

NOTES FROM POCIG ON THE PROPOSED PAB ACCREDITATION CHANGES 2015

The mission of the Planners of Color Interest Group (POCIG) is to advance the interest and concerns of people and communities of color within the planning academy and the profession. POCIG is particularly focused on improving student diversity in professional programs; in strengthening the pipeline for PhD students of color and for faculty recruitment and retention; and on the incorporation of equity, diversity, and social justice into the core of planning curricula.

Below we outline both positive and highly questionable changes as they relate to standards for diversity in faculty and student recruitment and retention, and changes to requirements for diversity, social justice and equity in the core planning curriculum. We preface our notes on the revisions with a brief summary of the PAB Diversity Task Force Survey of schools below, the results of which illustrate the extent to which the guidance and accountability that is integral to the accreditation process are necessary to develop and implement goals for diversity in planning programs. We also note how these findings point to the importance of integrating social justice and equity throughout the planning curriculum. Weakening PAB standards will not help schools struggling to meet the standards and the faculty and students in those departments seeking to make progress with their programs in these areas.

Note: We have no objection to PAB proposed changes to standards for size of student body or for consolidation of standards 1, 6 and 7. In fact, we have advocated for PAB to drop the minimum program size requirement altogether, which we view as a positive change for the programs that serve the most diverse student populations: programs at Historically Black Colleges and Universities (HBCUs) and at urban-serving universities.

This document is divided into three separate sections:

Part 1 provides POCIG notes from the PAB Diversity Task Force Survey of Schools

Part 2 provides POCIG notes on the proposed revisions to PAB standards

Part 3 attaches PAB's mark up of proposed revisions to PAB standards

Part I. Notes from the PAB Diversity Task Force Survey of schools

Since this new set of standards relies on schools to develop goals and plans for diversity, it is important to understand what schools currently practice and assess about diversity goals. The PAB proposed changes were developed before the work of their own task force was complete. In summary, the task force found the following:

Current Diversity Goals:

- **Out of 54 responding schools, 37 have diversity goals.** That represents about 68% of responding schools.
 - 33 programs provided text of goals.
 - Only 3 programs report clear numerical targets for diversity.
 - Goals related to PAB standards: Five programs' goals refer to seeking demographics aligning with region/state/nation demographics or 'practice settings' where there are needs for planners. Two goals refer to changing demographics and the need to update concepts of diversity to avoid being static.
 - **15 goals specify race and/or ethnicity**
- About 31%, or 17 schools, do not have diversity goals. There is no response indicating why a school does not have diversity goals.
 - An additional 10 who responded that they do have goals do not have written goals or only have university level goals.

Achieving goals:

- The 17 schools without diversity goals did not respond to inquiries about achieving diversity
- 14 schools say they have achieved their goals (35% of respondents).
- Obstacles to goals:
 - The most common response (11) is a lack of diversity in the candidate pool. Two particularly call out the lack of diversity in planning PhD programs.
 - However, it is notable that 5 responses particularly call out a lack of 'qualified' diverse candidates or as the problem. ('right candidates' – 'strong candidates' – 'highly qualified' – 'qualified and meeting university requirements for tenure').
 - Six reported not finding 'appropriate' candidates due to fit with position needs but some of these also overlap with 'qualified.'

Part II. Comments on the Proposed Revisions to PAB Standards

POCIG recommends that PAB remove the proposed revisions to diversity in faculty and student recruitment and retention, and diversity and social justice changes to the curriculum standards in the current PAB accreditation standards revised version.

The accreditation documents must be developed to have a *real impact* in diversifying the field and ensure that the profession can and does address the issues of communities of color and other underrepresented and disadvantaged groups. Given the results of the PAB Diversity Task Force survey (summarized above), remarks POCIG has made to ACSP regarding accreditation in the past bear repeating:

PAB accreditation standards need to make diversity and social justice count in the process, with real accountability and consequences for failing to meet outcomes. Most currently accredited programs will not have a problem meeting basic curricular elements, providing planning experience, or demonstrating that they teach students planning skills. Yet, many currently accredited programs have made very little or no progress on diversity, equity, and inclusion in their student body composition, their faculty composition, and their incorporation of planning skills for addressing our diverse and inequitable world. This is a critical challenge for urban planning in the 21st century, and these metrics will not improve if the assessment of programs does not insist upon it.

Comments follow by accreditation standard section, with changes identified as being ‘good’, ‘bad’ or ‘ugly’:

1. Strategic Planning and Progress
- B. Current Strategic Plan
- C. Program Assessment
- D. Strategic Issues for the Next 5-7 Years

We continue to applaud the desire to see schools’ goals related to specific objectives and urge PAB to push programs to specifically define measurable objectives for program diversity (faculty and student body) and for a program’s ability to teach students to be effective practitioners in a diverse world, addressing systemic and institutionalized inequities.

PAB accreditation standards must make diversity and social justice count in the process, with real accountability and consequences for failing to meet outcomes. Most currently accredited programs will not have a problem meeting basic curricular elements, providing planning experience, or demonstrating that they teach students planning skills. Yet, many currently accredited programs have made very little or no progress on diversity, equity, and inclusion in their student body composition, their faculty composition, and their incorporation of planning skills for addressing our diverse and inequitable world. This is a critical challenge for urban planning in the 21st century, and these metrics will not improve if the assessment of programs does not insist upon it. What happens if a program does not make progress on diversity in students or faculty? What happens if a program does not have a curriculum that addresses diversity, equity and social justice in a meaningful way? If these elements—long-standing in

accreditation, with limited progress—are not elevated to a significant degree, we do not expect the new standards to effect change in diversifying the planning academy or profession.

GOOD

Under 1.B.2. (Current Strategic Plan > Program Goals and Measurable Objectives)

A new phrase has been added:

"Goals shall reflect the Program's intent to achieve and maintain diversity in its student body and faculty and to incorporate into its curriculum the knowledge and skills needed to serve a diverse society."

BAD

Under 1.C.1. and 1.C.2.

