DIVERSITY CLIMATE SURVEY

Moving from Aspiration to Action:
Reorienting Planners Values Towards Equity, Diversity and Inclusion | 2020

FULL VERSION

ACSP
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Planners of Color Interest Group

APA

American Planning Association

Creating Great Communities for All

Abstract

This study seeks to understand the perceptions of practicing planners around issues of diversity and inclusion in their workplaces and the communities they serve. This initiative is a partnership between the Association of Collegiate Schools of Planning Planners of Color Interest Group (ACSP-POCIG) and the American Planning Association (APA) to conduct a nationwide web-based survey of urban planning practitioners and in-depth interviews with APA membership around these topics. The online survey received over 3,000 responses between January 15, 2019 and March 15, 2019. A total of 104 planners were interviewed in 2019. The study finds that there is a perceived lack of representation of people of color and underrepresented groups, which limits who plans and whose values are validated. Bias and discrimination continue to persist and must be acknowledged to support systemic change.

Participants reported that planning organizations and agencies are implementing diversity and inclusion initiatives, but these have yet to be institutionalized. Interviewees offered suggestions to promote greater diversity within APA, their workplaces, and planning educational institutions. The study concludes that it is more important than ever to center diversity, inclusion, and cultural competency within our planning organizations, workplaces and planning educational institutions to send a message regarding the value of diversity within the field of urban planning.

POCIG Series

The "POCIG Series" consists of occasional publications by faculty and partners of the Planners of Color Interest Group (POCIG) at the Association of Collegiate Schools (ACSP). This publication was created by ACSP-POCIG for the American Planning Association. Members of the APA Diversity Committee and other APA stakeholders provided comments on the survey and APA assisted with participant recruitment. Content shared in the series have a "Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License" (CC BY-ND 4.0). Copyright held by the authors who are solely responsible for the views and information expressed, not the American Planning Association or the Planners of Color Interest Group at the Association of Collegiate Schools..

This report could be found online at: www.acsp.org/page/ReportsResources

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Planners of Color Interest Group

The mission of the Planners of Color Interest Group is to advance the interests and concerns of people and communities of color within the planning academy and the profession. We believe that Association of Collegiate Schools values, policies and practice can help shape the culture of the planning academy across disparate schools, departments and programs. For more information visit: https://www.acsp.org/page/POCIG.

American Planning Association

The American Planning Association provides leadership in the development of vital communities for all by advocating excellence in planning, promoting education and resident empowerment, and providing our members with the tools and support necessary to ethically meet the challenges of growth and change. For more information visit: www.planning.org.

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About the project

Who we are, our current research, and why is it important?

The Association of Collegiate Schools of Planning Planners of Color Interest Group (ACSP- POCIG) in partnership with the American Planning Association (APA) and its Equity, Diversity, and Inclusion Committee (EDI) are joint sponsors of this project. The mission of POCIG is to advance the interests and concerns of people and communities of color within the planning programs and the profession. We believe that ACSP values, policies, and practice can help shape the culture of the planning academy across disparate schools, departments and programs. APA and its Divisions and Chapters have also been engaged in research around both educating and training planners to work in diverse communities, and the barriers to recruitment and retention of planners of color in the profession.

What is the state of diversity currently in the urban planning field?

Planning practitioners and stakeholders anticipate and prepare for the future of places in an increasing variety of institutional and organizational settings. The planning profession attracts those practitioners working for government and non-profit agencies responsible for planning the physical and spatial improvements of local jurisdictions and the communities they serve. The practitioners we surveyed come from this select group of practitioners. While planning scholars and practitioners have acknowledged the importance of diversity, the planning academe and practice have struggled to recruit and retain diverse individuals and promote cultural competency (Ozawa, Schwartz, and Johnson 2019). For example, according to our own analysis of Planning Accreditation Board (PAB) and American Community Survey data, the number of Latinx Master's students has increased from eight percent in 2008 to 14 percent 2018, but the broader Latinx population aged 18-29 is 22 percent (Sen, Edward, Forsyth, Lowe, Sandoval, et al. 2014; Planning Accreditation Board 2017a; 2016; 2019). Similarly, African Americans/ Blacks comprised seven percent of master's students in 2008, and 11 percent in 2018; nationwide, African Americans/ Blacks composed 15 percent of those aged 18-29 in 2018. These statistics tell us that even while the numbers have improved in the last decade, there is still room for improvement.

Across the U.S., there are institutional debates regarding how best to support diversity within urban planning curricula, among our students and faculty members, and in our workplaces (Sen et al. 2014; Ozawa, Schwartz, and Johnson 2019; Sweet and Etienne 2011; American Planning Association 2018; García, Garfinkel-Castro, and Pfeiffer 2019). Within planning practice, stated racial equity aims are commonly thwarted by structural and procedural barriers, especially the pervasive centering of Whiteness (Solis 2020). Solis (2020) describes these dynamics in the planning workplace according to seminal theories on Whiteness, including its value as an unearned credential (Tiarachristie 2016) and power as legally-protected property (Harris 1993). Similarly, academic planning programs have diversified their student rosters, though significant gaps remain in ensuring that, once in the planning classroom, students from diverse backgrounds are meaningfully welcomed and supported by their departments (Greenlee et. al, 2018; Jackson et. al, 2018; Lee et. al, 2020; Garcia et. al, 2020). Thus, while identifying diversity goals in planning education and practice are critical steps toward achieving positive change, significant countervailing forces seem to motivate broader, more transformative thinking and action.

Broader reluctance among scholars and practitioners to clearly identify and examine the role of Whiteness in planning has also obscured how certain processes and values work to replicate exclusion and inequality (Goetz, Williams, and Damiano 2020). Despite this, there has been limited research that examines how practitioners, students, and faculty perceive or experience diversity within the urban planning field and the steps necessary to bridge planning higher education and culturally competent practices in the planning profession.

Here, we describe a large-scale research study that served as the foundation to develop the APA Diversity Climate Survey project. Our ACSP Diversity Climate Survey project focused on planning education, which offers a strong foundation to build upon and further examine the perceived and real gaps that exist on issues of diversity in both planning education and planning practice in the context of the field of urban planning nationally. Four publications, described below, already have been derived from our research.

ACSP-POCIG research paper series

Our research team has published four papers in leading urban planning journals that highlight the experiences students have interacting within the classroom, with faculty, with peers, and with professionals as they prepare to enter into planning practice or academe. Overall, there remains much work to be done within our classrooms, the communities at large, which we serve, and how we interact as colleagues. Our work aims to enable planning educators to prioritize the practice of diversity within our departments and innovate around how we teach and model this practice for our students and the communities we seek to serve.

Where are we going? Where have we been?

The primary study, "*Where Are We Going? Where Have we Been?: The Climate for Diversity Within Urban Planning Educational Programs,"* was funded by ACSP and conducted by five faculty members in ACSP-POCIG, published in the *Journal of Planning Education and Research* (JPER) (Greenlee et al. 2018a). This research included a nationwide survey of degree- seeking urban planning students regarding the climate for diversity within their degree programs with more than 450 responses in addition to focus groups and in-depth interviews. The study highlighted the experiences urban planning students had interacting within the classroom, with faculty, with peers, and with professionals as they prepared to enter into planning practice or higher education. The results showed that the majority of students reported an overall supportive and positive climate for diversity within their programs, regardless of a student's identity.

However, students still reported bias and discrimination and identified a lack of faculty diversity within planning schools. These accounts reflect a major pedagogical challenge to planning education—*is planning education doing enough to support and promote diversity*? Student accounts suggest that the answer is no. Overall, there remains much work to be done to improve student experiences with diversity in our classrooms, in fieldwork placements and studio settings, and in interactions as colleagues and mentors. The strength and promise of this work, however, is truly transformational in nature. Prioritizing the practice of diversity within academic departments and innovating around how to teach and model this practice for students will help solidify the discipline's relevance for future generations of planning students, faculty, and the communities they seek to serve.

All talk, no walk

The primary study also resulted in another publication, "*All Talk No Walk: Student Perceptions on Integration of Diversity and Practice in Planning Programs*" published in *Planning Practice & Research* (Jackson et al. 2018). This study examined urban planning student experiences in the classroom, with communities, and with professionals as they are trained to become planning practitioners. This study showed that planning students were concerned that 'the talk that we talk' does not always match 'the way that we walk'—the values espoused in the classroom did not always translate to planning practice, particularly when engaging in diverse communities.

These accounts reflect a pedagogical gap in planning education, and the risks of under-preparing both White and non-White students for future planning work with increasingly diverse constituencies. Our findings offer implications and recommendations to reconcile these barriers for urban planning institutions.

Beyond recruitment

Another investigation originating from the primary study, "*Beyond Recruitment: Comparing Experiences of Climate and Diversity between International Students and Domestic Students of Color in U.S. Urban Planning Programs*" published in JPER (Lee et al. 2020). This study argued that American universities are becoming globalized in both curriculum and enrollment, and these institutions benefit from having international students who contribute to broader diversity goals. Though the share of international students in planning programs has risen, little was known about their experiences beyond initial recruitment efforts, and how their experiences as a "minoritized" group compared to domestic students of color. This study recommended ways for planning programs to better support and retain both international students and domestic students of color. It also identified a need for programs to better value and integrate the diversity of experiences that these students bring to U.S. planning programs, including the expansion of curriculum to focus on non-White experiences and communities.

Like a fish out of water

Lastly, our most recent publication "*Like a Fish Out of Water*" The Experience of African American and Latinx Planning Students published in the Journal of the American Planning Association (JAPA) (García, Jackson, Harwood, et al. 2020). This study examined the ways in which African American and Latinx students perceive and experience instruction related to racial/ethnic diversity and the overall diversity climate as part of their urban planning education. Survey data shows differences between African American, Latinx, and White students' experiences of bias and discrimination. Furthermore, interviews revealed that African American and Latinx students continue to face challenges in urban planning programs. Findings provide insight into how to better support African American and Latinx students in academia and as future practitioners. Results also suggest that greater representation of African American and Latinx, coupled with mentorship, the creation of counter-spaces, and faculty/staff training on racial microaggressions may foster more inclusive learning environments in urban planning institutions.

What has APA been doing about diversity and inclusion?

APA adopted in April 2018 a Diversity/Inclusion (D/I) strategy that aims "[t]o promote more inclusive, just, and equitable communities through a planning profession as diverse and inclusive as the many communities we serve" and "[t]o equip planners to perform inclusive planning and work effectively across diverse communities" (American Planning Association 2019). This strategy guides efforts both within and outside the organization. The strategy focuses primarily on implementation and integration into the existing APA culture.

The APA Social Equity Task Force has been key in drafting the D/I strategy. This task force wrote a comprehensive report for the APA Diversity Committee addressing specifically D/I Strategy 3A "Goal 3A: Provide accessible resources and tools (e.g., webinars, training series, research materials, etc.) to support members, APA staff, APA leadership and key audiences such as planning commissioners/board members and planning firms/agencies" (APA 2018a).

The same year that the D/I strategy was adopted at the National Planning Conference, in 2018, APA created a track, "Planning for Inclusiveness and Social Justice," that "featured efforts to foster diversity and equity within communities and the institutions of planning." Sessions emphasized issues of particular concern to minority communities (e.g. gentrification and environmental justice); examined various aspects of planning through the lens of equity, diversity, and justice; and focused on the distinctive circumstances and concerns of planners with disabilities and in certain demographic populations" (APA 2018b).

Although the creation of a full track was new, APA has been hosting "Diversity Forums" since 2008 in order to discuss important issues related to diversity, and the diversity initiatives undertaken by the different APA divisions and chapters. One of the most active chapters in the nation seeking to advance diversity in planning is the APA New York Metro Chapter's Diversity Committee (DivComm). Under the leadership of Co-Chairs Giovania Tiarachristie and Tiffany Ann Taylor, and Vice Chair Daphne Lundi, in 2017 the DivComm started the annual Hindsight conference which is "a national conference on social equity as a planning lens" (APA 2018c).

APA has also been promoting training by commissioning two key Planning Advisory Service publications. "Planning for Equitable Development: Social Equity by Design," a memorandum authored by Carlton Eley and "Planning with Diverse Communities," a report authored by Ivis García, Andrea Garfinkel-Castro, and Deirdre Pfeiffer (Eley 2009; García, Garfinkel-Castro, and Pfeiffer 2019a). More recently, the *Planning for Equity Policy Guide* offers policy recommendations for planners to advocate for equity-based planning policies (Ross et al. 2019) This is in addition to the many webinars that have been offered for free. For example, in collaboration with the Latinos and Planning (LAP) Division in 2019, APA created a four-part webinar series titled "Planning for Diversity in the Just City: Latinos and Planning in a Changing America." The key objective of the series was to highlight ways planners within APA address Latino issues and how Latino planners are being perceived.
Besides the Latinos in Planning Division established in 2007, APA has several other divisions that seek to advance the D/I strategy, including: the LGBTQ and Planning Division established in 1997; the Planning and the Black Community Division founded in 1980; and the Women & Planning Division. The LGBTQ and Planning Division is "a forum for the exchange of ideas and information of interest to people in the planning profession who identify as part of the LGBTQ community and anyone who is interested in LGBTQ community issues" (APA 2020c). The Planning and the Black Community Division (PBCD) is "a forum for discussion, research, and action by African-American planners, citizens, and students" (PBCD 2020). The Women & Planning Division, founded in 1979, is "a platform from which to provide a national network supporting and advocating for the need of women in the planning profession" (APA 2020b).

APA also started the Ambassadors Program which is a volunteer exchange program that seeks to involve planners committed to serving their community. Planners can earn certification maintenance (CM) hours towards their AICP certification, which is the only nationwide, independent verification of planners' qualifications. Participants can engage in civic education, teaching at high schools, mentoring students, and engaging in direct community service that might include offering their planning skills in transportation, housing, environmental protection, entrepreneurship, multiculturalism, disaster planning, civic activism, among many other topics. The Ambassadors Program has a particular focus on working in diverse communities that need technical assistance.

Also related to AICP certification, the APA Social Equity Task Force recommended that APA make mandatory CM credit related to equity, social justice, diversity, and inclusion. Under this proposed policy, practicing planners would be required to earn equity-related CM credit "in the same way that credits are required for Ethics and Law," thus elevating the continuing educational needs of planners when it comes to diversity-related issues (APA 2020c).

More recently, the COVID-19 pandemic is having significant impacts on communities of color, which have been disproportionately impacted, which highlights existing racial inequality that has exacerbated health disparities. APA is providing resources to support planners' response and recovery efforts. The Planning and COVID-19 resource website is available with tools on planning methods, public participation, economic development, housing and land use guides among other topics. Additionally, APA has created Online Public Engagement Resources to support innovative online techniques for engaging with the public during a global pandemic that makes meeting in person challenging if not impossible.

In addition to the COVID-19 pandemic, the killing of George Floyd in police custody reignited nationwide demonstrations calling to end systemic racism. Tens-of-thousands of organizations made statements committing to anti-racist practices. Anti-racism is the conscious practice to make intentional and frequent actions to address racism. In its statement, APA reaffirmed its commitment to create "great communities for all" (APA 2020a, 1). With the goal of recognizing and eradicating "the bad policy decisions of the past," APA's statement also spoke about its diversity and inclusion efforts such as its "Planning for Equity Policy Guide," and the AICP Code of Ethics (APA 2020a, 1). APA has also launched an Equity in Planning video series that centers equity as a guiding principle for planners, particularly in the aftermath of a global pandemic and racial injustice.

Although APA has invested decades of efforts to combat racial and ethnic discrimination, the field is still behind. Efforts have fallen short of dealing with the challenge of transforming the culture of White privilege that remains intact (Harwood et al. 2018). Planning culture has created institutional and organizational expectations that continue to favor White people through policies, land use decisions, and exclusionary zoning among others (Harwood 2005; Chaskin 2013; Berkovec et al. 1998) that have failed to rectify systemic racism that continues to leave communities of color with "structural disadvantages in housing, transportation, education and employment" (APA 2020a, 1). As demonstrated by the Spring/Summer 2020 nationwide anti- racism protests, we are in a critical moment in history. We hope that there is momentum among planning organizations to transform their practices to further equality among planners and communities of color.

About the APA Diversity Climate Survey

Our research team created a partnership between ACSP-POCIG and APA to conduct a nationwide web-based survey and in-depth interviews of urban planning practitioners. Here, we discuss findings from the joint initiative focused on assessing the climate for diversity within planning workplaces. "Climate for diversity," throughout this report, refers to the degree of openness or closedness that any given organization has towards diverse individuals along the dimensions of race and ethnicity. Over 3,000 responses were received from the online survey and a total of 104 planners were interviewed.

The research questions of this study included:

1. What are the common perceptions of diversity (apparent & non-apparent) and personal experiences in the workplace?
2. What is the value placed on diversity in the workplace?
3. How equipped are planners out of planning undergraduate and graduate degree programs to work in diverse communities? How well do planners incorporate culturally competent values, attitudes, knowledge, and skills into professional practice?
4. What are the pedagogical and practice gaps in understanding diversity in academia and workplaces?
5. What are the barriers to recruitment and retention of diverse employees, underrepresented groups and overall diversity in the planning profession?
6. What steps can be taken to improve the overall climate for diversity in the planning profession?

Aims

First, this project aimed to understand the climate for diversity in academia and workplaces to identify the pedagogical and practice gaps in understanding barriers to achieving diversity and inclusion. Our study presumes that inclusive diversity offers an important goal for the planning profession. Historically, the planning profession has been complicit in racist practices and reproduced tacit privileges of White people, even as APA and some planners took steps to resist these efforts and advocate for social and racial justice. We believe that efforts to remedy the short comings of the field of planning requires understanding how the complex social differences that have contributed to social exclusion, subordination, exploitation, and domination persist and what might be done to reduce and remedy such injustice.

Second, the project aimed to understand potential ways to enhance student learning by connecting classroom experiences and skill sets with real-world environments. Our study aimed to identify where the gaps exist within workplaces to provide support for practitioners to create inclusive environments within the workplace and engaging with diverse communities. For instance, by identifying knowledge gaps APA, employers, and planning educational institutions can better equip practitioners with substantive cultural competency, anti-racism, and implicit bias education.

And third, by investigating pedagogical and practice gaps, the study aimed to understand the broader context in how practitioners engage with, incorporate, and respond to the legacy of structural and institutional racism in urban planning. We believe it is critical to understand how practitioners are experiencing social differences in the workplace and how APA, employers, and planning educational institutions are meeting the needs and interests of underrepresented groups in the workplace and marginalized communities.

Defining diversity and inclusion

While much diversity-based research focuses on race, ethnicity, and gender, we used an expanded and more inclusive definition of diversity that allowed us to examine the intersectionality of diversity (apparent and non-apparent) issues across the academe and the workplace. Our definition was, "diversity is an inclusive concept and encompasses race, ethnicity, class, gender, age, sexuality, ability, educational attainment, spiritual beliefs, creed, culture, tribal affiliation, nationality, immigration status, political beliefs, and veteran status, among others."

We define inclusion as the act of creating environments in which any individual or group can feel welcomed, respected, supported, and valued. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people. It is important to note that while an inclusive group is by definition diverse, a diverse group isn't always inclusive. Increasingly, recognition of unconscious or "implicit bias" helps organizations to be deliberate about addressing issues of inclusivity (Independent Sector 2016).

While we use an expanded and more inclusive definition of diversity, our study especially focuses on the experiences and identities most articulated in interviews and survey responses that were statistically significant between White and non-White respondents. These identities included ability/disability status, citizenship or nationality, gender identity, race or ethnicity, and age. This is an important distinction as these particular differences we highlight are those groups that have been historically marginalized and excluded based on apparent differences.

Executive summary

Introduction

Planners work across a diverse range of contexts to facilitate change. Our best work engages diverse professional and public audiences in visioning, which results in the evolution and revitalization of neighborhoods, cities, and regions (Carmon 1997; Boyer 1986; Wheeler 2000; Barr 1972). The inherent diversity of our work as well as the constituents who we are accountable to requires a high level of skill and intention. As communities diversify, planning practitioners increasingly confront the legacies of past social injustice and are called to mitigate systemic racism, sexism, homophobia, classism, and ableism. At the same time, planners focus on increasing quality of life for residents, with a particular focus on the most structurally disadvantaged (Hoch 1993; Hartman 1994; Kern 2020; Agyeman, Matthews, and Sobel 2017; Day 2006; Harris 2015).

Given the massive demographic changes that the U.S. is experiencing—from growing immigration to becoming a majority-minority nation by 2050—it is increasingly essential for planners to engage non-White communities in decision making and planning processes (García, Garfinkel-Castro, and Pfeiffer 2019; Burayidi and Wiles 2015; D'Vera 2014; Frey 2014; Vitiello 2009). Planners argue that one way of bridging this gap is by training planners of color who can relate to and plan with communities of color (Lee et al. 2020; Sweet and Etienne 2011; Jackson et al. 2018; Greenlee et al. 2018; Hibbard et al. 2011; Sen et al. 2017). However, despite efforts by planning programs, planning practitioners are still majority White (Hibbard et al. 2011; Planning Accreditation Board 2017b; Sen, Edward, Forsyth, Lowe, Zapata, et al. 2014). Heritage and race measures from the 2018 APA Salary Survey indicate that 79 percent of respondents identified as White, five percent as Hispanic, four percent as Asian or Pacific Islander, and four percent as Black or African American. Furthermore, these numbers remained about the same when compared to APA's 2016 survey.

Even with the best of intentions, planners still uphold the values of the most powerful groups by creating superficial plans, discounting voices of marginalized constituents, and refusing to engage with group differences (Harwood 2005; Schrock, Bassett, and Green 2015; Zapata and Kaza 2015; Lung-Amam 2017; Allen and Slotterback 2017). Furthermore, racialized notions of many planning agenda issues such as poverty, neighborhood change, or disorder, are rarely unpacked in practice, though relatively common across the discipline's many specializations and sub-areas (Goetz, Williams, and Damiano 2020).

Promoting equity and social justice remains a goal of planning practice, yet a gap remains between how institutions train planners to work in diverse communities, and the knowledge, awareness, and skills required to become culturally competent practitioners (Greenlee et al. 2018; Jackson et al. 2018; Lung-Amam et al. 2015; Sweet 2018; Agyeman and Erickson 2012; Vazquez 2009). Entrenched and often unconscious legacies of Whiteness and White supremacy, especially tied up in property ownership and rights, limit the organizational and procedural opportunities many practicing planners can imagine for pursuing meaningful change toward more equitable and socially just outcomes (Goetz, Williams, and Damiano 2020; Solis 2020).

Having a better understanding of the value of diversity and operationalizing policy and practice that prioritize equity and inclusion in the academe and workplace is needed, as is more representation and agency of individuals from underrepresented groups to fill this gap (Greenlee et al. 2018; Sweet and Etienne 2011). Representation within planning should reflect an increased number of underrepresented groups, and support forms of practice associated with "walking the talk" of our profession's values and ethics related to representation and deliberative democratic process. Below we outline six dimensions reflective of the gap between planning education and practice:

- **Representation** – More representation and agency of underrepresented groups is needed within planning practice, planning education, and decision makers (e.g., council members, planning commissioners).
- **Recruitment and Retention** – Planning has struggled to recruit and retain diverse groups of practitioners.
- **Institutional Support** – Institutional support for diversity is often fragmented and driven by individual leaders. More robust support within urban planning curricula, institutions, and workplaces are necessary.
- **Empirical Research** – National surveys of planning students, faculty, and practitioners have only recently been initiated on the climate for diversity. Research efforts must continue to build on this prior work.
- **Flexibility** – Practitioner's experience and navigate diversity within the workplace in very different ways. Creating space for diversity of experience and diversity of practice are important strategies to bridge higher education and culturally competent practices in the profession.
- **Reflection** – By identifying the pedagogical and practice gaps and barriers faced by underrepresented groups, we can inform how practitioners can improve the overall climate for diversity in the planning profession.

It is with this understanding that we conducted a nationwide web-based survey of over 3,000 urban planning practitioners and more than 100 in-depth interviews of urban planning practitioners to better understand the climate for diversity within the planning practice contexts employing APA members.

Methods

In October 2017 ACSP-POCIG approached APA to propose a national study of the perceptions of practicing planners around issues of diversity and inclusion. A survey was designed over a period of 12 months with a working group from APA leadership, APA Diversity Committee, ACSP Committee on Diversity, and ACSP-POCIG. The survey instrument was based on the prior ACSP-POCIG Student Diversity Climate Survey (Greenlee et al. 2018), as well as prior studies about planning students (Harris 2015; Hinojosa et al. 1992), diversity and climate-related studies (Hibbard et al. 2011; Wubneh 2011), and cultural competency climate-related studies (Mendleson et al. 1997; Helm, Sedlacek, and Prieto 1998; Chang 1999; Fuertes et al. 2000; Rew et al. 2003; Assemi, Cullander, and Hudmon 2004; Gamst et al. 2004; Doorenbos et al. 2005; Khanna, Cheyney, and Engle 2009). The survey went through seven iterations and was pilot tested with the APA Divisions Council for feedback, which was incorporated into the final survey instrument. The survey was also approved by the ACSP Governing Board and APA Diversity Committee. The survey was conducted under IRB human subjects review at Florida State University. The survey was conducted from January 15, 2019, to March 15, 2019. The nationwide web-based survey was distributed via email to all active APA members (38,945) and took about 20 minutes to complete.

Participants responded to a series of questions regarding their perceptions of diversity in their workplaces and the communities in which they work. **Respondents were asked to answer questions about 1) their overall satisfaction with their workplace, 2) interactions with colleagues in the workplace, and 3) their perspectives on professional education and professional preparation, and 4) their perspectives on efforts of professional organizations to incorporate diversity/inclusion efforts.** The survey also collected data on respondent's professional background and demographic information. A total of 3,005 survey responses were collected (a 7.71 percent response rate). Respondents also had the opportunity to volunteer to participate in a follow-up interview conducted via online video conference to collect more in- depth narrative regarding their experience with diversity. Only participants who elected to provide an email address were contacted with more information regarding follow-up interviews. We also used snowball sampling techniques to expand our pool of interviewees. We utilized a qualitative-interpretative design that includes semi-structured interviews to understand the "subjective" and "everyday experiences" of 104 planning professionals across the United States (Pile 1991; Pile and Keith 1993).

We analyzed closed-ended survey responses using several descriptive techniques – summarizing descriptive statistics for each response, visualization of response distribution data, and through data disaggregation and description. We disaggregated Likert scale responses and analyzed them by gender, nativity, race, age, and sexual orientation. We ran Kruskal-Wallis tests (one-way analysis of variance on ranks) to determine whether statistically significant differences existed in the distribution of responses. We also summarized local sociodemographic indicators and description of survey data on respondent location for further analysis.

We also analyzed open-ended responses alongside data from semi-structured interviews. Four investigators and several research assistants conducted the interviews between March and December 2019. We conducted follow-up interviews under multi-site human subjects review protocol approved by each of the research team's home institutions and followed an IRB-approved interview guide. Interviews took between 20 and 60 minutes and were conducted in English. We transcribed audio recordings using Sonix, an automated transcription software, then reviewed and edited them for accuracy by interviewers. We coded the interviews using Dedoose, an online qualitative data software. We derived a total of 60 "selective codes" from previous team research findings as well as additional codes that came from the literature and team conversations (Strauss 1987; Strauss and Corbin 1998).

Phase 1: Survey of practitioners

- 38,945 APA members that are practicing in planning or related disciplines part- or full- time
- 3,005 responses collected between January 15, 2019, and March 15, 2019
- Race & Ethnicity
  - Asian (4.8 percent)
  - Black or African American (8.2 percent)
  - White (75 percent)
  - Hispanic or Latino (7.7 percent)
  - Other (0.84 percent)
  - Prefer not to answer (3.4 percent)

Phase 2: Interviews of practitioners

- 308 survey participants volunteered to participate
- 104 interviews were conducted
- Race & Ethnicity
  - Asian (13.5 percent)
  - Black or African American (11.5 percent)
  - White (48.1 percent)
  - Hispanic or Latino (11.5 percent)
  - Prefer not to answer (15.4 percent)

Key findings

A total of 3,005 APA members responded to our survey (a total of 38,945 APA members were invited to participate), 75 percent of our sample identified as White, 4.8 percent identified as Asian, 8.2 percent identified as Black or African American, 7.7 percent identified as Hispanic or Latino, 0.84 percent identified with another race or ethnicity, and 3.4 percent indicated that they preferred not to share their racial or ethnic identifiers. Of those APA members who responded to our survey, a total of 308 (10.2 percent) volunteered to participate in follow-up interviews. Of those individuals, we ultimately ended up conducting a total of 104 in-depth interviews with APA members (just below 3.5 percent of respondents). Given the many ways in which our survey data could be broken down, we chose to use the lens of racial identity as a means of exploring survey responses. Since three-quarters of the individuals who completed surveys identified as White, we focus on the differences in responses between White-identified respondents and non-White respondents.

Perspectives on diversity in the workplace

We first asked about personal experiences of discrimination in the workplace and the frequency at which they observed others in their workplace experiencing bias or discrimination. Focusing on responses by race revealed significant differences among practitioners. Whites reported fewer personal experiences of bias or discrimination tied to disability, nationality, gender identity, age, race, or ethnicity. The differences persisted even as people reported on their observations of discrimination experienced by others. Whites reported witnessing gender discrimination, but little else. Non-Whites witnessed discrimination across every dimension of difference that seemed invisible to White colleagues. Reports of discrimination are common among non-Whites, but only a few reported frequent and persistent acts of bias and discrimination. Overt discrimination is rare, but a pervasive climate of institutional and cultural bias persists.

In interpreting these findings, it is clear that perceptions of personal bias and discrimination as well as perceptions of others experiencing bias and discrimination is allocated differently on the basis of racial identity. This should not come as a surprise, but rather as a reminder that experiences do vary. It is also important to note that across the board, the proportion of respondents indicating that incidents of bias are occurring "very often" is relatively small, though more pronounced, particularly around questions related to race, age, and citizenship status. Taken together, these findings point to a need to better understand how workplaces effectively support workers, actively support a healthy and open climate for employees, and foster these same values in public-facing work and community engagement.

Our findings from interviews showed that although there has been progress incorporating diversity and inclusion values and practices within some organizations and agencies, there are two areas that employers, workplaces, and planning educational institutions still need to address 1) lack of representation, and 2) experiences of bias, harassment, and discrimination based on identity.

Lack of representation

Few practitioners of color employed in organizations and agencies and planners are not reflective of the communities being served.

- Majority of planners believe that their workplaces maintain a commitment to diversity, however, there is less agreement regarding whether these workplaces reflect the diversity of communities served or take steps to address issues important to creating a diverse workforce.
- There is a lack of support and recognition of the value of diverse employees.
- There is a lack of diversity in planning education programs (awareness, affordability, accessibility).
- Perceptions of the role that urban planning plays in reinforcing inequity through policies.
- Within the workplace, there are limited recruitment methods targeted at reaching underrepresented groups in hiring processes.

- Within the workplace, there are few opportunities for promotion to higher-level positions or representation in upper management positions in general.
- Illustrative quote:

> *"So often, we put out a notice for a planning position and the applicants are all White; we can only hire from those who apply. This happens from internships all the way to senior planning positions."*

Bias and discrimination

Instances of inferior treatment in promotion decisions, being singled out, or invalidated and isolated in the workplace.

