

# Report on Race, Ethnicity, and Foreign Origin Data for ACSP, 2018

September 15, 2018

**Presented to the Association of Collegiate Schools of Planning  
By the ASCP Committee on Diversity**

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## Contents

Scope of Report.....	2
Overview: 2009-2015 Comparison All Groups.....	2
Part 1 Master’s Degree Students .....	4
Part 2: Undergraduate Students .....	6
Part 3: Full Time Graduate Faculty.....	10
Part 4: Full Time Undergraduate Faculty .....	12

## Scope of Report

The ACSP Committee on Diversity has been tasked with periodically compiling data on ACSP faculty and student diversity in terms of race, ethnicity, gender, and foreign origin. This report presents a description of the data supplied by schools to the Planning Accreditation Board (PAB) from 2009 to 2017. An objective is to not only illustrate the current state of student and faculty diversity, but also to identify trends over this time period.

Overall, the situation is not positive - enrollments are falling, which includes underrepresented groups. At the same time, full-time faculty hiring has declined, with little improvement in the numbers and proportions of underrepresented faculty members.

These data are displayed to show absolute numbers, percentages, and comparisons between 2009 and 2017. In 2009 there were 71 masters and 15 bachelors accredited programs and in 2017 there were 72 masters and 16 bachelors programs.

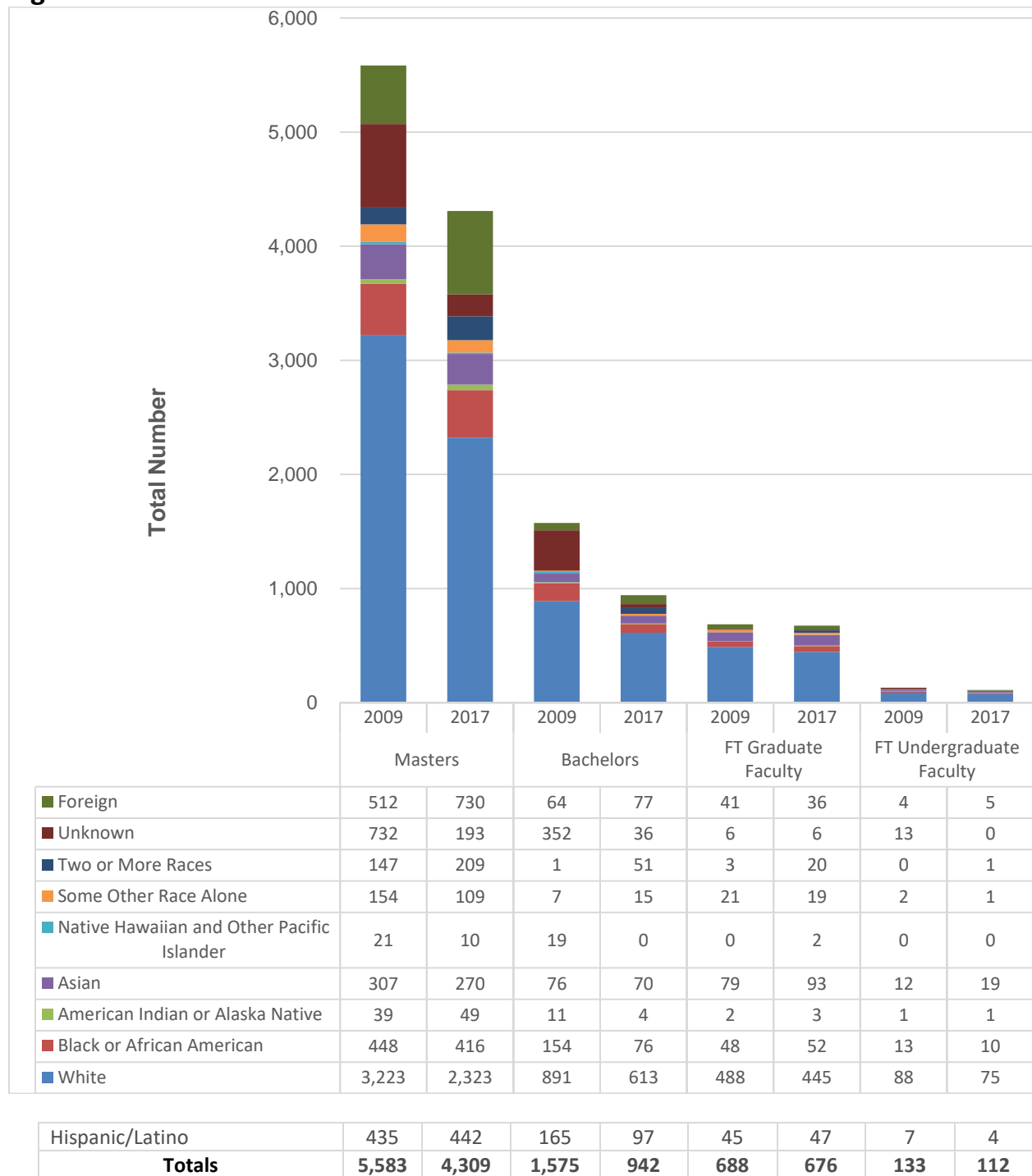
A brief discussion of each table or chart provides additional detail for and explanation of patterns. The following lists some general observations.