Program Assessment has no mention of outcome reporting (whether shared publicly or privately) around the required diversity goals in 1.B.2.

Under 1.D.

Strategic Issues for Next 5-7 years, same issue as 1.C.

(Main point: Given this shift in standards to emphasize accountability and progress. PAB should emphasize that not only is diversity goal present but programs will be held accountable for progress in this area.)

2. Students

We ask for specific metrics on increasing representation by race/ethnicity, nationality, gender, and economic background, which we see as the most important aspects of diversity for PAB to consider. The accreditation process should be careful to consider how programs' define their aspirations for student diversity, and ask whether their metrics are appropriate, or defined to obscure a lack of progress.

B. Student Diversity

D. Student Advising, Services, and Support

E. Student Engagement in the Profession

GOOD

Under 2. Students

PAB has added language about policies and practices should be in place to promote diversity

(but then contradict this addition by eliminating the requirement that the student body be diverse through recruitment and retention. see 'The Ugly' below.)

2.D. Student Advising, Services and Support. New language added:

"Furthermore, the Program or its institution shall provide students with career services that assist students in securing suitable internships and jobs, and that acknowledge and respond to the challenges faced by first-generation college students and students of diverse backgrounds."

This is a positive addition that could go even further to hold programs accountable for providing these and other forms of support (beyond financial aid and career counseling) to successfully compete for professional internships and jobs

BAD

2.B. Student Diversity

There is no statement on tracking student diversity data like there is under 3.B. for faculty. (In the previous version, the language under both Student Diversity and Faculty Diversity were identical.)

UGLY

2. Students (p. 6 of 17)

*The following text...

"Because students will join an increasingly diverse workforce, and work in diverse communities affected by global pressures, the student body should be diverse."

has been changed to...

"Because students will join an increasingly diverse workforce, and work in diverse communities affected by global pressures, policies and practices should be in place to promote a diverse student body."

Policies and practices = good. AND don't drop "student body should be diverse"!

Two separate measures that should both be in place and kept distinct.

One of the worst changes follows in the next paragraph, where the following is stricken:

"The Program should strive to attract a student population, particularly from groups historically lacking access to, and under-represented in, higher education, as well as representative of the type of mixtures of ethnic, racial, and economic groups to be found in the settings where planners often practice."

in favor of modifying the prior sentence to state...

"The approach to diversity should reflect the Program's mission, strategic plan, and intended geographic scope (e.g., local, regional, national, international)."

Why weaken this area? We are training professionals, and our programs strive for "excellence" as it states in the preamble (see p. 4 "Goals must be meaningful in the sense that they aim toward excellence beyond that which may already exist").

For example, AICP code of ethics clearly states under the following categories

1. Our responsibility to the public

f) We shall seek social justice by working to expand choice and opportunity for all persons, recognizing a special responsibility to plan for the needs of the disadvantaged and to promote racial and economic integration. We shall urge the alteration of policies, institutions, and decisions that oppose such needs.

2. Our Responsibility to our profession and colleagues

g) We shall increase the opportunities for members of underrepresented groups to become professional planners and help them advance in the profession.

Are these kinds of metrics not measures of excellence? Demonstrations of how graduates and faculty impact the community and scholarship?

2.B. Student Diversity

Complete change. The previous language did not prescribe racial or ethnic diversity, only offered it as an example, and already mentioned that diversity should reflect needs of Program's region. In reality, the prior language could have been much stronger!

The new paragraph states...

"The Program shall demonstrate by concrete action a commitment to diversity and inclusion consistent with its mission and strategic goals by providing opportunities for the study of planning and entry into the profession by persons representative of communities where graduates work. Policies shall be in place that pro-actively seek to expand opportunity for under-represented minorities, including racial and ethnic minorities, and that foster a climate of inclusivity that appreciates and celebrates cultural differences."

Weakened standards:

"demonstrate...a commitment to diversity"

"consistent with its strategic goals" [what if those lack mention of diversity?]

"representative of communities where graduates work" [what if graduates not serving

underserved communities?]

"seek to expand opportunity for under-represented minorities" [what about the opportunity for admission to the program???

Why do the proposed changes DROP the following?

"adopt appropriate recruitment and retention strategies"

"document actual progress in implementing those strategies:

"students shall possess...characteristics of diversity (e.g. racial and ethnic)..."

"all planning programs should seek to be in the forefront of a diverse society."

3. Faculty

As POCIG has communicated to PAB in the past, faculty diversity is critical to the education of planners prepared to work in a diverse world. Diverse faculty bring wider perspectives, cultures, and experiences to planning education; we mentor and support students of color and engage with diverse communities in our teaching. PAB standards are an opportunity to support faculty diversity through clear and strong metrics and investigating the climate for faculty of color.

Additionally, site visits should continue assessing individual faculty members' experiences with attention to climate issues for underrepresented individuals from all dimensions of diversity. The site visit review team should assess Promotion & Tenure policies and procedures and ensure that institutions have appeal processes for unfavorable decisions. There is a past Report on Recruitment and Retention of Underrepresented Faculty of Color in ACSP Member Programs ACSP Diversity Task Force, which produced the following set of recommendations for faculty recruitment and retention that should be integrated into the accreditation process (starting at page 21):

Recruitment and Retention of Underrepresented Faculty of Color in ACSP Member Programs: Status and Recommendations

a. Review the accreditation standards to increase expectations and requirements and clarify lines of accountability in regards to student and faculty diversity.

b. Ensure that accredited programs have goals and measurable outcomes regarding student, faculty and curricular diversity with clear plans to achieve those goals.

c. As part of the accreditation review process, the PAB site visit team should ensure that the institution has an appeals process outside the school/college that can review unfavorable tenure and promotion decisions.

d. As part of the accreditation review process, the PAB site visit team assesses the academic climate of the program as it relates to discrimination or other biases, particularly during meetings with individual faculty members.

e. As part of the accreditation review process, the PAB team assesses the program's RTP policies and procedures to help ensure that the recruitment and retention recommendations found in this report or in future guidelines are being followed.

