PAB
Program Administrator Orientation

March 16, 2021
Speakers

Zenia Kotval, Ph.D., FAICP
Professor and Program Director
Michigan State University
PAB Board Member, 2015 - 2021

Edward Goetz, Ph.D., PAB Vice-Chair
Professor
University of Minnesota
PAB Board Member, 2016 - 2022
Planning Accreditation Board

Mission:

To promote excellence among planning programs and to ensure high quality education for future urban planners.
“Collegial process of self-review and peer review for improvement of academic quality and public accountability of institutions and programs”

From: Council for Higher Education Accreditation

Value of Accreditation:
• Quality Assurance – Validation to Public
• Quality Improvement
• Knowledge Sharing
• Opportunity to Educate Senior Administrators
• Recruitment – Students and Employers
Accreditation 102

[Logos of various accreditation bodies]
CHEA Recognition

Value for PAB:

- Opportunity for a comprehensive self-assessment and external review of accreditation processes against specific standards
- Affirmation to the public that PAB has standards that:
  - Advance academic quality in higher education
  - Ensure accountability through consistent, clear and coherent communication to the public and the higher education community
  - Encourage programs to plan for purposeful change and needed improvement.
  - Employ appropriate and fair procedures in decision making
  - Demonstrate ongoing review of accreditation practices
- Closely monitors federal activities re: higher education
The PAB Accreditation Process

- Self-Study Report
- Site Visit
- Site Visit Report
- Accreditation Decision by PAB
Step one: the Self-Study Report (SSR)

- Part I – Institutional signatures
- Part II – Program history, charts, data
- Part III - Standards
- Part IV
  - A – Faculty summary CVs
  - B – Syllabi
  - C – Other Documentation/Evidence

**N.B. The burden is on the Program to document compliance.**
Step Two: the Site Visit (SV)

Team Chair - Educator

2nd Educator

Practitioner
Step Three: the Site Visit Report (SVR)

- Part 1 – Assessment of Compliance
- Part 2 – Program Overview and Compliance
- Part 3 – Assessment and Recommendations
  - Met, Partially-Met, or Unmet
- Part 4 – Program Strengths
- Part 5 – Furthering Excellence

Draft SVR

Final SVR

Comments (SVT)

Comments (PAB)
Step Four:  
PAB Review and Decision

- Fall SV → Spring Review and vice versa
- 2 PAB readers → comprehensive summary
- 1 Hour: Board discussion; Q&A w/SVT Chair; Q&A w/Program Administrator; Board discussion and vote
- Possible Terms:
  - Years: 0, 2(Probation), 3, 4, 5, 6, or 7
  - Discretionary Progress Report if ≥ 3 years
  - History on PAB website
STRIVING FOR EFFECTIVE ACCREDITATION REVIEW WITHOUT STRAIN OR PAIN
Don’t Aim to Ace the Test

This is a chance to honestly figure out what you are going well and what you are not doing well.

(Don’t blindside your administration: get their agreement/tolerance of problems before you ask for their signature.)
Your SSR Preparation Process

- **Motto:** “Deadlines Are Closer Than They Appear”

- **Calendar** – initially conservative – allowing for the unanticipated – and assume that it is going to take longer than you’ve planned

- Very risky to rely on a single person to organize and write the self-study – even with very small programs
Developing An Effective Internal Self-Study Preparation Process

- Build redundancy into self-study writing process – rotate sections among team members if possible – don’t put all of your eggs in one basket

- Edit to ensure a consistent voice and style.
  - Would a technical editor help make the document more readable?
Your SSR Preparation Process

This should be at least a year long process

- Y-1: assemble your strategic plan and outcomes assessment data; assess what, if anything is missing; and set a timeline to fill the gaps; then fill them.

- M-6: Divide sections among your faculty/staff/student leaders for discussion draft; request staff to compile c.v.’s and syllabi.

- M-4: Review what you and your faculty have drafted; edit; discuss; share with faculty, students, alumni and administration (others?). Assemble other appendices.

- M-2: Compile first full draft; discuss key points with key administrative officers.
## Curriculum Map

### Courses Required of All Students

### A. Required Knowledge, Skills and Values

#### A1 General Planning Knowledge
- a) Purpose and Meaning of Planning
- b) Planning Theory
- c) Planning Law
- d) Human Settlements and History of Planning
- e) The Future
- f) Global Dimensions of Planning

#### A2 Planning Skills
- a) Research
- b) Written, Oral and Graphic Communication
- c) Quantitative and Qualitative Methods
- d) Plan Creation and Implementation
- e) Planning Process Methods
- f) Leadership

#### A3 Values and Ethics
- a) Professional Ethics and Responsibility
- b) Equity, Diversity and Social Justice
- c) Governance and Participation
- d) Sustainability and Environmental Quality
- e) Growth and Development
- f) Health and Built Environment
Your SSR Preparation Process

This should be at least a year long process

1. D-30: proposed final goes to dean, provost, president for signatures.
2. D-Day: submit draft SSR to PAB
   June 15 for Fall Site Visit dates
   September 15 for Spring Site Visit dates

Relax for a while!
PART I – SIGNATURES AND CONTACT INFORMATION

These signatures attest to the validity of the application and to the institution’s support for the accreditation of the planning Program. Original signature pages will go to PAB when the SSR is final.

