

ACSP-POCIG Student Climate Study: Summary of Findings

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Executive Summary

Background

Initiated in 2015, this study examines student perspectives on the climate for diversity in North American urban planning degree programs. This study was motivated largely by reconnaissance from our classrooms and conversations which we have had with our students – conversations in which minority students express multiple forms of marginalization within their degree programs. Past studies on diversity within the planning academe have focused on minority subpopulations. This study solicited responses from the entire population of degree-seeking urban planning students with the understanding that comparing perspectives across a broader range of students holds the potential to identify differences in perspectives that might not otherwise be present in a more constrained sample.

Approach and Methodology

The survey focused on the climate for diversity within urban planning educational programs, including student views on the value of diversity, respect for diversity within the classroom, interactions with peers, and interaction with faculty. The survey was conducted online and targeted current undergraduate, masters, and doctoral students in planning programs at ACSP member institutions. As a compliment to the online survey, participants had the option of participating in a follow-up interview conducted either in person or via a recorded videoconference.

Recruitment and Responses

Solicitation emails were sent to 165 program chairs and program directors at 105 institutions with degree-granting planning programs located in the United States and Canada. Student surveys were completed between May 2 and May 20, 2016. Follow-up interviews were conducted between July and October 2016.

451 survey responses were collected, and in-depth follow-up interviews were conducted with 25 respondents. Looking at the representation of diversity amongst survey respondents, the majority were enrolled full-time in Master's-level graduate programs in urban planning. 10 percent were undergraduate planning students, 70 percent were master's-level planning students, and an additional 20 percent were Ph.D.-level planning students. 40 percent of student respondents identified as female and 30 percent identified as male. 3.6 percent identified as gender queer. 27 percent of students chose not to disclose their gender. Nonresponse around identity characteristics was around 25 percent within the categories that we enumerated (many students mentioned in open-ended portions of the survey that they were worried about self-disclosure or identification through sharing personal characteristics).

43.5 percent of respondents identified as non-Hispanic White, 12 percent identified as Latino, 8.4 percent identified as Asian, and 7.8 percent identified as African-American. Nearly 50 percent of respondents identified as being native citizens of the United States. The average age for undergraduate students was 23, the average age for master's students was 28, and the

average age for doctoral students was 34. The majority of students (57.2 percent) identified as being heterosexual, 12.6 percent identified as being LGBTQ, and 0.9 percent of respondents defined themselves outside of those categories.

Findings

Based upon survey responses, we describe four response areas regarding the climate for diversity within urban planning educational programs: student perspectives on the value of diversity, personal interactions, the classroom environment, and faculty interactions and support for diversity.

The majority of students described a positive and supportive learning environment. At the same time, differences in perspective

- Minority students perceive planning programs as still lacking an adequate treatment of diversity, particularly as it relates to training for practice in diverse contexts.
- Students note major voids in the departmental core curriculum regarding exposure to perspectives and frameworks related to diversity. The placement of issues related to diversity in elective courses is appreciated, however students also felt that emphasis on diversity outside of the core curriculum gave some students license to devalue the subject matter or to see it as a specialized perspective to integrate into planning practice.
- Students highlighted the value of representation of many forms of diverse backgrounds within the student body and within faculty composition. The presence of diverse students and instructors creates more space for students' experiences in the classroom, department, and educational institution.
- Experiential and "real world" learning experience represent important compliment (but not replacement for) treatment of diversity within the planning curriculum. To obtain adequate expertise on working with communities of otherness, students described the need to seek out opportunities in other departments.
- Students observed that faculty of color disproportionately take on the task of contributing curricular offerings around race, ethnicity, class, and gender. Likewise, students perceived that the onus was on themselves to create an adequate discussion and climate for diversity within their educational programs. While this reflects elements of what students will confront within practice contexts, it also speaks to the need for stronger institutional supports for diversity within individual educational institutions.

Introduction

The vision of The Association of Collegiate Schools of Planning Planners of Color Interest Group (ACSP-POCIG)'s as outlined in its 2011 strategic plan is as follows:

We envision a *planning* academy and profession that advances social and racial justice. We envision the evolution of this academy so that its faculty and students reflect the nation's diverse *people*. We envision that the mission of POCIG is viewed by all as critical to the health and future of the institution of ACSP.

We embrace three fundamental premises: first, that planning as a field recognizes social and racial justice as central to the vitality of places, and it recognizes disparity and injustice as barriers to thriving, sustainable, resilient communities. Second, planning scholarship recognizes and illuminates institutionalized inequality, structures that perpetuate inequality, and the fact that *all* planning issues are inextricably linked with race and class issues. Third, planning education prepares professionals to work with communities of color and to seek social justice through the expansion of choice and opportunity for all persons.

The planning academy—its faculty and students—represents the full diversity of our people in our society. Many of our planning schools are inclusive, with robust engagement with communities of color. POCIG is a locus of connection, networking, and support for planning academics of color in ACSP and in ACSP member schools and other institutions of higher education. The research, knowledge, and participation of POCIG guide the programmatic aims of ACSP in addressing diversity in the planning academy.

Respect and support for diversity within the planning academy is central to POCIG's advocacy mission. Given broader conversations happening within institutions of higher education, and more broadly within society, fostering a healthy climate for diversity within planning educational programs is central not only to fulfilling fundamental goals of planning education, but also for fostering heuristics that transfer into planning practice, and that also serve as important supports for faculty.

Study Motivation

Several existing studies have examined the climate for diversity within urban planning programs. Most of these surveys have focused on faculty diversity, and in the rare cases when studies have engaged with urban planning students, they have focused primarily on students of color. The motivation for this study is to serve as a complement to this existing work. Although POCIG's mission is focused on advocacy for students, faculty, and communities of color, the

survey was designed to sample planning students regardless of their racial identity. This more expansive targeting reflects

1. That diversity and climate issues are not simply the domain of minority students and faculty but have broader impacts for departments and communities of planners; and
2. That it is important (as other climate studies have shown) to establish points of comparison between majority and historically underrepresented groups since they may often have differences of opinion regarding institutional climate for diversity or its impacts.

While this summary of findings is not designed to offer prescriptive advice regarding the climate for diversity, our hope is that this information proves useful for POCIG and ACSP's advocacy on behalf of planning faculty for resources, metrics, and standards that reinforce support for diversity within our educational environments, and that this information also helps us to collectively advocate for more holistic shared standards of practice with the institutions which ACSP works closely with, especially the Planning Accreditation Board, the American Planning Association, and the American Institute of Certified Planners.

Study Background

Planning educators and schools continue to grapple with what diversity means in curriculum, institutional climate, and in the translation of ideals into practice. Studies produced by planning educators have questioned how diversity is embodied within planning curricula, how planning students translate support for diversity within their educational institutions into practice, and how those values grow, evolve, and manifest themselves within planning practice.

Studies of curriculum tend to focus on design and delivery of the urban planning core, as well as where content covering the theory and practice of support for diversity exists within the curriculum. In his study of planning school core curricula, Friedmann (1996) found that the core was inconsistent and too broadly defined. He suggested more courses to bridge the gap between planning education and practice. Friedmann also asserted that the ideal core curriculum would teach six socio-spatial processes that planners should understand, including cultural differentiation. Edwards and Bates (2011) evaluated the core curricula at 30 accredited planning schools to examine progress made since Friedmann's study and found evidence that schools incorporated more planning history, theory, and practice courses and more capstone and workshop courses to help students learn more about the profession. They also noted an increase in seminars that address planning ethics, conflict in planning processes, and politics. However, no core curricula reviewed had a required course that covered "cultural differentiation" or diverse populations.

Sen et al. (2016) collected 100 syllabi from the 2012-2013 school year for an analysis conducted by the ACSP Committee on Diversity. The analysis focused on representation of diversity and

social justice issues and used content analysis of the syllabi to summarize the relevant issues and topics covered to help with future curricula improvement. They found that courses covered topics including dimensions of difference such as race, gender, and class, and how these dimensions are tied to power and inequality. While the study applauds the depth and breadth of topics covered in the syllabi, it also notes that these courses are predominantly taught as electives and not as part of the core curriculum.

Studies of planning skills have also brought up questions of diversity and difference. Ozawa and Seltzer (1999) surveyed planners in Oregon and Washington, who noted that communication skills were the most important skills—specifically, working with colleagues and the general public followed by being able to understand what the public wants. In a follow up study, Seltzer and Ozawa (2002) surveyed planners in California, Florida, New Jersey, Minnesota, and Maryland to compare with the Pacific Northwest study. In the other five states, they found that planners ranked working with the public and colleagues as the most important skills. Understanding what the public wants was ranked fifth highest in the multi-state study. While working the general public is important, there were no explicit findings related to working with diverse populations. Greenlee, Edwards, and Anthony (2015) surveyed planning practitioners and educators across the U.S. These authors also found that writing and communication skills were ranked the most frequently as “very important” for planners across practitioners and educators. While neighborhoods and cities are becoming more diverse, there is a need for more educators and practitioners to directly acknowledge the need for more effective communication tools to work in across a range of contexts.

The field of planning continues to grapple with how to address diversity in planning practice. Beebeejaun (2004) reviewed how planning institutions only superficially engage with non-white groups without much systematic change. At best, planners may unconsciously be biased in circumstances that allow differences to coexist (Harwood 2005). At the same time, many non-white populations are disproportionately affected by policies and public goods created by or managed by planners (Frasure-Yokley 2015).

Meeting the goal of better preparing students for work with diverse sets of stakeholders and diverse communities is a central concern for planning faculty and administrators. Ensuring that planning educational environments adequately reflect the many types of diversity which students will encounter in their post-graduation lives involves tracking a fast-moving target. By focusing on the climate for diversity within planning educational programs, this study is designed to take stock of strengths while also pointing out prospective blind spots.