B. Faculty diversity

GOOD

3.B. Faculty Diversity

"Policies and procedures should be in place to promote a diverse faculty."

PAB should keep this new language. However, there are similar problems, though with revised language for student diversity, in that positive changes are contradicted by not requiring outcomes around recruitment and retention.

BAD

3.B. Faculty Diversity

There is new language: "Programs should track data which makes possible review and discussion of diversity issues in faculty recruitment and retention."

Instead, it could be more definite:

"Programs should track data on diversity in faculty/student recruitment and retention."

Maybe a separate point on "collecting supplemental data that allows for discussion of issues..." as the new language requires.

Most changes on Faculty Diversity fall under 'ugly' below...

UGLY

3. Faculty

3.B. Faculty Diversity

Before, the statements on student and faculty diversity were identical. The revision adds a paragraph that programs should "track data...[on] diversity issues in faculty recruitment and retention."

It is unclear, what the tracking of 'issues' means or would look like in practice.

What is DROPPED from the new standards:

"Programs collect data which makes tracking of diversity issues in faculty recruitment and retention possible. "

"Full-time faculty members demonstrate diversity with respect to age, race, ethnicity, gender, and state or country of origin."

"Policies and procedures are in place and followed to further equal employment opportunities."

4. Curriculum and Instruction

For some reason, despite the supposed legal concerns about hiring and student recruitment prompting the current revision to the standards, the proposed changes also make changes to the curriculum standards in ways we find unacceptable.

As POCIG has told PAB in the past POCIG affirms the inclusion of “diversity and social justice” as a value in PAB accreditation. Other professions with ethical obligations such as healthcare, social work, education, and public administration have already recognized the need to incorporate these values as fundamental—the National Association of Social Workers, which sets standards of practice, incorporates cultural competency practice objectives in its code of ethics, for instance.

A. Required knowledge, skills, and values of the profession

GOOD

None of the proposed changes could be classified as ‘good’ with respect to diversity, equity or social justice.

BAD

4. Curriculum and instruction.

There is a brand new paragraph:

"The curriculum must include instruction to prepare students to practice planning in communities with diverse populations. Consistent with the Program’s mission and strategic plan, course content and co-curricular activities should seek to broaden understanding of historical and contemporary factors across the full range of practice settings in which program graduates work, including national, demographic and political variation, and to promote awareness of differing beliefs, values and expectations of populations served by the profession."

This statement is weak and ignores the obligations planners have to the disadvantaged and underrepresented groups in the profession, as stated in the AICP code of ethics (see below).

This brand new statement would benefit from broader consultation with the planning community. For example, a statement more socially conscious statement would go beyond an emphasis on dealing with diversity (i.e. “promote awareness of differing beliefs, values and expectations”, but from an affirmative sense of why our accrediting body feels this is important. As stated above, understanding structural inequality, institutions and practices that perpetuate inequality (even unintentionally), that further disadvantage and discriminate...is part of professional competence, not to speak of cultural competence, which is absent from the standards.

UGLY

4. A. 3. Required Knowledge Skills and Values of the Profession > Values and Ethics

For some reason the text “issues of diversity and social justice” into all required courses of the curriculum was removed, replacing the phrase in quotes with “values and ethics.” Diversity and social justice was demoted to a sub point with a line: “equity concerns in planning.”

4. A. 3. e) Diversity and Social Justice: equity concerns in planning.

It is critical that working with diverse publics is not framed as “dealing with” diversity (as a problem), but properly understood as a basic ethical obligation and as an important skill for better planning. Diversity brings strategic capacity to planning processes, with additional knowledge and perspectives that are an advantage in an increasingly globally interconnected, racially/ethnically diverse society.

However, diversity is not equity—while diversity suggests representation and presence (and is critical), equity requires the examination of systems, policies, and procedures that may look fair but actually marginalize and perpetuate disparities among groups. PAB guidelines used to ask for “equity and social justice” as a core value of planning. What does the language shift mean? Have we lost conceptual distinctions between these two notions? Planners need to learn about historical and ongoing inequities and how both planning ethics and civil rights law require attention to reducing disparities—meaning curricula designed for an intentional examination of history, social structures, and present conditions for racialized minority populations as well as other marginalized groups.

Planning Accreditation Board

Amendment to Preconditions to Accreditation and Accreditation Standards

EXISTING

Preconditions to Accreditation

- 1. Mission and Strategic Plan**
 - A. Strategic plan
 - B. Mission statement
 - C. Program goals
 - D. Measurable objectives

- 2. Students**
 - A. Student quality
 - B. Student diversity
 - C. Size of student body
 - D. Student advising, services, and support
 - E. Student engagement in the profession

- 3. Faculty**
 - A. Faculty quality
 - B. Faculty diversity
 - C. Faculty size
 - D. Engagement with students
 - E. Research and scholarship
 - F. Professional involvement and community outreach
 - G. Professional development

- 4. Curriculum and Instruction**
 - A. Required knowledge, skills, and values of the profession
 - B. Areas of specialization and electives
 - C. Instructional delivery and scheduling
 - D. Facilities
 - E. Information and technology

- 5. Governance**
 - A. Program autonomy
 - B. Program leadership
 - C. Communication
 - D. Faculty and student participation
 - E. Promotion and tenure
 - F. Grievance procedures

- 6. Program Assessment**
 - A. Faculty research and scholarly contributions to the profession
 - B. Student learning and achievement
 - C. Student retention and graduation rates
 - D. Outcomes

- 7. Progress**
 - A. Progress towards goal attainment
 - B. Programmatic changes
 - C. Strategic issues for the next 5-7 years
 - D. Public Information

PROPOSED

Preconditions to Accreditation

- 1. Strategic Planning and Progress**
 - A. Prior Planning and Reviews
 - B. Current Strategic Plan
 - C. Program Assessment
 - D. Strategic Issues for the Next 5-7 Years

- 2. Students**
 - A. Student Quality
 - B. Student Diversity
 - C. ~~Size of Student Body~~
 - D. Student Advising, Services, and Support
 - E. Student Engagement in the Profession

