

Suggested Outcome Measures for PAB Standards and Criteria Related to Diversity and Social Justice
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By the ASCP Diversity Committee

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Background: 2012 Standards

The following are suggested outcome measures for items concerning diversity and social justice in the new Planning Accreditation Board (PAB) Standards and Criteria approved in April 2012. The outcome measures below were developed by the ACSP Committee on Diversity and submitted to the ACSP Governing Board in 2013. These proposed outcome measures are designed for use by planning departments and programs to measure the progress they are making towards: a) the fair representation of students and faculty of color; b) an inclusive departmental/program climate where diversity of racial, ethnic, gender, and other backgrounds and interests can thrive; and c) a program and curricula that equip students with the ethical, methodological, intellectual, and professional orientation and skills to promote social justice. The suggested outcome measures and templates for tracking are organized according to the new PAB Guidelines.

Mission and Strategic Plan

PAB Requirement: 1A-D: 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.

Potential outcome measures suggested by committee:

1. Articulation of the program's goals and strategies for achieving diversity, equity and social justice as reflected in a department's mission, vision and goals statements.
2. Identification of the program's market (i.e., local, regional, national, and/or international) as a determination of mission and strategic plan components.
3. Documentation of the program's coverage of equity and social justice in the curriculum. Criteria would address i) whether there is a course on equity and social justice, and ii) whether equity and social justice is pervasive throughout the curriculum. This is also covered in the section on social justice and the same data could be used.

Student Diversity

PAB Requirement: 2B: B. Student diversity: The program shall 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.

Potential outcome measures suggested by committee:

1. Progress towards parity between the percentage graduated and percentage of the state and regional population by ethnicity and gender. Programs can include progress towards parity on additional measures of diversity as data are available.
2. Satisfaction among students of color that the program is making progress in fostering a climate of inclusivity that appreciates and celebrates cultural difference. This can be measured by exit surveys, focus groups, interviews, or other forms of qualitative data collection from students, especially those that solicit feedback from students of color and those from otherwise diverse backgrounds.
3. Documentation of the program’s recruitment and retention goals and plans, accomplished efforts to reach those goals and implement plans, and any evaluation of those efforts.
4. Documentation of the specific country of origin to determine the appropriateness of the international faculty relative to diversity goals and strategies.

Table 1: Student Recruitment and Retention by Race and Gender (include for each year being reviewed)

	Regional Domestic Population * (#)	Regional Domestic Population (%)	Applied (#)	Applied (% of total applied)	Admitted (#)	Admitted (% of total applied among that group)	Enrolled (#)	Enrolled (% of total admitted among that group)	Graduated (#)	Graduated (% of total enrolled among that group)
Total		100%		100%						
Domestic (U.S. citizens & permanent residents)										
White (non-Hispanic)										
African Americans										
Native Americans										
Latinos										
Asian Americans										
Pacific Islanders										
Multiracial										
International (non-U.S. citizens & non-permanent residents)										
All countries										
Gender & Other Characteristics										
Women										
Other: _____ (target group as specified by program, e.g. LGBTQ, veterans, parents, first generation college, disabled students)										

* Program should identify region in a defensible way (e.g., public university funded to serve *state* population).

Table 2: Sample Questions (for inclusion in student exit survey)

	Always	Usually	Sometimes	Rarely	Never
Department staff help to create a department climate that is welcoming and supportive of all students					
Department faculty help to create a department climate that is welcoming and supportive of all students					
The Department seems responsive towards unique needs of women, students of color, LGBTQ students, and/or those with special needs.					
The Department shows concern over issues of equity and social justice through its curriculum and programs					
Students in the department are welcoming and supportive of all students.					

Faculty Diversity

PAB Requirement 3B: B. Faculty diversity: 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 that makes tracking of diversity issues in faculty recruitment and retention possible.

Potential outcome measures suggested by the committee:

1. Progress towards parity between the percentage of faculty and percentage of the state and regional population by faculty rank, ethnicity and gender. This includes quantitative data on faculty employment, hiring, and tenure. Programs can include progress towards parity on additional measures of diversity as data are available.

2. Satisfaction among faculty of color that the program is making progress in fostering a climate of inclusivity that appreciates and celebrates cultural difference. This can be measured by confidential interviews with faculty, staff, and students, and other forms of qualitative data collection, especially those that solicit feedback from faculty of color and those from otherwise diverse backgrounds.
3. Documentation of the program's faculty recruitment and retention goals and plans, accomplished efforts to reach those goals and implement plans, and any evaluation of those efforts to reach parity in faculty representation by ethnicity, gender, and other dimensions of diversity.
4. Documentation of the university's initiatives to recruit and retain people of color and the manner in which the program has utilized those to maintain a diverse faculty.

Note: These focus on # 1, #4, and 5. Diversity of degrees is easy to include (#2); #3 is a policy item for an appendix.

