



APA Board of Directors – Committee and Task Force Report

BOARD MEETING

DATE: April 26, 2014

TO: APA Board of Directors

FROM: APA People and Places Task Force
Angela D. Brooks, AICP, Co-Chair
Kurt E. Christiansen, AICP, Co-Chair

SUBJECT: **APA People and Places Task Force Update**

ADOPTED POLICY:

No

TYPE OF REPORT:

☐ Action

☒ Information

CONSENT AGENDA

☐ Yes

☒ No

FISCAL NOTE:

All activities will be funded from the FY 2015 and future budgets.

Related to Development Plan Goal/Strategy:

Goal 2. Lead America's Communities towards a more just and sustainable future.

Goal 3. Cultivate and inspire the next generation of planning leaders to ensure the continuing growth of planning knowledge.

Goal 4. Enhance the excitement and enthusiasm for planning by developing new strategies to attract broader participation

RECOMMENDATION:

That the Board accept this informational report.

ACTION REQUESTED OF THE BOARD:

None.

EXECUTIVE SUMMARY

In February 2014, the People and Places Task Force was appointed. The charge/purpose given to the task force was:

To develop an APA strategy for addressing changing demographics 1) externally (identifying planning issues important to populations, public engagement strategies, social equity, cultural awareness, etc.), and 2) internally (analysis of profession's composition, identifying career issues facing diverse members, prepare a strategy for enhancing diversity and advancement, etc.).

Background

Population growth and changing demographics associated with migration, immigration and changes in ethnic make-up are all expected to create new demands on society. As an organization we must examine the key demographic forces that will shape tomorrow's communities and provide guidance on how planners can embrace the projected diversity in population to make places that are more livable and economically vibrant.

With a very short timeline to complete the report, the task force held a series of conference calls to discuss the issues and formulate an action plan. Many ideas were discussed, both from an internal and external perspective. The group separated into two groups, one focusing on external and the other on internal, to address the charge. It was decided that each of the members would write a short essay on a topic related to changing demographics that would become the focus of this report. The individual essays are attached as an appendix to this report.

Below is a brief summary of each paper:

Diversity within APA and the Profession

(Principal Author: Kurt Christiansen, AICP)

Highlighting current work that APA/AICP does to address diversity and outlines the work over the last two decades both internally and externally, this paper raises key questions that need to be addressed moving forward, and provides engagement strategies to increase diversity efforts.

Planning for an Aging Society

(Principal Author: Deborah A. Lawlor, FAICP)

Setting up the frame work for planners internally and externally to present creative concepts for the aging population. As planners, we have the potential to harness the energy of older adults internally within the APA/AICP organization and assist the senior population externally in the areas that we work.

Changing Demographics, the Planning Profession, and APA Membership

(Principal Author: Linda C. Dalton, PhD, FAICP)

This paper compares the trends in the composition of the planning profession & APA with the US Census data and evaluates the implications.

The Differences between Planning Practice and the Academy are Vast

(Principal Author: Barbara Faga)

"He who loves practice without theory is like the sailor who boards a ship without a rudder and compass, and never knows where he may land." - Leonardo da Vinci.

Academics have long said that practitioners do not value their research while practitioners believe academics are not interested in their projects. The exploration of theory should be reinforced as the necessity and opportunity to support the practice. An obvious solution is to encourage practitioner and academic interaction. Direct communication and discussion regarding the type of research practitioners would find essential to respond to their complicated projects would be welcome.

A Framework for Diversity – 15 Questions to Help Reach "the Hard to Reach"

(Principal Author: Joan Chaplick)

Providing the framework for how to identify and reach the "hard-to-reach" resident, which often are low-income, minority, or may speak limited English, this paper provides evaluation tools for planners to consider for diverse participation. Key topics are used to help surface impacts and help locate the hard to reach residents who are often overlooked in plans, but often are a critical audience.

How Should Planners Talk about Demographic Change to the Community?

(Principal Author: Dowell Myers, PhD)

APA needs to foster a stronger capability to share knowledge about diversity with external audiences in the community. As the local caretakers of census data, planners analyze trends and also help residents understand their meaning. APA should train planners about how to lead discussions of the community benefits from growing diversity amid aging populations. This paper addresses guiding principles for

planners in talking to the public about demographic changes. Planners will play an important part in finding a shared perspective for all residents in the community.

Unifying Education Efforts across Geographies and Demographics: How APA can be the hinge on the door to opportunity

(Principal Author: Katherine A. Calabra)

Part of fostering diversity within APA and the planning profession as whole, entails the youth and student populations. Defining planning and educating our younger generations on its importance can act as a form of promotion for degrees in planning and the planning profession. One role of current planners, planning organizations and institutions is to find ways to engage the youth as they progress through their many educational and professional milestones.

Development Inclusion

(Principal Author: W. Shedrick Coleman)

A pattern of development has been occurring over the past ten years that has affected the demographics of our communities in both positive and negative ways. The popularity of the urban core within our major cities has brought forth opportunities to redevelop struggling areas and unused industrial/commercial land. When these projects use vacant land, their impact is usually all positive with little negative impact, however, when it involves redevelopment of existing residential neighborhoods, the effects may vary.

Diversity and Sensitivity Training Programs

(Principal Author: Mary Peralta)

Diversity and inclusion is much more than a program; it is a cultural change process comprised of programs, processes, policies and initiatives tied to business. It is a commitment to creating an environment of inclusion where all employees can contribute to their full potential and work in an atmosphere of mutual respect. This paper provides the measures of a successful program.

REPORT

Implementation Recommendations

by Jennifer S. Erickson

The following action plan recommends a set of internal and external goals, standards, policies, and actions that can help the American Planning Association and its affiliated leadership groups integrate social equity, diversity, and inclusion into the fabric of our work. The recommendations strive to foster inclusive place-based planning that considers the implications of changing demographics in the United States. The recommendations outlined in this document are organized according to their alignment with APA core values. Adoption of the internal recommendations would reinforce a broader set of external strategy recommendations, which outline programmatic priorities that can advance the APA's mission and core values. Implementation of these recommendations requires ongoing commitments of time and resources.

The following table summarizes our recommendations according to their alignment with APA core values. Each category of action also suggests the APA senior leadership and affiliated leadership and partners who may be best suited to steward implementation. The range of recommended actions may be stewarded by a combination of APA staff and board leadership, divisions, committees, task forces, and chapters.

People and Places Action Plan Matrix

Relevant Core Values	Recommended Actions – Internal <i>APA Leadership</i>	Recommended Actions – External <i>Affiliated Leadership & Partners</i>
Category: Leadership		
- All planners serve the public interest. - We are inclusive and believe that all people should enjoy equal opportunity. - We are committed to fairness, diversity, community	Endorse and promote diversity in APA leadership and in affiliated leadership groups. Accomplish this by developing and implementing a strategy to ensure equity diversity, and inclusion in decision-making within APA's leadership and between and within	Add two focused positions on the AICP Commission for diverse people underrepresented in the Commission, which may include planners of color, planners with disabilities, and a young planner under 35.