- Majority of respondents reported "never" experiencing bias or discrimination in the workplace, however, bias on the basis of gender and age is more prevalent when compared to other categories (sexual orientation, race or ethnicity, gender identity, citizenship or nationality, ability or disability status).
- Planners of color report experiencing bias or discrimination more frequently than White colleagues – bias on the basis of race, ethnicity, age, and nationality is the most common.
- Gender discrimination, and discrimination on the basis of gender identity is also reported more frequently than other forms of discrimination, and planners of color were more likely to observe such events.
- Younger planners reported being treated differently based on their age. The greatest proportion of our sample reported being between the age of 30 and 40.
- Primary types of bias/discrimination include 1) less value being placed on otherness, 2) knowledge is questioned or singled out based upon their identity, 3) tokenized as a convenience, 4) subjected to prejudice and criticism, 5) being overlooked in hiring processes, and 6) limited promotion opportunities.
- Illustrative quote:

> *"My planning professor gathered all the Hispanic students to discuss the general shortcomings of our writing assignments. His words still haunt me to this day. 'Planning is a White people's profession...you need to learn to write like a White person.' Years later I am still one of the only Hispanic planners working in the region [...] While the planning profession boasts about the importance of equity it can still be a lonely place for racial minorities."*

Perspectives on experiences working with the public

Next, we asked about practitioners' perception of personal experiences working with the public and diverse kinds of groups. We also asked respondents about their comfort level working with a range of diverse groups. By asking these questions, we were able to assess the scope of different experiences in the planning field. A planner's background, experiences, and their own social and cultural background contribute to their feelings of comfort or discomfort in a given environment, which can be compounded by different social-cultural dynamics that exist as various communities are engaged in planning processes. Planners of color engaging with communities of color may offer some familiarity and further empower individuals, from their same background. However, they may also experience instances of being marginalized by colleagues or elected officials from other backgrounds.

As planners continue their work within the community, they should reflect on their experiences. Planners should address their personal opinions and implicit biases, and if available, seek out anti-racism, implicit bias, or cultural competency trainings regularly. Planners acknowledge that regular trainings that support self-reflection and commitment to diversity and inclusion are much needed in the planning profession if agencies and organizations are ever going to make a significant shift in how planners engage with diverse communities.

Varying levels of interaction

How frequently planners engage with diverse populations.

- Apparent forms of diversity such as gender, age, and race are the groups people most frequently interacted with when engaging with the public. Non-apparent forms of diversity including income, sexual orientation, and disability are less frequently addressed when engaging with the public, which may reflect people's sense that they were less likely to engage with these populations on the basis of these characteristics (for instance, many respondents were unsure about their overall level of engagement with LGBTQIA+ individuals, and to a lesser extent, low-income individuals).

Comfort engaging with constituents from similar backgrounds

Level of comfort interacting with diverse populations.

- Majority of respondents felt somewhat or very comfortable working with all groups. Non-White respondents were more likely to feel very confident about working with individuals of other citizenship or nationality statuses, racial minorities, and low-income community members. White respondents were more likely to feel very confident about working with groups of diverse age and LGBTQIA+ groups.
- Planners largely agreed that the most important practices for community engagement are 1) working with and learning from community members; 2) learning about the cultural background and belief practices of communities engaged; and 3) developing culturally relevant policy solutions to community concerns.
- Planners identified being most comfortable engaging constituents from backgrounds similar to their own and noticed a level of discomfort and unfamiliarity of working with other groups; in particular, respondents identified language as a barrier to interact with and engage communities that speak languages different than their own.
- Our findings from interviews show that female, racial and ethnic minorities, and LGBTQIA+ individuals noted that they experienced discrimination from the public or by city officials.

- Illustrative quote:

> *"Yeah, I think I will feel more comfortable in like upper middle-class White communities because that's what I grew up in. I grew up in a pretty not very diverse community. So, I mean, it's comfortable, it's interesting. When I'm in those communities, I like to look around and I think, wow, this is really an exclusive group of people. But I also recognize that I do feel a little bit more comfortable because I know like I have more of a sense of like how to act and what's appropriate for me to say. In different cultures, it's a little less comfortable for me." (White, female planner)*

Perspectives on professional education and professional preparation

We asked respondents about their level of satisfaction with their education and training as preparation to work in diverse communities and with diverse populations. Around 50 percent of non-White respondents and 45 percent of White respondents were satisfied with their formal education and training with regards to preparation to work in diverse communities. However, interviews with planners identified several concerns with gaps in planning education related to equipping students with the skills to work with diverse communities. These gaps included the perpetuation of planners' espoused values of equity and social justice not being evident in the curriculum or actions of planners, a lack of deep engagement with issues of race, identity, and culture, and limited on-the-job training to work with diverse communities.

Gap in planning education preparation

There is a need for more explicit diversity, social justice, and anti-racist based curriculum.

- Planning education fails to acknowledge the gap that still exists between the goals and aims of equity as a core value in the field of planning and the actual implementation of equity and redistributive justice in local, state, and federal planning and policy decisions.
- There is a lack of depth in which issues of race, identity, and culture are embedded in planning curricula and opportunities for engaging with diverse communities on the ground.
- There is a lack of on-the-job training to improve community engagement practices when working in diverse communities or support inclusive planning efforts.
- Illustrative quote:

> *"I think we really need to focus on planners' education – e.g., how and what we learn about the history of our profession and how it has shaped our society and equitable access to opportunity (or lack thereof) today. We also really need to focus on the mechanisms for shining a light on equity issues in our work – how we practice, what data we collect and how we communicate it. We need to work on one-on-one relationships in our profession, across age, race, gender and sexuality – if we can start building relationships within our own community, we can better translate what we learn into our external facing work."*

Perspectives on efforts of professional organizations to incorporate diversity and inclusion

We next asked respondents whether their workplace regularly implements diversity and inclusion initiatives and what types of resources or actions they would like to see APA provide to support diversity and inclusion. Our interview findings show that practitioners acknowledge there is a value in belonging to professional associations like APA, but many departments do not promote continuing education because they are either not planners by training or do not have funding. Although there is awareness of APA diversity and inclusion initiatives, only 34 percent of planners reported their employers offer diversity and inclusion initiatives in the workplace. Furthermore, planners suggest there is a need for APA to reduce the costs not only of memberships, but trainings, conferences, and continuing education to reach a wider spectrum of those working in the planning field that may not be affiliated with an agency or organization that has resources for professional development.

Limited workplace initiatives that promote diversity and inclusion

Support for diversity trainings is minimally offered, and vary in effectiveness.

- Sixty-six percent of respondents indicated that their workplace did not regularly implement diversity or inclusion initiatives.
- The most common forms of training were diversity training, sexual harassment training, and support for attendance at conferences.
- Slight majority of all respondents felt programs to address diversity and workplace climate issues can be effective (e.g. diversity, cultural competency trainings, or initiatives).
- The value of diversity is acknowledged but oftentimes the resources may not be available to follow through with implementing initiatives that make a difference.
- Majority of respondents noted a need for more trainings on implicit bias, culturally sensitive practices, and how to accommodate difference in planning processes.
- A few respondents outwardly opposed diversity as it "amounts to racial/sexual/ethnic favoritism while marginalizing other groups such as low/middle class Whites" or "reverse discrimination."
- Illustrative quote:

> *"We should have people who are able to capture the nuance and really get our message correctly just as a baseline to communicate with others. And again, I think as a general rule in the planning profession, because of the way the process has worked up until now, it's the people who take out the time and the resources in the community who can engage."*

Awareness of APA and ACSP diversity and inclusion initiatives

Knowledge of current affinity and interest groups.

- Eighty-two percent of respondents indicated that they had heard of APA's population divisions such as Planning and the Black Community Division, the LGBTQ Division, Planning and Women, Latinos in Planning, and Tribal Planning Interest Group.
- Fifty-six percent of all respondents indicated that they had not heard of the APA Ambassador Program—there were no substantial differences in awareness based upon non-White or White status.
- Eighty-five percent of respondents were unaware of ACSP population interest groups.
- Majority of planners indicated that they want to see APA provide support for diversity and inclusion through increased advocacy, followed by legislative priorities as key action items.
- Employers are initiating diversity and inclusion efforts that the respondents recognize. APA and ACSP are doing modest programs, but planners want their professional associations to take a more active political role advocating for more effective diversity and inclusion efforts.
- Illustrative quote:

> *"We've done every webinar that we can find for free about implicit bias and kind of diversity and equity in planning. We're doing everything we can think of in a fairly cost-effective manner. I think that shouldn't be voluntary that should just be part of what everybody gets trained in. I mean, I think the way that we have ethics training for APA, there should also be credits that you have to get for equity, race and anti-racism. That piece should just be called out as a core competency of what we do because there's no other way to move our society forward for those of us who are at the forefront."*

Conclusions and recommendations

Results from this practitioner diversity climate survey mirror the disparate experiences between White and non-White students in urban planning programs. As discussed above, the field is affected because people of color and other groups are underrepresented, which limits who plans and whose perspectives are validated. Bias and discrimination continue to persist and must be acknowledged to support systemic change. Though some initiatives are implemented, these efforts need to be further institutionalized. The findings also corroborate recent scholarship identifying the reluctance of the planning discipline to acknowledge and unpack the role of Whiteness in everyday planning practices and research (Goetz, Williams, and Damiano 2020; Solis 2020, Williams 2020). Critically, these are not new issues for the profession, as other North American and British planners have pushed for anti-racist planning initiatives from the 1970s (Griffiths and Richards 1989; Healey and Gilroy 1990; Thomas 2004).

Moving forward, it is clear that more strident, inclusive, and explicit anti-racist thinking is needed, which requires continual re-commitment to and re-examination of these values. It is more important now than ever to center diversity and cultural competency in core curricula to send a message regarding the value of diversity within the field of planning. Below we offer recommendations for APA and AICP, employers, and planning educational institutions. Based on our research, the recommendations comprise three areas 1) organizational leadership and diversification, 2) professional development, and 3) workplace and community capacity building. These recommendations are not exhaustive, but represent a more explicit approach to reorienting equity, diversity, and inclusion at the core of the field of planning.

Recommendations for APA and AICP

Organizational Leadership & Diversification

- Take a more active political role advocating for more effective anti-racist and inclusive efforts through stronger advocacy; reorient towards a more activist organizational platform that will train practitioners to be planning advocates.
- Confront the legacy of systemic racism in planning practices that continue to marginalize communities of color by adding reparations to the issues that Congress must address in 2021.
- Advocate for actively anti-racist practices in the planning field and how these approaches can create more inclusive workplaces and communities.
- Create intentional communication/messaging by APA leadership that collectively acknowledges how urban planning has and continues to reinforce structural and institutional racism and inequality through discriminatory planning tools and actively shift towards an anti-racist agenda.
- Communicate messages by APA leadership that acknowledges that bias and discrimination continue to exist in our organizations, workplaces, institutions, and planning processes in the communities we serve.
- Create local student APA chapters or host a student conference online to show students the value of APA early on while they have a free membership and can access webinars, trainings, workshops, etc.
- Equitably adjust the cost of memberships, and national and state conferences to attract participation from a more diverse audience and non-member conference participation, virtual platforms, etc.
- Diversify conference participants and AICP certification and maintenance by developing different fee structures for individuals to support those in non-traditional positions, non- profit organizations, and smaller organizations.

Professional Development

- Offer a conference focused on anti-racism, diversity, equity, and inclusion by building off of the Hindsight conference, and utilize sessions for CM credit.
- Strengthen and add anti-racism and cultural competency as a core requirement for Continuing Education (CE) credits for AICP.
- In addition to paid APA trainings, offer free APA trainings on topics that address diversity and inclusion, anti-racism, implicit bias, allyship, etc., to enhance learning about communities of color.
- Implement targeted outreach and trainings for local governments and elected officials on equity, diversity, and inclusion (EDI) issues and policymaking.
- Curate an online platform that showcases successful diversity and anti-racism work by planning organizations, institutions, and communities to elevate the importance and value of integrating EDI into planning.
- Support and fund the development of APA local chapter EDI strategies to implement more specific diversity and inclusion efforts focused on the unique needs of planners within local chapters.

Workplace & Community Capacity Building

- Require APA local chapters to develop EDI committees to actively work towards creating an organization or initiatives that supports diversity and inclusion.
- In addition to holding an Equity Forum at APA national conferences, create a quarterly series of equity forums to continue to "amplify equity" consistently and hear from members, share resources, and incorporate recommendations into planning efforts.
- Conduct a diversity climate survey every three years to track and monitor progress on diversity and inclusion benchmarks within APA member database and planning organizations.
- Evaluate the composition of employees and commit to hiring underrepresented groups and placing diverse populations in leadership positions, including paid and volunteer positions.
- Increase the accessibility of planning expertise by increasing collaborations or community classrooms with local community leaders already doing equity and advocacy work.
- Advocate for diversification of planning commissions and strengthen collaborations with allied organizations that can support developing comprehensive EDI trainings, workshops, and strategies.
- Create an annual national planning award for organizations and agencies showing excellence in equity, diversity, and inclusion.

Recommendations for Employers

Organizational Leadership & Diversification

- Recruit new planners from diverse institutions, non-traditional sources, and allied fields with greater diversity to expand the applicant pool; with a more diverse recruitment pool, limit implicit bias in hiring practices.
- Respond to potential barriers to recruitment and retention of planners from diverse backgrounds (e.g., paid internships and fellowships).
- Develop mentoring programs and peer-to-peer support groups to build and sustain an inclusive culture.
- Evaluate current promotion trends. Then, provide more opportunities for promotion of underrepresented groups in the workplace, particularly for positions of leadership.
- Institute ongoing monitoring and tracking protocols that measure whether increases in representation of underrepresented groups in planning positions are being achieved.
- Develop strategic racial equity action plans within organizations and agencies to identify and guide

equity, diversity, and inclusion efforts.

Professional Development

- Expand training opportunities for fellow planners and co-workers in diversity, anti- racism, cultural competency, implicit bias, and multicultural awareness that are offered quarterly and required on an ongoing basis.
- Institute ongoing anti-racism and implicit bias trainings for all hiring processes and require underrepresented group participation on all hiring committees.
- Provide internal training by external consultants/professionals to support managers with tools to address hiring and promotion bias to more effectively recruit, retain, and promote planners from underrepresented groups.

Workplace & Community Capacity Building

- Create and/or hire chief diversity officers, chief equity officers, or create divisions of race and equity that develop policies, practices, and strategic investments to reverse racial disparity trends, eliminate institutional racism, and ensure that outcomes and opportunities for all people are no longer predictable by race.
- Institute and encourage participation in diversity climate surveys/interviews annually to assess overall departmental/workplace climate, and broader trends within the profession.
- Commit to conducting racial impact assessments to determine the impact of planning decisions on communities of color for all plans and projects.
- Increase the accessibility of planning expertise by developing community classrooms or workshops in partnership with local communities to support engagement efforts.
- Planners, especially those who identify as White, should reflect on how Whiteness and White-centered perspectives appear in their work, including commonly used planning tools (e.g., surveys, datasets, ordinances) and processes (e.g., public forums/meetings, stakeholder consultations, requests for comments), and actively work to change these systems (see Solis 2020 for examples).

Recommendations for Planning Education Institutions

Planning Education Organizational Leadership

- Affirmatively promote the value of diversity across planning department activities to build bridges between planning education and practice through mission statements, curriculum offerings, syllabi reviews, and strategic partnerships and initiatives.
- Develop a diversity and inclusion climate survey to be administered annually in planning departments to assess overall departmental climate for faculty, staff, and students.
- Respond to potential financial and other barriers to recruitment and retention of students from diverse backgrounds (e.g. fellowships, postdoctoral positions for underrepresented minorities).
- Implement holistic admissions processes and/or hire recruitment coordinators focused on underrepresented groups.
- Institutionalize more professional development outreach and faculty-student and peer mentoring programs to increase the pipeline of underrepresented groups.
- Use the Ambassadors Program to develop awareness of planning in young people in underrepresented communities.
- Expand current mentoring programs such as Mentoring a Planning Student (MAPS), among other APA chapter mentoring programs to strategically pair underrepresented students with planners from underrepresented groups to support mentoring and affinity groups.
- Expand Box City, which raises awareness of the planning profession, from a focus on elementary schools to high schools to bring greater awareness of planning in underrepresented communities.

Professional Development

- Integrate diversity, cultural competence, and social justice-based curriculum into core classes to ensure that all students are exposed to issues of race, diversity, equity, and inclusion in relation to underrepresented communities.
- Require a suite of real-world participatory planning courses to effectively train students in community engagement techniques that build cultural competency for working with diverse communities.
- Require decolonizing planning curriculum that includes a broader range of identities represented in curriculum as part of the Planning Accreditation Board's (PAB) reaccreditation criteria.
- Advocate for PAB to require urban planning programs to provide evidence of commitment to ensure that women, racial and ethnic minorities, and members of other underrepresented groups in academia have access to the mentoring, tools, and support they need to be successful.
- Advocate for PAB to develop standards that move from a race-neutral orientation to an anti-racist orientation for planning programs.
- Commit to require ongoing diversity and inclusion training for faculty on effectively integrating diversity, equity, and inclusion course offerings.

Workplace & Community Capacity Building

- Commit to recruit and retain underrepresented students and faculty to create more space for students' experiences in the classroom, department, and institution.
- Increase diversity among planning students and faculty through recruitment and retention strategies such as diversity hires, scholarships, postdocs, and start-up packages.
- Push for PAB commitments to support retention of underrepresented faculty through institutional guidance on tenure requirements.
- Develop diversity strategic plans as guiding documents for students, faculty, staff, and administrators to identify and meet diversity and inclusion goals that focus on the climate for diversity; faculty, staff, and student recruitment and retention; expanded tenure requirements; and decolonized planning curriculum (see Sweet 2018 for examples).

Chapter 1: Context and respondent characteristics

1.1 Context: Where do planners work?

In this chapter, we first describe the contexts in which planners work to provide insights into the wide range of settings (public, private, and non-profit) where planners are employed and the types of fields and communities where planners work. Next, we describe the characteristics of our sample of planning practitioners with respect to demographic dated collected in our survey. Through the survey, we collected a variety of demographic information that allowed us to consider how the places that our participants report working compare to the country as a whole. Among the subset of participants who provided geographic information, most were from large- population metro counties, with some small but significant differences in some socioeconomic indicators between these areas and those without survey respondents. We also considered the indicators' rates of change to illuminate relevant dynamics, like immigration and racial/ethnic homogeneity, and found greater variability between metropolitan areas. Below we describe the analyses performed to make these comparisons using relevant data from the American Community Survey (ACS), and report high-level findings.

The APA Diversity Climate Survey included an optional question for participants to provide the ZIP code of their employer. From the 1,422 participants who responded to this question, nine were non-standard ZIPS (e.g., P.O. Boxes) that could not be linked to county and MSA-level data, and 13 were not valid 5-digit ZIPs and were excluded. All ZIPs were assigned to the counties and metro/micropolitan areas they fall inside (or, in the minority of cases in which a ZIP code is split across multiple areas, the area that it mostly falls inside by land area).

The dataset included 1,036 unique ZIPs, with an average of 1.4 participants per ZIP (max=16), 463 unique counties (average=3.1 participants per county, max=58), and 279 unique metro/micropolitan areas (average=5.1 participants per area, max=70). Most participants were from the South (n=487) and West (n=475) U.S. Census regions, with roughly half those numbers from the Northeast (n=211) and Midwest (n=249) regions. Figure 1 shows a further geographic breakdown by U.S. Census divisions, and Figure 2 shows the number of surveys by state/territory.

Figure 1. Map of APA survey responses by U.S. Census divisions

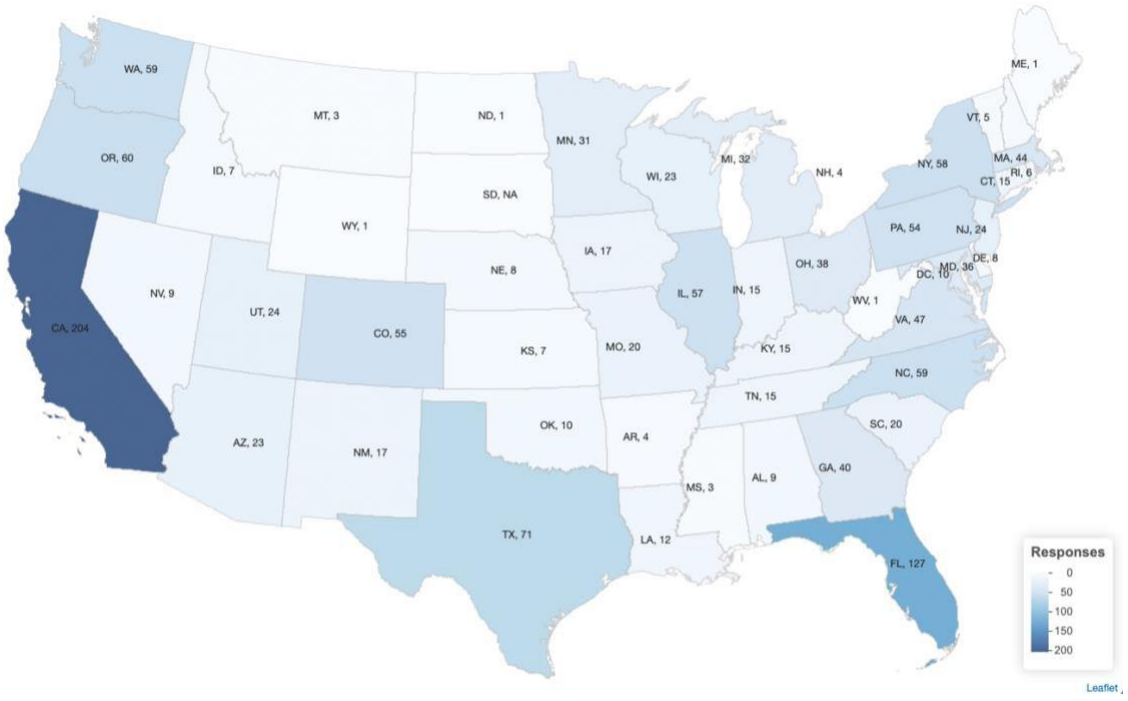

Figure 2. Map of APA survey responses by states/territories (Note: AK=3, HI=10, PR=2)

Counties were assigned urban/rural continuum codes according to the U.S. Department of Agriculture,[1] which defines eight classes of settlement by population and, for nonmetro counties, proximity to a metro area. Majority of participants (n=1,335) were from metro-classified counties, with most (n=926) coming from counties with a population of one million or more. Fewer participants were from nonmetro counties, though all urban/rural continuum classifications were represented amongst survey respondents. Figure 3 illustrates the distribution of participants across these classifications.

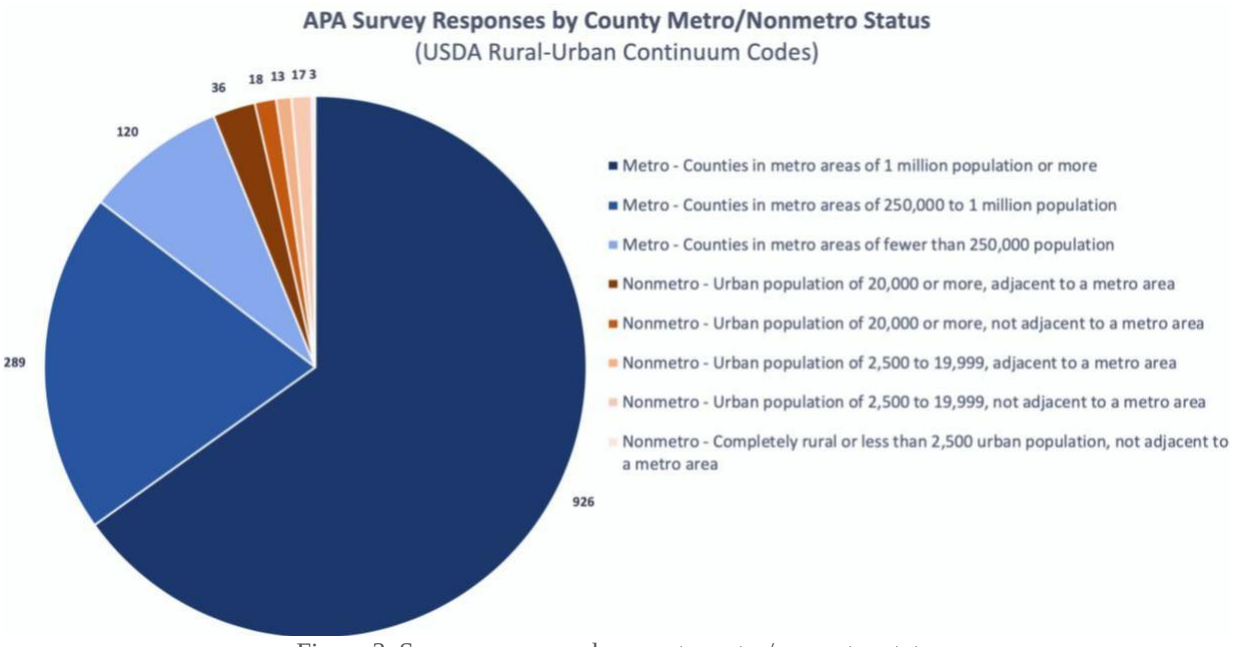

Figure 3. Survey responses by county metro/nonmetro status

[1] https://www.ers.usda.gov/data-products/rural-urban-continuum-codes.aspx

Comparisons were made between areas with and without APA survey respondents, with further exploration possible in terms of associations between other survey responses and the demographic contexts in which participants practice planning. A variety of demographic and socioeconomic indicators (see Appendix Table 1) from the 2007-2011 and 2013-2017 5-Year ACS estimates were extracted for all metropolitan and micropolitan statistical areas in the United States. We found small but significant differences between metro and micro areas with and without survey respondents in 2013-2017 5-Year ACS estimates (See Figure 4); of particular relevance for questions of working with diverse populations may be percent foreign-born population (higher for survey respondent metros) and percent of households speaking multiple languages at home (higher for survey respondent metros).

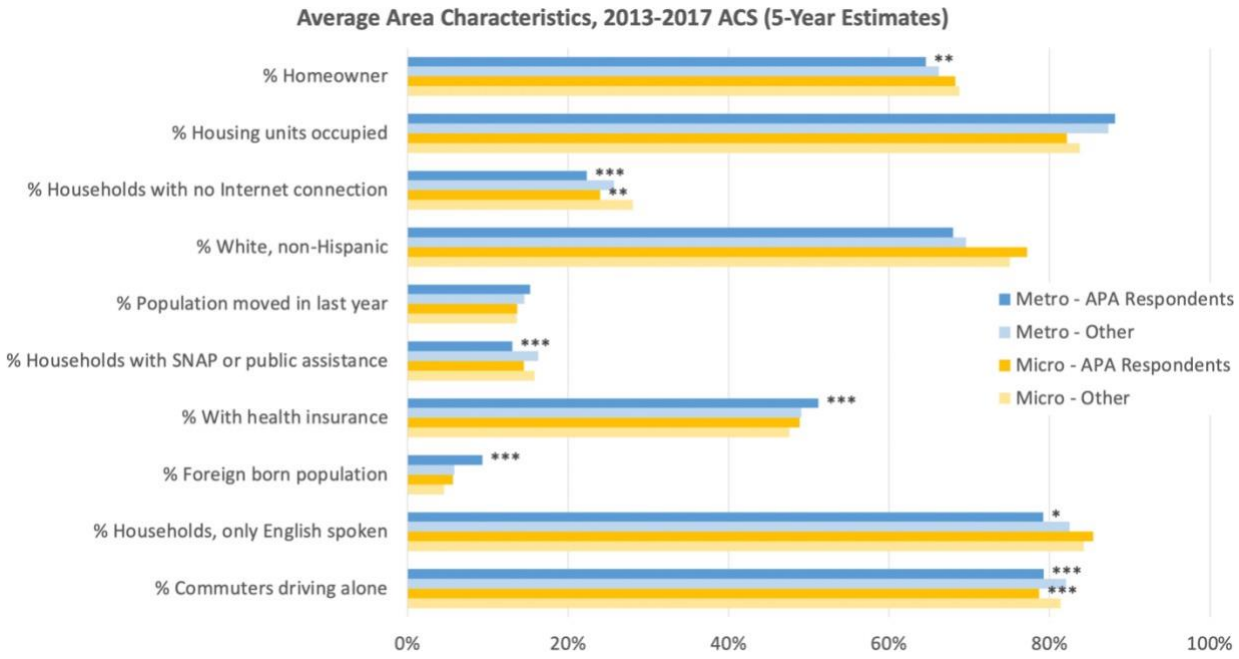

Figure 4. Summary of metro/micro area characteristics, ACS 2013-2017 (5-Year Estimates); APA survey respondent areas versus areas without APA respondents. Statistically significant differences between areas with/without survey respondents identified with * (2-tailed t-test assuming unequal variance)

For a subset of variables, the percent change between the 2007-2011 and 2013-2017 ACS datasets was also calculated, and population density was also calculated by dividing the total population counts by land area. Here, we found greater variability across the survey respondents' metro/micro areas (see Figure 5), with significant differences in indicators more relevant to housing (e.g., homeownership and vacancy rates) and economic markets (e.g., public assistance).

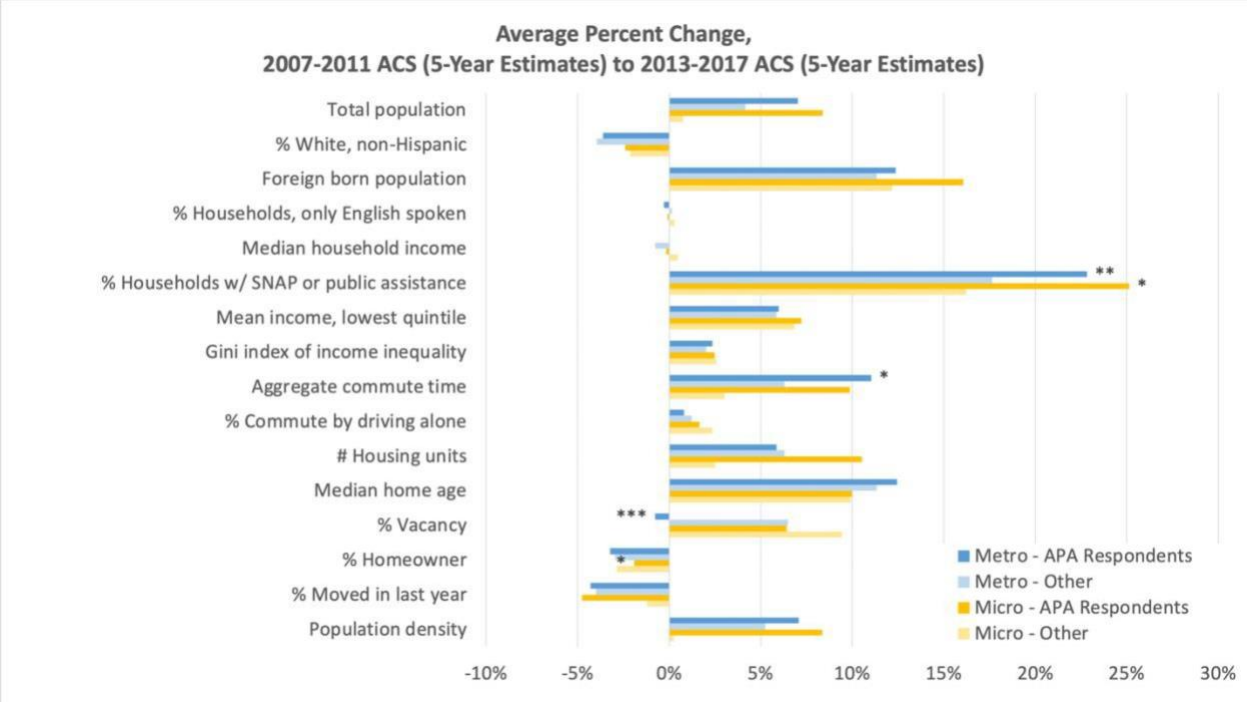

Figure 5. Summary of change in metro/micro area characteristics, ACS 2007-2011 (5-Year Estimates) to ACS 2013-2017 (5-Year Estimates); APA survey respondent areas versus areas without APA respondents. Statistically significant differences between areas with/without survey respondents identified with * (2-tailed t-test assuming unequal variance)

A segregation index, developed by researchers at Brown University using 2010 Census Data,[2] was also joined to a subset of metro areas with populations over 10,000. We found that a greater proportion of survey respondents worked in metros with high levels segregation (16 percent versus 10 percent) and smaller proportion worked in metros with moderate levels of segregation (68 percent versus 73 percent), compared to metros without respondents. Figure 6 presents these segregation data classified as "high", "moderate", and "low", based on threshold guidance provided by the index developers.