Study Approach and Methodology

The ACSP Planners of Color Interest Group proposed a student-focused climate survey to the ACSP Governing Board in 2015. The survey focused on the climate for diversity within urban planning educational programs, including student views on the value of diversity, respect for

diversity within the classroom, interactions with peers, and interaction with faculty.¹ The survey was designed to be conducted online and targeted current undergraduate, masters, and doctoral students in planning programs at ACSP member institutions. As a compliment to the online survey, participants had the option of participating in a follow-up interview conducted either in person or via a recorded videoconference. Transcripts from these follow-up conversations were transcribed in their entirety and were analyzed to provide additional context to survey findings.

Design of the survey instrument was based on prior studies of planning students (Harris 2015; Hinojosa et al.1992) and other diversity and climate-related planning studies (Hibbard et al. 2011; Wubneh 2011). Elements of pre-tested student climate studies including the 2016 Diverse Learning Environments Survey (see Hurtado and Guillermo-Wann 2013), the GLSEN National School Climate Survey (Kosciw et al. 2011), the University of Texas at Austin Graduate School Climate Study (Rodruiguez and Muller 2011), and the University of Chicago Spring 2015 Climate Study (Bartalone 2015) were also incorporated. The survey was conducted under human subjects review at University of Illinois at Urbana-Champaign. Follow-up interviews were conducted under a multi-site human subjects review protocol approved by each of the research team's home institutions: Florida State University, Stanford University, University of California Los Angeles, University of Illinois at Urbana-Champaign, and University of Utah.

Solicitation emails were sent to 165 program chairs and program directors at 105 institutions with degree-granting planning programs located in the United States and Canada. Student surveys were completed between May 2 and May 20, 2016. Follow-up interviews were conducted between July and October 2016. The time gap between survey collection and follow-up interviews was due to delays in seeking multi-institutional human subjects review approval for the interview protocol.

Descriptive statistics were calculated for survey responses as a whole. For some response categories, we used one-way ANOVA on ranks, commonly known as Kruskal-Wallis tests (Kruskal and Wallis 1952) – to determine whether statistically significant differences existed between response distributions based upon identity characteristics. Where statistically significant differences were noted among cases ($p < .05$), we also used Dunn's tests for stochastic dominance (Dunn, 1961, 1964; with Sidak's (1967) adjustment to control the familywise error rate in multiple comparisons) to identify specific groups for which response distributions were different from each other. For clarity in reporting statistical test findings, we

¹ We provided respondents with the following definition of diversity: "The most common definitions of diversity refer to acknowledging racial / ethnic groups, nativity status, nationality, cultural background, language spoken, gender, sexual orientation, socioeconomic status, religion, age, and disability status (including physical, mental ability, HIV). Nonetheless, a more broad definition might also include geographic region in which someone lives, political beliefs, marital status, parental status, pregnancy, work experiences, military experience, educational background, physical appearance, chronic health conditions, among others."

only report and interpret results that are statistically significant ($p < .05$) and where that significant difference can be interpreted with respect to a specific identity group.²

We also created scales from clusters of related survey questions. These scales included between eight and fifteen questions. For each scale, we standardized response data (so that the positive and negative direction of all responses corresponded across all questions in the scale) and removed any records for which respondents answered less than half of the questions within the scale. We then calculated an average score per respondent to indicate an overall level of positive or negative sentiment associated with the line of survey questioning. Based upon our interpretation of descriptive statistics associated with these scales, we identified the potential for responses to exhibit statistically significant differences based upon gender, age, race and ethnicity, sexual orientation, and nativity, which we report in our results.

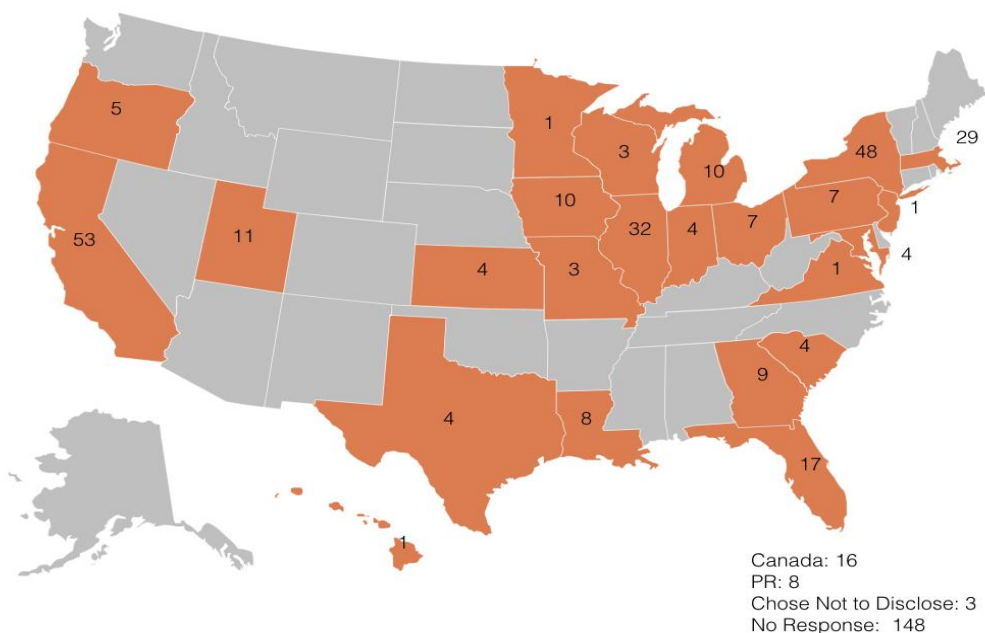
Interview audio was transcribed in its entirety for analysis. We used an inductive coding strategy based loosely off of Strauss and Corbin (1998) - code development involved investigators reading interviews, developing a list of proposed themes, re-reading interviews, adjusting themes and then coding interviews for content. Codes were validated by multiple readers in the research team.

Survey Description and Results

451 survey responses were collected (see Figure 1 for response distribution by state, noting that many students elected to not provide a specific institutional affiliation). In-depth follow-up interviews were conducted with 25 respondents. Each interview lasted between 20 and 45 minutes.

² There are instances where statistically significant differences in response distributions may exist, but they may relate to categories of survey respondents that are not easily interpretable (for instance, individuals who did not respond to a particular identity question).

Figure 1: Respondents by Location



To provide context for our analysis, we examined data from the 2014 ACSP Guide to Undergraduate and Graduate Education in Urban and Regional Planning. The Guide contained consolidated information on Masters student enrollment by race, ethnicity, and nationality (data for undergraduate and doctoral students was not reported evenly so these categories were omitted from this analysis). We compared the race, ethnicity, and national origin data for ACSP Masters programs to data from the 2015-2016 National Center for Educational Statistics IPEDS Database. The IPEDS data corresponds to institutions with ACSP Masters degree programs and focuses on statistics associated with graduate students at those institutions. Although not a perfect comparison (since IPEDS data include both masters and doctoral students), these data allow for a rough estimate of proportional representation of students in ACSP masters programs to graduate students in the same institution. We also provide a statistical comparison of the difference in means between programs and their institutions.

On average, students who identified as Latino, White, Black, and Mixed were proportionately represented when compared to the graduate populations in their institution. Although Native American and Pacific Islanders represent a very small proportion of the graduate student population, they are overrepresented within planning masters programs when compared to their institutions. Asian American, "Other", and Non-US students are underrepresented on average when compared to the means for their institutions.

These data should be interpreted with caution given that the IPEDS data enumerate both doctoral and masters students while the ACSP Guide data only enumerate masters students. These data are also reported on average across institutions for which an institutional match could be made between the two datasets. Findings for individual institutions are likely to vary.

Table 1: Racial and Ethnic Composition of ACSP Masters Programs and their Institutions

Location Type	Schools	Students (N)	Students (%)	Latino	White	Black	NAPI	Asian American	Mixed	Other	Non-US
ACSP Master's Programs											
City - Large	39	2,939	54.56	9.06	52.06	11.66	1.32	5.60	2.39	3.53	14.37
City - Midsize	15	1,028	19.08	5.38	47.91	20.12	1.69	4.07	2.92	5.93	11.98
City - Small	15	836	15.52	4.98	54.70	5.84	2.43	2.85	2.09	7.98	19.13
Other	11	584	10.84	6.73	66.18	7.99	1.69	4.76	0.19	2.34	10.13
Total	80	5,387	100.00	7.28	53.72	11.65	1.65	4.68	2.13	4.65	14.23
Institutions With ACSP Master's Programs											
City - Large	39	400,576	54.86	8.35	45.19	9.65	0.51	8.09	2.64	4.83	20.74
City - Midsize	15	145,105	19.87	5.22	45.60	17.99	0.57	5.72	1.72	5.13	18.06
City - Small	15	122,444	16.77	5.65	59.09	5.64	0.74	4.62	2.09	4.66	17.51
Other	11	62,031	8.50	8.01	56.71	4.90	0.84	6.28	2.74	6.04	14.48
Total	80	730,156	100.00	7.21	49.46	9.81	0.61	6.74	2.38	5.02	18.77
Difference (%)											
City - Large	39	-	-0.30	0.70	6.87	2.01	0.81	-2.49	-0.25	-1.30	-6.36
City - Midsize	15	-	-0.79	0.16	2.32	2.13	1.11	-1.65	1.21	0.80	-6.08
City - Small	15	-	-1.25	-0.67	-4.39	0.20	1.69	-1.77	0.00	3.32	1.62
Other	11	-	2.35	-1.29	9.46	3.10	0.85	-1.52	-2.56	-3.70	-4.35
Total	80	-	-	0.07	4.26	1.84	1.04	-2.06	-0.24	-0.37	-4.54
Tests for Differences in Means											
t				0.06	1.41	0.67	2.54	-2.44	-0.54	-0.35	-2.42
p				0.95	0.16	0.50	0.01	0.02	0.59	0.73	0.02

Data Source: ACSP 2014 Guide to Undergraduate and Graduate Education in Urban and Regional Planning, 2015-2016 National Center for Educational Statistics IPEDS Database
Note: "Other" category includes the following IPEDS location classifications: Suburb - Large, Suburb - Midsize, Suburb - Small, Town - Fringe, Rural - Fringe

Survey Respondent Characteristics

A total of 451 complete survey responses were collected from students at ACSP member schools. 25 elective follow-up interviews were conducted with students. Looking at the representation of diversity amongst survey respondents, the majority were enrolled full-time in Master's-level graduate programs in urban planning. 10 percent were undergraduate planning students, 70 percent were master's-level planning students, and an additional 20 percent were Ph.D.-level planning students. Figure 1 provides an overview of response distribution by state (for those students who chose to identify their institutional affiliation or the state or country it was located in). Table 2 provides a demographic summary of respondents.