Relevant Core Values	Recommended Actions – Internal <i>APA Leadership</i>	Recommended Actions – External <i>Affiliated Leadership & Partners</i>
engagement, choice, and collaboration in seeking solutions. We are influential and visionary leaders working toward community and regional sustainability and resilience.	committees, task forces, divisions, and affiliated groups including the American Institute of Certified Planners (AICP) Commission and Chapters. Adopt recommendations outlined in this document and create a timeframe to advance them over the next five years. <i>Involved leadership: Chief Executive Officer (CEO), Chief Operating Officer (COO), Leadership and Component Services</i>	Incorporate diversity and cultural competency into AICP exam. Continue efforts to increase AICP pass rates among diverse candidates.
Category: Organizational Culture		
We are inclusive and believe that all people should enjoy equal opportunity.	Develop a definition of diversity for the organization identifying a broad set of elements, including race, ethnicity, gender, age, religion, sexual orientation, and physical and mental capabilities. Provide a Diversity Awareness and Sensitivity Training Program for APA staff and Leadership. <i>Involved leadership: CEO, COO</i>	Partner with the Divisions and the Diversity Task Force to develop a Diversity Framework that would help the APA leadership, affiliated leadership, and membership think about diversity in their context of their work. This framework can be used to augment the APA definition of diversity in practice. <i>Involved Partners: Divisions, Diversity Task Force</i>
Category: Policies, Standards, and Decision-making		

Relevant Core Values	Recommended Actions – Internal <i>APA Leadership</i>	Recommended Actions – External <i>Affiliated Leadership & Partners</i>
• We value accountability and transparency in carrying out our duty as trusted advisors to the public we serve. • We are inclusive and believe that all people should enjoy equal opportunity. • We are committed to fairness, diversity, community engagement, choice, and collaboration in seeking solutions. • We are influential and visionary leaders working toward community and regional sustainability and resilience.	Secure HR support to evaluate recruitment, retention, and advancement efforts at APA with a focus on increasing applicant diversity and staff diversity; diversity included but not limited those diverse demographics noted in the federal laws (e.g., Civil Rights Act, Americans with Disabilities Act, Fair Housing Act, etc.) Adopt a framework for integrating diversity and inclusion into recruitment, retention, and advancement practices. Establish standards for collecting demographic information in all surveys released to APA membership. This will allow cross-tabs of responses by demographic characteristics, which can inform APA program and planning activities. <i>Involved leadership: CEO, COO, Marketing, Early Career Programs, Leadership and Component Services</i>	
Category: Programs and Resources		
• We provide and value public education and	Create a forum/track/symposia on People and Places at the National Conference. Sessions	Work with the Diversity Task Force and Divisions to issue annual competitive calls for

Relevant Core Values	Recommended Actions – Internal <i>APA Leadership</i>	Recommended Actions – External <i>Affiliated Leadership & Partners</i>
empowerment. • We are committed to fairness, diversity, community engagement, choice, and collaboration in seeking solutions. • We work toward integrated and comprehensive planning solutions. • We are influential and visionary leaders working toward community and regional sustainability and resilience. • We reinforce our shared sense of purpose by highlighting the values reflected in our Articles of Incorporation, AICP Code of Ethics and Professional Conduct, and APA Ethical Principles.	will address competencies needed to engage and integrate the needs of diverse populations. To inform the development of this track or symposia, release a survey to membership on the skills and resources they feel they need to competently plan for communities in light of changing demographics. Update APA resources on “Kids and Community.” Provides resources regarding creative engagement. Include a section on the changing demographics of the under 18 population. Update this content on the APA website. Recognize the diversity aspects of the Great Places in America. Highlight areas that are ethnic neighborhoods/streets/public places. Encourage nominations in ethnically and/or socioeconomically diverse areas. <i>Involved leadership: Professional Practice, Early Career Programs, Meeting and Conferences</i>	session proposals for the proposed People and Places conference track at the APA conference. Encourage Chapters to create a forum/track/symposia on people and places at Chapter conferences and to organize diversity summits or other programming through the Chapter (examples: APA California Chapter conference model; APA Pennsylvania Program). Encourage Chapters to participate in and organize community events like Parking Day, Ciclaviva, festivals, farmer’s markets, and other engaging activities that promote people and places. Work with the Association of Collegiate Schools of Planning (ACSP), AICP Commission and the Planning Accreditation Board (PAB) to develop a priority list of practical skills and topics not typically addressed in current planning curricula that could be recommended for inclusion in existing courses. This priority list would aim to expand



Relevant Core Values	Recommended Actions – Internal <i>APA Leadership</i>	Recommended Actions – External <i>Affiliated Leadership & Partners</i>
		competencies for working with diverse demographics. Work with APA Chapters to offer programs that address practical skills and topics not typically addressed in planning curricula, which would expand competencies for working with diverse demographics. Encourage Divisions to provide scholarships to members to attend the various management institutes offered at the National Conference. Encourage Divisions to participate in Mentor Match programs in planning programs. Support the development of a Changing Demographics messaging toolkit, which will give planners and members of planning boards and commissions tips on how to talk about and use data on changing demographics in an effective way that touches on both the practical and moral reasons for why we need to plan for those changes now versus later.

Relevant Core Values	Recommended Actions – Internal <i>APA Leadership</i>	Recommended Actions – External <i>Affiliated Leadership & Partners</i>
		<i>Involved Partners: Chapters, Divisions</i>
Category: Membership (includes Emerging Professionals)		
• We are inclusive and believe that all people should enjoy equal opportunity. • We are committed to fairness, diversity, community engagement, choice, and collaboration in seeking solutions. • We reinforce our shared sense of purpose by highlighting the values reflected in our Articles of Incorporation, AICP Code of Ethics and Professional Conduct, and APA Ethical Principles.	Work with the divisions and the Diversity Task Force to develop a detailed survey on diversity that builds on the baseline data request released to the membership in February 2014. This survey would seek input on the competencies identified by our membership as needed to aid them in their work in planning with and for diverse communities. Evolve the Ambassadors Program to include materials and talking points that can be used to introduce the planning profession to high school students, undergraduates, and professionals in related careers. Expand the program so it can emphasize planner engagement in local planning programs such as providing feedback at capstone presentations, serving on thesis review committees, and participating dialogues with faculty about research topics. Work with the Chapters and Divisions to renew excitement in and participation in the	Work with ACSP to gather demographic information on students in undergraduate and graduate programs using US detailed census racial and ethnic questions. Work with ACSP to conduct surveys of alumni regarding employment and professional organization membership data. Where are graduates working and what professional organizations do they join? What kinds of programs and services do these other organizations offer that appeal to alumni, especially alumni who do not belong to APA/AICP? Review APA/AICP programs and services based on the findings from these surveys. Include Education section in the “My Information” section of the website. Provide a drop down menu for ACSP schools, degree level (undergrad and/or graduate) and blank space for non-planning programs, asking for the name