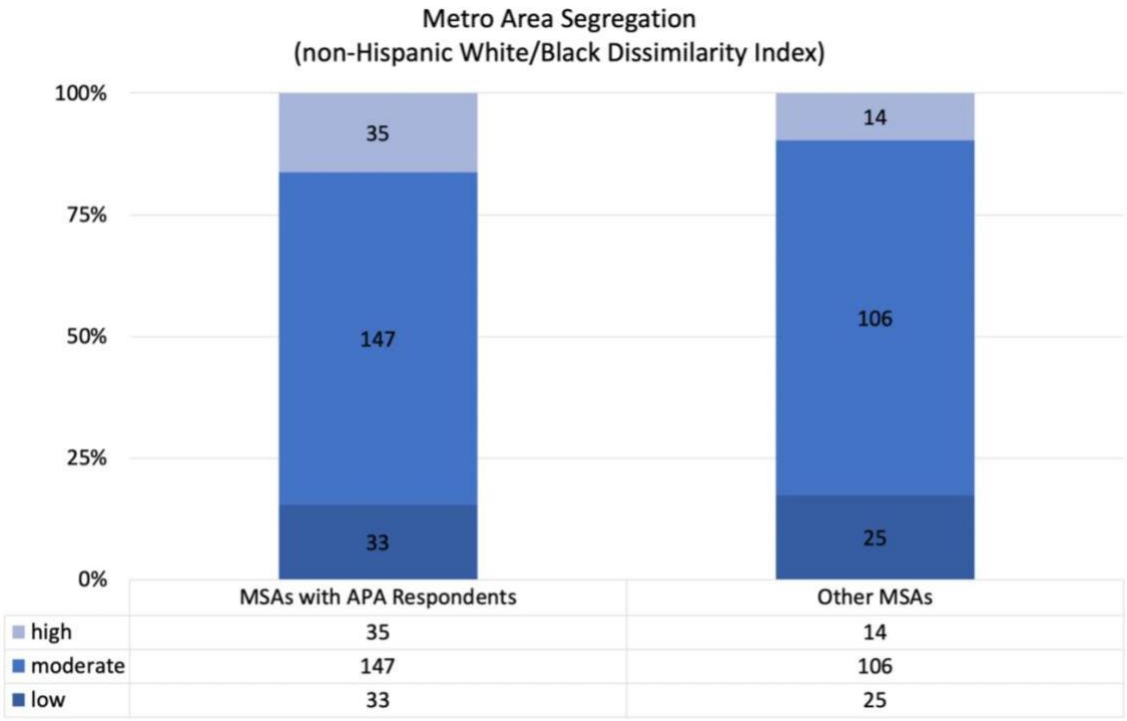

Figure 6. Summary of metro area segregation (non-Hispanic White – Black dissimilarity index, 2010 Census Data)

[2] https://s4.ad.brown.edu/projects/diversity/segregation2010/Default.aspx

1.2 Demographics of respondents

In this section, we describe the characteristics of our sample of planning practitioners. We received a total of 3,005 responses to our survey.[3] We briefly describe the geographic location of practice for each respondent along with their sector and position level. We also describe the age, gender, race, nativity, gender identity, and sexual orientation of our respondents.

State of residence

Practitioners in our sample identified their primary location of practice as being in one of 44 U.S. states and territories. California, Florida, Texas, North Carolina, and Colorado had the highest proportion of responses—cumulatively accounting for 37.4 percent of those respondents who identified their location of practice. A total of 1,687 respondents (51.45 percent) did not indicate the state where they practice.

We compared the number of responses to our survey to the response distribution in the 2018 American Planning Association Salary Survey, which reports responses by United States Census Divisions (Table 1). Responses were underrepresented in the New England (5.9 percentage points), West North Central (1.4), West South Central (0.7), and Middle Atlantic (2.7) regions, and overrepresented in the East South Central (1.1), Mountain (0.8), East North Central (2.2), Pacific (2.2), and South Atlantic (3.9) regions.

Region	APA Practitioner Survey	APA Salary Survey (2018)	Difference
New England	0.1	6.0	-5.9
East South Central	4.1	3.0	1.1
West North Central	6.6	8.0	-1.4
West South Central	7.3	8.0	-0.7
Middle Atlantic	7.7	10.0	-2.3
Mountain	10.8	10.0	0.8
East North Central	13.2	11.0	2.2
Pacific	23.2	21.0	2.2
South Atlantic	26.9	23.0	3.9

Table 1. Responses by region

3 Many respondents chose not to provide responses to some or all of the questions regarding their identity. We interpret this as a sign that respondents were either a) uncomfortable with the prospect of being identified based upon their survey responses, or b) uncomfortable with the ways in which identifying characteristics might be analyzed with relationship to their prior survey responses. Given the high rate of missing information for these responses, we report the number and percentage missing with each visualization in this chapter.

Employment sector

Nearly 42 percent of practitioners reported working for a local government (city planning) agency. Figure 8 shows that the next most prevalent work contexts were private consulting firms (18 percent), counties (14 percent), and regional planning agencies (8 percent). Forty-five percent of respondents chose not to identify their sector.

Position level

We asked respondents about their general level of responsibility within their agency ranging from entry-level to senior-level. As Figure 7 shows, the greatest proportion of respondents classified themselves as being in senior-level positions (31 percent). Mid-level and junior-level planners made up the next largest groups (31 percent each). Forty-four percent of respondents chose not to disclose their position level.

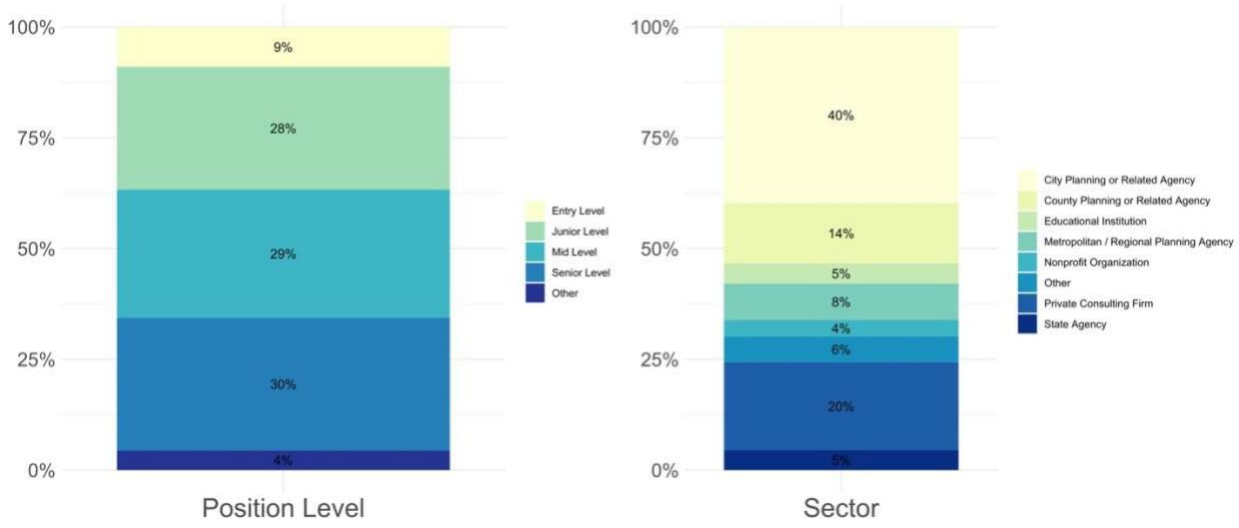

Figure 7. Responses by sector and position level

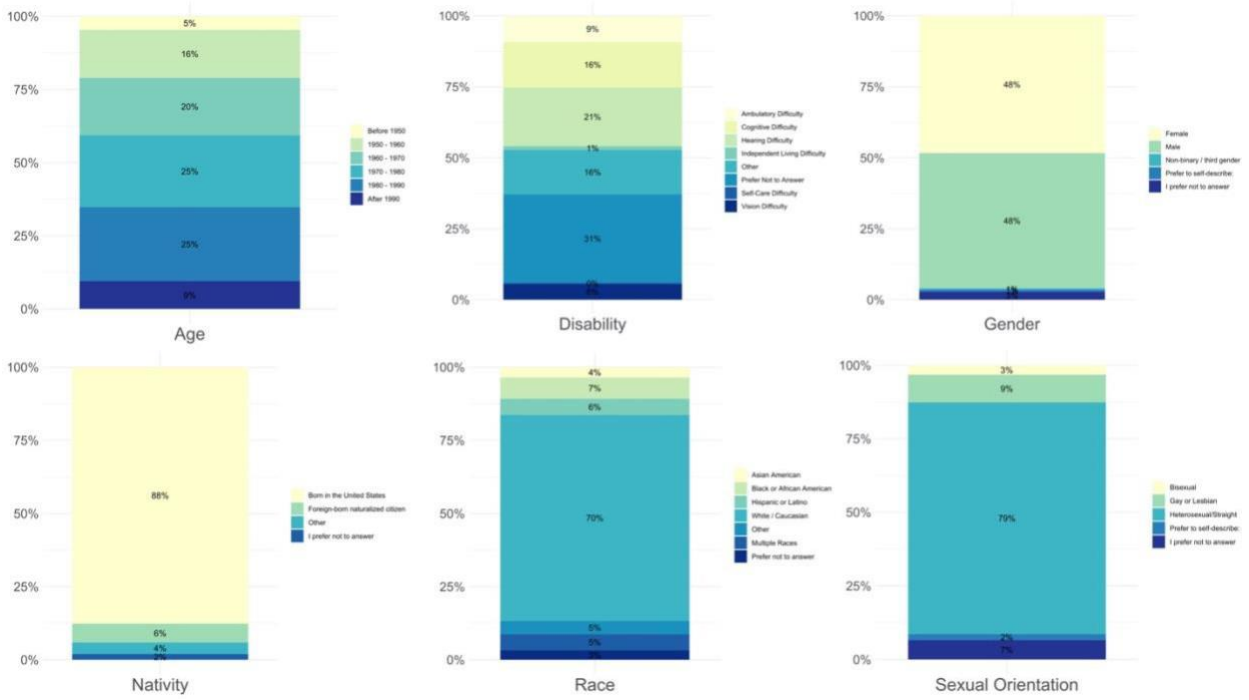

Figure 8. Respondent demographics

Figure 8 visualizes a selection of respondent demographics. Given the large proportion of respondents who chose not to provide a complete set of demographic characteristics, we report demographics based upon those who chose to self-identify, and also provide separately the proportion of the entire sample who did not provide information regarding that demographic characteristic.

Age

The mean year of birth for those respondents who reported their age was 1972 (48 years old), although the greatest proportion of our sample reported being between the age of 30 and 40 (born between 1980 and 1990). The mean age reported in the 2018 APA Salary Survey was 43.5, with the greatest proportion of respondents being between the ages of 30 and 40. Forty-nine percent of respondents chose not to disclose their age.

Race

Majority of our respondents (72 percent) identified as White or Caucasian. The next most prevalent racial identification was Black or African American (seven percent), followed by multiple races (five percent), and Hispanic or Latino ethnicity in any combination of racial groups (five percent). Compared to the 2018 APA Salary Survey, a greater proportion of our respondents identified as non-White (28 percent versus 21 percent in the APA survey). Forty-five percent of respondents skipped this question and did not disclose their racial identity. Three percent of those that responded said they preferred not to disclose their racial identity.

Nativity and origins

Majority of respondents were either born in the United States or claimed U.S. citizen status. Eighty-eight percent of respondents were born in the United States, six percent were naturalized citizens, and four percent fell into another category (permanent legal resident, other status). An additional 1,486 or 45.3 percent (the next largest group) did not disclose their nativity.

Gender identity

A nearly equal proportion of respondents identified as male or female - 49 percent identified as male, and 47 percent identified as female. An additional one percent of respondents identified as non-binary or another gender. Forty-five percent of respondents chose not to disclose their gender identity.

Sexual orientation

Eighty percent of our respondents identified as heterosexual, nine percent identified as gay or lesbian, and three percent identified as bisexual. While there is not consensus on the total prevalence of homosexuality within the general population, most estimates are between four and five percent. Of our sample, 45.3 percent chose not to disclose their sexual orientation.

Chapter 2: Diversity in the workplace

In this chapter we expand on planners' perceptions of diversity in the workplace. Survey respondents reported statistically significant differences in personal experiences of bias or discrimination between White and non-White respondents on the basis of ability/disability status, citizenship or nationality, gender identity, and race or ethnicity. Across all categories, non-White respondents were more likely to report more frequent experiences of personal bias or discrimination when compared to White-identified respondents. This chapter delves into how these differences matter in participants' workplace experiences and practices.

We conceptualize discrimination as the differential treatment or perception of an individual based on their physical and social personal attributes. Discrimination turns bias into forms of cultural exclusion (marginalization, disrespect, tokenism) and personnel selection (hiring and promotional discrimination). This unequal treatment affects how an individual interacts in their workplace from how they "show up" to how they are perceived and evaluated by their peers and supervisors, overall, their experience in the workplace.

2.1 Perspectives of Whites and non-Whites

Respondents provided perceptions of how their workplace approached diversity. Each respondent was asked to respond to four statements about their current workplace.

- My workplace encourages professionals to share ideas openly (8.7 percent *fewer* non-White agreed)
- My workplace has a commitment to diversity in the broader community (3.7 percent *fewer* non-White respondents agreed)
- My workplace is composed of staff who reflect the diversity of the communities we serve (4.4 percent *greater* non-White respondents agreed)
- My workplace takes steps to address issues that are important to creating a diverse workforce (1.4 percent *fewer* non-White respondents agreed)

For the question regarding the sharing of ideas openly, 82 percent of White respondents and 74 percent of non-White respondents agreed or strongly agreed that their workplace supported the sharing of ideas (Figure 9). Strong agreement was more prevalent amongst White respondents (42 percent versus 33 percent for respondents from non-White respondents). Results were similar for the question regarding workplace commitment to diversity. Fifty-nine percent of White respondents agreed or strongly agreed, while 56 percent of non-White respondents agreed or strongly agreed.

Regarding workplace staff composition, non-White respondents were more likely to indicate strong support for diversity, with 49 percent of non-White respondents agreeing or strongly agreeing compared to 45 percent of White respondents. White respondents were less likely to strongly agree that their workplaces were composed of diverse staff reflective of the community served (13 percent versus 20 percent of non-White respondents). Finally, we asked respondents about whether their workplace takes steps to address issues that create a diverse workplace. The distribution of non-White and White respondents' answers to this question were largely similar (40 percent agree or strongly agree for non-White respondents and 42 percent agree or strongly agreed for White respondents).

Question: Please indicate the extent to which you agree or disagree with the following statements. My current workplace…

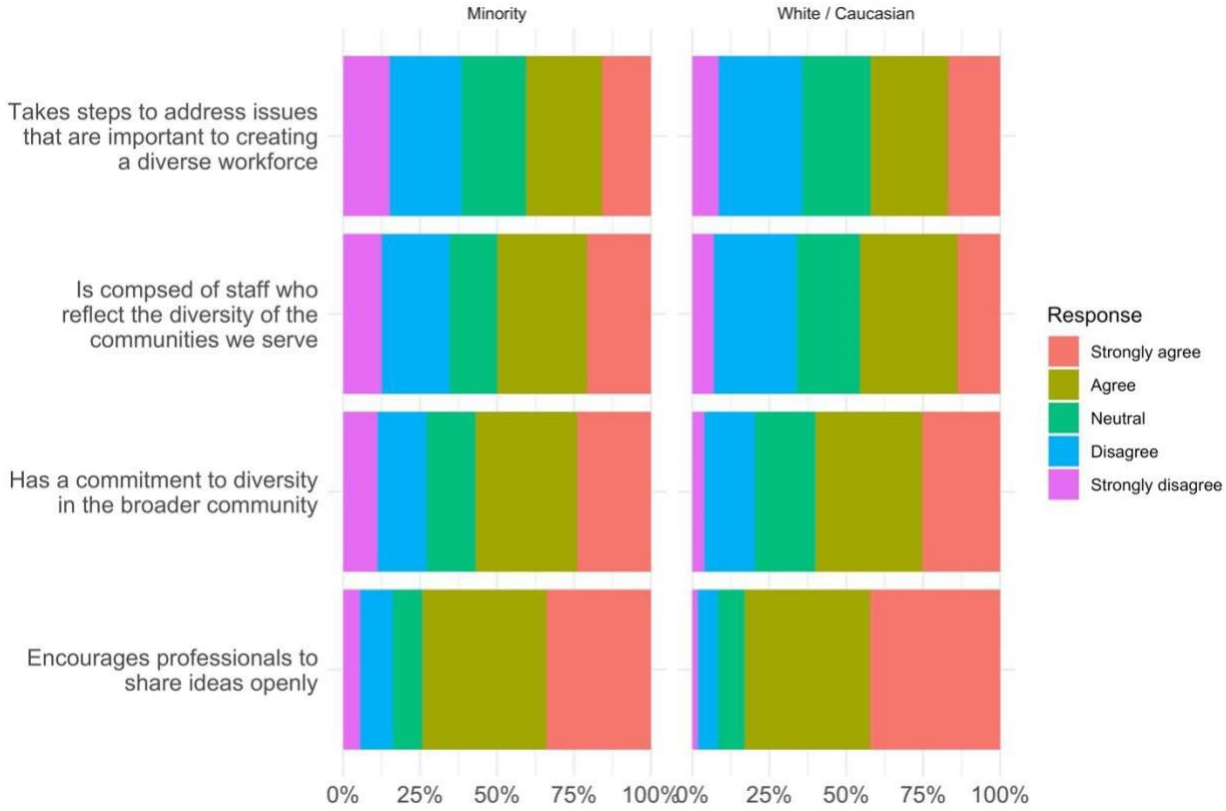

Figure 9. Satisfaction with workplace approach to diversity

We next asked respondents about their satisfaction with the representation of individuals reflecting several types of diversity within their workplace (Figure 10). While ratings of relative satisfaction can mean different things to different respondents, this type of question is commonly used to help assess how well people feel that their workplace represents individuals and how prepared respondents feel to engage with these issues.

Question: Please rate your satisfaction with the level of diversity of individuals employed in planning positions at your current workplace with respect to the following:

- Ability / Disability Status (5.9 percent *fewer* non-White were satisfied or very satisfied)
- Age (4.5 percent *fewer* non-White were satisfied or very satisfied)
- Citizenship or Nationality (5.1 percent *fewer* non-White were satisfied or very satisfied)
- Gender (0.2 percent *more* non-White were satisfied or very satisfied)
- Gender Identity (0.9 percent *fewer* non-White were satisfied or very satisfied)
- Race or Ethnicity (4.3 percent *more* non-White were satisfied or very satisfied)
- Sexual Orientation (1.5 percent *fewer* non-White were satisfied or very satisfied)

In general, non-White respondents were less likely to be satisfied or very satisfied with the level of diversity based upon dis/ability status (5.9 percentage points lower), age (4.4 percentage points lower), nationality (5.1 percentage points lower), gender identity (0.9 percentage points lower), and sexual orientation (1 percentage point lower). Non-White respondents rated more favorably than Whites by a small margin with respect to gender diversity (0.1 percentage point higher), and by a larger margin with respect to racial or ethnic diversity (4.2 percentage points).

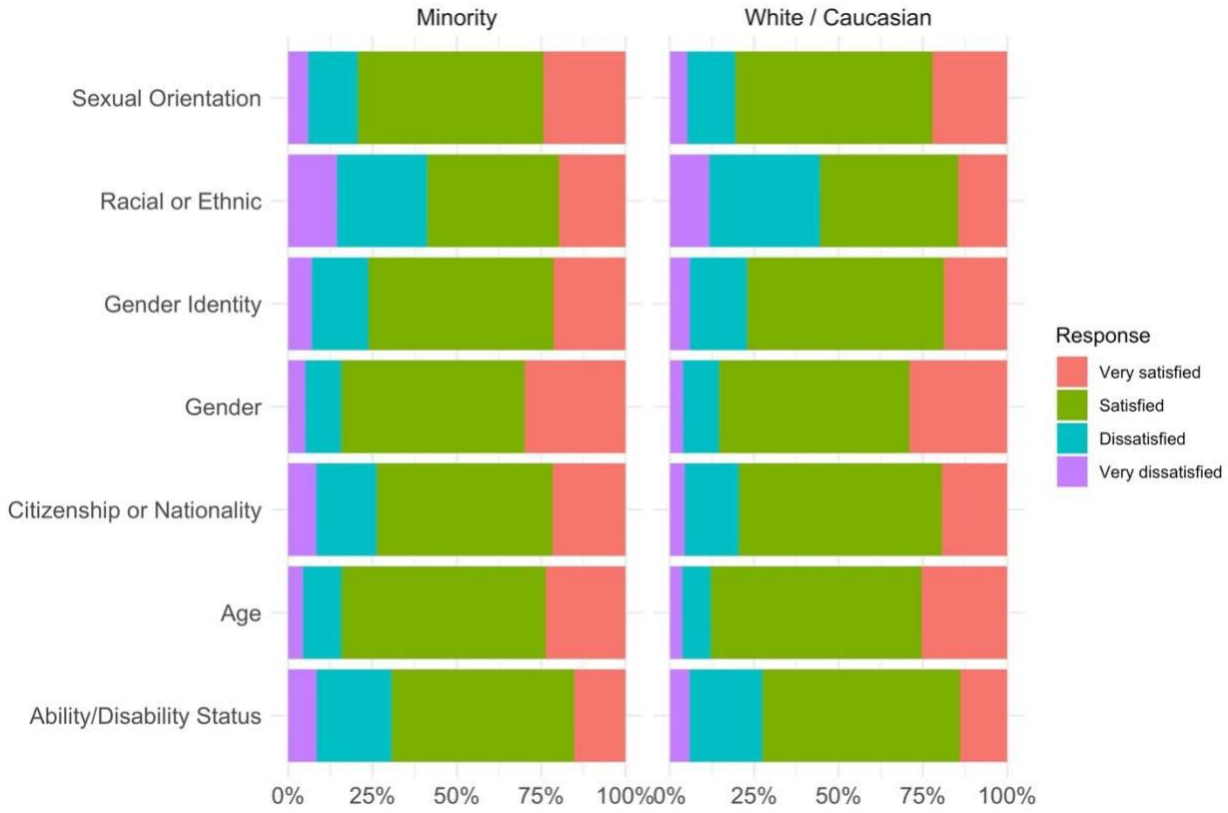

Figure 10. Satisfaction with diversity of individuals employed by diversity type

We next asked respondents to describe their personal experience with bias, harassment, or discrimination in their current workplace, itemizing frequency based upon an identified reason for discrimination or bias (Figure 11).

Question: Thinking about interactions within your current workplace, have you personally experienced bias, harassment, or discrimination due to your…:

- Ability / Disability Status (3.2 percent *fewer* non-White respondents reported often or very often)
- Age (4.3 percent *fewer* non-White respondents reported often or very often)
- Citizenship or Nationality (5.6 percent *fewer* non-White respondents reported often or very often)
- Gender (1.7 percent *fewer* non-White respondents reported often or very often)
- Gender Identity (3.1 percent *fewer* non-White respondents reported often or very often)
- Race or Ethnicity (11.6 percent *fewer* non-White respondents reported often or very often)
- Sexual Orientation (1.6 percent *fewer* non-White respondents reported often or very often)

Such accounts are rare, however, there are a few notable differences worth highlighting. Non- White respondents were far more likely to report bias based upon their race or ethnicity (11.6 percent indicated experiencing these events often or very often compared to one percent of White respondents). Non-White respondents were also more likely to perceive personal discrimination on the basis of their age (4.3 percentage points higher than White respondents), and nationality (5.5 percentage points higher than White respondents). It is also notable that both White respondents and non-White respondents reported experiencing gender-based bias (8.3 percent very often or often for Whites and 10.0 percent for non-White respondents).

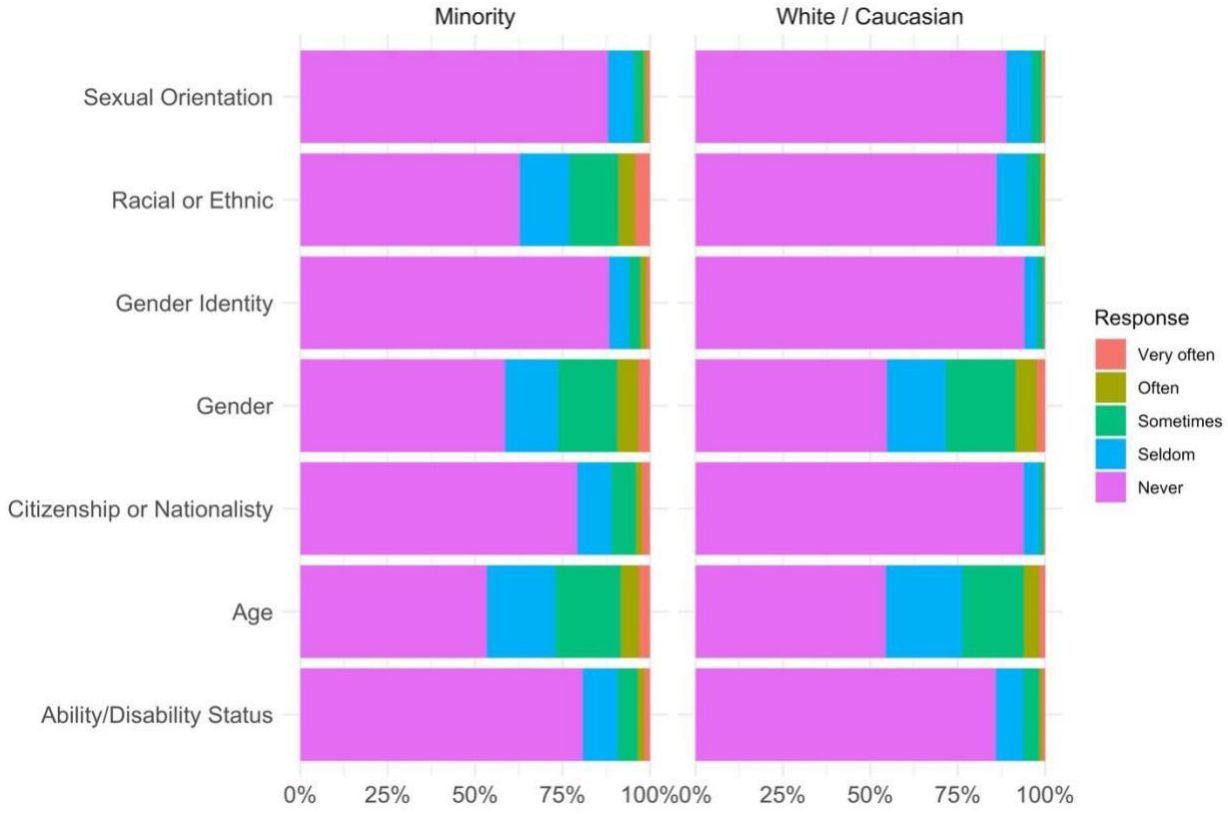

Figure 11. Personal experience of bias, harassment, or discrimination

Similarly, to personal experiences of bias, harassment, or discrimination, witnessing others experiencing such acts within the workplace is relatively rare.

Question: Thinking about interactions within your current workplace, have you witnessed others experiencing bias, harassment, or discrimination due to their…:

- Ability / Disability Status (3.2 percent *fewer* non-White respondents reported often or very often)
- Age (4.3 percent *fewer* non-White respondents reported often or very often)
- Citizenship or Nationality (5.6 percent *fewer* non-White respondents reported often or very often)
- Gender (1.7 percent *fewer* non-White respondents reported often or very often)
- Gender Identity (3.1 percent *fewer* non-White respondents reported often or very often)
- Race or Ethnicity (11.6 percent *fewer* non-White respondents reported often or very often)
- Sexual Orientation (1.6 percent *fewer* non-White respondents reported often or very often)

Figure 12 shows that the most common grounds for others' discrimination in the workplace is on the basis of race (12 percent of non-White respondent's report witnessing these acts often or very often when compared to three percent of White respondents). Gender discrimination, and discrimination on the basis of gender identity were also reported more frequently than other grounds for discrimination, and non-White respondents were more likely to observe such events.

