins 2016). This demonstrates just how thoroughly the accreditation standards influence planning education, and, subsequently, planning practice.

*Planning Students*. Historically, little attention has been paid to incoming student interests. When engaged, most students indicate they enter planning to increase their ability to effect change upon the world (Greenlee et al. 2015). The single opinion survey focused solely on issues of social justice and equity since 1999 administered to incoming students found approximately 75% of first semester graduate students possessed moderate or high levels of social justice activism. Interestingly, Harris (2015) found the levels of interest in social justice activism declined in last semester graduate students, suggesting the educational process dimmed social welfare interests. In sum, what doesn't get measured doesn't get done; if student interests in social justice and equity are not being measured (and responded to), they are probably being marginalized.

*2.3.4.2 Outputs*

*Planning Faculty*. Arguably, planning faculty bring their biases, education, and professional experience as inputs to the national planning program. However, accreditation requirements for planning education and the results of faculty research and teaching filter these characteristics. Therefore, results of surveys administered to planning faculty concerning competencies needed in planning practice inform the outputs section of the national planning program logic model.

Mirroring the code of ethics (Thomas, 2012) and accreditation requirement's post-2000 shift from specific to general, Greenlee et al.'s (2015) survey of planning faculty and public-sector practitioners inquired about 15 broad categories of competencies rather than the 45 individual competencies inquired about by Ozawa and Seltzer (1999; Seltzer and Ozawa 2002) 13-15 years prior. Greenlee et al. (2015) also asked respondents about 18 skill sets, directly replicating the surveys conducted by Schon, Cremer, Osterman, and Perry (1976), and Contant and Forkenbrock (1986).

As with earlier planning practitioner surveys (cf. Ozawa and Seltzer 1999; Seltzer and Ozawa 2002), Greenlee et al.( 2015) assert that senior planners and planning directors represent the satisfied consumers of the outputs of planning education, finding that despite the ever-changing dynamics (both specifically and contextually) in the demand of planning skills, the supply of them continues to satisfy that demand. Also unchanged from previous surveys, communicative skill demand remained hegemonic regardless of environmental context (also see Guzzetta and Bollens 2003). Further, Greenlee et al. (2015) found that faculty teach the skills senior practitioners use, rather than the

competencies demanded in entry-level planners, suggesting contexts have marginal influence on the accreditation standards that drive planning education composition.

In addition, Greenlee et al. (2015) collected respondent areas of specialization among other demographic data. Only two of these related to social justice and equity; one social welfare specialization was available to faculty and one to practitioners. Faculty could indicate 'advocacy and empowerment' as a specialization area – which 15.3% selected. Since none of the 18 inquired about skill sets related to social justice or equity, the importance of such skills in practice was not discernable. It is unclear whether social welfare issues remain marginalized due to accreditation standards thwarting supply of them from planning education, or contextual forces thwarting demand for them in practice, or some combination thereof.

These findings corroborate those that assert accredited graduate planning programs are instructing students in the skills which will most likely be demanded of them in professional planning practice (cf. Greenlee et al. 2015; Seltzer and Ozawa 2002); this demand is substantially determined by accreditation standards and criteria (Dawkins 2016). In the contemporary period, when faculty and practitioner rankings of competency importance match, planning education is determined to be satisfying the stated needs of practice and the planning program considered to be performing well. Viewed together, these assessments suggest something of a feedback loop amongst accreditation requirements and planning faculty and practitioners may be at work; this is revelatory when trying to understand the national planning program's success – or lack thereof – in

meeting its social justice and equity goals from an evaluation perspective. The comprehensive logic model for the national planning program illustrates both the suspected feedback loop and how it contributes to social welfare marginalization in planning. Given the significant influence that accreditation requirements have on planning education and practice (Dawkins 2016), the extent to which the accreditation standards and criteria address social welfare issues, and how these show up in planning education, warrants investigation.

*Curriculum and Pedagogy*. Studies of pedagogy have been done at the single course (Sen et al. 2017) and course module levels on myriad planning topics (cf. Hammer 2004; Ryu and Brody 2006; White and Mayo 2004). More relevant to evaluations of the national planning program have been the periodic reviews of core planning curricula (Friedmann, 1996) and planning syllabi (Klosterman 2011). Most recently, Sen et al. (2017) produced a synthesis of the educational goals, pedagogical approaches, and substantive topics found in a sample of planning course syllabi focused on diversity and social justice. Though asserting that planning education has made "significant progress in teaching issues of diversity and social justice" (Sen et al. 2017, 355-356), Sen et al. (2017) do not identify specific theories or provide counts of occurrences to reveal the prevalence of any specific strategy or theory employed to quantify this assertion.

The curricular and syllabi content reviews conducted in the contemporary period further evidence the contestations between normative and positivist conceptions of planning, and planning's 'communicative turn' (Healey 1992). For example, Klosterman (2011) found

regularly decreasing numbers of assignments requiring critical examination of planning practice or its underlying ethical issues and a concurrent increase in the number of assignments requiring students to manage group discussions and to synthesize data for presentation since 1970. Edwards and Bates (2011), in their replication of Friedmann's (1996) core curriculum review, also found significantly more planning practice as a pedagogical requirement – further demonstrating the communicative-action paradigm's rise to hegemonic status in planning education. Additionally, both Edwards and Bates (2011) and Greenlee et al. (2015) found increased variability in course content despite similar course title/subject (see Figure 2 for visual depiction of this latter phenomenon).

While the regular review of curricula and planning theory syllabi do not capture student experiences, reactions, receptivity, or instructor emphases (Klosterman 2011, also see Bolan 1981; Hightower 1969), they do provide evidence of changes in faculty intentions and actions over time, and a generalized consensus about planning education. Despite normative planning theory's long-enduring efforts at evolving planning education fully towards radical critique and advocacy before 1999, and, now, toward justice and equity, planning education retains its broad commitment to positivist planning theory. This is evidenced by rational planning theory – and its practice-based evolutions – being the only model(s) of planning practice found on more than 50% of planning theory syllabi since 1970 (Klosterman 2011). Concurrent to this, the number of readings consistently required on more than 50% of the syllabi was surprisingly small. For example, Davidoff's (1965) *Advocacy and Pluralism in Planning* was one of only two required readings on more than 50% of reviewed syllabi in the contemporary period (Klosterman 2011). Further, much

less interest in radical critiques of planning is evident on contemporary planning theory syllabi than was the case four decades ago (Klosterman 2011).

Meanwhile, the newest normative planning theories incorporating principles of justice and equity did not appear anywhere in Frank's (2006) review of planning education literature although Fainstein's (2000) *New Directions in Planning Theory* appeared as a required reading on 29% of reviewed planning theory syllabi in Klosterman's (2011) most recent survey. A review of planning curricula focused specifically on full (semester- or quarter-length) courses providing skills designed to produce just and equitable outcomes found just 18 (out of 2,096 reviewed) offered by 16 planning programs (Sanchez 2001). Sen et al.'s (2017) assessment found that planning education primarily seeks to introduce students to issues of social justice and diversity through theory, and with historical and contemporary case studies examining these concepts. Presumptively, the undeniably strong role accreditation standards and criteria play on shaping planning education also suggests scholarly output might correlate to accreditation requirements. This perhaps explains Sen et al.'s (2017) finding that faculty frequently used readings from disciplines outside planning to incorporate social welfare issues into their courses as there are insufficient articles on these topics in planning journals.

These findings suggest planning education during the past five decades has been slow and/or selective in its evolutionary responses to planning theory paradigm shifts. Further, it appears overly reliant on too few – and perhaps outdated – planning theories. The most recent assessment leaves unclear the extent to which planning education currently

incorporates the justice and equity planning theory paradigm; Harris (2015) posits the extent is nil. Sen et al.'s (2017) review is clear about these issues remaining marginalized in planning scholarship, which warrants further investigation. In terms of the national planning program logic model, these curricular assessments indicate that in the contemporary period there is proportionally little ongoing planning scholarship on issues of social welfare and – resultant largely of accreditation standards – little social welfare content in individual planning programs.

#### *2.3.4.3 Outcomes and Impact*

*Short-term and Medium-term Outcomes*. Edwards and Bates (2011), Seltzer and Ozawa (2002), and Orlick (1993) have all suggested students should be surveyed upon graduation to assess their opinions of the program, generally, and of the core content and electives, specifically (Edwards and Bates 2011). In an evaluative sense, results of alumni surveys are of marginal value as, currently, they are neither publicly available (Hemmens, Bergman, and Moroney 1978) nor uniform in content. Although many individual planning programs survey their alumni to evince their effectiveness, none of the program governing institutions requires inquiry about social justice and equity competencies.

To fill the gap in knowledge regarding entry-level planner perceptions, Greenlee et al. (2015) especially sought input from entry-level planners in their survey of practitioners, but nearly 70% of their practitioner respondents had been in planning positions for five or more years. Just as social welfare issues remain marginalized in planning scholarship, progressive planning values do not find resonance and opportunity to flourish in practice

(Harris 2015, also see Marcuse 2009). Greenlee et al.'s (2015) findings that planning graduates end up serving as highly skilled planners taking direction from superiors instead of serving as agents of social change, and that graduate students with planning experience have tempered interests in issues of SEJ corroborates this assertion, and, is not surprising given the significant role accreditation standards play in directing planning education and practice.

Assessing the performance of planning education via surveys of planning practitioners has become especially prevalent since 1999 (Dawkins 2016; Edwards and Bates 2011; Greenlee et al. 2015). Some have targeted senior planners specifically (Ozawa and Seltzer 1999; Seltzer and Ozawa 2002); others have included planning-related and non-planning related professionals in their surveys (Guzzetta and Bollens 2003). The results of all these surveys, regardless of respondent seniority, were that communicative competencies are the most important in planning practice. As the research on faculty perspectives and the impact of accreditation standards on planning education and practice demonstrated, these findings are not surprising given practitioner expectations for entry-level competencies are highly influenced by having graduated from an accredited planning degree program.

While Ozawa and Seltzer (2002) suggested it did not matter whether the communicative action paradigm had taken over from the rationalist paradigm, their findings led them to urge planning educators to design a core curriculum that provides the competencies demanded in practice; such curriculum designs would of course be subject to

accreditation standards and criteria. As seen with most faculty and practitioner opinion surveys in the contemporary period, none of the 45 competencies on their surveys clearly related to social justice and equity, although they did urge faculty to re-inject values into the curriculum, perhaps acknowledging communicative-action's asserted inability to deliver social welfare goals despite expectations to the contrary (cf. Flyvbjerg 1998; Huxley 2000).

Greenlee et al.'s (2015) survey of faculty and practitioners, as noted earlier, did include one specialization area related to social welfare issues for each group; practitioners could indicate 'social welfare' as a specialization – which only 1.1% selected as one of their top three specializations (0.0% as first choice, 0.4% as second choice, and 0.8% as third choice). The dichotomy of the social welfare specialization scores between education (15.3% of faculty chose 'advocacy and empowerment') and practice may not be as impactful as it at first seems, since faculty specialization is not necessarily as reflective of course content as accreditation standards and criteria (as Figure 2 illustrated was possible). In terms of the role short- and medium-term outcomes play in modeling the logic of the national planning program, the available evidence indicates the positivist communicative action paradigm is dominant.

*Long-term Outcomes and Program Impact*. In terms of assessing the performance of planning education, empirical studies of planning practice outcomes that produced better social welfare – specifically more just and equitable outcomes – were not reviewed for this conceptual exercise. Most critical for purposes of the analysis herein is that the

planning education assessments conducted in the contemporary period all find planning education to be performing well because it is satisfactorily meeting the demands for competencies in practice. Additionally, as demonstrated, social welfare's long history of marginalization in planning education and practice continues (Davidoff 1965; Harris 2015; Meck and Retzlaff 2009; Sen et al. 2017; Thomas 2008). Further, contemporary normative planning theories have evolved beyond the goals of the communicative action paradigm, and now call – and have for nearly 20 years – for planning education and practice to produce more just and equitable outcomes (Agyeman 2013; Fainstein 2010). Importantly, given the nature of planning theorization's process of responding to socioeconomic trends and ideas (Frank 2006), it can be reasonably asserted that identifiable planning outcomes resulting in more justice and equity have been deemed insufficient in terms of national planning program impact. The national planning program logic model therefore depicts neither the justice and equity paradigm, nor the communicative action paradigm engaged in the long-term outcomes and impacts components.

### *2.3.5 The Comprehensive National Planning Program Logic Model*

Given its complexity, the comprehensive national planning program logic model (Figure 4) is vertically oriented for greatest legibility in the journal format. As with figures 2 and 3, this logic model is bifurcated to illustrate normative and positivist aspects of the program logic; the positivist aspects are depicted on the left and normative aspects are on the right. As noted previously, the primary focus of this paper is evaluating social justice and equity in the national planning program. Therefore, discussions will center on how these are included, excluded, and/or marginalized in, and by, the program.

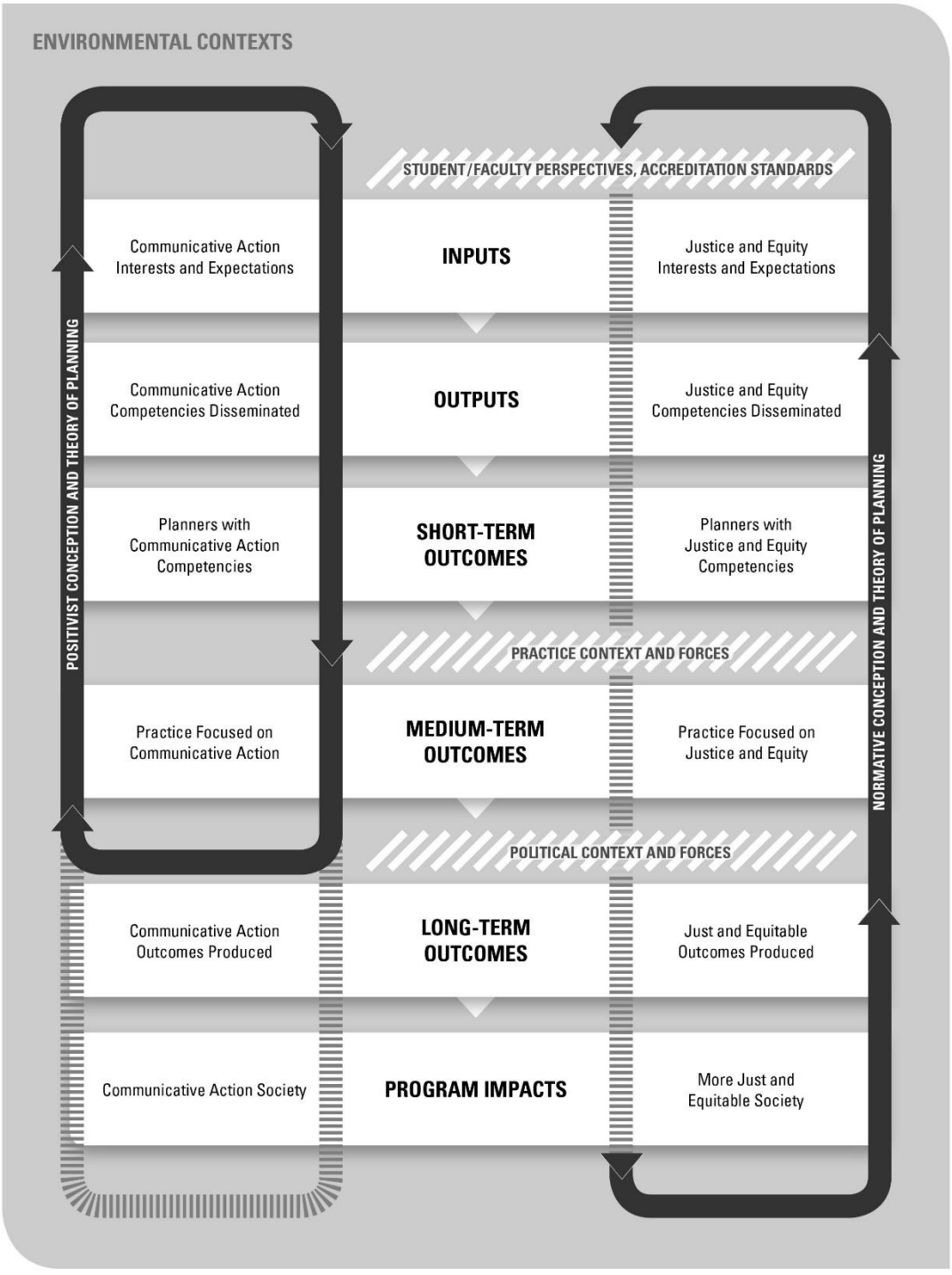
Space constraints prevent illustrating individual resources as they progress through the model, but for this exercise, the inputs are comprised of students, faculty, and PAB accreditation standards and criteria. It is useful to think of these in terms of agency and structure. Faculty are considered the program administrators, and students (rather than senior practitioners as argued by Greenlee et al. 2015) the clients of the program; both exercise their agency to operate and participate in the program. Governing requirements function as structures on the program, funneling resources in various ways. They can also function as filters, minimizing or preventing certain materials from affecting the operation, outputs, outcomes, or impacts of the program.

The enactment of the communicative-action and justice and equity paradigms in the national planning program are depicted on their respective sides of the model by solid black arrows illustrating their flow through and back around into the program logic model. This flow represents students' incoming interests and perceptions, faculty training and intentions, and administrators' conceptions of and assumptions about the program. Accreditation standards and criteria dictate the program's terms of engagement in the operation of each component. The arrows' flow through program components represents an enactment of the paradigms going down the page (creating outputs, outcomes, etc.), and an engagement with those components – and larger environmental contexts – going up the page (receiving feedback/input) to contribute to the positivist or normative conceptions and theories of planning as they are continually created, modified, and implemented. Broken black lines illustrate instances of avoided, blocked, or constrained

flows or paths; descriptions of the cause(s) of these are in discussions of each component below the comprehensive national planning program logic model.

The logic model first depicts the positivist and normative aspects of program inputs. Understanding some portion of incoming students are not interested in social justice and equity activism in practice (Harris 2015), and some (likely significant) portion of faculty are fully committed to communicative action praxis, the logic model depicts this (and the role of accreditation standards) as a blockage of the enactment of the justice and equity paradigm (labeled ‘student/faculty perspectives, accreditation standards’) prior to the inputs component. These blockages exist at the very beginning of the program.

Figure 4. Proposed Nat'l Planning Program Logic Model – Comprehensive



This logic model thus provides visual depiction of social welfare marginalization and some of its causes. Regarding inputs, the causes are forces both in (accreditation requirements and faculty perspectives), and out (student perspectives), of the control of program administrators. As the dominant paradigm, communicative action inputs proceed unimpeded.

Outputs are teaching, research, graduated students, and assessments of the program (specifically, curricular, pedagogical, and faculty opinion survey). At the level of the conceptualized national planning program, variations in justice and equity curricular content or pedagogy between individual programs is not at issue. The input blockages result in insufficient justice and equity competency outputs, representing a continuation of the blockage. As the dominant paradigm, communicative action outputs proceed unimpeded.

The opinions and experiences of entry-level planners, and those of senior planners about entry-level planner competency needs, represent short-term outcomes. Though 30% of the respondents to Greenlee et al.'s (2015) survey had less than five years of professional planning experience, no justice and equity competencies were included on that, or any other similar survey, but they all indicated communicative competencies were the most important to entry-level planning practice. Nothing having mitigated the blockage of the justice and equity paradigm coming from the output component, this blockage continues. Also depicted here with the label 'practice context and forces' is blockage of justice and equity practice by entry-level planners; this reflects Greenlee et al.'s (2015) findings that

planners end up taking orders from superiors rather than serving as agents of change as they originally intended. As the dominant paradigm, communicative action short-term outcomes proceed unimpeded.

Senior planning practitioner opinions and experiences about their own work represent medium-term outcomes. Planners' competency needs evolve with their seniority, but communicative competencies never lose their hegemonic status in practice (cf. Greenlee et al. 2015; Guzzetta and Bollens 2003). More importantly, there is no evidence that planners increase their use or valuation of social welfare competencies as they gain experience; this is at least in part because surveys have foregone inquiry about social welfare competencies. Lacking evidence to the contrary, the justice and equity paradigm blockage continues in the logic model.

Of particular note is the turn back toward inputs in the depiction of the communicative action paradigm. This turn represents several concurrent conditions described previously. Planning education successfully supplies the competencies demanded by planning practice, practitioners most highly prefer competencies disseminated by accredited planning degree programs, and continued use of practitioner opinion surveys are urged to inform planning education, which diminishes the role that outcomes, impact, contexts, and planning theorization could – and should – play in shaping planning education. The logic model clearly illustrates the hypothesized feedback loop between the accreditation requirements, faculty, and practitioners.

Normative long-term outcomes would be more just and equitable planning outcomes. For example, the implementation of a new city-wide bike sharing system that has significantly reduced rental rates for disadvantaged users and extensive deployment in impoverished urban-core neighborhoods would be a more just and equitable outcome than typical urban bike share system implementations. If the justice and equity competencies that drove the development and implementation of this just and equitable bike share system were disseminated to students during their tenure in the degree program, the improved job access provided to disadvantaged populations by this system would represent the impact of the planning program. Conversely, communicative action long-term outcomes and impacts are those currently occurring. Due to the recurrent findings that communicative action planning education and practice are in sync and feedback to education should come from practitioners, the flow of the communicative action paradigm is depicted as not occurring in the long-term outcomes and impact components. The existence of planning theories focused on justice and equity is interpreted to mean that communicative action long-term planning outcomes and impacts are deemed insufficient for producing better normative planning outcomes and impacts. The dearth of just and equitable long-term outcomes and program impacts is depicted as a continuation of the blockage from the medium-term outcomes component in the program. The engaged justice and equity planning theorization is depicted as a solid black arrow on the return.

## 2.4 Conclusion

Contemporary national planning program assessments paint an incomplete and conflicting picture of the national planning program's performance in achieving its social welfare goals. The recurrent disconnects between planning education and planning theory paradigm shifts, the devolving yet thoroughly deterministic accreditation and ethics requirements, and the neglect of student interest in social welfare issues make comprehensive understanding and evaluation of the national planning program difficult. If future evaluations are to deem the national planning program of worth and merit, agreement on the national planning program's role, goals, design, processes, and outcomes is necessary.

The proffered program logic models provide a comprehensive picture of the national planning program that previous assessments have lacked. The comprehensive logic model makes clear that contemporary assessments of planning education are not thorough evaluations of the national planning program. With the visualization of the entire national planning program made possible by the program logic model, the determination that the planning education component of the planning program is operating satisfactorily is inaccurate, or, minimally, incomplete.

The long-running contestations over the proper role and goals of the national planning program reflect an implicit question that McLaughlin and Jordan (2004) argue evaluation attempts to answer: are the proposed program outcomes the correct ones? If not, adjustment of the goals to fit the program should occur. If they are, but the goals are

unattained, Rossi (2004) asserts the program should be altered to deliver its desired outcomes – but only after the logic of the program has been modelled.

The benefit of depicting the program in a logic model can extend down to each individual planning degree program (department) to depict resources available and utilized, activities of the faculty, input from student and alum surveys, and the like. The process of developing a program logic model reveals stakeholder conceptions of the program and helps build shared understanding and expectations within program staff and other program stakeholders (McLaughlin and Jordan 2004). These shared understandings and expectations of the program permit assessment of its conceptualization or design. Such assessments can be broken down into questions of program relevance and the appropriateness of its underlying theory (McDavid et al. 2013). The program modeling process should be part of a long-term culture change and should be an iterative, repetitive process to accommodate updates as program aspects and contexts evolve (McLaughlin and Jordan 2004). Annual evaluation of the program logic model by stakeholders of individual planning departments can improve their understanding and commitment to their program on a day-to-day basis.

The proffered program logic model, completed with the social welfare goals of current normative planning theories intact, reveals that alterations to planning education and/or practice are necessary if the national planning program is to achieve its social justice and equity goals. The logic model is also useful to planners and faculty in meeting growing obligation to be reflective about the profession, its achievements, its educational

structure, and how well it solves and incorporates societal needs and ideas (Frank 2006; Stiftel et al. 2004).

If a generalized logic model for the national planning program is developed, accepted, and utilized within the discipline, it will function as a baseline for identifying gaps in knowledge about the program and conducting future evaluations of the program. This will promote research that produces a more comprehensive understanding of the program. It would also lead to better outcomes (short-, intermediate-, and long-term) from the operation of the program as well as enhance preparation for the regular PAB (re)accreditation program evaluation process.

The literature review and comprehensive planning program logic model demonstrated the significant influence the accreditation requirements have on planning education and their deterministic tendencies in terms of driving competency demand in practice. This phenomenon warrants further investigation to better determine whether accreditation requirements are the cause, or captive, of the current evaluation feedback loop identified herein. Additionally of interest after the literature review and upon consideration of the national planning program logic model is the current (post-2009) extent of incorporation of the justice and equity paradigm into planning education, and whether differences in planning program departmental housing (context) corresponds to levels of the paradigm's incorporation. A review of individual planning accreditation self-study reports would be instructive regarding engagement with, and implementation of, social justice and equity issues, in planning education.

# BRIDGING PROGRAM EVALUATION PRAXIS TO PLANNING EDUCATION EVALUATIONS: RESULTS AND RECOMMENDATIONS FROM A PILOT OPINION SURVEY

## 3.1 Introduction

The tension between theory and practice, and the related debate as to whether planning should be broadly focused or narrowly focused on land use and development planning, are the two recurrent themes in planning (McClendon, Erber, McCoy, and Stollman, 2003). To resolve this tension and improve planning education's practical usefulness, Ozawa and Seltzer (1999) conducted an opinion survey to assess planning education performance and specifically map a relationship between planning theory, practice, and education to respond to the local context in which they practiced and taught. In justifying their research, Ozawa and Seltzer (1999) pointed out that the demands of academia and practice pull planning education in opposite directions.

Finding that senior-level practitioners ranked communication-related competencies most important for entry-level planners, Ozawa and Seltzer (1999) deemed their results evidence of the recently asserted dominance of the communicative planning paradigm (Innes, 1995). In their follow-up survey, Seltzer and Ozawa (2002) confirmed their findings regarding the importance of communication skills for entry-level practice. Their

results informed a call to incorporate communication competencies into planning education (thereby mapping theory to practice to education). Communication skills of various types have now ranked as the most important for succeeding in planning practice for nearly two decades (Dalton 2007; Dawkins 2016; Edwards and Bates 2011; Greenlee, Edwards, and Anthony, 2015; Guzzetta and Bollens, 2003).

The results of these opinion surveys have served as evidence of planning education's proper operation. Some planning educators have been noted to object to such assertions based on the results of opinion surveys (Ozawa and Seltzer, 1999) due to concerns they simply represent planning education blindly following practice (Feldman, 1994), or mask both a lack of responsiveness to ongoing planning theorization and the robustness formal program evaluations would provide (Grooms, in peer review). The functions of planning education and practice constitute a program guided by planning theory, accreditation requirements, and the professional code of ethics. Programs are systems that operate within various contexts on multiple scales. For purposes of this paper, a national planning program is a conceptualized system comprised of components that produce planners and planning outcomes (Grooms, in peer review). Planning graduates that possess the competencies demanded by their employers (senior-level practitioners), then, may be understood to represent successful – albeit proximal – planning education program outcomes; this is the case whether or not previous evaluations have identified all necessary (demanded) competencies.

Seltzer and Ozawa (2002) also urged the discontinuance of the long-running paradigm debate, in which the dominant planning paradigm has variously been asserted to be rational (Friedman, 1996), advocative (Frank, 2006), and communicative (Innes, 1995). This urging appears to have been heeded as none of the surveys conducted subsequently further engaged the planning paradigm debate; most recently this is evidenced by Greenlee, Edwards, and Anthony's (2015) discussion of their results in terms of "the continued coevolution of planning education and practice" (161) with no mention of planning theory. This disengagement is curious given the sharp critiques of communicative action planning theory (Huxley, 2000), and the emergence and development of justice and equity planning theories during this period (Agyeman, 2013; Agyeman and Evans, 1999; Fainstein, 2000, 2010).

Against this backdrop, these and other assessments identify differing distal (medium- and long-term) outcomes that elicit calls for more information about or modifications to planning education. These calls have been in response to the demands of ethical professional behavior and normative planning values (Seltzer and Ozawa, 2002), the need to better prepare students for non-traditional (e.g. social welfare) planning practice (Dalton, 2007), and the need to better prepare planners to succeed across the course of their careers (Greenlee et al., 2015; Guzzetta and Bollens, 2003). In addition, despite accreditation standards requiring social welfare curricular content, just a few planning education assessments of any type have included competencies specifically associated with social justice and equity. The few studies of social welfare curriculum in planning education have found few courses focused specifically on such competencies (Sanchez,

2001). This despite high levels of student interest in engaging these topics in planning practice (Harris, 2015), and frustration from thwarted ability to serve as agents of social change in planning practice (Greenlee et al., 2015). Program impact evaluations, conducted to ascertain what difference, if any, the program has made in outcomes, have not been conducted at the scale of the conceptualized national planning program; such evaluations may not be possible, but normative planning theorization readily serves as proxy for such evaluations (Grooms, in peer review).

The pilot survey incorporated questions regarding competencies as well as demographic information in the form of a replicable performance measurement instrument (McDavid, Huse, and Hawthorn, 2013; Newcomer, Hatry, and Wholey, 2015). To satisfy program evaluation principles (Patton, 1997), and to re-animate the normative versus positivist debate in planning competency opinion surveys, questions about attitudes and competencies related to justice and equity supplemented the usual competency performance measures. The sample frame mitigated the generalization difficulties associated with previous results (Dalton, 2007) and adhered to performance measurement principles for client identification (Kelly, 2007).

This paper is a timely addition to the recent call to strengthen the linkages between program evaluation and evaluations of plans and planning (Guyadeen and Seasons, 2016), and planning education (Grooms, in peer review); it contributes by calling for the utilization of program evaluation praxis in planning education performance assessments and describing the benefits thereof. In service to this effort, this paper reports the results

of a pilot planning competency opinion survey constructed in light of, and in response to, the conditions and considerations of contemporary planning education evaluations.

The paper first presents an overview of program evaluation and performance measurement principles and situates previous surveys within that context. It is followed by the methodology section, which provides details on the construction of the sampling frame and survey instrument. The paper then highlights a relevant subset of personal demographics responses from the present survey before turning to a more extensive presentation and discussion of the survey results associated with newly added justice and equity inquiries. Except where instructive, the paper eschews reviews of previous surveys' findings in deference to space constraints and their recent and thorough reviews (Dawkins, 2016; Greenlee et al., 2015). The final section presents recommendations for planning education evaluations and accreditation requirements. Complete survey results and the survey instrument appear in Appendix A and Appendix C, respectively.

## 3.2 Program Evaluation and Performance Measurement Principles

A basic principle of evaluation is that there is no one-size-fits-all approach because each evaluation situation is unique (Rossi, Lipsey, and Freeman, 2004). Patton (1997) argues that the "ways of measuring complex phenomena…are always constrained by limited resources and time, inevitably involve competing and conflicting priorities, and rest on a foundation of values preferences that are resolved by pragmatic considerations, disciplinary biases, and measurement traditions" (p. 242). Therefore, evaluations should be as simple as possible to avoid almost certain disaster (Berk and Rossi, 1999).

Program evaluators must also bring to bear evaluation training, experience, and a sense of the possible regarding the subject evaluation; they must also rely on their intelligence, experience, perseverance, beliefs, values, and expectations to the creation of an evaluation structure that combines these characteristics with the evaluation tools they have available (Berk and Rossi, 1999; McDavid et al., 2013). Evaluators should thoroughly examine prior research on issues related to the program being evaluated, especially evaluation research on similar programs (Rossi, Lipsey, and Freeman, 2004). Doing so can identify outcomes that the subject program ought to produce, determine how they have been defined and measured, and assist in their evaluation. The level of respect held for various methodologies by the evaluation audience is also a crucial influence on evaluation methodology selection (Patton, 1997) as is whether one seeks to make a definitive determination regarding attribution or to provide insight into the goings on of a program. Further, evaluators should strive to match their research procedures to the evaluation questions as well as possible (Patton, 1997; Rossi et al., 2004; Weiss, 1972). Therefore, consideration of issues such as data availability, the nature of the program subject to evaluation, results of previous evaluations, evaluator resource constraints, and the strengths and weaknesses of possible evaluation methodologies must occur in the selection of a program evaluation scheme.

The various evaluator and program conditions described above are evident, to varying degrees, in the subject body of contemporary planning competency opinion surveys. Evaluators: had minimal ability to influence their sample frame and survey instrument

(Guzzetta and Bollens, 2003), used existing data (Dawkins, 2016), adjusted performance measures based on personal and contextual expertise (Guzzetta and Bollens, 2003; Ozawa and Seltzer, 1999), and expanded the sample frame to improve generalizability (Dalton, 2007). Ultimately, the task for each of them was to produce evaluation designs that accommodated extant circumstances while producing credible, useful answers to the motivating research questions (Rossi et al., 2004; also see Newcomer et al., 2015).

Notwithstanding the realities of any survey context, credibility advancement must always be a central intention of evaluation design decisions (Newcomer et al., 2015). The evaluation scheme for this assessment specifically aimed to advance the credibility of future planning education evaluations. It did so through use of formal evaluation praxis that promises to mitigate past survey results' generalizability problems and produce more comprehensive, and therefore more accurate, planning education evaluations. The evaluation scheme designed and used for this pilot opinion survey draws from both utilization-focused evaluation and performance measurement praxis.

### *3.2.1 Utilization-Focused Evaluation*

Utilization-focused evaluation "begins with the premise that evaluations should be judged by their utility and actual use; therefore, evaluators should facilitate the evaluation process and design any evaluation with careful consideration of how everything that is done, *from beginning to end*, (*emphasis in original*) will affect use" (Patton, 1997, p. 20). The focus is on intended use by intended users. Patton (1997) prescribes highly personal and situational interaction between evaluator and intended users of the evaluation to develop an evaluation that will satisfy their needs. Utilization-focused evaluation requires that

evaluators engender the commitment of intended users to the evaluation processes and use of the evaluation results. Also emphasizing the front-end of the evaluation process, utilization-focused evaluation promotes the use of systematic data collection rather than, for example, Rossi et al.'s (2004) emphasis on the application of social science methods.

### *3.2.2 Performance Measurement*

The two broad purposes of performance measurement are accountability and improving performance (McDavid et al., 2013). Performance measurement permits measuring the extent to which planned outcomes were achieved due to the implementation of policies or programs, assists in describing program results, and holds program managers (here, educators) accountable to a programs' performance bottom line (McDavid et al., 2013). At base, performance measurement systems permit comparisons between planned and accomplished program outcomes. A combination of performance measures can work together to identify how well a program is performing; together they effectively serve as a shorthand yet powerful way to monitor and assess a program.

Performance measurement is typically an ongoing function that takes and tracks straightforward measurements focused on proximal outcomes of a program to increase stakeholder and administrator program knowledge and understanding (Mayne, 2001; McDavid et al., 2013). Standard program evaluations, on the other hand, are episodic, deterministic, and precise (McDavid et al., 2013), which often results in their being expensive and time consuming. Mayne (2001) argues performance measurement is a valuable alternative tool for providing evidence the program is having intended impact.

Performance measurement tends to rely heavily on existing sources of data and assumes attribution to the program; program administrators typically manage the performance measurement process. McDavid et al. (2013) suggest that despite the tendency for performance measures to remain the same over time, there is often need of their adjustment. For example, changing organizational priorities might require alterations in performance measures. In the context of planning education, modifications to accreditation standards, professional ethics, and ongoing planning theorization are representative of organizational priorities capable of change.

According to Newcomer et al. (2015), "credible evaluation work requires clear, valid measures that are collected in a reliable, consistent fashion" (p. 14-15). To measure their performance against past results, the contemporary surveys have utilized similar lists of planning competencies to construct their survey instruments (Greenlee et al., 2015; Guzzetta and Bollens, 2003; Kaufman and Simon, 1995). The replicated competencies, then, are serving as performance measures, while the process of surveying and analyzing the results to identify necessary changes – if any – is effectively a performance measurement system. Previous surveys suggest the measures used have satisfied, to some extent, Newcomer et al.'s (2015) call that they be relevant to program processes and outcomes, considered important by program sponsors, previously used, and deemed relevant by program administrators and clients.

Newcomer et al. (2015) also assert that useful performance measurement requires that the evaluator determine if new measures are required and/or whether revisions to, or

elimination of, measures are advised based on the evaluation context. These actions should result in the choosing of measures that represent the potential pool of measures used in other locations (Newcomer et al., 2015). Consideration of the failure of past planning education assessments to fully satisfy these requirements is important in understanding both the information gap between formal program evaluation and the evaluations these surveys produced and the program process and outcome improvements to be gained from closing this gap. For instance, if questions regarding local environmental contexts (Greenlee et al., 2015; Guzzetta and Bollens, 2003), or, as this paper argues, social equity and justice competencies, are important, they should appear on all survey instruments. Worth noting is that use of improved, or even perfect, performance measurement instruments alone will not produce better program results; improving program outcomes requires that the results of evaluations inform actual changes to program aspects deemed necessary. The construction of the pilot survey reported on herein responded directly to these considerations.

Two principles associated with customer identification in performance measurement are noteworthy. First, as Kelly (2007) notes for government performance reporting, the closer customers are to the governing structure, the more useful performance information is in evaluating the performance of the program, making performance reporting by local governments more meaningful to citizens than federal government performance measures. Borrowing this logic suggests that planning education assessment surveys are most useful for evaluating the performance of an individual program in their local contexts but less so when generalized to the national level. Indeed, Dawkins (2016), like

Guzzetta and Bollens (2003) and Greenlee et al (2015) find environmental context of practice to impact skills used in practice. Despite this, because accreditation and ethical conduct standards are national level forms of program governance, generalizing assessments of individual program performance are necessary to generate comprehensive evaluations of the national planning education program (Grooms, in peer review).

Second, Greenlee et al. (2015) very specifically named senior-level planning practitioners the clients of planning education; these practitioners have served most frequently as the voice of planning practice in the subject series of opinion surveys. As noted previously, performance information is most useful to the customers closest to the program in question (Kelly, 2007). Therefore, this paper posits that students who pay tuition in exchange for skills they wish to develop and/or that are marketable are the most-proximate clients of planning education. At minimum, their opinions should be equal to those of other planning education stakeholders.

### *3.2.3 Hypotheses*

Framed by formal program evaluation and performance measurement praxis, then, the post-1999 opinion surveys' omissions of students from their sample frames and of justice and equity competency inquiry raised questions about the veracity of their claims that planning education is functioning properly. These conditions, considerations, and conclusions engendered four research hypotheses. The first hypothesis (H1) was that planning students value general issues of equity and justice similarly to planners and faculty. The second hypothesis (H2) was that planners and faculty do value equity and justice knowledge and skills. The third hypothesis (H3) was that planning students value

equity and justice knowledge and skills similarly to planners and faculty. The fourth hypothesis (H4) was that all respondents would value equity and justice knowledge regardless of whether or not they were identified as such on the survey instrument.

## 3.3 Methodology

### *3.3.1 Sample Size and Recruitment*

The membership of two state chapters (state A and B) of the American Planning Association (APA) as well as the faculty and 2016-2017 academic year students of the accredited graduate planning programs (two in state A and one in state B) in those two states comprised the sample frame. The construction of this frame intended mitigation of two limitations identified in previously conducted opinion surveys. First, unlike previous planning competency opinion surveys conducted since 1999 (Dill, 2000), this sampling frame includes students enrolled in graduate planning programs. Second, this sampling frame, unlike most planning competency opinion surveys conducted since 1999, is not restricted to senior practicing planners. Students were also included to compare the results of justice and equity competency questions previously asked in Harris' (2015) survey of planning students. Program evaluation best practices urge pilot tests of survey instruments prior to their roll out and use in full evaluations. Therefore, the sampling frame was limited to the membership of these groups in these two states.

Email communication was initiated with a known contact of state A's APA chapter and via the 'contact us' link on state B's chapter website in early February 2017, requesting the email addresses of their members for purposes of distributing this study's survey. State B's APA chapter declined to provide their members' email addresses and offered

instead to distribute the survey to their members via their institutional e-newsletter. State A's APA chapter was amenable to providing the email addresses of their members for purposes of survey distribution but agreed instead to distribute the survey directly to their membership via e-mail on the same schedule employed by state B. The first email distribution of the survey to the two states' APA chapter memberships occurred on May 1, 2017. A second survey distribution email was sent by state B's APA chapter on May 30, 2017 and by state A's APA chapter on June 5, 2017.

The accredited graduate planning programs in state A were members of the APA Academic Membership Program. This program grants all full time planning faculty membership in APA. State A's APA chapter extends membership to faculty as well. The faculty of these programs therefore received the survey in the May 1 and June 5, 2017 emails from their state chapter. Nonetheless, they also received the survey via email routed through the department chairs. The planning faculty in the accredited graduate planning program in state B received the survey only via direct email on May 17, 2017 via the department chair. The department chairs in each program also forwarded an email addressed to students that contained a link to the survey. The survey closed at 11:45pm on June 30, 2017.

Neither state A nor state B's APA chapters responded to requests for total membership e-mail distribution counts. Each state's APA chapter membership count therefor came from state membership lists available on the national APA website. To obtain these figures, searches of the online APA membership directory for each state resulted in a membership

count of 407 for state A and 223 for state B, providing a combined estimated membership of 630 (APA, 2017) being included in the sampling frame. The graduate program student enrollment in state B was 38, which was comprised of 33 master's students and five Ph.D. students (Ph.D. candidates did not receive the survey). The chairs of the two graduate programs in state A did not respond to requests for total student enrollment figures. This study therefore assumed 38 enrolled students in each of these programs, producing an estimated 134 enrolled students in the sampling frame. The department chairs of the programs in state A also did not provide counts of faculty receiving the survey. Reviews of these programs' websites resulted in a combined faculty count (not including adjuncts or interdepartmental affiliates) of 18. The survey went to 12 state B faculty members. The sampling frame thusly contained an estimated 30 faculty members across the three programs. In total, the sampling frame included an estimated population of 794 individuals (630 APA state chapter members + 134 enrolled graduate students + 30 faculty).