Lower enrollments in the past few years are not unique to the planning discipline. But being a relatively small discipline, declining program sizes likely put some at risk in times of fiscal distress. In addition, ACSP has made diversity and inclusion a stated priority for student and faculty recruitment, however, it does not appear that recent efforts have resulted in positive outcomes.

## Overview: 2009-2017 Comparison All Groups

Figure 1 below shows the numbers of master's students, bachelor's student, full-time graduate faculty and full time undergraduate faculty by race/ethnicity for 2009 and 2017. There are decreases in each group over the eight year period. This is made more complex in that universities with masters programs may have non-accredited bachelors that have stable enrollments. Some programs may be getting larger, most likely the national level programs. Other changes within each of the racial and ethnic groups are shown in more detail the following section for master's students, bachelor's students, and program faculty in the following sections.

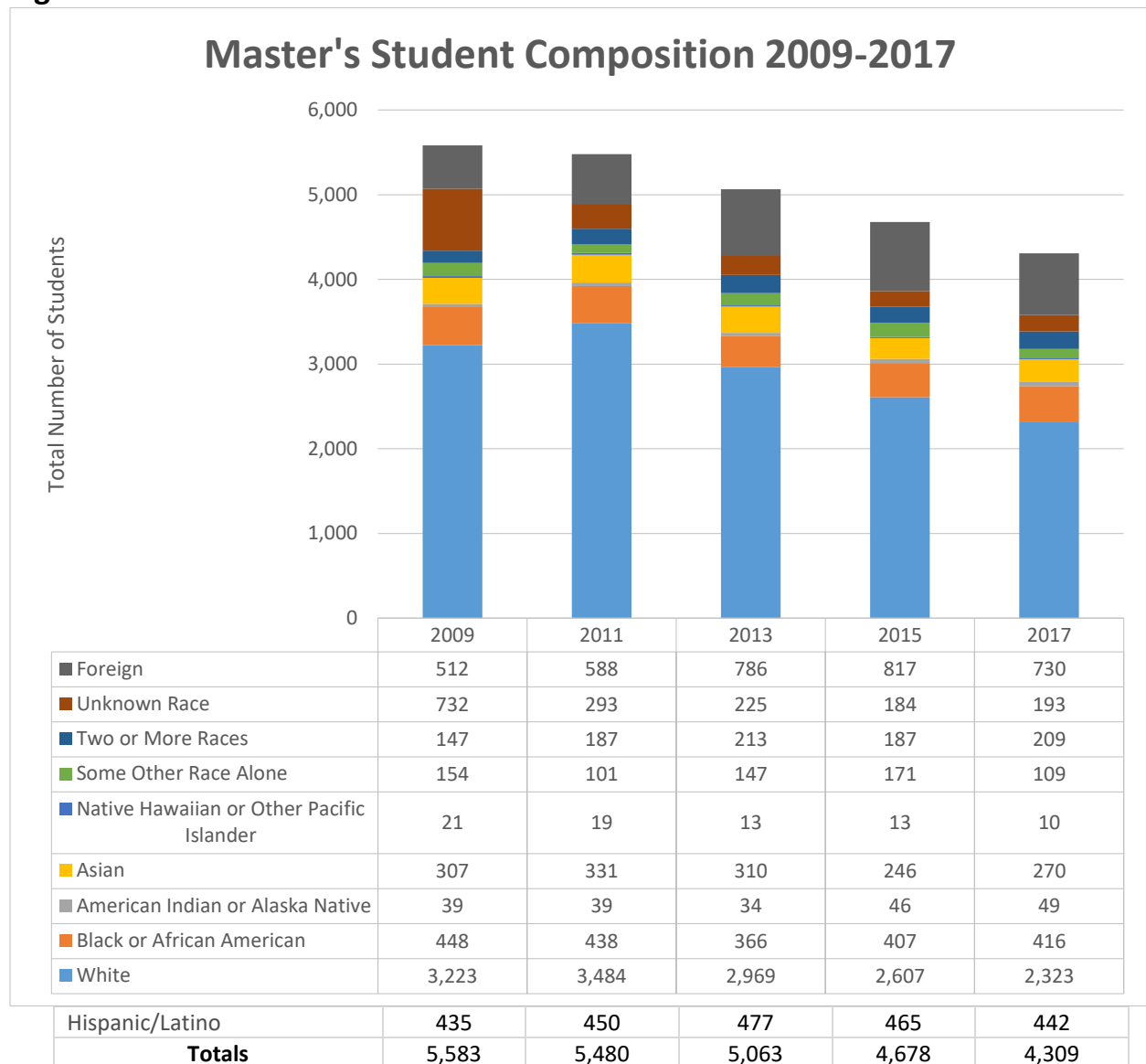
**Figure 1**



## Part 1: Master's Degree Students

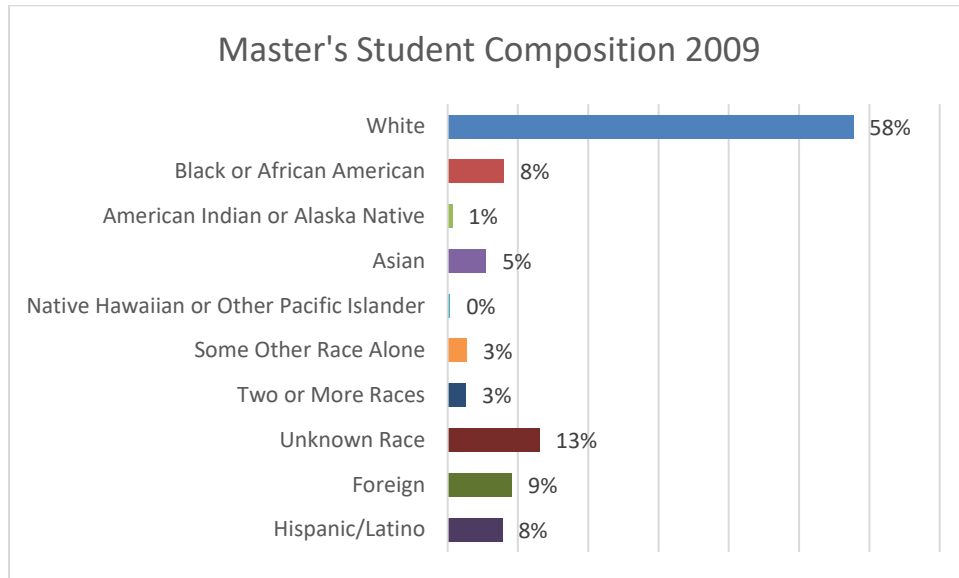
Figure 2 presents the data for masters students from 2009 to 2017, highlighting the very small numbers in some groups and the 23% overall decline in enrollments. The numbers of Hispanic/Latino students is relatively unchanged from 2009 to 2017. Part of the change in groups is the likely redistribution from the “Unknown Race” group to others, such as the “Two or More Races” and “Foreign” groups. Foreign students remain a significant portion of planning enrollments.

**Figure 2**



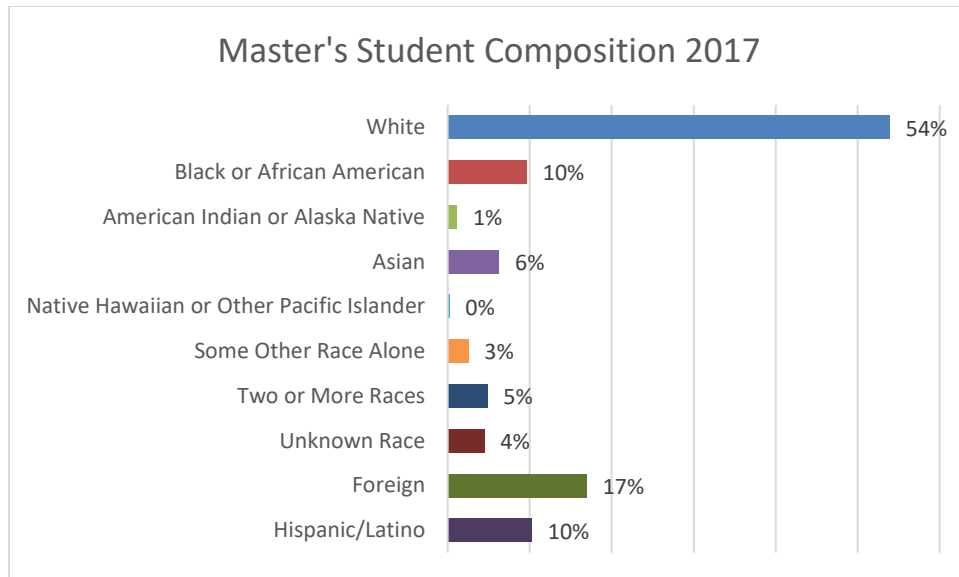
Figures 3 and 4 show the percentages of racial and ethnic groups from 2009 to 2017. As shown, there have only been very slight changes, including that for gender shown in Figure 5.

**Figure 3**



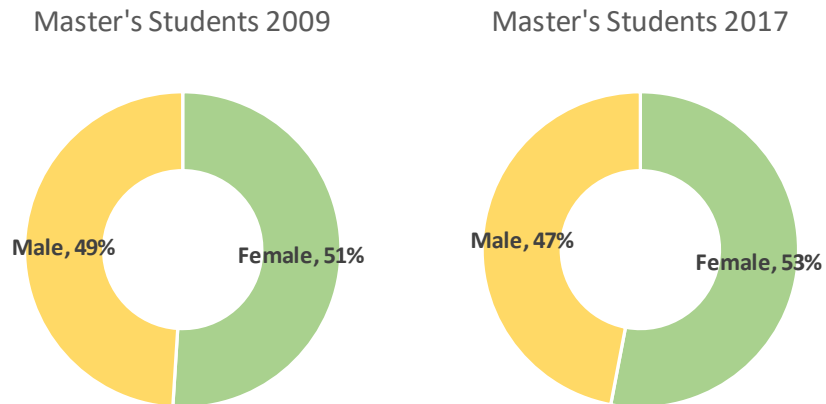
Note: Hispanic/Latino is classified by PAB as an ethnicity and the other categories are considered races. Therefore, the percentages sum to more than 100%.