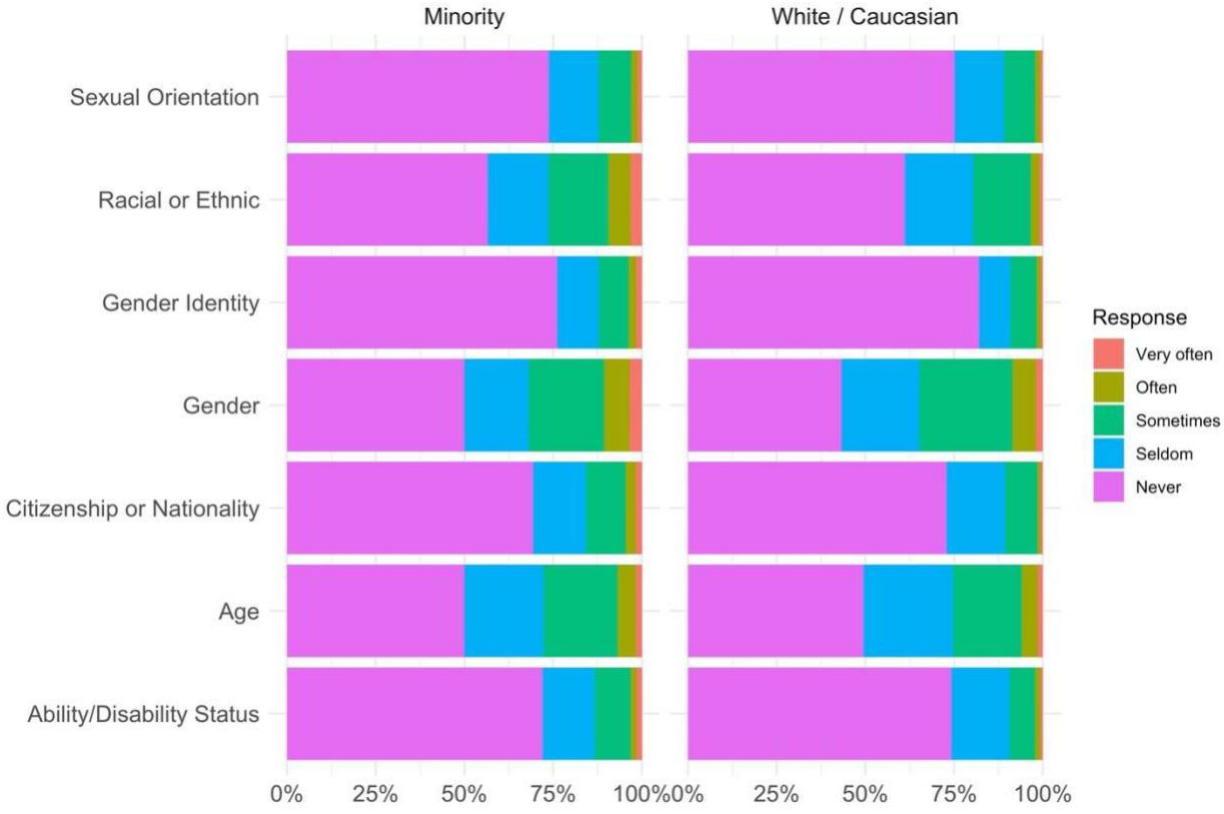

Figure 12. Witnessing others' experience of bias, harassment, or discrimination

2.2 Bias and discrimination

Bias is manifested as unequal treatment of employees based on their identity. This unequal treatment affects how an individual interacts with their workplace from how they "show up" to how they are perceived and evaluated by their peers and supervisors. Relatedly, discrimination occurs when an individual is perceived and evaluated differently depending on whether their actions go against expectations of how they should act (Eagly and Karau 2002). Planners work mostly in and for public agencies where overt discriminatory practices are officially outlawed. We hoped to focus on the more subtle and powerful institutional and cultural biases that persist despite the rules.

This section of the report describes the ways in which respondents reported observing or dealing with instances of overt discrimination or microaggressions and stereotyping in the workplace. The section is organized by the different groups or identities that were the target of discrimination in the workplace. Respondents did not always recognize the incidents as examples of discrimination. We asked interviewees a series of questions to understand their experiences with bias and discrimination, which included 1) Can you describe any instances where you have felt uncomfortable with workplace discussions about diversity? 2) Can you describe any instances where you or others have been insulted or marginalized in your workplace because of your / their identity? Our interviewees support our survey findings, which indicate that groups facing bias and discrimination in the workplace include age discrimination, women, people of color, and those in the LGBTQIA+ community.

Age

The most prevalent form of discrimination respondents reported was related to age. The greatest proportion of our sample reported being between the age of 30 and 40 (born between 1980 and 1990). Younger planners reported being treated differently based on their age. Recent research (Chasteen, Horhota, and Crumley-Branyon 2020; Raymer, Reed, Spiegel, and Purvanova 2017) has shown that while ageism is more prevalent against older people, young and middle-aged adults experience ageism, usually from coworkers, rather than supervisors. Young planners of all genders, races, and ethnicities were able to recall, define, and identify feeling they had been discriminated against or having observed someone being discriminated against due to ageism within the profession. As this young, male Hispanic/Latino planner described:

> *"I will say yes [I am judged differently], only because I'm actually one of the youngest planners, so like my level of experience is obviously different. So, I think I do acknowledge that reality in terms of like whenever I'm thinking about something, you're not really trying to understand how I'm being treated or whatever."*

Ageism was even more prevalent among young female planners. As several respondents shared when asked to describe experiences where they had felt judged differently by colleagues, staff, or other constituents based on their identity in the workplace. Here is a quote from a young Black/African American female planner *"...I stroll in there and I'm very young... I don't think they were trying to be derisive. Honestly, I think. So, they'll say... things like, 'this is great work, young lady,' and it's all patronizing."*

Another young, White female planner explained:

> *"I think for me it's my age. Because I'm the youngest person. So, I'm a department head like everybody else. But because I'm not in charge of anyone. I'm not legally listed as a department head, so I tend to get played down a lot by my colleagues and especially because of my age, and because I'm [just] out of school and stuff like that. [My direct supervisor] "….[D]iscriminated against me for my age and gender. I was being treated like a child. The guy was basically talking to me like I was his daughter."*

These findings do not intend to indicate that older planners do not also experience discrimination, as this professional explained:

> *"Age discrimination is a concern. I am concerned that older people, like myself who are the heavy lifters in the organization are "put out to pasture" with an ongoing suite of project assignments and no recognition for our continued delivery of work product. Meanwhile management focuses the attention, promotion opportunities, etc. on the younger associates. Older folks work output is taken for granted due to our experience (they just expect us to keep putting out good work) while younger staff are praised for every little work product. I am not dead yet and plan to work for another decade. Frustrating!"*

Gender

Several respondents shared examples of planners being treated differently based on their gender, in particular, binary gender disparity. Furthermore, respondents recognized that (binary) gender disparity is an "easier" or more widely understood form of discrimination (though still prevalent). As this female, White planner explained, *"I think when it comes to diversity, there are certain topics that are easier for people such as the gender."*

Certainly, also male planners acknowledged discrimination against women, even if it had to be pointed out to them, as this male, White respondent explained:

> *"I found how subtle the hindrances can be to women. And when they confided in me as to what happened to them. I was amazed at the fact that [discrimination against female colleagues] happened in front of me and I did not know it. And I thought of myself as a person that's aware and I was like, apparently, I'm not and I think that men need to go to in, and in order to be a good supervisor, need to go to training to understand that there's a lot of societal things that are done and that prevent people from moving forward here. I think that it's awful. And that's done to them and a lot of men older men make a lot of judgments that are inappropriate."*

Relatedly, several respondents brought up disparities in salary, a quantifiable and widespread form of discrimination against females. As this female, White respondent recounted:

Race

> *"I'm paid less than 90 some odd percent of people with that same classification and I do think that's partly because I'm a woman. And partly because I'm fairly young…, you know, relatively speaking. And so, I think if I'd been just one of those like rock star men, they would have kept pace with the salary, but because I'm a woman, I think. And, you know, the city has merit-based procedures that you only make a 10 percent raise when you get a position and thump, that ends up hurting the people who rise up from within."*

Issues of racial discrimination were prevalent in the responses of non-White respondents, where White respondents sometimes shared incidents of racial discrimination without the respondent actually noting it or placing any special weight on this rationale. Particularly, among White planners, issues of race remain an elusive topic that they are much more comfortable addressing (thinking about) in further removed or theoretical spaces. That is, respondents were more likely to refer to racial disparities in the communities where they do community outreach or serve rather than to identify these instances within their work environment. Similarly, respondents would talk about race in terms of the need for further training (this topic is addressed in Chapter 5). An exception to this pattern, was provided by a female, White respondent that shared:

> *"For example, we had a Christmas party and we did like gag gifts and someone brought in a Chihuahua that sings like La Cucaracha or something like that. And someone was like, oh, that sounds just like when I go over to this part of the county, that's all I ever hear. And it was just like sitting there and I was just like I looked at my other friend, who is one of two Asian people in our office, and we just looked at each other like, did he just say that? And it was just it's just stuff like that that happens. And it's like a lot of like microaggressions."*

On the other hand, most planners of color were better able to recall or provide examples of race- based discrimination based on their experience in the workplace. As this female, Black/African American respondent shared:

> *"I was discriminated against often and I brought it up to my supervisor and to the division manager as well. And I went to H.R. Once I was there, filed an EEOC complaint for discrimination. And then I was let go. So, I filed another one for retaliation. So that was not pleasant at all."*

Similarly, a Latino male, said that he had gone to the office to pick up a map during off-work hours, when a woman who was also in the office at the time when no one else was at work, looked at him suspiciously as if he had committed a crime. He said, *"And then that lady gave me really kind of a very judgmental look like I had done something offensive to her by just existing."* Men of color in our interviews recalled several stories of racial and ethnic profiling. However, the majority of Black/African Americans and Latinos reported that racial and ethnic profiling often occurs in their everyday life; they just wished they did not have to experience this also at work.

LGBTQIA+

Respondents highlighted how, despite administrative involvement in the process, discrimination based on an individual's gender and sexual orientation plays out in the workplace. This respondent's description also brings to the fore that current human resource processes and support are insufficient to address this type of behavior despite it very much contributing to the overall work environment. As this respondent described in relation to a colleague's decision to transition:

> *"Our human resources came and showed us this video from the Human Rights Council about the truth about transgender people. And Lauren (pseudonym) she shared this lovely letter with all of us. And, you know, it was really nice. But the reaction that some people had, especially regarding bathrooms, was really disheartening. And still to this day, people are still calling her the wrong name. It was a lot of that chitter-chatter of like the bathrooms. And then just like, well, what do we call her? And all that came from our zoning enforcement teamwork, which is a team that is all men except for one woman. And they're all like a lot of them are all former police officers."*

2.3 Marginalization

Marginalization is a social disadvantage caused by being treated as insignificant or relegated to the periphery. It is the process in which individuals are denied full access to – or blocked from – various rights, opportunities, and resources that are normally available to members of a different group (Young 2000). Marginalized individuals are prevented from participating fully in the workplace. Based on interviews with planners we identified several ways that planners from underrepresented groups have been marginalized in the workplace. We asked interviewees the following questions: 1) Can you describe any instances where you or others have been insulted or marginalized in your workplace because of your / their identity? How have you or others responded to insults or arguments related to issues of your identity? 2) In what ways have you felt judged differently by colleagues, staff, or other constituents, based on your identity within the workplace? 3) Has the perception of your identity by colleagues, staff or other constituents, marginalized your ability to advance professionally? Below we highlight how although there is increased representation from diverse backgrounds in the workplace, there are still instances of lack of support and recognition; tokenism and isolation; and stigma / questioning qualifications.

Lack of support and recognition

Several respondents from marginalized populations experienced a lack of support and recognition. Lack of support to advance one's career was most frequently attributed to a lack of representation of marginalized groups among individuals in leadership roles. In one instance, a Black/African American practitioner described:

> *"Just the makeup of leadership [all White] here has an impact on how minorities move up in the department… If you have more minorities in positions of power, there's more likely to be a bit more diversity throughout the department. [Lack of representation] becomes an obstacle."*

Similarly, a female, White planner poignantly articulated the issue as:

> *"There is pretty rampant sexism at X County. There were now no women managers. And every time a position open that was for, you know, a senior planner or higher position, it was always men [hired]. Even if even if the woman was more qualified for whatever reason, the guy was always the one that got the promotion. And so, the X County has an extremely high turnover rate for their planners anyway. But it's even higher for women planners within the department because there's no way to advance. You're not, you're never gonna get promoted there if you're a woman. This was brought up to H.R. at X County; they kind of had like our running tally of women who are leaving and giving them this feedback. So, by the time I left, I was told that they were monitoring it because it was brought to their attention previously. But I never really felt that anything was done about it."*

A second female, White practitioner shared, "I have gone for three promotions now within my department and all three have gone to White men, and you know… the team is all White men." Another female, Asian American planner, characterized the lack of racial and ethnic representation as limiting her advancement, she explained:

> *"I'm definitely on guard and I don't see myself in those positions. I don't see other Asian American women who are in leadership at the Department of Transportation if it's just mainly White, male and White women. You know, I'm more hesitant, why would they make me the exception unless I completely assimilate… which I used to do."*

Moreover, a male, White planner (in a leadership position) concurred with the need for representation among leadership by sharing:

> *"I think the best thing I could do is to not be the director. My perspective as a White male is probably not as needed in this role because it has been the dominant perspective for so long. I think the best thing I could do to improve diversity in my organization is make room for someone with underrepresented identity or identities to be the director."*

Other practitioners provided yet another way to characterize the lack of recognition for planners of color. Specifically, participants pointed to pay inequities based on race. As this Asian American respondent described:

> *"So, in the in the survey that APA does, the salary survey, what I'd be really curious to see… I don't think I'm the only one who's experienced this. People of color, how long they've been in the profession and where they are salary-wise. It should reflect the years that they've been in [the position], but a lot of times we get stagnated as if there were a ceiling for us. Our counterparts with the same number of years of experience are at a much higher income bracket because they have gotten those opportunities to advance. And we have not. I would've never been able to advance if I stayed where I was [previous employer]."*

Additionally, a few participants credited the lack of on-the-job training to support advancement as a contributing factor. For example, a male, Latino planner shared: "I was put in that position with no training at all… My supervisor, a White male, waited for my six-month review to release a scathing review, like horrible, horrible review, and he waited six months to point out things that I could have corrected six months before."

Finally, on the flip side of the conversation around advancement within the organization, some practitioners pointed to having a mentor or an advocate as supportive to their career goals and progression within their places of employment; this was the case most frequently for junior, female, White respondents. A female, White planner shared:

"I am very fortunate, that I have a boss that really advocates for me… I think that I might have that challenge [to not be able to advance professionally due to her identity or perceptions of her identity] if that weren't the case". Another female, White respondent explained, "I feel like my coworkers are very supportive of mentoring and upward growth and really promoting me. They allow me the opportunity to go to places, and even when I'm not aware of opportunities to meet people or gain some kind of training, they tell me about them, they point me in the right direction, so I feel like I have that support."

Tokenism: Working as the only one

Several Black/African American and Latinx practitioners discussed being the "only Black planner" or the "only Black female." Another planner described it as "we are minorities." Most LGBTQIA+ individuals experience being the only one or one of two in their workplace—this can be ostracizing and leave the individual with limited support from colleagues, legal protections, and/or at the very least, the benefits from having/forming affinity group(s) or discussions with colleagues that understand. A gender nonconforming Asian American planner explained it as:

"I identify as queer but also gender nonconforming... I understand that I'm just naturally in [the] minority, so. It's…, I don't know. It's… I guess it's not really that much of a negative thing, but it's more like I would have preferred if other people in my team were also queer or were also gender nonconforming, so I didn't have to be that spokesperson or to like, you know when we go into data. [And we usually only] do the female-male breakdown. You know, I feel like when I'm up against people who are very data-driven or are very traditional conservative, it's hard for me to bring up my concerns about race, gender, and sexual orientation...And not feel [like it is] personal and offended by whatever response they're going to [have], and there's like no one on my team who shares, I guess, who I could personally share or personally understand my situation and my identity. Just because I know there's not that many. Not that I know that many queer or gender-nonconforming people who are well established in the planning field or are known."

Furthermore, some LGBTQIA+ planners described gender identity or sexual orientation as being "outside" the topics to be discussed/brought into the work environment. One interviewee shared:

"[At my workplace, there is] one openly LGBTQ person, me. Well, I'm not necessarily open about my sexual orientation. OK. It's not. It's like a "don't ask, don't tell" type of thing. And I do worry if I was open about that to everyone I interact with at work. I have concerns about that. OK. So. Yeah. So that's one thing that I have yet to explore, kind of waiting until there are more protections in place. I'm selectively open to people in my workplace."

In another instance, a male, White practitioner shared,

"I think most of my coworkers know that I'm gay. I'm not sort of out in a very public way at work, just in part because nobody else talks about their sexuality at work and it feels weird to me to sort of bring that out. But I know that there are other LGBT people in our organization."

Yet, gender dynamics are very much a part of the work climate, as a White, male transgender planner describes a contrasting scenario where LGBTQIA+ individuals have fostered a more welcoming and supportive environment to LGBTQIA+ coworkers:

> *"We do a really good job because like our director of city planning is a queer female. I'm the intern for the city planning and I'm a transgender male and like, that's kind of our whole department is like LGBT people who are out and it's fine. And nobody cares about them, no one bats an eye, which is really cool for it being such a small town… it is such an inclusive and welcoming space and you know people. There's a couple of other like LGBT people who work in the city and like you'll have someone who's a female [who is] talking about her wife, and no one bats an eye, you know, stuff like that."*

Stigma: Questioning qualifications

Black/African American and Latinx planners also described incidences in which they were questioned for the position they had. A Black/African American woman explained how her colleagues made her feel as if she was an affirmative action hire by asking question such as, "Which planning school did you go to?" In these comments she felt her colleagues made her feel as if her education was not good enough and that she did not deserve her current position. A Black male practitioner, who was in a leadership position illustrated in one story a microaggression that he has experienced often: someone not believing that he is a high management position. In his case he is the executive director of his organization, but an elected/appointed municipal official questioned him by saying: "that couldn't be possibly your title as executive director."

Similarly, another participant, a director of a renowned international planning organization, laughed because she was mistaken continuously for a secretary. She noted that this tended to occur mostly in Latin American countries where a woman could never have a position like hers. She mentioned that this has happened in the U.S. but is less likely than in her own country.

Another interviewee emphasized that she has experienced more discrimination as a woman in a high position than as a person born in Latin America living in the United States. She instructed her employees to treat her in public in such a way that others would understand that she was the boss. Her employees understood and were very supportive of her. She said that after the fact, they would simply laugh together about these misogynistic incidents.

2.4 Hiring discrimination

A significant challenge that planners acknowledge are the difficulties to hire a more diverse workforce that draws from underrepresented groups. When asked about the current environment in workplaces, and climate of diversity, planners discuss four to five main issues that agencies and organizations struggle with to increase diversity: 1) limited pool of applicants, 2) intentional bias in the hiring process, 3) lack of innovative recruiting approaches, 4) bias in applicant selection, and 5) relying on the same networks, expecting different results. In some cases, challenges are related more broadly to the perceived lack of individuals from underrepresented groups in the pool for hiring. Other planners suggest there is a more intentional bias in the hiring process and a lack of innovative approaches to recruit underrepresented groups. Employers rely on the same institutions to support their organizations that suggest implicit or explicit bias in selecting applicants that meet cultural norms of predominantly White male workplace environments.

Planners also share strategies that may allow for race-neutral hiring practices, as well as those that are more strategic and intentional to build a more diverse workforce. Considering APA's broad definition of diversity, planners note that the workplace may be more diverse in terms of not apparent[4] diversity markers, such as background, knowledge, or religion, and that apparent markers of difference such as gender and race are less likely to be present.

Planners were asked how diverse the current environment in their workplace is and whether there were significant opportunities to interact with colleagues and staff from different backgrounds.

Planners describe an environment that not only lacks racial diversity, but also gender diversity due to a limited process of hiring that fails to expand recruiting beyond what has always been done, while concluding there is a lack in the pipeline of planners of color. A Latino male describes their workplace environment:

> *"At this point from the students that I'm seeing again. We have a lot of really great interns, but all of them have been pretty much been White. They're great. And I love and I still mentor them, but it's a reality. I haven't, you know, I haven't found many people of color interested in the profession."*

[4] We use the terms apparent and non-apparent diversity markers to avoid perpetuating ableist language such as visible and invisible markers that rely on only one ability to be appreciated (Schalk 2013).

Another planner details an environment that is similarly not racially diverse, but has some gender diversity:

> *"My workplace is not very diverse […] or very mixed gender wise, and in terms of ethnicity, we're primarily Caucasian. We have a smattering of people from different races, but not to the degree that I would like to see in our office. And we've never really had… the most glaringly missing is representation from the African American community. We've never really had any [Black/African American] planners in the 17 years I've been in this company. We have an African American who does our I.T. here, but he's you know, unfortunately, he's an outlier. So that that's kind of where we are in our office. And it's very frustrating to me. And I'm always racking my brain on how to how to reach out and try to build a more diverse workforce in my office."*

This suggests that people of color are represented in non-planning positions, which is frustrating for some practitioners that want a range of planners from different racial backgrounds yet struggle with how to build a more diverse workforce. Planners also discuss some of the limitations that may exist in building a more diverse pool of planning applicants, such as the lack of access to higher education. A Latino male said:

> *"That's definitely [a] problem in our profession, in academia. I mean, I saw it in architecture - for people who can afford to go to universities for thousands of dollars, who can afford the right materials for all the projects and all that stuff. Right. So, it's definitely a pipeline problem. You would think bringing in more equitable access to institutions of higher learning as a first step. I think speaking of the pipeline problem, just having, better outreach to the public, if you will, in terms of how people understand urban planning... Because in school, like a lot of my friends would be like, oh, I cannot understand that. Like, they made it feel like a very specialized or elite knowledge. And I'm like, sure. I mean, you know, like what a material is called. But you live in buildings every day. Right. So, helping you understand. They live in the cities and they know how they want to live and work and shopping and play and to think about that. To have some agency."*

Lack of access to higher education limits the ability of underrepresented groups to find planning positions that typically require not only a master's degree in planning or a closely related field, but also experience interning while in graduate school, attending conferences, and reliance on peer and institutional networks to secure employment. Moreover, practitioners discussed the narrow range of recruitment practices that employers rely on. For example, using the same regional institutional networks to hire students directly from planning schools. A White female planner explains this particular challenge in diversifying the workplace:

> *"It's like the first thing I think… we always get like interns and hires from the same schools or same firms over and over and over again, so I think I would expand kind of where we're recruiting from and just look at kind of some other places and be more specific about that."*

Another planner echoed a similar concern and how it is difficult to foster a culture of inclusion when there are no representations of people from different planning programs, resulting in a predominantly White male workforce. A White female planner said:

> *"I think they could do better at targeting more people of different backgrounds. I think they tend to hire a lot of like White males from University of Florida and White males from Florida State University and they don't really reach out to other people […]when you're in a work setting, you know, there's so many White men around that there is a culture that this work is fostering. It just happens because all of the supervisors are White men. So, I think that is one way, and then I also think talking about culture and diversity and the importance of it. I think it's not ever, ever anything that has come up."*

Having workplace environments that fail to represent people from different backgrounds further underscores the difficulty of not only promoting inclusion in the workplace, but more broadly in the discipline of planning as leaders and policy makers working in increasingly diverse communities with an orientation towards implementing plans that support greater equity. An Asian American planner supports the need to do more targeted hiring that expands beyond regional institutions and does strategic recruitment from Historically Black Colleges and Universities (HBCUs) to diversify the hiring pool:

> *"So, we realized this, and we started looking into all the planning programs that we all came from. And we realized that there were a lot of people from the same schools and that turns into like a pipeline for recruitment and so then you don't end up diversifying yourself because you pull from the same schools or same like backgrounds, so we started to pull together research on what school what planning program everybody came from. What our contact information was at those schools? What are some like just HBCUs that have planning programs that we could potentially draw from, or more like public schools that we could draw from, or even like bachelors in planning?"*

Planners also shared stories of bias in hiring decisions related to the existing cultural norms. Planning managers and human resource managers tend to hire individuals that fit into the current workplace environment or whom they might be comfortable with, allowing for unconscious and/or implicit bias to influence the hiring process. A White female planner describes:

> *"Most of the time when hiring decisions are made, they're picking someone that they would like to go and have a beer with. And it's like. OK. But what about the person who doesn't drink beer? It's like they don't want to stray away from anything familiar. It's almost like I don't want to say like they need to get out of their comfort zone, but it's almost like they're just going with what's familiar to them and they're not trying to push boundaries."*

Likewise, a White male planner shared that despite not personally experiencing implicit bias, there is little likelihood that those in charge of hiring him were people of color, which reinforces hiring practices that limit who is offered the job:

> *"If anything, I've probably been given a fair amount of privilege to excel in my career. Hopefully, a lot of that was based on what I bring in terms of my work. But, you know, again, people always feel more comfortable hiring others like them. Typically, my hiring manager would be somebody who looks like me and we're trying to change that."*

In other cases, an Asian American planner talked about diversity initiatives that often fail and questioned the commitment to programming efforts, if they do not yield the intended results of diversifying the workplace. This respondent questioned why people of color are not hired despite having similar backgrounds and qualifications as their non-White counterparts, "back to that failed diversity hiring program. Although people are completely qualified yet were not given permanent positions. One might *call it a coincidence. One might call it something else*."

2.5 Promotional discrimination

In addition to practitioners acknowledging the perceived and real implicit biases that exist in hiring practices, planners also raise concerns on the existing and overt bias in access to promotion opportunities in their current positions. Planners describe opaque and unclear rationales behind promotions that leave women and people of color out of the process, where they remain overlooked and undervalued. We asked interviewees a series of questions to understand their experiences with the following: 1) In what ways have you felt judged differently by colleagues, staff, or other constituents, based on your identity within the workplace? 2) Has the perception of your identity by colleagues, staff or other constituents, limited your ability to advance professionally?

There were several concerns that were expressed by planners that ranged from bias in promotion decisions, lack of inclusion and bias towards mothers and young female planners, and the existence of a "glass ceiling". A Latinx female planner explained the lack of transparency in promotions at her workplace:

> *"And I'm probably I'm one of the few Puerto Rican planners in the eight-county region, that I work with right now. And you don't want to think about that and it's something that you don't you… don't wake up and think that at the first challenge you're going to leave. But when you think in hindsight, how sometimes things like promotions went about and how certain processes happen you we never really kind of understand if you didn't have an advocate in a higher position. You could be the smartest person in the room. And so that's what it feels like."*

A Black/African American male planner shared how he was told to not bother applying for a promotion that he was qualified for:

> *"And the other thing that made it so bad about that is that when I went in, it's how I was new with no accountability at all. So, I'll give you a prime example. So, I worked in the position for five years and a promotion opportunity came about. And, you know, I've gotten pretty good evaluations over the five years I was there. So, I was basically next in line to be promoted. In one job, you know, the supervisor told me, oh, we're looking for somebody that has more experience than you and all of this. And that basically set it up to say, you know, no bother applying. We're looking for somebody, you know, just, you know, just have stuff that you knew I didn't have at that time in my career and then find out they had somebody with less experience that was White from another department, brought over. So, I left that situation into another job and the same thing happened. So, I was able to make lateral moves and all, but never actually able to move up."*

On one hand, these planners wrestle with feeling powerless in how promotion decisions are made despite meeting the criteria for promotion. Other planners of color suggest that being overly ambitious can also stymie promotional opportunities, which come at a detriment where one must work twice as hard to even be acknowledged and recognized, and even still be passed over for promotions. An Asian American female planner expresses their frustration at the overt taxation in the workplace:

> *"My ambition being, you know, people like being ambitious is like is the negative trait out there or that's my experience in the workplace. But it doesn't. It doesn't end well. All you have to hide those is that card and just kind of go, OK, you know, you just got to have this false perception, like, I'm just here to do this one job. Just if you lump Asians together where we tend to be overeducated. But at the same time, we're the least likely group to be promoted at work. We have to work harder than other people to get that promotion. And they said that part of that is the cultural differences that we have. And I totally related to that. And sometimes wonder, is this what's holding you back at work sometimes?"*

In addition to people of color feeling they are required to work harder to achieve the same position as their White male counterparts, women also expressed frustration with the limitations of a glass ceiling that seem unsurmountable and pushes them to leave their current workplaces to seek employment elsewhere. A female planner explains this dynamic:

> *"If I'm continuously hitting the ceiling of having to work harder and faster and smarter than everyone else around, why am I going to continue to do that? Are we losing good people because we are judging or forcing them to prove that, and I've seen a lot of people walk away."*

Several other female planners shared similar stories about the lack of promotions given to women and the toll it takes on planning organizations:

> *"I have gone for three promotions now within my department and all three have gone to White men. I was talking with another colleague and the same thing happened to her. So, and I've learned over the course of two years now there has only been one woman who has been promoted. And that was our director. She went from deputy director to director. But everyone else has been a White man that has been promoted, I think, except for one person of color. So definitely I definitely think it's an issue in our office."*

Another female planner discusses more explicit ways that they have experienced gender bias in promotion opportunities by their male colleagues:

> *"I remember having a discussion about promoting a couple of women to partnership. And they were really interesting conversations because one of the senior partners in the company said, 'you know, that the demands placed on somebody being a partner in this company are very high and I'm not sure I'm comfortable promoting a woman with young children at home to a partner because she may need that time to be supporting her family.' And that struck me as being really an odd way to make decisions about who to promote to partnership. But the conversation really kind of got me thinking."*

Gender bias is clearly articulated by female planners as a major determination as to whether promotional opportunities are available or received by women. Moreover, the experiences of women and people of color illustrate the various ways that they are left out of not only decisions in promotion but the resulting impact of not being able to more forward and advance in their careers. This also further alienates women and people of color who explore other opportunities or lateral moves to find employers that have more inclusive and diverse workplace environments that are supportive and committed to equity and advancement in their hiring and promotion decisions that place value on diversity. Planning agencies and organizations will continue to lose these practitioners if changes are not made to shift the climate and workplace culture, which will further limit not only who is at the table, but who is setting the table and planning for communities that may not be representative of their constituents' values, lived experiences, and cultural practices.

Chapter 3: Working with the public

Since the 1960s with Sherry Arnstein's "Ladder of Citizen Participation" (1969), the importance of authentic community engagement has been recognized in planning. One of the fundamental principles of community participation is to engage with groups that are underrepresented or that have been historically marginalized. Although today's planners did not take part in harmful practices such as redlining, urban renewal, and racial covenants, the profession needs to acknowledge these deep-rooted pains felt in many communities, and confront the legacies of the past actions which continue to shape communities today.

Although the importance and need for participation in planning is well understood by practitioners, participation is not practiced with sufficient breadth. Likewise, public participation tends to have a difficult time engaging people from underrepresented groups. A point of discomfort for residents interacting with planners may be due to past injustices. The legacy of systemic exclusion undermines efforts by professional planners to reach out to minority communities. In that vein, it was necessary for our study to ask questions about practitioner's perception of personal experiences working with the public and diverse kinds of groups. This interrogation allowed us to assess the scope of different experiences in the field.

3.1 Perspectives of Whites and non-Whites

We first asked respondents about their frequency of interaction with people from diverse backgrounds.

Question: Thinking about your current work experiences interacting in a professional capacity with the general public, how often do you interact with people from the following backgrounds?

- Disabilities (5.2 percent *more* non-White reported always or often)
- Age Groups (4.1 percent *fewer* non-White reported always or often)
- Citizenship or Nationality (8.9 percent *more* non-White reported always or often)
- Gender (5.0 percent *fewer* non-White reported always or often)
- Racial Minorities (4.1percent *more* non-White reported always or often)
- LGBTQIA+ (3.7 percent *more* non-White reported always or often)
- Low Income (9.2 percent *more* non-White reported always or often)

Apparent forms of diversity such as gender, age, and race were the groups most frequently interacted with. Non-apparent forms of diversity including income, sexual orientation, and disability were less frequently worked with, which may reflect people's sense that they were less likely to engage with these populations on the basis of these characteristics (for instance, many respondents were unsure about their overall level of engagement with LGBTQIA+ individuals, and to a lesser extent, low-income individuals). Non-White planners were more likely to indicate that they always or often interacted with low-income populations (9.2 percentage points), individuals with alternate citizenship or nationality (8.8 percentage points), and individuals with disabilities (5.1 percentage points).

We next asked respondents about their satisfaction with workplace efforts to ensure representation from a range of groups in planning and public participation.

Question: Please rate your satisfaction with your workplace's efforts to ensure representation of the interests of individuals with the following characteristics in various planning and public participation efforts:

- Disabilities (11.6 percent *fewer* non-White reported satisfied or very satisfied)
- Age Groups (8.9 percent *fewer* non-White reported satisfied or very satisfied)
- Citizenship or Nationality (4.7 percent *fewer* non-White reported satisfied or very satisfied)
- Gender (7.0 percent *fewer* non-White reported satisfied or very satisfied)
- Racial Minorities (3.7 percent *fewer* non-White reported satisfied or very satisfied)
- LGBTQIA+ (1.6 percent *fewer* non-White reported satisfied or very satisfied)
- Low Income (0.9 percent *fewer* non-White reported satisfied or very satisfied)

Planners felt most satisfied with representation around gender and age, although Whites were somewhat more likely to indicate being satisfied or very satisfied (7 percentage points for gender and 8 percentage points for age). Minorities were more likely to disagree or strongly disagree regarding representation related to disabilities (7 percentage point difference compared to White respondents).