Relevant Core Values	Recommended Actions – Internal <i>APA Leadership</i>	Recommended Actions – External <i>Affiliated Leadership & Partners</i>
	program. Expand support to Planning Commissions and Planning Boards – develop and offer training programs to expand commissioner and board member knowledge on topics like: changing demographics; understanding planning impacts on disadvantaged communities; engaging “hard-to-reach” demographics, and ethics; include relevant content in the Planning Commissioner newsletter. Develop toolkit for mentoring for use by Chapters and Divisions for outreach and engagement with planning programs. Create a mentor match toolkit for planning programs. Track employment data for students participating in the “Free Student” Program. <i>Involved leadership: Professional Practice, Early Career Programs, Leadership and Component Services</i>	of the degree program/major as well as level. Solicit interest in creating additional Divisions that would support diverse demographics not currently supported through existing divisions. Partner with Divisions to offer scholarships to diverse members to attend the various management institutes offered at the National Conference. Partner with Chapters to promote diverse involvement in local planning opportunities including Planning Commissions and Planning Boards. Provide promotional materials that Chapters and local municipalities and counties can use. <i>Involved Partners: ACSP. Divisions</i>
Category: Communications, and Community Relations		



Relevant Core Values	Recommended Actions – Internal <i>APA Leadership</i>	Recommended Actions – External <i>Affiliated Leadership & Partners</i>
• We contribute to the development of, and respect for, our profession. • We collaborate closely with other professions to ensure the best outcomes for our communities and regions. • We are inclusive and believe that all people should enjoy equal opportunity.	Create avenues to harness retired, semi-retired, and life APA members energy to actively participate in APS. Encourage participation in CPAT programs and serve as mentors to members who are climbing the career ladder. Create Division or Interest Group, based on the California Planner Emeritus Network (PEN) model. Partner with more non-traditional organizations such as American Association of Retired Persons, Association of Pedestrians and Bicycle Professionals, America Walks, U.S. Chamber of Commerce, and National Parent Teacher Association. <i>Involved leadership: Marketing, Publications, Outreach and International Programs, Citizen Engagement</i>	

APPENDIX

Diversity within APA and the Profession

by Kurt Christiansen, AICP

The American Planning Association (APA) understands the importance diversity plays within the organization. It is recognized that reflecting the diversity of the communities we serve will strengthen the planning profession and the organization. Since the creation of APA in 1978, the organization has accomplished many goals directly aimed at increasing minority membership in the organization and providing tools to assist in planning efforts in communities with underserved populations and persons of color. These efforts include the creation of Divisions that serve special populations, scholarships for minority planning students, development of publications to serve as resources to planners, and the creation of the Diversity Task Force. A comprehensive list of APA and AICP Diversity Milestones can be found on the APA website on the "APA at a Glance" page under Diversity and APA, and is attached for your reference.

Over the past decade, APA has increased its commitment to creating a more diverse organization. Task forces have been formed, diversity summits have been held, and programs have been developed in an effort to broaden our membership. The goals set and the work done by the APA Board, the AICP Commission, and the various taskforces are still relevant, but more detail needs to be given to implementation. Efforts must be reevaluated and refined. Chapters, Divisions, Planning Student Organizations, and our academic programs need tools and programs that unite all of the components within the organization to create a more diverse APA.

Graduate planning programs have done an amazing job attracting more diverse students into their programs. These efforts include targeted outreach, direct alumni contact, and creative financial aid packages. With the exception of the Latino group, which is still underrepresented, the enrollment of students in graduate planning programs is reflective of the ethnic and racial percentages within the United States. Recruitment of the top students wishing to attend graduate planning programs is highly competitive among the 73 accredited master's programs, especially the top tier programs which tend to have more financial resources. One area that might be explored is identifying the constraints associated with attending graduate school for minority students. I would anticipate that the predominant constraint would be financial. With the cost of higher education rising, many students are hesitant about incurring more debt once they have an undergraduate degree. Currently, there are 73 graduate

planning programs in the United States compared to 15 undergraduate programs, or 5 times more graduate programs.

While efforts to increase the number of persons of color within the planning schools have been successful, we have not been able to transition many of these students into becoming members. It is important to gain insight into the reasons why students, especially students of color, are not continuing in the 5 year emerging professional program. Are graduating students not entering the planning profession, or are they simply not interested in maintaining membership? If they are entering the planning profession, what other organizations are they joining? This data would be especially interesting for the minority groups. An additional reason for low transition rates could be member engagement. As planners, we stress the importance of community engagement in the planning process. We are trained to do outreach and to be as inclusive as possible, not waiting for our constituents to come to us, but to go out into the community. This is exactly what we should be doing with our student membership, reaching out to them in their school environments, and providing a connection with professional planners who are APA members.

Once we begin to transition these students to full membership, we then need to prepare them to succeed in their careers and become the future leaders within the profession. Not only should our membership be reflective of the demographics of the United States, but so should the leaders in the profession. We need to assist all of our membership to become better leaders and move up the career ladder. This includes getting certified and becoming AICP members. Providing tools and training to our emerging professional group is critical to their success. In addition, we need to provide them role models to encourage them into becoming managers and directors.

Creating a more diverse APA will only strengthen the organization. Much work has already been done on this important topic. We need to review, analyze, and refine the excellent work done by the previous APA Boards, AICP Commissions, APA Components, task forces, and working groups, by building upon and expanding existing programs and implementation tools. Critical to this effort is to remember that our most important resource in APA is our membership.

Suggestions for engagement:

- Scholarship given by the special population Divisions to the various institutes offered at the National Conference;

- Mentorship match program implemented at the Planning Program level, with an emphasis on involving the Divisions;
- Tool box for Chapters and Divisions on engagement and outreach to planning programs, students, and emerging professionals, getting our members back on campus;
- Add 2 at large positions to the AICP Commission, to be filled by a minority planner and a planner under the age of 32;
- Assistance to undergraduate programs with the accreditation process in regions with high minority concentrations;
- Creation of an Indigenous Planners and Asian Planners Interest Group;
- Work with Divisions and Chapters to engage high school students at career fairs in school districts with high minority populations; and
- Getting planners back on campus to lead professional development programs, to listen to faculty presentations, to listen to capstone presentations, etc.

Planning for an Aging Society

by Deborah A. Lawlor, FAICP

When I first heard APA Director (not yet President) Mitch Silver use the term “Silver Tsunami”, I jotted it down in my notes and Googled it later. I didn’t have a clue that the graying of America was soon to reach epic proportions and that there would be so many areas of planning ripe for reassessment. APA’s Aging and Livable Communities webpage quotes Deborah Howe, FAICP who states that Baby Boomers “will swell the ranks of those aged 65-plus from 34.8 million in 2000 to a projected 70.3 million in 2030, ultimately representing 20 percent of the U.S. population.” Many of these older adults wish to age in place - close to the home, community and people they cherish most.