The absence of confirmed numbers in each of these survey respondent categories is not ideal. Inaccuracies are likely and quite possible for at several reasons. These include national APA members residing in state A or B not being members of those state chapters, faculty in non-planning departments and/or disciplines being APA members via the APA Academic Membership Program, and the likely double counting/estimating of enrolled students who are also members of the APA state chapters. The challenges with obtaining an accurate sample size will be further engaged in the discussion and recommendations section.

*3.3.2 Survey Instrument*

The regular publishing of the results of this series of opinion surveys indicates the evaluation audience respects this methodology. The purpose of this evaluation is the provision of insight about the program's operation and outcomes. In concert with this intended use, the performance measurement principle requiring replication for evaluation informed the use of an opinion survey for this pilot assessment. The survey was constructed, distributed, and administered using the University of Louisville Urban Studies Institute's Survey Monkey account in adherence to the program evaluation principle that program administrators conduct the evaluation. The survey project received IRB approval prior to the initial survey distribution.

The review of previous research on the subject program (post-1999 planning education assessments) revealed an absence of inquiry about specific justice and equity competencies, and only marginal attention of the topic in terms of professional demographics (specializations). Whether planning education programs fulfill their accreditation requirements to produce justice and equity competencies in graduates, and/or whether planners uphold ethical principles to use such competencies in practice is unknown due to the absence of inquiry about such competencies. Further, the absence of student respondents from the sampling frames has left unknown the importance to which future planning practitioners ascribe such competencies.

The examination of previous planning education assessments and other planning education literature led to some conclusions regarding social equity and justice knowledge (SEJk),

and community equity and justice impact evaluation skills (CEJIEs). Herein, SEJk refers to the survey questions that address justice and equity issues to gauge respondent attitudes about and interest in addressing justice and equity in planning practice. These were comprised of performance indicators that, speculatively, could relate to issues of justice and equity from the Ozawa and Selzter studies (1999, 2002), the specializations from the Greenlee et al (2015) and Dawkins (2016) studies, and questions replicated from the Harris (2015) student survey. CEJIEs, on the other hand, refers to specific competencies in planning practice designed to produce more just and equitable outcomes. The conclusions about SEJk and CEJIEs were thus: first, planning students report valuing these competencies. Second, such competencies can assist planning students achieve their goal of increased capacity to effect social change through their planning practice. Third, provision of these competencies are requirements of accreditation and satisfy performance expectations of ethical professional practice. Finally, put into use, these competencies can help achieve normative planning theory's goals for practice.

## 3.4 Results

From the estimated sampling frame of 794 individuals, 178 individuals opened the survey of which 119 completed the survey, resulting in a response rate of 15%. At the time of survey completion, 13 respondents indicated they were faculty, 8 indicated they were students, and 88 indicated they were professional planners. The remaining 10 respondents indicated their primary occupation was 'other.' These were included with professional planners based on contextualizing information provided by these respondents, bringing their total number 98.

### *3.4.1 Respondent Personal Demographics*

This study found a predominance of males in practice and education, albeit at reduced ratios to previous studies. Males constituted 61.7% of practitioners, 53.85% of educators, and 37.5% of students in this study. Females comprised 38.3% of practitioner respondents, 46.15% of faculty respondents, and 62.5% of student respondents. Rather than provide an option to not respond, this survey sought to be more inclusive and included an 'other' option that permitted any gender label claimed by respondents; none made use of this option.

Only Dalton (2007) and Greenlee et al. (2015) have reported on survey respondent gender post-1999. Dalton's respondents were 66% male and 34% female. Greenlee et al. (2015) further broke their respondents down into occupation, reporting 72.4% of practitioners and 67% of educators were male. Conversely, females made up 26.8% of practitioners and 30.8% of educators; the small remainders were comprised of 11 respondents indicating they preferred not to provide answers to the gender question.

These results suggest positive progress continues in attaining gender parity in academe. Further, gender parity in practice appears to be emerging. This improvement is also evident in respondents with planning education as practitioners without planning degrees are overwhelmingly male while the majority of those with planning degrees are female. This suggests the rise in gender parity in practice is occurring alongside an increase in the number of female practitioners with planning degrees. Overall, female representation in planning appears to be on an upward trajectory.

Racial diversity in planning practice is holding steady at best. Dalton (2007) reported non-white practitioner respondent ratios of between 8% and 10% from 1995 to 2006. Greenlee et al.'s (2015) practitioner respondents were nearly 95% White, 4.5% African American or Black, 1% Asian, and ½% Native American; just over 4% of practitioners reported being LatinX while nearly 2% declined to respond. Faculty in Greenlee et al.'s (2015) study were reported as being nearly 80% White, 8% Asian, 5.6% African American or Black, ½% Native American, with just over 7% preferring not to respond; 4.4% claimed LatinX ethnicity while just over 5% declined to answer. This study finds racial and ethnic demographics to be generally similar to those reported in Greenlee et al. (2015), with the percentage of white practitioners a bit higher and the percentage of White faculty a bit lower. The percentage of white students, at 87.5%, splits the difference between practice and education ratios. Females involved in planning are more racially and ethnically diverse than males based on this study. Student age breakdowns are as expected. Only Greenlee et al. (2015) reported respondent age breakdowns in the post-1999 period of analysis. Compared to their results, this study finds similar decennial age breakdowns, but slightly larger ratios of younger practitioners and faculty. Complete sample demographics appear in Appendix A.

### *3.4.2 Justice and Equity Survey Results*

One of the primary purposes of this pilot survey was testing means of rectifying decades of the virtual absence of social welfare competency inquiry in planning education assessments. These means were comprised of five specific methods of inclusion. Specifically, these were 'performance indicators,' 'planning theories,' 'competency

categories,' 'specializations,' and 'attitudes.' Descriptions of these methods and their results appear below.

#### *3.4.2.1 Performance Indicators*

This survey utilized a list of six performance indicators synthesized from some of the previous surveys. Three of these indicators are replicated (Ozawa and Seltzer, 1999; Seltzer and Ozawa, 2002) and the remaining three are the result of a synthesis of indicators or descriptors thereof (Dawkins, 2016; Greenlee et al. 2015). Because these six do not represent specific actionable skills, the generically labeled "Conducting community impact evaluations specifically for equity and justice outcomes" was formulated based on the work of Lichfield (1996) and added to the survey. "Cultural Competency" was also added as a performance indicator to ensure specific inclusion of 'just' sustainabilities (Agyeman, 2013) since the six synthesized replications arguably address competencies associated with the 'just city' (Fainstein, 2010). These eight indicators comprised the competencies presented in a "social equity and justice" category.

The pilot survey tested whether the presentation of justice and equity competencies grouped within a similarly titled category would influence the rankings of importance given to them by respondents. This was accomplished by listing these competencies on the survey twice. Once, as noted above, and a second time, individually, in appropriate categories. For example, the "Cultural Competency" indicator appeared in both the justice and equity category and among indicators in a group of competencies labeled "Community Organizing and Interaction." The results of this test appear in tables 2, 3,

and 4, for practitioners, faculty, and students, respectively. The rankings for all tested competencies appear in Appendix A. The rankings are means calculated from the Likert-type scale of possible answers where 1 = not important, 3 = important, and 5 = very important to the prompt "Indicate how important each of the following knowledge areas/skills are in your work." The comprehensive list of competencies are presented in Appendix A.

Table 2. Practitioner Justice and Equity Competency Rankings

| **Practitioners** | **(n=98)** | |
|---|---|---|
| **Competency Categories (Equity and Justice)** | **Mean** | **Std. Dev.** |
| Understanding of contemporary urban issues and potential alternative strategies for addressing them | 4.16 | 1.00 |
| Familiarity with the interaction of planning, implementation, and markets | 4.10 | 1.02 |
| Understanding of the ethical dimensions of urban planning including awareness of the AICP Code of Ethics | 3.86 | 1.13 |
| **Familiarity with the interaction of planning, implementation, and markets** | **3.77** | **1.03** |
| Knowledge of the evolution of different urban forms as a result of economic, political, and social forces | 3.60 | 1.18 |
| Cultural Competency | 3.59 | 1.13 |
| **Understanding of contemporary urban issues and potential alternative strategies for addressing them** | **3.56** | **1.16** |
| **Understanding of ethical dimensions of urban planning, including awareness of AICP Code of Ethics** | **3.56** | **1.21** |
| Understanding and using power relationships / lobbying / strategizing to get plans adopted | 3.50 | 1.17 |
| **Understanding and using power relationships / lobbying / strategizing to get plans adopted** | **3.38** | **1.27** |
| **Cultural Competency** | **3.28** | **1.17** |
| **Knowledge of evolution of different urban forms as a result of economic, political, and social forces** | **2.99** | **1.25** |
| Understanding the history of the planning profession | 2.97 | 1.15 |
| **Understanding the History of the planning profession** | **2.95** | **1.17** |
| Conducting Community Impact Evaluations specifically for Equity and Justice outcomes | 2.60 | 1.20 |
| **Conducting Community Impact Evaluations specifically for Equity and Justice outcomes** | **2.56** | **1.23** |

**Bolded Text = Normative Competency IN Social Justice and Equity Category**
Non-bolded Text = Normative Competency NOT in Social Justice and Equity Category

Among the most interesting results are the practitioners' rankings. In every instance, they ranked each grouped justice and equity competency lower in importance than the corresponding competency listed elsewhere on the survey; the standard deviations of the grouped competencies were also larger in every instance. The rankings for the grouped

competencies ranged from a low of 2.56 (out of 5) to a high of 3.77 (out of 5); the rankings for the ungrouped competencies ranged from a low of 2.60 to a high of 4.16.

Faculty rankings resulted in four of the eight group competencies ranking higher than the corresponding competency listed elsewhere on the survey, with the remaining four ungrouped competencies ranking higher than the corresponding grouped competency. There was no discernable pattern in the standard deviations. The average rankings for the grouped competencies ranged from a low of 3.38 (out of 5) to a high of 4.38 (out of 5); the average rankings for the ungrouped competencies ranged from 3.46 to 4.31.

Table 3. Faculty Justice and Equity Competency Rankings

| **Faculty** | **(n=13)** | |
|---|---|---|
| **Competency Categories (Equity and Justice)** | **Mean** | **Std. Dev.** |
| **Understanding of contemporary urban issues and potential alternative strategies for addressing them** | **4.38** | **0.84** |
| Understanding of contemporary urban issues and potential alternative strategies for addressing them | 4.31 | 0.91 |
| **Familiarity with the interaction of planning, implementation, and markets** | **4.25** | **1.09** |
| Familiarity with the interaction of planning, implementation, and markets | 4.23 | 0.97 |
| **Understanding of ethical dimensions of urban planning including awareness of AICP Code of Ethics** | **4.23** | **1.05** |
| Understanding of the ethical dimensions of urban planning, including awareness of the AICP Code of Ethics | 4.23 | 1.19 |
| Knowledge of the evolution of different urban forms as a result of economic, political, and social forces | 4.00 | 1.18 |
| **Understanding and using power relationships / lobbying / strategizing to get plans adopted** | **3.92** | **1.00** |
| **Knowledge of evolution of different urban forms as a result of economic, political, and social forces** | **3.69** | **1.14** |
| Cultural Competency | 3.69 | 1.20 |
| Conducting Community Impact Evaluations specifically for Equity and Justice outcomes | 3.62 | 1.15 |
| **Cultural Competency** | **3.62** | **1.15** |
| Understanding and using power relationships / lobbying / strategizing to get plans adopted | 3.54 | 1.08 |
| **Understanding the History of the planning profession** | **3.54** | **1.08** |
| Understanding the history of the planning profession | 3.46 | 1.39 |
| **Conducting Community Impact Evaluations specifically for Equity and Justice outcomes** | **3.38** | **0.92** |

**Bolded Text = Normative Competency IN Social Justice and Equity Category**
Non-bolded Text = Normative Competency NOT in Social Justice and Equity Category

Neither the competencies nor the standard deviations rankings based on student responses showed any discernable pattern. The average rankings for the grouped competencies

ranged from a low of 3.75 (out of 5) to a high of 4.38 (out of 5); the average rankings for the ungrouped competencies ranged from a low of 3.50 to a high of 4.38.

Table 4. Student Justice and Equity Competency Rankings

| **Student** | **(n=8)** | |
|---|---|---|
| **Competency Categories (Equity and Justice)** | **Mean** | **Std. Dev.** |
| Understanding and using power relationships / lobbying / strategizing to get plans adopted | 4.38 | 0.70 |
| **Understanding of ethical dimensions of urban planning, including awareness of AICP Code of Ethics** | **4.38** | **0.86** |
| **Understanding and using power relationships / lobbying / strategizing to get plans adopted** | **4.38** | **0.86** |
| Knowledge of the evolution of different urban forms as a result of economic, political, and social forces | 4.38 | 0.99 |
| **Understanding of contemporary urban issues and potential alternative strategies for addressing them** | **4.38** | **0.99** |
| Understanding of contemporary urban issues and potential alternative strategies for addressing them | 4.38 | 0.99 |
| Familiarity with the interaction of planning, implementation, and markets | 4.25 | 0.83 |
| **Familiarity with the interaction of planning, implementation, and markets** | **4.25** | **0.83** |
| Understanding of the ethical dimensions of urban planning including awareness of the AICP Code of Ethics | 4.25 | 1.09 |
| Cultural Competency | 4.13 | 1.36 |
| **Cultural Competency** | **4.13** | **1.36** |
| **Knowledge of evolution of different urban forms as a result of economic, political, and social forces** | **4.13** | **1.36** |
| **Conducting Community Impact Evaluations specifically for Equity and Justice outcomes** | **3.75** | **1.30** |
| **Understanding the History of the planning profession** | **3.75** | **1.48** |
| Conducting Community Impact Evaluations specifically for Equity and Justice outcomes | 3.63 | 1.49 |
| Understanding the history of the planning profession | 3.50 | 1.41 |

**Bolded Text = Normative Competency IN Social Justice and Equity Category**
Non-bolded Text = Normative Competency NOT in Social Justice and Equity Category

The range of means of practitioner rankings was both wider and lower than for those of both faculty and students. While the highest means were equal between faculty and students, the range of means of student rankings was both narrower and higher than of faculty. Generally, practitioners value justice and equity competencies less than do faculty and students. In addition, the companion competencies ranked most similarly by practitioners were among the least important to them while the most similarly ranked companion competencies were among the most important to faculty and students.

*3.4.2.2 Competency Categories*

Because some past opinion surveys inquired about the importance of competencies using very broad categories (e.g. 'communication') rather than very specific competencies (e.g. 'writing clear, concise in-house memos'), a synthesized list of the broad competencies used previously were utilized as the competency category titles in this pilot survey. This permitted their comparison to previous assessments. To determine rankings of importance for each of these competency categories, weighted averages were calculated for each category (the mean scores of each competency performance indicator within each category were summed and averaged; these figures were multiplied by the number of competencies in the category, then divided by the number of categories).

These calculated rankings are imperfect measures of the importance of each category of competencies due in part to the varying numbers of competencies within each category. However, for each group of respondents, 'Synthesis and Communication' was the highest scoring category of competencies. The 'Social Equity and Justice' category was calculated to be 5$^{th}$ most important for practitioners, 4$^{th}$ most important for faculty, and 3$^{rd}$ most important for students. The top five categories for each of the three respondent groups were the same, though their calculated rankings varied. Rounding the top five out were 'Planning Methods,' 'Community Organizing and Interaction,' and 'Planning Theory,' which is discussed below. Complete results appear in Appendix A.

*3.4.2.3 Planning Theories*

As a direct means of re-animating the planning paradigm debate through the administering of this survey, a list of planning theories were presented as competencies within a separate

competency category labeled 'Planning Theory.' Interestingly, this category was calculated to be the 2nd most important competency category for all three respondent groups. In response to the prompt "Indicate how important each of the following knowledge areas / skills are in your work," each respondent group ranked the theories as presented in table 5. The theories most associated with justice and equity are bolded.

Table 5. Planning Theory Rankings

| **PRACTITIONERS** | **(n=98)** | |
|---|---|---|
| **Planning Theories** | **Mean** | **Std. Dev.** |
| Collaborative | 4.27 | 1.01 |
| Communicative | 4.06 | 1.01 |
| Participatory | 4.03 | 1.09 |
| Comprehensive | 3.92 | 1.12 |
| Incremental | 3.44 | 1.06 |
| **Advocacy / Equity** | **3.42** | **1.16** |
| **Just Sustainabilities** | **2.99** | **1.15** |
| Mixed Scanning | 2.87 | 1.14 |
| **Just City** | **2.80** | **1.21** |

| **FACULTY** | **(n=13)** | |
|---|---|---|
| **Planning Theories** | **Mean** | **Std. Dev.** |
| Comprehensive | 4.08 | 1.11 |
| Collaborative | 4.08 | 1.19 |
| Participatory | 4.00 | 1.15 |
| Communicative | 3.82 | 1.11 |
| **Just City** | **3.82** | **1.11** |
| **Advocacy / Equity** | **3.75** | **1.01** |
| **Just Sustainabilities** | **3.45** | **0.99** |
| Incremental | 3.25 | 1.16 |
| Mixed Scanning | 2.90 | 0.94 |

| **STUDENTS** | **(n=8)** | |
|---|---|---|
| **Planning Theories** | **Mean** | **Std. Dev.** |
| Collaborative | 4.38 | 0.70 |
| Comprehensive | 4.13 | 0.78 |
| Communicative | 4.13 | 0.93 |
| Participatory | 4.13 | 1.05 |
| **Just City** | **3.88** | **1.36** |
| **Advocacy / Equity** | **3.75** | **1.09** |
| **Just Sustainabilities** | **3.75** | **1.39** |
| Incremental | 3.63 | 0.99 |
| Mixed Scanning | 3.38 | 1.11 |

Faculty and students ranked 'Just City' as 5th most important planning theory, 'Advocacy/Equity' as the 6th most important theory, and 'Just' Sustainabilities as 7th most important theory. Practitioners ranked these theories as less important than did faculty and students, and indicated 'Advocacy/Equity' was the most important normative theory in their work, placing it 6th among 9 theories; 'Just' Sustainabilities and 'Just City' were ranked as 7th and 9th most important, respectively, by practitioners.

Practitioners' ranked 'Incremental' planning theory as being of higher importance to their work, and 'Just City' (which is especially concerned with material redistribution) as being of much lower importance to their work than did faculty and students; this likely evidences the realities of practice. That faculty's 1st place ranking, and students' 2nd place ranking, was 'Comprehensive' planning theory raises questions about paradigm dominance in planning education. These results appear in Appendix A.

*3.4.2.4 Specializations*

The present survey utilized a synthesized list of specializations generated from those utilized in Greenlee et al. (2015) and Dalton (2007). Greenlee, et al. (2015) inquired about areas of specialization of both senior practitioners and planning faculty. Faculty choices included "advocacy and empowerment" and practitioner choices included "social welfare" (Greenlee et al., 2015, p. 165). Planning faculty demonstrated a moderate level of interest in social welfare issues but there was no correspondent interest in or need of social welfare competencies in practice (Greenlee et al., 2015).

In Dalton's (2007) survey, 'social planning' was one of the least-cited specialties. However, it was cited over three times more frequently by 'non-traditional' planners (10.7%) than by 'traditional' planners (2.9%) and was by far most cited by those employed in non-profit organizations or universities (18.9%); conversely, social planning was rarely cited as a specialty by practitioners employed in private firms (6%), special-purpose government (7.8%) or general government (1.9%). Those who indicated they were traditional planners (60% of respondents) agreed most that planning "is primarily concerned with physical development issues" (p. 39) while non-traditional planners

agreed most that they "performed research, conducted strategic planning, were involved with organizational development, and raised funds" (p. 39). In short, Dalton (2007) found social planning practice operates at the margins of the planning profession. The specializations with statistically significant differences between those with and without a planning degree or between genders from this pilot survey appear in table 6. They corroborate Dalton's (2007) findings about non-traditional planning practice. The complete results appear in Appendix A.

Table 6. Specializations by Degree and Gender

| Respondent Characteristics | w/Planning Degree (n=85) | | w/o Planning Degree (n=34) | | Female (n=48) | | Male (n=68) | |
|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % |
| **Areas of Specialization[a]:** | | | | | | | | |
| Advocacy/Empowerment/Social Welfare/Equity & Justice | 12 | 14.12% | 6 | 17.65% | 12 | 25.00%* | 5 | 7.35%* |
| Historic Preservation | 13 | 15.29% | 8 | 23.53% | 4 | 8.33%* | 15 | 22.06%* |
| Land Use Regulation | 52 | 61.18%* | 14 | 41.18%* | 27 | 56.25% | 36 | 52.94% |
| Planning Theory / History | 2 | 2.35%* | 5 | 14.71%* | 3 | 6.25% | 4 | 5.88% |
| Sustainability/Environmental/Natural Resource Planning | 23 | 27.06% | 13 | 38.24% | 19 | 39.58%* | 15 | 22.06%* |
| Transportation Planning | 28 | 32.94% | 9 | 26.47% | 9 | 18.75%* | 25 | 36.76%* |

[a] Only specializations with statistically significant diff's between those w/ & w/o planning degrees or between genders are presented.
* = Difference statistically significant at .05.

The complete list of specializations with practitioner, faculty, and student rankings from this pilot survey appears in table 7. These data broken down for practitioners, faculty, and students, appear in sections in Appendix A, respectively. Respondents were to select their areas of specialization; students were to select those they were pursuing. Multiple selections were permitted.

Practitioners selected the justice and equity specialization infrequently enough that it is among the lowest 1/3 of all specializations. Faculty and students both selected the justice and equity specialization much more frequently than did practitioners. For these two

groups, it was squarely in the top 1/3 of all specializations, though proportionally just under 31% of faculty selected it versus 50% of students. That faculty so frequently selected the equity and justice specialization was unexpected considering its lower middle 1/3 score in Greenlee et al.'s (2015) assessment; one explanation for this result may be the nearly even split of faculty with a planning degree (n=6) and without (n=7) a planning degree.

Table 7. Specializations

| Respondent Characteristics | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | |
|---|---|---|---|---|---|---|
| | # | % | # | % | # | % |
| **Areas of Specialization:** | | | | | | |
| Advocacy / Empowerment / Social Welfare / Social Equity & Justice | 10 | 10.20% | 4 | 30.77% | 4 | 50.00% |
| Disaster Preparedness, Resiliency, and Recovery Planning | 7 | 7.14% | 0 | 0.00% | 0 | 0.00% |
| Economic Planning & Development | 55 | 56.12% | 9 | 69.23% | 1 | 12.50% |
| Facilities, Parks and Rec., and Infrastructure Planning | 26 | 26.53% | 0 | 0.00% | 0 | 0.00% |
| Finance / Fiscal Planning | 14 | 14.29% | 2 | 15.38% | 1 | 12.50% |
| Growth Management | 23 | 23.47% | 1 | 7.69% | 0 | 0.00% |
| Historic Preservation | 19 | 19.39% | 2 | 15.38% | 0 | 0.00% |
| Housing | 23 | 23.47% | 1 | 7.69% | 5 | 62.50% |
| Information / GIS Technology | 14 | 14.29% | 2 | 15.38% | 2 | 25.00% |
| Land Use Regulation | 63 | 64.29% | 3 | 23.08% | 0 | 0.00% |
| Law | 8 | 8.16% | 3 | 23.08% | 0 | 0.00% |
| Neighborhood and Community Development | 47 | 47.96% | 6 | 46.15% | 5 | 62.50% |
| Planning Methods (Info. Retrieval / Data Collection / Data Analysis / Research) | 14 | 14.29% | 5 | 38.46% | 1 | 12.50% |
| Planning Theory / History | 3 | 3.06% | 3 | 23.08% | 1 | 12.50% |
| Public Health | 2 | 2.04% | 3 | 23.08% | 0 | 0.00% |
| Real Estate (Re)development (Downtown) | 25 | 25.51% | 1 | 7.69% | 0 | 0.00% |
| Regional Planning | 31 | 31.63% | 1 | 7.69% | 1 | 12.50% |
| Rural / Small Town Planning | 37 | 37.76% | 3 | 23.08% | 0 | 0.00% |
| Spatial & Urban Design | 21 | 21.43% | 3 | 23.08% | 2 | 25.00% |
| Sustainability / Environmental / Natural Resource Planning | 28 | 28.57% | 3 | 23.08% | 5 | 62.50% |
| Transportation Planning | 33 | 33.67% | 1 | 7.69% | 3 | 37.50% |
| Other | 2 | 2.04% | 0 | 0.00% | 0 | 0.00% |

*3.4.2.5 Attitudes*

This survey replicated four questions that inquire about respondent perspectives on how practice should address issues of equity and justice in practice from the recent survey administered to enrolled students (Harris, 2015); the results appear in table 8. The first question asks which of three descriptions best matches the respondents' belief about the proper role of professional planners in terms of their agenda. The student results are of

particular interest first because 75% indicated they believed planners should pursue an advocacy agenda associated with issues of equity and justice while roughly 50% of practitioners and faculty chose this option. Additionally, no students indicated support for professional planning being a practice that acted in support of the political agenda of the planning agency or city administration in their duties.

The second question asks which of three descriptions best matches the respondents' belief about the proper role of professional planning in a market economy. The student results are of particular interest again for two reasons. First, they indicated – at rates of 20% to 30% higher than faculty and practitioners, respectively – that planning should recognize market forces are inherently inequitable and that planners should attempt to counter those forces to improve equity. Conversely, the rate of students indicating that market forces should solely decide issues of equity was higher than practitioners, and nearly twice as high as faculty.

The third question asks which of three descriptions best matches the respondents' belief about the proper role of professional planning in addressing issues of race, class, and/or gender. Once again, the student results are of particular interest because they indicated – at rates of 24% to 32% higher than faculty and practitioners, respectively – that issues related to race, class, and/or gender equity issues are important and always considered in practice. Conversely, the rate of students indicating that these diversity issues were not important and therefore not considered was again at least twice as high as practitioners and faculty.

Table 8. Justice and Equity in Planning Practice

| Respondent Characteristics | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | |
|---|---|---|---|---|---|---|
| | # | % | # | % | # | % |
| **What is the Proper Role of Planning Professionals?** | | | | | | |
| A neutral provider of technical information | 24 | 24.74% | 3 | 23.08% | 2 | 25.00% |
| A provider of technical information in a manner consistent with the political agenda of the agency you are employed by or the administration it serves | 25 | 25.77% | 3 | 23.08% | 0 | 0.00% |
| A provider of technical information with an advocacy agenda around equity, inclusion, and participation | 48 | 49.48% | 7 | 53.85% | 6 | 75.00% |
| No answer | 1 | | 0 | | 0 | |
| **How Should Planners Work in Market Economy?** | | | | | | |
| Create options that are the most economically efficient and let the market imperatives drive the final decision | 10 | 10.20% | 1 | 7.69% | 1 | 14.29% |
| Create incentives for the market to respond to the needs of communities and encourage efforts to consider equity issues | 63 | 64.29% | 7 | 53.85% | 2 | 28.57% |
| Recognize that inherent in market forces is inequity and make efforts to hold market forces accountable to equitable outcomes within communities | 25 | 25.51% | 5 | 38.46% | 4 | 57.14% |
| No answer | 0 | | 0 | | 1 | |
| **What is True about Race/Class/Gender Equity in Planning?** | | | | | | |
| Issues related to race, class, and/or gender equity are not important (and therefore not considered) | 7 | 7.14% | 0 | 0.00% | 1 | 14.29% |
| Issues related to race, class, and/or gender equity issues are important (and therefore always considered) | 52 | 53.06% | 8 | 61.54% | 6 | 85.71% |
| Issues related to race, class, and/or gender equity may be important (and therefore sometimes considered) | 39 | 39.80% | 5 | 38.46% | 1 | 14.29% |
| No answer | 0 | | 0 | | 0 | |
| **What Do You Believe to be True About Planning Practice?** | | | | | | |
| Planners should be prepared to address issues of economic and social justice in their professional practice because promoting economic and social justice is important for planners to do | 36 | 36.73% | 8 | 61.54% | 5 | 71.43% |
| Planners should be prepared to act fairly and seek to treat everyone equally because that is what is required of a professional planner | 59 | 60.20% | 4 | 30.77% | 3 | 42.86% |
| If people vote, participate in local affairs, and conduct themselves as good citizens, their issues will be addressed. Therefore, what planners do makes very little difference in this regard | 3 | 3.06% | 1 | 7.69% | 0 | 0.00% |
| No answer | 0 | | 0 | | 0 | |

Finally, the fourth question replicated from the Harris (2015) survey asks which of three descriptions best matches the respondents' belief about the proper role of planning practice. While the responses of students and faculty to this question were somewhat similar, students indicated a stronger preference for the justice and equity activist role for planning than did faculty and practitioners. Interestingly, no students indicated a belief that planning was powerless in the face of civically engaged citizens. Practitioners were nearly twice as likely to indicate planners should adopt a value neutral stance compared to faculty, and only half as likely to indicate planners should adopt the justice and equity activist stance compared to students.

Four additional questions related to justice and equity were included in this survey. Two aimed to garner insight into how planners might define for themselves the notion of serving as an agent of social change (see table 9). The remaining two questions sought to provide insight into the extent to which respondent's work is associated with issues of equity and justice, and to what extent respondents would like their work to be associated with these issues (see table 10). Complete results appear in Appendix A.

To determine what the term 'agent of social change' meant to respondents, they selected from one of four pre-defined definitions. The vast majority of all respondent groups indicated they understood the role to mean one who pursues changes in laws, policies, actions, and norms to effect change, but students were more likely to indicate these changes should be to achieve better results for the historically disadvantaged and disenfranchised as opposed to society as a whole. Interestingly, when asked how important being an agent

of social change was in making career decisions (on a Likert-type scale of 1 = very important to 5 = not important), faculty indicated higher levels of interest in serving as agents of social change than did students and practitioners.

Table 9. Agent of Social Change Definition and Interest

| Respondent Characteristics | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | |
|---|---|---|---|---|---|---|
| | # | % | # | % | # | % |
| **What is Your Definition of 'Agent of Social Change?'** | | | | | | |
| Acting in accordance with established laws, policies, actions, and norms with the intention of achieving better results for society overall | 19 | 19.39% | 1 | 7.69% | 1 | 12.50% |
| Acting in accordance with established laws, policies, actions, and norms with the intention of achieving better results for the disadvantaged and disenfranchised | 11 | 11.22% | 3 | 23.08% | 0 | 0.00% |
| Acting to change established laws, policies, actions, and norms with the intention of achieving better results for society overall | 40 | 40.82% | 5 | 38.46% | 3 | 37.50% |
| Acting to change established laws, policies, actions, and norms with the intention of achieving better results for the disadvantaged and disenfranchised | 22 | 22.45% | 4 | 30.77% | 4 | 50.00% |
| No answer | 6 | | 0 | | 0 | |
| | **Mean** | **Std. Dev.** | **Mean** | **Std. Dev.** | **Mean** | **Std. Dev.** |
| How Important Was Being an 'Agent of Social Change' in Your Education and Career Decision-Making Process? | 2.97 | 1.27 | 2.54 | 1.55 | 2.71 | 1.16 |
| No answer | 2 | | 0 | | 1 | |

When asked the extent to which their work was focused specifically on improving social equity and justice (on a Likert-type scale of 1 = all to 5 = none), practitioners' work was the least focused on this type of work, scoring between none and 50%. Faculty indicated about 50% of their work was focused on these issues while students indicated their work (based on the specializations they were pursuing) was the most focused on these issues, scoring between 50% and 75%. Finally, when asked the extent to which they would like their work to be *more* focused on improving social equity and justice (on a Likert-type

scale of 1 = always to 5 = never), practitioners' were least interested in their work being more focused on these issues, faculty more interested, and students the most interested.

Table 10. Work Focused on / in Interest in Equity and Justice

| Respondent Characteristics | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | |
|---|---|---|---|---|---|---|
| | Mean | Std. Dev. | Mean | Std. Dev. | Mean | Std. Dev. |
| How Much of Your Work is Focused Specification Improving Social Equity and Justice? | 3.79 | 0.96 | 3.00 | 1.41 | 2.38 | 1.41 |
| No answer | 2 | | 0 | | 0 | |
| To What Extent Would You Like Your Work to be More Focused on Improving Social Equity and Justice? | 2.99 | 1.05 | 2.50 | 1.32 | 2.20 | 1.17 |
| No answer | 2 | | 1 | | 3 | |

Returning to the original research hypotheses, the results of this pilot survey led to mixed determinations. The first research hypothesis (H1) posited that students value justice and equity planning more than faculty and practitioners. While students indicated higher value for normative planning theories than did practitioners, faculty essentially replicated students' rankings. These results required the acceptance of the first null hypothesis with the understanding that, as posited previously, phenomena associated with planning practice may be the cause of the normative planning theories' being ranked of little importance to practitioners.

The second research hypothesis (H2) posited that practitioners and faculty do not value competencies associated with justice and equity. Related to the second research hypothesis, the third research hypothesis (H3) posited that students, in relation to practitioners and faculty, do value these competencies. As with the first research hypothesis, the results of these tests produced mixed results (see table 11). While practitioners' rankings placed none

of the normative competencies in the top 1/3 of the complete list of competencies, three placed in the middle 1/3 and the remaining five placed in the bottom 1/3. Faculty rankings led to three normative competencies being in the top 1/3, one being in the middle 1/3, and four being in the bottom 1/3. As hypothesized, students ranked normative competencies of most value, placing four in the top 1/3, two in the middle 1/3, and two in the bottom 1/3. These results required the acceptance of the second null hypothesis and the rejection of the third null hypothesis, which resulted in the acceptance of the third alternative hypothesis.

Table 11. Normative Competency Rankings

| Normative Competency Rankings | Practitioners | Faculty | Students |
|---|---|---|---|
| Normative Competencies in Top 1/3 | 0 | 3 | 4 |
| Normative Competencies in Middle 1/3 | 3 | 1 | 2 |
| Normative Competencies in Bottom 1/3 | 5 | 4 | 2 |

Finally, the fourth research hypothesis (H4) posited that respondents (regardless of group) would indicate those justice and equity competencies presented as a group in a category labeled 'Social Equity and Justice' were of more importance to their work than they would identical competencies presented individually in the remaining competency categories. In other words, the hypothesis was that the 'Social Equity and Justice' label would bias respondents in a way that led to those competencies being ranked as more important than they had been when encountered throughout the other competency categories. Just as with the previous hypotheses tests, the results of this test produced mixed results. Contrary to expectations, practitioners ranked justice and equity competencies not listed in the 'Social Equity and Justice' category more highly, in every instance, than the corresponding

competencies group in the category. Faculty rankings were evenly mixed in this regard, and student rankings showed no pattern associated with the hypothesis test. Faculty and student rankings resulted in multiple pairs of corresponding competencies, suggesting less bias, perhaps, than appears at play in practitioners, whose results further suggest that planning practice phenomena diminish valuations of justice and equity competencies. The drivers of these results warrant future investigation.

### 3.5 Recommendations

While contemporary opinion surveys used to assess planning education have clearly utilized some of the utilization-focused program evaluation and performance measurement principles described previously, they were not employed in a systematic fashion. Proper understanding and utilization of evaluation techniques should lead to more accurate evaluations of planning education performance. These evaluations can contribute to planners' improved understanding of the program evaluation process in line with Guyadeen and Seasons' (2016) call to do so while simultaneously allowing planning education to be more effective. Discussion of the following recommendations is in terms of their applicability to justice and equity issues in planning education. They are, however, wholly applicable to the entirety of planning education evaluation and are intended for such use.

Performance measurement, as noted previously, intends both accountability and performance improvement. The contemporary planning education surveys attempt to produce these ends as a performance management system, which is a system that tracks

program accomplishments to connect its strategic goals to outcomes and to make decisions about current and future directions (McDavid, Huse, and Hawthorn, 2013). However, measures of progress toward strategic goals must not be disassociated from those goals (Kelly, 2007). If the national planning education program seeks to track the program's accomplishment of its justice and equity goals then these goals must be explicitly devised to be measurable. With their absence of specific performance goals, past opinion surveys have served only to measure the status of planning education, not its performance.

Individual planning degree programs are required to develop, track, and report on progress toward meeting strategic goals as a function of accreditation (PAB, 2017). Most recent accreditation standards "reflect an expanding emphasis on performance metrics within specific planning domains" (Dawkins, 2016, p 2). Considering the strong influence graduation from an accredited planning program has on providing skills used in practice, knowledge that shapes practice, and determining future senior-level practitioner demand for competencies in entry-level planners (Dawkins, 2016), accreditation documents and processes should be utilized to develop target performance goals for planning education evaluations. A process to establish target performance goals for issues related to justice and equity would serve both to fulfill the best practice of piloting evaluation instruments and provide focus on these long-marginalized goals.

Accreditation standards permit each planning degree program's strategic goals to reflect their environmental context (PAB, 2017). For example, in addressing student body

diversity, establishing a performance goal of having at least one student in each cohort from a racial or ethnic group historically underrepresented in each program would serve to drive performance improvement to ensure the performance goal is met and permit holding program administrators accountable, thereby fulfilling both purposes of properly implemented performance measurement.

Implementing an accreditation change that requires regular surveys would solve several ongoing problems inherent in the contemporary body of opinion surveys. Surveys of students should occur annually at the start of the academic year. Incoming student survey results would serve to inform educators of the expectations and interests of their clients. The surveys conducted the next year would provide empirical evidence for the changes in knowledge attributable to the operation of the program. Seeing as knowledge and skills associated with social just and equity are required as part of the core planning curricula, the call to measure the outcomes from the provision of this content is loud. Further, the evaluation process conducted in each degree program can function as a pedagogical tool and assignment for developing needed program evaluation competencies (Guyadeen and Seasons, 2016) in the student body; the development of commitment to the evaluation process and appreciate of its benefits can also be expected as a result of this process.

Changes in attitudes are unlikely to occur more frequently than every three to five years. However, surveys of faculty and alumni should occur each year along with the students. Alums become the practitioners whose voice from the field is necessary but so frequently difficult to obtain due to challenges with assembling a representative list of practitioners

from various organizations. By requiring surveys of such frequency, individual programs benefit by keeping better track of their program alumni. An annual survey schedule for faculty and alumni will also contribute to the use of the evaluation process serving as pedagogical tool for each cohort and would contribute – in concert with the results of the student surveys – knowledge regarding current societal conditions and perspectives necessary for theorization. By focusing program evaluations solely on alums of accredited planning degree programs, competency attainment (attribution) does not require inquiry (Dawkins, 2016). Further, annual surveys would provide evidence toward "measuring the degree to which the concepts and skills they [educators] teach students in the classroom translate into relevant and effective applications in the workplace" (Greenlee et al., 2015, p. 163).

Establishing a standardized survey instrument and survey schedule as part of the accreditation standards and criteria would produce longitudinal data and contribute to credible evaluation work, which requires valid measures collected in a reliable, consistent fashion (Newcomer et al., 2015). This process would also solve the historic problem of results generalizability. In addition, this regulated process would ensure compliance with the utilization-focused evaluation principles of engendering user commitment to the process and results and the development of interactions between evaluator and evaluation users, which would take place in every degree program. Additional benefits of relying on accreditation requirements for developing and implementing this survey instrument include ensuring that measures represent all those of interest in all program locations, and

that they are relevant to program processes and outcomes (and deemed such by administrators and clients) (Newcomer et al., 2015).

Finally, the results of each program's annual performance measures should be submitted to and consolidated by the Planning Accreditation Board. This process would replace the annual submission of program data to PAB that occurs currently. Specific measures can be converted to ratios of each program's goals for generalization purposes. These data can be presented in a performance measurement 'dashboard' that permits each program to quickly and easily monitor its progress against its specific goals. Optionally, the performance data for all programs – either individually or as a composite – can be made available to each location to permit comparisons against the performance of the national planning education program.

## 3.6 Conclusion

The present study sought to accomplish two primary goals. The first was to re-engage the paradigmatic and philosophical debates within planning. Utilizing a normative position to counter the historically positivist contemporary planning education assessments, the present study sought to ascertain whether any, and if so which, planning paradigm was evident in its results. Specifically, it sought to determine the extent to which the justice and equity planning theory paradigm appears incorporated into planning education and adopted in planning practice. The second goal was to demonstrate the need and benefit of fully implemented program evaluation praxis and performance measurement principles in assessing the performance of planning education.

Based on the positive change in faculty rankings of the importance of social justice and equity compared to previous assessments, these concepts appear to be increasingly incorporated into the planning education program. This conclusion, however, is somewhat hampered by the limited sample size. The results of the present survey appear to provide support for Greenlee et al.'s (2015) suggestion that students in graduate planning programs with prior work experience tend to have tempered approaches to serving as agents of social change. Greenlee et al. (2015) further note that many graduate planning program students "do not necessarily become well-sharpened agents of social change" (p. 172) and instead end up serving as highly skilled planners taking direction from superiors.

Accreditation standards require curricular content on social justice issues, and the professional planning code of ethics contains principles necessitating attention to such issues in practice. Yet, the review of contemporary (post-1999) planning education assessments revealed that questions regarding – or attempts to measure – the importance of, provision of, and use of planning competencies associated with social justice and equity have been largely absent from evaluations of planning education. The results of previous evaluations, however, routinely serve as evidence of planning education's satisfactory performance. Program administrators know neither whether planning education is meeting its obligation to produce such competencies in its graduates, nor whether professional planners lives up to their ethical promise to utilize such competencies in practice, because the questions have been unasked.

The results of alternative means of answering these unasked questions, be they inclusion of new groups of stakeholders in survey sample frames, curricular content surveys, assessments of changes in accreditation and/or ethics requirements, normative planning theorization, or critique thereof, could serve as proxies for these unknown answers. These answers seem not to have influenced planning education evaluation instruments or methodologies. Indeed, the dial-back of accreditation curricular content requirements for social welfare issues, reduction from obligation to principle of ethical practice, and the direct call to abandon debate about planning's proper role and goals call into question the commitment of planning education program administrators to change the program in ways necessary to achieve its social welfare goals.

At present, evaluations of planning education have been conducted in the absence of any systematic feedback loop to the national planning program's governing documents. Operating in this manner, and in this environmental context, has contributed to a planning that has largely abandoned its quest to be the inspiration "of what the future might – and should – be" (Klosterman, 2009, p. 325-326), and instead "focuses largely on its pragmatic problem-solving orientation" (Klosterman, 2011, p. 326). Such a state of affairs in planning education is antithetical to Perloff's perspective that "planning is not simply whatever planners do; effective planning results in social change" (Feldman, 1994, p. 91). A re-engaged normative position on planning education to counter this state of affairs requires that planning educators provide leadership to advance the field rather than just "blindly following the lead of the profession" (Feldman, 1994, p. 91), or sitting

"comfortably on the sidelines, observing and criticizing planning practice" (Klosterman, 2009, p. 326).