- 3. Faculty**
 - A. Faculty quality
 - B. Faculty diversity
 - C. Faculty size
 - D. Engagement with students
 - E. Research and scholarship
 - F. Professional involvement and community outreach
 - G. Professional development

- 4. Curriculum and Instruction**
 - A. Required knowledge, skills, and values of the profession
 - B. Areas of specialization and electives
 - C. Instructional delivery and scheduling
 - D. Facilities
 - E. Information and technology

- 5. Governance**
 - A. Program autonomy
 - B. Program leadership
 - C. Communication
 - D. Faculty and student participation
 - E. Promotion and tenure
 - F. Grievance procedures
 - G. Online integrity

Preconditions to Accreditation

All programs applying for accreditation review must meet five preconditions. Programs must demonstrate in their Self-Study Reports that they meet the preconditions of accreditation **at each accreditation review. The existence of a campus-based program which meets all preconditions is a prerequisite for an application from a program delivered via distance education. For accreditation purposes, programs are evaluated in the same way regardless of locations or modalities of delivery.**

As the PAB is desirous of promoting innovation and experimentation in planning education, programs which do not meet the preconditions in a strictly literal sense, but which meet the spirit of these provisions, may petition the PAB for special consideration. Such petitions and Self-Study Reports must provide evidence that the Program meets the spirit of the preconditions.

1. Program Graduates: Programs shall have granted the degree for which accreditation is sought to at least 25 students.
2. Accreditation Status of the Institution: The Program's parent institution shall be accredited by an institutional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) or by its successor organization.
3. Program and Degree Titles: Formal titles of programs and degrees shall contain the word "planning."
4. Length of Program: Undergraduate degree programs shall require a minimum of four academic years of full-time study or the equivalent. For students for whom the graduate degree constitutes the first professional degree in planning, a minimum of two academic years of full-time study or the equivalent in planning is required.

Guideline: Residency. A Program, whether undergraduate or graduate, shall normally require students' presence at the accredited program institution for a minimum of two academic years, or its equivalent. The intentions of this guideline are to ensure significant interaction with other students and with faculty, hands on collaborative work, socialization into the norms and aspirations of the profession, and observations by faculty of students' interpersonal and communication skills. Programs departing from campus-centered education by offering distance learning, international exchanges, or innovative delivery systems must demonstrate that the intentions of this guideline are being achieved, and that such programs are under the supervision of fully qualified faculty. Such determination may include, but is not limited to, evidence of faculty of record, and communications between faculty and students.

Guideline: Fast-tracking. Programs that combine undergraduate education with a graduate degree in planning in a total of less than six academic years or the equivalent shall meet the standards of an accredited graduate degree.

Guideline: Dual Degrees. Programs may allow a degree in planning to be earned simultaneously with a degree in another field, in less time than required to earn each degree separately. All standards of an accredited graduate degree in planning must be met and the electives allowed to meet requirements of the other degree must be appropriate as electives for a planning degree.

5. Primary Focus: The degree Program's primary focus shall be that of preparing students to become practitioners in the planning profession.

Accreditation Standards and Criteria

1. ~~Mission and Strategic Planning~~ and Progress

The Program or the Department in which it resides shall ~~have a clearly defined mission supported by goals and measurable objectives appropriate to the profession of planning. The Program shall have a strategic plan for achieving its goals and objectives – either as a free-standing plan or as part of a broader departmental strategic plan – and must be able to demonstrate progress toward their attainment.~~ **strive for self-improvement using an intentional process of goal articulation, planning, outcomes assessment, reflection and correction.**

A. Prior Planning and Reviews: The Program should be progressing toward better results based on prior planning activities, and responses to prior accreditation reviews.

1. *Benchmark Strategic Plan*: Programs undergoing review for renewal of accreditation should provide the strategic plan provided in the prior accreditation review.
2. *Prior Accreditation Review Recommendations*: Programs undergoing review for renewal of accreditation should provide the recommendations provided by PAB at the time of the prior accreditation review for any unmet or partially-met criteria, as well as text of any recommendations for enhancements. If PAB clarified or amended these recommendations subsequent to the prior Site Visit Report, those clarifications or amendments should be provided as well.
3. *Progress Towards Goal Attainment*: The Program shall demonstrate its progress since the last accreditation review in meeting program goals and objectives as measured by performance on the outcomes identified in the benchmark strategic plan and the prior accreditation review recommendations.

~~A.~~ B. Current Strategic Plan: The Program or the Department in which it resides shall have a clearly defined mission supported by goals and measurable objectives appropriate to the profession of planning. The Program shall have a strategic plan for achieving its goals and objectives – either as a free-standing plan or as part of a broader departmental strategic plan – and must be able to demonstrate progress toward their attainment.

The strategic plan must address the Program's vision; its definition of mission fulfillment; the elements identified as necessary to carry out the plan (including financial resources); the process by which the strategic plan is developed, refreshed, and disseminated; and a method for evaluating progress and making improvements. Programs must document participation in plan development by faculty, students, alumni, and practitioners. It is suggested that practitioners include a broad spectrum of the profession who can be resources for the Program during plan development and implementation.

~~B.~~1. *Mission Statement:* The Program shall have a clear and concise mission statement that expresses the Program's core values and fundamental purpose and role in training professional planners. The mission statement summarizes why the Program exists and the needs that it seeks to fulfill.

~~C.~~2. *Program Goals and Measurable Objectives:* The goals shall identify the Program's future aspirations in the context of its mission and that of the University. Goals must be meaningful in the sense that they aim toward excellence beyond that which may already exist, while taking into account the particular characteristics of a program, including its opportunities and constraints. Goals must be inclusively developed with participation of members of the Program's community. **Goals shall reflect the Program's intent to achieve and maintain diversity in its student body and faculty and to incorporate into its curriculum the knowledge and skills needed to serve a diverse society.**

~~B.~~ *Measurable objectives:* Each goal must have concrete objectives for goal attainment. The objectives should **ordinarily** be measurable and framed in a way that can be easily evaluated by PAB and the Site Visit Team.