I subsequently attended an AARP session at an APA leadership conference that discussed creating age-friendly livable communities. As a card-carrying AARP member, the detail of planning knowledge and research wasn’t what I expected at all. AARP was talking the talk at every level – accessibility through housing design, transportation modes and cost, availability of open space and amenities; housing choices and affordability; local services; community engagement and volunteer opportunities; access to healthy food and exercise options; and a safe, clean environment.

As planners, we have the potential to harness the energy of older adults internally within the APA/AICP organization and assist the senior population externally in the areas that we work.

Internally

In addition to the People and Places Task Force, other APA task forces/committees currently interested in an aging population as part of their mission include: APA and AICP Membership Committees, and the Retired Member Task Force. A primary goal of all of the groups is keeping retired and semi-retired members actively engaged in APA and AICP. Many ideas are being proposed including creating a program similar to the Emerging Planners Program for seasoned professionals (e.g. CA Emeritus Network), create a Planner’s Exchange where retired planners give tours of their hometown area to visiting planners, Mentor Match, and Speakers Bureau participants. Seasoned professionals may also volunteer locally or nationally to facilitate visioning sessions and community engagement events, or participate/lead an APA Community Planning Assistance Team (CPAT) project.

APA/AICP should also look to engage our seasoned professionals to participate at every level of leadership and encourage state chapters to do the same. Many retired planners seek volunteer opportunities to remain active in the profession and network with colleagues. This is an excellent way to actively retain some long standing, vital leaders for the organization.

Externally

As the AARP notes, there are many areas where the decisions of planners can have a positive effect on older adults and their daily way of life. In designing age-friendly communities that engage aging residents and local businesses planners need to create policies that promote livable communities and smart growth. But to take it further, some towns are getting creative, by being open minded and flexible with their regulations, which develop great places for seniors to live.

Housing options are important. Some people choose to age in place while others wish to downsize. Design and physical safety are important features. AARP notes that one in every 5 people over 65 does not drive. Transportation options are paramount, including safe walking features within a community. Planners need to address the desire of older adults for retail and services (e.g. government, medical) in close proximity to where they live. We need to create inviting gathering places, both indoor and outside. These areas are locations that seniors are able to spend time with others even if they live on their own.

Creative planning concepts that are receiving more consideration in different parts of the country include:

- Multi-generational housing;
- Co-living developments;
- Zoning that allows for an auxiliary unit to accommodate caregiver living quarters;
- Paratransit (including special low entry buses); and
- Community wellness programs.

Changing Demographics, the Planning Profession, and APA Membership

by Linda C. Dalton, PhD, FAICP

In recent years many U.S. institutions have realized that their credibility with different populations is enhanced when individuals see others “who look like me” in leadership roles. Prominent examples range from higher education and the professions in general to government, literature and entertainment. This ability of people of all backgrounds to be able to identify with institutions is more sophisticated than earlier notions of affirmative action. Nonetheless, comparative population proportions can still serve as an indicator of the extent to which various groups engage in a profession and its work.

The American Planning Association and professional planners more generally embrace service to improve the quality of life in human settlements, particularly communities that experience social, economic, or environmental hardships. The AICP Code of Ethics and Professional Conduct includes strong statements supporting public participation and social justice.¹ And APA has sponsored diversity initiatives over the years in order to expand its membership. Thus, a look at the demographics of the profession as compared with changing demographics nationally is in order.

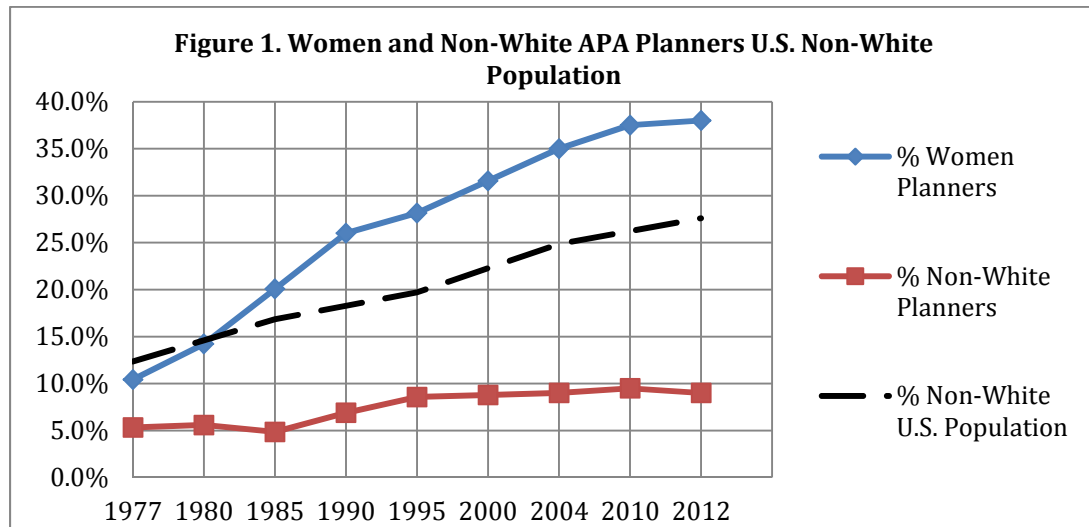
Trends in the Composition of the Profession²

Tracking the demographics of professional planners in the American Planning Association is challenging because data collection has changed over time, just as it has with the U.S. Census. Nonetheless, the broad trends are clear: The proportion of APA planners who are women has increased significantly over the past 35 years although women are still not equally represented in the profession as a whole. In contrast, while the non-white population in the United States has grown by more than 10 percentage points during this same period, the share of non-white planners has only grown by a small amount. Note, however, that Figure 1 understates the proportion of minorities because it only includes African-American, Asian-American, Native American, and mixed races. Earlier APA surveys like the U.S. Census only counted Latinos/as with the race they

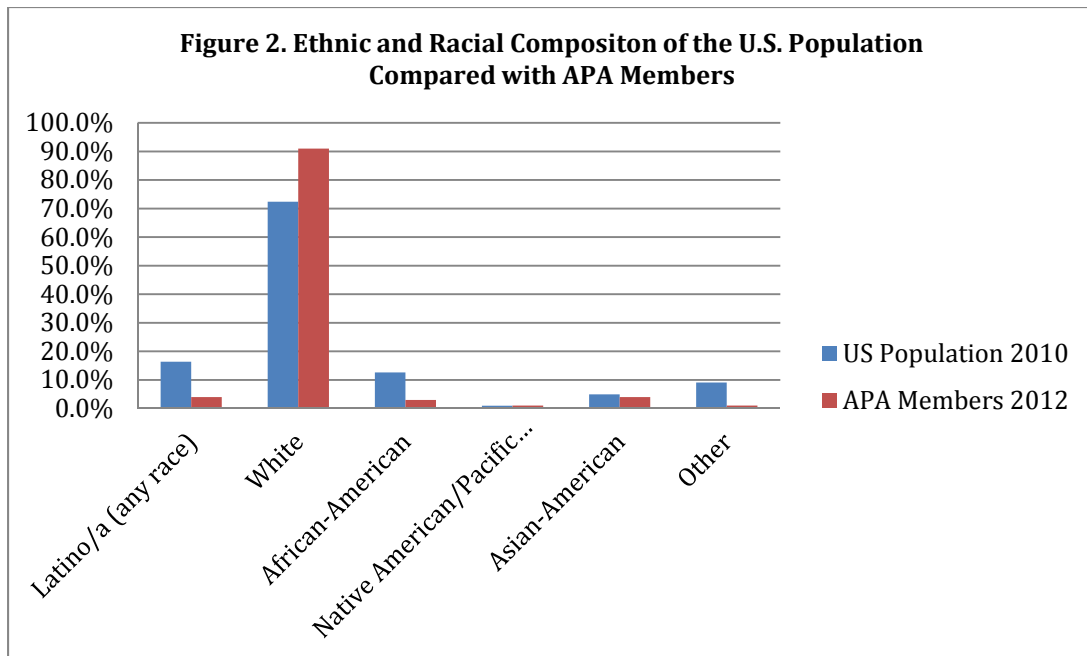
¹ <https://www.planning.org/ethics/ethicscode.htm>