It seems clear that more comprehensive, and publicly available, program and performance evaluation and assessment of graduate planning programs is needed. As Albrechts (2004) notes, "some form of performance measurement seems inevitable" (p. 27); he thus suggests, "the planning community must become more proactive and must reflect on the use that can be made of measurement systems" (p. 27). Such studies might assist planning education programs demonstrate their impact and worth to administration officials – and students. They also pose the possibility of spurring improvements in program offerings and results. Ultimately, however, measuring the performance of a program should not take place if program administrators are not committed to making the changes said measurement finds warranted. Neither should stakeholders be asked questions that program administrators are not prepared to answer. Therefore, planning education evaluators should only make use of the recommendations herein if planning education administrators are fully committed to using the results to manage the planning education program.

# WHITHER SOCIAL JUSTICE AND EQUITY IN PLANNING EDUCATION? RESULTS AND RECOMMENDATIONS FROM AN EXAMINATION OF ACCREDITATION SELF-STUDY REPORTS

## 4.1 Introduction

The ideals underlying the concepts and goals of social equity and justice have inhabited the planning lexicon for decades. Indeed, more than a century ago, these ideals fueled calls for the creation, study, and practice of a science of cities intended to both relieve and prevent the suffering of urban ills caused by the industrial revolution and its attendant rapid urbanization (Meck and Retzlaff 2009). Despite the improved conditions in built and natural environments wrought through the efforts of planners, however, many of these urban ills remain, though often in reformulated character. During the contemporary era, initially in response to the U.S. civil rights protests, planning scholars have promulgated normative theories aimed at mitigation of these ongoing urban ills (Agyeman and Evans, 1999; Davidoff, 1965; Fainstein, 2000; Healy, 1992; Krumholz, 1982). At various times hence, assertions have been made of the hegemonic dominance of each of these planning theories (Friedmann, 1996, Frank, 2006; Innes, 1995); these assertions have periodically conflicted with one another. The recently posed question regarding the extent to which the current normative planning theories proffered by Agyeman (2013) and Fainstein (2010) have been incorporated into planning curricula

(Grooms, 2017 in review) has added further to this ongoing planning paradigm contestation.

Concerns also exist about the continued marginalization of social welfare issues specifically in the planning literature based on the reliance on scholarship from non-planning disciplines identified in a review of planning course syllabi said to address such topics (Sen, Umemoto, Koh, and Zambonelli, 2017). Relatedly, planning education has been critiqued for its dearth of full-term courses on executable competencies (rather than knowledge to be contemplated or values to be imbued) designed to produce more just and equitable planning decisions and outcomes (Sanchez, 2001) despite the long-term existence of such competencies (Lichfield, 1985). Further, planning faculty may not possess the necessary competencies for successful incorporation of SEJ issues into their curricula or pedagogy (Harris, 2015); faculty diversification can mitigate such challenges (Harris, 2015; Thomas, 2008) in accord with the representation disposition – active or passive (Thompson, 1976) – of minority faculty.

In addition, graduation from accredited planning programs significantly affects senior-level planners' demands for the competencies they subsequently expect entry-level planners to possess (Dawkins, 2016). The accreditation standards and criteria also strongly influence the curricular content and operation of planning education programs as evidenced by the frustrations experienced by the University of Illinois at Urbana-Champaign (UIUC) planning faculty when recently redesigning their program in concert with an upcoming re-accreditation (Edwards and Bates, 2011). Specifically, the UIUC

faculty felt the accreditation requirements thwarted their preference for a high level of social justice curricular content; ultimately, the faculty comported the curriculum they believed necessary to satisfy accreditation demands. Anecdotally, a statement made to the author during a paper session at the 2017 Association of Collegiate Schools of Planning (ACSP) conference corroborates the UIUC faculty's perspective. Paraphrasing, the statement made by a faculty member of a non-accredited, planning-related program at a university in the Pacific Northwest was that the program purposefully chose against accreditation because the requirements conflicted too much with the faculty's normative curricular content preferences and their broader goals and objectives for the program.

Recent scholarship has identified and detailed challenges planners face in evaluating plans and planning outcomes when they utilize evaluation methodologies historically taught in planning education programs – which are not those of formal program evaluation typically offered in other disciplines such as public administration (Guyadeen and Stevens, 2016). Among the challenges identified by Guyadeen and Stevens (2016) are institutional hurdles, a lack of planning outcome evaluation methodologies, and the existence of the attribution gap, which led them to urge future research that will demonstrate the need for building stronger linkages between formal program evaluation methodologies and the evaluation of plans and planning outcomes.

The most recent accreditation standards "reflect an expanding emphasis on performance metrics within specific planning domains" (Dawkins, 2016, p 2). As "accreditation programs are nothing but performance measures" (Kelly, 2014, p. 5), and given the

significant role accreditation standards and criteria play in shaping the content, management, and expectations of planning education programs, it is noteworthy that the processes and documentation attendant to accreditation have heretofore gone unutilized in evaluating the performance of the national planning education program. To fill this gap, this paper extends the logic of Guyadeen and Stevens' (2016) argument for building a bridge between planning evaluation and program evaluation. It does so by using formal program evaluation principles and methodologies to evaluate accredited graduate planning education's social equity and justice content and adherence to mission-driven performance management principles.

#### *4.1.1 Program Evaluation and Performance Management*

The Planning Accreditation Board's (PAB) accreditation standards and criteria require each program wishing to seek and/or retain accredited status to develop a strategic plan for use in governing program operation, and that their SSRs make readily apparent their adherence to program requirements and progress towards meeting both PAB-required and program-determined goals and objectives (PAB, 2012; 2017). PAB requires objectives to be measurable (PAB, 2012; 2017). Required components of the strategic plan include the programs' mission statements, goals, measurable objectives, and performance measures; these are the components of a mission-driven performance management system. Mission-driven performance management systems are designed specifically for program evaluation as these components assist program administrators in managing the program, and hold the administrators accountable for its performance (McDavid, Huse, and Hawthorn, 2013).

This study evaluates each program's objectives in terms of their accurate adherence to the ubiquitous S.M.A.R.T. principles. The S.M.AR.T. acronym stands for the **s**pecificity, **m**easurability, **a**chievability, **r**elevance, and **t**ime-boundedness characteristics effective objectives should possess. Achievability was not evaluated as it is a characteristic dependent on environmental and institutional contexts not investigated by this research project.

Whether each objective was an output or an outcome was also determined. This distinction is important. Output (or workload) measures indicate how much service a program is producing. Outcome measures, on the other hand, "capture the extent to which the service is meeting its objectives and service delivery goals" (Kelly and Rivenbark, 2011, p. 97).

Outcome measures might better be labeled effectiveness measures because they require program managers to regularly focus both on what their program's service objectives are and the degree to which the program is achieving those objectives (Kelly and Rivenbark, 2011). Formulating outcome measures is especially challenging for programs with multiple objectives (e.g. the national planning education program) whose service delivery relies on personal contact between program administrators (planning faculty) and program clients (planning students, and/or senior-level planners, and/or citizens), which often leads program managers to rely on output data rather than outcome data (Kelly and Rivenbark, 2011).

Further assessment of the program's use of performance management principles was made possible by interpreting the provision of the core curricular requirements as a singular program-wide goal. Because delivery of each required curricular content area occurs in individual courses, the course objectives listed on course syllabi served as program-created objectives for achieving this goal. This analysis was restricted to each program's core curriculum.

The frequently experienced difficulty in properly formulating objectives as measurable outcomes informed the development of three hypotheses. The first hypothesis (PEPM-H1) was that the individual service delivery locations' (e.g. planning degree departments) program-developed objectives would perform poorly in an assessment of their adherence to the S.M.A.R.T. principles. The second hypothesis (PEPM-H2) was that the programs' objectives would more often be outputs rather than outcomes. The third hypothesis (PEPM-H3) was that the program-developed course objectives would perform poorly in demonstrating alignment to their core curricular goals as expressed in their SSR curriculum maps. As this is the first known evaluative inquiry on a sample of PAB SSRs, and the first known focusing on these program performance management components, there are no benchmarks for these measures. Discussions of results are therefore restricted to relative terms based on scoring.

#### *4.1.2 Social Equity and Justice*

Planning education has long been contested terrain (Ozawa and Seltzer, 1999). As noted above, the framing for this contestation is often in terms of which planning theory is the dominant paradigm in planning education and practice. This debate is often further

fractured, with theory both evolving beyond previous paradigms that remain dominant in education and/or practice, and working to evolve education and practice to the new paradigm. Despite the unresolved contestations between normativity and positivism, and about paradigm hegemony, Seltzer and Ozawa's (2002) argument for dropping the long-running planning paradigm debate in favor of a focus on the good that came from status quo planning, has largely, but not entirely (e.g. Edwards and Bates, 2011), been embraced in subsequent assessments of planning education performance. Given planning's foundational social welfare ideals and Sen et al.'s (2017) concern that normative planning theories are absent from planning course syllabi focused on normative ideals such as justice, inclusion, and diversity, this paper reanimates – through empirics – the long-muffled paradigm hegemony debate in planning education evaluation scholarship. A testable hypothesis was not formulated due to the contested nature of this debate, though the author anticipated the communicative-action paradigm would prove dominant based on the published results of opinion surveys conducted since 1999.

In addition to evaluations of the programs' goals and objectives in terms of their adherence to performance management principles, these components, as well as the programs' primary focus statements, and mission statements were assessed for inclusion of social equity and justice language (if any). The rationale for this analysis is simple. Because PAB does not require issues of social equity and justice to be included in these program management components, their presence should be indicative of their importance to the administrators of each location (faculty) and their role in managing the

program (e.g. choices regarding curricular content, faculty hiring, and student recruitment, etc.).

The ongoing contestations around and about the normative characteristics and conditions of planning education described above informed seven hypotheses formulated to evaluate programs' commitment to, and incorporation of, social equity and justice issues. The first hypothesis (SEJ-H1) was that the contemporary normative planning theories centered on justice (Agyeman, 2013; Fainstein, 2010) have not been significantly incorporated into core planning curricula. The second hypothesis (SEJ-H2) was that elective curricular content would demonstrate a dearth of justice and equity content. The third hypothesis (SEJ-H3) was that planners (alums) do not value and/or use competencies associated with just and equitable outcomes in their planning practice. The fourth hypothesis (SEJ-H4) was that there would be little mention of social justice and equity in the programs' primary focus and mission statements, and goals and objectives. The fifth hypothesis (SEJ-H5) posited that planning faculty diversity would demonstrate no appreciable improvement from previous studies. The sixth hypothesis (SEJ-H6) was that programs would demonstrate commitment to faculty and student diversity when assessed using proffered diversity-increasing tactics; this hypothesis is perhaps somewhat counterintuitive, but it is based upon accreditation standards driving statements designed to demonstrate such commitment.

As this is the first known evaluative inquiry on a sample of PAB SSRs, there are no benchmarks for these measures. Based on the minimal evidence available from past

planning education assessment scholarship (e.g. Greenlee, Edwards, & Anthony, 2015; Ozawa and Seltzer, 1999; Selzter and Ozawa, 2002), scores in the lowest 1/3 of their range constituted poor performance, or a dearth of normative value/use/commitment (Grooms, 2018 in review); the same metric was therefore utilized where applicable for these analyses. Otherwise, results are discussed in terms of relativity to one another based on the disciplines with which the planning degree programs were housed. The seventh hypothesis (SEJ-H7) is that programs housed with the design-based disciplines would perform least well on the measures of social equity and justice content evaluated herein.

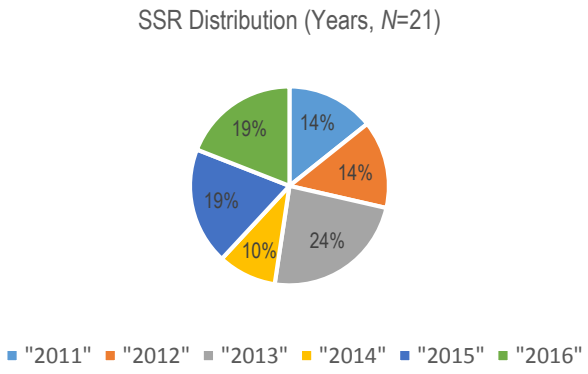
## 4.2 Methodology

Between February 1, 2017 and April 30, 2017, email communications were sent to the (then) 71 graduate program directors and/or department chairs (program contacts) identified on the list of accredited graduate planning programs on the Planning Accreditation Board (PAB) website. Initial contact included a request for their most recent self-study reports (SSR) as originally submitted to the PAB and assurances of confidentiality in all results reporting. Not collected were the PAB's site visit findings and the programs' responses thereto. Having corrected the few erroneous email addresses discovered in the first wave of contact, the author presumes all program contacts received all emails sent regarding this study.

Of the 71 program contacts, 28 provided no reply whatsoever, 11 declined to cooperate with the study, and the remaining 32 agreed to participate, 11 of which sent versions of their SSR sufficiently incomplete to necessitate exclusion from the study. The sample

was therefore comprised of 21 accredited graduate planning program self-study reports (SSRs). The distribution of SSRs across the years 2011-2016 was relatively even (see figure 5).

Figure 5. SSR Distribution by Year

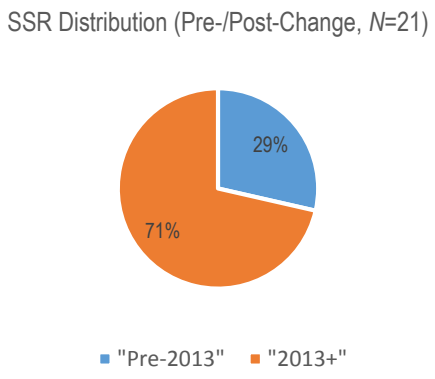



Several attempts were made to obtain a sample of 30+ analyzable (sufficiently complete) SSRs prior to the commencement of data collection. This target sample size was meant to permit inferential statistical analysis using standard correlation coefficients and to minimize the significant risk of low statistical power, inflated false discovery rate and effect size estimation, and low reproducibility errors when conducting statistical analyses on small samples (Colquhoun, 2014; Forstmeier, Wagenmakers, & Parker, 2016; Lakens, & Albers, 2017; Roussellet, 2014). Recent research utilizing sampling distributions finds samples of less than 50 actually produce growing estimations of correlation over time (Rousselet, 2018), further negating the perceived value and anticipated usefulness of the original sample size target. Given these risks, a census of planning program SSRs is advisable each time the accreditation standards and criteria are updated. In the interim,

this research project pursued an exploratory analysis utilizing descriptive statistics and other basic ratios and metrics.

All SSRs in the sample complied with the PAB accreditation self-study template utilized at the time each program was (re)accredited. Six of the programs submitted SSRs compliant with pre-2013 accreditation standards and criteria while the remaining fifteen programs submitted SSRs compliant with post-2013 (but pre-2018) accreditation standards and criteria (see figure 6). The University of Louisville IRB granted approval of the research project prior to review of, and data collection from, the program SSRs assembled for this research.

Figure 6. SSR Distribution by Version




Certain data were collected specifically in anticipation of their use in statistical analysis to identify program design or content that was predictive of either programs' proper implementation and use of goals and objectives to manage their performance, or their results in terms of social equity and justice content. While reported herein, the explanatory power of this data is perhaps less significant than had the planned statistical

analyses been conducted. For convenience, these data are grouped together and presented as 'additional results' at the end of the results section.

The program performance information PAB requires be made publicly available was analyzed utilizing the data on each program's website (rather than said data in their SSRs). Sections A (demographics, mission, goals, objectives, curriculum map, etc.) and B (syllabi) of the sample SSRs were reviewed. Alumni surveys and/or their results (if present) in Section C (other evidence) were reviewed to identify and record justice and equity content (if any). The majority of the data recorded for analysis was located in each program's SSR utilizing the 'find' function in Adobe Reader following the systematic processes as outlined for each section in Appendix B.

## 4.3 Results

At the school or college level, ten of the programs in the sample were housed with design-based disciplines such as Architecture and/or Landscape Architecture. Of the remainder, four were housed with Urban and/or Public Affairs, three were stand-alone planning programs, and the remaining four were housed with colleges or schools more or less atypical for planning programs (further identification information is withheld to retain promised confidentiality). Therefore, the split is nearly even between those housed with Architecture/Design (10; 48%) or not (11; 52%).

### *4.3.1 Sample Demographics*

Taken together, the full-time (labeled "A" in the SSRs) faculty of the programs in the sample is 70% male and 71% white. Table 12 provides the complete full-time faculty

gender, race/ethnicity, and nationality ratios. Full-time faculty affiliated with the program at less than full-time, hereafter part-time faculty (labeled "B" in the SSRs), taken together, is even more white (78%) and male (78%) than the full-time faculty. Table 13 provides the complete full-time faculty gender, race/ethnicity, and nationality ratios. Full-time ("A") and part-time ("B") faculty data for each anonymized program appear in Appendix B.

The adjunct (labeled "C" in the SSRs) faculty in the sample, similarly to the characteristics of the full- and part-time faculties, is largely male (72%) and the most white of all; interestingly the ratio of white "C" faculty across programs regardless of disciplinary housing was a stable 84-85%. Somewhat surprisingly, adjunct faculty, who could contribute to improved levels of overall faculty diversity, were less racially and ethnically diverse than both "A" and "B" faculty. One explanation might be that, because adjunct and contract planning instructors frequently come from the ranks of planning practitioners, the ongoing racial disparities found in planning practice (Lauria and Long, 2017) problematizes recruiting a diverse body of adjunct instructors. If the majority of adjunct faculty are Ph.D. holders ("C" faculty education level was not recorded), the large ratio who are white might be illuminating the possibility that white planning PhDs are more numerous, and/or that white PhDs are simply better resourced at the familial level, thereby enabling their participation in planning education as contingent labor. Based on these results, SEJ-H5 was accepted. Table 14 provides the complete adjunct faculty gender, race/ethnicity, and nationality ratios. Adjunct ("C") faculty data for each of the anonymized individual programs appears in Appendix B.

Table 12. Full-time ("A") Faculty Demographics

| Discipline | Sample Ratio | Male | Female | Gender Total* | White | Black or AA | AI or AN | Asian | NH or OPI | Other (1) | Other (multi) | Unknown | Foreign | Hispanic / LatinX |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Arch./Design | 48% | 69% | 31% | 100% | 66% | 11% | 2% | 13% | 0% | 0% | 1% | 0% | 7% | 2% |
| Pub./Urb. Affairs | 19% | 71% | 29% | 100% | 69% | 8% | 0% | 10% | 0% | 0% | 0% | 0% | 13% | 0% |
| Planning | 14% | 74% | 26% | 100% | 74% | 0% | 0% | 4% | 0% | 0% | 4% | 0% | 17% | 9% |
| Atypical | 19% | 69% | 31% | 100% | 80% | 4% | 0% | 15% | 0% | 2% | 0% | 0% | 0% | 11% |
| | **SAMPLE MEAN:** | **70%** | **30%** | **100%** | **71%** | **8%** | **1%** | **12%** | **0%** | **0%** | **1%** | **0%** | **8%** | **5%** |

*Only binary gender reporting required | Gender total may not match total by race/ethnicity | 2011 – 2016 Reports

Table 13. Part-time ("B") Faculty Demographics

| Discipline | Sample Ratio | Male | Female | Gender Total* | White | Black or AA | AI or AN | Asian | NH or OPI | Other (1) | Other (multi) | Unknown | Foreign | Hispanic / LatinX |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Arch./Design | 48% | 78% | 23% | 100% | 78% | 8% | 0% | 5% | 0% | 0% | 0% | 3% | 8% | 8% |
| Pub./Urb. Affairs | 19% | 75% | 25% | 100% | 92% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 8% | 0% |
| Planning | 14% | 80% | 20% | 100% | 100% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Atypical | 19% | 80% | 20% | 100% | 65% | 5% | 5% | 15% | 0% | 5% | 0% | 0% | 5% | 10% |
| | **SAMPLE MEAN:** | **78%** | **22%** | **100%** | **78%** | **5%** | **1%** | **6%** | **0%** | **1%** | **0%** | **1%** | **6%** | **6%** |

*Only binary gender reporting required | Gender total may not match total by race/ethnicity | 2011 – 2016 Reports

Table 14. Adjunct/Contract ("C") Faculty Demographics

| Discipline | Sample Ratio | Male | Female | Gender Total* | White | Black or AA | AI or AN | Asian | NH or OPI | Other (1) | Other (multi) | Unknown | Foreign | Hispanic / LatinX |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Arch./Design | 48% | 72% | 28% | 100% | 84% | 3% | 1% | 5% | 0% | 3% | 0% | 0% | 4% | 5% |
| Pub./Urb. Affairs | 19% | 87% | 13% | 100% | 85% | 5% | 0% | 8% | 0% | 0% | 0% | 3% | 0% | 3% |
| Planning | 14% | 71% | 29% | 100% | 84% | 3% | 0% | 11% | 0% | 0% | 0% | 0% | 3% | 8% |
| Atypical | 14% | 59% | 41% | 100% | 84% | 5% | 0% | 11% | 0% | 0% | 0% | 0% | 0% | 0% |
| | **SAMPLE MEAN:** | **72%** | **28%** | **100%** | **84%** | **4%** | **0%** | **8%** | **0%** | **1%** | **0%** | **0%** | **2%** | **4%** |

*Only binary gender reporting required | Gender total may not match total by race/ethnicity | 2011 – 2016 Reports

The student bodies' demographics varied considerably across programs. There was no discernable trend of improvement on any demographic measure between the pre-2013 and post-2013 SSRs. Gender breakdowns by discipline housing are similar across the board. The weighted average of stand-alone planning programs registered beyond parity at 46% male and 54% female, while programs housed with the atypical disciplines registered 51/49% male/female and programs in both Architecture and Public/Urban Affairs registered 54/46% male/female. Student demographics by disciplinary group appear in table 15 and for each of the anonymized individual program in Appendix B.

Table 15. Student Demographics

| Program Discipline Housing | | Student Demographic Ratios | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Gender* | | Race | | | | | | | | Nationality / Ethnicity | |
| | | Male | Female | White | Black or AA | AI or AN | Asian | NH or OPI | Other (1) | Other (multi) | Unknown | Foreign Student | Hispanic or LatinX |
| Arch./Design | Avg. | 54% | 46% | 63% | 3% | 2% | 3% | 0% | 1% | 1% | 8% | 17% | 7% |
| Urb./Pub. Affairs | Avg. | 54% | 46% | 82% | 7% | 1% | 2% | 0% | 0% | 1% | 0% | 7% | 2% |
| Planning | Avg. | 46% | 54% | 63% | 5% | 0% | 7% | 1% | 1% | 0% | 4% | 18% | 6% |
| Atypical | Avg. | 51% | 49% | 62% | 6% | 1% | 8% | 0% | 3% | 1% | 7% | 13% | 15% |
| **Sample** | **Avg.** | **51%** | **49%** | **65%** | **5%** | **1%** | **5%** | **0%** | **1%** | **2%** | **7%** | **14%** | **8%** |

* Gender was recorded as binary in all reviewed self-study reports | 2011 – 2016 Reports

The faculty-to-student (F2S) ratios provided in each SSR for programs housed with design disciplines, Public/Urban Affairs, atypical disciplines, and those that stand alone, as groups, respectively, were 7.76, 6.82, 7.47, and 7.91. The Accreditation Standards and Criteria indicate this ratio should always be lower than 10. One program housed with the design disciplines calculated their F2S ratio at 11.11 and argued for the use of a different

formula that produced a ratio of 9.92; 11.11 was used in this analysis. In effect, the faculty-to-student ratio is an outcome PAB requires each program to achieve. If a F2S of 10 or less becomes difficult for programs to achieve, PABs reconsideration of whether this remains the right goal for the program may be advisable (McLaughlin & Jordan, 2004). The programs housed with Public/Urban Affairs and those housed with atypical disciplines have lower F2S ratios, and correspondingly higher average numbers of full-time faculty. These programs also have the lowest ratio of full-time ("A") faculty with AICP certification. There is no discernable pattern in the ratio of "A" faculty holding 'planning' PhDs. Complete faculty qualification ratios, grouped by disciplinary housing, appear in table 16 while the data for the anonymized individual programs appears in Appendix B.

Table 16. Faculty Ratios, Qualifications, and Certifications

| Discipline | Programs in sample | Avg. Faculty to Student Ratio | "A" Faculty Total # / Avg. | "A" Faculty w/PLANNING Ph.D.[b] | "A" Faculty w/AICP ratio% |
|---|---|---|---|---|---|
| Arch./Design | 10 | 7.76[a] | 86 / 8.6 | 59.30% | 15.12% |
| Pub./Urb. Affairs | 4 | 6.82 | 51 / 12.75 | 48.25% | 11.76% |
| Planning | 3 | 7.91 | 23 / 7.67 | 57.67% | 17.39% |
| Atypical | 4 | 7.47 | 54 / 13.5 | 66.67% | 11.11% |

[a] One program reported a ratio of 11.11 but argued for use of an alternative formula, producing a ratio of 9.92; 11.11 was used.
[b] The degree title had to include the word "Planning."

*4.3.2 Program Evaluation and Performance Management Results*

Data were recorded for each program's objectives including the number of objectives enumerated in the SSRs, and whether each objective was an output (scored '0') or an outcome (scored '1'). This scoring system permits the objectives of each program as well as those for groups of programs to be measured against an ideal (a score of '1'); the closer to '0' the score, the fewer objectives are properly formulated as measurable outcomes. As is evident in table 17, each group of programs' objectives scored differently from one another, with programs housed with design disciplines scoring 0.24 (max 1.0), and programs housed with atypical disciplines scoring 0.29. Stand-alone planning programs scored 0.16, and those housed with urban/public affairs scored 0.19. As each group's score is below the 1/3 of scale threshold, PEPM-H2 was accepted. Anonymized data for the individual programs appears in Appendix B.

Used extensively, the S.M.A.R.T. acronym describes the principles to which objectives development should adhere (CDC, n.d.; Diehl & Galindo-Gonzalez, 2012; FDoE, n.d.; Morrison, 2010). Morrison (2010) credits Peter Drucker (2011[1955]) with first prioritizing these principles despite his not having specified these specific terms in his seminal book on management by objectives. In order to be *specific*, objectives should include only one action verb (CDC, n.d.); consideration should be given to "what knowledge will be built, what attitudes will be changed, what skills will be strengthened, or what behaviors will be increased" (Diehl & Galindo-Gonzalez, 2012). To be *measurable*, objectives should indicate the quantifiable change that represents success; be clear "about what will be changed and by how much" (FDoE, n.d.). *Achievability* is partially dependent on program-specific conditions, contexts, and resource availability,

thwarting its evaluability for this research project. To be *relevant*, objectives most be clearly associated with, or necessary for, accomplishing their corresponding goal (CDC, n.d.; Diehl & Galindo-Gonzalez, 2012). Finally, to be *time-specific*, objectives should identify the specific period of time in which their achievement will occur (CDC, n.d.; Diehl & Galindo-Gonzalez, 2012; FDoE, n.d.).

Each program's objectives were evaluated and scored according to the extent each adhered to the S.M.A.R.T. principles. The results of this evaluation by disciplinary housing appear in table 17 while those of each individual anonymized program appear in Appendix B. All the programs, regardless of disciplinary housing, did well in developing specific objectives, and a little less well in developing objectives that were relevant to their goals. This is evident in their scores, which ranged from between 0.85 to 0.90 in terms of specificity and between 0.72 and 0.79 in terms of relevance (max 1.00).

In this sample, stand-alone planning programs as a group were least successful in developing measurable objectives, averaging 0.13 (max of 1.00). Programs housed with atypical disciplines scored 0.18, those with design disciplines scored 0.22, and those with urban/public affairs produced the highest number of objectives deemed measurable, scoring 0.24; none of these scores represents great success in developing measurable objectives. The programs in the sample were also unsuccessful in developing time-specific objectives, as their scores ranged from 0.02 for those programs housed with urban/public affairs to 0.21 for those with atypical disciplines; stand-alone planning

programs as a group scored 0.06 while those with architecture scored 0.17 (max 1.00). With these mixed results, PEPM-H1 was not fully accepted.

Table 17. Objectives

| Program Information | PROGRAM OBJECTIVES | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | "S" | "M" | "A" | "R" | "T" |
| Housed In: | # of Objectives | outPUT (process) = 0, outCOME = 1 | Specific (only 1 action verb) (0 = more than 1, 1 = just 1, N/A if none) | Measurable? (No = 0, partial = 0.5, Yes = 1) | Achievable? | Flows from Goal (relevant)? (No = 0, partial = 0.5, Yes = 1) | Time frame (0 = no stated time frame, 1 = 1 year or less, 2 = more than 1 year) |
| Architecture | 29.90 | 0.24 | 0.86 | 0.22 | N/A | 0.74 | 0.17 |
| Other | 26.50 | 0.29 | 0.85 | 0.18 | N/A | 0.79 | 0.21 |
| Planning | 18.00 | 0.16 | 0.86 | 0.13 | N/A | 0.78 | 0.06 |
| Urb./Pub. Affairs | 18.75 | 0.19 | 0.90 | 0.24 | N/A | 0.72 | 0.02 |
| **Sample Ratios** | 25.43 | 0.23 | 0.86 | 0.20 | N/A | 0.75 | 0.13 |

Accredited planning programs must map the content of their core curriculum courses to the curricular content required for accreditation. Determinations were made regarding which required topic areas were most closely associated with 'theory,' leadership,' 'ethics,' and 'equity/justice' as these have been argued to represent the primary areas through which normative planning competencies are, or can be, delivered in planning education programs (Greenlee et al., 2015; Grooms, 2017 in review; Thomas, 2012). Because the required curricular content areas changed with the 2013 accreditation standards and criteria update, these data were analyzed separately according to program adherence to pre- or post-2013 standards and criteria.

For those accredited programs governed by the pre-2013 standards, the specific curricular requirement "4.2.2. Purpose and Meaning of Planning" served as proxy for 'theory.' Requirements "4.2.3. Collaboration, Mediation, Interpretation and Negotiation," "4.2.3. Anticipation of Future Change," and "4.2.3. Working with Diverse Communities," together, served as proxy for 'leadership.' Requirements "4.2.4. Discriminating Among Competing Goals," "4.2.4. Forms of Decision Making," and "4.2.4. Social, Historical & Ecological Legacies," together, served as proxy for 'ethics.' Requirement "4.2.2. Equity and Social Justice" served as the proxy for 'equity/justice.'

Programs identify where these curricular content areas are delivered across the core curriculum as evidenced by each program's completed SSR curriculum map. The method of gathering evidence of delivery of these content areas was inspired by the syllabi of one program in the sample, which referenced the curriculum content requirements (e.g. A1a. Purpose and Meaning in Planning) in delineating course objectives. Each content area *said to be delivered* in a core course (according to the curriculum map) was assigned a score of '1.' Those core courses marked as not addressing a content area were scored '0' for that item. *Evidence of delivery* of these content areas was gathered according to their appearance (or lack thereof) in course objectives in each program's core curricula syllabi; those appearing were scored '1' while those absent were scored '0.' A ratio was then calculated to identify whether content areas were over- or under-claimed in the curriculum map compared to their occurrence in the core curricular syllabi. Ratios of less than '1' indicate required content areas were claimed in the curriculum map as being addressed by core courses more frequently than was evident in core course syllabi

objectives. Ratios of more than '1' indicate the content areas were claimed in the curriculum map as being addressed less frequently than was evident in core course syllabi objectives.

For the programs in the sample adhering to the pre-2013 accreditation standards and criteria, on average by disciplinary housing, the stand-alone planning programs performed the best across all four content areas; notwithstanding these results, none of the groups performed well. Across the board, the required curricular content areas appeared less frequently in the course syllabi objectives than marked in the curriculum map. In other words, programs over-claim the delivery frequency of required curricular content areas as evidenced by the course objectives in core course syllabi. Overall, the programs most accurately mapped syllabi theory content to the curriculum map. These results appear in table 18 while data for the anonymized individual programs in the sample appear in Appendix B.

Table 18. Pre-2013 PAB Core Curriculum Requirements

| Program Information | | AVG. # of COURSE OBJECTIVES (from syllabi) | | | | AVG. # of CURRICULUM REQ'S[a] (SSR curric. map) | | | | OBJ / REQ RATIOS (<1=overclaimed, >1=underclaimed) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PAB pre-2013 | | THEORY | LEADERSHIP | ETHICS | EQUITY / JUSTICE | THEORY | LEADERSHIP | ETHICS | EQUITY / JUSTICE | THEORY | LEADERSHIP | ETHICS | EQUITY / JUSTICE |
| Housed in: | Avg. # of Core Courses | | | | | | | | | | | | |
| Arch. / Design | 11.00 | 2.5 | 0.5 | 1 | 1.5 | 5.5 | 13 | 20 | 5.5 | 0.45 | 0.04 | 0.05 | 0.27 |
| Atypical | 13.00 | 4 | 1 | 4 | 2 | 9 | 15 | 25 | 11 | 0.44 | 0.07 | 0.16 | 0.18 |
| Planning | 11.00 | 2 | 1 | 1.5 | 1 | 3 | 10 | 6.5 | 2.5 | 0.67 | 0.10 | 0.23 | 0.40 |
| Urb./Pub. Affairs* | N/A | | | | | | | | | | | | |

[a]THEORY = 4.2.2. Purpose and Meaning of Planning; LEADERSHIP = 4.2.3. Collab., Mediation, Interpretation and Negotiation + 4.2.3. Anticipation of Future Change + 4.2.3. Working with Diverse Communities; ETHICS = 4.2.4. Discrminatng Among Competing Goals + 4.2.4. Forms of Decision Making + 4.2.4. Social, Historical & Ecological Legacies; EQUITY / JUSTICE = 4.2.2. Equity and Social Justice.
* No programs housed with Urb./Pub. Affairs and accredited before 2013 in sample.

For those accredited programs governed by the post-2013 standards, the specific curricular requirements" A1 Planning Theory," "A2 Leadership," "A3 Professional Ethics," and "A3 Social Justice" satisfied data requirements for 'theory,' 'leadership,' 'ethics,' and 'equity/justice,' respectively. The same scoring and ratio calculation formulas used for pre-2013 data were utilized for evaluating these data. As a group, the stand-alone planning programs adhering to post-2013 standards and criteria performed worse overall than the other program groups. The programs adhering to the post-2013 standards, on average, over-claim the frequency with which required curricular content areas are delivered, just as did those adhering to the pre-2013 standards, as evidenced by the course objectives in corresponding core course syllabi.

The one exception to this tendency to over-claim curricular content is the frequency of appearance of 'theory' in the core course syllabi objectives of programs housed with design disciplines, whose ratio of 1.18 indicates these programs, on average, under-claimed the presence of theory in their core curricula syllabi objectives. The core curriculum syllabi in the stand-alone planning programs lacked evidence of both 'theory' and 'leadership' in their course objectives; this was also true for 'leadership' content for the programs housed with urban/public affairs – thus preventing the calculation of claimed vs. actual ratios for these content areas.

In addition, the average number of courses comprising the core curriculum for programs adhering to the post-2013 accreditation standards and criteria were fewer in number (ranging from 6 to 10) than in those programs adhering to the pre-2013 standards and criteria (ranging from 11 to 13). These results appear in table 19 while data for the anonymized individual programs in the sample appear in Appendix B. Despite improvement over the scores obtained by programs adhering to pre-2013 standards, PEPM-H3 was accepted based on the overall poor results for the sample.

Table 19. Post-2013 PAB Core Curriculum Requirements

| Program Information | | AVG. # of COURSE OBJECTIVES (from syllabi) | | | | AVG. # of CURRICULUM REQ'S[a] (SSR curric. map) | | | | OBJ / REQ RATIOS (<1=overclaimed, >1=underclaimed) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PAB 2013+ | | THEORY | LEADERSHIP | ETHICS | EQUITY / JUSTICE | THEORY | LEADERSHIP | ETHICS | EQUITY / JUSTICE | THEORY | LEADERSHIP | ETHICS | EQUITY / JUSTICE |
| Housed in: | Avg. # of Core Courses | | | | | | | | | | | | |
| Arch. / Design | 9.63 | 1.8 | 0.3 | 2.4 | 2.6 | 2 | 2 | 3.8 | 3.6 | 1.18 | 0.16 | 0.89 | 0.99 |
| Atypical | 7.67 | 1.3 | 0 | 2 | 0.7 | 1.7 | 2.3 | 4.3 | 4 | 0.83 | 0.33 | 0.57 | 0.16 |
| Planning | 6.00 | 0 | 0 | 1 | 2 | 5 | 3 | 6 | 6 | 0 | 0 | 0.17 | 0.33 |
| Urb./Pub. Affairs | 9.75 | 1.3 | 0 | 2 | 1.3 | 3 | 3 | 6 | 6.5 | 0.46 | 0 | 0.35 | 0.27 |

[a]THEORY = A1 Planning Theory; LEADERSHIP = A2 Leadership; ETHICS = A3 Professional Ethics; EQUITY / JUSTICE = A3 Social Justice.

*4.3.3 Social Equity and Justice Results*

In the planning literature, the normative goals of diversity and inclusion frequently appear together with justice and equity. Therefore, several data points representative of a program's attempt to improve their student body and faculty diversity were identified, recorded, and analyzed. Specifically, these were whether the program provided the scope of their student body diversity recruitment efforts (e.g. local, regional, national, etc.), and

whether they provided specific evidence of their attempts to recruit a more diverse student body.

In addition, whether the programs explicitly enumerated curricular and/or pedagogical tactics as part of their diversification strategies, as encouraged by scholars such as Agyeman and Erickson (2012), Goonewardena, Rankin, and Weinstock (2004), Thomas (1996), Sandercock (2003), and Sen (2000), was recorded. Further, in response to awareness of the historic and ongoing evolution of normative planning theory (Frank, 2006), and the importance placed on planning theory for entry-level planner success by practitioners, faculty, and students (Grooms, 2018 in review) specific evidence (if any) that normative planning theories, as they are developed, would be required to be incorporated into program curricula, was recorded. Further noted were whether programs provided documentation of their progress on diversity initiatives, quantitative data on these initiatives, and whether the programs made it clear they strive to be at the forefront of society in terms of student body diversity. Also recorded were whether programs strove to be at the forefront of society in terms of faculty diversity and the number of tactics programs presented for improving the diversity of their faculty.

To permit calculation of ratios by disciplinary housing, scores of '1' were assigned when affirmative evidence of each data point was identified and scores of '0' when evidence was lacking. Those planning programs housed with design disciplines, as a group, had ratios that matched, or bested, the ratios for the remaining disciplinary housing groups for six of these ten diversity metrics. At the same time, programs housed with design

disciplines, as a group, never received the lowest score on any metric. Also of note is the frequently last place (six of ten), and never first place, showing on these measures for the stand-alone planning programs (as a group); three of these last place showings were the result of no evidence whatsoever having been identified in the SSRs. For example, the sand-alone planning programs, as a group, proffered no specific curricular or pedagogical tactics to improve student body diversity, nor did they provide quantitative data in support of their student body diversity recruitment initiatives. Despite the poor performance of the stand-alone planning programs, overall, the scoring on these metrics warranted acceptance of SEJ-H6. The complete results of these diversity analyses by disciplinary housing appear in table 20 while the data for the anonymized individual programs appears in Appendix B.

Table 20. Student and Faculty Diversity Initiatives

| Program Information | STUDENT DIVERSITY INITIATIVES (Yes = 1, No = 0) | | | | | | | | FACULTY DIVERSITY INITIATIVES (Yes = 1, No = 0) | |
|---|---|---|---|---|---|---|---|---|---|---|
| Housed In: | Provides scope for diversity recruitment? | Provides evidence of recruitment of diverse student body? | Has curricular diversity recruitment strategies? | # of tactics/strategies for curricular/pedagogical diversity? | Requires new normative planning theories as they are developed? | Provides documentation of diversity recruitment progress? | Provides quantitative diversity recruitment data? | Attempts to be in forefront of society re: STUDENT diversity? | Attempts to be in forefront of society re: FACULTY diversity? | # of tactics/strategies to increase faculty diversity |
| **Arch.:** | 0.80 | 0.80 | 0.60 | 2.20 | 0 | 0.50 | 0.40 | 0.70 | 0.70 | 1.2 |
| **Atypical:** | 0.75 | 0.50 | 0.50 | 1.25 | 0 | 0.25 | 0.50 | 0.75 | 0.50 | 2.25 |
| **Planning:** | 0.67 | 0.67 | 0.00 | 0.00 | 0 | 0.33 | 0.00 | 0.33 | 0.33 | 0.33 |
| **Urb./Pub.:** | 0.50 | 0.75 | 0.50 | 2.50 | 0 | 0.50 | 0.25 | 0.50 | 0.50 | 6.50* |
| **Sample:** | **0.71** | **0.71** | **0.48** | **1.76** | **0.00** | **0.43** | **0.33** | **0.62** | **0.57** | **2.29** |

* One program listed 24 separate tactics to increase faculty diversity; the mean for this group otherwise was 0.67.

The syllabi for each program's core curriculum courses were reviewed to identify whether they contained separate SEJ modules. The syllabi were also reviewed for evidence of 'Just City' and/or 'Just Sustainabilities' literature. On average, every program, regardless of disciplinary housing, offered more than one SEJ module in their core curriculum syllabi. Only some programs housed with design disciplines and urban/public affairs included 'Just City' literature in their core curricular syllabi. 'Just Sustainabilities' did not appear on any core curricular syllabi. Based on these results, SEJ-H1 was accepted. Results by disciplinary housing appear in table 21 while anonymized individual programs data appears in Appendix B.

Table 21. Justice and Equity in Core Curriculum

| **Program Information – Core Curriculum** | **Avg. # of Social Equity and Justice Module(s) in syllabi** | **Avg. # of Instances of Just City in core syllabi** | **Avg. # of Instances of Just Sus. in core syllabi** |
|---|---|---|---|
| **Discipline Housing** | | | |
| Architecture / Design | 1.40 | 0.40 | 0 |
| Atypical | 1.25 | 0 | 0 |
| Planning | 1.33 | 0 | 0 |
| Urban / Public Affairs | 1.75 | 0.75 | 0 |

Specializations and electives were evaluated solely on the extent they focused on, or addressed, issues of SEJ. There was a complete absence of 'Just City' and 'Just Sustainabilities' on all elective syllabi in the stand-alone planning programs. In addition, stand-alone planning programs offered, on average, the fewest specializations and electives addressing SEJ. 'Just City' literature was used much more frequently than 'Just

Sustainabilities' literature and more so, on average, by those programs housed with the design disciplines.