C. Program Assessment: The Program, or the Department in which it resides, shall have a clearly defined approach, methodology, and indicators for measuring the Program's success in achieving the goals it articulated in its current strategic plan. Specifically, performance indicators and their results shall be reported at each accreditation review in the areas listed below, and in areas not listed below that are contained within program goals.

1. *Outcome Reporting to be Shared Publically:* The Program shall report student achievement and success after graduation for use in accreditation reviews, and also for public information in at least the areas specified in this sub-section. Public information shall appear in easily accessible locations including program websites.

a. Student retention and graduation rates, including the number of degrees produced each year, the percentage of (single degree) master's students graduating within 4 years, and/or the percentage of bachelor's students graduating within 6 years

b. Graduate employment: The Program shall document the percentage of graduates who secure employment within one year of graduation in professional planning, planning-related, or other positions, and the definitions thereof.

c. Graduate certification: The Program shall document the percentage of master's graduates who pass the AICP exam within 3 years of graduation, and/or the percentage of bachelor's graduates who pass the AICP exam within 5 years of graduation. If the Program believes that alternative

credentials are meaningful to its goals and objectives, the Program may supplement its AICP data.

d. Other student learning outcome(s) identified by the Program: The Program shall identify, target, and report results for one or more additional outcomes related to program goals not already identified above.

e. The cost (tuition and fees) for a full-time student for one academic year.

2. *Further Outcome Reporting for Accreditation Review:* The Program shall compile and report additional outcome assessment data for use during the accreditation review process, but shall not be obligated to share these data with the public:

a. Student learning and achievement: The Program shall report clear indicators of student success in learning the Core Knowledge, Skills, and Values of the profession. Such evidence should clearly identify the learning outcomes sought and achieved for students at either cohort or year level over the accreditation review period.

b. Graduate satisfaction: The Program shall document the percentage of graduates who, two to five years after graduation, report being satisfied or highly satisfied with how the Program prepared them for their current employment.

c. Graduate service to community and profession: The Program shall provide evidence of graduates' contributions to meeting community needs and to providing service to the planning profession. Evidence for these shall be obtained between 2 and 5 years after graduation.

d. Faculty research/scholarly contributions to the profession: The Program shall provide evidence of faculty contributions to the advancement of the profession through research (theoretical and applied) and scholarship.

D. Strategic Issues for the Next 5-7 Years: The Program shall identify the critical steps consistent with its mission needed to advance its goals and progress during the next reaccreditation period.

2. Students

The Program shall attract a sufficient number of well-qualified students from diverse backgrounds and shall adequately prepare, support, and advise these students to pursue and contribute successfully to the field of urban and regional planning. Accordingly, the Program shall demonstrate that its students upon graduation possess the knowledge, skills, and values that will enable them to secure professional employment, to perform effectively as planners, and to participate meaningfully in the planning profession. Because students will join an increasingly diverse workforce, and work in diverse communities affected by global pressures, **policies and practices should be in place to promote a diverse** the student body ~~should be diverse~~. The approach to diversity should reflect the Program's **mission, strategic plan, and** intended **geographic** scope (e.g., local, regional, national, international). ~~The Program should strive to attract a student population, particularly from groups historically lacking access to, and under-represented in, higher education, as well as representative of the type of mixtures of ethnic, racial, and economic groups to be found in the settings where planners often practice.~~

- A. Student Quality: The Program shall admit students whose educational attainment, previous academic performance, work experience, aptitude, maturity, and motivation indicate potential for success in their studies and in professional practice. Toward that end, the Program shall establish admission standards that reflect the institution's policies and the Program's goals, and the Program shall apply those standards fairly and consistently. The Program shall document its admission standards and the extent to which its current students meet or exceed those standards.
- B. Student Diversity: The Program shall **demonstrate by concrete action a commitment to diversity and inclusion consistent with its mission and strategic goals by providing opportunities for the study of planning and entry into the profession by persons representative of communities where graduates work. Policies shall be in place that pro-actively seek to expand opportunity for under-represented minorities, including racial and ethnic minorities, and that foster a climate of inclusivity that appreciates and celebrates cultural differences.** ~~adopt appropriate recruitment and retention strategies, including curricular strategies, to achieve its aspirations for a diverse student body, and shall document actual progress in implementing those strategies. The Program shall foster a climate of inclusivity that appreciates and celebrates cultural difference through its recruitment and retention of students. Students shall possess, in the aggregate, characteristics of diversity (e.g., racial and ethnic background) that reflect the practice settings where graduates work or where professional needs exist in the Program's region of recruitment and placement. Notwithstanding, the demographic mix is not a static concept, and all planning programs should seek to be in the forefront of a diverse society.~~
- ~~C. Size of Student Body: The number of students enrolled in the Program shall be sufficient to constitute a community of inquiry that fosters each student's educational and professional development. Graduate programs shall have a student body of 20 or more full-time equivalent (FTE) students. Similarly, undergraduate programs shall have a total~~

~~of 20 or more FTE students in their third and fourth years of study. (One part-time student equates to 0.5 full-time equivalent.)~~

~~D.C. Student Advising, Services, and Support~~: The Program shall provide students with competent academic advising, progress appraisal, and career guidance, as well as access within the institution to any personal counseling that students might need. Furthermore, the Program or its institution shall provide students with career services that assist students in securing suitable internships and jobs, **and that acknowledge and respond to the challenges faced by first-generation college students and students of diverse backgrounds**. The Program shall also support its students by providing them with financial aid opportunities that are sufficient in number and amount to achieve the Program's aspirations for a well-qualified and diverse student body. The Program shall publish its criteria for the allocation of such financial aid.

~~E.D. Student Engagement in the Profession~~: The Program shall provide opportunities for student engagement in the profession, including but not limited to participation in a planning student organization affiliated with the Program, in the local chapter of the American Planning Association, in other professional societies and activities, and in work, internships, community-based planning activities, or project experiences that develop their skills as planners. The Program shall also promote socialization into the planning profession by encouraging students to attend APA's planning conferences and other events in which students might interact with professional planners from a variety of backgrounds.