² The primary sources of data are APA surveys of professional planners, formerly published as Planning Advisory Service Reports, and now done biennially as a web-based survey. It is important to emphasize that the survey population is professional members of APA. While APA is clearly the dominant professional association (with AICP), some planners choose no professional affiliation. Further, some practicing planners belong to other professional associations – e.g., Planners Network, the Society of College and University Planning, and related organizations such as the Association of Environmental Professionals.

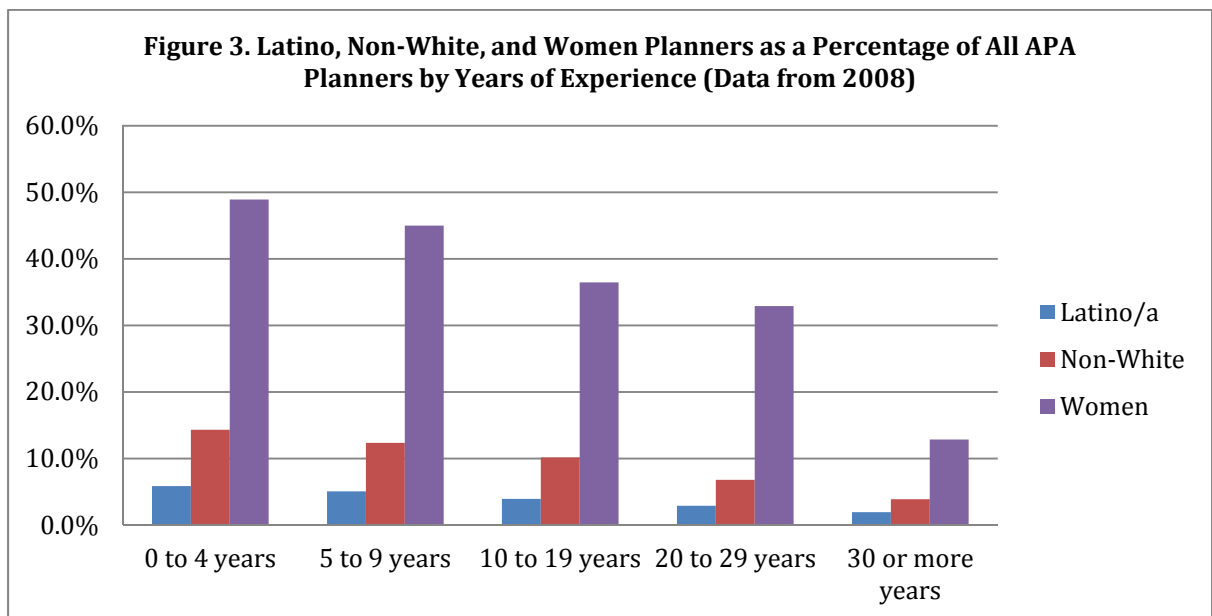
indicated (more commonly white than non-white) rather than as a separate ethnic group, so the trend line has to use the earlier method. As there was a gap between 1995 and 2004 in APA survey data, I interpolated the data points for the year 2000.



The magnitude of the difference between the composition of the United States population and planners can be seen in the following graph comparing the U.S. Census data from 2010 with APA membership survey data from 2012. Here Latinos are counted both alone and with their racial identity.



The 2008 APA survey shows that diversity is greater among planners early in their careers. By this time, the survey contained separate questions about ethnic background and race, so Figure 3 counts Latino planners separately and also with their race.³



³ From the 2008 data I was able to estimate that one-fourth to one-third the planners who responded yes to Hispanic heritage also selected non-White as their racial identification.

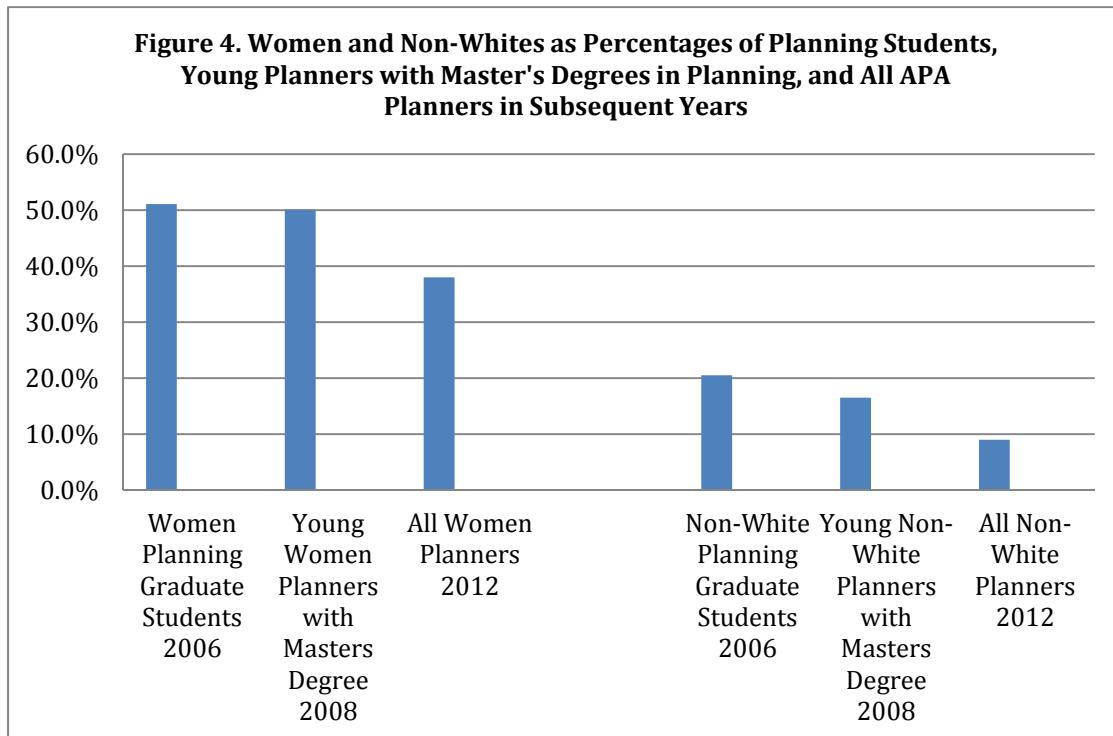
Entry level planners are clearly the source of greater diversity for the profession, so it is important to look further at how they enter the field. We know from recent APA surveys that a majority of planners in APA hold a degree in planning. Of the planners with 0-4 years of experience in 2008, 48 percent had a master's degree in planning. Women were less well represented among new planners with a bachelor's degree. And planners new to the field with a bachelor's degree in planning or a master's degree in another field included a smaller percentage of non-white planners than those with a master's degree in planning, as shown in the next table.⁴

⁴ The remaining 4.4 percent of planners with 0-4 years of experience in 2008 included a few with no degree and another few with a J.D. or doctorate.