**Figure 4**



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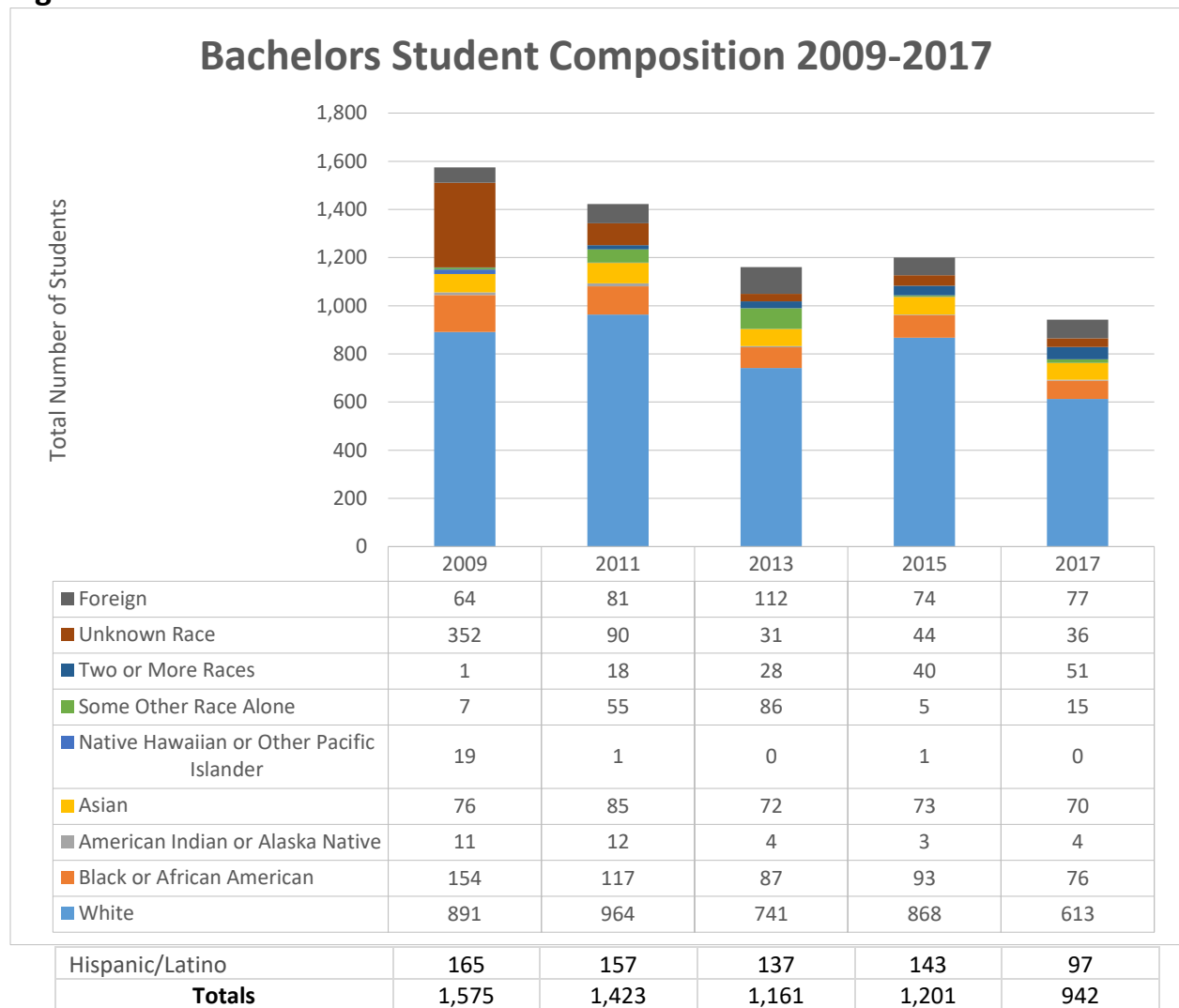
**Figure 5**



## **Part 2: Undergraduate Students**

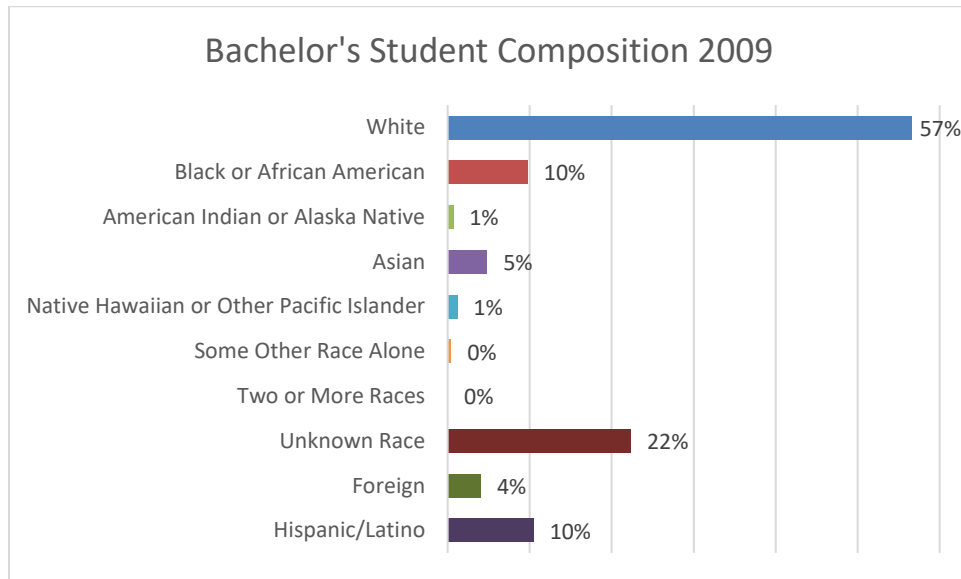
As shown in Figure 6, reporting of race among undergraduates improved substantially from 2009 with far fewer in the “Unknown Race” category. The overall number of bachelor’s degree students has declined by 40% between 2009 and 2017. The number of Black or African American students is now approximately half of what it was in 2009 and the number of Hispanic/Latino students has also decreased by approximately 40% in absolute numbers. Foreign students make up a smaller portion of undergraduate enrollments compared to graduate enrollments.