While the results of this measure are mixed, the primary source of SEJ material is in electives that only address, rather than focus on, SEJ issues, leading to the acceptance of SEJ-H2. Results by disciplinary housing appear in table 22 while the data for anonymized individual programs appears in Appendix B.

Table 22. Justice and Equity in Specializations and Electives

| PROGRAM | | SPECIALIZATIONS | | | ELECTIVES FOCUSED on SEJ | | ELECTIVES ADDRESSING SEJ | | ELECTIVES w/'Just' | |
|---|---|---|---|---|---|---|---|---|---|---|
| Housed in: | # in sample | Spec.'s FOCUSED on SEJ | CLAIMED Spec.'s ADDRESSING SEJ | Avg. # / Program | Electives FOCUSED on SEJ | Avg. # / Program | CLAIMED Electives ADDRESSING SEJ | Avg. # / Program | # w/Just City | # w/Just Sustain. |
| Arch. / Design | 10 | 1 | 15 | 1.50 | 14 | 1.4 | 145 | 14.50 | 4 | 0 |
| Pub./Urb. Affairs | 4 | 0 | 15 | 3.75 | 6 | 1.5 | 48 | 12.00 | 1 | 0 |
| Planning | 3 | 0 | 2 | 0.67 | 5 | 1.7 | 28 | 9.33 | 0 | 0 |
| Atypical | 4 | 0 | 5 | 1.25 | 6 | 1.5 | 68 | 17.00 | 0 | 1 |

FOCUSED = Entire specialization or elective course solely focused on social equity and justice (SEJ)
CLAIMED = program claims for each specialization or elective listed in the curriculum map

Because normative planning theory plays a significant role in planning education, the extent of its inclusion was evaluated. Having already identified and measured the extent to which the contemporary normative planning theory literature ('just city' and 'just sustainabilities') permeated the curricular offerings in the sample, attention turned to attempting to identify which planning theory paradigm is currently hegemonic. The last

names of scholars associated with normative planning theories were utilized as proxies for three primary planning theory paradigms. Works of Paul Davidoff, Norm Krumholz, and John Forrester served as proxy for the advocacy and equity paradigm. Other works of John Forrester as well as works of Judith Innes and Patsy Healey served as proxy for the communicative paradigm. Finally, the works of Julian Agyeman, Susan Fainstein, and Peter Marcuse served as proxy for the justice and equity paradigm. The syllabi in each program's SSRs were searched for instances of each of the aforementioned scholars' names.

In two instances, the method employed for listing two scholars' work in one or more syllabi resulted in marked repetition (+30). The original instances were retained and the repeated instances were removed from the counts used to calculate incorporation ratios. The high rate of inclusion of each planning theory paradigm in programs housed with design disciplines was unexpected. Given the declaration and confirmation of its dominant status (Innes, 1995; Ozawa and Seltzer, 1999) and the continued primacy of importance placed on communication skills for entry-level planner success (Greenlee et al., 2015), the complete absence of communicative-action based works by Forester and Healey and the low rate of inclusion of Innes' communicative-action works in the stand-alone planning programs, as a group, was highly unexpected. Complete results grouped by disciplinary housing appear in table 23 while data for anonymized individual programs appears in Appendix B.

Table 23. Incorporation of Normative Planning Theories

| Author Appearance in Syllabi | | Advocacy / Equity | | | Communicative | | | Justice & Equity | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Housed in: | Programs in sample (N=21) | Davidoff | Krumholz | Forester | Forester | Innes | Healey | Agyeman | Marcuse | Fainstein |
| Arch. / Design | 10 | 61.11% | 65.38% | 50.00% | 53.85% | 52.63% | 81.48% | 35.71% | 55.88% | 33.90% |
| Pub./Urb. Affairs | 4 | 22.22% | 15.38% | 12.50% | 30.77% | 21.05% | 14.81% | 35.71% | 11.76% | 32.20% |
| Planning | 3 | 11.11% | 11.54% | 37.50% | 0.00% | 8.77% | 0.00% | 21.43% | 11.76% | 11.86% |
| Atypical | 4 | 5.56% | 7.69% | 0.00% | 15.38% | 17.54% | 3.70% | 7.14% | 20.59% | 22.03% |
| SUB-TOTALS: | | 18 | 26 | 8 | 26 | 57 | 27 | 14 | 34 | 59 |
| | | | TOTAL: | **52** | | TOTAL: | **110** | | TOTAL: | **107** |
| | | | RATIO: | 19% | | RATIO: | 41% | | RATIO: | 40% |

Sections A and B of each SSR were searched for instances of the words ‘justice’ and ‘equity.’ This count was conducted based on the simple presumption that the more important justice and equity are to a program, the more often these words would appear in the sections of the SSR that describe each program’s primary focus, mission, goals, and objectives, as well as those sections that relay the content of their curricula.

Ratios for each disciplinary grouping were calculated separately for programs adhering to pre-2013 requirements and those adhering to post-2013 requirements. This segregation of data sought to test the recent hypothesis posited by Grooms (2017 in review) that the 2013 change in the History and Contemporary Planning Practice curricular requirement of ‘Equity and Social Justice’ to ‘Social Justice’ in the Values and Ethics curricula requirement would lead to a reduced emphasis on equity. There appears to be some support for this hypothesis as the counts for ‘justice’ increased in each group of programs

when segregated between pre- and post-2013 requirements; conversely, the counts for 'equity' decreased in a similar manner.

The stand-alone planning programs, as a group, had the fewest instances of 'equity/equitable' and 'justice' among the programs in the sample. The complete results of this analysis by group appear in table 24 while the data for the anonymized individual programs appears in Appendix B.

Also displayed in table 24 is data on which programs, by disciplinary group, had a campus representative of Planner's Network (a progressive planning organization); the data for the anonymized individual programs appears in Appendix B. According to Planner's Network, nine (43%) of the 21 programs in the sample have a representative in the organization (PN, 2017). Of these 21 programs, two were stand-alone planning programs, five were programs housed with design disciplines, and one each of the programs were housed with Urban/Public Affairs or atypical programs, respectively. While both students and faculty may serve as university campus representatives, all Planner's Network representatives in the sample were faculty members. Of the nine programs with a PN representative, 56% were housed with design disciplines, 22% were stand-alone planning departments, 11% were housed with Urban/Public Affairs, and the remaining 11% were housed with atypical disciplines.

Table 24. Instances of 'Justice,' 'Equity,' and Planner's Network Campus Reps

| Program Info. | | Instances of 'Justice' and 'Equity' | | PN Rep? (No = 0, Yes = 1) |
|---|---|---|---|---|
| Housed in: | SSR Year | Instances of "justice" | Instances of "equity" | |
| Arch/Design | pre-2013 | 15 | 37.5 | 0 |
| | post-2013 | 41.43[a] | 36.14[a] | 0.63 |
| | Discipline | 35.56[b] | 36.44[b] | 0.5 |
| Atypical | pre-2013 | 14 | 46 | 0 |
| | post-2013 | 25 | 29.33 | 0.33 |
| | Discipline | 22.25 | 33.5 | 0.25 |
| Planning | pre-2013 | 6 | 23.5 | 0.5 |
| | post-2013 | 26 | 16 | 1 |
| | Discipline | 12.67 | 21 | 0.67 |
| Urb./Pub. Affairs | pre-2013 | 24 | 58 | 1 |
| | post-2013 | 28.3 | 50.33 | 0 |
| | Discipline | 27.25 | 52.25 | 0.25 |
| Sample | | 28.4 | 35.2 | 0.48 |

[a] Denominator for post-2013 Design was 7 due to missing data.
[b] Denominator for Design was 9 due to missing data.

The number of instances of 'justice' and 'equity' are also displayed in table 25, but by group without regard to the PAB accreditation standards to which the programs adhered. Table 25 also contains data regarding SEJ content in the programs' primary focus statement, mission statement, goals, and objectives; these are displayed by group as well. For the primary focus statement, SEJ issues simply had to be included. For the mission statements, differentiation was made between those that sought *consideration* (e.g. requiring only thinking about or valuing) of SEJ issues versus those that sought *improvement* (e.g. requiring competencies) in SEJ conditions. For the goals and objectives, record was made whether at least one of each addressed SEJ issues. The stand-alone planning programs addressed SEJ in these components less than the other groups. Overall, however, sufficiently high ratio scores were attained such that SEJ-H4

was rejected. The complete results of this analysis by group appear in table 25 while the data for the anonymized individual programs appears in Appendix B.

Table 25. Instances of 'Justice,' 'Equity,' and Mission Statements, Goals, and Objectives

| Program Information | | | Primary Focus (Y = 1) | Program Mission (Y = 1) | | | Program Goal (Y = 1) | Program Obj. (Y = 1) |
|---|---|---|---|---|---|---|---|---|
| Housed In: | Avg. # Instances of "justice" | Avg. # Instances of "equity" | States program aims to promote SEJ in "Primary Focus" section. | States program aims to promote SEJ in MISSION section. | States program intends to ensure CONSIDERATION of social justice/equity (or similar) in MISSION section. | States program intends to IMPROVE social justice/equity (or similar) in MISSION section. | At least one goal related to considering/seeking social justice and equity? (Y=1) | At least one Objective related to social justice and equity? (Y=1) |
| Arch/Design* | 35.56 | 36.44 | 10.00% | 50.00% | 10.00% | 40.00% | 20% | 40% |
| Other | 22.25 | 33.50 | 75.00% | 75.00% | 0.00% | 75.00% | 25% | 25% |
| Planning | 12.67 | 21 | 0.00% | 33.33% | 33.33% | 0.00% | 0% | 0% |
| Urb./Pub Affairs | 27.25 | 52.25 | 25.00% | 50.00% | 0.00% | 50.00% | 50% | 25% |
| **Sample Ratios** | 27.80 | 36.70 | 23.81% | 52.38% | 9.52% | 42.86% | 24% | 29% |

* One program deleted SSR from shared dropbox folder before data capture accuracy check conducted;
Justice and Equity count ratios calculated with denominator of '9' instead of '10' for Architecture.

Finally, the alumni surveys (if contained in section C) were reviewed for SEJ content. This data served as proxy to test hypothesis SEJ-H3, which was that planners do not value and/or use competencies associated with SEJ in their practice. The dearth of inclusion of questions addressing SEJ issues on the alumni surveys prevented an accept/reject decision on SEJ-H3. If one or more questions were included on the survey that explicitly inquired about SEJ, the program received a score of '1,' while those without received scores of '0.' The number of questions addressing SEJ issues were also counted. The stand-alone planning programs' surveys contained no SEJ questions. Six of

the ten programs housed with the design disciplines had at least one SEJ questions, with number of SEJ questions averaging 1.5 per program survey. Half of the four programs housed with urban or public affairs in the sample contained at least one SEJ question, with the number of SEJ questions averaging 1.5 per program survey. The complete results of this analysis by group appear in table 26.

Table 26. Alumni Survey SEJ Content

| Program Information | Alum Survey Information | |
|---|---|---|
| Housed In: | Survey asked at least one question about SEJ (Y = 1) | Avg. # of Questions on SEJ |
| Arch / Design | 0.60 | 1.50 |
| Other* | 0.00 | 1.00 |
| Planning | 0.00 | 0.00 |
| Urb./Pub. Aff. | 0.50 | 1.50 |

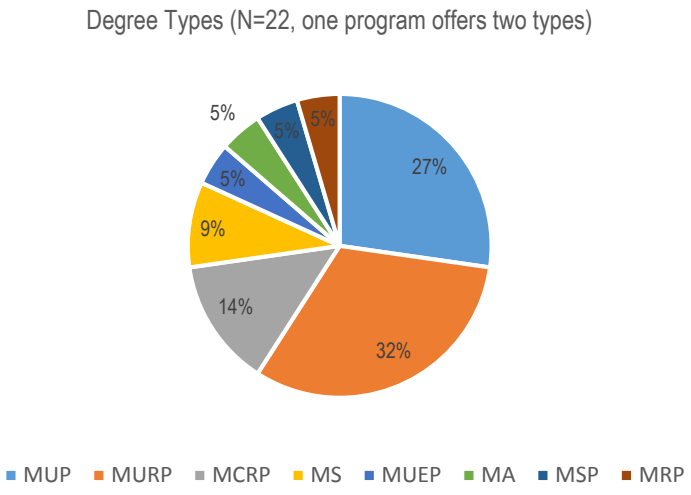
* question asked about planning for diverse communities; counted as a question but not as one specifically addressing SEJ

*4.3.4 Additional Results*

The degree types offered by the planning programs in the sample vary. Figure 7 depicts the degree-type breakdown in the sample. Approximately half (59%) of the programs in the sample offered Masters of Urban and Regional Planning (MURP) or Masters of Urban Planning (MUP) degrees. The remaining 41% of the sample offered the following types of graduate planning degrees: Masters of City and Regional Planning (MCRP), Masters of Science (MS), Masters of Arts (MA), Masters of Urban and Environmental Planning (MUEP), Masters of Spatial Planning (MSP), and Masters of Regional Planning (MRP). This data was collected with the anticipation of statistical analysis revealing

which degree types – if any – were more or less associated with programs' social equity and justice content.

Figure 7. Degree Types




Some programs require internships for graduation (oftentimes waiving the requirement for already-employed planners or students with a threshold-level of experience). In the sample, nine (43%) of the programs required internships. Of these nine programs, one is housed with design disciplines, four with urban/public affairs, and two each were stand-alone planning programs or housed with atypical disciplines. The ratios of programs requiring internships, by disciplinary group, were 10%, 100%, 66.67%, and 50%, for design disiciplines, urban/public affairs, stand-alone planning, and those housed with atypical disciplines, respectively. These data are depicted in figures 7 and 8. This data was collected with the anticipation of statistical analysis revealing whether required

internships were more or less – if at all – associated with programs' social equity and justice content.

Figure 8. Internships Required

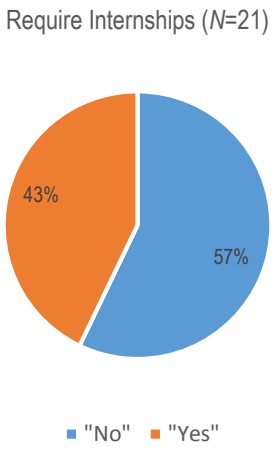
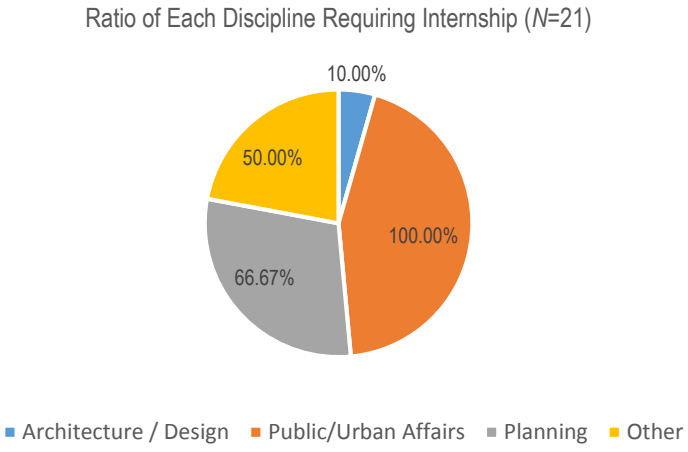



Figure 9. Ratio Requiring Internships



The PAB accreditation standards and criteria require that programs make publicly available certain specified program performance statistics on their websites. Though there is some variation in performance by disciplinary housing, the programs in the sample do not evidence significant performance disparity save for their rates of student matriculation and student AICP certification. The apparent disparity of annual tuition rates between groups of programs disappears with outliers removed from each group, resulting in annual tuition averages for all groups of between $11,000 and $12,000. Table 27 contains the required public program performance statistics by disciplinary housing; the data for the anonymized individual program appears in Appendix B. This data was collected with the anticipation of statistical analysis revealing which – if any – of these data points were more or less associated with programs' social equity and justice content.

Table 27. Public Program Performance Statistics

| **Program Information** | **Required Public Program Performance Statistics** | | | | | |
|---|---|---|---|---|---|---|
| **Housed In:** | **Tuition ($ per year in-state)** | **Student Retention % (most recent year given)** | **Student 4-yr. Graduation % (most recent year given)[a]** | **Degrees Awarded # (most recent year given)[e]** | **Employment % (most recent year given)[a]** | **AICP Pass % (most recent year taken)** |
| Architecture / Design[b] | $17,736 | 95% | 82% | 27 | 87% | 82% |
| Atypical[c] | $14,357 | 96% | 92% | 29 | 95% | 67% |
| Planning | $10,551 | 96% | 85% | 23 | 90% | 72% |
| Urban /Public Affairs | $11,789 | 96% | 85% | 17 | 91% | 88% |
| **Sample Ratios[d]** | **$14,933** | **91%** | **80%** | **24** | **90%** | **74%** |

[a] Denominator for Architecture was 9; 20 for sample due to missing data.
[b] With two outliers removed the average annual Architecture tuition was $11,465.
[c] With one outlier removed the average annual 'Atypical' tuition was $11,481.
[d] With three outliers removed the average annual tuition was $10,748.
[e] Denominator for Urb./Pub. Affairs was 3; 20 for sample due to missing data.

Programs must identify and make publicly available the methods with which they ascertain that student learning has occurred. On average for the sample in its entirety, 29% of the programs utilized student self-reporting of satisfaction with the program via survey. Because customer satisfaction alone is not an adequate measure of service performance (Osborne, Radnor, and Nasi, 2012), programs should eschew relying solely, or too heavily, on these surveys to evaluate their performance. Both client satisfaction with student project and/or internship work, and faculty determination of student skills mastery (grades and other assessments) are used in 43% of the programs. Student self-reporting of skills mastery is utilized in 38% of the programs.

For both stand-alone planning programs and those housed with atypical disciplines, there is an almost wholesale lack of student input in terms of gauging their achievement. Conversely, among the most heavily relied upon measure of student achievement for programs housed with the design disciplines and those housed with urban and public affairs are student surveys regarding their mastery of skills (versus their satisfaction with the program).

Students have been shown to have high rates of interest in engaging social justice and equity issues in their future planning practice (Grooms, 2018 in review; Harris, 2015). Client proximity to program outcomes plays an important role in determining the value of performance measures (Kelly, 2007). Therefore, rather than senior planning practitioners, planning students should be considered the primary clients of the national planning education program (Grooms, 2018 in review). This assertion is supported by research that

suggests clients expect programs to be fit for purpose but also factor their expectations and experiences into assessments of program performance (Lovelock, 1983; Osborne, et al., 2012). Considered together, and given that PAB requires student involvement in program management, these results are troubling in that they suggest student interests and perspectives do not sufficiently inform the content and operation of planning programs, most especially those that are stand-alone planning programs and those housed with atypical disciplines.

Table 28 presents data on student achievement methodologies by disciplinary housing. Data for the anonymized individual programs appear in the Appendix B. This data was collected with the anticipation of statistical analysis revealing which method(s) of student learning assessment – if any – were more or less associated with programs' social equity and justice content.

Table 28. Required Student Achievement Measure(s)

| **Program Information** | **Required Student Achievement (Program Decides the Measures)*** | | | | |
|---|---|---|---|---|---|
| **Housed In:** | **Student Satisfaction w/Program (survey data)** | **Client Satisfaction w/Student Work (i.e. internship work rating or employer survey)** | **Mastered Skills (Faculty Assessment / Course Grades)** | **Mastered Skills (Student Assessment via Survey)** | **Avg. # of Assessment Methods Used** |
| Architecture / Design | 40% | 50% | 40% | 60% | **1.90** |
| Atypical | 25% | 25% | 50% | 0% | **1.29** |
| Planning | 0% | 67% | 67% | 0% | **0.93** |
| Urban / Public Affairs | 25% | 25% | 50% | 50% | **1.09** |
| **Sample Ratios** | **29%** | **43%** | **43%** | **38%** | **1.57** |

* Some programs satisfy the public provision of student achievement metrics using evidence of student achievement data/information required elsewhere (e.g. AICP passage rates, student employment rates, matriculation rates, etc.). These were not considered evidence here due to their elsewhere-required status. Programs frequently provided no empirical data, noting instead, for instance, that students attended conferences, or did X, Y, or Z; such data was not counted as evidence of student achievement for purposes of this research project.

## 4.4 Discussion

This evaluation produced three especially surprising results. The first was the overall poor performance of stand-alone planning programs and the conversely strong performance of those planning degree programs housed with the design disciplines. While not universally true, this dichotomous performance outcome held both in tests of adherence to performance management principles and in tests of social equity and justice issues. The second was the stronger than anticipated incorporation of contemporary normative planning theories across the sample's syllabi. The third, somewhat related to the second, was that communicative-action literature was incorporated into the sample's curricula only at a parity level with that of justice and equity; the dearth of communicative-action literature in the stand-alone planning programs was also surprising. While the research and analysis conducted for this study did not reveal ready explanation for the strong overall performance of the planning degree programs housed with the design disciplines, some speculation that might partially explain the poor performance of the stand-alone planning degree programs is possible and made in the discussion that follows.

To generate a method of comparison between the programs grouped in each of the disciplines they are housed with, several measures were ranked on a scale of 1 to 4, with 1 being best and 4 being worst. These measures were grouped into four primary categories, which are "A" Faculty Demographics, Student Demographics, Objectives, and Justice and Equity. As noted, most interestingly, and contrary to hypotheses, those planning programs housed with the design disciplines, overall, performed better than

programs in the other disciplinary groupings. The performance of programs housed with urban and public affairs scored a close second, overall, and those housed with atypical disciplines performed third best, overall. Those programs that are stand-alone planning departments/schools performed least well, overall. Except where noted the reader should assume results discussions reflect the theme of programs housed with the design disciplines scoring best and stand-alone programs scoring worst. The ranking of each group of programs by category and overall appears in table 29 while the scores for each measure in the categories, by disciplinary group, appear in Appendix B.

Table 29. Rank by Housing Discipline

| Housed in: | Overall Faculty "A" Rank | Overall Student Dem. Rank | Overall Objectives Rank | Overall Justice & Equity Rank | WEIGHTED OVERALL SCORE | RANK BY HOUSING DISCIPLINE |
|---|---|---|---|---|---|---|
| Architecture / Design | 2 | 2 | 2 | 2 | **2.00** | **1** |
| Urban / Public Affairs | 2 | 3 | 1 | 2 | **2.18** | **2** |
| Atypical | 2 | 2 | 3 | 3 | **2.56** | **3** |
| Planning | 3 | 2 | 3 | 3 | **2.92** | **4** |

The faculty of the programs in the sample, overall, is approximately as white (ranging between 71% - 84%), and more male (ranging from 70% - 78%) than estimates obtained from previous opinion surveys. Most recently, Grooms' (2018 in review) pilot survey of three accredited graduate planning programs' found faculty respondents were just shy of 77% white and 54% male. Greenlee et al.'s (2015) survey identified faculty whiteness and maleness at just shy of 80% and 67%, respectively. In terms of faculty race and ethnicity diversity by disciplinary housing, overall, the programs housed with the design

disciplines appear to be the most diverse. Otherwise, faculty race and ethnicity have not been reported in the opinion survey results since prior to 1999.

Overall, planning student bodies are far more diverse than planning faculties; stand-alone planning programs performed best, registering beyond parity at 46% male and 54% female. However, much of the improvement across the entire sample is due to high numbers of foreign students. Taken together, those programs housed with urban and public affairs (oftentimes this is public administration) have notably fewer rates of foreign students; one possible explanation is that programs housed with the design disciplines, some of the atypical disciplines, and stand-alone planning programs purvey competencies that more likely lend themselves to international transfer. If large numbers of these foreign students return to their home countries, or are less successful obtaining professional planning employment upon completion of their studies, the apparent improvement in student body diversity will not result in practice and/or faculty diversity. Indeed, student diversity appears not to transfer to practice; in Grooms' (2018 in review) survey, nearly 98% of practitioners identified as white, and in Greenlee et al.'s (2015) survey, that figure was just over 94%.

Stand-alone planning programs, on average, have the highest Faculty-to-Student ratio and lowest number of "A" faculty per program. In layperson's terms, this means that the stand-alone planning programs, as a group, have the smallest full-time dedicated faculties, and the smallest faculties, overall (including partial assignment and adjunct). In addition, these faculties, as a group, obtain the highest rates of professional planning

certification (AICP). Each of these factors could contribute to lower performance in terms of inclusion of SEJ content as well as decreased ability (bandwidth) to make the initial system and training investments necessary to construct proper performance management tools such as program goals and objectives.

Although all the disciplinary groups performed poorly in adhering to performance management principles, the stand-alone planning programs performed least well when compared to the other groups in the sample. Specifically, the stand-alone planning programs, as a group, had the highest ratio of output versus outcome objectives. They also performed especially poorly in formulating both measurable and time-bound objectives. In general, the scores for each group indicates that the objectives presented in the SSRs lack effectiveness in terms of managing the programs for outcomes, most likely resulting in little progress being made toward program goals. Even with strict adherence to performance management principles, the inattention that program goals, objectives, and performance indicators and measurement typically receive in the years between reaccreditation activities likely results in diminished levels of progress as well.

Interestingly, stand-alone planning programs bested all groups' performances in aligning course syllabi planning theory and equity/justice content to those content goals claimed in the curriculum maps in the portion of the sample adhering to pre-2013 accreditation standards. The stand-alone planning programs adhering to the post-2013 accreditation standards, however, were by far the poorest performers, as a group, scoring '0' for alignment of planning theory and leadership course syllabi objectives to their core

curriculum maps. Those programs housed with the design disciplines and adhering to the post-2013 accreditation standards, for the planning theory category only, achieved the only score above '1,' representing the singular instance in which programs evidenced more content in the course syllabi than claimed in the curriculum maps. While technically this result also illuminates misaligned goals and objectives, for purposes of this analysis, it represents a positive condition.

Historically, planning education evolves (Frank, 2006), but none of the most recent evaluations of planning curricula specifically address the most contemporary planning theories centered on justice. When counts of instances of 'just sustainabilities' and 'just city,' as well as counts of specific SEJ modules, were taken of the core curricula syllabi, the stand-alone planning programs contained no instances of the justice literature and, on average, had the second-lowest rate of SEJ modules. When the analysis was expanded to instances of 'justice' and 'equity' in both section A and B of the SSRs, evidence of the influence of accreditation requirements was revealed, as the use of 'justice' rose, and the use of 'equity' declined, with the 2013 accreditation standards revision.

Only one of the programs (housed with design disciplines) in the sample offered a specialization focused on SEJ. The stand-alone planning programs, considered together, had a higher per-program average of electives *focused solely* on SEJ (but the lowest ratio of electives that simply addressed SEJ) than did the programs in the remaining disciplinary groups, suggesting stand-alone planning programs deliver social justice and equity content in specific electives rather than throughout many, or all, electives.

However, the stand-alone planning programs also demonstrated no incorporation of 'just sustainabilities' and 'just city' in their elective curricula and scored the lowest by far amongst the disciplinary groups in terms of the average number of specializations that *claimed to address* SEJ. A more granular examination of the electives that focused solely or addressed SEJ to ascertain the number of them that purveyed actionable skills ala Sanchez (2001) – if any – was not conducted for this evaluation. In all, the results for the stand-alone planning programs suggest students could readily opt out of exposure to SEJ curricular content – intentionally or not.

In terms of determining which planning paradigm is hegemonic based on this sample, it would seem none is currently so, but communicative-action and justice and equity have parity when considered comprehensively. The justice and equity paradigm, however, is more evenly incorporated across all programs than is communicative-action. Perhaps a transition toward its becoming singularly dominant is captured in these data, or perhaps its influence has peaked and is waning, much like was the case for the advocacy and equity paradigm from the mid-1960s to the mid-1990s. More, and more frequent, evaluation of this issue would clarify the case.

Together, these results are elucidative as to why Sen et al. (2017) determined that disciplines outside planning are frequently used as SEJ source material in planning syllabi, why Dalton (2007) found social planning was the least practiced planning specialization, and why social planning practice operates at the margins of the planning profession (Dalton, 2007). Curious is the dearth of *specializations* focused on SEJ given

the high rate of interest faculty and students have been found to have in redressing SEJ issues through practice (Grooms, 2018 in review; Harris, 2015). These results may further reflect the impact of accreditation requirements on normative curricular content discussed previously.

Interestingly, the stand-alone planning programs' higher ratio of faculty PN representation (67% of the stand-alone planning programs in the sample had PN campus representatives) is counter-intuitive given the overall performance of stand-alone planning programs on the measures of equity and justice inclusion reported herein. It appears that affiliation with this organization, by itself, is insufficient means of developing and implementing a planning education program strongly focused on issues of SEJ. Alternatively, perhaps this reveals not a failing of commitment or action regarding SEJ issues by stand-alone planning programs, as a group, but instead that they have simply incorporated more radical – or different – curricular content than the metrics used for this evaluation identified.

There are two speculative explanations for the overall poor performance registered by the stand-alone planning programs, as a group, in this evaluation. The first, as noted previously, is the small average size of their full-time faculty. The reaccreditation activities are the same regardless of program size, making the lifting per full-time faculty member heavier for smaller programs. The second speculative explanation is that the stand-alone programs suffer from insufficient interdisciplinary interaction in terms of

program management and evaluation knowledge, and in terms of normative and ideological influence.

For all the discussion of the poor performance of the stand-alone planning programs, as a group, and the poor performance of the sample, more generally, the results of those metrics measuring the inclusion of SEJ issues in program primary focus statements, mission statements, goals, and objectives stand out in two important ways. First, the results of these metrics illuminate the commitment these programs have to addressing issues of SEJ. Indeed, the majority of programs (notwithstanding the contradictory results of the stand-alone planning program group) indicate the mission of their programs is the improvement of, rather than just consideration of, SEJ. Second, these results can and should inform the design, operation, and evaluation of the mission-driven program that is the national planning education program.

## 4.5 Recommendations

The results of this analysis inform recommendations for consideration by planning education program administrators. These recommendations represent opportunities to improve planning education program management and evaluation, as well as the core planning curriculum and pedagogy. The recommendations presented below focus primarily on increasing planning education SEJ content and/or improving the construction and use of performance management system components and program evaluation methodologies.

Previous research has recommended that each program evaluate its performance annually (Grooms, 2018 in review). The logic of that argument can be extended to answer Guyadeen and Stevens' (2016) call to produce research that demonstrates "the importance of training and educating planners on evaluation" (p. 98). For example, each planning degree program might expand the recommendation to conduct an annual performance evaluation to an annual self-conducted re-accreditation study. Just as with the previously recommended annual evaluation via opinion survey, the self-conducted re-accreditation evaluation can serve as both curricular and pedagogical tool for purveying program evaluation competencies and more thoroughly and productively utilizing them in planning education evaluations. Pursuing such a recommendation can produce tangible benefits to the individual degree programs and the planning accreditation board by producing better prepared self-study reports with more accurately formulated goals and objectives that can contribute to each program instructing their students in performance measurement and program evaluation, better managing their programs, and better demonstrating such to the PAB.

Speculatively, the cause of the quieting of the paradigm debate in planning education evaluations was Seltzer and Ozawa's (2002) urging that it be dropped. From an evaluative perspective, however, agreeing to disagree about the proper design and operation of a program is problematic because agreement about the need, design, implementation, operation, and goals of a program is required if an evaluation of the program is to demonstrate successful achievement of its objectives (Scriven 1972). While the environmental and institutional contexts are permitted to influence program goals

(PAB, 2012; 2017), some standardization of requirements, be they curricular content or goals and objectives, will be necessary if improvement in seemingly intractable program characteristics is to be wrought.

Performance measurement, as noted previously, intends both accountability and performance improvement. However, measures of progress toward strategic goals must not be disassociated from those goals (Kelly, 2007); the reliance on opinion surveys, which have not been predicated specifically upon planning program goals, has inadvertently severed the connection between program goal and performance measurement. If the national planning education program seeks to track the program's accomplishment of its justice and equity goals, then pursuit of these goals must be through objectives that are explicitly devised to be measurable.

In this regard, several recommendation avail themselves. First, the three stand-alone planning programs in this sample might pilot an extensive investment in time, money, and energy to revise their SSRs and related component parts, such as strategic plans, and to developing new primary focus, vision, and mission statements, and new program goals and objectives that adhere to mission-driven performance management principles. Alternatively, a single program – perhaps the University of Illinois at Urbana-Champaign if the faculty still favors increased SEJ content – could pilot this process. A single pilot program might have its reaccreditation site visit waived in lieu of investing those funds in faculty and staff training and adopting the recommended annual self-accreditations if conducted for two or three years prior to their accreditation expiration date. While

unorthodox, if successful, the long-term savings from reduced site visits could save each program location funds sufficient to enhance salaries to attract minority candidates or to offer scholarships for recruiting minority students.

A second option might be the development of specific SEJ curricular content requirements. This might take the form of a revision to accreditation standards and criteria to require a term-length course in the core curricula that purveys specific skills designed to permit practicing planners to effect more just and equitable planning outcomes. Such a revision would enhance the efforts of the American Planning Associations newly formed Social Equity Task Force (of which the author is an invited member) whose singular mission is to develop and distribute specific tools to assist planners achieve more equitable ends. Alternatively but in a similar vein, specific curricular content requirements might be developed to which all programs must adhere. This might entail developing a social equity and justice syllabus and requiring it as a core course. At least one faculty member per program location should be mandated to participate in the development of universal requirements such as these.

A third recommendation for which a pilot is not necessary involves requiring specific modifications to course syllabi and the curriculum map in the SSRs. Establishing a required template for syllabi content can ease the workloads of faculty and (re)accreditation site visitors. It should require each module (e.g. each week's reading and assignments) to identify all of the curricular content requirements it aligns with. For example, for the week(s) that normative planning theories are covered in planning theory

courses, the syllabi would be required to indicate that the material (course objective) aligns with the curricular content requirement (goal) of A3e which would align, of course, to the curriculum map item A3.e Social Justice. If a single course includes multiple modules covering this topic, it would be repeatedly listed for each module it applied to. This course in the curriculum map, then, would have the number of instances it covers this topic listed in the curriculum map in place of the current 'X' that simply signifies that the topic is covered. This process will speed confirmation that the course does in fact cover the content as asserted by faculty (administrators) and the use of numbers instead of the 'X' will permit determination of the depth the topic is covered. The (re)accreditation site visitor would simply need to count the instances of each required curricular content area on the syllabus then confirm that count matched the number listed for that topic area and course on the curriculum map. These numbers can then become benchmarks against which to measure and manage the curricular content.

Considering the strong influence graduation from an accredited planning program has on providing skills used in practice, knowledge that shapes practice, and determining future senior-level practitioner demand for competencies in entry-level planners (Dawkins, 2016), accreditation documents and processes should be utilized to develop target performance goals for planning education evaluations. A process to establish target performance goals for issues related to justice and equity would serve both to fulfill the best practice of piloting evaluation instruments and provide focus on these long-marginalized goals.

## 4.6 Conclusion

Organizations have historically been output focused, measuring how many rather than how well. The New Public Management movement of the 1990s encouraged public organizations to focus instead on outcomes and to measure progress toward those outcomes. The difficulty from an organizational perspective is a paradigm shift from equating success to easily counted outputs to more elusive and less easily counted outcomes. That paradigm shift is evident in the accreditation standards and criteria.

The accreditation standards and criteria essentially require planning programs to develop and operate a mission driven performance management system. As noted previously, mission driven performance systems are designed specifically for program evaluation. Unfortunately, requiring programs to adhere to performance management principles does not magically create the capacity to produce said data. Further, the results of this evaluation – which made use of the very data necessary to operate the mission driven performance management system that is the national planning education program – indicate most program administrators are not clear about what these requirements mean for accreditation purposes.

Program administrators (faculty), when facing uncertainty about an outcome and lacking clarity about performance management principles, have understandably continued to report outputs in lieu of developing and measuring outcomes. This lack of clarity is perpetuated every time a program location is reaccredited without satisfactory adherence to performance management principles. This works well in the short term, but the long

term consequence is that the next batch of programs looking for accreditation probably used the self-studies of the previous batch as their template and so on and so on.

As noted, some program SSRs suffered from one or more issues such as objectives that did not adhere to the S.M.A.R.T principles, or objectives that were not aligned with program goals, among others. These conditions make it more difficult for (re)accreditation site visitors to quickly and accurately confirm the program is performing both as required and intended by both the faculty and the PAB. They also risk introducing subjectivity into (re)accreditation decisions.

It seems clear that more comprehensive, and publicly available, program and performance evaluation and assessment of graduate planning programs is needed. As Albrechts (2004) notes, "some form of performance measurement seems inevitable" (p. 27); he thus suggests, "the planning community must become more proactive and must reflect on the use that can be made of measurement systems" (p. 27). Guyadeen and Stevens (2016) have argued persuasively that program evaluation should be more strongly linked to planning evaluation.

The performance management system that derives from a strong mission statement and a good strategic planning process makes program evaluation easy, or, at least, easier and less chaotic than. Properly operating the national planning education program as the mission driven performance management system it is will produce the guidance necessary for administrators to manage their programs more efficiently and effectively.

Doing so will produce the means for improving the education of planners in evaluation techniques Guyadeen and Stevens (2016) argue is necessary to improve evaluation in planning. Neither the (re)accreditation process, nor the methods historically utilized to conduct evaluations of planning education performance, have produced evaluations of the performance of planning education. Properly operating the national planning education program as a mission driven performance management system will produce the data needed by accreditors and administrators, as well as interested researchers, to ensure evaluations that legitimately measure the performance of the planning education program can be conducted. The necessary investments in time, money, training, and practice should be made to effect the proper implementation of such a system.

# CONCLUSION

Contemporary national planning program assessments have painted an incomplete and conflicting picture of the national planning program's performance in achieving its social welfare goals. The recurrent disconnects between planning education and planning theory paradigm shifts, the devolving yet thoroughly deterministic accreditation and ethics requirements, and the neglect of student interest in social welfare issues have made comprehensive evaluation of the national planning program difficult. Quite simply, future evaluations of planning education's performance require agreement on – or alignment between – the program's role, goals, design, processes, and outcomes if they are to be useful in managing the national planning education program.

If more just and equitable outcomes rendered through planning practice are the proper desired outcomes of the national planning education program, planning education administrators must embrace and utilize the mission-driven performance management system and program evaluation principles and methodologies that are inherent in the accreditation standards and criteria to which they are already obligated to comply. Doing so will result in more coherent operation of the national planning education program through alignment of its role, goals, design, processes, and outcomes. As importantly, program performance evaluations that are more complete, more accurate, more useful, and more easily prepared will also result.

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# APPENDICES

Appendix A: Complete Survey Results

Response Rates

| Respondent Characteristics | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | |
|---|---|---|---|---|---|---|
| | # | % | # | % | # | % |
| **Respondent's State** | | | | | | |
| State A | 82 | 83.67% | 7 | 53.85% | 5 | 62.50% |
| State B | 16 | 16.33% | 6 | 46.15% | 3 | 37.50% |

Gender

| Respondent Characteristics | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | | w/Planning Degree (n=85) | | w/o Planning Degree (n=34) | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % |
| **Gender** | | | | | | | | | | |
| Male | 58 | 61.70% | 7 | 53.85% | 3 | 37.50% | 47 | 57.32% | 21 | 63.64% |
| Female | 36 | 38.30% | 6 | 46.15% | 5 | 62.50% | 35 | 42.68% | 12 | 36.36% |
| Other | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| No Answer | 4 | | 0 | | 0 | | 3 | | 1 | |

Race and Ethnicity

| Respondent Characteristics | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | | w/Planning Degree (n=85) | | w/o Planning Degree (n=34) | | Female (n=48) | | Male (n=68) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| **Race / Ethnicity**[a] | | | | | | | | | | | | | | |
| Af. Amer. / Black | 1 | 1.05% | 1 | 7.69% | 0 | 0.00% | 1 | 1.20% | 1 | 3.03% | 2 | 4.17% | 1 | 1.47% |
| Asian / Pac. Isl. | 1 | 1.05% | 1 | 7.69% | 1 | 12.50% | 2 | 2.41% | 1 | 3.03% | 3 | 6.25% | 0 | 0.00% |
| White | 93 | 97.89% | 10 | 76.92% | 7 | 87.50% | 80 | 96.39% | 30 | 90.91% | 44 | 91.67% | 66 | 97.06% |
| Hispanic / LatinX | 3 | 3.16% | 1 | 7.69% | 0 | 0.00% | 2 | 2.41% | 2 | 6.06% | 3 | 6.25% | 1 | 1.47% |
| Native American | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Other | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |

[a] Does not total to 100% as multiple selections were permitted.

Gender (n) does not equal degree (n) due to skipped answers.

Age

| Respondent Characteristics | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | |
|---|---|---|---|---|---|---|
| | # | % | # | % | # | % |
| **Age** | | | | | | |
| Under-29 | 8 | 8.42% | 0 | 0.00% | 7 | 87.50% |
| 30-39 | 24 | 25.26% | 2 | 16.67% | 1 | 12.50% |
| 40-49 | 29 | 30.53% | 3 | 25.00% | 0 | 0.00% |
| 50-59 | 20 | 21.05% | 4 | 33.33% | 0 | 0.00% |
| 60-69 | 10 | 10.53% | 2 | 16.67% | 0 | 0.00% |
| 70-79 | 4 | 4.21% | 1 | 8.33% | 0 | 0.00% |
| 80+ | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| No Answer | 3 | | 1 | | 0 | |

Current Educational Level

| Respondent Characteristics | w/Planning Degree (n=85) | | w/o Planning Degree (n=34) | | w/AICP (n=63) | | w/o AICP (n=52) | |
|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % |
| **Highest College Completed** | | | | | | | | |
| No College | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Associates Degree | 0 | 0.00% | 1 | 2.94% | 0 | 0.00% | 0 | 0.00% |
| Undergraduate Degree | 6 | 7.06%* | 15 | 44.12%* | 7 | 11.11% | 8 | 15.38% |
| Masters Degree | 74 | 87.06%* | 11 | 32.35%* | 54 | 85.71%* | 36 | 69.23%* |
| JD | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| PhD | 5 | 5.88%* | 7 | 20.59%* | 2 | 3.17%* | 8 | 15.38%* |
| | | | | | | | | |

* Difference statistically significant at .05.