Composition of New Planners in 2008

	Share of All New Planners	% Women	% Non-White
Bachelor's Degree in Planning	13.0%	45.7%	12.0%
Master's Degree in Planning	48.1%	50.1%	16.5%
Other Bachelor's Degree	19.9%	44.5%	15.4%
Other Master's Degree	14.5%	49.2%	11.5%
	95.6%		

Master's degree students in planning is the only group for which we can compare the demographics of the student population with planners entering the field. Figure 4 compares the proportion of women and non-white planning graduate students in 2006 with their subsequent shares as entry-level planners two years later (and the entire APA membership in 2012).⁵



⁵The Association of Collegiate Schools of Planning education guides include demographics for each graduate program. http://www.acsp.org/education_guide/education_and_careers_in_planning

Unfortunately, these data show that while about 20 percent of the master's degree students in planning were non-white in 2006, only 16.5 percent of the entry-level planners in APA two years later with master's degrees in planning were non-white. In contrast, the proportion of women did not drop significantly.

In an independent survey, a colleague and I conducted in 1999, we found that women and non-white planners were less likely to belong to APA than men and white planners. Analysis of early APA surveys as well as the 1999 survey also found that relatively more women and minority planners identified their work as non-traditional (that is, they are not involved with physical development, land use, and the like). And, planners who did not consider their work to be traditional indicated that they did not find APA and AICP as relevant to their work.⁶

Yet interest in planning by minority students remains strong. By 2012-13 approximately 30 percent of the master's degree students in planning identified themselves as Latino or non-white, as follows:⁷

Enrollment in US Graduate Planning Programs, 2012-13

	Men	Women	Sub-Totals	Share of US Planning Graduate Students
Latino (any race)	222	252	474	9.6%
White	1684	1474	3158	64.0%
African-American	212	315	527	10.7%
Native American/Pacific Islander	31	39	70	1.4%
Asian-American	132	206	338	6.8%
Mixed Race	66	70	136	2.8%
Other	118	116	234	4.7%
US Total	2465	2472	4937	
Share of US Grad Students	49.9%	50.1%		

⁶ Linda C. Dalton (2007), Preparing planners for the breadth of practice, *Journal of the American Planning Association* 73, 1 (35-48).

⁷ Note: Higher education analysts now use the convention of identifying all Latino students first, then calculating the proportions of other students by race. Thus, this table does not double-count Latino students with their racial identity.

Non US Grad Students	273	448	721
Grand Total	2738	2920	5658

Implications

Because the proportions of the minority population in the United States and of minority graduate students in planning schools exceed their proportions in the planning profession, it is important for APA, AICP, ACSP and planning schools to work together to expand opportunities to ensure that planners are prepared to work with the changing demographics of American society.

With respect to planning education, ACSP and planning schools should track their alumni to determine why some planners persist and others do not, focusing particularly on patterns for planners of color.

With respect to professional associations, APA and AICP should look at the services they provide to entering planners in particular, and how they may be better aligned with a full range of practice patterns, particularly those associated with planners of color.

Further, all of our institutions and associations need to take a close look at how they portray and promote planning and how the field addresses demographic change. As the non-white population of the United States continues to grow, planning must redouble its efforts to serve communities with planners with a wide range of backgrounds who understand how different communities experience human settlement patterns so that both planners and communities can anticipate, guide and respond effectively to change.

The Differences between Planning Practice and the Academy are Vast

"He who loves practice without theory is like the sailor who boards a ship without a rudder and compass, and never knows where he may land." - Leonardo da Vinci

by Barbara Faga

The academy prides itself on preparing planning graduates to work with people and places as they enter the workforce. Each year students leave their assorted graduate and undergraduate programs to enter the job market suitably equipped to prepare extensive GIS mapping, conduct statistical studies, and author reports on subjects that vary from economic development to sea level rise. In addition to learning the theory and history of planning students also spend their time working on a project or two with scope, clients and time constraints. Students appear to enjoy the reality of experience as they are driven by education that "interests them and has relevance to important aspects of their lives."¹

Methods and theory are often taught by instructors whose knowledge of how planning works was instilled by their former universities. Academics have been known to refer to case studies as practitioners' stories, and relegate reality a notch below knowledge and research. The reality and messiness of planning practice is sometimes overlooked in favor of neatly designed research. At the same time public and private sector practitioners are on the front lines, daily addressing the issues and problems that confront people and places. Rezoning, eminent domain, up and down zoning, land use changes, displacement and gentrification are a few of these issues. The subsequent advocacy, community meetings, media attention and public process keep practitioners busy and they complain they have no time or are reluctant to look to theory for possible solutions.

A recent issue is the overwhelming response from some communities to the anti-Agenda 21 lobby that originated five years ago by activists opposed to the takeover of land rights and voicing strong aversion to the concept of sustainability.² Planners were accused of forcing internationalist, un-American values on their communities. The academy, some in denial mode, were amazed to hear of the highly confrontational meetings between practitioners and the public. APA countered with fact sheets, web

¹ Ambrose, D. C., VanTassel-Baska, Coleman J., L. J., and T. L. Cross. "Unified, insular, and firmly policed or fractured, porous, contested, gifted education?" *Journal for the Education of the Gifted* 33 (2010): 453-78.

² Whittemore, Andrew H. "Why Planners Need to Take Agenda 21 Criticism More Seriously." *The Atlantic Cities Place Matters*, <http://www.theatlanticcities.com/neighborhoods/2012/02/why-planners-need-to-take-agenda-21-criticism-more-seriously/1159/> (accessed March 24 2014).

casts and general information of which words to use and which jargon to avoid.³ Practitioners would appreciate any research or theory to get them out of the chaos. Since that time some has emerged.

Academics have long said that practitioners do not value their research while practitioners believe academics are not interested in their projects. The exploration of theory should be reinforced as the necessity and opportunity to support the practice. An obvious solution is to encourage practitioner and academic interaction. Direct communication and discussion regarding the type of research practitioners would find essential to respond to their complicated projects would be welcome.