**Figure 6**



Overall, the undergraduate profile of PAB accredited programs was more white than the graduate programs in 2017 (65% compared to 54%). In fact, the percentage of white planning undergraduates has grown significantly relative to other groups (see Figures 7 and 8). Further data analysis is needed to determine if particular planning programs had high levels of “Unknown Race” and which particular groups were previously being under-reported. In addition, the proportion of females in planning undergraduate programs has increased slightly since 2009 (see Figure 9). This is similar to masters programs, although there are fewer females overall.

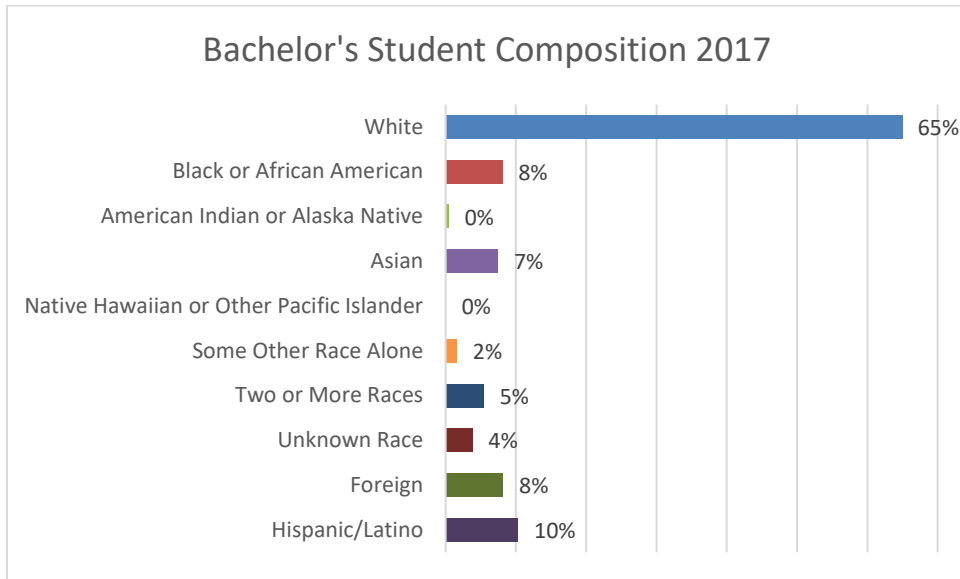
**Figure 7**



Note: Hispanic/Latino is classified by PAB as an ethnicity and the other categories are considered races. Therefore, the percentages sum to more than 100%.