Planning Education

| Respondent Characteristics | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | |
|---|---|---|---|---|---|---|
| | # | % | # | % | # | % |
| **Planning Degree** | | | | | | |
| Yes | 77 | 78.57% | 6 | 46.15% | 2 | 25.00% |
| No | 21 | 21.43% | 7 | 53.85% | 6 | 75.00% |

Certification by Occupation

| Respondent Characteristics | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | |
|---|---|---|---|---|---|---|
| | # | % | # | % | # | % |
| **Professional Certifications** | | | | | | |
| None | 37 | 38.14% | 7 | 53.85% | 8 | 100.00% |
| AICP only | 59 | 60.82% | 4 | 30.77% | 0 | 0.00% |
| FAICP only | 1 | 1.03% | 1 | 7.69% | 0 | 0.00% |
| No Answer | 1 | | 1 | | 0 | |

Certification by Education and Gender[a]

| Respondent Characteristics | w/Planning Degree (n=85) | | w/o Planning Degree (n=34) | | Female (n=48) | | Male (n=68) | |
|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % |
| **Professional Certifications** | | | | | | | | |
| None | 29 | 34.12%* | 23 | 71.88%* | 26 | 55.32% | 25 | 37.31% |
| AICP only | 54 | 63.53%* | 9 | 28.13%* | 21 | 44.68% | 40 | 59.70% |
| FAICP only | 2 | 2.35% | 0 | 0.00% | 0 | 0.00% | 2 | 2.99% |
| No Answer | 0 | | 2 | | | | | |

* = Difference statistically significant at .05.

[a] Gender (n) does not equal degree (n) due to skipped answers.

Experience

| Respondent Characteristics | Practitioners (n=98) | | Faculty (n=13) | | Students[a] (n=8) | |
|---|---|---|---|---|---|---|
| | # | % | # | % | # | % |
| **Years Employed in Primary Occ.** | | | | | | |
| 0-5 years | 23 | 23.47% | 2 | 15.38% | 0 | 0.00% |
| 6-10 years | 10 | 10.20% | 1 | 7.69% | 0 | 0.00% |
| 11-15 years | 16 | 16.33% | 1 | 7.69% | 0 | 0.00% |
| 16-20 years | 15 | 15.31% | 1 | 7.69% | 0 | 0.00% |
| 21-25 years | 9 | 9.18% | 3 | 23.08% | 0 | 0.00% |
| 26-30 years | 9 | 9.18% | 3 | 23.08% | 0 | 0.00% |
| 31-35 years | 12 | 12.24% | 1 | 7.69% | 0 | 0.00% |
| 36-40 years | 2 | 2.04% | 1 | 7.69% | 0 | 0.00% |
| 40+ years | 2 | 2.04% | 0 | 0.00% | 0 | 0.00% |
| No Answer | 0 | | 0 | | 8 | |

[a] = Students were to count their time in school as their occupation; all instead skipped the question.

Employment Sector

| Respondent Characteristics | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | | w/Planning Degree (n=85) | | w/o Planning Degree (n=34) | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % |
| **Sector of Primary Occupation** | | | | | | | | | | |
| College or University | 0 | 0.00% | 12 | 92.31% | 0 | 0.00% | 4 | 4.82% | 7 | 25.00% |
| Public Sector (General Purpose) | 65 | 66.33% | 1 | 7.69% | 0 | 0.00% | 49 | 59.04% | 17 | 60.71% |
| Public Sector (Specific Purpose) | 9 | 9.18% | 0 | 0.00% | 0 | 0.00% | 8 | 9.64% | 1 | 3.57% |
| Private Sector | 18 | 18.37% | 0 | 0.00% | 0 | 0.00% | 16 | 19.28% | 2 | 7.14% |
| Non-Profit Sector | 4 | 4.08% | 0 | 0.00% | 0 | 0.00% | 3 | 3.61% | 1 | 3.57% |
| Self-Employed | 2 | 2.04% | 0 | 0.00% | 0 | 0.00% | 2 | 2.41% | 0 | 0.00% |
| Other | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 1 | 1.20% | 0 | 0.00% |
| No Answer | 0 | | 0 | | 8 | | 2 | | 6 | |

[a] = Students were instructed to count their time in school as their sector of employment; all instead elected to not answer the question.

Calculated Practitioner Competency Category Rankings

| **PRACTITIONERS (n=98) Competency Categories** | **Weighted Ranking** |
|---|---|
| SYNTHESIS and COMMUNICATION | 3.51 |
| PLANNING THEORY | 2.89 |
| COMMUNITY ORGANIZING and INTERACTING | 2.57 |
| PLANNING METHODS | 2.46 |
| **SOCIAL EQUITY and JUSTICE** | **2.37** |
| SPATIAL & URBAN DESIGN and PROFESSIONAL / TECHNICAL TOOLS | 2.29 |
| MANAGEMENT and FUNDRAISING / GRANT WRITING | 1.73 |
| HISTORY OF PLANNING | 1.70 |
| ECONOMIC TECHNIQUES and EVALUATION SKILLS | 1.29 |
| LAWS / ORDINANCES / POLICIES | 0.80 |
| COMPUTER / INTERNET / SOCIAL MEDIA | 0.71 |

Calculated Faculty Competency Category Rankings

| **FACULTY (n=13) Competency Categories** | **Weighted Ranking** |
|---|---|
| SYNTHESIS and COMMUNICATION | 3.43 |
| PLANNING THEORY | 3.01 |
| PLANNING METHODS | 2.89 |
| **SOCIAL EQUITY and JUSTICE** | **2.82** |
| COMMUNITY ORGANIZING and INTERACTING | 2.43 |
| SPATIAL & URBAN DESIGN and PROFESSIONAL / TECHNICAL TOOLS | 2.39 |
| HISTORY OF PLANNING | 1.84 |
| MANAGEMENT and FUNDRAISING / GRANT WRITING | 1.76 |
| ECONOMIC TECHNIQUES and EVALUATION SKILLS | 1.58 |
| LAWS / ORDINANCES / POLICIES | 0.81 |
| COMPUTER / INTERNET / SOCIAL MEDIA | 0.71 |

Calculated Student Competency Category Rankings

| **STUDENTS (n=8) Competency Categories** | **Weighted Ranking** |
|---|---|
| SYNTHESIS and COMMUNICATION | 3.51 |
| PLANNING THEORY | 3.20 |
| **SOCIAL EQUITY and JUSTICE** | **3.01** |
| PLANNING METHODS | 2.92 |
| COMMUNITY ORGANIZING and INTERACTING | 2.74 |
| SPATIAL & URBAN DESIGN and PROFESSIONAL / TECHNICAL TOOLS | 2.40 |
| HISTORY OF PLANNING | 1.89 |
| ECONOMIC TECHNIQUES and EVALUATION SKILLS | 1.64 |
| MANAGEMENT and FUNDRAISING / GRANT WRITING | 1.52 |
| LAWS / ORDINANCES / POLICIES | 0.86 |
| COMPUTER / INTERNET / SOCIAL MEDIA | 0.75 |

# Practitioner Competencies

| **PRACTITIONERS** | **(n=98)** | |
|---|---|---|
| **Competency Categories (ALL)** | **Mean** | **Std. Dev.** |
| *Italic Text = Normative Competency IN Social Justice and Equity Category* | | |
| **Bold Text = Normative Competency NOT in Social Justice and Equity Category** | | |
| Writing clear reports and lengthier documents (e.g. findings, draft ordinances, legislation, plans) | 4.64 | 0.75 |
| Ability to become familiar with, and synthesize, large amounts of material | 4.54 | 0.72 |
| Competency in basic computer programs (e.g. spreadsheets, data base) | 4.53 | 0.83 |
| Confident and effective public presentation skills | 4.51 | 0.76 |
| Ability to see multiple perspectives and to reconcile into a single product | 4.50 | 0.80 |
| Understanding public / client needs / wants | 4.48 | 0.88 |
| Understanding law, codes, ordinances, and the legal context within which planning occurs | 4.44 | 0.81 |
| Personal characteristics such as clear linear thinking, being a self starter, and completing work on-time & on budget | 4.43 | 0.81 |
| Interacting quickly and adeptly with the public / clients | 4.41 | 0.75 |
| Familiarity with how laws, ordinances, policies, and institutional structures impact implementation of plans | 4.40 | 0.79 |
| Writing clear, concise, in-house memos | 4.40 | 0.88 |
| Working and speaking formally and informally with politicians, attorneys, and colleagues | 4.40 | 0.90 |
| Ability to read, interpret and/or prepare: land use maps, zoning codes, blueprints, developer's pro forma, etc. | 4.39 | 0.93 |
| Establishing trust and developing consensus among groups less familiar with planning methods and processes | 4.30 | 0.85 |
| Collaborative | 4.27 | 1.01 |
| Writing informative, engaging, short pieces for the general public (e.g. brochures, news releases) | 4.21 | 1.07 |
| **Understanding of contemporary urban issues and potential alternative strategies for addressing them** | **4.16** | **1.00** |
| **Familiarity with the interaction of planning, implementation, and markets** | **4.10** | **1.02** |
| Understanding physical planning alt's and processes (e.g. who's involved, timing, dynamics of implementation) | 4.09 | 0.98 |
| Understanding and navigating institutional and political contexts | 4.06 | 0.97 |
| Communicative | 4.06 | 1.01 |
| Participatory | 4.03 | 1.09 |
| Problem definition / formulation | 4.00 | 1.02 |
| Mediating Conflicts / Negotiating / Dispute Resolution | 3.97 | 1.06 |
| Coordination, Logistical, and Scheduling Skills | 3.97 | 1.03 |
| Comprehensive (Rational) | 3.92 | 1.12 |
| Understanding and articulating the ideas of the collective good, and the rationale and purposes of planning | 3.91 | 1.04 |
| Knowledge of and ability to retrieve data from public sources (e.g. Census, GSS) | 3.89 | 1.01 |
| **Understanding of the ethical dimensions of urban planning including awareness of the AICP Code of Ethics** | **3.86** | **1.13** |
| Using complex data to produce clear, coherent data tables / charts / other illustrations | 3.82 | 1.03 |
| *Familiarity with the interaction of planning, implementation, and markets* | *3.77* | *1.03* |
| Ability to collect primary data via surveys, interviews, and/or focus groups | 3.74 | 1.09 |
| General Mgmt Skills (e.g. Supervision, Admin., Strategic Planning, and Org. Goals and Objectives Development) | 3.71 | 1.20 |
| Competency in site analysis and design | 3.64 | 1.17 |
| **Knowledge of the evolution of different urban forms as a result of economic, political, and social forces** | **3.60** | **1.18** |
| **Cultural Competency** | **3.59** | **1.13** |
| *Understanding of contemporary urban issues and potential alternative strategies for addressing them* | *3.56* | *1.16* |
| *Understanding of the ethical dimensions of urban planning, including awareness of the AICP Code of Ethics* | *3.56* | *1.21* |
| Evaluating Programs and Making Recommendations | 3.54 | 1.16 |
| Understanding of space and enviro. processes, interactions btw the built enviro., human activity, and enviro. change | 3.52 | 1.13 |
| **Understanding and using power relationships / lobbying / strategizing to get plans adopted** | **3.50** | **1.17** |
| Ability to "follow a thin thread" to collect data and information from many and diverse sources in creative ways | 3.50 | 1.22 |
| Competency in spatial analysis and GIS | 3.49 | 1.03 |
| Ability to develop and maintain budgets | 3.47 | 1.34 |
| Incremental (Muddling Through) | 3.44 | 1.06 |
| Advocacy / Equity | 3.42 | 1.16 |
| Identify, apply for, and obtain monies from Grants and other Program Funding Sources | 3.42 | 1.21 |
| *Understanding and using power relationships / lobbying / strategizing to get plans adopted* | *3.38* | *1.27* |
| Competency in social media use for public engagement and/or website development methods and software | 3.33 | 1.06 |
| *Cultural Competency* | *3.28* | *1.17* |
| Understanding of basic economic theory and its application to planning | 3.25 | 1.15 |
| Designing methodologies for question answering | 3.22 | 1.17 |
| Conceptualizing and drawing both current and planned built environment conditions | 3.05 | 1.30 |
| Familiarity with and ability to use qualitative analysis methods | 3.04 | 1.06 |
| Just Sustainabilities | 2.99 | 1.15 |
| *Knowledge of the evolution of different urban forms as a result of economic, political, and social forces* | *2.99* | *1.25* |
| **Understanding the history of the planning profession** | **2.97** | **1.15** |
| Creating forecasts / models / projections, and understanding the limitations and benefits of each | 2.95 | 1.15 |
| *Understanding the History of the planning profession* | *2.95* | *1.17* |
| Mixed Scanning | 2.87 | 1.14 |
| Conducting std econ analysis tech (e.g. cost-benefit, real estate investment, input-output, economic base studies, impact eval.) | 2.84 | 1.14 |
| Just City | 2.80 | 1.21 |
| Familiarity with and ability to use statistical analysis methods and software to conduct quantitative analysis | 2.68 | 1.09 |
| **Conducting Community Impact Evaluations specifically for Equity and Justice outcomes** | **2.60** | **1.20** |
| *Conducting Community Impact Evaluations specifically for Equity and Justice outcomes* | *2.56* | *1.23* |
| Competency with scenario planning software and methods | 2.55 | 1.18 |
| Designing and conducting experiments | 1.95 | 0.93 |

# Faculty Competencies

| **FACULTY** | **(n=13)** | |
|---|---|---|
| **Competency Categories (ALL)** | **Mean** | **Std. Dev.** |
| *Italic Text = Normative Competency IN Social Justice and Equity Category* | | |
| **Bold Text = Normative Competency NOT in Social Justice and Equity Category** | | |
| Confident and effective public presentation skills | 4.62 | 0.62 |
| Ability to become familiar with, and synthesize, large amounts of material | 4.62 | 0.74 |
| Ability to see multiple perspectives and to reconcile into a single product | 4.54 | 0.75 |
| Understanding law, codes, ordinances, and the legal context within which planning occurs | 4.46 | 0.75 |
| Familiarity with how laws, ordinances, policies, and institutional structures impact implementation of plans | 4.46 | 0.84 |
| Problem definition / formulation | 4.38 | 0.84 |
| Possesses personal characteristics such as clear linear thinking, being a self starter, and completing work on-time & within budget | 4.38 | 0.84 |
| *Understanding of contemporary urban issues and potential alternative strategies for addressing them* | *4.38* | *0.84* |
| Competency in basic computer programs (e.g. spreadsheets, data base) | 4.38 | 1.15 |
| **Understanding of contemporary urban issues and potential alternative strategies for addressing them** | **4.31** | **0.91** |
| Understanding public / client needs / wants | 4.31 | 1.20 |
| *Familiarity with the interaction of planning, implementation, and markets* | *4.25* | *1.09* |
| **Familiarity with the interaction of planning, implementation, and markets** | **4.23** | **0.97** |
| Knowledge of and ability to retrieve data from public sources (e.g. Census, GSS) | 4.23 | 0.97 |
| *Understanding of the ethical dimensions of urban planning including awareness of the AICP Code of Ethics* | *4.23* | *1.05* |
| Understanding of space and enviro processes, and the interactions btw the built enviro, human activity, and environmental change | 4.23 | 1.12 |
| **Understanding of the ethical dimensions of urban planning, including awareness of the AICP Code of Ethics** | **4.23** | **1.19** |
| Ability to "follow a thin thread" to collect data and information from many and diverse sources in creative ways | 4.17 | 0.69 |
| Using complex data to produce clear, coherent data tables / charts / other illustrations | 4.15 | 1.17 |
| Understanding physical planning alternatives and processes (e.g. who's involved, timing, dynamics of implementation) | 4.15 | 1.17 |
| Comprehensive (Rational) | 4.08 | 1.11 |
| Evaluating Programs and Making Recommendations | 4.08 | 1.14 |
| Understanding and articulating the ideas of the collective good, and the rationale and purposes of planning | 4.08 | 1.14 |
| Collaborative | 4.08 | 1.19 |
| Writing clear reports and lengthier documents (e.g. findings, draft ordinances, legislation, plans) | 4.08 | 1.21 |
| Working and speaking formally and informally with politicians, attorneys, and colleagues | 4.00 | 1.11 |
| Understanding and navigating institutional and political contexts | 4.00 | 1.11 |
| Establishing trust and developing consensus among groups less familiar with planning methods and processes | 4.00 | 1.11 |
| Ability to collect primary data via surveys, interviews, and/or focus groups | 4.00 | 1.11 |
| Participatory | 4.00 | 1.15 |
| **Knowledge of the evolution of different urban forms as a result of economic, political, and social forces** | **4.00** | **1.18** |
| Ability to read, interpret and/or prepare: land use maps, zoning codes, blueprints, developer's pro forma, etc. | 4.00 | 1.47 |
| General Mgmt Skills (e.g. Supervision, Administration, Strategic Planning, and Organizational Goals and Objectives Development) | 3.92 | 0.92 |
| Designing methodologies for question answering | 3.92 | 1.00 |
| *Understanding and using power relationships / lobbying / strategizing to get plans adopted* | *3.92* | *1.00* |
| Familiarity with and ability to use statistical analysis methods and software to conduct quantitative analysis | 3.85 | 1.10 |
| Interacting quickly and adeptly with the public / clients | 3.85 | 1.23 |
| Writing informative, engaging, short pieces for the general public (e.g. brochures, news releases) | 3.85 | 1.29 |
| Communicative | 3.82 | 1.11 |
| Just City | 3.82 | 1.11 |
| Coordination, Logistical, and Scheduling Skills | 3.77 | 0.89 |
| Understanding of basic economic theory and its application to planning | 3.77 | 0.97 |
| Competency in spatial analysis and GIS | 3.77 | 1.19 |
| Writing clear, concise, in-house memos | 3.77 | 1.37 |
| Advocacy / Equity | 3.75 | 1.01 |
| Identify, apply for, and obtain monies from Grants and other Program Funding Sources | 3.69 | 1.07 |
| Creating forecasts / models / projections, and understanding the limitations and benefits of each | 3.69 | 1.14 |
| *Knowledge of the evolution of different urban forms as a result of economic, political, and social forces* | *3.69* | *1.14* |
| Mediating Conflicts / Negotiating / Dispute Resolution | 3.69 | 1.20 |
| **Cultural Competency** | **3.69** | **1.20** |
| Familiarity with and ability to use qualitative analysis methods | 3.62 | 0.92 |
| **Conducting Community Impact Evaluations specifically for Equity and Justice outcomes** | **3.62** | **1.15** |
| *Cultural Competency* | *3.62* | *1.15* |
| Ability to develop and maintain budgets | 3.62 | 1.21 |
| **Understanding and using power relationships / lobbying / strategizing to get plans adopted** | **3.54** | **1.08** |
| *Understanding the History of the planning profession* | *3.54* | *1.08* |
| Conceptualizing and drawing both current and planned built environment conditions | 3.54 | 1.22 |
| Competency in social media use for public engagement and/or website development methods and software | 3.46 | 1.01 |
| **Understanding the history of the planning profession** | **3.46** | **1.39** |
| Just Sustainabilities | 3.45 | 0.99 |
| *Conducting Community Impact Evaluations specifically for Equity and Justice outcomes* | *3.38* | *0.92* |
| Conducting std econ analysis tech (e.g. cost-benefit, real estate investment, input-output, economic base studies, impact evaluation) | 3.38 | 1.33 |
| Competency in site analysis and design | 3.38 | 1.50 |
| Incremental (Muddling Through) | 3.25 | 1.16 |
| Competency with scenario planning software and methods | 2.92 | 1.27 |
| Mixed Scanning | 2.90 | 0.94 |
| Designing and conducting experiments | 2.54 | 1.39 |

# Student Competencies

| **STUDENT** | **(n=8)** | |
|---|---|---|
| **Competency Categories (ALL)** | **Mean** | **Std. Dev.** |
| *Italic Text = Normative Competency IN Social Justice and Equity Category* | | |
| **Bold Text = Normative Competency NOT in Social Justice and Equity Category** | | |
| Understanding law, codes, ordinances, and the legal context within which planning occurs | 5.00 | 0.00 |
| Understanding public / client needs / wants | 4.88 | 0.33 |
| Possesses personal characteristics such as clear linear thinking, being a self starter, and completing work on-time & within budget | 4.63 | 0.48 |
| Competency in basic computer programs (e.g. spreadsheets, data base) | 4.63 | 0.48 |
| Writing clear reports and lengthier documents (e.g. findings, draft ordinances, legislation, plans) | 4.63 | 0.70 |
| Working and speaking formally and informally with politicians, attorneys, and colleagues | 4.63 | 0.70 |
| Confident and effective public presentation skills | 4.50 | 0.50 |
| Ability to see multiple perspectives and to reconcile into a single product | 4.50 | 0.71 |
| Ability to become familiar with, and synthesize, large amounts of material | 4.50 | 1.00 |
| Familiarity with how laws, ordinances, policies, and institutional structures impact implementation of plans | 4.50 | 1.00 |
| Interacting quickly and adeptly with the public / clients | 4.38 | 0.48 |
| Collaborative | 4.38 | 0.70 |
| **Understanding and using power relationships / lobbying / strategizing to get plans adopted** | **4.38** | **0.70** |
| Mediating Conflicts / Negotiating / Dispute Resolution | 4.38 | 0.70 |
| Understanding of space and enviro processes, and the interactions between the built environment, human activity, and enviro change | 4.38 | 0.70 |
| *Understanding of the ethical dimensions of urban planning, including awareness of the AICP Code of Ethics* | *4.38* | *0.86* |
| *Understanding and using power relationships / lobbying / strategizing to get plans adopted* | *4.38* | *0.86* |
| **Knowledge of the evolution of different urban forms as a result of economic, political, and social forces** | **4.38** | **0.99** |
| *Understanding of contemporary urban issues and potential alternative strategies for addressing them* | *4.38* | *0.99* |
| **Understanding of contemporary urban issues and potential alternative strategies for addressing them** | **4.38** | **0.99** |
| Writing informative, engaging, short pieces for the general public (e.g. brochures, news releases) | 4.38 | 1.11 |
| Knowledge of and ability to retrieve data from public sources (e.g. Census, GSS) | 4.38 | 1.11 |
| **Familiarity with the interaction of planning, implementation, and markets** | **4.25** | **0.83** |
| *Familiarity with the interaction of planning, implementation, and markets* | *4.25* | *0.83* |
| **Understanding of the ethical dimensions of urban planning including awareness of the AICP Code of Ethics** | **4.25** | **1.09** |
| Problem definition / formulation | 4.25 | 1.09 |
| Comprehensive (Rational) | 4.13 | 0.78 |
| Using complex data to produce clear, coherent data tables / charts / other illustrations | 4.13 | 0.78 |
| Communicative | 4.13 | 0.93 |
| Understanding and navigating institutional and political contexts | 4.13 | 0.93 |
| Participatory | 4.13 | 1.05 |
| Ability to collect primary data via surveys, interviews, and/or focus groups | 4.13 | 1.05 |
| Understanding physical planning alternatives and processes (e.g. who's involved, timing, dynamics of implementation) | 4.13 | 1.05 |
| Establishing trust and developing consensus among groups less familiar with planning methods and processes | 4.13 | 1.36 |
| **Cultural Competency** | **4.13** | **1.36** |
| *Cultural Competency* | *4.13* | *1.36* |
| *Knowledge of the evolution of different urban forms as a result of economic, political, and social forces* | *4.13* | *1.36* |
| Conducting std econ analysis tech (e.g. cost-benefit, real estate investment, input-output, economic base studies, impact evaluation) | 4.00 | 0.87 |
| Understanding of basic economic theory and its application to planning | 4.00 | 1.12 |
| Familiarity with and ability to use qualitative analysis methods | 4.00 | 1.32 |
| Understanding and articulating the ideas of the collective good, and the rationale and purposes of planning | 4.00 | 1.32 |
| Ability to "follow a thin thread" to collect data and information from many and diverse sources in creative ways | 4.00 | 1.50 |
| Designing methodologies for question answering | 3.88 | 0.78 |
| Coordination, Logistical, and Scheduling Skills | 3.88 | 0.78 |
| Ability to read, interpret and/or prepare: land use maps, zoning codes, blueprints, developer's pro forma, etc. | 3.88 | 0.78 |
| Creating forecasts / models / projections, and understanding the limitations and benefits of each | 3.88 | 1.27 |
| Ability to develop and maintain budgets | 3.88 | 1.27 |
| Identify, apply for, and obtain monies from Grants and other Program Funding Sources | 3.88 | 1.27 |
| Just City | 3.88 | 1.36 |
| Competency in site analysis and design | 3.75 | 0.83 |
| Advocacy / Equity | 3.75 | 1.09 |
| *Conducting Community Impact Evaluations specifically for Equity and Justice outcomes* | *3.75* | *1.30* |
| Just Sustainabilities | 3.75 | 1.39 |
| Writing clear, concise, in-house memos | 3.75 | 1.48 |
| *Understanding the History of the planning profession* | *3.75* | *1.48* |
| Incremental (Muddling Through) | 3.63 | 0.99 |
| Competency in social media use for public engagement and/or website development methods and software | 3.63 | 1.22 |
| Evaluating Programs and Making Recommendations | 3.63 | 1.32 |
| Familiarity with and ability to use statistical analysis methods and software to conduct quantitative analysis | 3.63 | 1.41 |
| **Conducting Community Impact Evaluations specifically for Equity and Justice outcomes** | **3.63** | **1.49** |
| **Understanding the history of the planning profession** | **3.50** | **1.41** |
| Competency in spatial analysis and GIS | 3.38 | 0.86 |
| Conceptualizing and drawing both current and planned built environment conditions | 3.38 | 0.86 |
| Mixed Scanning | 3.38 | 1.11 |
| Competency with scenario planning software and methods | 2.88 | 1.17 |
| Designing and conducting experiments | 2.75 | 0.97 |
| General Mgmt Skills (e.g. Supervision, Administration, Strategic Planning, and Organizational Goals and Objectives Development) | 0.50 | 1.12 |

## Practitioner Specializations

| **Planners Area of Specialization (n=98)** *(most to least common)* | # | % | |
|---|---|---|---|
| Land Use Regulation | 63 | 64.29% | Highest 1/3 |
| Economic Planning & Development | 55 | 56.12% | |
| Neighborhood and Community Development | 47 | 47.96% | |
| Rural / Small Town Planning | 37 | 37.76% | |
| Transportation Planning | 33 | 33.67% | |
| Regional Planning | 31 | 31.63% | |
| Sustainability / Environmental / Natural Resource Planning | 28 | 28.57% | |
| Facilities, Parks and Rec., and Infrastructure Planning | 26 | 26.53% | Middle 1/3 |
| Real Estate (Re)development (Downtown) | 25 | 25.51% | |
| Growth Management | 23 | 23.47% | |
| Housing | 23 | 23.47% | |
| Spatial & Urban Design | 21 | 21.43% | |
| Historic Preservation | 19 | 19.39% | |
| Finance / Fiscal Planning | 14 | 14.29% | |
| Information / GIS Technology | 14 | 14.29% | Lowest 1/3 |
| Planning Methods (Info. Retrieval / Data Collection / Data Analysis / Research) | 14 | 14.29% | |
| Advocacy / Empowerment / Social Welfare / Social Equity & Justice | 10 | 10.20% | |
| Law | 8 | 8.16% | |
| Disaster Preparedness, Resiliency, and Recovery Planning | 7 | 7.14% | |
| Planning Theory / History | 3 | 3.06% | |
| Public Health | 2 | 2.04% | |
| Other | 2 | 2.04% | |

## Faculty Specializations

| **Faculty Area of Specialization (n=13)** *(most to least common)* | # | % | |
|---|---|---|---|
| Economic Planning & Development | 9 | 69.23% | Highest 1/3 |
| Neighborhood and Community Development | 6 | 46.15% | |
| Planning Methods (Info. Retrieval / Data Collection / Data Analysis / Research) | 5 | 38.46% | |
| Advocacy / Empowerment / Social Welfare / Social Equity & Justice | 4 | 30.77% | |
| Land Use Regulation | 3 | 23.08% | |
| Law | 3 | 23.08% | |
| Planning Theory / History | 3 | 23.08% | |
| Public Health | 3 | 23.08% | Middle 1/3 |
| Rural / Small Town Planning | 3 | 23.08% | |
| Spatial & Urban Design | 3 | 23.08% | |
| Sustainability / Environmental / Natural Resource Planning | 3 | 23.08% | |
| Finance / Fiscal Planning | 2 | 15.38% | |
| Historic Preservation | 2 | 15.38% | |
| Information / GIS Technology | 2 | 15.38% | |
| Growth Management | 1 | 7.69% | Lowest 1/3 |
| Housing | 1 | 7.69% | |
| Real Estate (Re)development (Downtown) | 1 | 7.69% | |
| Regional Planning | 1 | 7.69% | |
| Transportation Planning | 1 | 7.69% | |
| Disaster Preparedness, Resiliency, and Recovery Planning | 0 | 0.00% | |
| Facilities, Parks and Rec., and Infrastructure Planning | 0 | 0.00% | |
| Other | 0 | 0.00% | |

Student Specializations

| **Student Area of Specialization (n=8)** *(most to least common)* | **#** | **%** | |
|---|---|---|---|
| Housing | 5 | 62.50% | Highest 1/3 |
| Neighborhood and Community Development | 5 | 62.50% | |
| Sustainability / Environmental / Natural Resource Planning | 5 | 62.50% | |
| Advocacy / Empowerment / Social Welfare / Social Equity & Justice | 4 | 50.00% | |
| Transportation Planning | 3 | 37.50% | |
| Information / GIS Technology | 2 | 25.00% | |
| Spatial & Urban Design | 2 | 25.00% | |
| Economic Planning & Development | 1 | 12.50% | Middle 1/3 |
| Finance / Fiscal Planning | 1 | 12.50% | |
| Planning Methods (Info. Retrieval / Data Collection / Data Analysis / Research) | 1 | 12.50% | |
| Planning Theory / History | 1 | 12.50% | |
| Regional Planning | 1 | 12.50% | |
| Disaster Preparedness, Resiliency, and Recovery Planning | 0 | 0.00% | |
| Facilities, Parks and Rec., and Infrastructure Planning | 0 | 0.00% | |
| Growth Management | 0 | 0.00% | Lowest 1/3 |
| Historic Preservation | 0 | 0.00% | |
| Land Use Regulation | 0 | 0.00% | |
| Law | 0 | 0.00% | |
| Public Health | 0 | 0.00% | |
| Real Estate (Re)development (Downtown) | 0 | 0.00% | |
| Rural / Small Town Planning | 0 | 0.00% | |
| Other | 0 | 0.00% | |

Specializations w/Planning Degree

| **With Planning Degree Area of Specialization (n=85)** *(most to least common)* | **#** | **%** | |
|---|---|---|---|
| Land Use Regulation | 52 | 61.18%* | Highest 1/3 |
| Economic Planning & Development | 47 | 55.29% | |
| Neighborhood and Community Development | 41 | 48.24% | |
| Rural / Small Town Planning | 28 | 32.94% | |
| Transportation Planning | 28 | 32.94% | |
| Regional Planning | 25 | 29.41% | |
| Sustainability / Environmental / Natural Resource Planning | 23 | 27.06% | |
| Real Estate (Re)development (Downtown) | 22 | 25.88% | Middle 1/3 |
| Growth Management | 19 | 22.35% | |
| Spatial & Urban Design | 18 | 21.18% | |
| Housing | 17 | 20.00% | |
| Facilities, Parks and Rec., and Infrastructure Planning | 16 | 18.82% | |
| Planning Methods (Info. Retrieval / Data Collection / Data Analysis / Research) | 15 | 17.65% | |
| Historic Preservation | 13 | 15.29% | |
| Advocacy / Empowerment / Social Welfare / Social Equity & Justice | 12 | 14.12% | Lowest 1/3 |
| Finance / Fiscal Planning | 12 | 14.12% | |
| Information / GIS Technology | 11 | 12.94% | |
| Law | 8 | 9.41% | |
| Disaster Preparedness, Resiliency, and Recovery Planning | 4 | 4.71% | |
| Public Health | 3 | 3.53% | |
| Planning Theory / History | 2 | 2.35%* | |
| Other | 1 | 1.18% | |

* = Difference Between Those With and Without a Planning Degree for this Specialization is Statistically Significant at .05

Specializations w/o Planning Degree

| **Without Planning Degree Area of Specialization (n=34)** *(most to least common)* | **#** | **%** | |
|---|---|---|---|
| Economic Planning & Development | 18 | 52.94% | Highest 1/3 |
| Neighborhood and Community Development | 17 | 50.00% | |
| Land Use Regulation | 14 | 41.18%* | |
| Sustainability / Environmental / Natural Resource Planning | 13 | 38.24% | |
| Housing | 12 | 35.29% | |
| Rural / Small Town Planning | 12 | 35.29% | |
| Facilities, Parks and Rec., and Infrastructure Planning | 10 | 29.41% | |
| Transportation Planning | 9 | 26.47% | Middle 1/3 |
| Historic Preservation | 8 | 23.53% | |
| Regional Planning | 8 | 23.53% | |
| Spatial & Urban Design | 8 | 23.53% | |
| Information / GIS Technology | 7 | 20.59% | |
| Advocacy / Empowerment / Social Welfare / Social Equity & Justice | 6 | 17.65% | |
| Finance / Fiscal Planning | 5 | 14.71% | |
| Growth Management | 5 | 14.71% | Lowest 1/3 |
| Planning Methods (Info. Retrieval / Data Collection / Data Analysis / Research) | 5 | 14.71% | |
| Planning Theory / History | 5 | 14.71%* | |
| Real Estate (Re)development (Downtown) | 4 | 11.76% | |
| Disaster Preparedness, Resiliency, and Recovery Planning | 3 | 8.82% | |
| Law | 3 | 8.82% | |
| Public Health | 2 | 5.88% | |
| Other | 1 | 2.94% | |

* = Difference Between Those With and Without a Planning Degree for this Specialization is Statistically Significant at .05

Planning Theories - Practitioners

| PRACTITIONERS | (n=98) | |
|---|---|---|
| **Planning Theories** | **Mean** | **Std. Dev.** |
| Collaborative | 4.27 | 1.01 |
| Communicative | 4.06 | 1.01 |
| Participatory | 4.03 | 1.09 |
| Comprehensive | 3.92 | 1.12 |
| Incremental | 3.44 | 1.06 |
| **Advocacy / Equity** | **3.42** | **1.16** |
| **Just Sustainabilities** | **2.99** | **1.15** |
| Mixed Scanning | 2.87 | 1.14 |
| **Just City** | **2.80** | **1.21** |

Planning Theories - Faculty

| FACULTY | (n=13) | |
|---|---|---|
| **Planning Theories** | **Mean** | **Std. Dev.** |
| Comprehensive | 4.08 | 1.11 |
| Collaborative | 4.08 | 1.19 |
| Participatory | 4.00 | 1.15 |
| Communicative | 3.82 | 1.11 |
| **Just City** | **3.82** | **1.11** |
| **Advocacy / Equity** | **3.75** | **1.01** |
| **Just Sustainabilities** | **3.45** | **0.99** |
| Incremental | 3.25 | 1.16 |
| Mixed Scanning | 2.90 | 0.94 |

Planning Theories - Students

| STUDENTS | (n=8) | |
|---|---|---|
| **Planning Theories** | **Mean** | **Std. Dev.** |
| Collaborative | 4.38 | 0.70 |
| Comprehensive | 4.13 | 0.78 |
| Communicative | 4.13 | 0.93 |
| Participatory | 4.13 | 1.05 |
| **Just City** | **3.88** | **1.36** |
| **Advocacy / Equity** | **3.75** | **1.09** |
| **Just Sustainabilities** | **3.75** | **1.39** |
| Incremental | 3.63 | 0.99 |
| Mixed Scanning | 3.38 | 1.11 |

Competencies

| Knowledge Areas / Skills (Competencies) | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | | With Planning Degree (n=85) | | w/o Planning Degree (n=34) | | Female (n=48) | | Male (n=68) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Respondent Characteristics** | **Mean** | **Std. Dev.** | **Mean** | **Std. Dev.** | **Mean** | **Std. Dev.** | **#** | **Mod. & Very Important** | **#** | **Mod. & Very Important** | **#** | **Mod. & Very Important** | **#** | **Very Important** | **#** | **Very Important** | **#** | **Very Important** | **#** | **Very Important** |
| **HISTORY OF PLANNING** | | | | | | | | | | | | | | | | | | | | |
| Understanding the history of the planning profession | 2.97 | 1.15 | 3.46 | 1.39 | 3.50 | 1.41 | 31 | 31.63% | 6 | 46.15% | 4 | 50.00% | 16 | 18.82% | 5 | 14.71% | 10 | 20.83% | 11 | 16.18% |
| Familiarity with the interaction of planning, implementation, and markets | 4.10 | 1.02 | 4.23 | 0.97 | 4.25 | 0.83 | 73 | 74.49% | 10 | 76.92% | 6 | 75.00% | 44 | 52.38%* | 11 | 32.35%* | 25 | 52.08% | 30 | 44.12% |
| Knowledge of the evolution of different urban forms as a result of economic, political, and social forces | 3.60 | 1.18 | 4.00 | 1.18 | 4.38 | 0.99 | 51 | 52.04% | 8 | 61.54% | 7 | 87.50% | 31 | 36.47% | 11 | 32.35% | 20 | 41.67% | 22 | 32.35% |
| Understanding of contemporary urban issues and potential alternative strategies for addressing them | 4.16 | 1.00 | 4.31 | 0.91 | 4.38 | 0.99 | 77 | 78.57% | 9 | 69.23% | 7 | 87.50% | 48 | 56.47%* | 12 | 35.29%* | 29 | 60.42% | 29 | 42.65% |
| Understanding of the ethical dimensions of urban planning including awareness of the AICP Code of Ethics | 3.86 | 1.13 | 4.23 | 1.05 | 4.25 | 1.09 | 62 | 63.27% | 9 | 69.23% | 6 | 75.00% | 36 | 42.35% | 14 | 41.18% | 19 | 39.58% | 29 | 42.65% |

* = Difference Between Those With and Without a Planning Degree or between female and male for this Specialization is Statistically Significant at .05

Competencies (cont'd)

| Respondent Characteristics | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | | With Planning Degree (n=85) | | w/o Planning Degree (n=34) | | Female (n=48) | | Male (n=68) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Mean | Std. Dev. | Mean | Std. Dev. | Mean | Std. Dev. | # | Mod. & Very Important | # | Mod. & Very Important | # | Mod. & Very Important | # | Very Important | # | Very Important | # | Very Important | # | Very Important |
| **PLANNING THEORY** | | | | | | | | | | | | | | | | | | | | |
| Comprehensive (Rational)[b] | 3.92 | 1.12 | 4.08 | 1.11 | 4.13 | 0.78 | 64 | 65.31% | 9 | 69.23% | 6 | 75.00% | 36 | 42.86% | 12 | 36.36% | 17 | 36.17% | 28 | 41.79% |
| Incremental (Muddling Through)[b] | 3.44 | 1.06 | 3.25 | 1.16 | 3.63 | 0.99 | 45 | 45.92% | 6 | 46.15% | 4 | 50.00% | 19 | 22.89% | 3 | 9.09% | 7 | 14.89% | 14 | 20.90% |
| Mixed Scanning[b] | 2.87 | 1.14 | 2.90 | 0.94 | 3.38 | 1.11 | 24 | 24.49% | 3 | 23.08% | 3 | 37.50% | 6 | 8.45% | 3 | 10.00% | 4 | 9.76% | 4 | 6.90% |
| Communicative[b] | 4.06 | 1.01 | 3.82 | 1.11 | 4.13 | 0.93 | 70 | 71.43% | 7 | 53.85% | 5 | 62.50% | 36 | 43.90% | 12 | 37.50% | 21 | 44.68% | 25 | 39.06% |
| Collaborative[abc] | 4.27 | 1.01 | 4.08 | 1.19 | 4.38 | 0.70 | 76 | 77.55% | 8 | 61.54% | 7 | 87.50% | 55 | 65.48%* | 11 | 33.33%* | 28 | 59.57% | 36 | 53.73% |
| Participatory[bd] | 4.03 | 1.09 | 4.00 | 1.15 | 4.13 | 1.05 | 72 | 73.47% | 8 | 61.54% | 6 | 75.00% | 44 | 52.38% | 7 | 21.21% | 26 | 54.17%* | 23 | 34.85%* |
| Advocacy / Equity[be] | 3.42 | 1.16 | 3.75 | 1.01 | 3.75 | 1.09 | 44 | 44.90% | 8 | 61.54% | 4 | 50.00% | 22 | 26.51% | 5 | 15.63% | 14 | 29.17% | 12 | 18.75% |
| Just Sustainabilities[b] | 2.99 | 1.15 | 3.45 | 0.99 | 3.75 | 1.39 | 30 | 30.61% | 5 | 38.46% | 4 | 50.00% | 10 | 13.51% | 5 | 15.63% | 11 | 26.19%* | 4 | 6.56%* |
| Just City[b] | 2.80 | 1.21 | 3.82 | 1.11 | 3.88 | 1.36 | 24 | 24.49% | 7 | 53.85% | 5 | 62.50% | 10 | 13.89% | 6 | 19.35% | 11 | 26.83%* | 5 | 8.47%* |

[a] 36.36% without a planning degree labeled it 'moderately important' vs. 15.48% with a planning degree; this difference statistically significant at .05.
[b] between 1-14 respondents skipped these.
[c] 6.38% of female respondents labeled it 'not important' vs. 0.00% of male respondents; this difference is statistically significant at .05.
[d] 8.33% of female respondents labeled it 'important' vs. 22.73% of male respondents; this difference is statistically significant at .05.
[e] 18.75% of female respondents labeled it 'important' vs. 42.19% of male respondents; this difference is statistically significant at .05.