³ "Agenda 21: Myths and Facts." American Planning Association, <http://www.onebayarea.org/pdf/Agenda21mythsfacts.pdf> (accessed March 23 2014).



A Framework for Diversity: 15 Questions to Help Reach “the Hard to Reach”

by Joan Chaplick

As planners, our work requires that we “engage the community”. Most planners to define this mandate as reaching a diverse, broad range of community members. At times it can be difficult to determine how successful we have been. To determine our metrics, we can look at census data and try to develop some metrics that have some reflections of the local demographics. Do we measure it based on the number of participants and how consistently a person stay engaged? Do we focus on the tools that have the broadest reach?

Yet this approach assumes that all community members are impacted equally by the decisions we make. It also assumes we have taken everyone’s needs into account. Often many of the community members most impacted by our planning decision will be least able to and least likely to participate in public process.

For example, we are often very successful reaching choice riders and representatives of the tourism community when we consider changing service to a route that serves a local airport. But how often do we successfully engage the shift worker with a service job at the airport who is totally reliant on public transportation to get to their job on time? We are very successful at engaging the cycling community in bicycle plans to meet their needs for a fitness-oriented commute and recreation. Yet how successful are we at engaging a service worker who relies on a bicycle because they don’t have a car and their work place doesn’t have good transit service. These residents often don’t stand out in the census data and that are most likely to be low-income, minority and some may speak limited English.

These community members will have limited ability to attend our traditional workshops. While they may have a cell phone, they will like not be reached by our social media campaign or web-based survey. Their input, however, makes the difference between.

Many agencies assume that since certain groups didn’t participate, they are not interested or are unconcerned about the project. There is also concern about the additional resources needed to engage these hard-to-reach groups and why it should be a priority – when other methods reach larger numbers.

The connection between jobs, housing and transportation is at the heart of most planning exercises and any planning or implementation activities that help improve this

connection are likely to contribute to intangible but important community benefits. A parent can be more involved with their children's education if some of their commute time is freed up to help with homework. Reducing the need to own car can free up income for other necessities. Safe access for pedestrians and bicyclists increases health and fitness opportunities while reduce funds spent on transportation.

The following questions can help provide a framework for identifying and reaching the "hard-to reach" resident. Through their participation, we can help identify and present alternatives that can positively impact the needs of these residents, along with improving conditions in the community overall. Here's where we need to work with community leaders and key stakeholders to better understand who lives, works and travels through our project area. The questions are organized by key topics to help surface potential impacts and help locate the residents we need to reach so we can better understand how our plans can address their critical needs.

Transportation

- Who are the transit dependent residents living in or near the project area?
- What level of safety do they experience as they wait for transit and move through the area?
- How well served are the public schools by transit and safe pedestrian crossings
- Where are health care services located and how do people get there?
- Do designated bike lanes, where possible, reach employment centers?
- What language do these residents speak besides English?

Employment

- Who are the shift workers in the project area who work non-traditional hours?
- How do the service workers get to the jobs in the area? Car, transit, bike, walk? Have we considered these multiple paths of travel
- How early or late do businesses stay open?
- What language do these residents speak besides English?

Housing

- Where is subsidized and supportive housing located?
- Where is lower cost housing located? How safe are these neighborhoods in comparison to the rest of the project area?
- Where is senior housing located in the community?
- Where are the local service providers located in relation to the housing?
- What language do these residents speak besides English?



This is not intended to be an exhaustive list, but rather one that will put your planning process on a path satisfying the desire to have broad, diverse participation while getting the in-depth feedback needed from the residents most likely to be impacted by our decisions.

How Should Planners Talk About Demographic Change to the Community?

by Dowell Myers, PhD

APA has an interest in building its internal responses to growing diversity in the communities that planners serve. We need to build better capacities to interact with and serve diverse constituencies. In that regard, APA also needs to foster a stronger capability to share knowledge about diversity with external audiences in the community. This posting addresses that external need.

Planners bear a special responsibility for helping people understand changes in their communities. This is true not only of land use changes but also demographic changes that are reshaping local needs and opportunities. Demographic changes have been especially rapid, often in ways the public does not even assume. Certainly the racial make-up of cities and suburbs is rapidly evolving, but an even stronger trend is the nation's aging population. These two aspects of diversity and change can be packaged together in helping to gain greater consensus.

Planners are often the major local profession responsible for describing and projecting social changes in communities. They are the caretakers of local census data and now the annually provided American Community Survey. We have to not only analyze the new trends but also explain what it means to the public.

How should we talk about demographic change? My essay last year in Planning Magazine (March 2013), "Diversity and Aging in America," interpreted the recent changes and also suggested how shifting demographics provide a new opportunity for planning leadership. I can expand on those thoughts here.

Certainly there are some dramatic changes that will shock and awe the public, but over emphasis on those can also be very discouraging or drive people into a self-interested retreat.

A different strategy can win stronger public participation based on demographic change. There are two guiding principles for talking to the public. **The first principle** is that everyone needs to see a hopeful place for themselves in the future. Rising minority groups certainly gain the sense that they will have a stronger role to play in the future, and that can encourage them toward stronger participation in public decision making today. But today's voting majority also needs to see reason why they should invest in the future as well.

The second principle is to NOT emphasize demographic change as a zero sum contest, with winners and losers, based on what group is bigger or who is declining in number. In reality there is a strong common denominator to emphasize about aging – everyone does it – and young people are extremely useful community supporters as a complement to the growing numbers of older people.

The aging of the massive baby boom generation and the rapid growth of senior populations is a reminder of intergenerational dependence and mutual support. I recommend that every community calculate its senior ratio, the number of people aged 65 and older divided by the number aged 25 to 64, showing how it has changed in recent decades (very little) and how much it will rise in decades ahead (sometimes even doubling, courtesy of aging of the massive baby boom generation). If local age projections are not available, planners can show the future trends in state or national projections, because the aging baby boomers are everywhere.

Once we present the context of a soaring senior ratio, the growth of a diverse younger population is recognized as deserving our very strongest support. The growth of a new immigrant population or of American citizens from diverse origins might seem threatening to the notions of some in the old guard. Planners should be sympathetic to how the experience of change might feel disruptive. Rather than just report the rising numbers, the more welcome explanations would emphasize the promising contributions that newcomers can make. Young people are absolutely vital to all community functions, and if residents perceive those critical needs, most will be thankful for this new vitality.

In sum, planning is a profession that puts a lot of stress on public participation as well as data. By combining the two, planners are in an excellent position to lead community discussions that will help residents develop a shared perspective on who they are and how they are changing. There are a lot of benefits to be recognized and shared. Planners should lead the way.

Unifying Education Efforts across Geographies and Demographics: How APA can be the hinge on the door to opportunity

by Katherine A. Calabra

Part of fostering diversity within APA and the planning profession as whole, entails the youth and student populations. Defining planning and educating our younger generations on its importance can act as a form of promotion for degrees in planning and the planning profession. One role of current planners, planning organizations and institutions is to find ways to engage the youth as they progress through their many educational and professional milestones.