We asked practitioners about their comfort level working with a range of diverse groups. Respondents generally felt more comfortable interacting with those that came from their same social and cultural background. However, planners are expected to be able to communicate with multiple publics and advocate for a diverse constituency.

Question: Thinking about your current work experiences interacting in a professional capacity with the public, what is your comfort level in working with the following groups?

- Disabilities (2.7 percent *fewer* non-White reported comfortable or very comfortable)
- Age Groups (2.7 percent *fewer* non-White reported comfortable or very comfortable)
- Citizenship or Nationality (2.0 percent *fewer* non-White reported comfortable or very comfortable)
- Gender (4.6 percent *fewer* non-White reported comfortable or very comfortable)
- Racial Minorities (1.3 percent *fewer* non-White reported comfortable or very comfortable)
- LGBTQIA+ (4.6 percent *fewer* non-White reported comfortable or very comfortable)
- Low Income (1.2 percent *fewer* non-White reported comfortable or very comfortable)

Across each of the categories, a majority of respondents felt somewhat or very comfortable working with all groups. Non-White respondents were more likely to feel very confident about working with individuals of other citizenship or nationality statuses, racial minorities, and low- income community members. White respondents were more likely to feel very confident about working with groups of diverse age and LGBTQIA+ groups.

Regarding community engagement practices, respondents largely agreed that the most important practices were 1) working with and learning from community members; 2) learning about the cultural background and belief practices of communities engaged; and 3) developing culturally relevant policy solutions to community problems. Non-White respondents were more likely to rate learning about the cultural background and belief practices as the most important strategy (Table 2).

Question: Thinking about your current job, which of the following areas related to community engagement are of most importance to you in your work with the public? Rank from the most important to least important?

Dimension	Racial Identity	Ranked 1	Ranked 2	Ranked 3	Ranked 4	Ranked 5	Ranked 6
Learning about the cultural background and belief systems of the communities in which you work	Non-White	24.2%	16.0%	18.6%	15.1%	16.5%	9.6%
	White	19.2%	14.2%	16.2%	19.5%	18.6%	12.3%
Learning various data collection methods and sources to capture differences in identities	Non-White	9.4%	10.6%	10.6%	18.4%	18.4%	32.7%
	White	8.1%	8.7%	13.4%	16.5%	23.1%	30.2%
Developing culturally relevant engagement practices	Non-White	13.9%	25.6%	20.7%	19.1%	14.1%	6.6%
	White	17.1%	22.4%	20.8%	16.3%	12.9%	10.6%
Working with and learning from community stakeholders through engagement with diverse communities	Non-White	27.8%	20.7%	18.4%	17.2%	10.6%	5.4%
	White	34.5%	23.7%	18.2%	13.8%	7.2%	2.6%
Seeking information from constituents about their understanding of diversity-related policy or planning issues	Non-White	7.1%	11.8%	13.2%	14.4%	25.4%	28.2%
	White	5.6%	11.2%	12.2%	15.2%	22.8%	32.9%
Developing culturally-relevant planning and policy solutions for diverse communities	Non-White	17.6%	15.3%	18.6%	16.0%	15.1%	17.4%
	White	15.5%	19.7%	19.2%	18.8%	15.5%	11.3%

Table 2. Ranking of Community Engagement Practices

We next asked participants about their confidence in their ability to apply principles of culturally competent planning (Figure 13).

Question: I am confident in my ability to:

- Accurately define and describe the differences between culture, ethnicity, and race (3.9 percent *more* non-White respondents agreed or strongly agreed).
- Recognize the assumptions I may make about different groups of people (0.7 percent *more* non-White respondents agreed or strongly agreed).
- Identify the historic and contemporary effects of bias, prejudice, and discrimination (7.3 percent *more* non-White respondents agreed or strongly agreed).
- Accurately identify and describe elements of culturally competent planning practice (14.8 percent *more* non-White respondents agreed or strongly agreed).
- Work comfortably in communities with people of diverse backgrounds (5.9 percent *more* non-White respondents agreed or strongly agreed).
- Effectively elicit the perspectives and participation of stakeholders from a background different from my own (14.0 percent *more* non-White respondents agreed or strongly agreed).
- Develop plans, programs, or policies that are sensitive to the sociocultural differences of my constituents (10.6 percent *more* non-White respondents agreed or strongly agreed).

While majority of respondents either agreed or strongly agreed that they were confident in their ability to apply each of these strategies, across the board, non-White respondents were more likely to indicate they strongly agreed that they were confident. These differences in assessments of confidence were particularly large for working comfortably in communities with people of diverse backgrounds (27 percentage point difference with regards to strong agreement), and to effectively elicit the perspectives and participation of stakeholders from diverse backgrounds (20 percentage point difference with regards to strong agreement).

Question: I am confident in my ability to:

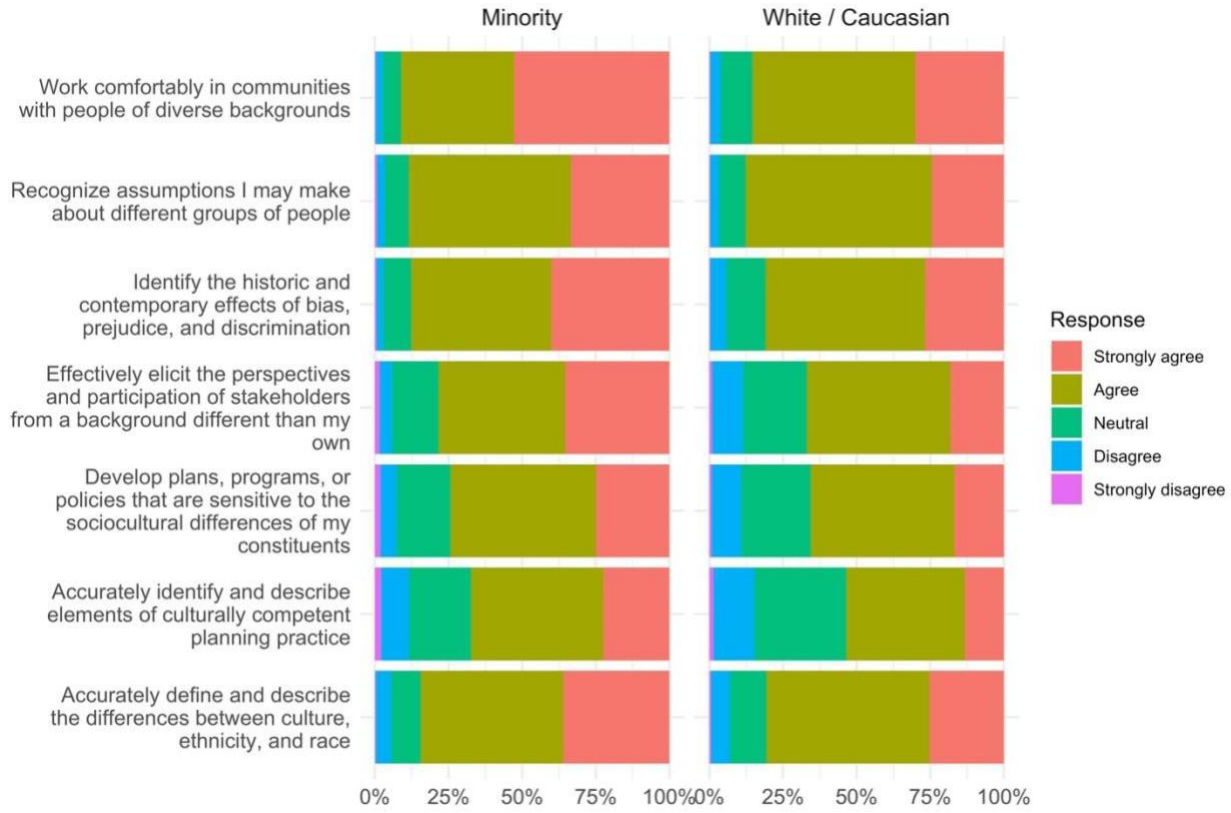

Figure 13. Rating of confidence in ability to apply principles of culturally competent planning.

We finally asked respondents about their level of satisfaction with their education and training as preparation to work in diverse communities and with diverse populations. Figure 25 shows the satisfaction with preparation to work in diverse communities and with diverse populations. Around 50 percent of non-White respondents and 45 percent of White respondents were satisfied with their formal education and training with regards to preparation to work in diverse communities.

3.2 Interactions with the community

Based on interviews with planners we identified several ways that planners with marginalized identities have faced bias and discrimination in the workplace as part of their interactions with the community. We asked interviewees the following questions: 1) How diverse are the communities that you work in? 2) Are there communities that you feel more comfortable working in because of race, ethnicity, or background? and 3) Are there communities you feel are difficult to relate to, or communicate with, because of race, ethnicity, or background? Planners identified being most comfortable engaging constituents from backgrounds similar to their own and noticed a level of discomfort and unfamiliarity of working with other groups; in particular, respondents identified language as a barrier to interact with and engage communities that speak other languages.

Community engagement is an equally challenging and rewarding process that planners participate in throughout

their career. Planners often experience challenges while attempting to reach groups that do not often participate in the formal planning process, or those who are better served by external organizations such as non-profits. In other cases, planners experience issues related to their personal identity. Our interviews show that the kinds of interactions planners have had while serving the public have varied greatly depending on the local conditions and the planner's background. Despite the ups and downs related to public engagement, planners are optimistic that the outcomes generated by a more comprehensive engagement process will contribute to better results.

Many planners spoke candidly about the difficulties to engage with certain communities they serve that they are less familiar with, and frequently stated their interest in further developing a relationship with those communities. Some of these communities are mobilized and active but are not involved in the formal decision-making processes. A White female planner shared:

> *"The African American community in X is fairly organized. They have a chamber of commerce. And we tie into some of the Black churches and things, but I would say in our planning efforts we haven't done a good enough job of reaching them and they haven't been a big voice in our decision-making around here and I would love for that to be different."*

In other cases, planners discussed communities that do not have any kind of institutions to speak for them, whether formally or informally. Interviewees noted this is often the case for immigrant, non-citizen, or migrant worker communities throughout the county or region. Fear of violence or deportation make them an especially challenging group for planners to interact with and they are routinely under-served through the formal planning process. In many cases these special populations have their needs addressed informally by non-profit groups, but in order to gain access, planners would have to dedicate a significant amount of time and effort. More often than not, planners do not gain access to these underserved groups. A White male planner explained the challenges faced building relationships in immigrant communities:

> *'There is a population of Farm Workers or agricultural workers that are immigrants, and they work in the background and they don't come to Planning Commission meetings and they certainly don't come out to City Council meetings for a variety of reasons. Working three jobs, scared of being uncovered if they're illegal [undocumented], etc. So, there is diversity there, but it's not on the surface. It, again, it's a quiet voice in the background. You'll see it in the schools, but you won't see it in typically in planning meetings."*

Aside from recognizing that there are hard to reach populations, planners must grapple with their own comfort levels while working with different communities. A planner's background, experiences, and their own social and cultural background contribute to their feelings of comfort or discomfort in a given environment, which can be compounded by different social-cultural dynamics that exist as various communities are engaged in planning processes. Planners of color engaging with communities of color may offer some familiarity and further empower individuals, from their same background. However, they may also experience instances of being marginalized by colleagues or elected officials from other backgrounds. In some cases, planners of color shared stories of being marginalized by the public or by government officials because of their race or ethnicity. Geographic settings that may be less familiar may not be as welcoming to planners of other backgrounds. A Black female planner describes an encounter:

> *"When I was living in Kansas, this was taught to me, but I was at a meeting representing the farmers, working at and working on a strategic plan. And I was discriminated against by the city council members in Kansas… they wouldn't shake my hand when I took my business card out. But they would take my co-workers' who were like standing in a line, you know, shaking hands, and they'd just like, skip over me."*

A White male planner shared:

> *"I often feel an outsider when there are conversations going on in those native languages, you know Samoan or Tongan or Spanish, and I just, I can't participate because I don't speak the language and we don't have translators or anything like that… where most of the work that we do as planners is in English, [this] can be a real deterrent for their participation in any activity. And so that's something that's just become really obvious to me over particular last three or four years."*

Many planners were reluctant to say that they felt more comfortable among specific groups or felt particularly uncomfortable with another. A small number of planners were more willing to open-up and speak about how their life experience influenced their ability to interact with different populations. Typically, planners expressed that they were most comfortable in communities most similar to the communities they grew up in, rather than communities of difference. Some White planners were aware that their experiences evoke different responses in different communities, with a higher degree of comfort in upper-class White neighborhoods. In the case of a White female planner, she describes her comfort levels working within her assigned communities:

> *"Yeah, I think I will feel more comfortable in like upper middle-class White communities because that's what I grew up in. I grew up in a pretty not very diverse community. So, I mean, it's comfortable, it's interesting. When I'm in those communities, I like to look around and I think, wow, this is really an exclusive group of people. But I also recognize that I do feel a little bit more comfortable because I know like I have more of a sense of like how to act and what's appropriate for me to say. In different cultures, it's a little less comfortable for me."*

Although planners encounter a myriad of challenges when working with the public, planners maintain a positive outlook on the work they are hoping to accomplish. Planners of all different backgrounds and life experiences recognize the importance of engaging with the public and see it as a way to plan for better outcomes. Planners overwhelmingly agree that although increased engagement can be difficult to achieve, spending more time developing relationships and building trust will ultimately yield better results. A Latino planner describes the benefits of trust building in the engagement process:

> *"I think it goes back to getting planners on the street level. Embedding planners into the fabric of the neighborhood, being present. Being a reliable face, a familiar face, and a reliable presence, establishing relationships built on trust. That's the key."*

As planners continue their work within the community, they should take time to reflect on their experiences. Simply recognizing that there are underserved populations, or different methods of engaging with the underserved populations is a great way to start expanding their reach. Planners should take the time to address their personal opinions and implicit biases, and if available, seek out anti-racism, implicit bias, or cultural competency trainings regularly. Some questions that a planner might consider to check their cultural competency might be:

- Is what I'm saying/thinking laced with stereotypes?
- Am I being judgmental or am I fostering thoughtful exchanges with questions?
- Am I placing pressure on someone by asking them to be the sole representative from their group?
- Am I talking over someone?
- Am I acknowledging someone's experience even if it is different from my own?
- Do I practice humility when engaging in conversation?

Planners acknowledge that regular trainings that support self-reflection and commitment to diversity and inclusion are much needed in the planning profession if agencies and organizations are ever going to make a significant shift in how planners engage with communities of otherness.

3.3 Inclusion and exclusion in planning processes

Based on interviews with planners we identified several ways that planners of color shared the ways that they have experienced or been affected by power dynamics that foster exclusion rather than inclusion in the workplace, particularly in communities planners work in. We asked interviewees the following questions: 1) How diverse are the communities that you work in? 2) Are there communities that you feel more comfortable working in because of race, ethnicity, or background? 3) Are there communities you feel are difficult to relate to, or communicate with, because of race, ethnicity, or background?

Ensuring that the planning process is inclusive and benefits communities collectively rather than the "privileged few" can be a daunting task for any planner. There are undoubtedly many barriers to participation, such as time, funding, awareness, and targeted resources for a variety of populations (e.g., language translation, childcare, transportation); this may leave portions of the population unable to share their opinions at public meetings. However, making sure that everyone has the same opportunity to be present does not always mean that their voices will be heard. Planners witness power dynamics within public settings that can deter meaningful engagement. When members of the public, city officials, and even planning staff are dismissive of people's views because of their race, ethnicity, gender, sexuality, or life experience, it can impact the overall planning process. Wittingly or unwittingly, planning professionals have long been part of the system of structural racism and using planning tools to systematically discriminate against communities of color, therefore the responsibility to right past injustices through equity-based planning is essential if the profession is to build trust with communities that have been impacted by planning policies.

Oftentimes, planners experience challenges getting all groups within a community to participate in the planning process due to time and resource constraints. This can be exacerbated by public mistrust that was created by past failures of the planning field. With the failures of urban renewal, slum clearance, highway construction, poor public housing conditions, zoning and redlining practices, there are still communities who feel the pains of past injustice. These are some of the same people who are reluctant to trust the formal planning process and require additional time and effort in order to build trust. A Latino/ White male planner discusses the difficulty of reaching communities given the history of urban planners:

> *"I think for those that have been disenfranchised for many over the decades, I think it's hard to reach them, hard to work with them because they're so reluctant to purchase because of many times of trying to do something or they haven't been involved with it, haven't been involved in the process before. I don't know if it's a specific ethnic group or and or race. I believe that there are certain groups like that there and also those that are very staunch or very stubborn in their beliefs. And they're not necessarily always open to new ideas or."*

In some communities, planners also must contend with special interest groups that may play an equal or greater role within their community as the city government. In these cases, it may be difficult for planners to navigate their roles and work with these groups to fulfil their duties. In these scenarios, planners must walk the line of maintaining professional neutrality, but also are responsible for making sure everyone has the same access to information and resources. For instance, an interview revealed that a female planner living in a majority Church of the Latter-Day Saints community did not receive notice of a public event because she was not a part of the church:

> *"For example, we have a celebration every summer. It's like our Pioneer Day celebration. And with that Utah holiday where they found Utah or whatever. Well, it's enjoyable and we have a big city thing, but they are the only ones that get to be involved are the people from the Mormon Church, because that's where they announce everything. And so, like my kids didn't even know this was happening. And it's the kids' activities. Just simple things like get it out there in other ways. It's not the church that should be the only communicator for a city event."*

At times, planners may bring up the lack of diversity and inclusion of the public to their coworkers or supervisors but depending on the climate of the work environment and its capacity, these requests may be fruitless. Many planning departments do not have the staff or resources to support additional engagement activities or market existing ones. Other times, the staff may not have the same commitment to diversity or may assume that they are already inclusive. Planners who think more can be done to promote inclusion are often left dissatisfied and helpless. One African American male planner shared their experience being dismissed when issues of diversity are discussed:

> *"In my office I took the initiative, sometimes behind closed doors, I would raise certain concerns about issues in terms of my optics of the situation, and sometimes those perspectives were dismissed in terms of my views on diversity and in terms of meeting the needs of a diverse public."*

In addition to facing exclusion in the workplace, non-White planners also faced exclusion working with the public. For instance, in our interviews, female, racial and ethnic minorities, and LGBTQIA+ individuals noted that they experienced discrimination from the public or by city officials. The kinds of issues described most frequently are the perceived lack of qualifications or inability to perform quality work compared to their counterparts. When these microaggressions occur, it leaves planners feeling belittled and vulnerable in their position of authority. A White female planner describes a common challenge when interacting with the public while working in Colorado:

> *"I was a planner there, but in dealing with the general public and in dealing with some of the board members, we generally felt that when women were presenting or when women were working at the front counter, that the level of disrespect was much higher from the boards. The questions were a little bit more condescending, you know, like kind of like, are you sure? And that just, you know, double-checking to make sure that we knew what we were talking about or just generally telling us we're wrong as compared to our male colleagues regarding any little thing."*

When this occurs, colleagues should assist in shutting down these types of comments when possible. Alternatively, there were many White planners that addressed their sense of privilege within their interviews. These planners knew that they did not have to face the same kinds of pressures that their non-White coworkers faced. Unlike their counterparts, many White planners acknowledged that they generally were treated with respect by city officials and did not have their qualifications questioned. A White male interviewee explains this dynamic:

> *"You know, being in the pocket of those who are in positions of power, I personally have not experienced that. I mean, you know, again, I mean, I'm an older White guy, so I really can't say that I've ever been treated like whether I was qualified to be in the room or so forth. I'm increasingly conscious about how I phrase this in my professional career. Before this current engagement in my local government career, I predominantly worked with people of my same age, so, there was always an assumption of authority and conviction."*

Since White planners, in particular White male planners, experience a more comfortable work environment, they should use their privilege more often to ensure their coworkers can feel just as comfortable by utilizing their personal power to change policy or behaviors. Overcoming power dynamics and trust barriers will take a serious long-term effort on the part of planners both in the public realm and within the workplace. By continuing to seek out marginalized communities and building relationships, planners can begin to mend mistrust and bridge the gaps of involvement. Further organizational changes will be needed to navigate power dynamics within the workplace that foster exclusion rather than inclusive environments. Leaders should use the power and privilege afforded to them to develop better workplace policies to support positive interactions between coworkers that promote inclusion.

3.4 Limited capacity/training to support inclusive planning efforts

Based on interviews with planners, we identified several ways that training, and capacity building around inclusive planning competencies could be improved. We asked interviewees the following questions: 1) What are examples that your workplace has used to positively integrate issues of diversity into the workplace or with communities served? 2) Have you had experiences where colleagues have encouraged cross group interaction and the ability to incorporate individual backgrounds into projects or work with the public? 3) What needs in terms of your identity do you feel have been addressed well or not addressed well by your workplace?

When asked about the extent to which participants thought their planning organizations were committed to addressing issues related to diversity and inclusivity, some participants felt that, for the most part, their institutions held a strong commitment to encouraging diversity but that limited resources were an issue. A White, female planner said:

> *"I think that's one thing we'd like to work on, is trying more creative approaches to our outreach so that we actually are reaching everyone in the community. And one thing I've been a really strong advocate for is making sure that we have in the city, whether it's city employees or through contract, actual interpretation and translation services and not simply relying on like, oh, this employee speaks Spanish or that employee. I mean, really, I mean, it's a skill. We should have people who are able to capture the nuance and really get our message correctly just as a baseline to communicate with others. And again, I think as a general rule in the planning profession, because of the way the process has worked up until now, it's the people who take out the time and the resources in the community who can engage."*

Other participants were less sure about their department's commitment to supporting diversity, or their department's commitment to acknowledging the needs of specific populations, and that again, limited resources were available. One practitioner expressed, *"Coworkers wanted to do more outreach into the faith-based community and were somewhat discouraged based on just the limited resources that we had for this."* Another White, female planner agreed with this sentiment of not enough resources to aid with community engagement, *"I don't speak any other languages, and there's not a lot of resources."*

Involving people at the grassroots level may not always work, though many efforts can be effective. Opportunities for trial and error are needed as planning organizations continue to grapple with what diversity and equity mean in practice and in terms of allocating institutional resources. In general, we find that practitioners share the professional socialization and language of good intentions generated among government civil servants and officials. Overall, planners perceived their workplace leading or trying strategies to foster a diversity of public participants, but perhaps they qualify them as failing at these efforts.

We find that there are additional learning-curves for planners that interact with residents; planners need to learn how to convey technical information, code-switch, and address situations where they encounter animosity toward the government. We also conclude that planning curricula on community engagement in diverse communities can help planners become more effective. Continuing education can be another venue for planners to engage with diverse communities.

Chapter 4: Diversity and inclusion efforts in planning

Many planning organizations are pursuing efforts to increase diversity and inclusion. Most planning organizations are likely to understand that attracting diverse employees is good for planning departments as well the communities that they serve. Organizations have efforts such as affirmative action, and sexual harassment, diversity, and cultural competency trainings. We asked respondents about how well planning organizations incorporate diversity and inclusion in the workplace and communities served. We also asked if practitioners were aware of the different interest groups, programs, and initiatives within APA and ACSP that work towards creating more inclusive workplaces.

4.1 Differences between White and non-Whites

We first asked respondents whether their workplace regularly implements diversity or inclusion initiatives. Only 34 percent of respondents indicated that their workplace regularly implemented diversity or inclusion initiatives (Figure 14). These results were consistent for non-White and White respondents. For those 520 respondents who indicated that their workplace did regularly offer diversity or inclusion initiatives, we asked them what types of initiatives were implemented. The most common forms of training were diversity training (402 respondents), sexual harassment training (410 respondents), and support for attendance at conferences (283).

We next asked individuals to rate the effectiveness of trainings at the individual level (Figure 29). For each of the training categories, majority of individuals rated these initiative components as being "somewhat effective," with the next highest category of respondents indicating that such components were "very effective." We also disaggregated responses by minority status (Figure 15). Across the board, non-White respondents were more likely to indicate that training opportunities were "very effective" at meeting individual training goals. In particular, non-White respondents felt that cultural competency trainings (10 percentage points), diversity trainings (6 percentage points), and continuing education courses (5 percentage points) were very effective.

Question: Rate the effectiveness of the following initiatives at the individual level

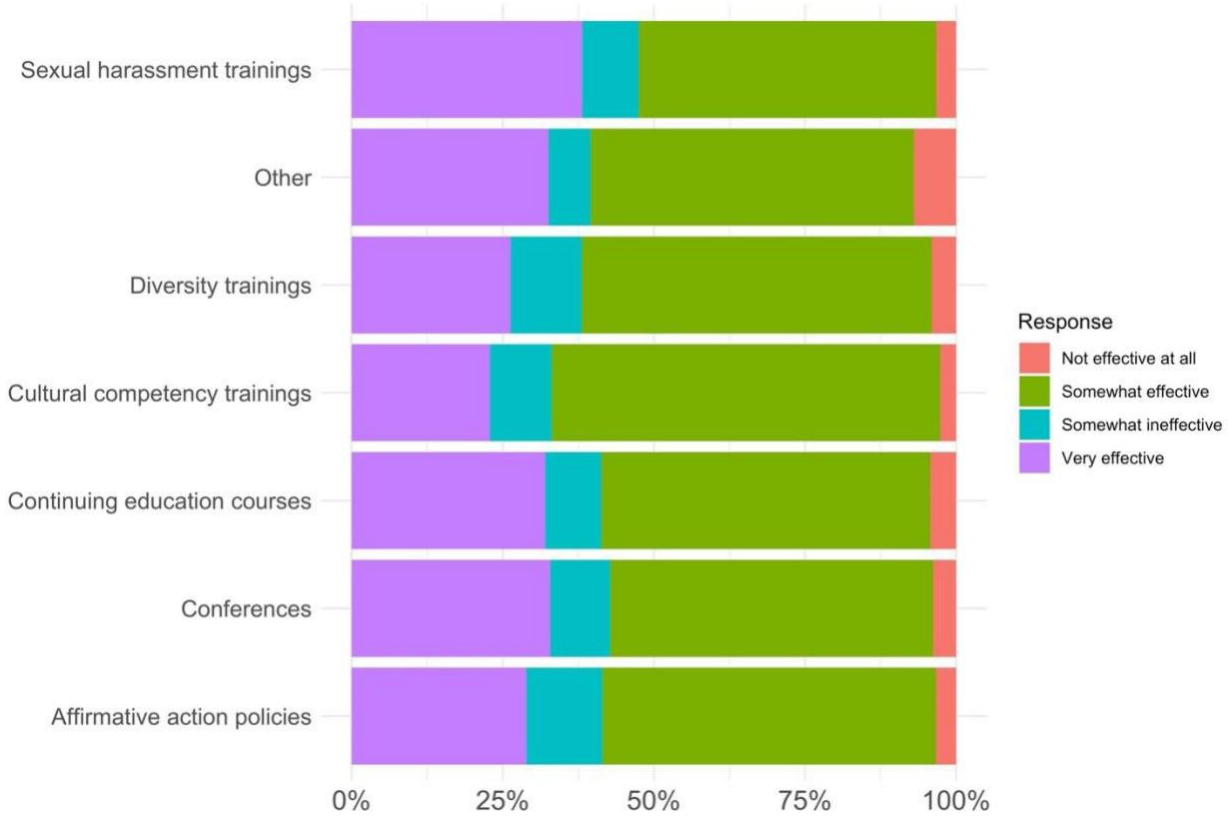

Figure 14. Effectiveness of initiatives – individual

We also asked individuals to rate the effectiveness of trainings at the organizational level. For each of the training categories, majority of individuals rated these initiative components as being "somewhat effective," with the next highest category of respondents indicating that such components were "very effective." We also disaggregated responses by minority status. Across the board, minority respondents were more likely to indicate that training opportunities were "very effective" at the organizational level. Minority respondents felt that cultural competency trainings (18 percentage points higher), diversity trainings (14 percentage points higher), conferences (11 percentage points higher), and sexual harassment trainings (10 percentage points higher) were very effective. The differences between non-White and White responses are not very great at the individual level. Across all the programs and initiatives, non-White respondents were slightly more optimistic about effectiveness. The variation increased when asked to report on organizational level efforts.

Question: Rate the effectiveness of trainings at the organizational level

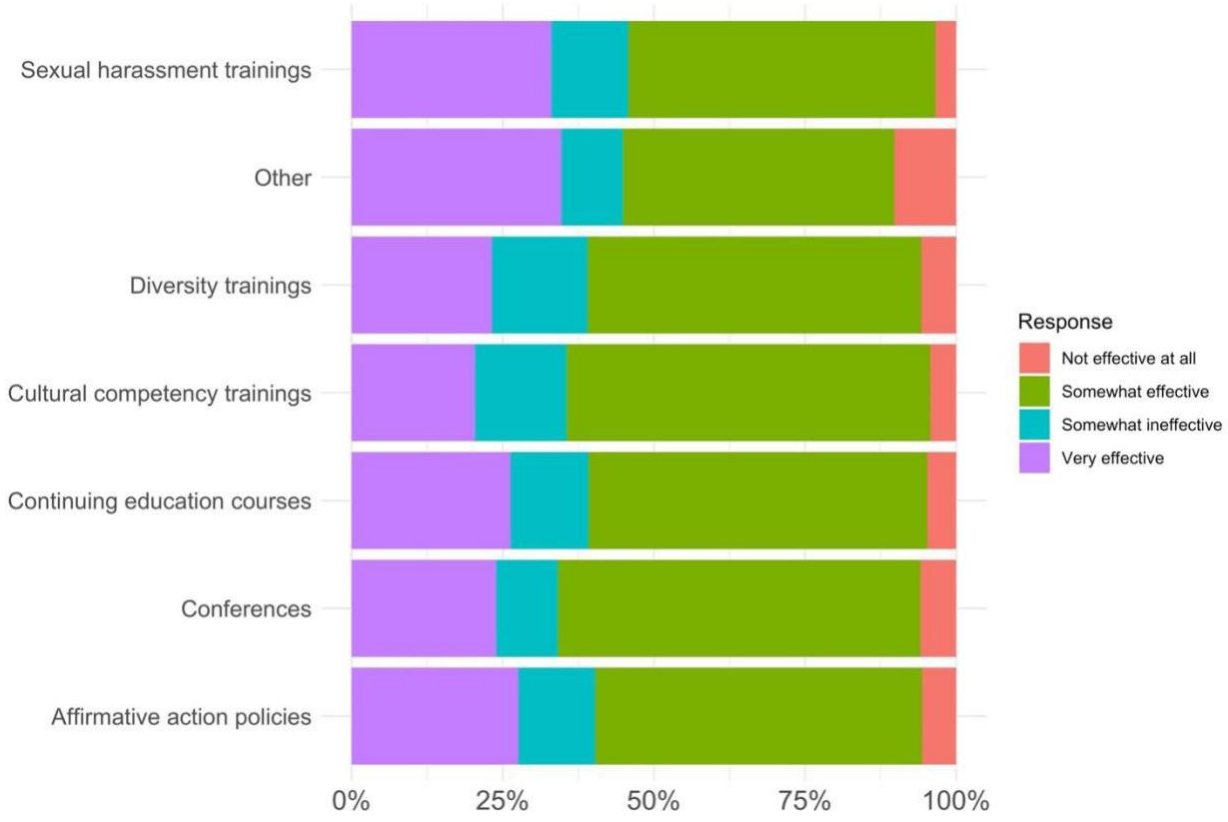

Figure 15. Effectiveness of initiatives – organization

We next asked respondents about their awareness of APA population-based divisions. The differences between non-White and White responses increased when asked to report on organizational level efforts. Eighty-two percent of respondents indicated that they had heard of population divisions such as Planning and the Black Community Division, the LGBTQ Division, Planning and Women, Latinos in Planning, and Tribal Planning Interest Group. White respondents were more likely than non-White respondents to indicate that they were aware of population-based divisions (83 percent for White respondents versus 79 percent for non-White respondents; Figure 31). We also asked respondents about their awareness of APA's Ambassador Program, which is focused on outreach to diverse communities and constituents. Fifty-six percent of all respondents indicated that they had not heard of the APA Ambassador Program—there were no substantial differences in awareness based upon non-White or White status.