* = Difference Between Those With and Without a Planning Degree or between female and male for this Specialization is Statistically Significant at .05

Competencies (cont'd)

| Respondent Characteristics | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | | With Planning Degree (n=85) | | w/o Planning Degree (n=34) | | Female (n=48) | | Male (n=68) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Mean | Std. Dev. | Mean | Std. Dev. | Mean | Std. Dev. | # | Mod. & Very Important | # | Mod. & Very Important | # | Mod. & Very Important | # | Very Important | # | Very Important | # | Very Important | # | Very Important |
| **COMM. ORG. & INTERACTING** | | | | | | | | | | | | | | | | | | | | |
| Working and speaking formally and informally with politicians, attorneys, and colleagues[ae] | 4.40 | 0.90 | 4.00 | 1.11 | 4.63 | 0.70 | 79 | 80.61% | 9 | 69.23% | 7 | 87.50% | 58 | 68.24%* | 16 | 47.06%* | 32 | 66.67% | 41 | 60.29% |
| Understanding and using power relationships / lobbying / strategizing to get plans adopted[b] | 3.50 | 1.17 | 3.54 | 1.08 | 4.38 | 0.70 | 51 | 52.04% | 7 | 53.85% | 7 | 87.50% | 22 | 25.88% | 9 | 26.47% | 16 | 33.33% | 15 | 22.06% |
| Understanding and navigating institutional and political contexts[g] | 4.06 | 0.97 | 4.00 | 1.11 | 4.13 | 0.93 | 68 | 69.39% | 9 | 69.23% | 7 | 87.50% | 40 | 47.06% | 11 | 32.35% | 25 | 52.08% | 26 | 38.24% |
| Mediating Conflicts / Negotiating / Dispute Resolution | 3.97 | 1.06 | 3.69 | 1.20 | 4.38 | 0.70 | 70 | 71.43% | 7 | 53.85% | 7 | 87.50% | 37 | 43.53% | 10 | 29.41% | 23 | 47.92% | 22 | 32.35% |
| Establishing trust and developing consensus among groups less familiar with planning methods and processes[cf] | 4.30 | 0.85 | 4.00 | 1.11 | 4.13 | 1.36 | 78 | 79.59% | 9 | 69.23% | 6 | 75.00% | 49 | 58.33%* | 13 | 38.24%* | 31 | 64.58%* | 29 | 42.65%* |
| Interacting quickly and adeptly with the public / clients[d] | 4.41 | 0.75 | 3.85 | 1.23 | 4.38 | 0.48 | 87 | 88.78% | 9 | 69.23% | 8 | 100.00% | 47 | 55.29% | 14 | 41.18% | 28 | 58.33% | 32 | 47.06% |
| Cultural Competency | 3.59 | 1.13 | 3.69 | 1.20 | 4.13 | 1.36 | 50 | 51.02% | 8 | 61.54% | 6 | 75.00% | 26 | 30.59% | 11 | 32.35% | 18 | 37.50% | 18 | 26.47% |

[a] 8.82% without a planning degree labeled it 'minimally important' vs. 1.18% with a planning degree; this difference is statistically significant at .05.
[b] 26.47% without a planning degree labeled it 'minimally important' vs. 11.76% with a planning degree; this difference is statistically significant at .05.
[c] 11.76% without a planning degree labeled it 'minimally important' vs. 1.19% with a planning degree; this difference is statistically significant at .05.
[d] 20.59% without a planning degree labeled it 'important' vs. 5.88% with a planning degree; this difference is statistically significant at .05.
[e] 8.33% of female respondents labeled it 'important' vs. 22.06% of male respondents; this difference is statistically significant at .05.
[f] 17.02% of female respondents labeled it 'moderately important' vs. 33.82% of male respondents; this difference is statistically significant at .05.
[g] 0.00% of female respondents labeled it 'minimally important' vs. 8.82% of male respondents; this difference is statistically significant at .05.

* = Difference Between Those With and Without a Planning Degree or between female and male for this Specialization is Statistically Significant at .05

Competencies (cont'd)

| Respondent Characteristics | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | | With Planning Degree (n=85) | | w/o Planning Degree (n=34) | | Female (n=48) | | Male (n=68) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Mean | Std. Dev. | Mean | Std. Dev. | Mean | Std. Dev. | # | Mod. & Very Important | # | Mod. & Very Important | # | Mod. & Very Important | # | Very Important | # | Very Important | # | Very Important | # | Very Important |
| **SYNTHESIS and COMMUNICATION** | | | | | | | | | | | | | | | | | | | | |
| Writing informative, engaging, short pieces for the general public (e.g. brochures, news releases)[a] | 4.21 | 1.07 | 3.85 | 1.29 | 4.38 | 1.11 | 76 | 77.55% | 8 | 61.54% | 6 | 75.00% | 52 | 61.18%* | 14 | 41.18%* | 27 | 56.25% | 38 | 55.88% |
| Writing clear, concise, in-house memos | 4.40 | 0.88 | 3.77 | 1.37 | 3.75 | 1.48 | 82 | 83.67% | 8 | 61.54% | 5 | 62.50% | 54 | 63.53% | 16 | 47.06% | 30 | 62.50% | 39 | 57.35% |
| Writing clear reports and lengthier documents (e.g. findings, draft ordinances, legislation, plans) | 4.64 | 0.75 | 4.08 | 1.21 | 4.63 | 0.70 | 88 | 89.80% | 9 | 69.23% | 7 | 87.50% | 68 | 80.00%* | 21 | 61.76%* | 40 | 83.33% | 47 | 69.12% |
| Ability to become familiar with, and synthesize, large amounts of material | 4.54 | 0.72 | 4.62 | 0.74 | 4.50 | 1.00 | 87 | 88.78% | 11 | 84.62% | 7 | 87.50% | 58 | 68.24% | 23 | 67.65% | 36 | 75.00% | 44 | 64.71% |
| Ability to see multiple perspectives and to reconcile into a single product[d] | 4.50 | 0.80 | 4.54 | 0.75 | 4.50 | 0.71 | 85 | 86.73% | 11 | 84.62% | 7 | 87.50% | 58 | 68.24% | 21 | 61.76% | 39 | 81.25%* | 38 | 55.88%* |
| Confident and effective public presentation skills | 4.51 | 0.76 | 4.62 | 0.62 | 4.50 | 0.50 | 84 | 85.71% | 12 | 92.31% | 8 | 100.00% | 60 | 70.59% | 18 | 52.94% | 34 | 70.83% | 42 | 61.76% |
| Competency in spatial analysis and GIS[bc] | 3.49 | 1.03 | 3.77 | 1.19 | 3.38 | 0.86 | 48 | 48.98% | 9 | 69.23% | 3 | 37.50% | 19 | 22.35% | 5 | 14.71% | 10 | 20.83% | 14 | 20.59% |
| Using complex data to produce clear, coherent data tables / charts / other illustrations | 3.82 | 1.03 | 4.15 | 1.17 | 4.13 | 0.78 | 63 | 64.29% | 10 | 76.92% | 6 | 75.00% | 28 | 32.94% | 12 | 35.29% | 17 | 35.42% | 21 | 30.88% |
| Understanding public / client needs / wants | 4.48 | 0.88 | 4.31 | 1.20 | 4.88 | 0.33 | 85 | 86.73% | 10 | 76.92% | 8 | 100.00% | 59 | 69.41% | 23 | 67.65% | 36 | 75.00% | 42 | 61.76% |

[a] 26.47% without a planning degree labeled it 'important' vs. 11.76% with a planning degree; this difference is statistically significant at .05.
[b] 44.12% without a planning degree labeled it 'moderately important' vs. 24.71% with a planning degree; this difference is statistically significant at .05.
[c] 17.65% without a planning degree labeled it 'important' vs. 38.82% with a planning degree; this difference is statistically significant at .05.
[d] 4.17% of female respondents labeled it 'important' vs. 16.18% of male respondents; this difference is statistically significant at .05.

* = Difference Between Those With and Without a Planning Degree or between female and male for this Specialization is Statistically Significant at .05

Competencies (cont'd)

| Respondent Characteristics | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | | With Planning Degree (n=85) | | w/o Planning Degree (n=34) | | Female (n=48) | | Male (n=68) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Mean | Std. Dev. | Mean | Std. Dev. | Mean | Std. Dev. | # | Mod. & Very Important | # | Mod. & Very Important | # | Mod. & Very Important | # | Very Important | # | Very Important | # | Very Important | # | Very Important |
| **ECONOMIC TECHNIQUES and EVALUATION SKILLS** | | | | | | | | | | | | | | | | | | | | |
| Conducting standard economic analysis techniques (e.g. cost-benefit, real estate investment, input-output, economic base studies, impact evaluation) | 2.84 | 1.14 | 3.38 | 1.33 | 4.00 | 0.87 | 30 | 30.61% | 6 | 46.15% | 5 | 62.50% | 10 | 11.76% | 5 | 14.71% | 6 | 12.50% | 9 | 13.24% |
| Understanding of basic economic theory and its application to planning[a] | 3.25 | 1.15 | 3.77 | 0.97 | 4.00 | 1.12 | 40 | 40.82% | 7 | 53.85% | 5 | 62.50% | 18 | 21.43% | 7 | 20.59% | 13 | 27.08% | 12 | 17.91% |
| Designing and conducting experiments | 1.95 | 0.93 | 2.54 | 1.39 | 2.75 | 0.97 | 9 | 9.18% | 3 | 23.08% | 2 | 25.00% | 1 | 1.18% | 1 | 2.94% | 2 | 4.17% | 0 | 0.00% |
| Conducting Community Impact Evaluations specifically for Equity and Justice outcomes[b] | 2.60 | 1.20 | 3.62 | 1.15 | 3.63 | 1.49 | 25 | 25.51% | 8 | 61.54% | 4 | 50.00% | 8 | 9.41% | 7 | 20.59% | 9 | 18.75% | 5 | 7.35% |
| Evaluating Programs and Making Recommendations | 3.54 | 1.16 | 4.08 | 1.14 | 3.63 | 1.32 | 54 | 55.10% | 9 | 69.23% | 6 | 75.00% | 23 | 27.06% | 9 | 26.47% | 14 | 29.17% | 18 | 26.47% |

[a] 12.50% of female respondents labeled it 'moderately important' vs. 28.36% of male respondents; this difference is statistically significant at .05.
[b] 8.33% of female respondents labeled it 'important' vs. 29.41% of male respondents; this difference is statistically significant at .05.

Competencies (cont'd)

| Respondent Characteristics | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | | With Planning Degree (n=85) | | w/o Planning Degree (n=34) | | Female (n=48) | | Male (n=68) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Mean | Std. Dev. | Mean | Std. Dev. | Mean | Std. Dev. | # | Mod. & Very Important | # | Mod. & Very Important | # | Mod. & Very Important | # | Very Important | # | Very Important | # | Very Important | # | Very Important |
| **COMPUTER / INTERNET / SOCIAL MEDIA** | | | | | | | | | | | | | | | | | | | | |
| Competency in basic computer programs (e.g. spreadsheets, data base)[a] | 4.53 | 0.83 | 4.38 | 1.15 | 4.63 | 0.48 | 86 | 87.76% | 10 | 76.92% | 8 | 100.00% | 61 | 72.62% | 20 | 58.82% | 37 | 77.08% | 43 | 64.18% |
| Competency in social media use for public engagement and/or website development methods and software | 3.33 | 1.06 | 3.46 | 1.01 | 3.63 | 1.22 | 50 | 51.02% | 7 | 53.85% | 5 | 62.50% | 9 | 10.59% | 5 | 14.71% | 7 | 14.58% | 6 | 8.82% |

[a] 5.88% without a planning degree labeled it 'minimally important' vs. 0.00% with a planning degree; this difference is statistically significant at .05.

Competencies (cont'd)

| Respondent Characteristics | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | | With Planning Degree (n=85) | | w/o Planning Degree (n=34) | | Female (n=48) | | Male (n=68) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Mean | Std. Dev. | Mean | Std. Dev. | Mean | Std. Dev. | # | Mod. & Very Important | # | Mod. & Very Important | # | Mod. & Very Important | # | Very Important | # | Very Important | # | Very Important | # | Very Important |
| **MANAGEMENT and FUNDRAISING / GRANT WRITING** | | | | | | | | | | | | | | | | | | | | |
| Ability to develop and maintain budgets | 3.47 | 1.34 | 3.62 | 1.21 | 3.88 | 1.27 | 47 | 47.96% | 7 | 53.85% | 6 | 75.00% | 29 | 34.12% | 10 | 29.41% | 19 | 39.58% | 20 | 29.41% |
| Coordination, Logistical, and Scheduling Skills | 3.97 | 1.03 | 3.77 | 0.89 | 3.88 | 0.78 | 67 | 68.37% | 8 | 61.54% | 5 | 62.50% | 33 | 38.82% | 10 | 29.41% | 23 | 47.92%* | 19 | 27.94%* |
| Possesses personal characteristics such as clear linear thinking, being a self starter, and completing work on-time & within budget | 4.43 | 0.81 | 4.38 | 0.84 | 4.63 | 0.48 | 82 | 83.67% | 10 | 76.92% | 8 | 100.00% | 53 | 62.35% | 20 | 58.82% | 30 | 62.50% | 41 | 60.29% |
| General Management Skills (e.g. Supervision, Administration, Strategic Planning, and Organizational Goals and Objectives Development) | 3.71 | 1.20 | 3.92 | 0.92 | 0.50 | 1.12 | 61 | 62.24% | 9 | 69.23% | 4 | 50.00% | 29 | 34.12% | 9 | 26.47% | 19 | 39.58% | 17 | 25.00% |
| Identify, apply for, and obtain monies from Grants and other Program Funding Sources | 3.42 | 1.21 | 3.69 | 1.07 | 3.88 | 1.27 | 45 | 45.92% | 7 | 53.85% | 6 | 75.00% | 22 | 25.88% | 9 | 26.47% | 16 | 33.33% | 15 | 22.06% |

* = Difference Between Those With and Without a Planning Degree or between female and male for this Specialization is Statistically Significant at .05

Competencies (cont'd)

| Respondent Characteristics | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | | With Planning Degree (n=85) | | w/o Planning Degree (n=34) | | Female (n=48) | | Male (n=68) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Mean | Std. Dev. | Mean | Std. Dev. | Mean | Std. Dev. | # | Mod. & Very Important | # | Mod. & Very Important | # | Mod. & Very Important | # | Very Important | # | Very Important | # | Very Important | # | Very Important |
| **SPATIAL & URBAN DESIGN and PROFESSIONAL / TECHNICAL TOOLS** | | | | | | | | | | | | | | | | | | | | |
| Conceptualizing and drawing both current and planned built environment conditions[a] | 3.05 | 1.30 | 3.54 | 1.22 | 3.38 | 0.86 | 39 | 39.80% | 8 | 61.54% | 3 | 37.50% | 17 | 20.00% | 4 | 11.76% | 9 | 18.75% | 12 | 17.65% |
| Competency with scenario planning software and methods | 2.55 | 1.18 | 2.92 | 1.27 | 2.88 | 1.17 | 24 | 24.49% | 4 | 30.77% | 2 | 25.00% | 6 | 7.06% | 3 | 8.82% | 5 | 10.42% | 4 | 5.88% |
| Understanding of space and environmental processes, and the interactions between the built environment, human activity, and environmental change | 3.52 | 1.13 | 4.23 | 1.12 | 4.38 | 0.70 | 49 | 50.00% | 11 | 84.62% | 7 | 87.50% | 23 | 27.06% | 12 | 35.29% | 15 | 31.25% | 19 | 27.94% |
| Competency in site analysis and design | 3.64 | 1.17 | 3.38 | 1.50 | 3.75 | 0.83 | 53 | 54.08% | 7 | 53.85% | 4 | 50.00% | 28 | 33.33% | 8 | 23.53% | 14 | 29.79% | 21 | 30.88% |
| Ability to read, interpret and/or prepare: land use maps, zoning codes, blueprints, developer's pro forma, etc. | 4.39 | 0.93 | 4.00 | 1.47 | 3.88 | 0.78 | 81 | 82.65% | 9 | 69.23% | 5 | 62.50% | 54 | 63.53% | 17 | 50.00% | 26 | 54.17% | 42 | 61.76% |
| Understanding and articulating the ideas of the collective good, and the rationale and purposes of planning | 3.91 | 1.04 | 4.08 | 1.14 | 4.00 | 1.32 | 61 | 62.24% | 10 | 76.92% | 6 | 75.00% | 34 | 40.00% | 14 | 41.18% | 21 | 43.75% | 26 | 38.24% |
| Understanding physical planning alternatives and processes (e.g. who's involved, timing, dynamics of implementation) | 4.09 | 0.98 | 4.15 | 1.17 | 4.13 | 1.05 | 71 | 72.45% | 10 | 76.92% | 6 | 75.00% | 39 | 45.88% | 15 | 44.12% | 28 | 58.33%* | 26 | 38.24%* |

[a] 12.50% of female respondents labeled it 'important' vs. 27.94% of male respondents; this difference is statistically significant at .05.

* = Difference Between Those With and Without a Planning Degree or between female and male for this Specialization is Statistically Significant at .05

Competencies (cont'd)

| Respondent Characteristics | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | | With Planning Degree (n=85) | | w/o Planning Degree (n=34) | | Female (n=48) | | Male (n=68) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Mean | Std. Dev. | Mean | Std. Dev. | Mean | Std. Dev. | # | Mod. & Very Important | # | Mod. & Very Important | # | Mod. & Very Important | # | Very Important | # | Very Important | # | Very Important | # | Very Important |
| **SOCIAL EQUITY and JUSTICE** | | | | | | | | | | | | | | | | | | | | |
| Conducting Community Impact Evaluations specifically for Equity and Justice outcomes | 2.56 | 1.23 | 3.38 | 0.92 | 3.75 | 1.30 | 20 | 20.41% | 5 | 38.46% | 4 | 50.00% | 12 | 14.29% | 4 | 11.76% | 9 | 19.15% | 6 | 8.82% |
| Knowledge of the evolution of different urban forms as a result of economic, political, and social forces | 2.99 | 1.25 | 3.69 | 1.14 | 4.13 | 1.36 | 32 | 32.65% | 8 | 61.54% | 6 | 75.00% | 17 | 20.24% | 7 | 20.59% | 13 | 27.66% | 11 | 16.18% |
| Cultural Competency | 3.28 | 1.17 | 3.62 | 1.15 | 4.13 | 1.36 | 37 | 37.76% | 8 | 61.54% | 6 | 75.00% | 20 | 23.81% | 9 | 26.47% | 13 | 27.66% | 15 | 22.06% |
| Understanding of contemporary urban issues and potential alternative strategies for addressing them | 3.56 | 1.16 | 4.38 | 0.84 | 4.38 | 0.99 | 47 | 47.96% | 10 | 76.92% | 7 | 87.50% | 28 | 33.33% | 13 | 38.24% | 18 | 38.30% | 22 | 32.35% |
| Understanding of the ethical dimensions of urban planning, including awareness of the AICP Code of Ethics | 3.56 | 1.21 | 4.23 | 1.19 | 4.38 | 0.86 | 45 | 45.92% | 10 | 76.92% | 6 | 75.00% | 31 | 37.35% | 14 | 41.18% | 19 | 40.43% | 24 | 35.29% |
| Understanding the History of the planning profession | 2.95 | 1.17 | 3.54 | 1.08 | 3.75 | 1.48 | 29 | 29.59% | 7 | 53.85% | 5 | 62.50% | 15 | 17.86% | 6 | 17.65% | 11 | 23.40% | 10 | 14.71% |
| Understanding and using power relationships / lobbying / strategizing to get plans adopted | 3.38 | 1.27 | 3.92 | 1.00 | 4.38 | 0.86 | 46 | 46.94% | 8 | 61.54% | 6 | 75.00% | 26 | 31.33% | 8 | 24.24% | 15 | 31.91% | 18 | 27.27% |
| Familiarity with the interaction of planning, implementation, and markets[a] | 3.77 | 1.03 | 4.25 | 1.09 | 4.25 | 0.83 | 56 | 57.14% | 8 | 61.54% | 6 | 75.00% | 32 | 39.02% | 9 | 26.47% | 20 | 43.48% | 20 | 29.85% |

[a] 44.12% without a planning degree labeled it 'important' vs. 25.61% with a planning degree; this difference is statistically significant at .05.

Competencies (cont'd)

| Respondent Characteristics | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | | With Planning Degree (n=85) | | w/o Planning Degree (n=34) | | Female (n=48) | | Male (n=68) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Mean | Std. Dev. | Mean | Std. Dev. | Mean | Std. Dev. | # | Mod. & Very Important | # | Mod. & Very Important | # | Mod. & Very Important | # | Very Important | # | Very Important | # | Very Important | # | Very Important |
| **PLANNING METHODS** | | | | | | | | | | | | | | | | | | | | |
| Problem definition / formulation | 4.00 | 1.02 | 4.38 | 0.84 | 4.25 | 1.09 | 67 | 68.37% | 9 | 69.23% | 6 | 75.00% | 37 | 43.53% | 16 | 47.06% | 23 | | 29 | |
| Designing methodologies for question answering[b] | 3.22 | 1.17 | 3.92 | 1.00 | 3.88 | 0.78 | 40 | 40.82% | 8 | 61.54% | 5 | 62.50% | 15 | 17.86% | 7 | 20.59% | 8 | | 14 | |
| Knowledge of and ability to retrieve data from public sources (e.g. Census, GSS) | 3.89 | 1.01 | 4.23 | 0.97 | 4.38 | 1.11 | 61 | 62.24% | 10 | 76.92% | 6 | 75.00% | 34 | 40.00% | 14 | 41.18% | 23 | | 24 | |
| Ability to "follow a thin thread" to collect data and information from many and diverse sources in creative ways | 3.50 | 1.22 | 4.17 | 0.69 | 4.00 | 1.50 | 50 | 51.02% | 10 | 76.92% | 6 | 75.00% | 22 | 26.83% | 12 | 37.50% | 16 | | 17 | |
| Creating forecasts / models / projections, and understanding the limitations and benefits of each | 2.95 | 1.15 | 3.69 | 1.14 | 3.88 | 1.27 | 29 | 29.59% | 8 | 61.54% | 6 | 75.00% | 11 | 12.94% | 7 | 20.59% | 5 | | 12 | |
| Familiarity with and ability to use qualitative analysis methods | 3.04 | 1.06 | 3.62 | 0.92 | 4.00 | 1.32 | 35 | 35.71% | 6 | 46.15% | 6 | 75.00% | 8 | 9.41% | 6 | 18.18% | 5 | | 9 | |
| Familiarity with and ability to use statistical analysis methods and software to conduct quantitative analysis[a] | 2.68 | 1.09 | 3.85 | 1.10 | 3.63 | 1.41 | 24 | 24.49% | 8 | 61.54% | 5 | 62.50% | 6 | 7.06%* | 8 | 23.53%* | 4 | | 10 | |
| Ability to collect primary data via surveys, interviews, and/or focus groups | 3.74 | 1.09 | 4.00 | 1.11 | 4.13 | 1.05 | 63 | 64.29% | 10 | 76.92% | 6 | 75.00% | 27 | 31.76% | 8 | 24.24% | 19 | 39.58%* | 15 | 22.06%* |

[a] 20.83% of female respondents labeled it 'not important' vs. 4.41% of male respondents; this difference is statistically significant at .05.
[b] 14.58% of female respondents labeled it 'not important' vs. 2.99% of male respondents; this difference is statistically significant at .05.

* = Difference Between Those With and Without a Planning Degree or between female and male for this Specialization is Statistically Sig. at .05

Competencies (cont'd)

| Respondent Characteristics | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | | With Planning Degree (n=85) | | w/o Planning Degree (n=34) | | Female (n=48) | | Male (n=68) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Mean | Std. Dev. | Mean | Std. Dev. | Mean | Std. Dev. | # | Mod. & Very Important | # | Mod. & Very Important | # | Mod. & Very Important | # | Very Important | # | Very Important | # | Very Important | # | Very Important |
| **LAWS / ORDINANCES / POLICIES** | | | | | | | | | | | | | | | | | | | | |
| Familiarity with how laws, ordinances, policies, and institutional structures impact implementation of plans[a] | 4.40 | 0.79 | 4.46 | 0.84 | 4.50 | 1.00 | 81 | 82.65% | 10 | 76.92% | 7 | 87.50% | 51 | 60.00% | 21 | 61.76% | 32 | 66.67% | 37 | 54.41% |
| Understanding law, codes, ordinances, and the legal context within which planning occurs[b] | 4.44 | 0.81 | 4.46 | 0.75 | 5.00 | 0.00 | 82 | 83.67% | 11 | 84.62% | 8 | 100.00% | 56 | 65.88% | 21 | 61.76% | 35 | 72.92% | 39 | 57.35% |

[a] 8.33% of female respondents labeled it 'important' vs. 22.06% of male respondents; this difference is statistically significant at .05.
[b] 6.25% of female respondents labeled it 'important' vs. 19.12% of male respondents; this difference is statistically significant at .05.

| Respondent Characteristics | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | | With Planning Degree (n=85) | | Without Planning Degree (n=34) | | Female (n=48) | | Male (n=68) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| **What is the Proper Role of Planning Professionals?** | | | | | | | | | | | | | | |
| A neutral provider of technical information | 24 | 24.74% | 3 | 23.08% | 2 | 25.00% | 17 | 20.00% | 12 | 36.36% | 9 | 18.75% | 19 | 28.36% |
| A provider of technical information in a manner consistent with the political agenda of the agency you are employed by or the administration it serves | 25 | 25.77% | 3 | 23.08% | 0 | 0.00% | 22 | 25.88% | 6 | 18.18% | 10 | 20.83% | 17 | 25.37% |
| A provider of technical information with an advocacy agenda around equity, inclusion, and participation | 48 | 49.48% | 7 | 53.85% | 6 | 75.00% | 46 | 54.12% | 15 | 45.45% | 29 | 60.42% | 31 | 46.27% |
| No answer | 1 | | 0 | | 0 | | 0 | | 1 | | 0 | | 1 | |

| Respondent Characteristics | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | | W/ Planning Degree (n=85) | | W/O Planning Degree (n=34) | | Female (n=48) | | Male (n=68) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| **How Should Planners Work in Market Economy?** | | | | | | | | | | | | | | |
| Create options that are the most economically efficient and let the market imperatives drive the final decision | 10 | 10.20% | 1 | 7.69% | 1 | 14.29% | 8 | 9.41% | 4 | 12.12% | 4 | 8.33% | 7 | 10.45% |
| Create incentives for the market to respond to the needs of communities and encourage efforts to consider equity issues | 63 | 64.29% | 7 | 53.85% | 2 | 28.57% | 52 | 61.18% | 20 | 60.61% | 25 | 52.08% | 44 | 65.67% |
| Recognize that inherent in market forces is inequity and make efforts to hold market forces accountable to equitable outcomes within communities | 25 | 25.51% | 5 | 38.46% | 4 | 57.14% | 25 | 29.41% | 9 | 27.27% | 19 | 39.58% | 16 | 23.88% |
| No answer | 0 | | 0 | | 1 | | 0 | | 1 | | 0 | | 1 | |

Justice and Equity (cont'd)

| Respondent Characteristics | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | | With Planning Degree (n=85) | | Without Planning Degree (n=34) | | Female (n=48) | | Male (n=68) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| **What is True of Race/Class/Gender Equity in Planning?** | | | | | | | | | | | | | | |
| Issues related to race, class, and/or gender equity are not important (and therefore not considered) | 7 | 7.14% | 0 | 0.00% | 1 | 14.29% | 6 | 7.06% | 2 | 5.88% | 3 | 6.25% | 5 | 7.35% |
| Issues related to race, class, and/or gender equity issues are important (and therefore always considered) | 52 | 53.06% | 8 | 61.54% | 6 | 85.71% | 46 | 54.12% | 20 | 58.82% | 33 | 68.75%* | 33 | 48.53%* |
| Issues related to race, class, and/or gender equity may be important (and therefore sometimes considered) | 39 | 39.80% | 5 | 38.46% | 1 | 14.29% | 33 | 38.82% | 12 | 35.29% | 12 | 25.00%* | 30 | 44.12%* |
| No answer | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | |

* = Difference between female and male is Statistically Significant at .05

| Respondent Characteristics | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | | With Planning Degree (n=85) | | w/o Planning Degree (n=34) | | Female (n=48) | | Male (n=68) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| **What Do You Believe is True About Planning Practice?** | | | | | | | | | | | | | | |
| Planners should be prepared to address issues of economic and social justice in their professional practice because promoting economic and social justice is important for planners to do | 36 | 36.73% | 8 | 61.54% | 5 | 71.43% | 38 | 44.71% | 11 | 32.35% | 27 | 56.25%* | 21 | 30.88%* |
| Planners should be prepared to act fairly and seek to treat everyone equally because that is what is required of a professional planner | 59 | 60.20% | 4 | 30.77% | 3 | 42.86% | 45 | 52.94% | 21 | 61.76% | 21 | 43.75%* | 43 | 63.24%* |
| If people vote, participate in local affairs, and conduct themselves as good citizens, their issues will be addressed. Therefore, what planners do makes very little difference in this regard | 3 | 3.06% | 1 | 7.69% | 0 | 0.00% | 2 | 2.35% | 2 | 5.88% | 0 | 0.00% | 4 | 5.88% |
| No answer | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | |

* = Difference between female and male is Statistically Significant at .05

Justice and Equity (cont'd)

| Respondent Characteristics | Practitioners (n=98) | | Faculty (n=13) | | Students (n=8) | | With Planning Degree (n=85) | | w/o Planning Degree (n=34) | | Female (n=48) | | Male (n=68) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| **What is Your Definition of 'Agent of Social Change?'** | | | | | | | | | | | | | | |
| Acting in accordance with established laws, policies, actions, and norms with the intention of achieving better results for society overall | 19 | 19.39% | 1 | 7.69% | 1 | 12.50% | 14 | 17.28% | 7 | 21.88% | 1 | 2.17%* | 20 | 30.30%* |
| Acting in accordance with established laws, policies, actions, and norms with the intention of achieving better results for the disadvantaged and disenfranchised | 11 | 11.22% | 3 | 23.08% | 0 | 0.00% | 11 | 13.58% | 3 | 9.38% | 10 | 21.74%* | 5 | 7.58%* |
| Acting to change established laws, policies, actions, and norms with the intention of achieving better results for society overall | 40 | 40.82% | 5 | 38.46% | 3 | 37.50% | 35 | 43.21% | 13 | 40.63% | 19 | 41.30% | 27 | 40.91% |
| Acting to change established laws, policies, actions, and norms with the intention of achieving better results for the disadvantaged and disenfranchised | 22 | 22.45% | 4 | 30.77% | 4 | 50.00% | 21 | 25.93% | 9 | 28.13% | 16 | 34.78% | 14 | 21.21% |
| No answer | 6 | | 0 | | 0 | | 4 | | 2 | | 2 | | 2 | |
| Other | | | | | | | 7 | | 1 | | 5 | | 3 | |

* = Difference between female and male is Statistically Significant at .05

Justice and Equity (cont'd)

| Social Justice and Equity | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Respondent Characteristics** | **Practitioners (n=98)** | | **Faculty (n=13)** | | **Students (n=8)** | | | **With Planning Degree (n=85)** | | **Without Planning Degree (n=34)** | | **Female (n=48)** | | **Male (n=68)** | |
| | **Mean** | **Std. Dev.** | **Mean** | **Std. Dev.** | **Mean** | **Std. Dev.** | | **Mean** | **Std. Dev.** | **Mean** | **Std. Dev.** | **Mean** | **Std. Dev.** | **Mean** | **Std. Dev.** |
| How Important Was Being an 'Agent of Social Change' in Your Education and Career Decision-Making Process? | 2.97 | 1.27 | 2.54 | 1.55 | 2.71 | 1.16 | Very Important = 1<br>Important = 3<br>Not Important = 5 | 2.89 | 1.29 | 2.94 | 1.35 | 2.78 | 1.38 | 2.96 | 1.21 |
| No answer | 2 | | 0 | | 1 | | | 2 | | 1 | | 2 | | 1 | |
| How Much of Your Work is Focused Specifically on Improving Social Equity and Justice? | 3.79 | 0.96 | 3.00 | 1.41 | 2.38 | 1.41 | All = 1<br>About 50% = 3<br>None = 5 | 3.69 | 0.99 | 3.41 | 1.40 | 3.51 | 1.25 | 3.64 | 1.05 |
| No answer | 2 | | 0 | | 0 | | | 2 | | 0 | | 1 | | 1 | |
| To What Extent Would You Like Your Work to be More Focused on Improving Social Equity and Justice? | 2.99 | 1.05 | 2.50 | 1.32 | 2.20 | 1.17 | Always = 1<br>Sometimes = 3<br>Never = 5 | 2.91 | 1.11 | 2.87 | 1.10 | 2.70 | 1.21 | 3.01 | 0.97 |
| No answer | 2 | | 1 | | 3 | | | 3 | | 3 | | 5 | | 1 | |

Appendix B: Anonymized Individual Program Self-Study Reports Results

Full-time (“A”) Faculty Demographics

| Housed in: | Program Label | SSR year FULL-TIME FACULTY ("A") Data | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Male | Male % | Female | Female &=% | Gender Total | White | White % | Black or AA | Black or AA % | Asian | Asian % | Other / Unknown | Other / Unknown % | Foreign | Foreign % | Race Total | Hispanic or LatinX | Hispanic or LatinX % | NOT Hispanic or LatinX | NOT Hispanic or LatinX % |
| Architecture | B | 7 | 88% | 1 | 13% | 8 | 5 | 63% | 1 | 13% | 1 | 13% | 0 | 0% | 1 | 13% | 8 | 0 | 0% | 8 | 100% |
| | C | 7 | 88% | 1 | 13% | 8 | 6 | 75% | 1 | 13% | 1 | 13% | 0 | 0% | 0 | 0% | 8 | 0 | 0% | 8 | 100% |
| | D | 7 | 64% | 4 | 36% | 11 | 10 | 91% | 0 | 0% | 1 | 9% | 0 | 0% | 0 | 0% | 11 | 0 | 0% | 11 | 100% |
| | F | 4 | 57% | 3 | 43% | 7 | 6 | 86% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 14% | 7 | 0 | 0% | 7 | 100% |
| | H | 6 | 50% | 6 | 50% | 12 | 7 | 58% | 1 | 8% | 2 | 17% | 0 | 0% | 2 | 17% | 12 | 1 | 8% | 9 | 75% |
| | K | 10 | 83% | 2 | 17% | 12 | 5 | 42% | 2 | 17% | 4 | 33% | 0 | 0% | 1 | 8% | 12 | 0 | 0% | 11 | 92% |
| | M | 3 | 60% | 2 | 40% | 5 | 5 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 5 | 0 | 0% | 5 | 100% |
| | N | 8 | 73% | 3 | 27% | 11 | 7 | 64% | 2 | 18% | 2 | 18% | 0 | 0% | 0 | 0% | 11 | 0 | 0% | 11 | 100% |
| | Q | 5 | 63% | 3 | 38% | 8 | 3 | 38% | 2 | 25% | 0 | 0% | 3 | 38% | 0 | 0% | 8 | 1 | 13% | 7 | 88% |
| | S | 3 | 60% | 2 | 40% | 5 | 3 | 60% | 1 | 20% | 0 | 0% | 0 | 0% | 1 | 20% | 5 | 0 | 0% | 0 | 0% |
| **Avg.** | | **6** | **68%** | **3** | **32%** | **9** | **6** | **68%** | **1** | **11%** | **1** | **10%** | **0** | **4%** | **1** | **7%** | **9** | **0** | **2%** | **8** | **85%** |
| Urb./Pub. Affairs | I | 14 | 67% | 7 | 33% | 21 | 16 | 76% | 2 | 10% | 2 | 10% | 0 | 0% | 1 | 5% | 21 | 0 | 0% | 20 | 95% |
| | P | 5 | 71% | 2 | 29% | 7 | 4 | 57% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 43% | 7 | 0 | 0% | 4 | 57% |
| | T | 8 | 80% | 2 | 20% | 10 | 6 | 60% | 1 | 10% | 3 | 30% | 0 | 0% | 0 | 0% | 10 | 0 | 0% | 10 | 100% |
| | U | 7 | 70% | 3 | 30% | 10 | 7 | 70% | 1 | 10% | 0 | 0% | 0 | 0% | 2 | 20% | 10 | 0 | 0% | 0 | 0% |
| **Avg.** | | **9** | **72%** | **4** | **28%** | **12** | **8** | **66%** | **1** | **7%** | **1** | **10%** | **0** | **0%** | **2** | **17%** | **12** | **0** | **0%** | **9** | **63%** |
| Planning | J | 2 | 40% | 3 | 60% | 5 | 3 | 60% | 0 | 0% | 1 | 20% | 1 | 20% | 0 | 0% | 5 | 1 | 20% | 4 | 80% |
| | O | 8 | 80% | 2 | 20% | 10 | 6 | 60% | 0 | 0% | 0 | 0% | 0 | 0% | 4 | 40% | 10 | 0 | 0% | 6 | 60% |
| | R | 7 | 88% | 1 | 13% | 8 | 8 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 8 | 1 | 13% | 7 | 88% |
| **Avg.** | | **6** | **69%** | **2** | **31%** | **8** | **6** | **73%** | **0** | **0%** | **0** | **7%** | **0** | **7%** | **1** | **13%** | **8** | **1** | **11%** | **6** | **76%** |
| Atypical | A | 13 | 65% | 7 | 35% | 20 | 19 | 95% | 0 | 0% | 1 | 5% | 0 | 0% | 0 | 0% | 20 | 2 | 10% | 18 | 90% |
| | E | 6 | 60% | 4 | 40% | 10 | 8 | 80% | 2 | 20% | 0 | 0% | 0 | 0% | 0 | 0% | 10 | 0 | 0% | 10 | 100% |
| | G | 5 | 71% | 2 | 29% | 7 | 4 | 57% | 0 | 0% | 2 | 29% | 1 | 14% | 0 | 0% | 7 | 1 | 14% | 4 | 57% |
| | L | 13 | 76% | 4 | 24% | 17 | 12 | 71% | 0 | 0% | 5 | 29% | 0 | 0% | 0 | 0% | 17 | 3 | 18% | 14 | 82% |
| **Avg.** | | **9** | **68%** | **4** | **32%** | **14** | **11** | **76%** | **1** | **5%** | **2** | **16%** | **0** | **4%** | **0** | **0%** | **14** | **2** | **10%** | **12** | **82%** |

Percentages may not total 100 due to rounding; Hispanic or LatinX may not total due to erroneous data in SSR.

Part-time (“B”) Faculty Demographics

| Housed in: | Program Label | SSR year PART-TIME FACULTY ("B") Data | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Male | Male % | Female | Female % | Gender Total | White | White % | Black or AA | Black or AA % | Asian | Asian % | Other / Unknown | Other / Unknown % | Foreign | Foreign % | Race Total | Hispanic or LatinX | Hispanic or LatinX % | NOT Hispanic or LatinX | NOT Hispanic or LatinX % |
| Architecture | B | 4 | 100% | 0 | 0% | 4 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 4 | 0 | 0% | 4 | 100% |
| | C | 3 | 100% | 0 | 0% | 3 | 3 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 0 | 0% | 3 | 100% |
| | D | 0 | 0% | 1 | 100% | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 0 | 0% | 1 | 100% |
| | F | 8 | 80% | 2 | 20% | 10 | 6 | 60% | 1 | 10% | 0 | 0% | 0 | 0% | 3 | 30% | 10 | 1 | 10% | 9 | 90% |
| | H | 5 | 83% | 1 | 17% | 6 | 5 | 83% | 0 | 0% | 1 | 17% | 0 | 0% | 0 | 0% | 6 | 0 | 0% | 6 | 100% |
| | K | 1 | 33% | 2 | 67% | 3 | 3 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 1 | 33% | 1 | 33% |
| | M | 3 | 100% | 0 | 0% | 3 | 3 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 0 | 0% | 3 | 100% |
| | N | 4 | 67% | 2 | 33% | 6 | 4 | 67% | 1 | 17% | 1 | 17% | 0 | 0% | 0 | 0% | 6 | 0 | 0% | 6 | 100% |
| | Q | 1 | 100% | 0 | 0% | 1 | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% | 1 | 1 | 100% | 0 | 0% |
| | S | 2 | 67% | 1 | 33% | 3 | 2 | 67% | 1 | 33% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 0 | 0% | 0 | 0% |
| **Avg.** | | **3** | **73%** | **1** | **27%** | **4** | **3** | **78%** | **0** | **6%** | **0** | **3%** | **0** | **10%** | **0** | **3%** | **4** | **0** | **14%** | **3** | **72%** |
| Urb./Pub. Affairs | I | 0 | 0% | 1 | 100% | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 0 | 0% | 1 | 100% |
| | P | 7 | 88% | 1 | 13% | 8 | 7 | 88% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 13% | 8 | 0 | 0% | 7 | 88% |
| | T | 0 | 0% | 0 | 0% | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0 | 0% | 0 | 0% |
| | U | 2 | 67% | 1 | 33% | 3 | 3 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 0 | 0% | 0 | 0% |
| **Avg.** | | **2** | **39%** | **1** | **36%** | **3** | **3** | **72%** | **0** | **0%** | **0** | **0%** | **0** | **0%** | **0** | **3%** | **3** | **0** | **0%** | **2** | **47%** |
| Planning | J | 3 | 75% | 1 | 25% | 4 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 4 | 0 | 0% | 4 | 100% |
| | O | 0 | 0% | 0 | 0% | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0 | 0% | 0 | 0% |
| | R | 1 | 100% | 0 | 0% | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | **0** | 0% | 1 | 0 | 0% | 1 | 100% |
| **Avg.** | | **1** | **58%** | **0** | **8%** | **2** | **2** | **67%** | **0** | **0%** | **0** | **0%** | **0** | **0%** | **0** | **0%** | **2** | **0** | **0%** | **2** | **67%** |
| Atypical | A | 5 | 83% | 1 | 17% | 6 | 3 | 50% | 0 | 0% | 1 | 17% | 1 | 17% | 1 | 17% | 6 | 1 | 17% | 4 | 67% |
| | E | 4 | 100% | 0 | 0% | 4 | 3 | 75% | 0 | 0% | 1 | 25% | 0 | 0% | 0 | 0% | 4 | 0 | 0% | 4 | 100% |
| | G | 6 | 67% | 3 | 33% | 9 | 6 | 67% | 1 | 11% | 1 | 11% | 1 | 11% | 0 | 0% | 9 | 1 | 11% | 8 | 89% |
| | L | 1 | 100% | 0 | 0% | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 0 | 0% | 1 | 100% |
| **Avg.** | | **4** | **88%** | **1** | **13%** | **5** | **3** | **73%** | **0** | **3%** | **1** | **13%** | **1** | **7%** | **0** | **4%** | **5** | **1** | **7%** | **4** | **89%** |

Percentages may not total 100 due to rounding; Hispanic or LatinX may not total due to erroneous data in SSR.