Table 2: Selected Respondent Demographic Characteristics

Gender		Age (mean)	
Female	182 40.4%	Undergraduate	23
Male	132 29.3%	Graduate - Masters	28
Gender Queer	16 3.6%	Graduate - Ph.D.	34
No Response	121 26.8%		
Race and Ethnicity		Sexual Orientation	
Asian	38 8.4%	Heterosexual	258 57.2%
African American	35 7.8%	LGBTQ	57 12.6%
Non-Hispanic White	196 43.5%	Other / Self Defined	4 0.9%
Latino	56 12.4%	Prefer not to answer	15 3.3%
Other	6 1.3%	No response	117 25.9%
Prefer not to answer	28 6.2%		
No response	120 26.6%		
Nativity - Foreign Born			
Native Citizen	222 49.2%		
Foreign Born	34 7.5%		
Other	15 3.3%		
No Response	180 39.9%		

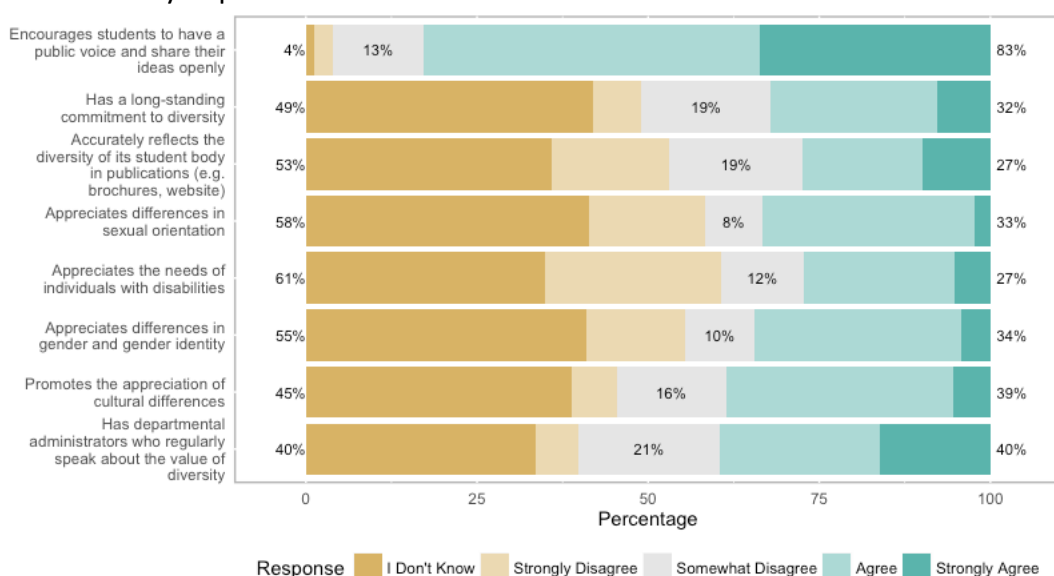
40 percent of student respondents identified as female and 30 percent identified as male. 3.6 percent identified as gender queer. 27 percent of students chose not to disclose their gender. Nonresponse around identity characteristics was around 25 percent within the categories that we enumerated (many students mentioned in open-ended portions of the survey that they were worried about self-disclosure or identification through sharing personal characteristics). 43.5 percent of respondents identified as non-Hispanic White, 12 percent identified as Latino, 8.4 percent identified as Asian, and 7.8 percent identified as African-American. Nearly 50 percent of respondents identified as being native citizens of the United States. The average age for undergraduate students was 23, the average age for master's students was 28, and the average age for doctoral students was 34. The majority of students (57.2 percent) identified as being heterosexual, 12.6 percent identified as being LGBTQ, and 0.9 percent of respondents defined themselves outside of those categories.

We next describe four response areas regarding the climate for diversity within urban planning educational programs: student perspectives on the value of diversity, personal interactions, the classroom environment, and faculty interactions and support for diversity. For each area, we draw upon survey data to provide a more general understanding of students' perspectives, and then utilize evidence from in-depth interviews to add more nuance to these responses.

The Value of Diversity

We started by asking students about the extent to which they thought their department was committed to addressing issues related to diversity (Figure 2). Students for the most part felt that their department held a strong commitment to encouraging students to have a public voice and to share ideas openly. Students were less certain about their department's commitment to supporting diversity, or their department's commitment to acknowledging the needs of specific populations.

Figure 2: Please indicate the extent to which you agree or disagree with the following statements. My department...



Based upon these responses, we created a scale and decomposed responses by identity characteristics (Table 3). A Statistically significant difference exists within the distribution of responses by race and ethnicity. Non-Hispanic white students hold more favorable views of their department's overall valuation or commitment to diversity when compared to other racial groups. Although differences for LGBTQ students are not significant, those students are likely to hold a more favorable view of departmental commitment to diversity when compared to heterosexual students.

Table 3: Response Distribution – The Value of Diversity

Characteristic	Descriptive Statistics					Kruskal - Wallis Test	
	N	Mean	St. Dev.	Min	Max	Chi Square	p. value
Overall Response	216	2.94	0.49	1.50	4.00		
Institution						38.61	0.6207
Degree Level						6.19	0.1025
Undergraduate	24	3.15	0.3896	2.3	3.9		
Graduate - Master's	160	2.91	0.491	1.5	4		
Graduate - Ph.D.	29	2.9	0.5477	1.6	3.9		
Other	1	3.13	–	3.1	3.1		
No Response	2	3.25	0.7071	2.8	3.8		
Gender Identity						1.13	0.7697
Male	94	2.96	0.4858	1.7	4		
Female	112	2.93	0.5018	1.5	3.9		
Gender Queer	9	2.86	0.5095	2.1	3.6		
No Response	1	3.29	–	3.3	3.3		
Race and Ethnicity						14.55	0.0022
Non-Hispanic White	124	3.05	0.48	1.7	4		
Other Racial Group	75	2.8	0.4729	1.5	3.9		
Prefer Not to Answer	14	2.76	0.5333	2	3.8		
No Response	3	3.13	0.2165	2.9	3.3		
Sexual Orientation						5.18	0.1591
Heterosexual	164	2.93	0.4917	1.5	4		
LGBTQ	40	3.03	0.4765	2	4		
Other	3	3.29	0.5204	2.9	3.9		
Prefer not to say	9	2.66	0.5007	2.1	3.5		
Nativity						2.69	0.4428
Native	148	2.98	0.4918	1.6	4		
Foreign Born	21	2.9	0.4654	2.1	3.9		
Other	4	2.53	0.9263	1.5	3.4		
No Response	43	2.86	0.4509	1.9	3.6		

Note: In this scale, higher values reflect higher levels of agreement

In interviews, students defined diversity in different ways—with gender, race, and socioeconomic status frequently mentioned features of their definitions. Interviewees were asked to define their working definition of diversity. Race and ethnicity, income, gender, and class came up frequently in student working definitions:

1. Race (14)
2. Socioeconomic Status (7)
3. Gender (7)
4. Class (6)
5. Ethnicity (4)
6. Disability (3)
7. Educational Status (3)
8. Qualitative Research Methods (3)
9. Sexual Orientation (2)
10. Gender Identity (2)
11. Language (2)
12. Non-Native English Speakers (2)
13. Immigrant (2)
14. Age (2)
15. Culture (1)

Other definitions were used to describe diversity in passing. These included: religion, political affiliation, first generation student, foreign born, international, undocumented, single female household, interdisciplinary work, learning ability, urban/rural, diversity of thought, and different backgrounds.

Because not all of the categories of diversity can be discussed within the scope of this report, we concentrate on how students conceive of and value diversity. Most students understood that diversity is important because planners: (1) are responsible for advancing a more just and equal society and, (2) work in communities featuring many types of diversity or heterogeneity.

Another strategy which students used to describe their experience with diversity was negation:

“I definitely can define what diversity is not.” He added, “Where I grew up is not diverse. Well, it wasn’t diverse racially, but it was diverse in income. ... I honestly don’t know if I have a vocabulary for describing diversity. But just saying lots of different people from lots of different backgrounds, and maybe that can be an ethnic background, racial background, income backgrounds, language backgrounds, kind of eye color.”

Many students saw the value of diversity through an understanding of the principles of social justice and equality. As a Latino student pointed out,

“A lot of times we’ll try to start these conversations about making sure that plans are racially equal. But most of the people in my classes have no idea. We talk about zoning laws and how they were used. A lot of people were like—I had no idea. Where you place a waste treatment facility? Yes, you’re totally targeting these lower income neighborhoods because the rich people don’t want this in their backyard. That’s unfair and racist.”

When asked why planning schools should care about diversity. Some students offered a simple answer, “We don’t live in monolithic communities. And planners, hopefully, even if you’re an academic, I think you hope that your work is important for communities that you work in or that you hope to impact.”

Personal Interactions

Interviewees spoke about how they, or others close to them, have experienced bias and discrimination. We identified two major themes which students brought up in their framing of perceptions on bias and discrimination: (1) experiencing microaggressions and (2) experiencing isolation.