We next asked respondents what types of resources or actions they would like to see the APA provide to support diversity and inclusion. The top priority listed as number one in rank of answers by majority of respondents was advocacy, followed by education and legislative priorities. Advocacy planning is a planning paradigm championed by Paul Davidoff, founder of the urban studies department at Hunters College, who proposed that a planner should operate like a lawyer, choosing clients to represent. Davidoff challenged the popular planning paradigm of the time: rational planning. Rational planning believes the planner to be unbiased, serve a single public, and make only technical decisions, absent of all politics. In the view of an advocacy planner, the planner should freely shape and articulate the interests of those that have been at the margins of society to intervene in the planning and public policy process on behalf of these groups (Davidoff 1965). The above finding indicates that APA members seem to want a more activist organization that can train them to be planning advocates.

Question: What resources or actions would you like to see the American Planning Association (APA) provide or conduct to support more diversity and inclusion?

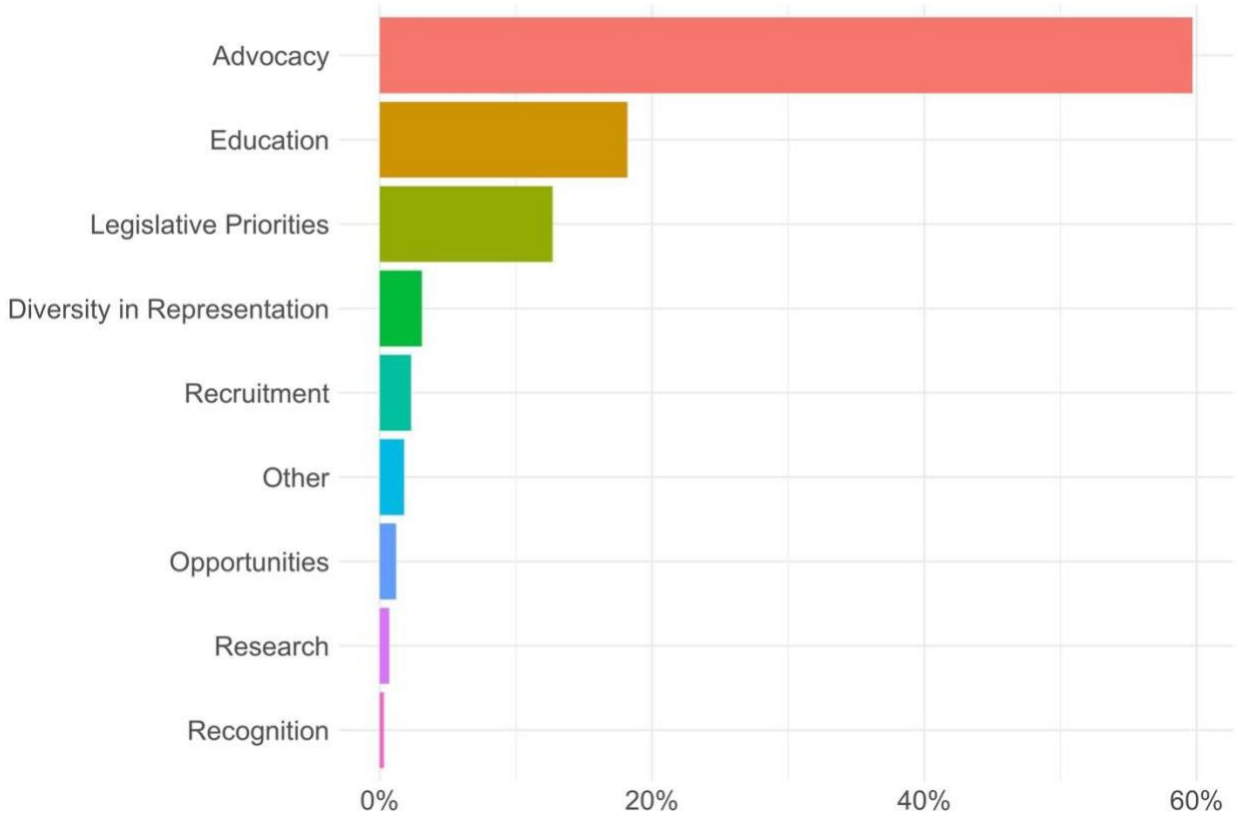

Figure 16. Priority actions for APA

We also asked respondents about their awareness of ACSP's population-based interest groups. Eighty-five percent of respondents were unaware of ACSP population interest groups (Table 3). Many of the comments associated with this question indicated that planning practitioners were unaware of ACSP more generally, which provides a partial explanation for why majority of respondents are unaware of ACSP population- based interest groups.

Question: Did you know that the Association of Collegiate Schools of Planning (ACSP) has population-based interest groups such as the Planners of Color Interest Group (POCIG), Faculty Women's Interest Group (FWIG), or Global Planning Educator's Interest Group?

Response	Count	Percent
Yes	1,510	85.1
No	264	14.8

Table 3. Awareness of ACSP Interest Groups

We finally asked planners about the resources or actions they would like to see ACSP provide in support of diversity and inclusion (Figure 17). With regards to the desired action they would like to see ACSP undertake, advocacy (ranked as the top priority for 59.6 percent of respondents) and education (ranked second by 29.7 percent of respondents) were most frequently prioritized.

Question: What resources or actions would you like to see the Association of Collegiate Schools of Planning (ACSP) provide or conduct to support more diversity and inclusion?

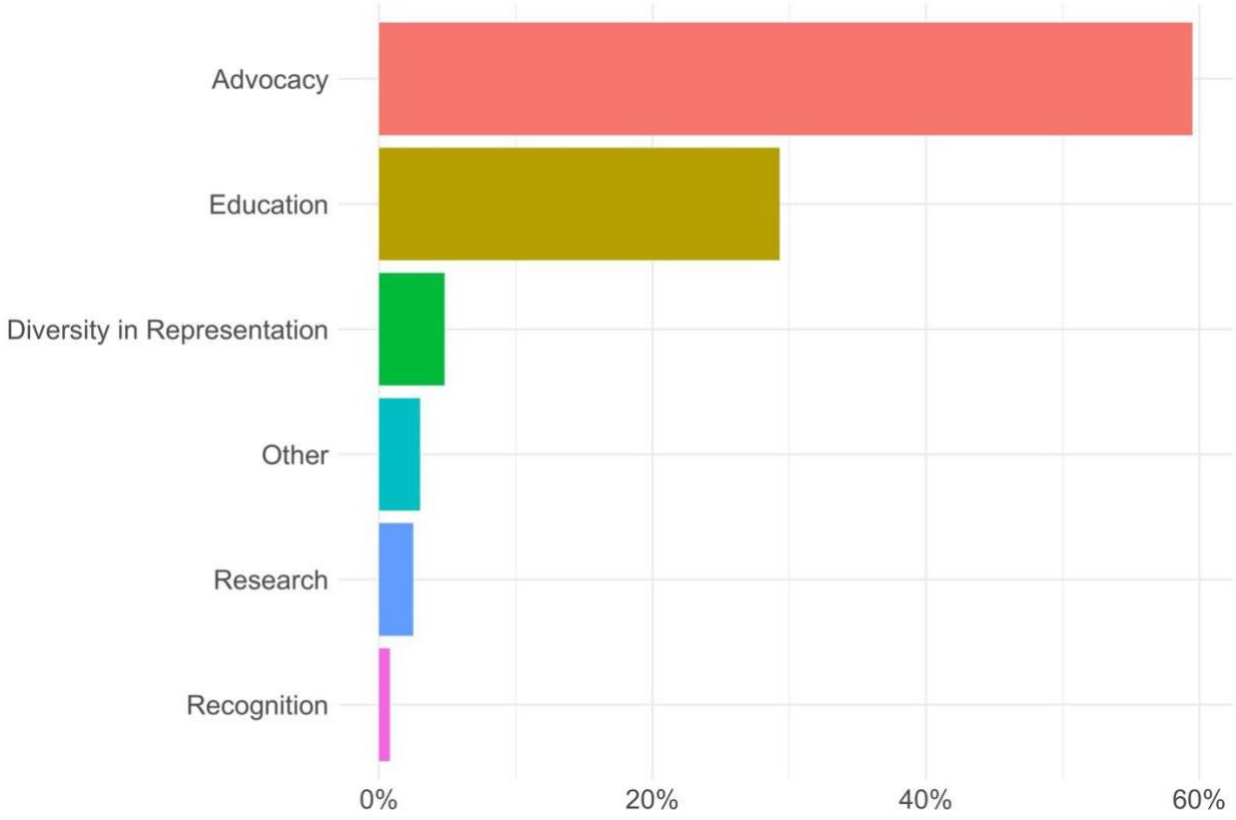

Figure 17. Priority actions for ACSP

4.2 Employers, organizations, and agencies

There are several important values stipulated by the AICP Code of Ethics that relate to this report. First, planners should "plan for the needs of disadvantaged groups and persons" (American Planning Association 1992). Employers seem to understand the importance of getting "input from all their community members and particularly those that are underserved or historically have been disadvantaged or not meaningfully involved in the decision-making process." Some planners expressed the difficulties of finding partners in communities, because not all neighborhoods have strong organizations like this planner expressed, *"That community doesn't necessarily has a strong organization here. And so, it's kind of hard to find them and tie into them."* In other places, it is easier to connect because there is already a system in place for planners to engage with. A planner shared their experiences with their organization connecting with others on an on-going basis:

> *"They[residents] have standing committees on environmental justice and public involvement. So, I coordinate with them as well as several other stakeholder organizations to bring practitioners together to do peer exchanges and whatnot. But it's also the purpose of actually helping them to serve their communities by better involving all segments of the population in their planning processes."*

Other planners pointed out the need for colleges and universities to help build relationships within the community early on; that is, to reach out to and partner with elementary through high school students. Engaging youth was identified as a strategy to improve community connections, outreach, and to increase diversity. As this White, male planner explained:

> *"Middle school students understand what planning is, and how government is not just a hindrance, but is there to be responsive to the citizens. And I don't think we do that [engage youth] at all. And [many planning programs] have never ever thought about working with elementary or middle schools or high schools ever and I talked to people that went to [planning programs around the country like] UCLA and Cal Poly Pomona, University Wisconsin-Madison, and University of Chicago. And I don't see that that's any part of anybody's program."*

Other practitioners identified specific approaches their agencies were taking to increase diversity within the profession. As an Asian American, male planner from a municipal transportation agency in California shared:

> *"One thing that the city has been working on, actually, my department has been working on… is hiring. We started with the intern program by working relatively closely with the chief of staff of the intern committee to try to take less of a race-blind or color-blind approach to hiring for interns and actually targeted like community colleges and state colleges where there are a much higher percentage of people of color. Yes, because the people who have become interns and then eventually become permanent employees usually came from the big-name schools like UC Berkeley and UCLA. But I think it is really difficult for people who went to a community college or a state college or a historically black college to make it [into an internship] since those networks haven't been built yet. We just kind of started this process. [Relatedly], we did a workshop a couple of weeks ago kind of outlining what the various strategies were for hiring diverse interns."*

Planners need to develop strategies for communities where there are already strong organizations, as well as where there are not. Occasionally, in some communities, it may seem as though there are no organizations because they are not evident. Planners need to engage with not only organizations but with trusted community leaders and residents to connect to the existent social networks of neighborhoods.

4.3 Working with the public

Reflecting on the importance of community engagement, Greenlee et al. (2015) included community organizing as a skill, defined as the ability to work with and develop trust with local groups. While 89 percent of advanced planners and 81 percent of faculty ranked community organizing as important, organizing was viewed as a skill less important for entry-level planners to possess (69 percent) (Greenlee, Edwards, and Anthony 2015).

While neighborhoods and cities are diversifying, there is a need for more practitioners to support the work already going on in these neighborhoods directly. A White, female planner discusses working and supporting organizations:

> *"How to do a better job of connecting with organizations that are already working in those communities and having those voices, take the lead in some of the discussions so that it's not always the planners who are the experts, but we're actually elevating and raising the capacity of full clarity in the community doing good work, who will stay there after we come and go."*

Another planner, a Chicano male, talked about educating the public and continually attending community meetings to connect with the public:

> *"My department encourages us, planners, to build relationships, to establish trust, and it is done in a different set of ways. One of the things that we do is we are a constant and regular presence in community meetings. We are one of the departments that can always be found in community meetings across any geography, not just where I work in the highly urbanized areas. We are always there, and we are building relationships. However, I want to take it a step further than that, because that is still a very orthodox way of building relationships in these community meetings. I think it is good, but there's something more that I want to point out. This is unique to our jurisdiction. We are planners who are doing the actual enforcement and implementation of the zoning code. Very few departments do that. […] We are planners who do enforcement, and that allows us to be planners on the ground… Our department is entirely comfortable with us working on the street level to develop relationships built on trust and to bridge the divide that exists between our communities and our department, but also our communities and what that planning enterprise is. So again, that's what I do. I demystify what planning is, and I educate while I enforce the zoning code, all while serving as an urban planner on the ground."*

This planner talks about how their department is not traditional because it engages with the public in a different way: connecting with the outside world. Moving from the office to communities to explain the controls and limits of land uses on individual and communal properties. Public participation methods in the U.S. often do not gather a wide range of opinions (Innes and Booher 2005). Planning organizations often use status quo techniques and policies that perpetuate the existing structures (Beebeejaun 2004). An Asian American, male planner further elaborated on the thought of doing the bare minimum:

> *"I had experiences where colleagues have encouraged cross-group interaction and the ability to incorporate personal backgrounds into projects or working with the public. I think that it's not really done except as an afterthought in most cases. We, at one point, had an intern who was a person of color, and she was able to really push for Spanish language inclusion and a number of other ways to contact those communities that I think other city staff hadn't really thought of before. I think people with disabilities are woefully underrepresented in city government and it's hard to administrate with the idea that is not…I don't know… It's hard to see the difficulties of those people go through on a daily basis without having any of that background. We do the bare minimum for what's required. So, if that minimum standard were raised, that would obviously help."*

Planners do their civic duty, but they often do not think about doing more than what has been done before. Planners like the one above suggested changing the public policy requirements and practices (e.g., hiring planners with disabilities) to make a more substantial difference in this realm across the city.

4.4 APA efforts

In 2018 APA's Board of Directors started a Diversity and Inclusion strategy, which focused on advocating for groups that historically have been discriminated against (APA 2018a). However, there has been a long struggle within APA to implement the 2018 Diversity and Inclusion strategy. Over the years, efforts undertaken by several APA divisions such as Planning and Black Community Division, LGBTQ Division, Planning and Women, Latinos in Planning and Tribal Planning Interest Group to enhance diversity and inclusion were often rejected. APA policies sometimes harmed the very divisions that could increase diversity, such as the one that led to the demise of the Indigenous Planning Division.

After many struggles and an evolving conversation within the governance of the organization over the value of diversity, APA finally reached the point where a Diversity and Inclusion strategy was developed. At this same 2018 conference, there was also a special Plan4EquityForum where people could learn about APA's ongoing efforts and progress in addressing diversity, inclusion, and equity, both within and outside the organization. There were facilitated roundtable discussions on the obstacles faced and opportunities presented to achieve diversity, inclusion, and equity in planning. At this meeting, planners could provide input to APA on what steps and additional approaches the organization should take to further advance and implement the Diversity/Inclusion Strategy, the Social Equity Policy Guide, and other related efforts. The strategy sought to hire more diverse planners, advance practices that supported diverse individuals in the planning workplace and serve diverse communities. APA envisioned the strategy to be carried out by the leadership, the different divisions and its members and allies. In general, APA has been offering tools for planners like a new Planning Advisory Service report titled, *Planning With Diverse Communities* (García, Garfinkel-Castro, and Pfeiffer 2019a). Many webinars on the topic have been helpful to planners according to a White, female practitioner:

> *"We've done every webinar that we can find for free about implicit bias and kind of diversity and equity in planning. We're doing everything we can think of in a fairly cost-effective manner. I think that shouldn't be voluntary that should just be part of what everybody gets trained in. I mean, I think the way that we have ethics training for APA, there should also be credits that you have to get for equity, race and anti-racism. That piece should just be called out as a core competency of what we do because there's no other way to move our society forward for those of us who are at the forefront."*

Some other planners suggested having webinars or conference sessions on the topic; for example, this Asian American, female practitioner shared:

> *"I can suggest maybe that APA, at some point, provide some sort of either online training would be the easiest for everybody to access but maybe even conference sessions, but just something that will help train planners to be more aware of self-identity in the workplace, as well as how the community perceives us because I think it is very helpful."*

APA can continue adding to its library of conference presentations, reports, webinars, blogs, and articles, but the promotion of these materials is essential too. Many planners might not be aware of these offerings. Some instead attend a session that is more interesting to them or that directly helps them to fulfill their AICP certification maintenance requirements. Another issue that planners see is that the AICP certification is cost-prohibitive and attendance to the APA conference is not encouraged or supported by their organization as this planner expressed:

> *"I'm all about APA—going to conferences and learning new things. There's a new person who came in, who is also involved. Now we have these slides in on our weekly presentations about what's new. It's like, I went to an APA training for an AICP test and this is what we learned. That's been kind of interesting, but it's hard, talking to so-called planners. There are a lot of people in my department that don't even have planning degrees. They have science degrees, and they are good in planning. That's been very interesting also. It's keeping up with education and maintenance. But in our entire county. I think there's only one AICP, who is in public works, so I find that very interesting. It's like I could understand why, you know, budgeting cycles. You don't have the money for training."*

There is a value of professional associations like APA, but many departments do not promote continuing education because they are either not planners by training or do not have funding. There is a need for APA to reduce the costs not only of memberships, but trainings, conferences, and continuing education to reach a wider spectrum of those working in the planning field that may not be affiliated with an agency or organization that has resources for professional development.

4.5 ACSP efforts

In 2015, to promote a system-wide approach to diversity, APA, the Associate Collegiate Schools of Planning (ACSP), the Planning Accreditation Board (PAB), along with the American Institute of Certified Planners (AICP) appointees composed the PAB Diversity Task Force. A primary driver for initiating this task force was the observation that some planning schools have been mostly unsuccessful in increasing their diversity. PAB does not require diversity quotas, but PAB could and should ask accredited organizations to report the number of students and faculty of color per year.

A 2015 survey of 61 out of 76 PAB-accredited universities, an 80 percent response rate, completed the study. Although no data was provided by program, more than half of the programs responded to being unsuccessful in recruiting students of color (Ozawa, Schwartz, and Johnson 2019). The number one reason for being unable to recruit students of color was attributed to a lack of resources. The ACSP Committee on Diversity also evaluated data on ACSP faculty, undergraduate, and graduate students between 2008 and 2015 by race, ethnicity, and foreign origin (Lowe et al. 2016). The report found that overall enrollment has not changed substantially over the seven-year study period. However, domestic underrepresented student enrollment decreased alongside a marked increase in international student enrollment.

Because of the challenges of recruiting students of color to planning schools, PAB requires students to obtain some diversity competencies through core courses as opposed to elective courses. However, some planners felt that all they learned in school did not apply to their workplace as planning is not perceived by some professionals as inherently concerned with diversity issues. As a Black, male planner explained, *"But all the things I learned in school, equitable planning or equity in planning, this didn't filter into my work."*

Another Asian American, female planner elaborated:

> *"I want to say like their entire branch… planning school experience, is just focused around changing the institution. And how do we make this better for students of color and I think that's an important and admirable word and then I think they come out of it*

> *[…] Our challenge to find places in like movement- based organizing for them to have a career. And do the organizing work that you want to maybe it doesn't have to be your full-time job, but find ways to be connected and have the impact that you want to is what I tell people, and what I kind of told myself."*

Individuals also shared several examples they considered positive experiences, in particular identifying opportunities for individuals who normally would not interact to come together for shared learning experiences. For example, this White, female planner recounted:

> *"Our school led this initiative to better understand international students and their needs [there were] students from all different racial and ethnic groups, but, you know, diverse national origin. So, they had a woman who specialized in teaching, you know, international students come and hold a series of brown bags about, you know, kind of some issues, like communication issues and different perceptions [by individuals from different cultures]. And that was really helpful. So, I think some of these university-sponsored things, you know, have been good at least providing an opportunity to have a conversation about these issues."*

One of the reasons these experiences oftentimes do not seem to translate is because planning schools tend to teach radical planning that doesn't apply to jobs in government or consulting firms. Planners that felt more attracted to address diversity issues in planning ended up working in non-profit organizations or community organizing work, like the planner above, or perhaps volunteering outside of their regular job. Others discussed that while they worked in a traditional planning job, they never went to planning school, like this female, Asian American planner shared:

> *"I'm not a traditional urban planner. I didn't go to the program. But I kept taking planning classes and I just happened, and I guess I didn't like it. Kind of just I work with planners all the time."*

Not everyone in planning has gone to planning schools. For example, many transportation planners are engineers that are trying to understand how to move people around. The identity of many people in this position are not as planners. They see their design management in transportation engineering as applied to the planning field, but they might not claim the planning profession for themselves. This is interesting from the perspective of their relationship to ACSP and APA as well as continuing education in planning.

There is a tension between the professional image of expertise and the recognition of de facto support for White privilege. Employers are initiating efforts that respondents recognize, and APA and ACSP are doing modest programs. Respondents are aware of this tension but want their professional associations to take a more active political role advocating for more effective inclusion efforts.

Planners recognize that planning should serve as an instrument for social change and advocacy—mainly in favor of the interests of the socially and politically disadvantaged. As the survey shows 60 percent of planners indicated that they would like APA to offer more trainings in advocacy planning. These planners do not only see planning as a technical instrument, but they are emphasizing planning as a political instrument.

Chapter 5: Recommendations from planners

This is the first national study that examines how planning practitioners perceive and experience diversity within their workplaces. Our surveys and interviews illustrate that though our field has made progress towards inclusion and creating healthy and supportive workplaces, problems remain regarding exclusion, the persistence of disparate experiences, and the overwhelming need to address diversity and professional advocacy for inclusion. The survey identified that many practitioners experience a positive climate for diversity. However, there were important differences in the experience of bias or discrimination on the basis of ability/disability status, citizenship or nationality, gender identity, and race or ethnicity. Across all these categories, non-White respondents were more likely to report frequent experiences of personal bias or discrimination when compared to White-identified respondents. There were also differences in perception of others experiencing bias or discrimination. We observed statistically significant differences for Whites and non-Whites across every category. Put simply, racial identity affects experiences of climate, in which White privilege is normalized and persistent.

These differences persist despite the positive indications from our respondents that their organizations were committed to addressing issues of diversity and inclusion. Commitments remain hollow with limited resources to move initiatives, programs, or accountability measures forward.

Practitioners provided a deeper understanding of the short- and longer-term work that would create inclusive climates in our organizations, workplaces, and institutions. While respondents reported an increase in the numeric representation of those from diverse backgrounds among employees, individuals of diverse backgrounds reported feeling unsupported and unrecognized for carrying a burden to represent specific identities while still experiencing negative stereotypes and microaggressions. Also, significant challenges remain in not only hiring a more diverse workforce that draws from underrepresented groups, but also in promoting underrepresented groups. Some practitioners argued there is a small pool of underrepresented candidates that can be hired. Other practitioners described intentional bias in the hiring process and access to promotion opportunities.

Based upon the voices of practitioners, below we summarize recommendations for improving workplace climate and professional planning education. We asked interviewees the following question: “If you were the director of your organization, what would you do to improve diversity, cross group interaction, and cultural competency in your workplace?” Using responses from this question and building on interview responses, we offer recommendations for APA and AICP, for planning workplaces, and for planning educational institutions. Table 4 includes a summary of the recommendations and potential actor(s) that can help with implementation and is followed by more detailed descriptions along with respondent quotations.

Organization	Recommendation	Potential Actor(s)
APA and AICP	Offer financial assistance to attend the APA conference	APA
	Reduce financial barriers to AICP certification	APA
	Evaluate AICP exam criteria and Continuing Education (CE) credits to include anti-racism and cultural competency	APA
	Offer more and strengthen existing APA trainings, including:	APA, planners, and/or organizations that can offer trainings
	A focus for predominantly White staff	
	Cultural competency and community engagement	
	Advocacy work	
	Anti-racism work	
	Increase targeted outreach and trainings for local governments and elected officials	APA, planners
	Increase collaborations with community groups, particularly those groups already doing advocacy and training around diversity and equity	APA
	Advocate for and encourage greater diversity on planning commissions	APA
Workplace	Diversify applicant pools through community-level recruitment, expanding pool of recruitment institutions and connection to existing organizations that serve diverse constituents	Employers
	Evaluate the hiring process with intentional conversations on bias and discrimination (e.g. evaluating interview questions)	Employers
	Offer internal workshops on hiring/workplace bias that go beyond online programming	Employers, organizations that offer trainings
	Provide intentional diversity and inclusion efforts beyond hiring, including onboarding, informal interactions, and repeated touchpoints beyond long one-time workshops	Employers
	Require a percentage of participation by underrepresented groups on hiring committees	Employers
	Offer professional development or continuing education opportunities and internal trainings to improve community engagement practices with diverse communities	Employers
	Decolonize planning expertise and offer community classrooms/workshops in partnership with local communities	Employers
	Institute annual diversity climate surveys to understand perceptions and experiences of diversity for employees	Employers
	Foster a culture of participation in diversity-related workplace feedback mechanisms to facilitate self-study and broader tracking of workplace climate	Employers
Planning education	Increase the visibility of urban planning as a career trajectory, starting with primary education, but focusing on high school	APA, planners, planning programs
	Within graduate planning education, provide community-based studios, community engagement courses and assignments in diverse neighborhoods	Planning programs
	Intentionally decolonize planning education curriculum	Planning programs
	Institute annual diversity climate surveys to understand perceptions and experiences of diversity for faculty, staff, and students	Planning programs
	Increase diversity in planning student programs and faculty representation through recruitment and retention strategies such as (diversity hires, scholarships, postdocs, etc.)	Planning programs

Table 4. Summary of Recommendations

5.1 APA and AICP

Respondents had several recommendations for APA. First, some reported issues with financial assistance and the annual conference. Survey respondents described challenges to participating because of the high cost and burdens for particularly women-owned and minority- owned consulting planning organizations, nonprofits, rural planners, and self-employed planners. For instance, a practitioner mentioned:

> *"I work at a nonprofit and would like to be more involved in APA but the high membership costs and the cost of conferences, events, and the AICP exam are difficult for me to afford. Please make membership and programs more accessible to those earning less and/or working in the nonprofit sector. Even the sliding scale membership rates are still really high."*

These challenges extended to those who wanted to get AICP certified, participate at policy gatherings in Washington, D.C., and sign up for APA membership, but were unable to do so due to high costs. Another survey respondent mentioned that additional resources for AICP certification beyond reduced test fees, such as preparation resources would benefit more planners—these resources would *"help us develop professionally and increase our visibility within the planning field, as a planner from multiple underrepresented backgrounds working at a nonprofit that works primarily with underserved communities."*

Participants had additional recommendations to improve the AICP exam criteria and continuing education credits. A surveyed planner felt that the eligibility requirements were discriminatory:

> *"The AICP exam has a bias towards people of a certain background. I am still not able to sit for the exam because I do not have the requisite 2 years of planning experience because I was a part-time student who had to work to support myself and aged parents. I had no opportunity to intern and thus did not have an "in" with any firms related to planning. The path-dependence that the AICP exam creates is institutional isomorphic and perpetuates the same people getting the same positions and does not foster inclusion from the start."*

Interviewees also cited a need for anti-racism and cultural competency to become a core requirement for continuing education requirements. As a White, female interviewee stated, *"There's no other way to move our society forward than for those of us who are at the forefront of planning to be more aware of [the need for] anti-racism [training and practices]."* These recommendations align with the new mandatory AICP credits for *Equity* and *Sustainability and Resilience*, which will be introduced January 1, 2022.

Increase APA Trainings

Participants desired more APA trainings on topics related to a range of diverse identities, including those that are visible and invisible. Some respondents desired trainings on how to lead discussions on diversity and inclusion for predominately White staff. Another respondent shared that "social justice is a code word for socialism and alienates those of us who live and work in median American community. Political activism is not helpful in advocating among our elected officials and property owners." For these respondents, APA could do more to create specialized trainings that are specific to these contexts.

APA could learn from other professional organizations that offer advocacy trainings that focus on working with legislative bodies or elected officials, and issues around diversity and inclusion. If outside organizations or consultants are used to offer trainings, those led by professionals of color and/or those of underrepresented identities should be prioritized. For instance, the New York-based Advocacy Institute provides trainings around legislative advocacy through the lens of privilege and oppression (The Advocacy Institute 2020).

Respondents also had ideas for how to improve trainings that went beyond webinars because of the difficulty teaching cultural competency through PowerPoint. For instance, an American Indian female described their experience with regional brown bag lunches for the APA chapter, which offered a "meeting space [where] we can be talking about these subjects." She continued to explain the importance of in-person trainings:

> *"If APA had a team or small group willing to go to places to do pro bono cultural competency in person, I think that would make a huge difference. And I think that would, you know, take the first step, which is showing up means sometimes showing up in person."*

A White, female interviewee shared how trainings could include getting feedback on engagement work:

> *"It would be nice to have a group of folks, a group of professionals nationally that you could take your design of your engagement and have them give you feedback, both before and after and help you assess what worked and what didn't, and how you can improve, your outreach to underprivileged folks and to underrepresented voices."*

In addition to feedback specifically on engagement, another White, female interviewee went beyond and wanted to see APA volunteer opportunities in various communities that "they [planners] wouldn't otherwise have a chance to do at their own job."

A few participants were opposed to diversity initiatives for several reasons. A survey respondent described how diversity initiatives can be informal: *"You'd be surprised that government mandated diversity tends to never produce the results that so many seek. I enjoy hanging out with other individuals without the need of organizations telling me that I need to diversify."* Other respondents felt that these types of trainings or initiatives *"amounts to racial/sexual/ethnic favoritism of those groups and marginalizes other groups such as White low- or middle-income."* In contrast, a participant felt that *"we are teaching people to be different rather than teaching them to be citizens."* It would be important for diversity trainings to teach how to not lead to further marginalization, but also recognize the history of structural racism and the importance that diverse people and experiences provide in the planning profession to address past injustices.