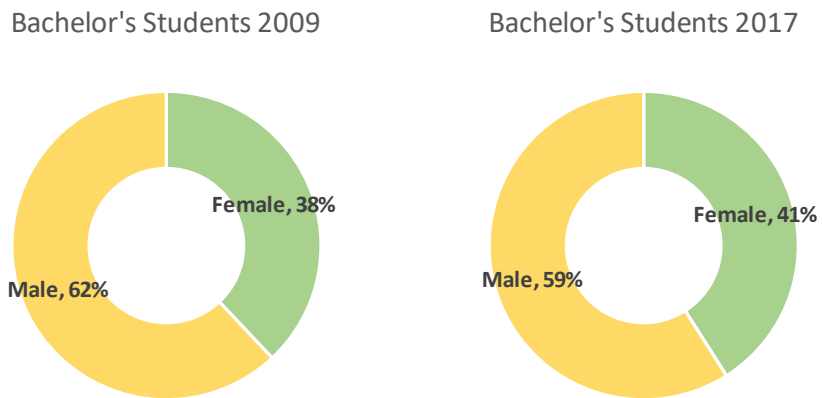


**Figure 8**



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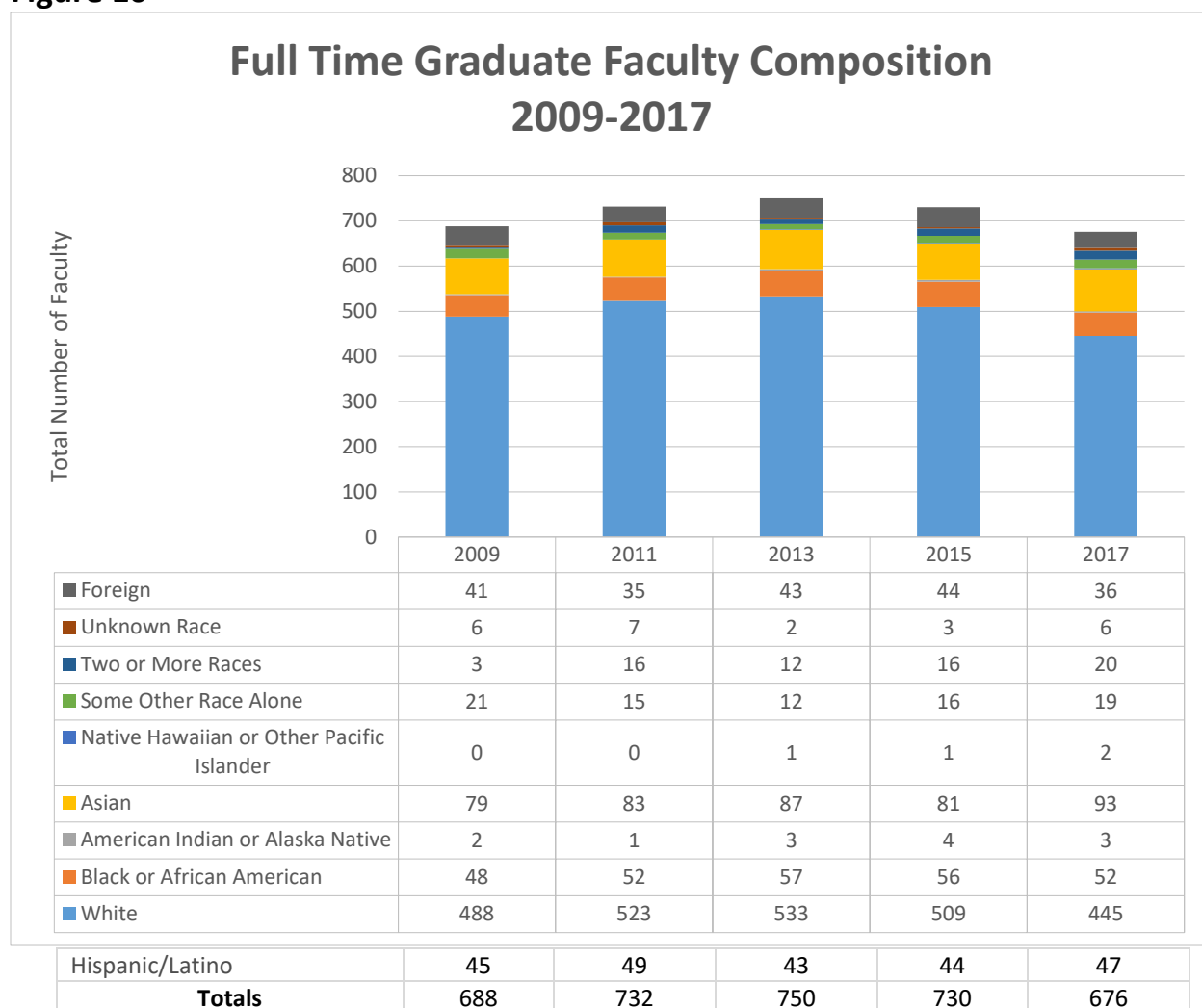
**Figure 9**



### Part 3: Full Time Graduate Faculty

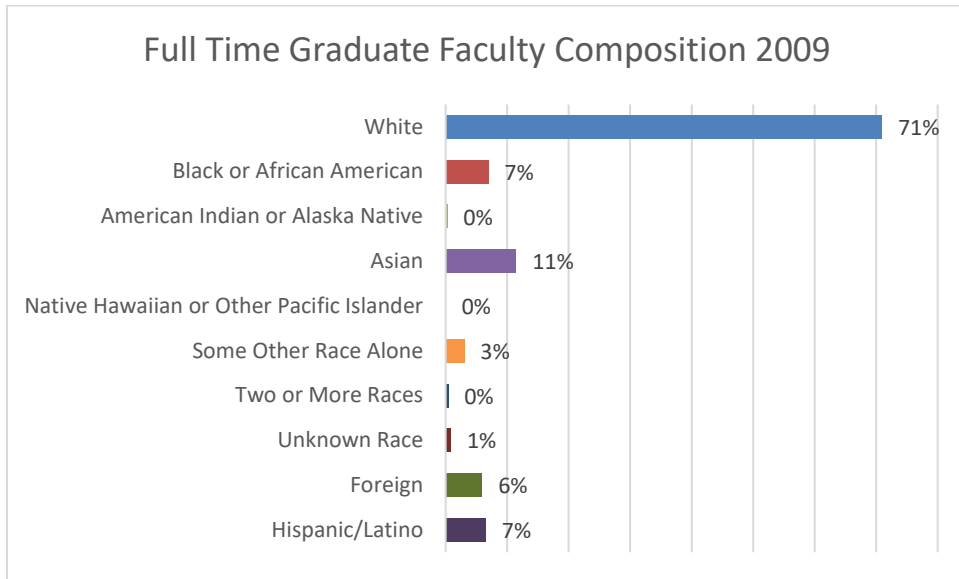
There was a significant decrease between 2015 and 2017 in the number of FT graduate faculty reported to PAB (see Figure 10). There has been no change in the number of FT Hispanic/Latino faculty since 2009. In addition, there has been little change in the proportions of different racial groups among full time graduate faculty, particularly in recent years.