Many universities are recognizing the need to engage elementary and high school students in planning activities and conversations to spread awareness about the field and help to reveal value in pursuing a higher education degree. Florida State University practices "Box City," a multiday event that carries students from FSU's Urban and Regional Planning program to elementary schools throughout Leon County. Through the use of cardboard boxes, the college students help the children to build their own "cities," with color coded boxes representing different land uses and building types. The activity helps children to understand some of the complications and consequences that professional planners experience every day. This demonstration of problem solving empowers both the college and elementary students and it empowers the planning field.

Alabama A&M University also found a link between engagement and education through a 2012 research study on remote sensing and Geographic Information Systems. Beyond studying the patterns of land loss in North Alabama, the study also sought to train high school teachers and underrepresented minority students in the use of GIS technologies and planning principles. Helping the youth to develop skillsets and a knowledge base is way to allow for more opportunities in their future. And, this approach tackles both the academic and practitioner side of planning.

This concept of education and engagement should not have an expiration date. Students at the undergraduate and graduate levels as well as emerging professionals need continued mentorship to help propel their careers and perpetuate learning. APA offers student involvement through the Student Representative Committee (SRC), designed to aggregate the many Planning Student Organizations (PSO) across the nation and APA offers continued engagement through Young Planners Groups and the new Emerging Professionals membership that targets individuals transitioning from an



educational career to a professional career. However, retaining interest in these groups has been an issue, especially as competing entities such as the Planners Network and other independent groups become increasingly popular.

APA has the great advantage of its many networks at the national level, which presents the opportunity for APA to unite efforts across multiple geographies and demographics to become a unified approach toward education and engagement strategies within the planning field. APA can become a constant resource for individuals as they make transitions throughout their personal timelines, and in doing so, APA can create a feedback loop that allows its members to not only expand their own networks and knowledge base, but be involved in that same process for generations that follow. In this sense, the future of planning begins and ends with our youth. The first step is to simply identify existing successes, such as Box City at Florida State and the research being conducted at Alabama, and develop tools so that these practices can be replicated nationwide so that youth across the nation has an equal opportunity to become the next great planner.

Development Inclusion

by W. Shedrick Coleman

A pattern of development has been occurring over the past ten years that has affected the demographics of our communities in both positive and negative ways. The popularity of the urban core within our major cities has brought forth opportunities to redevelop struggling areas and unused industrial/commercial land. When these projects use vacant land, their impact is usually all positive with little negative impact, however, when it involves redevelopment of existing residential neighborhoods, the effects may vary.

In Savannah, GA there has been a major influx of affluent residents moving back into the inner city from the suburbs. This has been accomplished by a few methods; infill construction, renovation, and redevelopment of former public housing. Each has provided the new residents with access to the central city and as a byproduct has displaced the existing lower income population with varied results. I will focus on the public housing redevelopment as an example.

Following the HOPE VI program, two major public housing developments have been redeveloped within the past 10 years. The existing residents, consisting of over 800 families were dispersed throughout the community via a number of methods. They included housing vouchers, the conversion of existing market rate multi-family developments, and a small number of residents remaining in the new development. The problem with this pattern is not the simple fact of the activity it is how the redevelopment was addressed from the point of community planning. The shift of the population to different areas of the community placed pressure on the varied services provided to those areas. In many ways, these services do not serve the differing economic strata equally. The availability of public transportation is significantly reduced in the outlying suburbs. Many of the residents displaced relocate to the outlying residential areas which do not provide adequate public transportation. Access to jobs and other necessary services is severely reduced as a result. Most attempts to enhance public transportation met resistance from existing property owners who cited the potential for rising crime as a defense.

Those residents who relocated to single-family neighborhoods found the added responsibility of property upkeep as a new hurdle as well as the fact that access to every need required personal transportation that was not required previously. Without reliable alternatives to transportation, employment opportunities become a limiting factor.

These same issues to a lesser extent were faced at the multi-family sites when public transportation was not immediately accessible. I have focused on transportation, however, the impacts have included education, healthcare, and public safety issues to varying degrees.

As these redevelopment plans were in discussion, it would have been beneficial to involve the local planning department to investigate the impact of the relocated populous relative to transportation, public services, school attendance zones, and other issues addressed in the local long range development plan. Decisions were made that greatly affected residents without a means of proper representation to disseminate how these activities would impact their current and future lives. Decisions were made that considered only the immediate project limits and not how the redistribution of residents would be absorbed in the overall community. The results have created reactionary and in many instances negative conflicts due to the real and perceived changes created throughout the community.

This is but a small glimpse into the issue of the importance of reaching all components of the community to assure that matters of planning not be enacted in a vacuum. Inclusive discussion within the community centered on the vision of a comprehensive plan and any changes to the overall development patterns within the community is vital to the health of the community at large. It has been proven that we cannot build walls to isolate the impact of one segment of society from another. We must view all the residents of the local community as assets who bring their unique skills, needs, and values. Until that is addressed, especially as the composition of our population changes, we will be challenged in providing safe, healthy, economically stable and sustainable communities.

Diversity and Sensitivity Training Programs

by Mary Peralta

There is no lack of diversity awareness and sensitivity training programs available to organizations - Google will provide numerous offers with one search entry. These programs offer onsite or web-based training providing a multitude of training tools including lectures, slideshows, videos, interactive games, and role-play, to name a few. Contracting a diversity training program for employees is essential; however, it is a small step towards managing a successful and sustainable diversity program.

Organizations noted for achieving a diverse workforce and culture adopt a “diversity program” within their strategic plan and place into practice a number of measures to ensure successful implementation of its objectives.

These measures should include:

- A solid “business case” for how diversity is directly linked to the economic success of an organization in addition to moral and political point of views;
- A definition of diversity for the organization identifying a broad set of elements, including race, ethnicity, gender, age, religion, sexual orientation, and physical and mental capabilities;
- Organization-wise acceptance and practices. It is critical everyone has a responsibility for diversity, from the executive suite to entry-level;
- Establishing measurable objectives requiring progress reports with regards to specific, quantifiable long- and short-term goals;
- Providing necessary human and financial resources to cultivate a belief system, manage progress and ensure sustained success;
- Establishing a hiring program whose objective is attracting talented individuals from diverse backgrounds by recruiting from a variety of sources; traditional and diversity-specific recruiting companies or institutions, such as HBU’s;
- Implementing retention programs offering employee resource groups, community relations efforts, and partnerships with diverse professional organizations that provide continuing education, mentoring and sponsorship opportunities; and
- Expanding beyond staffing and human resources; look externally toward attracting customers, suppliers and vendors of diverse backgrounds and engage in acceptable diversity practices.

Diversity and inclusion is much more than a program; it is a cultural change process comprised of programs, processes, policies and initiatives tied to business. It is a

commitment to creating an environment of inclusion where all employees can contribute to their full potential and work in an atmosphere of mutual respect.

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