Table 3: Characteristics of Faculty by Race, Gender, Average Age (current faculty only)

	Regional Domestic Population* (#)	Regional Domestic Population* (%)	Full time faculty (#)	Full time faculty (% of FT faculty)	Adjunct, part time lecturer, etc. (#)	Adjunct, part time lecturer, etc. (% of Adj/PT)
Total		100%		100%		100%
Domestic (U.S. citizens & permanent residents)						
White (non-Hispanic)						
African Americans						
Native Americans						
Latinos						
Asian Americans						
Pacific Islanders						
Multiracial						
International (non-U.S. citizens & non-permanent residents)						
All countries						
Gender						
Women						
Other: _____ (target group as specified by program, e.g. LGBTQ, veterans, parents, first generation college, disabled students)						

* Program should identify region in a defensible way (e.g., public university funded to serve *state* population).

Table 4: List of Lectures and Guest Speakers Contributing to Diverse Representation or Diversity Topics

Year	Course/Event Topic	Person	Role	Aspect of diversity enrichment

Programs should require a cover sheet for all applicants to voluntarily provide the following data for tracking accuracy.

Table 5: Faculty Recruitment by Race and Gender (One table for each search during the review period)

	Regional Domestic Population* (#)	Regional Domestic Population* (% of pop.)	Applied (#)	Applied (% of all applied)	Interview (#)	Interview (% of total applied among that group)	Offer (#)	Employed (#)
Total		100%		100%		100%		
Domestic (U.S. citizens & permanent residents)								
White (non-Hispanic)								
African Americans								
Native Americans								
Latinos								
Asian Americans								
Pacific Islanders								
Multiracial								
International (non-U.S. citizens or non-permanent residents)								
All countries								
-List specific country								
Gender								
Women								
Other: _____ (target group as specified by program, e.g. LGBTQ, veterans, parents, first generation college, disabled students)								

Note: Numbers should be based upon information voluntarily provided by applicants through the application process.

* Program should identify region in a defensible way (e.g., public university funded to serve *state* population).

Table 6: Faculty Retention by Race and Gender (One table for all actions within the review period)

	Tenure-track faculty at start of review period (#)	Resign before tenure review (#)	Apply for tenure (#)	Received tenure (% of applied with decision rendered)	Denied tenure (% of applied with decision rendered)	Apply for promotion (#)	Received promotion (% of applied with decision rendered)	Denied promotion (% of applied with decision rendered)
Total								
Domestic (U.S. citizens & permanent residents)								
White (non-Hispanic)								
African Americans								
Native Americans								
Latinos								
Asian Americans								
Pacific Islanders								
Multiracial								
International (non-U.S. citizens or permanent residents)								
All countries								
Gender & Age								
Women								
Other: _____ (target group as specified by program, e.g. LGBTQ)								

Social Justice

PAB Requirement: 4A: 3 Values and ethics: Values inform ethical and normative principles used to guide planning in a democratic society. The Program shall appropriately incorporate issues of diversity and social justice into all required courses of the curriculum.

Potential outcome measures:

1. Courses focused on equity and social justice issues in core course offerings. This may be done either as a main focus of the course, a section of a course, or a theme woven throughout the course.
2. Courses and course modules focused on equity and social justice in the rest of the curriculum.
3. Lectures, events, service learning projects, and other initiatives promoting an understanding of equity and social justice issues within the department or program, within the university, and in the broader planning community and society.

Table 7: Social Justice

Examples of equity and social justice concerns in the core curriculum (not including concentrations)	Every year/from-time-to-time	# (%) of students/faculty who experience this (if ALL, say ALL)
[Example: UP101: 3 week module on equity concerns in planning history and theory including 12 readings and a 7-page paper reflecting on the relevance of advocacy planning today.]	Every year	ALL
[Example: UP102: Core qualitative methods class includes “World Café” exercise dealing with issues of social justice and racism.]		ALL
Examples of equity and social justice concerns in the rest of the curriculum		
[Example: required class in environment concentration on sustainability planning has 4 week section on environmental justice including a short community-based project for a neighborhood association. Examples are at: URL]		6 (40%) per year
Other examples of fostering appreciation of equity and social justice concerns (in addition to those in table 3 under faculty diversity—lectures and guest speakers)		
[Example: The department participated in the college’s community service internship program. On average in the last 7 years 8 students per semester and 12 each summer have worked 10 hours per week (semester) or 30	Every year	20-30 each time

Examples of equity and social justice concerns in the core curriculum (not including concentrations)	Every year/from-time-to-time	# (%) of students/faculty who experience this (if ALL, say ALL)
hours (summer) for non-profit groups. Students write a 5-page reflection paper at the end of their internship and a large theme is equity. The program is described at URL.]		
[Example: In the past 7 years, four of the faculty (3 still employed) have attended the 2-day “teaching and diversity” program run by the university teaching center. In this program they reviewed and revised at least one syllabus to better reflect diversity issues (including equity).]	From time to time	4 faculty in 7 years
[Example: Professor X received a \$100,000 grant from Y foundation to investigate racial barriers in zoning. Five student assistants worked on the project as well as 2 faculty members.]	One off.	Five students and 2 faculty for 2 years.