We asked students whether they had personally experienced bias or harassment within departmental interactions, and asked students to identify the specific grounds or motivation for such discrimination (Figure 3). Across all categories, more than 75 percent of students report never experiencing direct bias or discrimination within their department. For students who did report experiencing bias or discrimination within their department, frequent grounds for such bias was based upon citizenship status, political beliefs, race or ethnicity, or socioeconomic status. (Table 4).

Figure 3: Response Distribution - Thinking about Interactions Within Your Department, Have you Personally Experienced Bias / Harassment Due to Your...

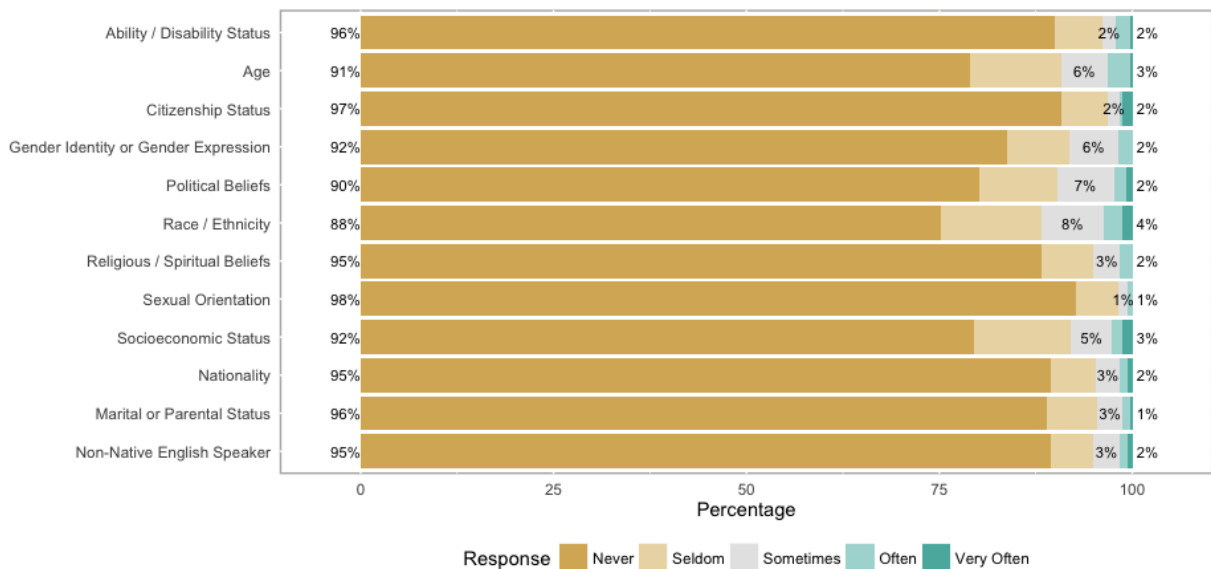


Table 4: Analysis of Differences in Response Distributions Regarding Personal Bias and Discrimination

Response Category	Kruskal Wallis Test	Dunn Test
Ability / Disability Status	Foreign Born	Foreign Born students are more likely to report higher levels when compared to native born students (p=.0009)
Citizenship Status	Race	Separated or divorced students are more likely to report higher levels when compared to single students (p=.0169)
	Foreign Born	Foreign born students are more likely to report higher levels when compared to native students (p < .0001)
Gender Identity or Gender Expression	Gender	Females are more likely to report higher levels when compared to males (p = .0012)
	LGBT	LGBT students are more likely to report higher levels of when compared to heterosexual students (p = .0090)

Race / Ethnicity	Race	Non-white students are more likely to report higher levels when compared to non-Hispanic white students ($p < .0001$)
	Foreign Born	Foreign Born students are more likely to report higher levels when compared to native born students ($p=.0336$)
Religious / Spiritual Beliefs	Married	Separated or divorced students are more likely to report higher levels when compared to single students ($p=.0169$)
Sexual Orientation	LGBT	LGBT students are more likely to report higher levels of when compared to heterosexual students ($p < .0001$)
Socioeconomic Status	Race	Non-white students are more likely to report higher levels when compared to non-Hispanic white students ($p=.0023$)
Nationality	Race	Non-white students are more likely to report higher levels when compared to non-Hispanic white students ($p=.0007$)
	Foreign Born	Foreign Born students are more likely to report higher levels when compared to native born students ($p < .0001$)
Marital or Parental Status	Race	Non-white students are more likely to report higher levels when compared to non-Hispanic white students ($p=.0073$)
	Married	Married students more likely to report higher levels when compared to single students ($p < .00001$)
Non-Native English Speaker	Race	Non-white students are more likely to report higher levels when compared to non-Hispanic white students ($p < .00001$)
	Foreign Born	Foreign Born students are more likely to report higher levels when compared to native born students ($p < .0001$)

Interviewees who felt subject to microaggressions discussed: (a) feelings of being outsiders within their department, (b) that their knowledge is questioned or singled out based upon their identity, (c) that they are subjected to prejudice and criticism. Feelings of isolation arise from being the sole representative of their identity group, lacking peers or mentors that can relate to their experiences, feeling that their approach to planning, methods, or areas of interest are considered illegitimate or subordinate to other approaches, and frequently also involve anxiety because of language barriers.

Students were also asked whether they had observed bias or discrimination against others in their departments. More than 50 percent of respondents reported never witnessing bias or discrimination against others in their department across all categories which we measured (Figure 4). The areas where students identified bias or discrimination stemming from more frequently included political beliefs, race and ethnicity, nationality, and against non-native English speakers (Table 5).

Figure 4: Response Distribution – Have you witnessed others experiencing bias/harassment due to their...

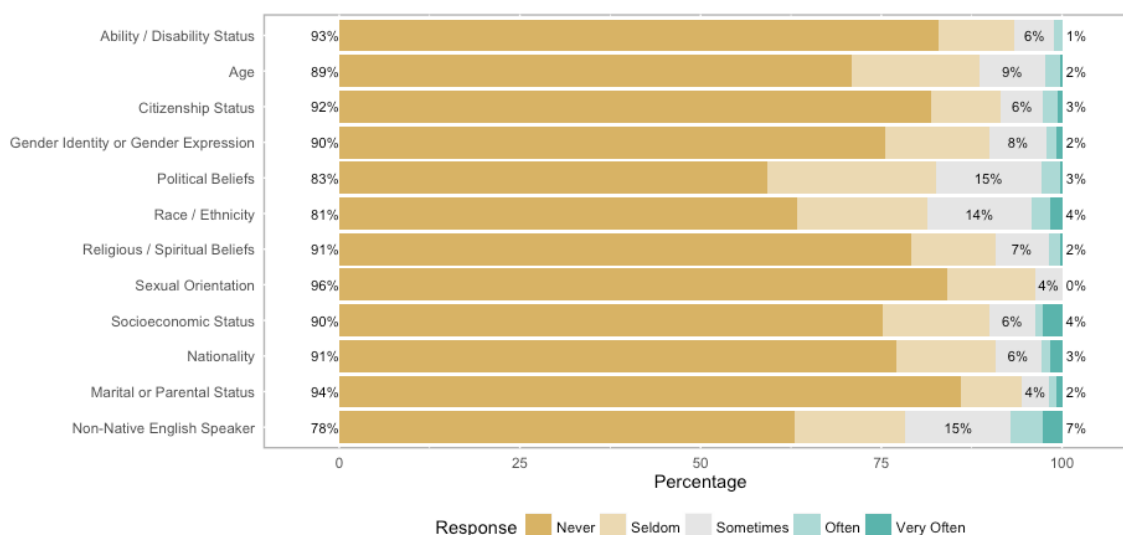


Table 5: Analysis of Differences in Response Distributions Regarding Bias and Discrimination Against Other Students

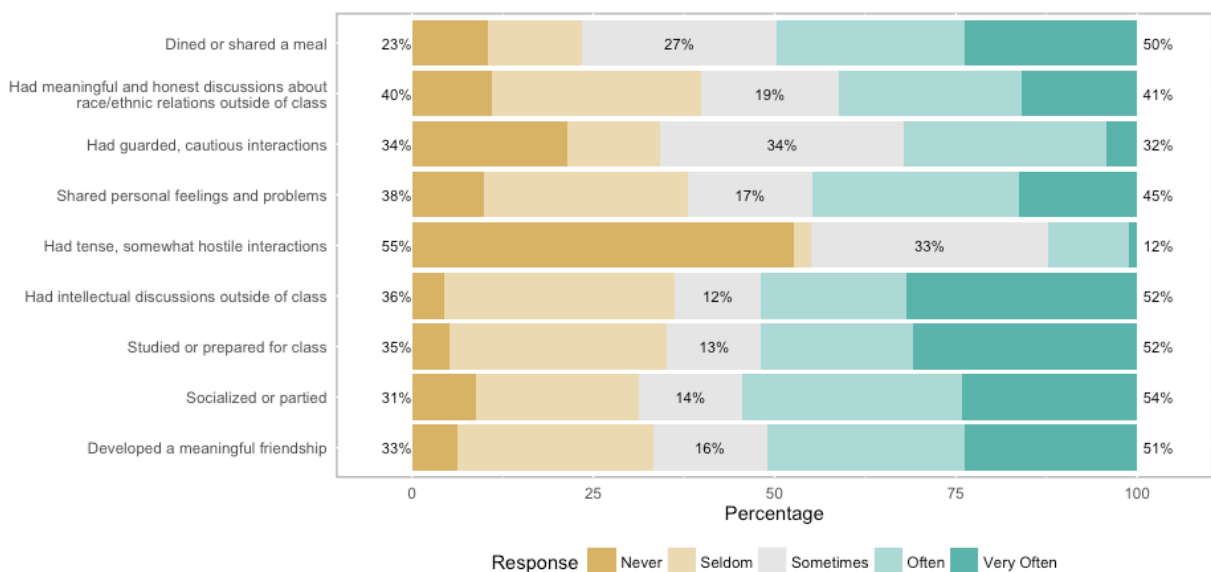
Response Category	Kruskal Wallis Test	Dunn Test
Citizenship Status	Foreign Born	Foreign born students are more likely to report higher levels when compared to native students (p=.0171)
Race / Ethnicity	Race	Non-white students are more likely to report higher levels when compared to non-Hispanic white students

		(p=.0021)
Socioeconomic Status	LGBT	LGBT students are more likely to report higher levels of when compared to heterosexual students (p = .0135)
Nationality	Foreign Born	Foreign born students are more likely to report higher levels when compared to native students (p=.0021)
	Gender	Gender queer students are more likely to report higher levels than male students (p=.0113) or female students (p=.0253)
Marital or Parental Status	Race	Non-white students are more likely to report higher levels when compared to non-Hispanic white students (p=.0281)
Non-Native English Speaker	Foreign Born	Foreign born students are more likely to report higher levels when compared to native students (p=.0006)

While bias and discrimination are not rampant within planning programs, evidence indicates that bias still exists and manifests itself in subtle (and sometimes not subtle) ways. Race, nativity and language proficiency all shape the contours of microaggressions within our departments. Whether intentional or not, these negative interactions influence students' approach to their planning education and each other.