Increasing collaborations with key stakeholders

Respondents had several other recommendations for APA beyond the conference, AICP, and its trainings. A few participants desired for APA to better connect with local elected officials:

> *"The planning profession is doing a great job to educate and celebrate diversity and inclusion, and we are better planners for it. However, as jaded as it may sound, it's all for naught when decision-makers do not have same training and exposure. They ultimately determine policy. Planning staff and all our research and experience be damned."*

Another survey respondent noted the need for more outreach to county and regional government. By working with county and regional governments, APA can help them prioritize cultural competency training while also balancing complex fiscal and budgetary constraints.

Likewise, participants also shared the need for professional planners to reach out to other organizations (e.g., U.S. Census, Government Alliance on Race and Equity (GARE)) to develop collaborations that offer expanded interactions that in turn support diversity and inclusion efforts. We asked participants to assess qualities of departmental engagement with the public, and specific questions regarding collaborations and innovations around issues of diversity.

Participants painted a favorable picture of their interactions with organizations that helped them to engage with diversity. For example, a planner explained a recent collaboration that their office had with the U.S. Census:

> *"We certainly work. We have a couple of minority populations. We have an East Africa population that has been growing. And we also have a Hispanic population that's growing. And we're making a couple of efforts, both on our comprehensive planning side, as well as a census outreach. We are trying to kind of bring all of those ideas together at the same time, since we know they're undercounted populations and that's valuable for our community. We really want to make an effort to make sure they're counted, but also that help them understand what opportunities are there for them to be a part of a community and a comprehensive plan."*

Some planners indicated that colleagues' value individual differences in the workplace to such a degree that they would collaborate across departments to learn about different places and topics:

> *"Within our local planning group, we have done a really good job of saying, hey, I'm going out to this rural community. I've never been in a rural community for more than 10 minutes. Hey, so and so like you grew up in this kind of community. You've done a lot of planning in this community already. I'm new to this space. Would you be able to either come with me or help me out? We are going so far south that public transit doesn't even go that far. Depending on where we are in the process, right, I definitely don't start by bringing all the transit planners, as a housing planner. By the end when we're trying to have a vision for this community, I bring up the idea of that the community could include transit. How do I get somebody to buy into the concept of transportation? So, I think we did a really good job."*

This planner explains how relationships between co-workers with different lived experiences can contribute to them learning from each other about different places and the needs of these places. Even taking transit together can be a form of learning to understand each other's values as well as the needs of communities. To dig deeper with diversity and inclusion, it is necessary to collaborate between colleagues. As a participant put it, *"I mean, I think in many offices they encourage collaboration, they encourage working across the stovepipes and encourage collaborative problem-solving, but it's kind of hard to really dig deeper unless you're able to take the question a little bit further."* To get the most of out of collaboration, you need diversity. Coworkers from different cultures think differently and bring different knowledge to the table.

Acknowledging different experiences and backgrounds allows a planning team to work more effectively.

Finally, another participant stated how the planning profession needs to consider and question the composition of planning commissions. *"Planners may have thoughts about whether the board/commission matches the makeup of their community/region, or if they feel limited to enact diversity and inclusion efforts because of their board/commission."*

5.2 Workplace

Participants shared recommendations related to the workplace, ranging from specific hiring practices to broader community engagement. A Latino and gay interviewee explained how they help to increase their applicant pool: *"We send out applications in different languages to make sure that we engage with as wide a swath of the population as possible."* A Chicano/Latinx participant advocated for community-level recruitment:

> *"We can continue to recruit people from the communities that we serve and recruit people that have more diverse language and experiential backgrounds so that…we have more planners that reflect the rich diversity of our jurisdiction. I think it goes back to getting planners on the street level. Embedding planners into the fabric of the neighborhood, having embedded planners working on the ground, working from the street level, being present."*

Yet, a survey respondent noted the current imbalance of representation across all positions perpetuates inequity in workplace hiring:

> *"I have participated in over a dozen interviews in the past year for a new public sector job…In all those interviews, I noticed only three panelists were minorities, even in areas that are majority minority. The lack of diversity and minority representation at every level of planning professions and hiring processes, especially beyond lower-level positions, is grossly indicative of the structural biases and ossified leadership structures that only allow incremental changes that effectively perpetuate the status quo. When minorities are recruited into positions of authority, they often must pay fealty to existing power dynamics and not advocate for the progressive structural changes necessary to substantially improve diversity and minority outcomes. This is a recipe for feel- good policies, but ultimate failure in promoting equity in the workplace and community."*

Respondents offered strategic and intentional ways to combat these biases in hiring as well as accountability to achieve any real systemic change. To change the culture or the climate of the workplace, planners suggest that a first step is having intentional conversations about equity and diversity in the hiring process. This first step may include an articulation of the organization's awareness of inherent implicit biases, and commitment to cultural shifts and working actively to be accountable for these trends. A planner shared how their organization sought to increase diversity by evaluating their interview questions to consider if there was bias in the hiring process. Planning organizations may also offer trainings on implicit bias to jumpstart a similar internal evaluation of the hiring process.

In addition to hiring, several planners wanted to expand how their workplace engaged community members. To improve this engagement, one respondent wanted to increase internal training, which could feed into external practice. A White female said:

> *"The Department of Race and Equity started a series of [monthly] lunch and learns about race…But we're wanting to start something kind of like that within our own department to try and get a few more people just talking about race and inequity. That might help. I really think we could use some training in working in communities that are different from us. Facilitation, particularly… for public meetings that take into account like power and privilege dynamics."*

A White male interviewee also reiterated the importance of connecting to existing organizations that serve ethnically and culturally diverse communities. For instance, the planner shared, *"I've tried to bring diverse backgrounds to [our big event] committees… making sure people around the room making decisions reflect a greater cross-section of the community wherever possible, even on our board, which is primarily comprised of elected officials."* Some of this work with community members could incorporate a decolonized viewpoint of what constitutes planning knowledge. Another interviewed planner described changes in planning expertise. A Chicano/Latinx said:

> *"People who live in the neighborhoods actually are the experts and actually can do planning on their own with some training…I'd like to see more insurgent planning from the bottom up by the actual people who live there, and as a director, I would do that….I would want to find ways where the community members themselves can actually do the lead work and be the planners."*

Participants shared they want more diversity and inclusion training that starts during onboarding, happens regularly, is brief (e.g., lunch and learn) and provides an opportunity for interaction across departments with outside resources or institutions like universities. Respondents expressed a desire for this type of experience as a part of both their planning education and in the workplace. Overall, there is interest in participating as co-learners around equity and inclusion efforts. For example, a respondent recalled a valuable experience through a partnership with a professor who led a diversity inclusion initiative and *"spoke on how they're grappling with that issue with the university and parallels [to] our organization."* Continuity and regular opportunities to interact with the topic were brought up as desirable on multiple occasions.

For example, an African American female respondent explained:

> *"I would not do a one and done. I would have a consistent approach to it. I think a lot of people […] they do it once and they feel like we're done with that. You have to keep learning about it. I would like to say something maybe like once a week or because we have staff meetings once a week. So maybe taking time out of those meetings to talk about certain topics like somebody at my last job, he didn't know what pronouns were. He's like, I was looking at somebody's signature in my email and it had like she/her/hers on it and he didn't know what that was. I'm just like I had to explain that to him […] but if you had something weekly updating you, maybe you could learn more and at least know what people mean by something like that. Yeah, just like small like little mini*

lessons."

The idea of the need for periodic, brief touchpoints, was further reinforced by several participants' descriptions of how lengthy or drawn-out workshops can be draining and can have adverse impacts on workplace climate. As this African American female shared:

> *"I think some big ones [trainings] are draining, I think for them [Whites]. The diversity seminars and trainings that I've held... they dive deep or in some people's opinion, they don't dive deep enough... I brought in somebody from environmental diversity and inclusion in San Francisco to do a training, it was sold out. I thought it went well. It was a two-day training, after the first day, some of the people of color felt like "this is not useful for me and I don't want to be here." So, they didn't show up on the second day. And then some of the people, allies who weren't people of color, felt like they were attacked, and they felt bad and they were going to come to this [training] where you're going to make me feel guilty. And so, I think those big trainings can be very intimidating and [have] mixed reviews. So, yeah, just keep it small. I know you can't really get deep enough in a small conversation, but I think it still helps to just put it out there. Give people that space in that chance so they don't make mistakes and ruin somebody's life or career."*

Furthermore, several participants cautioned against online programming, describing them as perfunctory, uninspiring, and providing limited support. Participants also described programming that offers individuals the flexibility on what to learn about as a desirable way to promote continued education and professional development. In other cases, while not specifically designated for issues of equity or cultural competency, some respondents chose to make these topics the focus of their professional development. In particular, these more flexible opportunities work well when leadership is committed to and supportive of improving workplace equity and diversity.

5.3 Improve community engagement practices

Based on interviews with planners, we identified several ways that planners can improve current community engagement practices. Planners identified obstacles to engage communities, such as their own identidy, their lack of knowledge, and institutional barriers to supporting changes to exclusive participatory processes. Planners also discussed important opportunities to improve authentic community engagement.

While community engagement is a major facet of the academic curriculum, there are still elements of engagement that go unaddressed or underutilized. Students and practitioners alike must learn to acknowledge their own limitations and the expertise of community members when working on the ground. There are additional learning curves for planners that interact with residents; planners need to learn how to convey technical information, code-switch, and address animosity toward the government. All of this is tough for planners to deal with, but the most effective way to learn more is to be exposed to otherness.

Many individuals enter the planning field to make a difference in the lives of others and to promote public welfare. While planners tend to have good intentions, the field as a whole, struggles with meeting the aspirational goals of racial equity and social justice. Planners are equipped with technical knowledge, degrees, and more experience than the average resident, but may lack the lived experience that is necessary to achieve equity and justice in planning processes. In reality, residents are usually more informed about how improvements should be made or what a community needs because of their local knowledge. Many planners interviewed acknowledge that in both academia and in practice, planners must remind themselves that their expertise is limited, and community members are in fact the experts on local conditions. A Black, male planner explains the need for planners to do more listening to understand the needs of communities:

> *"I think, though, that our greatest challenge is going to be that planners have to do less talking and more listening. That's the thing that our profession has struggled with for so long. You know, we get super passionate. We learned about what problems and issues and challenges are. And we think we have the best ideas and we think we know how to fix people and communities. They sometimes lose sight of the fact that these are communities that people live in, regardless if they think differently from us, they should be able to choose their direction or where they want to go. And we shouldn't be upset because it's different than where we want to go. And I think if we learn to listen more that will help us because as all of these various populations start to collide together and we start to mingle amongst one another and live amongst one another, it's going to take a lot of patience and a lot of listening."*

Rather than addressing the lack of educational opportunities for interacting with the public, some planners are concerned with the educational framework itself. As a continuation of the previous quote, planners should learn to step back, and allow for more community-led planning efforts. It can be difficult for planners to take a step back because they feel as if they were prepared for the position of leadership, however, encouraging community-led planning efforts can take some of the pressure off the planner and lead to better outcomes for the community. Some planners addressed the need for a change of organization, and more opportunities to promote community empowerment, as a Latinx male describes:

> *"I want to see a decolonization of planning knowledge. I want to see a decolonization of planning expertise. I think that the people who live in the neighborhoods actually are the experts and actually can do planning on their own with some training, and the truth is, you don't need to have a master's degree in urban planning to understand a lot of what we do."*

Also, when interacting with the public, planners must find ways to take their technical knowledge and convert it into meaningful information that the average community member can digest. Rather than using technical wording, planners should attempt to talk about planning using everyday language. In our interviews, planners see the need for more training on best practices to interact and engage with communities. For instance, code-switching or adjusting one's style of speech or behavior to optimize the comfort of others in exchange for fair treatment, as well as inter-personal skills are two skills planners need to utilize but are often not taught to the extent necessary in the academic setting. As this Black male participant described:

> *"How do you have to have that diversity of experience both academically, but also just… I hate to call it something as simple as is real life, but you can walk in your community and I had an entry level planning team, I would tell people that planning textbook is fantastic. We're not going into any community inciting planning law. You have to be able to relate to people and you have to be able to take all of that technical knowledge in code, switch it into something practical. And so how do you just have a diversity of people that are able to think that quickly on their feet, tap into a technical expertise and make it something relatable? So, I think it's an intellectual diversity and also representative diversity."*

A point of discomfort that many planners feel when interacting with the public is animosity or anger due to past injustices. With the history of planning being particularly offensive, and its effects long lasting, many planners still face backlash from decades-old policies. Although today's planners did not take part in these harmful practices, the profession needs to acknowledge these deep-rooted pains felt in many communities and train planners to address them in a productive manner. A planner describes the difficulty of navigating oftentimes contentious dynamics between planners and community stakeholders:

> *"One of the things that I feel like I don't quite know how to deal with is when there is animosity from the community. Because I am the representative of the government, and the people who have been like perpetrating government segregation and racism against these communities. And so. Yes, I think that's more where a lot of the discomfort. Like I'm not quite sure yet. Yes, I feel like I've had I had some training in that in grad school. I don't think that's necessarily actually common. But, I mean, it's not even really training. I mean, there could be better training."*

Within the planning discourse, to navigate the dynamic this participant referred to, scholars have suggested various ways to improve skills such as communication and learning how to work with the public as tools that are critical to planners. For example, Ozawa and Seltzer (1999) surveyed planners in Oregon and Washington, who noted that communication skills were the most essential—specifically, working with colleagues and the general public (those who are not as familiar with planning) followed by being able to understand what the public wants. One of our respondents agrees with such a statement:

> *"I've been told that at the academic level and the professional level we need to do more training and communication skills. I know that that may sound frivolous. It may sound like an add-on when people want to learn about environmental justice, and they want to learn about good land planning and sustainability and those things. Those are all admirable things to push toward. But if you think about it, you'll never move the crowd if you cannot communicate those things to the everyday person."*

In a follow-up study, Seltzer and Ozawa (2016) surveyed planners in California, Florida, New Jersey, Minnesota, and Maryland. In those five states, they found that planners ranked working with the public and colleagues as the most critical skill. Another participant expressed a similar idea related to learning to work with the public:

> *"We had to go out and actually talk to people. And for a lot of us who weren't used to being put in that position you had to learn very quickly how to communicate with folks about what you were doing, or you weren't going to be successful. That was one way of learning how to communicate. I think some people may learn better, like suggesting that you had in terms of communication skills, workshops, and things of that nature. And so actually, I think that there needs to be some experimentation as to what works for particular programs, just like as you leave the academic space and go into the professional space. I think that also needs to be a part of the training and development that people need."*

Understanding what the public needs and wants was ranked the fifth highest planning skill in the multi-state study (Seltzer and Ozawa 2016). Another planner shared that regular staff meetings is where they have resorted to training about different diversity issues followed by community interactions:

> *"We have sort of repurposed staff meetings that we hold biweekly to include some type of training opportunity, and we have done sessions with our health department talking about health disparities by race and income. We did a deep dive about sort of the history of racial bias in housing and zoning. We've done sessions on culturally appropriate outreach and dealing with folks that have had personal experiences with trauma. Trying to, on the education and training front, provide better [support] to the staff to be able to interact with communities and have a greater sense of empathy for the communities that we serve. That's what we've done on the house side. On the outside, you know, we've tried everything in the toolbox in terms of community engagement, sort of with mixed success. Abandoning traditional outreach meetings and going to existing organizations, partnering with churches and other religious organizations, trying to meet people where they are. And while I'm proud of those efforts, I think the track record of success is mixed. But we continue that work."*

Democratic participation is where we achieve change in government, civic society, religious institutions, and so on. The perspective of planners is that community engagement is important, but it seems that outcomes are lukewarm at best—in particular when referring to inequality between groups. Even after failure, planners are still resilient and willing to address the needs of communities and help them to tap into the right resources.

Our interviewees noted several ways that planners could also more informally learn to work with diverse communities. For instance, one recommendation that was given by an interviewee was to educate yourself on, and experience otherness. Otherness, of course, means something different to each individual based upon their own personal identity, but everyone can become more culturally competent by experiencing new people and settings. While some planning programs implement this concept in their programs, there could be more emphasis on diversity in continued training and workshops.

For instance:

> *"I'd like people to get out of their comfort zone and I'd like for them to experience communities and working communities where they are the non- White. If they're not a non-White and to have, to really try to understand what is going on, whether it's a tribal community or non-White community, just somewhere that if not if they're from the middle of Kansas, they need to be in the heart of Chicago, in Southside. And so, yeah, I mean, I totally like night and day from what they're used to. If they're in a rural community, be in a very urban and if they're in the urban, we're going to work in a rural community and just try to like understand the different perspectives and what is going on."*

With master's-level planning programs lasting two years, it can be challenging for universities to make time for all of the different skills students need to learn. In programs that do not already offer community engagement courses, students and practicing planners have indicated that they need to be added to the curriculum. Within these courses there needs to be more education surrounding how to involve the community once they have decision-making authority in order to keep them fully involved in the process. Continuing education can be another venue for assisting planners who struggle with engaging with the community, or feel they need a refresher course.

With the help of university programs and APA trainings, planners would feel more confident going out into the communities in which they serve.

5.4 Planning education

A common theme was the need to recruit students into planning from primary education. A White male practitioner desired "…to have kids from early childhood education involved in some of the planning efforts that we do." As a result of this early engagement, the planner believed that eventually "we're better able to serve particularly some of the more vulnerable populations." A White female planner recommended a greater connection to elementary schools to "talk about opportunities for government work, planning, to try and bring in diversity at an earlier age so in the next generation we can gain diversity."

This early engagement was thus seen as a way to address the lack of diversity in applicant pools. Additional recommendations focused on high school student recruitment through APA. Another White female also wanted to create "additional support for students who might choose to enter the field that may be facing issues of resources and need additional support to join the profession." These efforts would be in conjunction with focusing on diverse and low-income high school engagement.

Majority of planning education remains at the graduate level. Consequently, participants had several recommendations for training future planners, particularly through community-based studios and assignments and community engagement courses, which also have the added benefit of helping planning students learn how to communicate with community members. There were also some stated challenges with the geographic distribution of programs and student composition. An Black/African American male stated how the nearest planning program is at least one to two hours away and is inaccessible for residents. Another participant went to a graduate program in a "minority-majority city yet there were no African Americans in my program." The student composition was important for this planner because "You cannot have a diverse planning profession without a diverse student body."

Another planner suggested a reorientation of organizations towards increasing diversity in the workplace that begins with expanding recruitment efforts:

> *"Developing more of an internship program where we're actually like much more likely to bring in interns from the communities that we're working in instead of just like UC Berkeley is right next door and we take all the UC Berkeley students for interns."*

However, some planners noted similar issues in the planning academe as in the planning profession with challenges to recruit non-White faculty members of color. A survey respondent practitioner stated:

> *"I would characterize my workplace climate as hostile in relation to race. Our school has no Black or Hispanic staff and only few faculty. Minorities are rarely invited for interviews to fill vacant positions, and minority recruitment of students is weak or nonexistent. This is a problem emanating from our leadership (e.g. the decanal level downward)."*

Another planner shared examples of pipeline programs and mentoring that can increase representation of planners with diverse identities:

> *"There is a very intentional program that is doing this at the undergraduate and graduate level. There is another program or multiple programs that kind of like help students find and succeed in college. There are programs that offer experience and like-work opportunities for high school students. And then there are also mentoring programs that I'm also involved in. So, there's a lot of things that are happening at my workplace, near my workplace and in the larger community that I'm kind of proud of effectively that we're doing."*

These recommendations support existing studies that show a perpetual need to recruit and support a pipeline in

planning education for non-White students and faculty. Respondents saw a connection between diversifying planning education and the future of the profession.

Chapter 6: Conclusions and recommendations for planners

Working with and planning for diversity through a lens of equity and social justice must be a central tenet of the urban planning profession. The results of this survey will help to inform institutional efforts that the American Planning Association, Association of Collegiate Schools of Planning, employers, and planning institutions can take to intentionally educate and train planning students and practicing professionals on issues of anti-racism, cultural competency, equity, diversity, and inclusion.

This is the first national study of the climate for diversity within planning workplaces using surveys and interviews. While our sample of survey respondents is reflective of the demographics of planners and metropolitan statistical areas, a survey limitation was the low response rates for certain questions, particularly of participant demographic background. As organizations and employers aim to create a culture of diversity, this must also include a culture of participation and transparency on issues of diversity. Consequently, workplace managers should encourage open and honest participation in diversity climate surveys, both for self-study and to assist broader monitoring of progress in the profession.

Our survey findings show that perceptions of personal bias and discrimination, as well as perceptions of others experiencing bias and discrimination is allocated differently on the basis of racial identity. This finding should not come as a surprise, but rather as a reminder that racialized group experiences do vary. It is also important to note that across the board, the proportion of respondents indicating that incidents of bias are occurring "very often" is relatively small; however, there are more pronounced differences for questions about race, age, and citizenship status.

Interviewees offered an in-depth perspective of the work that needs to be done to create inclusive climates in our organizations, workplaces, and institutions. While practitioners noted increased representation of different backgrounds, these individuals lack support and recognition, carry the burden to represent specific identities, and experience stereotypes and microaggressions.

Significant challenges remain in not only hiring a more diverse workforce that draws from underrepresented groups, but also in promoting underrepresented groups. In some cases, planners cited difficulties in recruiting a diverse pool for hiring. Other planners suggested intentional bias in the hiring process and access to promotion opportunities in their positions.

This study on planning practitioners corroborates studies on planning student experiences—with students of color and other underrepresented groups experiencing more bias and discrimination (Greenlee et al. 2018; Jackson et al. 2018; Lee et al. 2020; Garcia et al. 2020). These findings also echo recent scholarship identifying the reluctance of the planning discipline to acknowledge and unpack the role of Whiteness in everyday planning practices and research (Goetz, Williams, and Damiano 2020; Solis 2020; Williams 2020). It will take consistent and significant shifts to identify, address, and eradicate implicit norms of government planning and professional planning institutions that reinforce White privilege. These issues extend beyond the U.S., with previous efforts made by North American and British planners, including anti-racist planning initiatives by the U.K.'s Royal Town Planning Institute in the 1970s and 1980s (Griffiths and Richards 1989; Thomas 2004) and Canadian planners in the 1990s (Healey and Gilroy 1990). Moving forward, it is clear that more strident, inclusive, and anti-racist thinking is needed, with a continual re-commitment to, and re-examination of these values.

Despite decades of efforts by ACSP and APA to combat racial and ethnic discrimination, planning remains behind. As demonstrated by the Spring/Summer 2020 nationwide anti-racism protests, we are in a critical moment in history. We hope that there is momentum among planning organizations to transform their practices to further equality among planners and communities of color. There have been statements issued from 650 urban planning professionals to APA and Black faculty to ACSP calling for greater attention to these concerns and demanding a more proactive approach to lead our planning organizations towards being explicitly anti-racist.

To push for anti-racist efforts that actively dismantle systemic racism in planning, planners need to contend with the racist history of the field and profession (Williams 2020). While planners may feel discomfort, planners need to accept backlash from communities of color that are still wrecked by racist planning. Individual discomfort is understandable but does not compare to the deep-rooted pains felt in communities of color that have experienced planners' efforts to disinvest, dismantle, exclude, and/or erase them. In our forthcoming manuscript (García, Jackson, Greenlee, et al. 2020), we argue for substantial change to occur in the profession as a whole – including APA and ACSP. In addition to recommendations from planners (see Table 4), below we offer more specific recommendations for APA, employers, and planning educational institutions. Based on our research findings these recommendations comprise three focus areas, which include: 1) organizational leadership and diversification, 2) professional development, and workplace and community capacity building. These recommendations are not exhaustive, but represent a more explicit approach to reorienting equity, diversity, and inclusion at the core of the field of planning.

Recommendations for APA and AICP

Participants overall agree that it is the responsibility of planners to reconcile with and/or undo the legacy of discriminatory land use, zoning, policy, and other racist or exclusionary planning practices. Planners also indicate that there are also workplace exclusionary practices of implicit bias, tokenism, and stereotyping, among others. Some planners might need to be reminded of the historical significance of the ways that the field of planning has undermined progress for underrepresented groups that remain in communities, organizations, institutions, and workplaces. We offer recommendations to practice anti-racism and how APA can support and train a new generation of planners to confront the underlying issues of systemic racism.

Organizational Leadership & Diversification

- Take a more active political role advocating for more effective anti-racist and inclusive efforts through stronger advocacy; reorient towards a more activist organizational platform that will train practitioners to be planning advocates.
- Confront the legacy of systemic racism in planning practices that continue to marginalize communities of color by adding reparations to the issues that Congress must address in 2021.
- Advocate for actively anti-racist practices in the planning field and how these approaches can create more inclusive workplaces and communities.
- Create intentional communication/messaging by APA leadership that collectively acknowledges how urban planning has and continues to reinforce structural and institutional racism and inequality through discriminatory planning tools and actively shift towards an anti-racist agenda.
- Communicate messages by APA leadership that acknowledges that bias and discrimination continue to exist in our organizations, workplaces, institutions, and planning processes in the communities we serve.
- Create local student APA chapters or host a student conference online to show students the value of APA early on while they have a free membership and can access webinars, trainings, workshops, etc.
- Equitably adjust the cost of memberships, and national and state conferences to attract participation from a more diverse audience and non-member conference participation, virtual platforms, etc.
- Diversify conference participants and AICP certification and maintenance by developing different fee structures for individuals to support those in non-traditional positions, non- profit organizations, and smaller organizations.

Professional Development

- Offer a conference focused on anti-racism, diversity, equity, and inclusion by building off of the Hindsight conference, and utilize sessions for CM credit.
- Strengthen and add anti-racism and cultural competency as a core requirement for Continuing Education (CE) credits for AICP.
- In addition to paid APA trainings, offer free APA trainings on topics that address diversity and inclusion, anti-racism, implicit bias, allyship, etc., to enhance learning about communities of color.
- Implement targeted outreach and trainings for local governments and elected officials on equity, diversity, and inclusion (EDI) issues and policymaking.
- Curate an online platform that showcases successful diversity and anti-racism work by planning organizations, institutions, and communities to elevate the importance and value of integrating EDI into planning.
- Support and fund the development of APA local chapter EDI strategies to implement more specific diversity and inclusion efforts focused on the unique needs of planners within local chapters.

Workplace & Community Capacity Building

- Require APA local chapters to develop EDI committees to actively work towards creating an organization or initiatives that supports diversity and inclusion.
- In addition to holding an Equity Forum at APA national conferences, create a quarterly series of equity forums to continue to "amplify equity" consistently and hear from members, share resources, and incorporate recommendations into planning efforts.
- Conduct a diversity climate survey every three years to track and monitor progress on diversity and inclusion benchmarks within APA member database and planning organizations.
- Evaluate the composition of employees and commit to hiring underrepresented groups and placing diverse populations in leadership positions, including paid and volunteer positions.
- Increase the accessibility of planning expertise by increasing collaborations or community classrooms with local community leaders already doing equity and advocacy work.
- Advocate for diversification of planning commissions and strengthen collaborations with allied organizations that can support developing comprehensive EDI trainings, workshops, and strategies.
- Create an annual national planning award for organizations and agencies showing excellence in equity, diversity, and inclusion.

Recommendations for Employers

Planners acknowledge that employers are responsible for creating a climate of inclusion that starts at recruitment and continues through promotion. It is important to note that employees also need training and support in accomplishing these goals. Thus, APA, ACSP, and planning academics are critical to support employers in efforts to strategize EDI initiatives and develop best practices. After implementing EDI initiatives, employers need to monitor, track, and evaluate them to determine if programs or policies are effective in creating a climate of inclusion.

Organizational Leadership & Diversification

- Recruit new planners from diverse institutions, non-traditional sources, and allied fields with greater diversity to expand the applicant pool; with a more diverse recruitment pool, limit implicit bias in hiring practices.
- Respond to potential barriers to recruitment and retention of planners from diverse backgrounds (e.g., paid internships and fellowships).
- Develop mentoring programs and peer-to-peer support groups to build and sustain an inclusive culture.
- Evaluate current promotion trends. Then, provide more opportunities for promotion of underrepresented groups in the workplace, particularly for positions of leadership.
- Institute ongoing monitoring and tracking protocols that measure whether increases in representation of underrepresented groups in planning positions are being achieved.
- Develop strategic racial equity action plans within organizations and agencies to identify and guide equity, diversity, and inclusion efforts.

Professional Development

- Expand training opportunities for fellow planners and co-workers in diversity, anti- racism, cultural competency, implicit bias, and multicultural awareness that are offered quarterly and required on an ongoing basis.
- Institute ongoing anti-racism and implicit bias trainings for all hiring processes and require underrepresented group participation on all hiring committees.
- Provide internal training by external consultants/professionals to support managers with tools to address hiring and promotion bias to more effectively recruit, retain, and promote planners from underrepresented groups.

Workplace & Community Capacity Building

- Create and/or hire chief diversity officers, chief equity officers, or create divisions of race and equity that develop policies, practices, and strategic investments to reverse racial disparity trends, eliminate institutional racism, and ensure that outcomes and opportunities for all people are no longer predictable by race.
- Institute and encourage participation in diversity climate surveys/interviews annually to assess overall departmental/workplace climate, and broader trends within the profession.
- Commit to conducting Racial Impact Assessments to determine the impact of planning decisions on communities of color for all plans and projects.
- Increase the accessibility of planning expertise by developing community classrooms or workshops in partnership with local communities to support engagement efforts.
- Planners, especially those who identify as White, should reflect on how Whiteness and White-centered perspectives appear in their work, including commonly used planning tools (e.g., surveys, datasets, ordinances) and processes (e.g., public forums/meetings, stakeholder consultations, requests for comments), and actively work to change these systems (see Solis 2020 for examples).

Recommendations for Planning Education Institutions

Practitioners shared insights about their experiences in planning programs or closely related fields. Many participants acknowledged that there is a need for more explicit diversity, social justice, and anti-racism-based curriculum because there is a gap between planning education and skills required to work with diverse communities. This disconnect contributes to planners not learning critical skills needed to advance equity and social justice in community engagement and plan implementation. While practicing planners can do individual self-learning of published works on EDI efforts, additional systemic changes in planning institutions will elevate the value of equity, diversity, and inclusion in its faculty and student bodies and programs more broadly.

Planning Education Organizational Leadership

- Affirmatively promote the value of diversity across planning department activities to build bridges between planning education and practice through mission statements, curriculum offerings, syllabi reviews, and strategic partnerships and initiatives.
- Develop a diversity and inclusion climate survey to be administered annually in planning departments to assess overall departmental climate for faculty, staff, and students.
- Respond to potential financial and other barriers to recruitment and retention of students from diverse backgrounds (e.g., fellowships, postdoctoral positions for underrepresented minorities).
- Implement holistic admissions processes and/or hire recruitment coordinators focused on underrepresented groups.
- Institutionalize more professional development outreach and faculty-student and peer mentoring programs to increase the pipeline of underrepresented groups.
- Use the Ambassadors Program to develop awareness of planning in young people in underrepresented communities.
- Expand current mentoring programs such as Mentoring a Planning Student (MAPS), among other APA chapter mentoring programs to strategically pair underrepresented students with planners from underrepresented groups to support mentoring and affinity groups.
- Expand Box City, which raises awareness of the planning profession, from a focus on elementary schools to high schools to bring greater awareness of planning in underrepresented communities.