3. Faculty

The Program shall employ a sufficient number of high quality, productive, and engaged faculty members to permit the achievement of program goals and objectives.

- A. Faculty Quality: The faculty of the Program shall be appropriately qualified to serve the Program's mission and shall be capable of executing the Program's goals and objectives, particularly as they pertain to teaching, research, and service. The Program shall employ a mix of faculty with backgrounds in planning scholarship and practice, and with the focus, commitment, teaching ability, and qualifications in planning sufficient to prepare graduates to enter professional planning practice in a range of diverse occupational and institutional settings.

GUIDELINES

- ~~1. The faculty will include a mixture of individuals with backgrounds in planning scholarship and planning practice.~~
 2. 1. Regular, full-time faculty members have educational and professional backgrounds appropriate for the program level, with a relevant mix of credentials (i.e., accredited degrees in planning, significant experience in planning, PhDs in planning, degrees and experience in related fields, and AICP membership).
 3. 2. Regular, full-time faculty members have the educational background and competencies to teach core courses and an area of specialization (if offered by the Program), and to carry out the major share of teaching, research, and service based on the mission and goals.
 - ~~4. Adjuncts, lecturers, and guest speakers include individuals with the professional involvement and status to effectively add perspectives from the planning practice and other related specialties.~~
 5. 3. Adjunct faculty members should complement the teaching competencies of the full-time faculty based on educational and professional backgrounds, and experience in the planning field. Professional involvement and AICP membership of adjunct faculty is encouraged.
- B. Faculty Diversity: Policies and procedures should be in place to promote a diverse faculty. The approach to diversity should reflect the Program's mission, strategic plan, and intended geographic scope (e.g., local, regional, national, international). The Program shall demonstrate by concrete action a commitment to diversity and inclusion consistent with its mission and strategic goals by providing opportunities for employment by persons representative of the student body and of communities where graduates work. Policies shall be in place that pro-actively seek to expand opportunity for under-represented minorities, including racial and ethnic minorities, and that foster a climate of inclusivity that appreciates and celebrates cultural differences. Programs should track data which makes possible review and discussion of diversity issues in faculty recruitment and retention. The Program shall foster a climate of inclusivity that appreciates and celebrates cultural differences through its recruitment and retention of faculty members. Faculty shall possess, in the aggregate, characteristics of diversity (e.g., racial and ethnic background) that reflect the practice settings where graduates work or where professional needs exist in the Program's region of recruitment and placement. Notwithstanding, the demographic mix is not a static concept, and all planning programs should seek to be in the forefront of a diverse society.

GUIDELINES

- ~~1. Full-time faculty members demonstrate diversity with respect to age, race, ethnicity, gender, and state or country of origin.~~
 - ~~2. Full-time faculty members demonstrate diversity through their degrees being earned from a variety of universities, ability to conduct research in a variety of ways, and range of specialized knowledge covering program content.~~
 - ~~3. Policies and procedures are in place and followed to further equal employment opportunities.~~
 - ~~4. Adjuncts, lecturers, and guest speakers enhance the diversity of expertise, professional experiences, race/ethnicity, and gender.~~
 - ~~5. Programs collect data which makes tracking of diversity issues in faculty recruitment and retention possible.~~
- C. Faculty Size: The faculty shall be of a sufficient size to accomplish the Program's mission and goals, administer the Program, and teach the curriculum. The Program shall have a faculty of such size that the full-time faculty are able to teach the **required core** curriculum and direct all areas of specialization.

GUIDELINES

1. As a general rule, the Program should have a minimum of 5 full-time or equivalent of 5 full-time faculty members.
 2. As a general rule, the Program should have no greater than a 15/1 ratio of undergraduate student FTE to instructional faculty FTE, and a 10/1 ratio of graduate student FTE to instructional faculty FTE.
- D. Engagement with Students: The faculty shall be engaged with students beyond the classroom as mentors, advisors, and/or committee members or committee chairs on thesis, reports and dissertations. Faculty shall provide career advice and assist in job placement in ways that coordinate appropriately with the efforts of staff and academic professionals.

GUIDELINES

1. Faculty members work directly with students on projects and research outside of classroom time.
 2. Faculty members advise students beyond or in place of professional staff in a student's course of study.
 3. Faculty members participate as committee chairs or members in individual student work.
- E. Research, and Scholarship, and Other Creative Activity: Faculty will engage in research, scholarship, and/or outreach reflective of the stage of their careers, ~~and~~ the mission of the Program, and expectations of the University. **Faculty creative activities will undergo peer review appropriate to the scholarly or practice orientation of the work.**

GUIDELINES

1. Faculty produce theoretical and/or applied research and scholarship relevant to the profession and disseminated through appropriate journals or other publications **s outlets.**
2. Faculty teaching and administrative assignments allow sufficient opportunity to pursue research and scholarly achievements.
- ~~3. Faculty scholarly activities are reviewed and recognized by faculty peers.~~
4. **3.** Faculty participate in conferences and other venues as outlets for their research **and outreach** efforts.

- F. Professional Involvement and Community Outreach: Faculty shall be continuously engaged in activities leading to ~~their professional growth and advancement~~, the advancement of the profession, **the University**, and progress toward meeting the needs of the broader community.

GUIDELINES

- ~~1. Faculty participate in university and professional services.~~
- ~~2.~~ 1. Faculty participate in service to the profession through research and outreach efforts and in support of student activities related to the profession.
- ~~3.~~ 2. Faculty demonstrate activity in the profession through participation in national organizations and/or participation in local, state, regional, and national professional conferences, workshops and other sponsored activities including activities of professional planning organizations.
- ~~4.~~ 3. Faculty **support** ~~serve~~ the continuing education needs for members of the profession.

- G. Professional Development: Faculty **shall be provided opportunities to continue to develop themselves professionally**. **Work** assignments and **other development** opportunities shall be such that skills in teaching, research, **leadership**, and other creative activities are sufficiently maintained and developed.