**Figure 10**



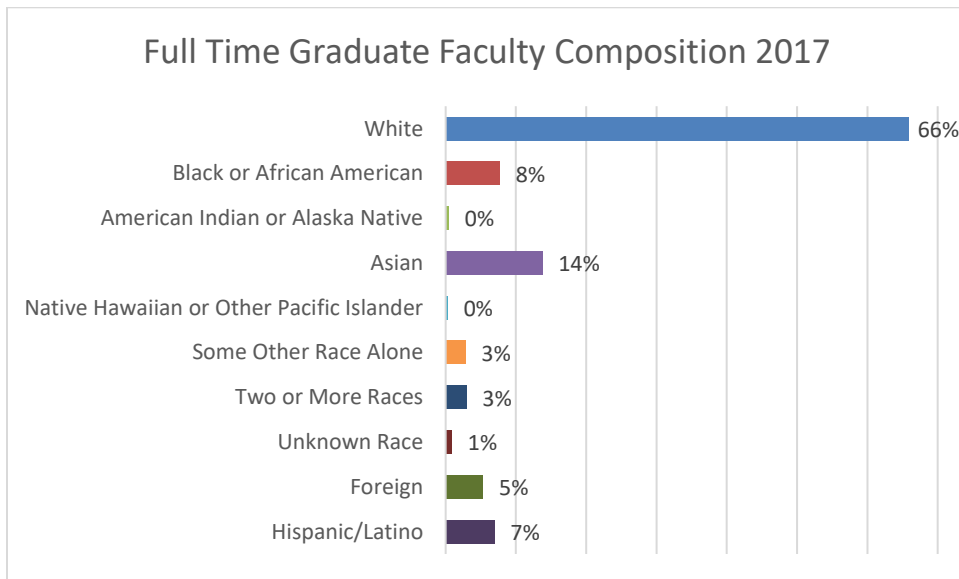
Figures 11 and 12 highlight the low numbers and little change among underrepresented groups. The proportion of female FT graduate faculty increased from 32% in 2009 to 39% in 2017. While a positive change, more female planning faculty are needed across the discipline (see Figure 13).

**Figure 11**



Note: Hispanic/Latino is classified by PAB as an ethnicity and the other categories are considered races. Therefore, the percentages sum to more than 100%.

**Figure 12**



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**Figure 13**

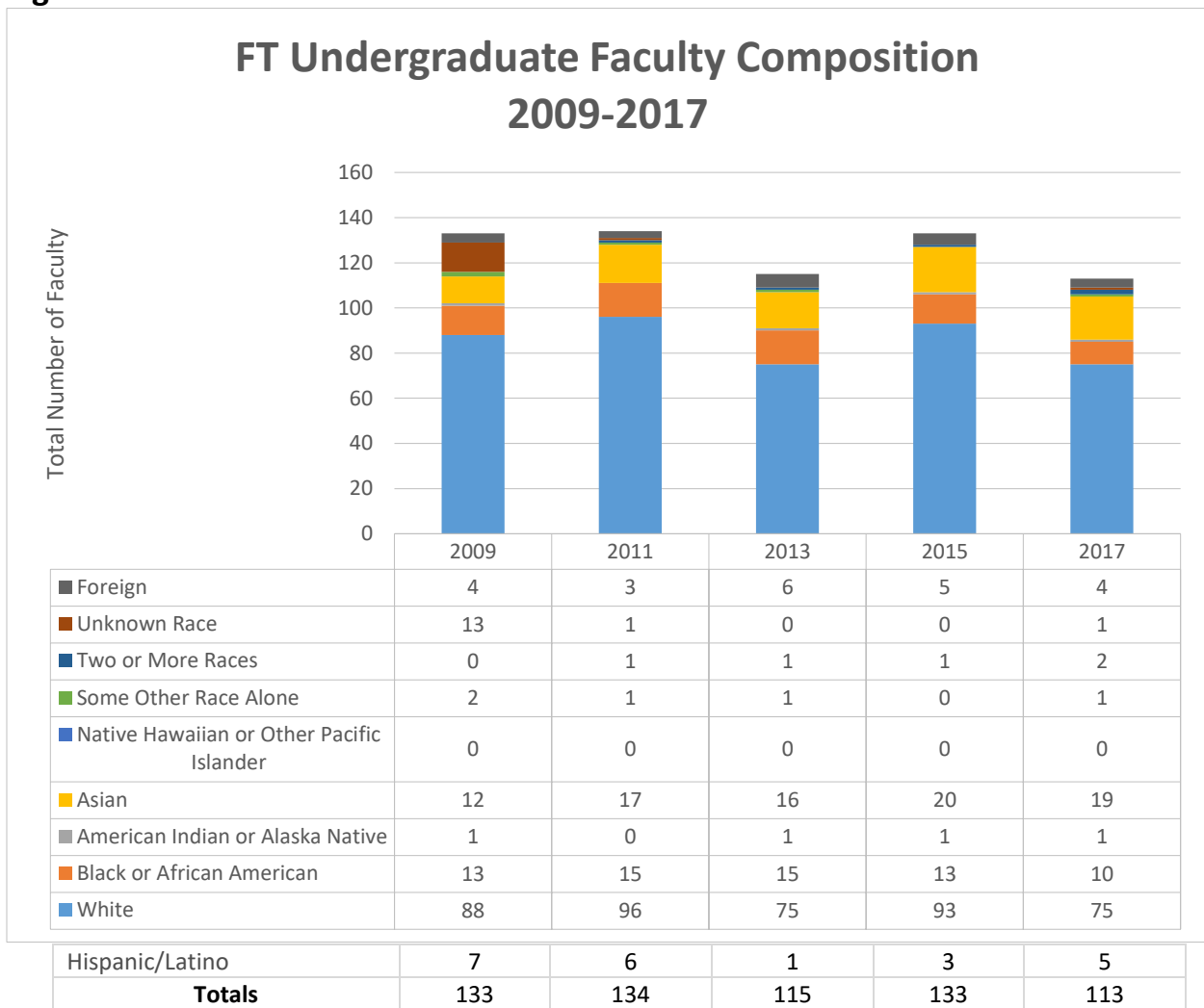
FT Graduate Faculty by Gender 2009 FT Graduate Faculty by Gender 2017