We also asked students to describe the nature of personal interactions with other students in their department (Figure 5). For most students, socialization, frank conversation, emotional support, and friendship are part of the educational experience.

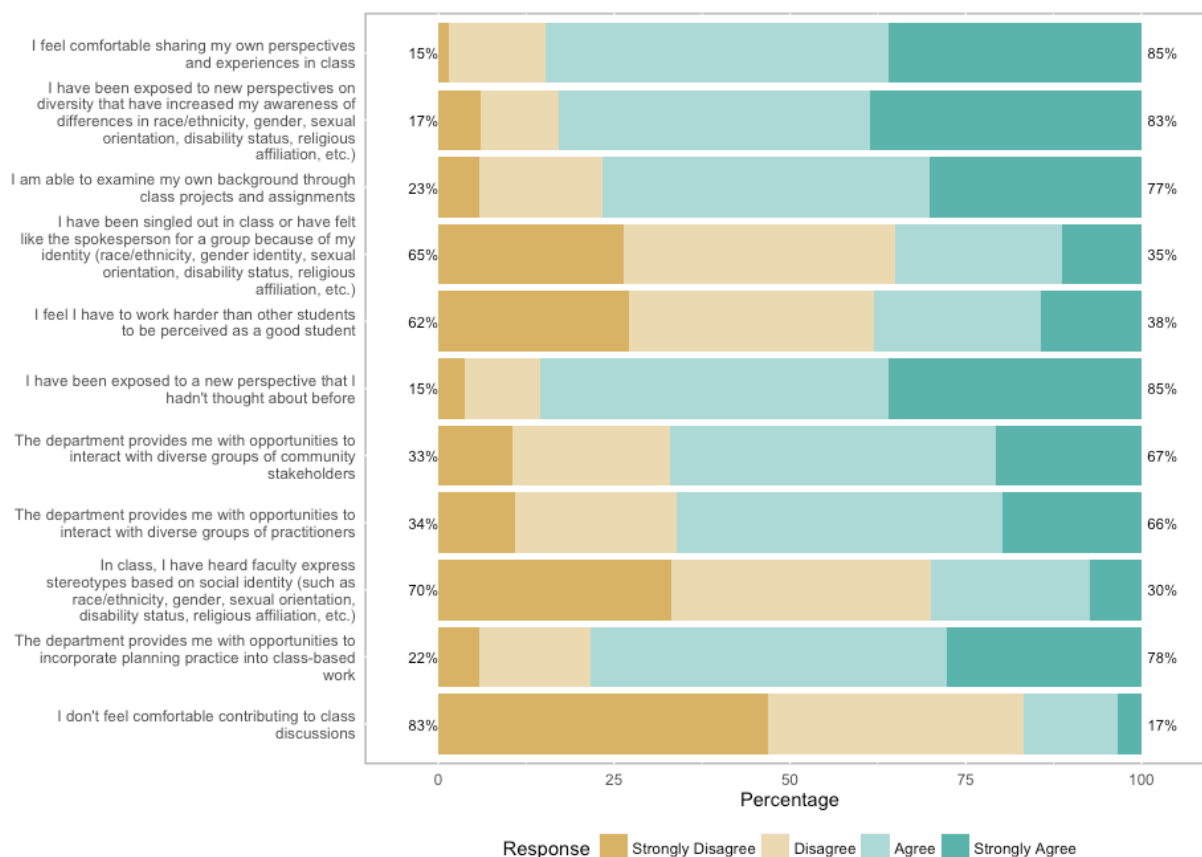
Figure 5: Thinking about your experiences outside of classroom or group assignments, to what extent have you experienced the following with other students in your department who belong to a racial/ethnic group other than your own?...



The Classroom Environment

We next asked students to describe their experience with interactions in the classroom. This line of questioning focused on the type of learning environment being fostered, as well as the student's perceptions of opportunities to contextualize learning with practice (Figure 6). Students paint a favorable view of their classroom environment – students tend to feel comfortable sharing their perspectives, feel they have been exposed to new perspectives, and find themselves able to relate their own background to course material. Students for the most part agree that there are opportunities to translate classroom learning into practice contexts, and that they have access to practitioners and diverse groups of community stakeholders.

Figure 6: Response Distribution – Classroom Environment



When analyzed more closely, tests for differences in response distributions show a distinct pattern in which non-white students tend to rate the classroom environment less positively when compared to white students (Table 6). Non-white students feel less comfortable sharing ideas, are less likely to feel like there is adequate exposure to diversity and diverse communities and are more likely to feel that they are singled out in class or that they need to act as the spokesperson for their racial group. Foreign-born students are also more likely to feel singled out in class as a result of their identity.

Table 6: Analysis of Differences in Response Distributions Regarding Ratings of the Classroom Environment

Response Category	Kruskal Wallis Test	Dunn Test
I feel comfortable sharing my own perspectives and experiences in class	Race	Non-white students less likely to agree (p = .0012)
I have been exposed to new perspectives on diversity that have increased my awareness of differences	Race	Non-white students less likely to agree (p = .0072)
I have been singled out in class or have felt like the spokesperson for a group because of my identity	Race	Non-white students more likely to agree (p < .0001) Foreign born students more likely to agree (p = .0354)
I feel I have to work harder than other students to be perceived as a good student	Race	Non-white students more likely agree (p < .0001)
I have been exposed to a new perspective that I hadn't thought about before	Race	Non-white students more likely to disagree (p = .0447)
The department provides me with opportunities to interact with diverse groups of practitioners	Race	Non-white students more likely to disagree (p = .0427)

When transformed into a scale, similar patterns are evident (Table 7). Racial minority students on average rate the classroom environment less favorably than non-Hispanic white students. LGBTQ students similarly rate the classroom environment less favorably when compared to heterosexual students.

Table 7: Response Distribution Characteristics – Classroom Environment

Characteristic	Descriptive Statistics					Kruskal - Wallis Test	
	N	Mean	St. Dev.	Min	Max	Chi Square	p. value
Overall Response	219	3.02	0.48	1.55	4.00		
Institution						54.88	0.0879
Degree Level						4.35	0.2259
Undergraduate	25	3.15	0.4593	2.27	3.91		
Graduate - Master's	160	3.01	0.482	1.55	4		
Graduate - Ph.D.	31	2.93	0.4598	1.91	4		
Other	1	3.45	–	3.45	3.45		
No Response	2	3.23	0.7071	2.73	3.73		
Gender Identity						4.16	0.2448
Male	95	3.07	0.4067	2.09	3.91		
Female	114	3	0.5259	1.55	4		
Gender Queer	9	2.73	0.5041	2	3.55		
No Response	1	3.09	–	3.09	3.09		
Race and Ethnicity						17.13	0.0007
Non-Hispanic White	126	3.14	0.4151	2.09	4		
Other Racial Group	75	2.87	0.4885	1.55	3.82		
Prefer Not to Answer	15	2.8	0.653	1.64	4		
No Response	3	2.94	0.4665	2.55	3.45		
Sexual Orientation						9.01	0.0292
Heterosexual	166	3.05	0.4741	1.64	4		
LGBTQ	40	2.99	0.4431	2.09	4		
Other	3	3.39	0.4665	3	3.91		
Prefer not to say	10	2.6	0.5074	1.55	3.18		
Nativity						5.21	0.1567
Native	151	3.08	0.4424	1.91	4		
Foreign Born	21	2.96	0.425	2.36	4		
Other	4	2.84	0.5216	2.18	3.45		
No Response	43	2.86	0.5839	1.55	3.91		

Note: In this scale, higher values reflect more favorable views

Our qualitative data analysis mirrors observations from survey responses. Some students from minority groups expressed being penalized for raising their ideas, while professors showed a preferential treatment for those in a dominant group. One student described the environment, “... I’ve seen other people that have struggled with that type of thing and with getting bad grades and because maybe the professor didn’t like something they said or something that they did. ... it was because they saw things differently than our professor. And I’m not sure because I also have raised similar things, but I didn’t get penalized for it in my grade.”

Some students were reluctant to share their experiences in classes because of the fear of signaling out or being associated with particular issues: “And something that I did notice that like I kind of wanted to talk about was like Pride and like how it’s a great like community event, maybe even for like non-LGBT community members, but because it takes place in a certain area. But I shied away from the topic because I felt like my professor might have taken it the wrong way. I didn’t want my idea of this like community event to hinder my grade.” Many minority students shared similar stories about how difficult it was for them to have dialogues related to their minority status because such dialogues may reveal intimate thoughts, beliefs, or feelings related to racial prejudice or bias that might offend colleagues or faculty members who could not identify with their experiences.