GUIDELINES

1. Assignment of duties shall recognize the need for activities that build human capital, such as research, engagement, outreach, and professional leadership.
2. Appropriate mechanisms, such as release time from teaching and sabbaticals, shall exist to enable significant research projects.
3. Adequate resources shall be available to support faculty professional development, **including proper and continuous training with respect to institution policies, student needs, and the use of appropriate instructional technology**.

4. Curriculum and Instruction

Planners integrate knowledge, skills and values to anticipate the future and improve the quality of decision-making affecting people and places. They understand the dynamics of cities, suburbs, regions, and the theory and practice of planning. They attend to the diversity of individual and community values. They develop and implement ethical plans, policies and processes. The minimum curriculum criteria below reflect these educational goals. **Programs are expected to be innovative and to experiment in developing curricular approaches that achieve the objectives of this Standard.**

The curriculum should demonstrate consistency and coherence in meeting the Program's mission, goals and objectives. While an accredited degree Program must meet basic minimal performance criteria, the PAB recognizes that programs may have different profiles with varying emphases. The Program being reviewed must demonstrate how its curricular content matches the profile emphasized in its overall mission. For example, a Program emphasizing urban design would meet a different test than one emphasizing small town and rural planning.

The curriculum must include instruction to prepare students to practice planning in communities with diverse populations. Consistent with the Program's mission and strategic plan, course content and co-curricular activities should seek to broaden understanding of historical and contemporary factors across the full range of practice settings in which program graduates work, including national, demographic and political variation, and to promote awareness of differing beliefs, values and expectations of populations served by the profession.

The Program shall provide a curriculum and offer instruction to best assure achievement of the knowledge, skills, and values that qualify graduates of accredited degree programs to enter professional planning practice. While programs may adopt such established and familiar learning activities as courses and internships, the PAB is also receptive to program innovations that prove effective in meeting the criteria.

An accredited degree program must ensure that each graduate demonstrate the knowledge, skills, and values necessary for competent professional planning in diverse occupational and institutional settings; ~~such evidence will be provided in Standard 6.~~ The criteria below provide a framework for judging the scope and quality of minimum educational outcomes.

- A. Required Knowledge, Skills and Values of the Profession: The Program shall offer a curriculum that teaches students the essential knowledge, skills, and values central to the planning profession. These required components will be taught in such a manner that it is possible to demonstrate that every graduate has studied them. Ordinarily, this means that they are included in core courses required of all students, although other approaches are possible. Specifically:

1. *General Planning Knowledge*: The comprehension, representation, and use of ideas and information in the planning field, including appropriate perspectives from history, social science, and the design professions.
 - a) Purpose and Meaning of Planning: ~~appreciation of~~ why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.
 - b) Planning Theory: ~~appreciation of~~ the behaviors and structures available to bring about sound planning outcomes.
 - c) Planning Law: ~~appreciation of~~ the legal and institutional contexts within which planning occurs.
 - d) Human Settlements and History of Planning: ~~understanding of~~ the growth and development of places over time and across space.
 - e) The Future: ~~understanding of~~ the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.
 - f) Global Dimensions of Planning: ~~appreciation of~~ interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.

2. *Planning Skills*: The use and application of knowledge to perform specific tasks required in the practice of planning.
 - a) Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.
 - b) Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.
 - c) Quantitative and Qualitative Methods: data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.
 - d) Plan Creation and Implementation: integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.
 - e) Planning Process Methods: tools for stakeholder involvement, community engagement, and working with diverse communities.
 - f) Leadership: tools for attention, formation, strategic decision-making, team building, and organizational/community motivation.

3. *Values and Ethics*: Values inform ethical and normative principles used to guide planning in a democratic society. The Program shall appropriately incorporate **values and ethics** ~~issues of diversity and social justice~~ into all required courses of the curriculum, including:
 - a) Professional Ethics and Responsibility: ~~appreciation of~~ key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including principles of the AICP Code of Ethics).
 - b) Governance and Participation: ~~appreciation of~~ the roles of officials, stakeholders, and community members in planned change.

- c) Sustainability and Environmental Quality: ~~appreciation of~~ natural resource and pollution control factors in planning, and understanding of how to create sustainable futures.
 - d) Growth and Development: ~~appreciation of~~ economic, social, and cultural factors in urban and regional growth and change.
 - e) **Diversity and** Social Justice: ~~appreciation of~~ equity concerns in planning.
- B. Areas of Specialization and Electives: The Program shall have sufficient depth in its curriculum and faculty in the specialization areas and electives it offers to assure a credible and high quality offering.
1. *Specializations*: When a Program includes specialization fields, it is assumed that they are built on top of the general planning foundation and that courses in the areas of specialization add significantly to the basic planning knowledge, skills and values. Programs must demonstrate that there are enough courses in the areas of specialization that students get the depth and range of materials to give them a level of expertise.
 2. *Electives*: The curriculum shall contain opportunities for students to explore other areas such as exposure to other professions, other specializations, and emerging trends and issues.
- C. Instructional delivery and scheduling: Courses shall be taught by fully qualified faculty, and appropriate instructors shall be assigned for core, specialized and elective courses. In general, most core courses will be taught by fulltime planning faculty. Courses shall be offered in formats and times to assure appropriate student access to them and timely completion of program requirements.
- D. Facilities: Students, faculty and staff shall have access to sufficient physical resources and facilities to achieve the Program's mission and objectives. The facilities shall be appropriate for the level and nature of required classrooms, studio workspace, and offices.
- E. Information and technology: Students, faculty and staff shall have access to sufficient information systems and technology, and technical **support, technical equipment and training thereon** to achieve the Program's mission and objectives. Information and technology include, but are not limited to, maintained computer hardware, software and access, library resources and collections.

5. Governance

The Program shall make administrative decisions through a governance process that exhibits a high degree of transparency, inclusiveness, and autonomy. The Program shall be located within an identifiable and distinct academic unit, such as a Department or School of planning, and the Program's faculty shall be clearly identifiable as such. The Program shall involve faculty and students, as appropriate, in administrative decisions that affect them and shall demonstrate that those decisions serve to implement the Program's strategic plan.