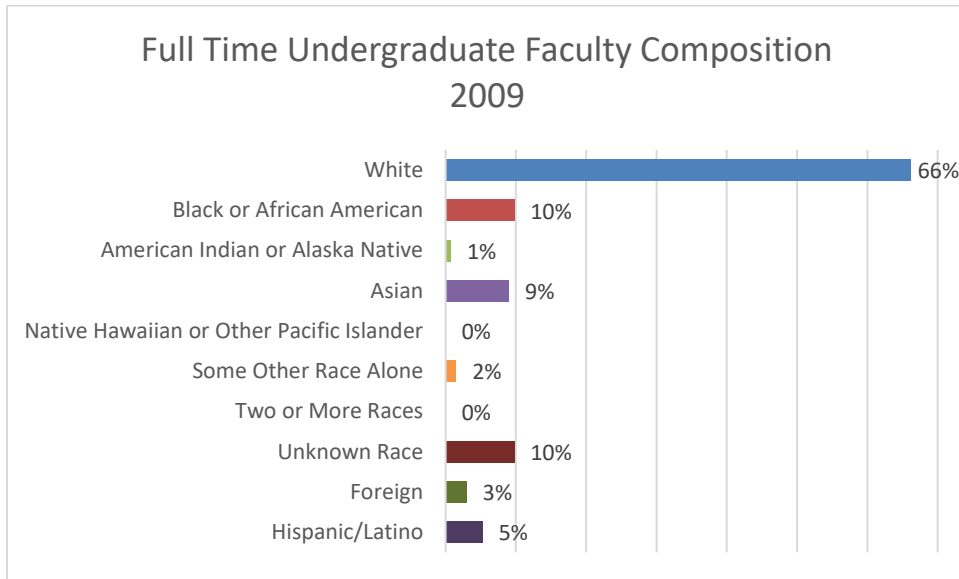
#### **Part 4: Full Time Undergraduate Faculty**

Racial and ethnic diversity has not changed much among FT undergraduate faculty. There are only a small number of accredited undergraduate planning programs, which is reflected in the small number of FT undergraduate faculty. In addition, the increase in percentage of female instructors is very similar to that of FT graduate faculty (see Figures 14-17).

**Figure 14**

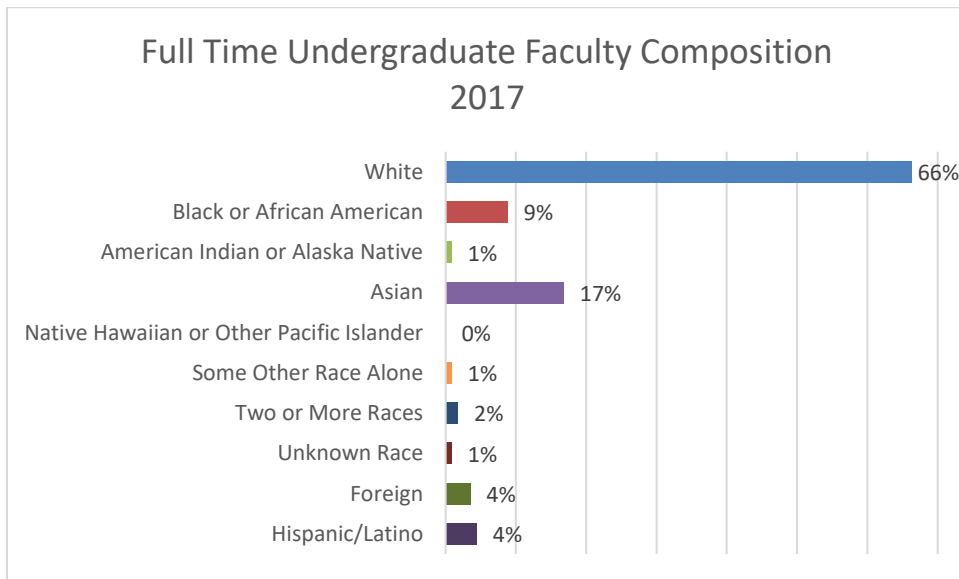


**Figure 15**



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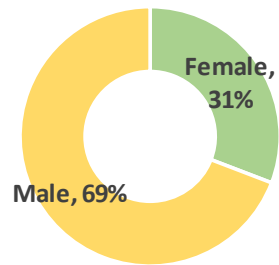
**Figure 16**



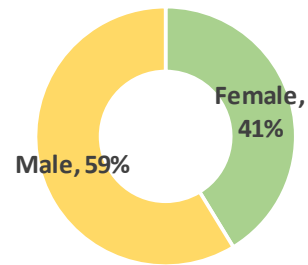
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**Figure 17**

FT UG Faculty by Gender 2009



FT UG Faculty by Gender 2017



**Summary Highlights**

- A significant decline in the overall number of planning students and faculty
- Disappointing changes in racial and ethnic diversity among students and especially planning faculty
- Gender balance remains a significant problem among planning faculty, although it has been improving