While speaking up can be challenging, it is also difficult for students to remain silent when arguments and debates touch upon groups which they represent or are associated with. The credibility of students as the voice of others in the diverse group is questioned by faculty members and other students directly or indirectly. A Latina student shared how a faculty member reacted to her class discussion that dealt with her identity: “Oh, well, of course you have something to say about it because you’re the feisty Latina. Of course you’re going to have something to say about it [...] They’re not taking you seriously. So I’ve had stuff like that happen to me in the classroom.” Some students argue that some faculty are apprehensive about these kinds of dialogues.

Faculty Interactions and Support for Diversity

We asked students to assess qualities of faculty engagement with students, and specific questions regarding engagement around issues of diversity (Figure 7). Students were asked to focus on faculty within their department (as opposed to faculty who might teach electives or other courses outside of the department). Students painted a favorable picture of their interactions with faculty and faculty engagement with diversity. Students who identified as foreign born indicated that fewer planning faculty value individual differences in the classroom, are sensitive to the abilities of all students, and were less likely to agree that faculty are passionate about what they teach when compared to native born students. Non-white students indicated that a lower share of faculty turn controversial subject matter into effective discussion and also indicated that a lower proportion of faculty teach students tolerance and respect for different beliefs when compared to their non-Hispanic white counterparts (Table 8).

Figure 7: Response Distribution – What proportion of faculty...

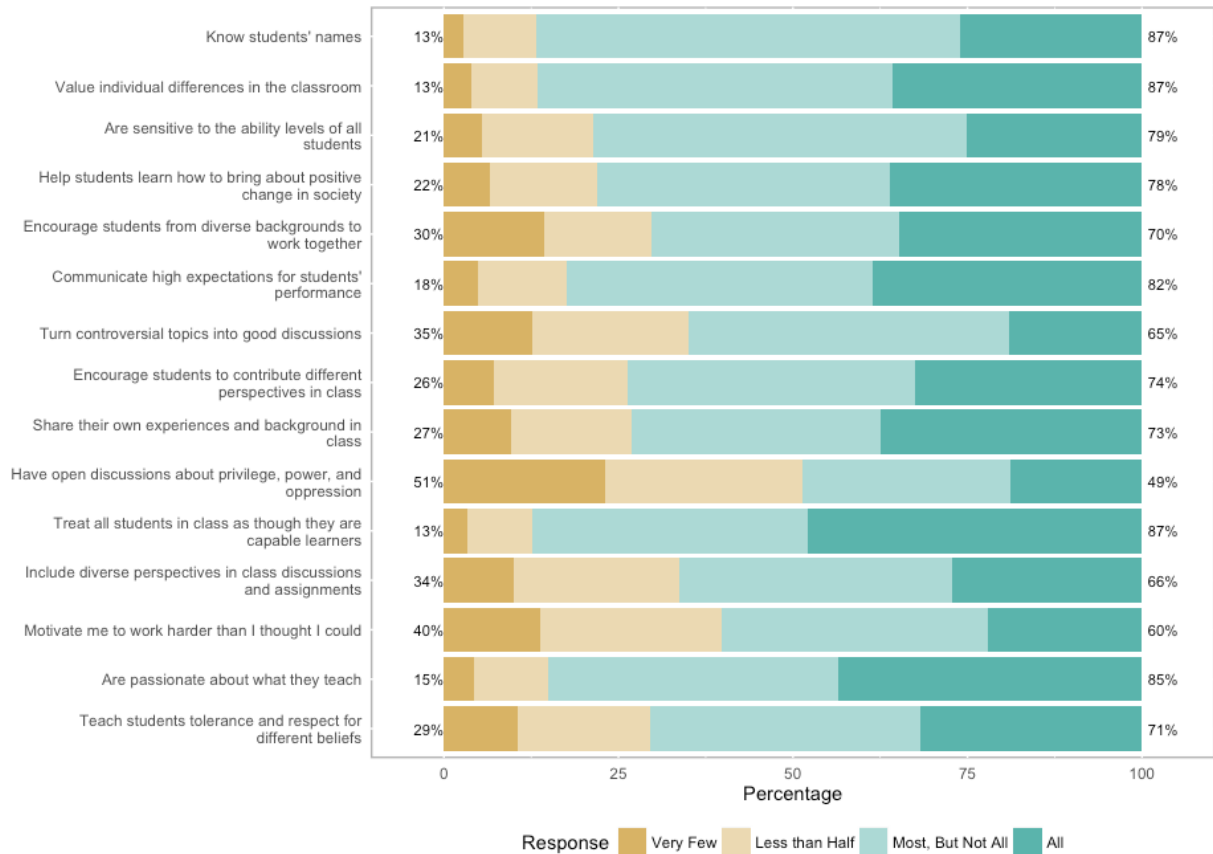


Table 8: Analysis of Differences in Response Distributions Regarding Opinions on Faculty

Response Category	Kruskal Wallis Test	Dunn Test
Value individual differences in the classroom	Foreign Born	Foreign born students are more likely to indicate that fewer faculty do this (p=.0037)
Are sensitive to the ability levels of all students	Foreign Born	Foreign born students are more likely to indicate that fewer faculty do this (p=.0151)
Turn controversial topics into good discussions	Race	Non-white students are more likely to indicate that fewer faculty do this (p=.0381)
Are passionate about what they teach	Foreign Born	Foreign born students are more likely to indicate that fewer faculty do this (p=.0292)
Teach students tolerance and respect for different beliefs	Race	Non-white students are more likely to indicate that fewer faculty do this (p=.0180)

We created a scale for interactions with faculty (Table 9). Similar to the tests for specific variables that make up the scale, significant differences in response distributions are observed on the basis of race and nativity. Non-white and foreign-born students are more likely indicate that a smaller proportion of faculty undertake positive behavior. Although it is only weakly statistically significant, graduate students, and particularly doctoral students describe lower proportions of faculty who undertake positive behavior.

Table 9: Response Distribution Characteristics – Interactions with Faculty

Characteristic	Descriptive Statistics					Kruskal - Wallis Test	
	N	Mean	St. Dev.	Min	Max	Chi Square	p. value
Overall Response	217	2.97	0.64	1.00	4.00		
Institution						51.24	0.1554
Degree Level						7.33	0.0621
Undergraduate	25	3.26	0.613	1.6	4		
Graduate - Master's	160	2.94	0.639	1	4		
Graduate - Ph.D.	29	2.88	0.618	1.3	4		
Other	1	3.33	–	3.3	3.3		
No Response	2	3.1	0.707	2.6	3.6		
Gender Identity						2.55	0.4659
Male	95	2.98	0.622	1.2	4		
Female	112	2.97	0.648	1	4		
Gender Queer	9	2.8	0.674	1.9	3.7		
No Response	1	3.8	–	3.8	3.8		
Race and Ethnicity						7.86	0.0491
Non-Hispanic White	124	3.08	0.529	1.7	4		
Other Racial Group	75	2.86	0.714	1.2	4		
Prefer Not to Answer	15	2.72	0.863	1	4		
No Response	3	2.4	0.611	1.7	2.9		
Sexual Orientation						4.06	0.2546
Heterosexual	164	2.98	0.618	1	4		
LGBTQ	40	3.05	0.67	1.7	4		
Other	3	2.89	0.694	2.3	3.7		
Prefer not to say	10	2.59	0.762	1.3	3.8		
Nativity						7.64	0.0540
Native	149	3.06	0.535	1.7	4		
Foreign Born	21	2.63	0.688	1.3	3.7		
Other	4	3.02	0.803	1.9	3.9		
No Response	43	2.82	0.835	1	4		

Note: Within this scale, higher values indicate more favorable ratings.

With regards to faculty representation and diversity in the classroom, some students expressed concern regarding the lack of faculty of color in their programs. When faculty of color were present, students frequently felt that these faculty were tasked with teaching courses on issues of diversity. Because of the limited number of faculty of color, students that seek out these courses only have a few faculty to learn in these areas from. A student expressed the need for more faculty diversity:

I've had a lot of conversations with my classmates where we're all on the same page of like, this is someone who everyone should be taking a class with because of how she presents it. But it's also this further issue of it shouldn't be her responsibility to be teaching everyone this stuff [...] We should have enough faculty available to us...It shouldn't be on that one person to kind of enlighten the whole cohort to these issues.

In addition to the lack of representation of faculty of color, students also discussed the challenges of having so few faculty with the expertise to fill in when a designated faculty is on leave. This gap leaves planning departments without staff to cover pertinent topics that are of importance to training planners to work in diverse communities. Instead, faculty work to cover content within other courses, while key classes are left unavailable.

Students also acknowledge the difficulty of some faculty in integrating social justice and equity issues in conversations about communities of color because of not having the life experience of doing so, particularly for non-minority faculty. A student discussed this issue and how it impacts course instruction:

I do think that it impacts the opportunities in terms of their research and the instruction that we get. I think that a lot of times if we're talking about, you know, the environment, for example, there isn't as big a focus on, like, social justice or environmental justice for communities of color that we talk about. And I think that that comes from the fact that the faculty doesn't have those experiences.

This brings up critical questions about how non-minority faculty can have more in-depth discussions in the classroom when they may have not had the life experience to reflect on the issues being discussed. This may in turn, inadvertently limit faculty openness to exploring topics that are not in their specific areas of expertise. Students mentioned how faculty can move away from discussions in the classroom that may make them feel uncomfortable:

In my class, there were a few times that a student tried to bring up Native Americans and Native American treatment in planning, and the professor seemed to shy away from the conversation. And I don't know if it was just because that professor didn't feel comfortable having that conversation or they didn't feel like there was enough time for it during the class session.

To integrate more perspectives into planning curriculum, faculty and planning departments need to explore various ways to be more inclusive, not only in the hiring of faculty of color, but also supporting faculty and curriculum that offer different perspectives on planning.