Adjunct (“C”) Faculty Demographics

| Housed in: | Program Label | SSR year ADJUNCT FACULTY ("C") Data | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Male | Male % | Female | Female % | Gender Total | White | White % | Black or AA | Black or AA % | Asian | Asian % | Other / Unknown | Other / Unknown % | Foreign | Foreign % | Race Total | Hispanic or LatinX | Hispanic or LatinX % | NOT Hispanic or LatinX | NOT Hispanic or LatinX % |
| Architecture | B | 0 | 0% | 2 | 100% | 2 | 1 | 50% | 0 | 0% | 1 | 50% | 0 | 0% | 0 | 0% | 2 | 0 | 0% | 2 | 100% |
| | C | 2 | 67% | 1 | 33% | 3 | 2 | 67% | 1 | 33% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 0 | 0% | 3 | 100% |
| | D | 11 | 85% | 2 | 15% | 13 | 9 | 69% | 1 | 8% | 1 | 8% | 0 | 0% | 2 | 15% | 13 | 0 | 0% | 11 | 85% |
| | F | 12 | 75% | 4 | 25% | 16 | 14 | 88% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 13% | 16 | 2 | 13% | 14 | 88% |
| | H | 4 | 80% | 1 | 20% | 5 | 4 | 80% | 0 | 0% | 1 | 20% | 0 | 0% | 0 | 0% | 5 | 0 | 0% | 5 | 100% |
| | K | 5 | 71% | 2 | 29% | 7 | 7 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 7 | 0 | 0% | 7 | 100% |
| | M | 12 | 80% | 3 | 20% | 15 | 13 | 87% | 0 | 0% | 2 | 13% | 0 | 0% | 0 | 0% | 15 | 0 | 0% | 15 | 100% |
| | N | 7 | 58% | 5 | 42% | 12 | 11 | 92% | 1 | 8% | 0 | 0% | 0 | 0% | 0 | 0% | 12 | 0 | 0% | 12 | 100% |
| | Q | 8 | 57% | 6 | 43% | 14 | 10 | 71% | 0 | 0% | 0 | 0% | 4 | 29% | 0 | 0% | 14 | 3 | 21% | 11 | 79% |
| | S | 10 | 83% | 2 | 17% | 12 | 12 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 12 | 0 | 0% | 0 | 0% |
| **Avg.** | | **7** | **66%** | **3** | **34%** | **10** | **8** | **80%** | **0** | **5%** | **1** | **9%** | **0** | **3%** | **0** | **3%** | **10** | **1** | **3%** | **8** | **85%** |
| Urb./Pub. Affairs | I | 12 | 100% | 0 | 0% | 12 | 10 | 83% | 0 | 0% | 1 | 8% | 1 | 8% | 0 | 0% | 12 | 0 | 0% | 12 | 100% |
| | P | 7 | 64% | 4 | 36% | 11 | 9 | 82% | 0 | 0% | 2 | 18% | 0 | 0% | 0 | 0% | 11 | 1 | 9% | 10 | 91% |
| | T | 5 | 83% | 1 | 17% | 6 | 5 | 83% | 1 | 17% | 0 | 0% | 0 | 0% | 0 | 0% | 6 | 0 | 0% | 6 | 100% |
| | U | 10 | 100% | 0 | 0% | 10 | 9 | 90% | 1 | 10% | 0 | 0% | 0 | 0% | 0 | 0% | 10 | 0 | 0% | 0 | 0% |
| **Avg.** | | **9** | **87%** | **1** | **13%** | **10** | **8** | **85%** | **1** | **7%** | **1** | **7%** | **0** | **2%** | **0** | **0%** | **10** | **0** | **2%** | **7** | **73%** |
| Planning | J | 14 | 64% | 8 | 36% | 22 | 16 | 73% | 1 | 5% | 4 | 18% | 0 | 0% | 1 | 5% | 22 | 3 | 14% | 19 | 86% |
| | O | 9 | 82% | 2 | 18% | 11 | 11 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 11 | 0 | 0% | 11 | 100% |
| | R | 4 | 80% | 1 | 20% | 5 | 5 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 5 | 0 | 0% | 5 | 100% |
| **Avg.** | | **9** | **75%** | **4** | **25%** | **13** | **11** | **91%** | **0** | **2%** | **1** | **6%** | **0** | **0%** | **0** | **2%** | **13** | **1** | **5%** | **12** | **95%** |
| Atypical | A | 5 | 56% | 4 | 44% | 9 | 6 | 67% | 0 | 0% | 3 | 33% | 0 | 0% | 0 | 0% | 9 | 0 | 0% | 9 | 100% |
| | E | 8 | 67% | 4 | 33% | 12 | 11 | 92% | 1 | 8% | 0 | 0% | 0 | 0% | 0 | 0% | 12 | 0 | 0% | 12 | 100% |
| | G | 12 | 60% | 8 | 40% | 20 | 18 | 90% | 1 | 5% | 1 | 5% | 0 | 0% | 0 | 0% | 20 | 0 | 0% | 20 | 100% |
| | L | 1 | 33% | 2 | 67% | 3 | 2 | 67% | 0 | 0% | 1 | 33% | 0 | 0% | 0 | 0% | 3 | 0 | 0% | 3 | 100% |
| **Avg.** | | **7** | **54%** | **5** | **46%** | **11** | **9** | **79%** | **1** | **3%** | **1** | **18%** | **0** | **0%** | **0** | **0%** | **11** | **0** | **0%** | **11** | **100%** |

Percentages may not total 100 due to rounding; Hispanic or LatinX may not total due to erroneous data in SSR.

Student Demographics

| Housed In: | Program Label | Male | Male % | Female | Female % | Gender Total | White | White % | Black or AA | Black or AA % | AI or AN | AI or AN % | Asian | Asian % | NH or OPI | NH or OPI % | Other (1) | Other (1) % | Other (multi) | Other (Inuit) % | Unknown | Unknown % | Foreign Student | Foreign Student % | Race Total | Hispanic or LatinX | Hispanic or LatinX % | NOT Hispanic or LatinX | NOT Hispanci or LatinX % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Architecture | B | 22 | 55% | 18 | 45% | 40 | 25 | 63% | 3 | 8% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 3% | 11 | 28% | 40 | 2 | 5% | 27 | 68% |
| | C | 15 | 75% | 5 | 25% | 20 | 17 | 85% | 1 | 5% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 10% | 20 | 0 | 0% | 18 | 90% |
| | D | 42 | 42% | 59 | 58% | 101 | 57 | 56% | 4 | 4% | 0 | 0% | 5 | 5% | 0 | 0% | 0 | 0% | 2 | 2% | 3 | 3% | 30 | 30% | 101 | 6 | 6% | 95 | 94% |
| | F | 32 | 45% | 39 | 55% | 71 | 42 | 59% | 2 | 3% | 0 | 0% | 7 | 10% | 0 | 0% | 3 | 4% | 2 | 3% | 4 | 6% | 11 | 15% | 71 | 3 | 4% | 57 | 80% |
| | H | 22 | 51% | 21 | 49% | 43 | 26 | 60% | 1 | 2% | 0 | 0% | 1 | 2% | 1 | 2% | 0 | 0% | 1 | 2% | 4 | 9% | 9 | 21% | 43 | 1 | 2% | 33 | 77% |
| | K | 50 | 52% | 46 | 48% | 96 | 45 | 47% | 5 | 5% | 1 | 1% | 3 | 3% | 0 | 0% | 2 | 2% | 0 | 0% | 9 | 9% | 31 | 32% | 96 | 2 | 2% | 63 | 66% |
| | M | 50 | 54% | 43 | 46% | 93 | 69 | 74% | 1 | 1% | 1 | 1% | 1 | 1% | 0 | 0% | 0 | 0% | 4 | 4% | 12 | 13% | 5 | 5% | 93 | 7 | 8% | 81 | 87% |
| | N | 23 | 59% | 16 | 41% | 39 | 24 | 62% | 1 | 3% | 0 | 0% | 3 | 8% | 0 | 0% | 0 | 0% | 1 | 3% | 0 | 0% | 10 | 26% | 39 | 3 | 8% | 26 | 67% |
| | Q | 36 | 43% | 47 | 57% | 83 | 32 | 39% | 1 | 1% | 11 | 13% | 1 | 1% | 0 | 0% | 0 | 0% | 6 | 7% | 32 | 39% | 0 | 0% | 83 | 22 | 27% | 61 | 73% |
| | S | 47 | 64% | 26 | 36% | 73 | 61 | 84% | 2 | 3% | 1 | 1% | 1 | 1% | 0 | 0% | 2 | 3% | 4 | 5% | 0 | 0% | 2 | 3% | 73 | 5 | 7% | 68 | 93% |
| Atypical | A | 42 | 59% | 29 | 41% | 71 | 41 | 58% | 1 | 1% | 1 | 1% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 18 | 25% | 10 | 14% | 71 | 12 | 17% | 49 | 69% |
| | E | 45 | 52% | 42 | 48% | 87 | 61 | 70% | 11 | 13% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 2% | 2 | 2% | 11 | 13% | 87 | 14 | 16% | 62 | 71% |
| | G | 51 | 54% | 43 | 46% | 94 | 65 | 69% | 7 | 7% | 0 | 0% | 8 | 9% | 0 | 0% | 11 | 12% | 0 | 0% | 0 | 0% | 3 | 3% | 94 | 11 | 12% | 83 | 88% |
| | L | 27 | 38% | 44 | 62% | 71 | 35 | 49% | 1 | 1% | 1 | 1% | 16 | 23% | 1 | 1% | 0 | 0% | 0 | 0% | 0 | 0% | 17 | 24% | 71 | 10 | 14% | 61 | 86% |
| Planning | J | 52 | 43% | 70 | 57% | 122 | 62 | 51% | 10 | 8% | 0 | 0% | 24 | 20% | 0 | 0% | 0 | 0% | 0 | 0% | 16 | 13% | 10 | 8% | 122 | 18 | 15% | 78 | 64% |
| | O | 41 | 55% | 33 | 45% | 74 | 60 | 81% | 1 | 1% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 1% | 0 | 0% | 0 | 0% | 12 | 16% | 74 | 1 | 1% | 61 | 82% |
| | R | 14 | 39% | 22 | 61% | 36 | 21 | 58% | 2 | 6% | 0 | 0% | 0 | 0% | 1 | 3% | 1 | 3% | 0 | 0% | 0 | 0% | 11 | 31% | 36 | 1 | 3% | 24 | 67% |
| Urb./Pub. Affairs | I | 36 | 49% | 37 | 51% | 73 | 69 | 95% | 0 | 0% | 1 | 1% | 2 | 3% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 1% | 73 | 1 | 1% | 71 | 97% |
| | P | 33 | 54% | 28 | 46% | 61 | 52 | 85% | 1 | 2% | 0 | 0% | 1 | 2% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 7 | 11% | 61 | 2 | 3% | 52 | 85% |
| | T | 40 | 62% | 25 | 38% | 65 | 39 | 60% | 11 | 17% | 1 | 2% | 2 | 3% | 0 | 0% | 1 | 2% | 2 | 3% | 1 | 2% | 8 | 12% | 65 | 1 | 2% | 56 | 86% |
| | U | 21 | 51% | 20 | 49% | 41 | 36 | 88% | 4 | 10% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 2% | 41 | 0 | 0% | 0 | 0% |

Faculty Ratios, Qualifications, and Certifications

| Housed in: | Program Label | Faculty AICP Cert. | | | | | | | Full-time ("A") Faculty w / Planning PhD | | | Total Teaching FTEs | Student to Faculty ratio (s/b <10) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | TOTAL Faculty | Full-time faculty AICP | Full-time faculty AICP % | Part-time faculty AICP | Part-time faculty AICP % | Adjunct faculty AICP | Adjunct faculty AICP % | Total # of "A" Faculty | # of "A" Faculty w/Planning PhD | "A" Faculty Planning PhD Ratio | | |
| Architecture | B | 14 | 2 | 14% | 1 | 7% | 1 | 7% | 8 | 4 | 50% | 2.45 | ***11.11*** |
| | C | 14 | 0 | 0% | 0 | 0% | 2 | 14% | 8 | 5 | 63% | 7.50 | 2.7 |
| | D | 25 | 0 | 0% | 0 | 0% | 3 | 12% | 11 | 6 | 55% | 14.73 | 6.86 |
| | F | 33 | 2 | 6% | 0 | 0% | 2 | 6% | 7 | 3 | 43% | 16.89 | 4.2 |
| | H | 23 | 1 | 4% | 0 | 0% | 4 | 17% | 12 | 7 | 58% | 4.53 | 9.5 |
| | K | 22 | 2 | 9% | 0 | 0% | 1 | 5% | 11 | 8 | 73% | 11.25 | 8 |
| | M | 23 | 0 | 0% | 0 | 0% | 4 | 17% | 5 | 4 | 80% | 9.62 | 9.67 |
| | N | 29 | 4 | 14% | 0 | 0% | 5 | 17% | 11 | 8 | 73% | 7.66 | 6.62 |
| | Q | 23 | 0 | 0% | 0 | 0% | 4 | 17% | 8 | 3 | 38% | 8.67 | 7.21 |
| | S | 20 | 2 | 10% | 0 | 0% | 2 | 10% | 5 | 3 | 60% | 5.70 | 11.7 |
| **Avg.** | | **23** | **1** | **6%** | **0** | **1%** | **3** | **12%** | **9** | **5** | **59%** | **8.90** | **7.76** |
| Urb./Pub. Affairs | I | 34 | 1 | 3% | 0 | 0% | 1 | 3% | 21 | 12 | 57% | 8.75 | 7.5 |
| | P | 26 | 1 | 4% | 1 | 4% | 3 | 12% | 7 | 3 | 43% | 8.15 | 7.42 |
| | T | 16 | 3 | 19% | 0 | 0% | 2 | 13% | 10 | 7 | 70% | 6.40 | 8.75 |
| | U | 23 | 1 | 4% | 0 | 0% | 3 | 13% | 13 | 3 | 23% | 10.00 | 3.6 |
| **Avg.** | | **25** | **2** | **7%** | **0** | **1%** | **2** | **10%** | **13** | **6** | **48%** | **8.33** | **6.82** |
| Planning | J | 31 | 1 | 3% | 0 | 0% | 7 | 23% | 5 | 3 | 60% | 7.38 | ***10.98*** |
| | O | 21 | 2 | 10% | 0 | 0% | 2 | 10% | 10 | 5 | 50% | 10.59 | 6.75 |
| | R | 14 | 1 | 7% | 1 | 7% | 1 | 7% | 8 | 5 | 63% | 5.58 | 6 |
| **Avg.** | | **22** | **1** | **7%** | **0** | **2%** | **3** | **13%** | **8** | **4** | **58%** | **7.85** | **7.91** |
| Atypical | A | 35 | 3 | 9% | 0 | 0% | 3 | 9% | 20 | 10 | 50% | 8.00 | 7.5 |
| | E | 26 | 0 | 0% | 0 | 0% | 5 | 19% | 10 | 9 | 90% | 12.00 | 6.96 |
| | G | 36 | 1 | 3% | 0 | 0% | 5 | 14% | 7 | 6 | 86% | 10.16 | 6.4 |
| | L | 21 | 2 | 10% | 0 | 0% | 1 | 5% | 17 | 8 | 47% | 7.90 | 9 |
| **Avg.** | | **30** | **2** | **5%** | **0** | **0%** | **4** | **12%** | **14** | **8** | **68%** | **9.52** | **7.47** |

Objectives

| Program Information | | | PROGRAM OBJECTIVES | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | "S" | "M" | "A" | "R" | "T" | |
| Housed In: | Program Label | SSR Year | Avg. # of Objectives | outPUT (process) = 0, outCOME = 1 | Specific (only 1 action verb) (0 = more than 1, 1 = just 1, N/A if none) | Measurable? (No = 0, partial = 0.5, Yes = 1) | Achievable? | Flows from Goal (relevant)? (No = 0, partial = 0.5, Yes = 1) | Time frame (0 = no stated time frame, 1 = 1 year or less, 2 = more than 1 year) | Obj. align with mission? (No = 0, partial = 0.5, Yes = 1) |
| Architecture | B | 2016 | 21 | 0.14 | 0.62 | 0.24 | N/A | 0.79 | 0.67 | 0.52 |
| | C | 2014 | 21 | 0.14 | 0.81 | 0.05 | N/A | 0.88 | 0.10 | 0.67 |
| | D | 2013 | 11 | 0.18 | 1.00 | 0.00 | N/A | 0.82 | 0.18 | 0.45 |
| | F | 2011 | 4 | 0.00 | 1.00 | 0.00 | N/A | 1.00 | 0.00 | 1.00 |
| | H | 2016 | 47 | 0.21 | 0.87 | 0.19 | N/A | 0.66 | 0.30 | 0.66 |
| | K | 2013 | 19 | 0.53 | 0.58 | 0.37 | N/A | 0.79 | 0.26 | 0.58 |
| | M | 2015 | 101 | 0.17 | 0.89 | 0.15 | N/A | 0.80 | 0.18 | 0.42 |
| | N | 2015 | 11 | 0.18 | 0.91 | 0.23 | N/A | 0.50 | 0.00 | 0.32 |
| | Q | 2013 | 40 | 0.30 | 0.90 | 0.49 | N/A | 0.25 | 0.00 | 0.20 |
| | S | 2012 | 24 | 0.54 | 1.00 | 0.50 | N/A | 0.94 | 0.00 | 0.35 |
| Discipline Ratios | | | 29.90 | 0.24 | 0.86 | 0.22 | N/A | 0.74 | 0.17 | 0.52 |
| Other | A | 2011 | 14 | 0.00 | 0.86 | 0.00 | N/A | 0.79 | 0.00 | 0.36 |
| | E | 2016 | 20 | 0.55 | 1.00 | 0.70 | N/A | 0.75 | 0.85 | 0.75 |
| | G | 2016 | 39 | 0.15 | 0.77 | 0.03 | N/A | 0.96 | 0.00 | 0.35 |
| | L | 2013 | 33 | 0.45 | 0.76 | 0.00 | N/A | 0.67 | 0.00 | 0.45 |
| Discipline Ratios | | | 26.50 | 0.29 | 0.85 | 0.18 | N/A | 0.79 | 0.21 | 0.48 |
| Planning | J | 2011 | 17 | 0.00 | 0.88 | 0.00 | N/A | 0.88 | 0.00 | 0.00 |
| | O | 2012 | 29 | 0.10 | 0.69 | 0.14 | N/A | 0.76 | 0.17 | 0.67 |
| | R | 2015 | 8 | 0.38 | 1.00 | 0.25 | N/A | 0.69 | 0.00 | 0.69 |
| Discipline Ratios | | | 18.00 | 0.16 | 0.86 | 0.13 | N/A | 0.78 | 0.06 | 0.45 |
| Urb./Pub. Affairs | I | 2013 | 21 | 0.10 | 0.86 | 0.05 | N/A | 0.90 | 0.00 | 0.67 |
| | P | 2014 | 31 | 0.35 | 0.90 | 0.35 | N/A | 0.50 | 0.06 | 0.40 |
| | T | 2013 | 13 | 0.31 | 0.92 | 0.54 | N/A | 0.81 | 0.00 | 0.96 |
| | U | 2015 | 10 | 0.00 | 0.90 | 0.00 | N/A | 0.65 | 0.00 | 0.30 |
| Discipline Ratios | | | 18.75 | 0.19 | 0.90 | 0.24 | N/A | 0.72 | 0.02 | 0.58 |
| **Sample Ratios** | | | **25.43** | **0.23** | **0.86** | **0.20** | **N/A** | **0.75** | **0.13** | **0.51** |

Pre-2013 PAB Core Curriculum Requirements

| | | | COURSE OBJECTIVES (SSR syllabi) | | | | CURRICULUM REQ'S[a] (SSR curric. map) | | | | OBJ / REQ RATIOS (<1=overclaimed, >1=underclaimed) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PAB pre-2013 | | | | | | | | | | | | | | |
| Discipline Housing | Program Label | # of Core Courses | THEORY | LEADERSHIP | ETHICS | EQUITY / JUSTICE | THEORY | LEADERSHIP | ETHICS | EQUITY / JUSTICE | THEORY | LEADERSHIP | ETHICS | EQUITY / JUSTICE |
| Architecture | F | 10 | 3 | 0 | 1 | 2 | 6 | 9 | 17 | 3 | 0.50 | 0.00 | 0.06 | 0.67 |
| | S | 12 | 2 | 1 | 1 | 1 | 5 | 16 | 23 | 8 | 0.40 | 0.06 | 0.04 | 0.13 |
| Atypical | A | 13 | 4 | 1 | 4 | 2 | 9 | 15 | 25 | 11 | 0.44 | 0.07 | 0.16 | 0.18 |
| Planning | J | 11 | 1 | 0 | 2 | 2 | 2 | 7 | 5 | 3 | 0.50 | 0.00 | 0.40 | 0.67 |
| | O | 11 | 3 | 2 | 1 | 0 | 4 | 13 | 8 | 2 | 0.75 | 0.15 | 0.13 | 0.00 |
| **TOTALS / RATIOS PER AREA** | | | **13** | **4** | **9** | **7** | **26** | **60** | **78** | **27** | **0.52** | **0.06** | **0.16** | **0.33** |

[a] THEORY = 4.2.2. Purpose and Meaning of Planning; LEADERSHIP = 4.2.3. Collab., Mediation, Interpretation and Negotiation + 4.2.3. Anticipation of Future Change + 4.2.3. Working with Diverse Communities; ETHICS = 4.2.4. Discrminatng Among Competing Goals + 4.2.4. Forms of Decision Making + 4.2.4. Social, Historical & Ecological Legacies; EQUITY / JUSTICE = 4.2.2. Equity and Social Justice.

Post-2013 PAB Core Curriculum Requirements

| | | | COURSE OBJECTIVES (from syllabi) | | | | CURRICULUM REQ'S[a] (SSR curric. map) | | | | OBJ / REQ RATIOS (<1=overclaimed, >1=underclaimed) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PAB 2013+ | | | THEORY | LEADERSHIP | ETHICS | EQUITY / JUSTICE | THEORY | LEADERSHIP | ETHICS | EQUITY / JUSTICE | THEORY | LEADERSHIP | ETHICS | EQUITY / JUSTICE |
| Discipline Housing | Program Label | # of Core Courses | | | | | | | | | | | | |
| Architecture | B | 13 | 2 | 1 | 2 | 3 | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 1.5 |
| | C | 14 | 3 | 0 | 3 | 2 | 3 | 3 | 6 | 4 | 1 | 0 | 0.5 | 0.5 |
| | D | 7 | 1 | 0 | 3 | 4 | 2 | 1 | 1 | 7 | 0.5 | 0 | 3 | 0.57 |
| | H | 9 | 1 | 0 | 3 | 5 | 4 | 3 | 7 | 5 | 0.25 | 0 | 0.43 | 1 |
| | K | 11 | 3 | 0 | 1 | 3 | 1 | 1 | 2 | 3 | 3 | 0 | 0.5 | 1 |
| | M | 9 | 1 | 0 | 4 | 3 | 1 | 1 | 5 | 1 | 1 | 0 | 0.8 | 3 |
| | N | 7 | 2 | 0 | 2 | 1 | 3 | 2 | 3 | 3 | 0.67 | 0 | 0.67 | 0.33 |
| | Q | 7 | 1 | 1 | 1 | 0 | 1 | 4 | 4 | 4 | 1 | 0.25 | 0.25 | 0 |
| Atypical | E | 6 | 1 | 0 | 2 | 1 | 1 | 0 | 2 | 3 | 1 | 1 | 1 | 0.33 |
| | G | 12 | 2 | 0 | 3 | 1 | 2 | 5 | 8 | 7 | 1 | 0 | 0.38 | 0.14 |
| | L | 5 | 1 | 0 | 1 | 0 | 2 | 2 | 3 | 2 | 0.5 | 0 | 0.33 | 0 |
| Planning | R | 6 | 0 | 0 | 1 | 2 | 5 | 3 | 6 | 6 | 0 | 0 | 0.17 | 0.33 |
| Urb./Pub. Aff. | P | 10 | 2 | 0 | 3 | 0 | 2 | 2 | 5 | 9 | 1 | 0 | 0.6 | 0 |
| | T | 8 | 2 | 0 | 2 | 2 | 4 | 2 | 8 | 8 | 0.5 | 0 | 0.25 | 0.25 |
| | I | 11 | 0 | 0 | 2 | 2 | 3 | 4 | 7 | 3 | 0 | 0 | 0.29 | 0.67 |
| | U | 10 | 1 | 0 | 1 | 1 | 3 | 4 | 4 | 6 | 0.33 | 0 | 0.25 | 0.17 |
| **TOTALS / RATIOS PER AREA** | | | **23** | **2** | **34** | **30** | **38** | **38** | **73** | **73** | **0.86** | **0.14** | **0.65** | **0.61** |

Student and Faculty Diversity Initiatives

| Program Information | | | STUDENT DIVERSITY INITIATIVES (Yes = 1, No = 0) | | | | | | | | FAC. DIV. INITIATIVES (Yes = 1, No = 0) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Housed In: | Program Label | SSR Year | Provides scope for diverstiy recruitment (i.e. aiming for local, regional, state, national, international) | Provides SPECIFIC evidence of recruitment of diverse student body INCLUDING those historically underserved higher ed? | Program has adopted curricular strategies in their diversity recruitment strategies? | # of tactics/stategies for curricular/pedagogical diversity? | Specifically requires instruction of new normative planning theories as they are developed/published? | Program provides documentation of progress in diverstiy recruitment efforts? | Diversity recruitment initiatives have quantitative data as part of documentation? | Program demonstrates attempt to be in forefront of society re: STUDENT diversity recruitment? | Program demonstrates attempt to be in forefront of society re: FACULTY diversity recruitment? | # of tactics/strategies to increase faculty diversity |
| Architecture | F | 2011 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| | S | 2012 | 1 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 1 | 0 |
| | D | 2013 | 1 | 1 | 1 | 7 | 0 | 0 | 0 | 1 | 1 | 1 |
| | K | 2013 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 |
| | Q | 2013 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 |
| | C | 2014 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 |
| | M | 2015 | 1 | 1 | 1 | 2 | 0 | 1 | 1 | 1 | 1 | 4 |
| | N | 2015 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| | B | 2016 | 1 | 1 | 0 | 8 | 0 | 1 | 1 | 1 | 1 | 0 |
| | H | 2016 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 4 |
| Arch.: | | | 0.8 | 0.8 | 0.6 | 2.2 | 0 | 0.5 | 0.4 | 0.7 | 0.7 | 1.2 |
| Atypical | A | 2011 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| | L | 2013 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 |
| | E | 2016 | 1 | 1 | 1 | 2 | 0 | 0 | 0 | 1 | 1 | 6 |
| | G | 2016 | 1 | 0 | 1 | 3 | 0 | 0 | 0 | 1 | 1 | 3 |
| Atypical: | | | 0.75 | 0.5 | 0.5 | 1.25 | 0 | 0.25 | 0.5 | 0.75 | 0.5 | 2.25 |
| Planning | J | 2011 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 |
| | O | 2012 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | R | 2015 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Planning: | | | 0.67 | 0.67 | 0.00 | 0.00 | 0.00 | 0.33 | 0.00 | 0.33 | 0.33 | 0.33 |
| Urb./Pub. Affairs | I | 2013 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 |
| | T | 2013 | 0 | 1 | 1 | 2 | 0 | 1 | 1 | 1 | 0 | 0 |
| | P | 2014 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| | U | 2015 | 0 | 0 | 1 | 8 | 0 | 0 | 0 | 0 | 1 | 24 |
| Urb./Pub.: | | | 0.50 | 0.75 | 0.50 | 2.50 | 0.00 | 0.50 | 0.25 | 0.50 | 0.50 | 6.50 |
| Sample: | | | 0.71 | 0.71 | 0.48 | 1.76 | 0.00 | 0.43 | 0.33 | 0.62 | 0.57 | 2.29 |

Justice and Equity in Core Curriculum

| Program Information | | | Social Justice / Equity Module(s) in syllabi | Just City required in syllabi | Just Sustainabilities required in syllabi |
|---|---|---|---|---|---|
| **Discipline Housing** | **Program Label** | **# of Core Courses** | | | |
| Architecture | B | 13 | 5 | 0 | 0 |
| | C | 14 | 1 | 1 | 0 |
| | D | 7 | 0 | 0 | 0 |
| | H | 9 | 2 | 0 | 0 |
| | K | 11 | 1 | 0 | 0 |
| | M | 9 | 1 | 1 | 0 |
| | N | 7 | 2 | 0 | 0 |
| | F | 10 | 1 | 2 | 0 |
| | S | 12 | 1 | 0 | 0 |
| | Q | 7 | 0 | 0 | 0 |
| Atypical | E | 6 | 2 | 0 | 0 |
| | G | 12 | 2 | 0 | 0 |
| | A | 13 | 0 | 0 | 0 |
| | L | 5 | 1 | 0 | 0 |
| Planning | J | 11 | 1 | 0 | 0 |
| | O | 11 | 1 | 0 | 0 |
| | R | 6 | 2 | 0 | 0 |
| Urb./Pub. Affairs | P | 10 | 1 | 0 | 0 |
| | T | 8 | 2 | 1 | 0 |
| | I | 11 | 2 | 1 | 0 |
| | U | 10 | 2 | 1 | 0 |
| **TOTALS / RATIOS PER AREA** | | | **30** | **7** | **0** |

Justice and Equity in Specializations and Electives

| Housed In: | Program Label | SSR Year | # of Specializations FOCUSED on SEJ? | # of Specializations ADDRESSING SEJ | # of electives FOCUSED on SEJ? | Elective Courses ADDRESSING SEJ | # of electives teaching Just City | # of electives teaching Just Sustainabilities |
|---|---|---|---|---|---|---|---|---|
| Architecture | B | 2016 | 0 | 3 | 2 | 10 | 1 | 0 |
| | C | 2014 | 0 | 4 | 0 | 12 | 0 | 0 |
| | D | 2013 | 0 | 2 | 1 | 18 | 1 | 0 |
| | F | 2011 | N/A | N/A | 1 | 18 | 1 | 0 |
| | H | 2016 | 0 | 0 | 1 | 7 | 0 | 0 |
| | K | 2013 | 0 | 3 | 2 | 7 | 0 | 0 |
| | M | 2015 | 0 | 1 | 1 | 13 | 1 | 0 |
| | N | 2015 | 0 | 1 | 1 | 12 | 0 | 0 |
| | Q | 2013 | 0 | 1 | 4 | 39 | 0 | 0 |
| | S | 2012 | 0 | N/A | 1 | 9 | 0 | 0 |
| Atypical | A | 2011 | 0 | 0 | 0 | 27 | 0 | 0 |
| | E | 2016 | 0 | 3 | 1 | 13 | 0 | 0 |
| | G | 2016 | 0 | 2 | 1 | 15 | 0 | 1 |
| | L | 2013 | 0 | N/A | 4 | 13 | 0 | 0 |
| Planning | J | 2011 | 0 | 2 | 2 | 8 | 0 | 0 |
| | O | 2012 | N/A | N/A | 2 | 9 | 0 | 0 |
| | R | 2015 | 0 | N/A | 1 | 11 | 0 | 0 |
| Urb./Pub. Affairs | I | 2013 | 0 | 5 | 2 | 17 | 0 | 0 |
| | P | 2014 | 0 | 4 | 2 | 6 | 1 | 0 |
| | T | 2013 | 0 | 2 | 1 | 9 | 0 | 0 |
| | U | 2015 | 0 | 4 | 1 | 16 | 0 | 0 |

Incorporation of Normative Planning Theories

| Program Information | | | Advocacy / Equity Paradigm | | | Communicative Action Paradigm | | | Justice / Equity Paradigm | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Housed In: | Program Label | SSR Year | P. Davidoff | N. Krumholz | J. Forester | J. Forester | J. Innes | P. Healey | J. Agyeman | P. Marcuse | S. Fainstein |
| Architecture | B | 2016 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 3 |
| | C | 2014 | 0 | 3 | 0 | 3 | 4 | 0 | 0 | 0 | 1 |
| | D | 2013 | 1 | 2 | 1 | 11 | 4 | 5 | 0 | 1 | 7 |
| | F | 2011 | 2 | 4 | 1 | 1 | 5 | 1 | 1 | 9 | 14 |
| | H | 2016 | 1 | 0 | 0 | 0 | 1 | 2 | 1 | 0 | 2 |
| | K | 2013 | 1 | 1 | 1 | 3 | 1 | 0 | 0 | 3 | 1 |
| | M | 2015 | 1 | 1 | 0 | 1 | 4 | 1 | 2 | 4 | 3 |
| | N | 2015 | 3 | 3 | 1 | 4 | 7 | 9 | 0 | 4 | 8 |
| | Q | 2013 | 1 | 1 | 0 | 0 | 3 | 3 | 0 | 2 | 4 |
| | S | 2012 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 |
| Discipline Totals | | | 11 | 17 | 4 | 25 | 30 | 22 | 5 | 23 | 44 |
| Atypical | A | 2011 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| | E | 2016 | 0 | 1 | 0 | 3 | 7 | 1 | 0 | 0 | 3 |
| | G | 2016 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 4 | 8 |
| | L | 2013 | 1 | 1 | 0 | 1 | 2 | 0 | 0 | 1 | 0 |
| Discipline Totals | | | 1 | 2 | 0 | 4 | 10 | 1 | 1 | 7 | 13 |
| Planning | J | 2011 | 1 | 1 | 1 | 0 | 2 | 0 | 1 | 0 | 0 |
| | O | 2012 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 |
| | R | 2015 | 1 | 2 | 1 | 0 | 3 | 0 | 2 | 4 | 7 |
| Discipline Totals | | | 2 | 3 | 3 | 2 | 5 | 0 | 3 | 4 | 7 |
| Urb./Pub. Affairs | I | 2013 | 1 | 1 | 0 | 2 | 4 | 2 | 1 | 3 | 6 |
| | P | 2014 | 1 | 1 | 0 | 3 | 2 | 1 | 1 | 1 | 5 |
| | T | 2013 | 1 | 1 | 1 | 1 | 6 | 0 | 0 | 0 | 5 |
| | U | 2015 | 1 | 1 | 0 | 2 | 0 | 1 | 3 | 0 | 3 |
| Discipline Totals | | | 4 | 4 | 1 | 8 | 12 | 4 | 5 | 4 | 19 |
| Scholar Totals | | | 18 | 26 | 8 | 39 | 57 | 27 | 14 | 38 | 83 |
| **Paradigm Totals** | | | **52** | | | **123*** | | | **135*** | | |

* Totals presented here represent actual counts from SSRs. Totals in table 15 lower due to removal of repetitive listings in syllabi

Instances of 'Justice,' 'Equity,' and Planner's Network Reps

| Program Info. | | | Instances of 'Justice' and 'Equity' | | Planners Network Rep? (No = 0, Yes = 1) |
|---|---|---|---|---|---|
| Housed in: | Program Label | SSR Year | # Instances of "justice" | # Instances of "equity" | |
| Architecture | F | 2011 | 19 | 51 | 0 |
| | S | 2012 | 11 | 24 | 0 |
| | pre-2013 | | 15 | 37.5 | 0 |
| | D | 2013 | N/A | N/A | 0 |
| | K | 2013 | 13 | 17 | 1 |
| | Q | 2013 | 22 | 30 | 1 |
| | C | 2014 | 21 | 38 | 0 |
| | M | 2015 | 91 | 72 | 1 |
| | N | 2015 | 47 | 43 | 1 |
| | B | 2016 | 37 | 23 | 0 |
| | H | 2016 | 59 | 30 | 1 |
| | post-2013 | | 41.43[a] | 36.14 [a] | 0.63 |
| Discipline | | | 35.56[b] | 36.44 [b] | 0.5 |
| Atypical | A | 2011 | 14 | 46 | 0 |
| | pre-2013 | | 14 | 46 | 0 |
| | L | 2013 | 24 | 14 | 0 |
| | E | 2016 | 27 | 40 | 0 |
| | G | 2016 | 24 | 34 | 1 |
| | post-2013 | | 25 | 29.33 | 0.33 |
| Discipline | | | 22.25 | 33.5 | 0.25 |
| Planning | J | 2011 | 4 | 15 | 0 |
| | O | 2012 | 8 | 32 | 1 |
| | pre-2013 | | 6 | 23.5 | 0.5 |
| | R | 2015 | 26 | 16 | 1 |
| | post-2013 | | 26 | 16 | 1 |
| Discipline | | | 12.67 | 21 | 0.67 |
| Urb./Pub. Affairs | I | 2012 | 24 | 58 | 1 |
| | pre-2013 | | 24 | 58 | 1 |
| | T | 2013 | 10 | 16 | 0 |
| | P | 2014 | 54 | 87 | 0 |
| | U | 2015 | 21 | 48 | 0 |
| | post-2013 | | 28.33 | 50.33 | 0 |
| Discipline | | | 27.25 | 52.25 | 0.25 |
| SAMPLE | | | 28.4 | 35.2 | 0.48 |

[a] Denominator for post-2013 Architecture was 7 due to missing data.

[b] Denominator for Architecture was 9 due to missing data.

Instances of 'Justice,' 'Equity,' and Planner's Network Reps

| Program Information | | | | | Primary Focus / Program Mission (Y = 1) | | | | Program Goal (Y = 1) | Program Obj. (Y = 1) |
|---|---|---|---|---|---|---|---|---|---|---|
| Housed In: | Program Label | SSR Year | # Instances of "justice" | # Instances of "equity" | States program aims to promote SEJ in "Primary Focus" section. | States program aims to promote SEJ in MISSION section. | States program intendes to ensure CONSIDERATION of social justice/equity (or similar) in MISSION section. | States program intendes to IMPROVE social justice/equity (or similar) in MISSION section. | At least one goal related to ocnsidering/seeking social justice and equity? (Y=1) | At least one Objective related to social justice and equity? (Y=1) |
| Architecture | B | 2016 | 37 | 23 | | | | | | |
| | C | 2014 | 21 | 38 | | | | | | |
| | D | 2013 | N/A* | N/A* | | 1 | | 1 | 1 | 1 |
| | F | 2011 | 19 | 51 | | 1 | | 1 | 1 | 1 |
| | H | 2016 | 59 | 30 | 1 | 1 | 1 | | | 1 |
| | K | 2013 | 13 | 17 | | 1 | | 1 | | |
| | M | 2015 | 91 | 72 | | | | | | |
| | N | 2015 | 47 | 43 | | 1 | | 1 | | |
| | Q | 2013 | 22 | 30 | | | | | | |
| | S | 2012 | 11 | 24 | | | | | | 1 |
| Discipline Ratios | | | 35.5556 | 36.44 | 10.00% | 50.00% | 10.00% | 40.00% | 20% | 40% |
| Other | A | 2011 | 14 | 46 | 1 | 1 | | 1 | | |
| | E | 2016 | 27 | 40 | | 1 | | 1 | | |
| | G | 2016 | 24 | 34 | 1 | 1 | | 1 | 1 | 1 |
| | L | 2013 | 24 | 14 | 1 | | | | | |
| Discipline Ratios | | | 22.25 | 33.50 | 75.00% | 75.00% | 0.00% | 75.00% | 25% | 25% |
| Planning | J | 2011 | 4 | 15 | | | | | | |
| | O | 2012 | 8 | 32 | | | | | | |
| | R | 2015 | 26 | 16 | | 1 | 1 | | | |
| Discipline Ratios | | | 12.6667 | 21 | 0.00% | 33.33% | 33.33% | 0.00% | 0% | 0% |
| Urb./Pub. Aff. | I | 2013 | 24 | 58 | | 1 | | 1 | 1 | 1 |
| | P | 2014 | 54 | 87 | | | | | 1 | |
| | T | 2013 | 10 | 16 | | 1 | | 1 | | |
| | U | 2015 | 21 | 48 | 1 | | | | | |
| Discipline Ratios | | | 27.25 | 52.25 | 25.00% | 50.00% | 0.00% | 50.00% | 50% | 25% |
| **Sample Ratios** | | | 27.80 | 36.70 | 23.81% | 52.38% | 9.52% | 42.86% | 24% | 29% |

* Count unavailable as program deleted SSR from shared dropbox folder before data capture accuracy check conducted; ratios calculated with denominator of '9' instead of '10.'

Public Program Performance Statistics

| Program Information | | | Required Public Program Performance Statistics | | | | | |
|---|---|---|---|---|---|---|---|---|
| Housed In: | Program Label | SSR Year | Tuition ($ per year in-state)[b] | Student Retention % (most recent year given) | Student Graduation % in 4 years (most recent year given)[a] | Degrees Awarded # (most recent year given)[e] | Employment % (most recent year given) | AICP Pass % (most recent year given when the test was taken) |
| Architecture | B | 2016 | $10,248 | 90% | 61% | 12 | 88% | 67% |
| | C | 2014 | $8,826 | 80% | 92% | 12 | 100% | 100% |
| | D | 2013 | $34,529 | 92% | 75% | 40 | 77% | 100% |
| | F | 2011 | $51,108 | 100% | 100% | 39 | 100% | 0% |
| | H | 2016 | $9,549 | 100% | 80% | 17 | 100% | 100% |
| | K | 2013 | $14,295 | 100% | 100% | 34 | 90% | 100% |
| | M | 2015 | $12,581 | 97% | N/A | 35 | 100% | 100% |
| | N | 2015 | $17,256 | 100% | 88% | 30 | 88% | 100% |
| | Q | 2013 | $7,178 | 95% | 86% | 31 | 42% | 50% |
| | S | 2012 | $11,788 | 91% | 55% | 17 | N/A | 100% |
| Discipline Ratios | | | $17,736 | 95% | 82% | 27 | 87% | 82% |
| Other | E | 2016 | $11,504 | 100% | 95% | 31 | 96% | 67% |
| | L | 2013 | $22,985 | 100% | 100% | 34 | 100% | 100% |
| | A | 2011 | $12,503 | 100% | 100% | 27 | 100% | 0% |
| | G | 2016 | $10,437 | 85% | 74% | 24 | 83% | 100% |
| Discipline Ratios | | | $14,357 | 96% | 92% | 29 | 95% | 67% |
| Planning | J | 2011 | $8,682 | 93% | 69% | 35 | 100% | 50% |
| | O | 2012 | $10,420 | 94% | 85% | 19 | 95% | 67% |
| | R | 2015 | $12,550 | 100% | 100% | 14 | 75% | 100% |
| Discipline Ratios | | | $10,551 | 96% | 85% | 23 | 90% | 72% |
| Urb./Pub. Affairs | I | 2012 | $14,565 | 97% | 91% | N/A | 83% | 100% |
| | P | 2014 | $18,996 | 100% | 92% | 25 | 100% | 100% |
| | T | 2013 | $6,572 | 87% | 69% | 25 | 88% | 100% |
| | U | 2015 | $7,023 | 100% | 88% | 16 | 93% | 50% |
| Discipline Ratios | | | $11,789 | 96% | 85% | 17 | 91% | 88% |
| **Sample Ratios** | | | $14,933 | 91% | 80% | 24 | 90% | 74% |

[a] Denominator for arch. was 9; 20 for sample due to missing data.
[b] With two outliers removed the average arch. tuition was $11,465.
[c] With one outlier removed the average other tuition was $11,481.
[d] With three outliers removed the average tuition was $10,748.
[e] Denominator for urb. affairs. was 3; 20 for sample due to missing data.