Professional Development

- Integrate diversity, cultural competence, and social justice-based curriculum into core classes to ensure that all students are exposed to issues of race, diversity, equity, and inclusion in relation to underrepresented communities.
- Require a suite of real-world participatory planning courses to effectively train students in community engagement techniques that build cultural competency for working with diverse communities.
- Require decolonizing planning curriculum that includes a broader range of identities represented in curriculum as part of PAB reaccreditation criteria.
- Advocate for PAB to require urban planning programs to provide evidence of commitment to ensure that women, racial and ethnic minorities, and members of other underrepresented groups in academia have access to the mentoring, tools, and support they need to be successful.
- Advocate for PAB to develop standards that move from a race neutral orientation to an anti-racist orientation for planning programs.
- Commit to require ongoing diversity and inclusion training for faculty on effectively integrating diversity, equity, and inclusion course offerings.

Workplace & Community Capacity Building

- Commit to recruit and retain underrepresented students and faculty to create more space for students' experiences in the classroom, department, and institution.
- Increase diversity among planning students and faculty through recruitment and retention strategies such as diversity hires, scholarships, postdocs, and start-up packages.
- Push for PAB commitments to support retention of underrepresented faculty through institutional guidance on tenure requirements.
- Develop Diversity Strategic Plans as guiding documents for students, faculty, staff, and administrators to identify and meet diversity and inclusion goals that focuses on the climate for diversity, faculty, staff, and student recruitment and retention, expanded tenure requirements and decolonized planning curriculum (see Sweet 2018 for examples)

While many institutions and workplaces value diversity, it is challenging to demonstrate these values in meaningful ways and actions. Planners and planning institutions need to "walk the talk," and this process needs to include long-term steps rather than reactionary and temporary actions. Supporting research such as this report can assess and promote strategies that work to train culturally competent planners. However, readers should adopt strategies given their context, including historic relationships, diversifying demographics, and/or existing community and university connections. Still, research offers a way for planning practitioners to demonstrate their commitment to and support for diversity and inclusion in the communities they serve because of their willingness to self-reflect and evaluate their work. Moreover, similar research can offer opportunities to hear from the communities served by planning professionals. While this work builds on decades of incremental steps, it is time for the field to recognize when and how it has failed. Through reflection on past and current mistakes, only then we can reckon with planning's exclusionary practices and take a leap forward for underserved communities that deserve our attention.

6.1 Future areas of planning research

This study is a foundation for additional research that can understand the disparate experiences of planning practitioners in the workplace, served communities, and planning institutions. Additional research is required in three areas: practitioner experiences, issues of diversity in the workplace, and diversity in planning institutions. Our report focuses on statistical differences found between Whites and planning practitioners of color; however, other apparent and non- apparent identities require additional inquiry. Studying the intersections of these identities and the relationships with residents and communities, as well as geographic context is needed. More research on the differences in experiences between junior and senior planners as it relates to hiring and promotion is critical to understand future demographic trends of the planning profession. Research on planning education is needed to understand how changes in curriculum and increased recruitment and retention of underrepresented faculty and students alter understandings of diversity and inclusion for the profession. Finally, understanding the effectiveness of APA trainings for individuals and organizations and whether this leads to short- term and/or long-term changes are a few considerations for future research. We offer several suggestions for future research, but this is not an exhaustive list and should be updated periodically. Below we offer a series of possible research questions for future exploration:

Experiences of practitioners:

- How does the intersection of multiple identities affect planning practitioners' experiences (e.g., gender, race/ethnicity, disability status)?
- Do apparent and non-apparent identities affect how planners work with residents and constituents?
- How does geographic context affect practitioners' understanding of diversity and underrepresented identities?

Workplace/Organization:

- Which groups are represented at which levels of planning jobs (assistant planner to senior planner)?
- How do the experiences of senior planners differ based on diverse identities?
- How do senior planners make decisions about hiring and promotion?
- How does the intersection of multiple identities affect planning practitioner experiences at work and promotion/hiring?
- How effective are workplace diversity initiatives and workshops? Do these workshops lead to changes in workplace practices?

Planning Institutions:

- How do changes such as decolonizing curriculum, and increased recruitment and retention of underrepresented faculty and students alter understandings of diversity and in what ways does this influence the practice of planning?
- How do APA trainings affect participants' understanding of diversity? If there are impacts, do they lead to short-term and/or long-term changes?
- How have fee reduced programs in APA affected representation and membership? Examples include the free APA student membership and reduced AICP training.
- How will the AICP anti-racism and equity requirements for certification impact members' understanding of diversity?

6.3 Next steps

Our research findings and lessons learned largely from our POCIG student climate work (Greenlee et al. 2018; Jackson et al. 2018; Lee et al. 2020; García et al. 2020) confirm other studies both on campus climate research (Hurtado et al. 1998; Harper and Hurtado 2007; Yosso et al. 2009; Yosso 2005) and planning workplace climate (Seltzer and Ozawa 2016; G. G. Tiarachristie 2016). These findings suggest that planning organizations, agencies, workplaces, and institutions are making incremental changes, but there remains much work to be done to prioritize the practice of diversity where goals of diversity, equity, and inclusion are supported with resources and accountability.

Our first step is to share this report with APA leadership, as well as chapters, divisions and allied organizations supporting the research. The report will also be disseminated to planning departments and other planning organizations within the APA database. Next, we hope to collaborate with APA and divisions to offer webinars on the findings, as well as facilitated and round table discussions at the 2021 APA national conference and ACSP conference. Finally, our results will be further analyzed and submitted for scholarly publication in the *Journal of the American Planning Association* (JAPA) and *Journal of Planning Education and Research* (JPER). And lastly, we plan to share this work with public facing outlets such as APA's *Planning* magazine, Next City, Bloomberg Citylab, Planetizen, and PolicyLink among others.

Several APA chapters, including Texas (VanZandt 2019), California, Illinois, Wisconsin, and Florida among others have launched statewide diversity climate surveys or forums to gauge the current climate within planning workplaces. We support and recommend that other APA chapters take similar actions and welcome collaboration and data sharing to strengthen these efforts that can produce best practice guidelines for APA. We also suggest that this labor should not be expected of "diverse" planning practitioners, but should instead be a collaborative project with broad engagement/solicitation of different perspectives.

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Appendix

A. Summary of metro/micro area characteristics, ACS 2013-2017; APA survey respondent areas versus areas without APA respondents

	Metro		Micro	
Variable	**APA Respondents**	**Other**	**APA Respondents**	**Other**
Mean income, lowest quintile	13093.30	11464.32	12550.11	11218.94
Total commuters driving alone	382329.96	70483.18	27090.21	17563.19
Total households, only English spoken	774449.66	157775.06	66469.91	43374.20
Total foreign-born population	160191.00	13417.86	4367.36	2269.79
Gini index of income inequality	0.461	0.456	0.450	0.448
Total households with SNAP or public assistance	51410.19	12206.94	4488.08	3018.67
Total Hispanic population	205522.66	34843.99	6164.36	5131.67
Non-Hispanic White and non-Hispanic black dissimilarity index, 2010 Census (Metro only)	45.37	44.38	N/A	N/A
Median household income	56765.14	48740.71	50385.98	46340.42
Median home age, occupied homes	38.10	41.23	40.83	42.42
Median year built, occupied homes	1978.90	1975.77	1976.17	1974.58
Total population, moved in last year	1035465.61	188848.34	74068.28	48407.07
Total occupied housing units	396980.58	73897.09	30263.62	19463.61
Total owner-occupied housing units	248982.01	49222.61	20731.32	13499.35
Total households	396980.58	73897.09	30263.62	19463.61
Aggregate time spent commuting	13284076.00	1802209.90	722947.36	450438.38
Total housing units	443401.15	85050.41	37362.96	23489.35
Total population	1076884.34	197357.38	77528.96	50754.50

B. Interview instrument

General overview prompts

- Can you tell me about how you entered into the field of urban planning or related discipline?
- Can you tell me about your current role and the type of work that you are involved in?
- What is your definition of diversity? How do you think diversity is achieved in an urban planning workplace? How do you think urban planning (should) addresses issues related to diversity?
- How diverse is the current environment in your workplace? Do you have significant opportunities to interact with colleagues and staff from different backgrounds? If you are a minority or a member of a diverse group, do you have colleagues that share your background?
- How diverse are the communities that you work in? Are there communities that you feel more comfortable working in because of race, ethnicity, or background? Are there communities you feel are difficult to relate to or communicate with because of race, ethnicity, or background?

<u>Existing opportunities to integrate diversity into workplace climate and culture</u>

- What are examples that your workplace has used to positively integrate issues of diversity into the workplace or with communities served?

<u>Workplace experiences related to differences in identity</u>

- Have you had experiences where colleagues have encouraged cross group interaction and the ability to incorporate individual backgrounds into projects or work with the public?
- Can you describe any instances where you have felt uncomfortable with workplace discussions about diversity, (i.e. race, class, gender, disability, etc.)? For instance, have you or others been singled out in the workplace because of your identity? How have you or others responded in these instances?
- Can you describe any instances where you or others have been insulted or marginalized in your workplace because of your / their identity? How have you or others responded to insults or arguments related to issues of your identity? Can you describe what happened? Did you report this? Who did you report it to? Did you feel supported in this experience?
- In what ways have you felt judged differently by colleagues, staff or other constituents, based on your identity within the workplace? Do you feel this has been an equitable process? Has the perception of your identity by colleagues, staff or other constituents marginalized your ability to advance professionally?

<u>Suggestions for the future awareness about diversity in workplaces</u>

- What needs (in terms of your identity) do you feel have been addressed well or not addressed well by your workplace?
-

If you were the director of your organization, what would you do to improve diversity, cross group interaction, and cultural competency in your workplace?

Thanks for your insights into diversity and planning practice! I'd like to wrap up the interview with a few demographic questions that we would only use for analysis but would not be used to identify you individually in any way. [only ask if not already answered in the interview.]

Where were you born?

- How would you describe your race/ethnicity?

How would you describe your gender?

- Are you interested in receiving a copy of the findings? (If yes: Could I confirm your preferred email address to send information to?)
- Do you know of other planners who may be interested in also doing an interview?

C. Survey instrument

ACSP-APA Practitioner Diversity Climate Survey

The American Planning Association recently adopted a Diversity and Inclusion Strategy to improve the workplace and professional environment for diversity and promote the understanding and practices of diversity and inclusion both within and outside the planning community and profession.

You are invited to participate in a Planning Practitioner Diversity Climate Survey jointly conducted by APA, the APA Diversity Committee, and the Association of Collegiate Schools of Planning Planners of Color Interest Group. Your perspective is critical to understanding the experiences of urban planning practitioners regarding the climate for diversity in the workplace and in professional interactions with the public.

All APA members who identify as full- or part-time practitioners are invited to take this survey. The results will guide development of resources to promote diverse and inclusive environments where planners work. They will be shared as a special report, in scholarly publications, as a webinar, and in APA, ACSP, and other conference sessions.

Take the Survey

The survey has six sections with questions related to the following:

1. Your perspectives on diversity in your current workplace
2. Your experiences working with the public in your current position
3. Your viewpoint on professional education and professional preparation
4. Your perspectives on the efforts of professional organizations to incorporate diversity/inclusion
5. Your current job and professional background
6. Your demographic and personal characteristics

We anticipate future surveys to track progress and impacts on practitioners and the field of planning.

Participation in this survey is voluntary and should take approximately 15 minutes. You may choose to not answer any survey question(s). Individual responses and personally identifiable data will be kept confidential.

Learn more about APA's Diversity and Inclusion Strategy.

Take the Survey

Please see below a glossary, which defines several of the terms used in our survey based upon definitions provided by the American Psychological Association:

Diversity: Diversity is an inclusive concept and encompasses race, ethnicity, class, gender, age, sexuality, ability, educational attainment, spiritual beliefs, creed, culture, tribal affiliation, nationality, immigration status, political beliefs, and veteran status, among others.

Culture: The integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social group.

Cultural Competence: The capability not only to understand one's own culture but also to understand and respond sensitively to the differing cultures of other people.

Race: The racial categories included in the survey reflect a social definition of race recognized in the U.S. and is not an attempt to define race biologically, anthropologically, or genetically. It is understood that the categories of race include racial and national origin or sociocultural groups. Respondents may choose to report more than one race to indicate their racial mixture, such as "American Indian" and "White." Respondents who identify their origin as Hispanic, Latino or Spanish may be of any race.

Ethnicity: Ethnicity determines if a person is of Hispanic origin . For this reason, ethnicity is broken out into categories, of Hispanic or Latino and Not Hispanic or Latino in the U.S. Census. Ethnicity can also be considered a social group that shares common cultural values (e.g., religion, language, customs, etc.).

Gender: The attitudes, feelings, and behaviors that a given culture associates with a person's biological sex.

Gender Identity: A person's deeply felt, inherent sense of being a boy, a man, or male; a girl, a woman, or female, or an alternative gender (e.g., genderqueer, gender non-conforming, gender neutral) that may or may not correspond to a person's sex assigned at birth.

Sexual Orientation: Refers to the sex of those to whom one is sexually and romantically attracted

LGBTQ: Lesbian, Gay, Bisexual, Transgender, and Queer

Transgender: An umbrella term that refers to people whose gender identity, expression or behavior is different from those typically associated with their assigned sex at birth. Other identities considered to fall under this umbrella can include non-binary, gender fluid, and genderqueer, etc.

Workplace Climate

The first few questions ask about your experiences within your current workplace, working with other planners as well as with other staff.

1) Please indicate the extent to which you agree or disagree with the following statements. "My workplace…..:

	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Don't Know**
Encourages professionals to share their ideas openly	( )	( )	( )	( )	( )	( )
Has a commitment to diversity in the broader community with specific programs and policies designed to engage with diverse clients or communities	( )	( )	( )	( )	( )	( )
Is composed of staff whose backgrounds and experiences reflect the diversity of the communities we serve	( )	( )	( )	( )	( )	( )
Takes steps to address issues that are important to creating a diverse workforce (e.g., adoption of a diversity strategic plan or, policies, establishment of a diversity office, etc.)	( )	( )	( )	( )	( )	( )

2) *Please rate your satisfaction with the level of diversity of individuals employed in planning positions at current workplace with respect to the following:*

	Very Satisfied	**Satisfied**	**Dissatisfied**	**Very Dissatisfied**	**Don't Know**
Ability/disability status	( )	( )	( )	( )	( )
Age	( )	( )	( )	( )	( )
Citizenship or Nationality	( )	( )	( )	( )	( )
Gender	( )	( )	( )	( )	( )
Gender identity	( )	( )	( )	( )	( )
Racial or ethnic	( )	( )	( )	( )	( )
Sexual orientation	( )	( )	( )	( )	( )

3) Thinking about interactions within your current workplace, have you personally experienced bias, harassment, or discrimination due to your:

	Very Often	**Often**	**Sometimes**	**Seldom**	**Never**	**N/A**
Ability / Disability Status	( )	( )	( )	( )	( )	( )
Age	( )	( )	( )	( )	( )	( )
Citizenship or Nationality	( )	( )	( )	( )	( )	( )
Gender	( )	( )	( )	( )	( )	( )
Gender Identity	( )	( )	( )	( )	( )	( )
Race or Ethnicity	( )	( )	( )	( )	( )	( )
Sexual Orientation	( )	( )	( )	( )	( )	( )

4) *Thinking about interactions within your current workplace, have you witnessed others experiencing bias, harassment, or discrimination due to their:*

	Very Often	**Often**	**Sometimes**	**Seldom**	**Never**	**N/A**
Ability / Disability Status	( )	( )	( )	( )	( )	( )
Age	( )	( )	( )	( )	( )	( )
Citizenship or Nationality	( )	( )	( )	( )	( )	( )
Gender	( )	( )	( )	( )	( )	( )
Gender Identity	( )	( )	( )	( )	( )	( )
Race or Ethnicity	( )	( )	( )	( )	( )	( )
Sexual Orientation	( )	( )	( )	( )	( )	( )

Professional Practice and Planning Skills

The next few questions ask about your work experiences interacting in a professional capacity with the general public in your current job

5) Thinking about your current work experiences interacting in a professional capacity with the general public, how often do you interact with people from the following backgrounds?

	Never	**Rarely**	**Sometimes**	**Often**	**Always**	**Unsure**
Persons with disabilities	( )	( )	( )	( )	( )	( )
Persons of different age groups	( )	( )	( )	( )	( )	( )
Persons of different citizenship / nationality	( )	( )	( )	( )	( )	( )
Persons of different genders	( )	( )	( )	( )	( )	( )
Racial /Ethnic minorities (e.g., African/Black, Hispanic/Latino, Asian American, Pacific Islander, Native American)	( )	( )	( )	( )	( )	( )

LGBTQ	( )	( )	( )	( )	( )	( )
Persons who come from extremely low-income (less than 30% of area median income) backgrounds	( )	( )	( )	( )	( )	( )

6) *Please rate your satisfaction with your workplace's efforts to ensure representation of the interests of individuals with the following characteristics in various planning and public participation efforts:*

	Very Satisfied	**Satisfied**	**Neutral**	**Dissatisfied**	**Very Dissatisfied**	**Unsure**
Persons with disabilities	( )	( )	( )	( )	( )	( )
Persons of different age groups	( )	( )	( )	( )	( )	( )
Persons of different citizenship or nationality	( )	( )	( )	( )	( )	( )
Persons of different genders	( )	( )	( )	( )	( )	( )
Racial minorities (e.g., African American/Black, Hispanic/Latino, Asian American, Pacific Islander, Native American)	( )	( )	( )	( )	( )	( )
LGBTQ	( )	( )	( )	( )	( )	( )
Persons who come from lower socioeconomic backgrounds	( )	( )	( )	( )	( )	

7) Thinking about your current work experiences interacting in a professional capacity with the public, what is your comfort level in working with the following groups?

	Very Comfortable	Somewhat Comfortable	Somewhat Uncomfortable	Very Uncomfortable	Unsure
Persons with disabilities	( )	( )	( )	( )	( )
Persons of different age groups	( )	( )	( )	( )	( )
Persons of different citizenship status or nationality	( )	( )	( )	( )	( )
Persons of different genders	( )	( )	( )	( )	( )
Racial minorities (e.g., African/Black, Hispanic/Latin o, Asian American, Pacific Islander, Native American)	( )	( )	( )	( )	( )
LGBTQ	( )	( )	( )	( )	( )
Persons who come from lower socio-economic backgrounds	( )	( )	( )	( )	( )

8) *Thinking about your current job, which of the following areas related to community engagement are of most importance to you in your work with the public? Rank from the most important (1) to least important (6):*

Learning about the cultural background and belief systems of the communities in which you work	( )
Learning various data collection methods (e.g., oral histories, interviews) and sources (e.g., census data) to capture differences in identities (e.g., race, ethnicity, nationality, etc.)	( )
Developing culturally relevant engagement practices (e.g., language interpreter, translated materials, meeting with elders, etc.)	( )
Working with and learning from community stakeholders through engagement with diverse communities	( )
Seeking information from constituents about their understanding of diversity- related policy or planning issues	( )
Developing culturally- relevant planning and policy solutions for diverse communities	( )

9) I am confident in my ability to:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
Accurately define and describe the differences between culture, ethnicity, and race	( )	( )	( )	( )	( )	( )
Recognize assumptions I may make about different groups of people and understand how these assumptions may influence my professional engagement with various communities and organizations	( )	( )	( )	( )	( )	( )

Identify the historic and contemporary effects of bias, prejudice and discrimination as experienced by various population groups in the United States	( )	( )	( )	( )	( )	( )
Accurately identify and describe elements of culturally competent planning practice	( )	( )	( )	( )	( )	( )
Work comfortably in communities with people of diverse backgrounds (e.g., different ages, gender, ethnicities, English-language skills, socioeconomic status)	( )	( )	( )	( )	( )	( )

Effectively elicit the perspectives and participation of stakeholders from a background different than my own during a community workshop, focus group or public forum.	( )	( )	( )	( )	( )	( )
Develop plans, programs or policies that are sensitive to the sociocultural differences of my constituents.	( )	( )	( )	( )	( )	( )

Education and Professional Practice

The next few questions ask about your perspective on education and professional preparation related to diversity

10) How important are the following skills for engaging with issues of diversity in your professional work?

	Very Important	Moderately Important	Occasionally Important	Not Important	N/A
Writing-ability to write understandable reports, memos, news releases, etc.	( )	( )	( )	( )	( )
Interactions- ability to work with politicians, attorneys, and other city agencies; negotiation skills; the ability to use and adapt to power relationships	( )	( )	( )	( )	( )
Research- ability to formulate a problem and design how best to answer research questions	( )	( )	( )	( )	( )

Participatory methods- techniques in dispute resolution, negotiation, collaboration, and facilitating community participation	( )	( )	( )	( )	( )
Community Organizing-ability to establish trust with local groups; skills in public situations	( )	( )	( )	( )	( )
Oral Communication-ability to present material coherently and informatively	( )	( )	( )	( )	( )
Data Collection-ability to gather original information, including surveys, interviewing, focus groups, etc.	( )	( )	( )	( )	( )
Cultural Competency-ability to understand and build knowledge and skills to work with diverse populations	( )	( )	( )	( )	( )

Social Media- ability to communicate with broader audiences using tools such as Facebook, Twitter, etc.	( )	( )	( )	( )	( )

11) *Please rate your satisfaction with your formal education preparation to work in diverse communities or with diverse populations?*

Very satisfied	( )
Satisfied	( )
Neutral	( )
Dissatisfied	( )
Very dissatisfied	( )

12) Does your organization or agency regularly implement diversity/inclusion initiatives? (If no skip to question 13)

Yes	( )
No	( )

12a) If yes, through what means? (check all that apply)

Cultural competency training	( )
Diversity training	( )
Sexual harassment training	( )
Affirmative action policies	( )
Continuing education courses	( )
Attendance at Conferences	( )
Other (please specify)	( )

12b) How effective have these initiatives been at the individual level?

	Very Effective	Somewhat Effective	Somewhat Ineffective	Not Effective	Don't Know
Cultural competency trainings	( )	( )	( )	( )	( )
Diversity trainings	( )	( )	( )	( )	( )
Sexual harassment trainings	( )	( )	( )	( )	( )
Affirmative action policies	( )	( )	( )	( )	( )
Continuing education courses	( )	( )	( )	( )	( )
Conferences	( )	( )	( )	( )	( )
Other	( )	( )	( )	( )	( )

12c) How effective have these initiatives been at the organizational level?

	Very Effective	**Somewhat Effective**	**Somewhat Ineffective**	**Not Effective**	**Don't Know**
Cultural competency trainings	( )	( )	( )	( )	( )
Diversity trainings	( )	( )	( )	( )	( )
Sexual harassment trainings	( )	( )	( )	( )	( )
Affirmative action policies	( )	( )	( )	( )	( )
Continuing education courses	( )	( )	( )	( )	( )
Conferences	( )	( )	( )	( )	( )
Other	( )	( )	( )	( )	( )

Professional Organization Affiliation Questions

The next few questions ask about your perspective on professional organizations related issues of diversity (American Planning Association and the Association of Collegiate Schools of Planning)

13) Did you know that APA offers membership in a variety of population based divisions and interest groups, such as the Planning and Black Community Division, LGBTQ Division, Planning and Women, Latinos in Planning and Tribal Planning Interest Group?

Yes	( )
No	( )

14) *Did you know that APA has an APA Ambassador Program which helps empower members to increase awareness and understanding of the power and value that the planning profession brings to communities, in particular audiences of diverse racial, ethnic, cultural, and economic backgrounds?*

Yes	( )
No	( )

15) What resources or actions would you like to see the American Planning Association (APA) provide or conduct to support more diversity and inclusion? (check all that apply)

Advocacy - actively advocate for policies and standards that promote diversity and inclusion in planning practice	( )
Legislative Priorities - continue to strengthen legislative priorities focused on addressing challenges and supporting efforts to create more prosperous and just communities	()
Education - provide educational activities for practitioners to learn more about diversity and inclusion in planning practice and build skills to practice inclusive, culturally competent, and equitable planning practices	( )
Diversity in Representation - promote greater diversity amongst the membership and leadership of the organization particularly in the areas of race, ethnicity and gender	( )
Recruitment: Actively recruit members from historically underrepresented populations	( )
Opportunities – expand and strengthen fellowship/scholarship/awards for underrepresented students and professionals to attend planning programs and achieve professional advancement	( )

Recognition - recognize the work which institutional members are doing to promote diversity and inclusion (e.g., awards, scholarships)	( )
Research - undertake more research that examines the process of and outcomes from diversity and inclusion (e.g., annual diversity climate surveys)	( )
Other (please specify)	( )

16) *Did you know that ACSP has population- based interest groups such as the Planners of Color Interest Group (POCIG), Faculty Women's Interest Group (FWIG), or Global*
Planning Educator's Interest Group?

Yes	( )
No	( )

17) *What resources or actions would you like to see the Association of Collegiate Schools of Planning (ACSP) provide or conduct to support more diversity and inclusion? (Check all that apply)*

Advocacy - actively advocate for policies and standards that promote diversity and inclusion in planning practice (e.g., implicit bias or cultural competency training for engaging with the public)	( )
Education - provide educational activities for practitioners to learn more about diversity and inclusion in planning practice (e.g., cultural competency, anti-oppression and sexual harassment trainings)	( )
Diversity in Representation - promote greater diversity amongst the membership of the organization	( )
Recognition - recognize the work which institutional members are doing to promote diversity and inclusion (e.g., awards, scholarships)	( )
Research - undertake more research that examines the process of and outcomes from diversity and inclusion (e.g., annual diversity climate surveys)	( )
Other (please specify)	( )

Professional Status and Background

The following questions ask about your current position and background.

18) In which zip code is the office where you perform the majority of your work located?

_____

19) *What is your current position level?*

Entry Level (e.g., Internship / Planner I)	( )
Junior Level (e.g., Associate / Planner II, III+)	( )
Mid Level (e.g., Supervisory, Management, Division Head)	( )
Senior Level (e.g., Decision Making- Principal, Department Head, Executive, Commissioner)	( )
Other	( )

20) At which primary jurisdictional level does your organization or agency work?

Neighborhood	( )
City	( )
County	( )
Regional	( )

21) *Approximately how many years of experience do you have in the planning field? (drop down)*

_____

22) *Approximately how many years have you been in your current position? (drop down)*

_____

23) *In which sector are you currently employed?*

City Planning or Related Agency	( )
County Planning or Related Agency	( )
Metropolitan / Regional Planning Agency	( )
State Agency	( )
Federal Government	( )
Nonprofit Organization	( )
Private Consulting Firm	( )
Educational Institution	( )
Real Estate Development Firm	( )
Law Firm	( )
Other (please specify)	( )

<u>24)</u> In what areas of planning do you currently specialize? (select up to three primary areas)

Community Development	( )
Comprehensive or Long-Range Planning	( )
Energy Policy	( )
Food Systems Planning	( )
Hazard Mitigation / Disaster Planning	( )
Historic Preservation	( )
Housing	( )
Infrastructure	( )
Labor Force and Employment	( )
Land Use / Zoning	( )
Economic Development and Revitalization	( )

Educational, Institutional, or Military Facilities	( )
Natural Resources and the Environment	( )
Parks, Open Space, and Recreation	( )
Planning Law	( )
Policy Planning	( )
Public Services	( )
Social and Health Services	( )
Transportation	( )
Urban Design	( )
Other (please specify)	( )

Demographic Questions

The final questions ask about your demographic background. Questions regarding your identity and any personally identifiable information will not be used in any way to link your responses back to you. This information will not be shared and will only be used to understand the aggregate demographics of survey respondents. You may choose not to answer any question within the survey.

25) Which one or more of the following describes you? Please select all that apply.

[ ] American Indian or Alaskan Native

[ ] Asian American

[ ] Black or African

American [ ] Pacific

Islander

[ ] White /

Caucasian [ ]

Hispanic or Latino

[ ] Other - Write In:_____[ ] Prefer not to answer

26) *If you identify with a specific ethnic group/tribe (e.g., Cherokee, Mexican, Puerto Rican, Vietnamese, or Haitian), please list the applicable groups.*

_____

27) *Which of the following most accurately describes your background? (check all that apply)*

[ ] My parents or legal guardians and I were born in the United States [ ]

I was born in the United States; one parent or guardian was not

[ ] I was born in the United States; both my parents or legal guardians were not [ ]

Foreign-born naturalized citizen

[ ] Permanent legal

resident [ ] I prefer not to

answer

[ ] Other status - Write In: _____

28) *If you were born outside of the United States, in which country were you born? (drop down)*

_____

29) *Is English your first language?*

( ) Yes, English is my first language.

( ) No, English is not my first language.

( ) I prefer not to answer

30) *What degree (s) have you earned? (Please check all that apply)*

High School Diploma or Equivalent	( )
Associate's Degree	( )
Bachelor's Degree – in urban planning or related field (e.g., urban studies)	( )

Bachelor's Degree – in another field	( )
Master's Degree – in urban planning or related field (e.g., urban studies)	( )
Master's Degree – in another field	( )
Juris Doctor / JD	( )
Doctorate / Ph.D. – in urban planning or related field (e.g., urban studies)	( )
Doctorate / PhD – in another field	( )

31) Were you the first in your family to go to college? Select all that apply.

( ) First generation college student ( ) Does not apply

( ) I prefer not to answer

32) *In what year were you born (e.g., 1974)? (drop down)*

_____

33) *Do you have any of the following disabilities? Please select all that apply.*

( ) Hearing Difficulty: *Deaf or Serious difficulty hearing*

( ) Vision Difficulty: *Blind or having serious difficulty seeing, even when wearing glasses*

( ) Cognitive Difficulty: *Because of physical, mental, or emotional problem, having difficulty remembering, concentrating or making decisions*

( ) Ambulatory Difficulty: *Having serious difficulty walking or climbing stairs*

( ) Self-Care Difficulty: *Having difficulty bathing or dressing*

( ) Independent Living Difficulty: *Because of a physical, mental, or emotional problem, having difficulty doing errands alone such as visiting a doctor's office or shopping*

( ) None of the above

( ) I prefer not to answer

( ) Other - Write In: _____

34) *What is your sexual orientation?*

( )

Heterosexual/Straight (

) Gay

( )

Lesbian

( )

Bisexual

( ) Prefer to self-describe: _____( ) I prefer not to answer

35) *What is your gender?*

( ) Male

( ) Female

( ) Non-binary / third gender

( ) Prefer to self-describe: _____ ( ) I prefer not to answer

36) *Do you identify as transgender?*

( ) Yes

( ) No

( ) I prefer not to answer

Follow-Up Conversation

You are almost done! The following questions ask about your willingness to participate in a follow-up conversation with the research team.

37) We would like to hear more about workplace climate in your own words. Would you be interested in participating in a follow-up interview sometime over the next month? This interview will last about 30 minutes and will happen via phone or video-conference (e.g., Google Hangout or Zoom) at a time that is convenient for you. If you are willing to participate, please provide us with your email address so that we can contact you to schedule an interview:

_____

Email Address

38) Do you have anything else to add or are there any questions you think we should have asked to better understand your perspective on diversity?

_____

_____

_____

Thank You!

Thank you for completing this survey on the workplace climate for diversity. We appreciate your input. Should you have any questions, please feel free to contact April Jackson at ajackson5@fsu.edu.

If you are interested, we would be happy to send you the results of our survey upon completion. To receive a copy of these results, please enter your email address below. Please note that your email address will only be used once to send you a copy of the results and will not be used for any other purpose. Please note that your email address will be stored separately from your survey responses to protect your anonymity.

39. Email Address (Optional):

_____

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