Summary of Findings and Lessons Learned

Taken together, our study illustrates that the overall climate for diversity as experienced by those students we surveyed and interviewed is positive. This reflects the concerted effort of planning faculty and staff, students, and educational institutions to foster inclusive environments that offer a space for reflection upon the complexities of the world in which we live and work. The voices of planning students also reveal areas in which students have felt discrimination, bias, discomfort, and alienation in their educational experiences. In thinking about the implications for planning education, the view beyond the individual impacts of climate inadequacies is the collective baseline for behavior and ethics in planning practice. Can we expect planning students to rise to the challenge of 21st Century planning problems if they are imbued in some cases with a 20th Century planning imagination?

While students of color, foreign born students, and students who belong to other visible and invisible identity groups report bearing more of the burden, the climate within planning programs impacts all students. By asking questions regarding educational climate to all degree-seeking planning students, we learned more about the domains in which students perceive their burdens to be located. What we find largely corresponds with the experiences of minority faculty, and with findings from more general studies of the climate within institutions of higher education.

Our approach to analyzing our survey data focuses on identifying patterns of climate problems, as opposed to identifying which specific planning programs fare better or worse in terms of student opinions and experiences. Although our motivation in this study is not to be prescriptive, we point to several observations from our study that reflect potential courses of action to strengthen our departmental and institutional commitment to diversity for the benefits of our students, faculty, staff, and the communities we work in.

- Despite demonstrated efforts to deal with diversity, department administrators and faculty need to collectively acknowledge that bias and discrimination continue to exist within our programs and continue to influence the experiences of our students. While some students reported overt bias or discrimination on the part of faculty or fellow students, for the most part, tensions arose around microaggressions between individuals and within the classroom.
- Minority students perceive planning programs as still lacking an adequate treatment of diversity, particularly as it relates to training for practice in diverse contexts. While students define diversity in a number of ways, they acknowledge the importance of

integrating issues of diversity into planning curriculum. Students note major voids in the departmental core curriculum regarding exposure to perspectives and frameworks related to diversity. Centering these issues in the core curriculum sends a message regarding the value of diversity within the field of planning and forces students to grapple with such issues as they develop and prioritize personal values and principles for practice.

- Students highlight the value of representation of many forms of diverse backgrounds within the student body and within faculty composition. The presence of diverse students and instructors creates more space for students' experiences in the classroom, department, and educational institution. For international students, fostering more open discussions are particularly important and can help them adjust and thrive in a new environment.
- Diverse representation amongst faculty, as well as students and staff does not minimize the need for continued intentionality in curricular design, pedagogy, and maintaining a supportive environment. The learning that occurs from affirmatively promoting the valuing of diversity across departmental activities has an enormous pedagogical potential, particularly around building bridges between planning education and practice (Harper and Hurtado 2007).
- Experiential and "real world" learning experience represent important compliment (but not replacement for) treatment of diversity within the planning curriculum. To obtain adequate expertise on working with communities of otherness, students had to seek out opportunities in other departments. Some institutions are likely to be better equipped to support students accessing such opportunities.
- Students observed that faculty of color in particular are tasked or take on the task of contributing curricular offerings around race, ethnicity, class, and gender. Likewise, students perceived that the onus was on themselves to create an adequate discussion and climate for diversity within their educational programs. While this reflects elements of what students will confront within practice contexts, it also speaks to the need for stronger institutional supports for diversity within individual educational institutions.

Our findings largely conform with other studies about campus climate research—underrepresented students relate differential perceptions of departmental climate and perceive bias and prejudicial treatment based upon their identity (Harper and Hurtado, 2007). The stakes associated with the climate in planning programs, and in educational settings more generally, are high. These findings underscore the noteworthy progress that departments have made to teach and support diversity. At the same time, there remains much work to be done

within our classrooms, the communities at large which we serve, and how we interact as colleagues. Prioritizing the practice of diversity within our departments and innovating around how we teach and model this practice for our students helps to cement the relevance of planning for future generations of planning students, faculty, and the communities we seek to serve.

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Appendix 1: Survey Instrument

POCIG Student Climate Survey

1. Planning Student Climate Survey - Introduction

The purpose of this research is to examine the perspectives and experiences of undergraduate and graduate students in urban planning regarding diversity and climate within their department. This survey is being done by the Association of Collegiate Schools of Planning Planners of Color Interest Group (ACSP-POCIG). Results from this research will be used by ACSP-POCIG to inform a new strategic plan and advocacy efforts. Results will also be shared as a report and in a scholarly publication.

Participation in this research is voluntary, and should take 15-20 minutes to complete. Questions regarding your identity and any personally identifiable information will not be used in any way to link your responses back to you. You may choose not to answer any question within the survey.

You will be asked several questions about your academic department, your perspective on diversity and climate in your department, your goals and aspirations for planning education, and a few questions regarding your background and demographics.

While the majority of the questions which we ask in this survey are generally questions which you would likely be comfortable answering in a general conversation, you may consider some of the questions to be of a sensitive nature. As mentioned earlier, you may choose not to answer any question in this survey. All information collected will be used for research and will be kept confidential. There will be no connection to you specifically in the results or in future publication of the results. In general, we will not tell anyone any information about you. When this research is discussed or published, no one will know that you were in the study. However, laws and university rules might require us to disclose information about you. For example, if required by laws or University Policy, study information which identifies you may be seen or copied by the following people or groups:

- The university committee and office that reviews and approves research studies, the Institutional Review Board (IRB) and Office for Protection of Research Subjects;
- University and state auditors, and Departments of the university responsible for oversight of research

Once the study is completed, we would be happy to share results with you - at the end of the survey you have the option of providing us with your contact information so that we can share the results with you. You may also choose to share contact information with us if you would like more information about participating in a follow-up interview. In the meantime, if you have any questions, please contact:

Andrew J. Greenlee, Ph.D.

**Assistant Professor, Urban and Regional Planning
University of Illinois at Urbana-Champaign
agreen4@illinois.edu | 217-333-9069**

If you have any questions about your rights as a participant in this study or any concerns or complaints, please contact the University of Illinois Institutional Review Board at 217-333-2670 or via email at irb@illinois.edu.

Do you agree to the above terms? By clicking "Next" below, you consent that you are willing to answer the questions in this survey.

POCIG Student Climate Survey

2. Academic Status and Background

The first few questions ask about your current academic status and background.

1. Are you currently... (select all that apply)

- ☐ Pursuing an undergraduate degree (B.A., B.S., B.U.P., etc.)
- ☐ Pursuing a Master's degree (M.A., M.S., M.U.P., M.U.P.P., etc.)
- ☐ Pursuing a Doctoral degree (Ph.D., etc.)

2. Which of the following best describes your current degree program? (Select all that apply)

- ☐ Urban Planning
- ☐ Urban Studies
- ☐ Public Administration
- ☐ Architecture
- ☐ Public Health
- ☐ Geography
- ☐ Other (please specify)

3. Are you currently enrolled as a...

- ☐ Full-time student
- ☐ Part-time student
- ☐ Not currently enrolled

4. For how many semesters have you been pursuing your current degree?

5. Thinking about your current degree, how many faculty/instructors have you taken courses from within your degree program or major?

6. Thinking about your current degree program, what area(s) do you specialize in? If your degree program does not require specialization, which areas interest you the most? (select all that apply)

- ☐ Community Development
- ☐ Land Use / Zoning
- ☐ Transportation
- ☐ Environmental and Natural Resources
- ☐ Urban Design
- ☐ Economic Development
- ☐ Disaster / Recovery Planning
- ☐ Planning Theory
- ☐ Sustainability
- ☐ State and Local Government Finance
- ☐ Infrastructure Planning
- ☐ Housing
- ☐ Historic Preservation
- ☐ Parks and Recreation
- ☐ Advocacy and Empowerment
- ☐ Community Health
- ☐ Other (please specify)

7. Thinking about your career following the completion of your current degree, to what extent do you see yourself working in the following contexts?

	Extremely Likely	Somewhat Likely	Somewhat Unlikely	Very Unlikely	I Would Never Work Here
City Planning Agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
County Planning Agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Metropolitan / Regional Planning Agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State Agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Federal Government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nonprofit Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private Consulting Firm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational Institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Real Estate Development Firm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Law Firm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. How likely are you to pursue the American Institute of Certified Planners (AICP) certification following the completion of your degree?

- ☐ Extremely likely
- ☐ Somewhat likely
- ☐ Unlikely
- ☐ I do not know what that is
- ☐ I already have AICP certification

POCIG Student Climate Survey

3. Departmental Climate

The next few questions ask about your experience and interactions within your academic department.

Definition of Diversity: The most common definitions of diversity refer to acknowledging racial/ethnic groups, nativity status, nationality, cultural background, language spoken, gender, sexual orientation, socioeconomic status, religion, age, and disability status (including physical, mental ability, HIV). Nonetheless, a more broad definition might also include: geographic region in which someone lives, political beliefs, marital status, parental status, pregnancy, work experiences, military experience, educational background, physical appearance, chronic health conditions, among others.

9. Please indicate the extent to which you agree or disagree with the following statements. My department:

	Strongly Agree	Agree	Somewhat Disagree	Strongly Disagree	I Don't Know
Encourages students to have a public voice and share their ideas openly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has a long-standing commitment to diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accurately reflects the diversity of its student body in publications (e.g. brochures, website)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciates differences in sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciates the needs of individuals with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciates differences in gender and gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes the appreciation of cultural differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has departmental administrators who regularly speak about the value of diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Please rate your satisfaction with your department in each area:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Overall sense of community among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect for the expression of diverse beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial / ethnic diversity of the <i>faculty</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial / ethnic diversity of the <i>student body</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial / ethnic diversity of the <i>staff</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender diversity of the <i>faculty</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender diversity of the <i>student body</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender diversity of the <i>staff</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Atmosphere for political differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Atmosphere for religious differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Atmosphere for differences in sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Atmosphere for physical differences and disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic diversity of the student body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Thinking about your experiences outside of classroom or group assignments, to what extent have you experienced the following with other students in your department who belong to a racial/ethnic group other than your own?