Required Student Achievement Measures

| Program Information | | | Required Student Achievement (Program Decides the Measures) (Y = 1) | | | | |
|---|---|---|---|---|---|---|---|
| Housed In: | Program Label | SSR Year | Student Satisfaction w/Program (survey data) | Client Satisfaction w/Student Work (i.e. internship work rating or employer survey) | Mastered Skills (Faculty Assessment / Course Grades) | Mastered Skills (Student Assessment via Survey) | # of Assessment Methods Used |
| Architecture | B | 2016 | 1 | 1 | | 1 | 3 |
| | C | 2014 | 1 | | | 1 | 2 |
| | D | 2013 | | 1 | | | 1 |
| | F | 2011 | 1 | | | | 1 |
| | H | 2016 | 1 | 1 | 1 | 1 | 4 |
| | K | 2013 | | | 1 | | 1 |
| | M | 2015 | | 1 | | 1 | 2 |
| | N | 2015 | | | | 1 | 1 |
| | Q | 2013 | | | 1 | 1 | 2 |
| | S | 2012 | | 1 | 1 | | 2 |
| Discipline Ratios | | | 40% | 50% | 40% | 60% | 1.90 |
| Other | A | 2011 | | | 1 | | 1 |
| | E | 2016 | | 1 | | | 1 |
| | G | 2016 | | | | | 0 |
| | L | 2013 | 1 | | 1 | | 2 |
| Discipline Ratios | | | 25% | 25% | 50% | 0% | 1.29 |
| Planning | J | 2011 | | 1 | 1 | | 2 |
| | O | 2012 | | 1 | | | 1 |
| | R | 2015 | | | 1 | | 1 |
| Discipline Ratios | | | 0% | 67% | 67% | 0% | 0.93 |
| Urb./Pub. Aff. | I | 2013 | | | 1 | | 1 |
| | P | 2014 | | | | 1 | 1 |
| | T | 2013 | 1 | | | | 1 |
| | U | 2015 | | 1 | 1 | 1 | 3 |
| Discipline Ratios | | | 25% | 25% | 50% | 50% | 1.09 |
| **Sample Ratios** | | | **29%** | **43%** | **43%** | **38%** | **1.57** |

Rank by Housing Discipline

| Housed in: | Faculty Demographics | | | | | | | | | | Student Demographics | | | | | | Objectives | | | | | | Justice & Equity | | | | | WEIGHTED OVERALL SCORE | RANK BY HOUSING DISCIPLINE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Gender | Race | Nationality | Ethnicity | Avg. # of "A" Faculty | "A" Faculty w/Planning PhD | "A' Faculty w/AICP Cert. | Faculty/Student Ratio | Diversity Initiatives | Overall Faculty "A" Rank | Gender | Race | Nationality | Ethnicity | Student Diversity Initiatives | Overall Student Dem. Rank | Output / Outcome | "Specific" Objectives | "Measurable" Objectives | Objectives "Flow from Goal" | "Time-Specific" Objectives | Overall Objectives Rank | Planning Theory Incorporation | Instances of 'Justice' | Instances of 'Equity' | Planner's Network Reps. | Overall Justice & Equity Rank | | |
| **Arch / Design** | 1 | 1 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | **2** | 4 | 2 | 2 | 2 | 1 | **2** | 2 | 2 | 2 | 3 | 2 | **2** | 1 | 1 | 2 | 2 | **2** | **2.00** | **1** |
| **Urban / Public Affairs** | 2 | 2 | 3 | 1 | 2 | 4 | 3 | 1 | 1 | **2** | 3 | 3 | 4 | 4 | 2 | **3** | 1 | 1 | 3 | 1 | 1 | **1** | 2 | 2 | 1 | 3 | **2** | **2.18** | **2** |
| **Atypical** | 1 | 4 | 1 | 4 | 1 | 1 | 4 | 2 | 2 | **2** | 2 | 1 | 3 | 1 | 3 | **2** | 3 | 3 | 1 | 4 | 4 | **3** | 3 | 3 | 3 | 3 | **3** | **2.56** | **3** |
| **Planning** | 3 | 3 | 4 | 3 | 4 | 3 | 1 | 4 | 4 | **3** | 1 | 2 | 1 | 3 | 4 | **2** | 4 | 2 | 4 | 2 | 3 | **3** | 4 | 4 | 4 | 1 | **3** | **2.92** | **4** |

SSR Search Protocols

***SSR Section A***

1) Review and record the Planning Accreditation Board (PAB) required public information for each program from each of the sample programs' websites.
2) Open each SSR PDF in Adobe Reader (SSRs were reviewed individually).
3) Search for the word "justice." Record count of all instances located. Counts are for instances considered substantive and not required by PAB (e.g. when used in describing requirements). Related words such as "inequitable" were included in the counts. Uses of "justice" in terms such as "environmental justice" were not included in counts unless it was clear the instance related to social equity rather than specific subfields within planning (which are not required by PAB). The counts reflect instances of "justice" in article/book titles, syllabi module headings, objectives, course descriptions, and the like. Instances unrelated to social justice (e.g. "criminal justice") are not included in the counts. Repetitive instances (e.g. the same article/book assigned in multiple courses) are counted only once.
4) Search for the word "equit." "Equit" was used as the search term to ensure identification of instances of "equity" and "equitable." Record count of all instances located. Counts are for instances considered substantive and not required by PAB (e.g. when used in describing requirements). Related words such as "inequitable" were included in the counts. Uses of "equity" in terms such as "health equity" or "food equity" were not included in counts unless it was clear the instance related to social equity rather than these specific subfields within planning (which are not required by PAB). The counts reflect instances of "equit" in article/book titles, syllabi module headings, objectives, course descriptions, and the like. Instances obviously unrelated to social equity (e.g. "equity capital") are not included in the counts. Repetitive instances (e.g. the same article/book assigned in multiple courses, course titles) are counted only once.
5) Search for the word "internship" to identify and record which programs require internships for graduation. Program encouragement for student participation in internships or attempts to arrange them for all students did not count as required.
6) Search the "primary focus" response to confirm it provides the required commitment that producing practicing planners is the primary focus of the program (all reviewed SSRs complied). Also record whether the provided response includes language indicating intent to focus on Social Equity and Justice (SEJ), and whether that focus is the "consideration of" (suggesting a focus on values), or "improvement in" (suggesting a focus on knowledge and skills – that is, competencies) Social Equity and Justice.
7) Search "Other Planning Program Offerings" to identify and record other degree and/or certificate offerings specifically related to SEJ (none were identified).
8) Record student-body composition data.
9) Record Faculty composition data by categorization (full-time or "A," part-time or "B," and adjunct/contract or "C"). Includes AICP certification, FTE numbers, and student-to-faculty ratio. Also record number of "A" Faculty possessing planning PhDs. The word "planning" was required to be in the name of the degree to register as a planning PhD.
10) Record the core curriculum as detailed in the curriculum map. This includes documenting the courses comprising the core curriculum and which of the required knowledge, skills, values, and ethics requirements the courses contain as detailed in the curriculum map. For programs in the sample still governed by the pre-2013 accreditation standards and criteria, their required content areas most closely matching the post-2013 standards and criteria requirements for "planning theory," "leadership," "professional ethics," and "social justice" were identified for comparison to these newer requirements. Identify social justice and equity specializations, if any.

11) Review accreditation standards and criteria; record the number of program goals and objectives provided in this section. Assess each objective's adherence to principles of S.M.A.R.T. (S = specific, M = measurable, A = achievable, R = relevant, T = time-specific) objectives. Record whether program vision statements (if provided), mission statements, and/or at least one each of their goals and objectives specifically related to social justice and equity.
12) Record student-body diversity plan data. Data captured reflected whether the program identified the scope of their student-body diversification plan (local, regional, state, national, etc.), provided specific evidence of recruitment efforts, provided results of student-body diversification efforts, and/or used quantitative measures in its student-body diversification plan. Additionally captured were curricular strategies adopted as part of their student-body diversification plan, including, specifically, requiring adoption of normative planning theories as they appear and are developed in the literature. Further, demonstrated attempts by the program to be in the forefront of society in terms of recruiting and matriculating a diverse student body (as required by the accreditation standards and criteria; PAB, 2012), and the number of tactics/strategies employed in pursuit of student-body diversity, were recorded.
13) Review accreditation standards and criteria; record faculty diversity plan data. Data recorded noted when programs demonstrated an attempt to be in the forefront of society in terms of recruiting, developing, and retaining a diverse faculty (as required by the accreditation standards and criteria; PAB, 2012). In addition, the specific number of tactics/strategies employed by each program in pursuit of faculty diversity, if any, was recorded.
14) Review accreditation standards and criteria; record student assessment methodologies. The methodologies were: student satisfaction with the program as determined from surveys, client satisfaction with student work (as determined by internship evaluations and/or employer survey results), mastered skills (as determined by faculty through course grades and/or other assessments), and/or mastered skills (as determined by student/graduate survey results).

***SSR Section B***

1) Open each SSR PDF in Adobe Reader (SSRs were reviewed individually).
2) Search for the word "justice." Record count of all instances located. Counts are for instances considered substantive and not required by PAB (e.g. when used in describing requirements). Related words such as "inequitable" were included in the counts. Uses of "justice" in terms such as "environmental justice" were not included in counts unless it was clear the instance related to social equity rather than these specific subfields within planning (which are not required by PAB). The counts reflect instances of "justice" in article/book titles, syllabi module headings, objectives, course descriptions, and the like. Instances obviously unrelated to social justice (e.g. "criminal justice") are not included in the counts. Repetitive instances (e.g. articles assigned in multiple courses, course titles) are counted only once. Identify courses focused solely on social justice and equity.
3) Search for the word "equit." "Equit" was used as the search term to ensure identification of instances of "equity" and "equitable." Record count of all instances located. Counts are for instances considered substantive and not required by PAB (e.g. when used in describing requirements). Related words such as "inequitable" were included in the counts. Uses of "equity" in terms such as "health equity" or "food equity" were not included in counts unless it was clear the instance related to social equity rather than these specific subfields within planning (which are not required by PAB). The counts reflect instances of "equit" in article/book titles, syllabi module headings, objectives, course descriptions, and the like. Instances obviously unrelated to social equity (e.g. "equity capital") are not included in the counts. Repetitive instances (e.g. articles

assigned in multiple courses, course titles) are counted only once. Identify courses focused solely on social justice and equity.

4) Search for the names "Davidoff," "Krumholz," "Forester," "Innes," "Healey," "Agyeman," "Marcuse," and "Fainstein." Count instances of each (segregating Forester's works into either advocacy/equity or communicative-action) and eliminate redundancies.

***SSR Section C***

1) Open each SSR PDF in Adobe Reader (SSRs were reviewed individually).
2) Search for the word "alumni" and "survey" to identify alumni survey instruments and/or results. Record whether the survey inquired directly about issues of social justice and equity, and if so, the number of questions doing so.

Appendix C: Survey Instrument

## Planning Program Evaluation

Institutional Review Board (IRB) Preamble

**Evaluating the Current State of Planning Education and Practice.**
**Date**

**Dear Participant:**
**You are being invited to participate in a research study by answering questions in the attached survey about your expectations and experiences of planning education and practice; approximately 1,000 individuals from two state APA chapters are being invited to participate. This study is conducted under the management of Dr. David Simpson (AICP) of the University of Louisville, who is a member of Wes Grooms' dissertation committee; other committee members are Dr. Janet Kelly, Dr. Aaron Rollins, and Dr. David Owen, all of the University of Louisville. It has been nearly 20 years since an inquiry at this level of granularity has been conducted and your participation is vital for keeping our understanding of the needs and outcomes of planning education current. The survey should take approximately 20 minutes to complete.**

**Taking part in this study is voluntary; you MUST be 18 or older to participate. By clicking NEXT (below) and proceeding with this survey, you are agreeing to take part in this research study. You do not have to answer any questions that make you uncomfortable. You may choose not to take part at all (simply close the browser page). If you decide to be in this study you may stop taking part at any time. If you have any questions, concerns, or complaints about the research study, please contact: Wes Grooms, (202) 549-1779.**

**There are no known risks for your participation in this research study. The information collected may not benefit you directly. The information learned in this study may be helpful to others. The information you provide will help planning educators and practitioners understand the expectations and desires that students have of planning education and practice, the expectations and experiences of practicing planners, and how well planning education is doing in providing a fully comprehensive planning education in accord with these expectations and experiences, as well as with institutional obligations. Your completed survey will be stored in accordance with the standard data storage conventions of the University of Louisville's Urban Studies Institute's professional Survey Monkey account. Because this survey is accessed via a link distributed to you by your state APA (American Planning Association) chapter, your email address will not be in the possession of the researchers, your answers will be confidential, and personal data that could permit identification of individual participants will not be disclosed. Individuals from the Department of Urban and Public Affairs, the Institutional Review Board (IRB), the Human Subjects Protection Program Office (HSPPO), and other regulatory agencies may inspect these records. In all other respects, however, the data will be held in confidence to the extent permitted by law. Should the data be published, your identity will not be disclosed.**

**If you have any questions about your rights as a research subject, you may call the University's Human Subjects Protection Program Office at (502) 852-5188. You can discuss any questions about**

**your rights as a research subject, in private, with a member of the Institutional Review Board (IRB). You may also call this number if you have other questions about the research, and you cannot reach the research staff, or want to talk to someone else. The IRB is an independent committee made up of people from the University community, staff of the institutions, as well as people from the community not connected with these institutions. The IRB has reviewed this research study. If you have concerns or complaints about the research or research staff and you do not wish to give your name, you may call 1-877-852-1167. This is a 24-hour hotline answered by people who do not work at the University.**

**Thank you**
**Dr. David Simpson and Wes Grooms**

## Planning Program Evaluation

### General Instructions

**Unless otherwise directed please use the following as a guide for your answers:**

**Faculty: Answer based on your expectations of newly graduated, entry-level planners.**

**Planners with 5 OR MORE years of experience: Answer based on your expectations of newly graduated, entry-level planners.**

**Planners with less than 5 years of experience: Answer based on the experiences in your current position.**

**Students: Answer based on what you expect in your first professional job after graduation.**

## Planning Program Evaluation

### Areas of Specialization

1. Select your areas of specialization. You may select as many as apply.

(Students: Select concentrations you are currently pursuing).

- [ ] Advocacy / Empowerment / Social Welfare / Social Equity & Justice
- [ ] Disaster Preparedness, Resiliency, and Recovery Planning
- [ ] Economic Planning & Development
- [ ] Facilities, Parks and Rec., and Infrastructure Planning
- [ ] Finance / Fiscal Planning
- [ ] Growth Management
- [ ] Historic Preservation
- [ ] Housing
- [ ] Information / GIS Technology
- [ ] Land Use Regulation
- [ ] Law
- [ ] Neighborhood and Community Development
- [ ] Planning Methods (Info. Retrieval / Data Collection / Data Analysis / Research)
- [ ] Planning Theory / History
- [ ] Public Health
- [ ] Real Estate (Re)development (Downtown)
- [ ] Regional Planning
- [ ] Rural / small town planning
- [ ] Spatial & Urban Design
- [ ] Sustainability / Environmental / Natural Resource Planning
- [ ] Transportation Planning
- [ ] Others (please specify; if more than one, separate by commas)

## Specific Knowledge and Skills

### 2. **HISTORY OF PLANNING:**

Indicate how important each of the following knowledge areas / skills are in your work.

| | Not Important | Minimally Important | Important | Moderately Important | Very Important |
|---|---|---|---|---|---|
| Understanding the history of the planning profession | ○ | ○ | ○ | ○ | ○ |
| Familiarity with the interaction of planning, implementation, and markets | ○ | ○ | ○ | ○ | ○ |
| Knowledge of the evolution of different urban forms as a result of economic, political and social forces | ○ | ○ | ○ | ○ | ○ |
| Understanding of contemporary urban issues and potential alternative strategies for addressing them | ○ | ○ | ○ | ○ | ○ |
| Understanding of the ethical dimensions of urban planning including awareness of the AICP Code of Ethics | ○ | ○ | ○ | ○ | ○ |

## Specific Knowledge and Skills

3. **PLANNING THEORY:**

Indicate how important each of the following knowledge areas / skills are in your work.

| | Not Important | Minimally Important | Important | Moderately Important | Very Important |
|---|---|---|---|---|---|
| Comprehensive (Rational) | ○ | ○ | ○ | ○ | ○ |
| Incremental (Muddling Through) | ○ | ○ | ○ | ○ | ○ |
| Mixed Scanning | ○ | ○ | ○ | ○ | ○ |
| Communicative | ○ | ○ | ○ | ○ | ○ |
| Collaborative | ○ | ○ | ○ | ○ | ○ |
| Participatory | ○ | ○ | ○ | ○ | ○ |
| Advocacy / Equity | ○ | ○ | ○ | ○ | ○ |
| Just Sustainabilities | ○ | ○ | ○ | ○ | ○ |
| Just City | ○ | ○ | ○ | ○ | ○ |

## Specific Knowledge and Skills

4. **SYSTHESIS** and **COMMUNICATION** (written, verbal, visual, etc.):

Indicate how important each of the following knowledge areas / skills are in your work.

| | Not Important | Minimally Important | Important | Moderately Important | Very Important |
|---|---|---|---|---|---|
| Writing informative, engaging, short pieces for the general public (e.g. brochures, news releases) | ○ | ○ | ○ | ○ | ○ |
| Writing clear, concise, in-house memos | ○ | ○ | ○ | ○ | ○ |
| Writing clear reports and lengthier documents (e.g. findings, draft ordinances, legislation, plans) | ○ | ○ | ○ | ○ | ○ |
| Ability to become familiar with, and synthesize, large amounts of material | ○ | ○ | ○ | ○ | ○ |
| Ability to see multiple perspectives and to reconcile into a single product | ○ | ○ | ○ | ○ | ○ |
| Confident and effective public presentation skills | ○ | ○ | ○ | ○ | ○ |
| Competency in spatial analysis and GIS | ○ | ○ | ○ | ○ | ○ |
| Using complex data to produce clear, coherent data tables / charts / other illustrations | ○ | ○ | ○ | ○ | ○ |
| Understanding public / client needs / wants | ○ | ○ | ○ | ○ | ○ |

## Specific Knowledge and Skills

### 5. **COMMUNITY ORGANIZING** and **INTERACTION:**

Indicate how important each of the following knowledge areas / skills are in your work.

| | Not Important | Minimally Important | Important | Moderately Important | Very Important |
|---|---|---|---|---|---|
| Working and speaking formally and informally with politicians, attorneys, and colleagues | ○ | ○ | ○ | ○ | ○ |
| Understanding and using power relationships / Lobbying / Strategizing to get plans adopted | ○ | ○ | ○ | ○ | ○ |
| Understanding and navigating institutional and political contexts | ○ | ○ | ○ | ○ | ○ |
| Mediating Conflicts / Negotiating / Dispute Resolution | ○ | ○ | ○ | ○ | ○ |
| Establishing trust and developing consensus among groups less familiar with planning methods and processes | ○ | ○ | ○ | ○ | ○ |
| Interacting quickly and adeptly with the public / clients | ○ | ○ | ○ | ○ | ○ |
| Cultural Competency | ○ | ○ | ○ | ○ | ○ |

## Specific Knowledge and Skills

### 6. **ECONOMIC TECHNIQUES** and **EVALUATION SKILLS:**

Indicate how important each of the following knowledge areas / skills are in your work.

| | Not Important | Minimally Important | Important | Moderately Important | Very Important |
|---|---|---|---|---|---|
| Conducting standard economic analysis techniques (e.g. cost-benefit, real estate investment, input-output, economic base studies, impact evaluation) | ○ | ○ | ○ | ○ | ○ |
| Understanding of basic economic theory and its applications to planning | ○ | ○ | ○ | ○ | ○ |
| Designing and conducting experiments | ○ | ○ | ○ | ○ | ○ |
| Conducting Community Impact Evaluations specifically for Equity and Justice outcomes | ○ | ○ | ○ | ○ | ○ |
| Evaluating Programs and Making Recommendations | ○ | ○ | ○ | ○ | ○ |

## Specific Knowledge and Skills

7. **PLANNING METHODS:**

Indicate how important each of the following knowledge areas / skills are in your work.

| | Not Important | Minimally Important | Important | Moderately Important | Very Important |
|---|---|---|---|---|---|
| Problem definition / formulation | ○ | ○ | ○ | ○ | ○ |
| Designing methodologies for question answering | ○ | ○ | ○ | ○ | ○ |
| Knowledge of and ability to retrieve data from public sources (e.g. Census, GSS) | ○ | ○ | ○ | ○ | ○ |
| Ability to "follow a thin thread" to collect data and information from many and diverse sources in creative ways | ○ | ○ | ○ | ○ | ○ |
| Creating forecasts / models / projections; understanding limitations and benefits of each | ○ | ○ | ○ | ○ | ○ |
| Familiarity with and ability to use qualitative analysis methods | ○ | ○ | ○ | ○ | ○ |
| Familiarity with and ability to use statistical analysis methods and software to conduct quantitative analysis | ○ | ○ | ○ | ○ | ○ |
| Ability to collect primary data via surveys / interviews / focus groups | ○ | ○ | ○ | ○ | ○ |

## Specific Knowledge and Skills

8. **MANAGEMENT** and **FUNDRAISING / GRANT WRITING:**

Indicate how important each of the following knowledge areas / skills are in your work.

| | Not Important | Minimally Important | Important | Moderately Important | Very Important |
|---|---|---|---|---|---|
| Ability to develop and maintain budgets | ○ | ○ | ○ | ○ | ○ |
| Coordination, Logistical, and Scheduling Skills | ○ | ○ | ○ | ○ | ○ |
| Possesses personal characteristics such as clear linear thinking, being a self starter, and completing work on-time and within budget | ○ | ○ | ○ | ○ | ○ |
| General Management Skills (e.g. Supervision, Administration, Strategic Planning, and Organizational Goals and Objectives Development) | ○ | ○ | ○ | ○ | ○ |
| Identify, Apply for, and Obtain monies from Grants and other Program Funding Sources | ○ | ○ | ○ | ○ | ○ |

## Specific Knowledge and Skills

9. **COMPUTER / INTERNET / SOCIAL MEDIA** and **LAWS / ORDINANCES / POLICIES:**

Indicate how important each of the following knowledge areas / skills are in your work.

| | Not Important | Minimally Important | Important | Moderately Important | Very Important |
|---|---|---|---|---|---|
| Competency in basic computer programs (e.g. spreadsheets, data base) competency in word processing is assumed | ○ | ○ | ○ | ○ | ○ |
| Competency in social media use for public engagement and/or website development methods and software | ○ | ○ | ○ | ○ | ○ |
| Familiarity with how laws, ordinances, policies, and institutional structures impact plan implementation | ○ | ○ | ○ | ○ | ○ |
| Understanding law, codes, ordinances, and the legal context within which planning occurs | ○ | ○ | ○ | ○ | ○ |

## Specific Knowledge and Skills

10. **SPATIAL & URBAN DESIGN** and **PROFESSIONAL / TECHNICAL TOOLS:**

Indicate how important each of the following knowledge areas / skills are in your work.

| | Not Important | Minimally Important | Important | Moderately Important | Very Important |
|---|---|---|---|---|---|
| Conceptualizing and drawing current / planned built environment conditions | ○ | ○ | ○ | ○ | ○ |
| Competency with scenario planning software and methods | ○ | ○ | ○ | ○ | ○ |
| Understanding of space and environmental processes, and the interactions between the built environment, human activity, and environmental change | ○ | ○ | ○ | ○ | ○ |
| Competency in site analysis and design | ○ | ○ | ○ | ○ | ○ |
| Ability to read, interpret and/or prepare: land use maps, zoning codes, blueprints, developer's pro forma, etc. | ○ | ○ | ○ | ○ | ○ |
| Understanding and articulating the ideas of the collective good, and the rationale and purposes of planning | ○ | ○ | ○ | ○ | ○ |
| Understanding physical planning alternatives and processes (e.g. who's involved, timing, dynamics of implementation) | ○ | ○ | ○ | ○ | ○ |

## Specific Knowledge and Skills

11. **SOCIAL EQUITY AND JUSTICE:**

Indicate how important each of the following knowledge areas / skills are in your work.

| | Not Important | Minimally Important | Important | Moderately Important | Very Important |
|---|---|---|---|---|---|
| Conducting Community Impact Evaluations specifically for Equity and Justice outcomes | ○ | ○ | ○ | ○ | ○ |
| Knowledge of the evolution of different urban forms as a result of economic, political and social forces | ○ | ○ | ○ | ○ | ○ |
| Cultural Competency | ○ | ○ | ○ | ○ | ○ |
| Understanding of contemporary urban issues and potential alternative strategies for addressing them | ○ | ○ | ○ | ○ | ○ |
| Understanding of the ethical dimensions of urban planning, including awareness of the AICP Code of Ethics | ○ | ○ | ○ | ○ | ○ |
| Understanding the History of the planning profession | ○ | ○ | ○ | ○ | ○ |
| Understanding and using power relationships / Lobbying / Strategizing to get plans adopted | ○ | ○ | ○ | ○ | ○ |
| Familiarity with the interaction of planning, implementation, and markets | ○ | ○ | ○ | ○ | ○ |

## Planning Program Evaluation

### Perspectives

12. Which of these statements most closely matches what you consider to be the proper role of professional planners?

- A neutral provider of technical information.
- A provider of technical information in a manner consistent with the political agenda of the agency you are employed by or the administration it serves.
- A provider of technical information with an advocacy agenda around equity, inclusion, and participation.

13. In the context of a market-driven economy, what do you believe is the most appropriate way for professional planners to work?

- Create options that are the most economically efficient and let the market imperatives drive the final decision.
- Create incentives for the market to respond to the needs of communities and encourage efforts to consider equity issues.
- Recognize that inherent in market forces is inequity and make efforts to hold market forces accountable to equitable outcomes within communities

14. Which statement most accurately describes what you believe to be true regarding issues of race, class and/or gender equity in professional planning practice?

- Issues related to race, class, and/or gender equity are not important (and therefore not considered).
- Issues related to race, class, and/or gender equity issues are important (and therefore always considered).
- Issues related to race, class, and/or gender equity are may be important (and therefore sometimes considered).

15. Which statement is the most consistent with what you believe to be true about professional planning practice?

- Planners should be prepared to address issues of economic and social justice in their professional practice because promoting economic and social justice is important for planners to do.
- Planners should be prepared to act fairly and seek to treat everyone equally because that is what is required of a professional planner.
- If people vote, participate in local affairs, and conduct themselves as good citizens, their issues will be addressed. Therefore, what planners do makes very little difference in this regard..

## Planning Program Evaluation

### Preferences

16. Which of the following most closely matches your definition of the term 'agent of social change'?

- ( ) Acting in accordance with established laws, policies, actions, and norms with the intention of achieving better results for society overall.
- ( ) Acting in accordance with established laws, policies, actions, and norms with the intention of achieving better results for the disadvantaged and disenfranchised.
- ( ) Acting to change established laws, policies, actions, and norms with the intention of achieving better results for society overall.
- ( ) Acting to change established laws, policies, actions, and norms with the intention of achieving better results for the disadvantaged and disenfranchised.

Other - please specify (100 characters max.)

17. How important was being an 'agent of social change' in your education and career decision-making process?

Very Important | Important | Not Important

18. How much of your work is focused specifically on improving social equity and justice?

All | About Half | None

19. To what extent would you like your work to be more focused on improving social equity and justice?

Always | Sometimes | Not at all

## Demographics

20. Which of these is your primary occupation at this time?

- ◯ Professional Planner
- ◯ Faculty / Academic
- ◯ Student
- ◯ Other

Other (please specify)

## Planning Program Evaluation

### Demographics

21. The **PLANNING** department **IN WHICH YOU TEACH** is housed where?

- ◯ Stand Alone - Planning
- ◯ Design (Architecture and/or Landscape Architecture and/or Civil Engineering)
- ◯ Geography
- ◯ Urban Studies / Public Affairs
- ◯ Political Science / Public Administration
- ◯ Environmental Studies
- ◯ I do not teach in a PLANNING department

Other (please specify)

22. Which sector is your primary occupation in?

- ◯ College or University
- ◯ Public Sector (General purpose: e.g. city, county, state government)
- ◯ Public Sector (Specific purpose: e.g. regional planning commission, school board)
- ◯ Private Sector
- ◯ Non-Profit
- ◯ Self-Employed
- ◯ Other

Other (please specify)

23. How many years have you been employed in your primary occupation?

- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21-25 years
- 26-30 years
- 31-35 years
- 36-40 years
- 40+ years

## Planning Program Evaluation

### Demographics

24. Are you AICP and/or FAICP certified?

- ◯ I have both AICP and FAICP certification
- ◯ I have AICP certification only
- ◯ I have FAICP certification only
- ◯ I have neither AICP nor FAICP certification

25. What is your age?

26. What is your race / ethnicity?
(select all that apply)

- ☐ African-American or Black
- ☐ Asian or Pacific Islander
- ☐ Caucasian / White
- ☐ Hispanic/Latinx
- ☐ Native American
- ☐ Other

Other (please specify)

27. Sex / Gender

Other (provide information as you deem appropriate)

28. What is your highest level of college education?

- ◯ Associates Degree
- ◯ Undergraduate Degree
- ◯ Masters Degree
- ◯ JD
- ◯ PhD
- ◯ No college

## Planning Program Evaluation

### Demographics

29. Do you have a **PLANNING** degree?

- ◯ Yes
- ◯ No

## Planning Program Evaluation

### Demographics

30. What year did you complete your highest level of**PLANNING** education?

Other (please specify)

31. **AT THE TIME YOU GRADUATED** with your **PLANNING** degree, the program was housed in?

- Stand Alone - Planning
- Design (Architecture and/or Landscape Architecture and/or Civil Engineering)
- Geography
- Urban Studies / Public Affairs
- Political Science / Public Administration
- Environmental Studies

Other (please specify)

Thank You!

**Thank you for taking the time to complete this survey. Your input is very important and greatly appreciated!**

CURRICULUM VITAE

Wes Grooms
Louisville, KY

## EDUCATION

Ph.D. in Urban and Public Affairs.
University of Louisville – Louisville, KY
Dissertation: *The 'Just City' or Just a City? Evaluating Social Justice and Equity in Planning Education*.
Committee: Janet Kelly, Ph.D. (chair), David Simpson, Ph.D., Aaron Rollins, Jr., Ph.D., and David Owen, Ph.D.

Masters of Urban Planning, 2014
University of Wisconsin at Milwaukee – Milwaukee, WI

Bachelors of Science in Business Management, 1990
Wright State University – Dayton, OH

## PUBLICATIONS

Refereed Journal Articles

2018 *forthcoming* A. Rollins and ***W. Grooms***. Public Administrator Practice as Recognition: A Philosophical Case for Public Sector Cultural Competence. *Administrative Theory & Praxis.*

2018 ***W. Grooms*** and DJ Biddle. Dogs and Crime: Reduced Rates of Property Crime in Homes with Dogs in Milwaukee, WI. *Society & Animals, 26*, 34-53. DOI: 10.1163/15685306-12341465.

2017 ***W. Grooms*** and E. Frimpong Boamah. Toward a Political Urban Planning: Learning from Advocacy Planning and Growth Machine to 'Plannitize' Urban Politics. *Planning Theory*, 1-21, DOI: 10.1177/1473095217690934.

2017 A. Perry, A. Rollins, ***W. Grooms***, and R., Sabree. Mothers and Fathers' Report of Coparenting Relationship Quality, Attitudes Toward Father Involvement and Paternal Prioritized Roles. *Urban Social Work, 1*(2), DOI: 10.1891/2474-8684.1.2.1.

2016 A. Perry, A. Rollins, R. Sabree, and ***W. Grooms***. Promoting Paternal Participation in Maternal and Child Health Services. *Human Service Organizations, Management, Leadership & Governance, 40*(2), 170-186, DOI: 10.1080/23303131.2015.1124821.

Manuscripts in Review

2018 ***W. Grooms***. Bridging Program Evaluation Praxis to Planning Education Assessments: Results and Recommendations from a Pilot Opinion Survey. *Journal of Planning Education and Research*.

2017 ***W. Grooms.*** The Contested Terrain of the Planning Program: Using Program Logic Models to Visualize, Understand, and Evaluate Social Justice and Equity in Planning Education and Practice. *Journal of Planning Education and Research*.

Book Chapters and Sections

2014 Case Studies: Live-Work. ***W. Grooms***. In F. Zimmerman, J. Wasley, B. Peterson, and R. Momenee (Eds.), *INNER HARBOR Milwaukee: Focus on the Grand Trunk* (pp. 15-16)**.** Milwaukee, WI: University of Wisconsin at Milwaukee School of Architecture and Urban Planning.

2014 Case Studies: The Art + Ecology of Public Space. ***W. Grooms***. In F. Zimmerman, J. Wasley, B. Peterson, and R. Momenee (Eds.), *INNER HARBOR Milwaukee: Focus on the Grand Trunk* (pp. 19-20)**.** Milwaukee, WI: University of Wisconsin at Milwaukee School of Architecture and Urban Planning.

Book Reviews

2015 ***W. Grooms***. Learning to See Again: Understanding How Colorblindness Leaves Us in the Dark. Review of "The Color Bind: Talk (and not Talking) About Race at Work" by Erica Gabrielle Folder and Tamara R. Buckley. *Public Administration Review*. Winner of Laverne Burchfield Award for 2015 Best Book Review.

2015 ***W. Grooms***. Review of "Race and Social Equity: The Nervous Area of Government" by Susan T. Gooden. *Journal of Public Affairs Education*.

## CONFERENCES

Papers Presented

2018 A. Rollins and ***W. Grooms***. Culturally Competent Public Administrator Practice as Provision of Recognition. Association of Social and Behavioral Scientists, Annual Conference, Nashville, TN.

2017 ***W. Grooms***. Evaluating the Planning Education Program: A Program Logic Model Proposal. Association of Collegiate Schools of Planning (ACSP), Annual Conference. Denver, CO.

2017 ***W. Grooms***. Advocacy Planning in the Growth Machine: Toward a Political Urban Planning. Association of Collegiate Schools of Planning (ACSP), 2017 Annual Conference. Denver, CO.

2015 ***W. Grooms*** and A. Rollins. A Comparison of Cultural Competency Attributes to Recognition Theory Self-Formation Axes. National Academy of Public Administration, Social Equity Leadership Conference, Nashville, TN.

Presentations

2014 ***W. Grooms***. Wage Whimsy, Not Bore: Increasing Walkability with Whimsical Infrastructure. German Village Society and Walkable Neighborhoods, Great Placemakers Walkability Lab, Columbus, OH.

Posters

2017 ***W. Grooms*** and DJ Biddle. The Bow-Wow Effect? The Role of Dog Breed and Proximity on Property Crime Rates in Milwaukee, WI (with DJ Biddle and D. Simpson). Living with Animals Biennial Conference, Eastern Kentucky University, Richmond, KY.

Roundtables and Forums

2018 Panelist. Revitalization and Gentrification: How to Bring Prosperity to a Neighborhood and Protect Current Residents, Home Owners, and Renters. Organizer: Louisville Urban League.

2017 M. Frisch, P. Doan, ***W. Grooms***, and B. Gauger. Planning Beyond the Gender Binary. Association of Collegiate Schools of Planning (ACSP), 2017 Annual Conference. Denver, CO.

## TEACHING

University of Louisville

Spring 2018 Urban Theory & Political Economy – (Online); Instructor of Record.

Spring 2018 Dogs in Society; Guest lecture (2/14/18): Dogs and Property Crime.

Spring 2017 Dogs in Society; Co-Instructor of Record.

University of Wisconsin at Milwaukee

Spring 2014 Solutions in Contemporary Urban Planning; Discussion Section Leader.

Fall 2013 Problems in Contemporary Urban Planning; Discussion Section Leader.

Spring 2013 Solutions in Contemporary Urban Planning; Discussion Section Leader.

Fall 2012 Problems in Contemporary Urban Planning; Discussion Section Leader.

## AWARDS AND HONORS

2018 Public Administration Theory Network (PAT-Net) Fellows. Full Conference Registration. $125.

2018 Doctoral Dissertation Completion Award: School of Interdisciplinary and Graduate Studies, University of Louisville. $4,500 stipend, benefits and fees.

2018 Doctoral Student Conference Presentation Travel Award: Association of Social and Behavioral Scientists 2018 Annual Conference, Department of Urban and Public Affairs, University of Louisville. $500.

2017 Marsha Ritzdorf Award for 2017 Best Student Paper on Diversity, Social Justice, and the Role of Women in Planning for "Advocacy Planning in the Growth Machine: Toward a Political Urban Planning." Association of Collegiate Schools of Planning Faculty Women's Interest Group. $100 + Conference Registration.

2017 Doctoral Student Conference Presentation Travel Award: Association of Collegiate Schools of Planning 2017 Annual Conference, Department of Urban and Public Affairs, University of Louisville. $500.

| | |
|---|---|
| 2015 | Laverne Burchfield Award for 2015 Best Book Review for "Learning to See Again: Understanding How Colorblindness Leaves Us in the Dark." Review of "The Color Bind: Talk (and not Talking) About Race at Work" by Erica Gabrielle Folder and Tamara R. Buckley. *Public Administration Review*. |
| 2015 | Doctoral Student Conference Presentation Travel Award: Urban Affairs Association 2015 Annual Conference, Department of Urban and Public Affairs, University of Louisville. $500. |
| 2014-2018 | Doctoral Graduate Research Assistantship, Department of Urban and Public Affairs, University of Louisville. |
| 2014 | Departmental Honors – GPA, Masters of Urban Planning. Department of Urban Planning, University of Wisconsin at Milwaukee. |
| 2012-2014 | Graduate Teaching Assistantship. Department of Urban Planning, University of Wisconsin at Milwaukee. |

## SERVICE

| | |
|---|---|
| 2018 | Committee Member, Social Equity Task Force. American Planning Association. |
| 2018 | Conference Assistance, Spaces of Struggle: Radical Planning Conference. |
| 2017-present | Peer Reviewer, *Administrative Theory & Praxis*. |
| 2017-present | Peer Reviewer, *Urban Affairs Review*. |
| 2017-present | Peer Reviewer, *Journal of Urban Affairs*. |
| 2017-Present | Student Recruitment. Department of Urban Planning, UWM SARUP Alumni Association, University of Wisconsin at Milwaukee. |
| 2015-Present | Student Recruitment. Department of Urban and Public Affairs, Ph.D. Program, University of Louisville. |

## PRACTICE-RELATED & PROFESSIONAL CAREER

| | |
|---|---|
| 2005-2012 | Coldwell Banker Residential Brokerage, Washington, DC.<br>Residential Real Estate Salesperson, Realtor®. |

2003-2005 U.S. Bank Government Group, Washington, DC.
Vice President, Relationship Manager.

1996-2003 JP Morgan Chase, Government Group, Washington, DC.
Vice President, Relationship Manager.

## DIVERSITY INITIATIVES & PROFESSIONAL DEVELOPMENT

2016-2018 Member, University of Louisville Inclusive Teaching Circle.

2015-2018 LGBTQ Campus Ally, University of Louisville.

2018 Woodford R. Porter Scholars Symposium: Black Representation in Politics. University of Louisville Department of Political Science.

2017 Buchanan v. Warley Centennial Symposium: Race & Zoning. University of Louisville Brandeis School of Law.

2017 Engaging Diverse Voices in Writing and Reading Assignments Roundtable. University of Louisville.

2016 Member, Faculty Research Group. Muhammad Ali Institute for Peace and Justice at the University of Louisville.

## VOLUNTEER SERVICE

2014-2016 Volunteer, University of Louisville Urban and Public Affairs Horticulture Zone.

2013-2014 Volunteer, Growing Power Urban Farm. Milwaukee, WI.

2010-2012 Neighborhood Volunteering. Washington, DC.
Assisted with maintenance of a new neighborhood dog park in its first year. Assisted with conversion of a vacant parking lot into a community garden.

2003-2004 Advisory Neighborhood Commission. Washington, DC.
Served as an appointed member of the Subcommittee on Alcohol Sales, held community meetings to solicit input from residents and business owners, and developed recommendations for the commissioners.

2002-2003 Block Beautification Advocate. Washington, DC.
Led effort with Neighborhood Commissioner and Dept. of Transportation officials to replace deteriorated sidewalks and install street trees.
Organized and led neighbors in grant writing and design.

## OTHER PUBLICATIONS

Poetry

2018 ***W. Grooms***. Gonna die. *disClosure: A Journal of Social Theory*, (27).

Newsletters

2017 A. Rollins and ***W. Grooms***. A Philosophical Case for Public Sector Cultural Competence: A Research Summary. American Society for Public Administration's *Social Justice Bulletin*.

## EXTRACURRICULAR SERVICE

2014-2015 Management Committee. Department of Urban and Public Affairs PhD Student Association, University of Louisville.

2013-2014 Treasurer. Milwaukee Student Planning Association, Department of Urban Planning, University of Wisconsin at Milwaukee.

## PROFESSIONAL AFFILIATIONS

American Planning Association
American Society for Public Administration
Animals & Society Institute
Association of Collegiate Schools of Planning
Planners Network
Public Administration Theory Network
Urban Affairs Association