1. PLANNING PROGRAM ADMINISTRATOR
   Name: _____________________________ Phone: _____________________________
   Title: _____________________________ Email: _____________________________
   Mailing Address: __________________ Signature: _____________________________

2. PERSON PREPARING APPLICATION (if different from above)
   Name: _____________________________ Phone: _____________________________
   Title: _____________________________ Email: _____________________________
   Mailing Address: __________________ Signature: _____________________________

3. DEAN OR OTHER HIGHER ADMINISTRATOR
   Name: _____________________________ Phone: _____________________________
   Title: _____________________________ Email: _____________________________
   Mailing Address: __________________ Signature: _____________________________

4. INSTITUTION'S CHIEF ACADEMIC OFFICER
   Name: _____________________________ Phone: _____________________________
   Title: _____________________________ Email: _____________________________
   Mailing Address: __________________ Signature: _____________________________

5. INSTITUTION'S CHIEF EXECUTIVE OFFICER
   Name: _____________________________ Phone: _____________________________
   Title: _____________________________ Email: _____________________________
   Mailing Address: __________________ Signature: _____________________________

---

PLANNING STUDENT ORGANIZATION
Organization Name: _____________________________ Phone: _____________________________
Student Name: _____________________________ Email: _____________________________
Title: _____________________________

LOCAL APA CHAPTER REPRESENTATIVE
Chapter Name: _____________________________ Phone: _____________________________
Name: _____________________________ Email: _____________________________
Title: _____________________________
QUESTIONS ABOUT THE SSR?
THE SITE VISIT
The Site Visit: Why?

- Demonstrate the accuracy of the SSR
- Fill in the gaps that may remain from the SSR
- Build bridges and cement relationships with constituencies (showcase your program to broader community)
- Capture the attention of your faculty to degree program issues
- Build awareness among your administration
- Build consensus on the way forward
Y-1: Set the dates with PAB and with your administration.
  - Schedule entrance and exit meetings with upper administration and dean.
  - Notify Program faculty to hold dates.

M-6: Hold the date notices to employers, alumni, APA Chapter reps, key campus participants.

M-4: **Invite and confirm key participants** (employers?)
  - Provide access to SSR as appropriate
  - Discuss SV with student leadership and/or student body; faculty; staff
  - Book SV hotel and other travel accommodations
Site Visit Preparation

- D-45: Draft SV schedule to PAB staff for review
- D-30: Revised draft SV schedule to PAB staff.
  - All participants lined up.
  - Hospitality arrangements made.
  - Program faculty and staff discuss process and objectives
  - Brief students about the process and their role.
During the Site Visit

- SVs need functional and comfortable workspace, including at hotel.
- A capable staff member should be available to the site visitors at all times.
- You should keep your calendar clear and make time for the site visitors whenever they need you.
  - Anticipate that they will ask you for new data
  - Correct errors but do not argue about judgments
  - Engage conversations about furthering excellence
QUESTIONS
ABOUT THE SITE VISIT
The Site Visit Report

- Commenting on the Draft SVR
  - Seek input and direction from your faculty and your administration to help you comment
  - Correct errors
  - Fill in gaps

- Commenting on the Final SVR
  - These comments go to the Board
  - Disagree (with evidence), but don’t be disagreeable
  - Think about the value to the Program of identifying faults
The Accreditation Review Meeting

- Brief your dean and seek his/her counsel
  - also campus accreditation officer; others?

- Prepare, prepare, prepare!
  - You have only 15 minutes: speak efficiently
  - Those you speak with will have 10 SVRs in their short term memory, not only yours
  - Your opportunity for open comments will be very short; most of the time will be Q&A
  - Rehearse answers for each of the PM and UM criteria
  - Rehearse what has changed since the SV for each concern and each suggestion
The Decision

- Share the outcome with all participants and others, as appropriate
- Use as a moment for publicity and to thank members of your community
- Follow up immediately with faculty, staff and administration to set course for effective future changes
Beginning the Next Round

- Activate your internal work plan to address items that need changes
- Follow up with campus offices for items that require their action
- Set course to modify your strategic plan
- Review your process of learning outcomes assessment
QUESTIONS / DISCUSSION
PAB Resources

www.planningaccreditationboard.org

- Noteworthy Practices Document
- Self-Study Report Manual
- Accreditation Standards Training Modules
- History of Accreditation Decisions and Site Visit Team Assessments

PAB Staff

- SSR Share List
- Questions/Concerns