	Very Often	Often	Sometimes	Seldom	Never
Dined or shared a meal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had meaningful and honest discussions about race/ethnic relations outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had guarded, cautious interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shared personal feelings and problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had tense, somewhat hostile interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had intellectual discussions outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied or prepared for class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized or partied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed a meaningful friendship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Thinking about interactions within your department, have you personally experienced bias/harassment/discrimination due to your:

	Very Often	Often	Sometimes	Seldom	Never
Ability / Disability Status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Citizenship Status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender Identity or Gender Expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political Beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race / Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious / Spiritual Beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic Status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nationality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marital or Parental Status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Native English Speaker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Thinking about interactions within your department, have you witnessed others experiencing bias/harassment/discrimination due to their:

	Very Often	Often	Sometimes	Seldom	Never
Ability / Disability Status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Citizenship Status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender Identity or Gender Expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political Beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race / Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious / Spiritual Beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic Status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nationality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marital or Parental Status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Native English Speaker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Please indicate the extent to which you agree or disagree with each of the following comments:

	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel comfortable sharing my own perspectives and experiences in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been exposed to new perspectives on diversity that have increased my awareness of differences in race/ethnicity, gender, sexual orientation, disability status, religious affiliation, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to examine my own background through class projects and assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Disagree	Strongly Disagree
I have been singled out in class or have felt like the "spokesperson" for a group because of my identity (race/ethnicity, gender identity, sexual orientation, disability status, religious affiliation, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I have to work harder than other students to be perceived as a good student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been exposed to a new perspective that I hadn't thought about before	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The department provides me with opportunities to interact with diverse groups of community stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The department provides me with opportunities to interact with diverse groups of practitioners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In class, I have heard faculty express stereotypes based on social identity (such as race/ethnicity, gender, sexual orientation, disability status, religious affiliation, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The department provides me with opportunities to incorporate planning practice into class-based work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't feel comfortable contributing to class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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4. Faculty and Departmental Diversity

The next few questions ask about your perspective and experiences with faculty in your department.

Definition of Diversity: The most common definitions of diversity refer to acknowledging racial/ethnic groups, nativity status, nationality, cultural background, language spoken, gender, sexual orientation, socioeconomic status, religion, age, and disability status (including physical, mental ability, HIV). Nonetheless, a more broad definition might also include: geographic region in which someone lives, political beliefs, marital status, parental status, pregnancy, work experiences, military experience, educational background, physical appearance, chronic health conditions, among others.

15. Please indicate how many of your faculty or instructors in your department...

	Very Few	Less than Half	Most, But Not All	All
Know students' names	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Value individual differences in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are sensitive to the ability levels of all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help students learn how to bring about positive change in society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage students from diverse backgrounds to work together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate high expectations for students' performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turn controversial topics into good discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage students to contribute different perspectives in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Share their own experiences and background in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have open discussions about privilege, power, and oppression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Few	Less than Half	Most, But Not All	All
Treat all students in class as though they are capable learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Include diverse perspectives in class discussions and assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivate me to work harder than I thought I could	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are passionate about what they teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach students tolerance and respect for different beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. To what extent do you agree with the following statements?

	Strongly Agree	Agree	Slightly Disagree	Strongly Disagree	Not Applicable
I feel comfortable talking about race/ethnicity, gender, sexual orientation, disability status, religious affiliation, (henceforth "diversity") in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that others <i>do not</i> feel comfortable talking about diversity in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking about diversity has helped me to think differently about cities and planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking about diversity has helped me to be better prepared to engage with a diverse range of stakeholders involved in planning processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Where I am likely to work as a professional, issues related to equity and diversity will not be important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructors in my department do a good job of addressing issues of diversity in classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructors in my department do a good job of addressing issues of diversity that exist within my department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructors in my department do a good job of addressing issues of diversity that exist in the communities surrounding my university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Diversity

The next few questions ask about the influence of diversity of your choice of degree.

Definition of Diversity: The most common definitions of diversity refer to acknowledging racial/ethnic groups, nativity status, nationality, cultural background, language spoken, gender, sexual orientation, socioeconomic status, religion, age, and disability status (including physical, mental ability, HIV). Nonetheless, a more broad definition might also include: geographic region in which someone lives, political beliefs, marital status, parental status, pregnancy, work experiences, military experience, educational background, physical appearance, chronic health conditions, among others.

17. What attracted you to the degree program (the major or graduate field of study) which you are currently pursuing?

18. Was your degree program's treatment of diversity an important consideration for choosing this degree program? If so, why?

19. Do you believe your degree program is preparing you to work in diverse communities or with diverse populations? If yes, why? if no, why not?

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6. Demographics

The final few questions ask about your demographic background.

Definition of Diversity: The most common definitions of diversity refer to acknowledging racial/ethnic groups, nativity status, nationality, cultural background, language spoken, gender, sexual orientation, socioeconomic status, religion, age, and disability status (including physical, mental ability, HIV). Nonetheless, a more broad definition might also include: geographic region in which someone lives, political beliefs, marital status, parental status, pregnancy, work experiences, military experience, educational background, physical appearance, chronic health conditions, among others.

20. Which one or more of the following describe yourself? (Please select all that apply.)

- ☐ American Indian or Alaskan Native
- ☐ Asian American
- ☐ Black or African American
- ☐ Pacific Islander
- ☐ White / Caucasian
- ☐ Hispanic or Latino
- ☐ Prefer not to answer

21. If you identify with a specific ethnicity or ethnic subgroup (for example Mexican, Chinese, or Haitian), please list the applicable group(s):

22. If you were born outside of the United States, where were you born?

23. Which of the following most accurately describes your background?

- ☐ 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
- ☐ Foreign born on student visa
- ☐ I prefer not to answer
- ☐ Other status (please specify)

24. Are you the first in your family to go to college? (Select all that apply)

- ☐ First generation college student- Bachelor's Degree
- ☐ First generation graduate student - Master's Degree
- ☐ First generation graduate student - Ph.D. Degree
- ☐ Does not apply

25. In what year were you born? (e.g. 1974)

26. Do you have any of the following? (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 a 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 along such as visiting a doctor's office or shopping
- ☐ None of the Above
- ☐ I Prefer Not to Respond

27. Is English your first language?

- ☐ Yes, English is my first language
- ☐ No, English is not my first language
- ☐ I prefer not to respond

28. Select the option that describes your marital status

- ☐ I am single and have never been married
- ☐ I am married/remarried
- ☐ I am separated from my partner
- ☐ I am divorced or widowed
- ☐ I prefer not to answer

29. What is your sexual orientation?

- ☐ Heterosexual / Straight
- ☐ Gay
- ☐ Lesbian
- ☐ Bisexual
- ☐ Queer
- ☐ Other
- ☐ I prefer not to say

30. What is your gender identity?

- ☐ Gender Queer
- ☐ Man
- ☐ Non-Binary
- ☐ Trans Man
- ☐ Trans Woman
- ☐ Woman
- ☐ I Prefer Not to Answer
- ☐ Other (please specify)

7. Follow-Up Conversation

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

31. We would like to hear more about campus 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 one hour, and will happen via video-conference (e.g. Google Hangout). If you are willing to participate, please indicate your preference below and member of the research team will follow up with additional information and to schedule your interview.

- ☐ Focus Group (interviewer asks questions and facilitates dialogue between you and several other students).
- ☐ Individual interview (interviewer asks questions with you alone)
- ☐ No preference (focus group or individual interview)
- ☐ I would prefer not to participate in a follow-up interview or focus group

32. If you indicated that you are interested in participating in a follow-up interview, please provide us with your email address so that we can contact you to schedule an interview:

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

34. What is the name of the academic institution which you are currently enrolled at? Please note that this information will not be shared and will only be used to understand institutional representation among survey respondents. Please provide the full name of your institution (e.g., please write out University of Illinois at Urbana-Champaign instead of abbreviating UIUC).

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8. Thank You!

Thank you for completing our survey on diversity and climate within planning programs. We appreciate your input. Should you have any questions, please feel free to contact Dr. Andrew Greenlee at agreen4@illinois.edu. Again, we thank you for your generous insight and feedback.

If you are interested, we would be happy to send you the aggregate results from our survey once it is complete. In order 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 other purposes. Please note that your email address will also be stored separately from your survey responses to protect your anonymity.

Please click "Done" below to transmit your survey responses.

35. Email address (optional - will only be used to share survey results)

Appendix 2: Interview Questions



Follow-Up Interview Questions

General overview prompts

- What is your definition of diversity? How do you think this accomplished in an urban planning department?
- How diverse is the current student body in your department? Do you have significant opportunities to interact with students from different backgrounds? If you are a minority or a member of a diverse group, do you have classmates that share your background?
- How diverse are the faculty? Are there faculty you feel more connected to because of race, ethnicity, or background? Are there faculty you feel are difficult to relate to or communicate with because of race, ethnicity, or background?

Existing opportunities to integrate diversity into department climate and culture

- What are examples that your department has used to positively integrate issues of diversity into the classroom, curriculum, or overall environment? (assignments, working with organizations, lectures, guest speakers, special events like workshops or symposiums organizations, lectures)

Departmental experiences related to differences in identity

- Have you had experiences where instructors have encouraged cross group interaction and the ability to incorporate individual backgrounds into class discussions?
- Can you describe any instances where you have felt uncomfortable with class discussions about diversity, i.e race, class, gender, disability, etc? For instance, have you or others been singled out in class 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 department 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 faculty, staff or other students, based on your identity within the classroom environment or towards meeting your degree requirements? Do you feel this has been an equitable process? Has the perception of your identity by faculty marginalized your ability to advance professionally?

Suggestions for the future awareness about diversity in departments

- What needs in terms of your identity do you feel have been addressed well or not addressed well by your program?
- If you were the Dean of your urban planning department, what would you do to improve diversity, cross group interaction, and cultural competency in your department?