- A. Program autonomy: In accordance with customary university procedures, the planning faculty shall have responsibility for the design of its curriculum and shall have an independent voice in the appointment, promotion, tenure, and evaluation of its faculty, and the admission and evaluation of its students. **The planning faculty shall be involved in the development of the Program's Self-Study Report and shall be made aware of the content of all submissions by the Program to PAB as well as reports and decisions by PAB concerning the Program.**

GUIDELINES

1. The planning Program will normally be headed by its own administrator, who will report directly to a dean or an equivalent academic official.
 2. In administrative units with multiple degree programs, however, the planning Program shall function as an independent entity with respect to most if not all administrative responsibilities.
- B. Program leadership: The administrator of the degree Program shall be a planner whose leadership and management skills, combined with education and experience in planning, enables the Program to achieve its goals and objectives. The administrator shall be a tenured faculty member with an academic rank of associate professor or higher.
- C. Communication: The Program shall use a variety of media to provide effective two-way communication with current and prospective students, faculty, alumni, employers, professional associations, practitioners, and other stakeholders about the Program's goals and objectives and about its progress toward achieving those aims. The administrator of the Program shall be regularly accessible to these stakeholders, providing them with suitable opportunities for interaction.
- D. Faculty and student participation: The Program shall provide faculty, individual students, student organizations, and other interested parties with opportunities to participate fully and meaningfully in administrative decisions that affect them. To the extent that these interested parties might raise substantive issues from time to time, the Program shall demonstrate that it has responded appropriately to those issues, and communicated the outcomes in such a fashion that the interested parties understand how the decisions were made.

- E. Promotion and tenure: The Program shall publish policies and procedures for making decisions about the promotion and tenure of faculty, and shall provide junior faculty with the support that they need to advance professionally within the Program. The Program shall provide mentorship opportunities for all junior faculty, including women, racial and ethnic minorities, and members of other under-represented groups.
- F. Grievance procedures: The Program shall publish policies and procedures for resolving student and faculty grievances, and shall appropriately disseminate such policies and procedures to students and faculty. The Program shall maintain records to document the number and kinds of grievances it has received and the manner in which it has resolved those grievances.
- G. Online integrity: The Program has in place effective procedures through which to ensure that the student who registers in an online course or program is the same student who participates in and completes the course or program and receives the academic credit. The Program makes clear in writing that these processes protect student privacy and notifies students at the time of registration or enrollment of any projected additional costs associated with the verification procedures.

~~6. Program Assessment~~

~~The Program, or the Department in which it resides, shall have a clearly defined approach, methodology, and indicators for measuring the Program's success in achieving the goals it articulated in its Mission and Strategic Plan. Specifically, performance indicators and their results shall be reported at each accreditation review in the areas listed below, and in areas not listed below that are contained within program goals.~~

- ~~A. Faculty research/scholarly contributions to the profession: The Program shall provide evidence of faculty contributions to the advancement of the profession through research (theoretical and applied) and scholarship.~~
- ~~B. Student learning and achievement: The Program shall report clear indicators of student success in learning the Core Knowledge, Skills, and Values of the profession. Such evidence should clearly identify the learning outcomes sought and achieved for students at either cohort or year level over the accreditation review period.~~
- ~~C. Student retention and graduation rates: The Program shall report student retention and graduation rates (including number of degrees produced each year) relative to program enrollment and to targets set by the Program.~~
- ~~D. Outcomes: The Program shall report student achievement and success after graduation in at least the areas specified below:~~

1. ~~*Graduate satisfaction:*~~ The Program shall document the percentage of graduates who, two to five years after graduation, report being satisfied or highly satisfied with how the Program prepared them for their current employment.
2. ~~*Graduate Employment:*~~ The Program shall document the percentage of graduates who secure employment within one year of graduation in professional planning, planning related, or other positions, and the definitions thereof.
3. ~~*Graduate certification:*~~ The Program shall document the percentage of master's graduates who pass the AICP exam within 3 years of graduation, and/or the percentage of bachelor's graduates who pass the AICP exam within 5 years of graduation. If the Program believes that alternative credentials are meaningful to its goals and objectives, the Program may supplement its AICP data.
4. ~~*Graduate service to community and profession:*~~ The Program shall provide evidence of graduates' contributions to meeting community needs and to providing service to the planning profession, such evidence obtained between 2 and 5 years after graduation.
5. ~~*Other outcome(s) identified by the Program:*~~ The Program shall identify, target, and report results for one or more additional outcomes related to program goals not already identified above.

~~7. Progress~~

~~The key elements of an outcomes-based assessment plan include making decisions about programmatic changes based on analyzing the outcomes data collected, and by connecting the changes made to long-term objectives, including those objectives that aim towards excellence.~~

- A. ~~Progress towards goal attainment:~~ The Program shall demonstrate its progress since the last accreditation review in meeting program goals and objectives as measured by performance on the outcomes identified in Standard 6.
- B. ~~Programmatic changes:~~ The Program shall document programmatic changes recently completed or currently underway to advance the outcomes identified in Standard 6.
- C. ~~Strategic issues for the next 5-7 years:~~ The Program shall identify the critical steps needed to advance its goals and progress during the next reaccreditation period.
- D. ~~Public Information:~~ The Program shall routinely provide reliable information to the public on its performance. Such information shall appear in easily accessible locations including program websites. Information shall include, but not be limited to:
 1. ~~student achievement as determined by the Program;~~
 2. ~~the cost (tuition and fees) for a full-time student for one academic year;~~

- ~~3. student retention and graduation rates, including the number of degrees produced each year, the percentage of master's students graduating within 4 years, and/or the percentage of bachelor's students graduating within 6 years~~
- ~~4. the percentage of master's graduates who pass the AICP exam within 3 years after graduation and/or the percentage of bachelor's graduates who pass the AICP exam within 5 years of graduation; and~~
- ~~5. the employment rate of fulltime graduates in a professional planning or planning related job within 1 year of graduation.~~