

Site Visitor Training

PAB Standards and Criteria



PAB Standards

1. Strategic Planning and Progress
2. Students
3. **Faculty**
4. Curriculum
5. Governance



Standard 3: Faculty Preamble

The Program shall employ a sufficient number of qualified, productive, and engaged faculty members to permit the achievement of program goals and objectives. Among the foremost responsibilities of the Program are to reject discrimination, including discrimination on the basis of race, color, national origin, sex, disability, age, and other classes protected by law - *within the Program itself* - and to advance diversity and a culture of inclusion among the faculty who shape the future of the planning profession, particularly with regard to historically underrepresented racial and ethnic minorities.

Definitions of Faculty

1. Fulltime faculty in the planning unit
2. Part-time faculty in the planning unit, fulltime in the University
3. Contract/adjunct faculty



Faculty Criteria

- 3A. Faculty Quality
- 3B. Faculty Diversity
- 3C. Faculty Size
- 3D. Engagement with Students
- 3E. Research, Scholarship, and Other Creative Activity
- 3F. Professional Involvement and Community Outreach
- 3G. Professional Development

Criterion 3A / Faculty Quality

The fulltime and adjunct faculty of the Program shall have educational and professional backgrounds, a relevant mix of credentials (i.e., accredited degrees in planning, significant experience in planning, PhDs in planning, degrees and experience in related fields, and AICP membership), be qualified to serve the Program's mission and capable of executing the Program's goals and objectives, particularly as they pertain to teaching, research, and service.

Criterion 3A / Faculty Quality

- It's a mix
 - Degrees
 - Experience
 - Credentials



Criterion 3B / Faculty Diversity

Consistent with applicable law and institutional policy, the Program shall establish strategic goals that demonstrate an active commitment to attracting and retaining a diverse faculty and are informed by the characteristics of the populations that the Program's graduates generally serve. The Program shall collect and analyze data on faculty demographics in order to inform and enhance its efforts to identify effective and appropriate methodologies for achieving diversity among its faculty. Furthermore, the Program shall establish assessment mechanisms for each of its strategic goals that are focused on achieving diversity. Because diversity is not a static concept, and because all faculty representation within each planning program should seek to contribute to the diversity of the learning environment and improve the diversity of graduates entering the profession, the Program shall provide evidence of continuous improvement in achieving its diversity-related strategic goals.

Criterion 3B / Faculty Diversity

- Commitment
- Definitions differ
 - Mission, goals and objectives
 - Not limited to race or ethnicity
- Plan
 - Implemented, assessed, refined
- Data
 - Outcomes

Criterion 3C / Faculty Size

The faculty shall be of a sufficient size to accomplish the Program's mission and goals, administer the Program, and teach the curriculum. The Program shall have a faculty of such size that the full-time faculty are able to teach required courses and direct all areas of specialization. The Program shall have no greater than a 15/1 ratio of undergraduate student FTE to instructional faculty FTE, and a 10/1 ratio of graduate student FTE to instructional faculty FTE.

Criterion 3C / Faculty Size

- Mission-driven
- Fulltime teach required courses
- Fulltime direct specializations
- Adequate administration
- Maximum student/faculty ratio
 - 15:1 (undergraduate)
 - 10:1 (graduate)

Criterion 3D / Engagement with Students

The faculty shall be engaged with students beyond the classroom as mentors, advisors, and/or committee members or committee chairs on thesis, reports and dissertations. Faculty shall provide career advice and assist in job placement in ways that coordinate appropriately with the efforts of staff and academic professionals.

Criterion 3D / Engagement with Students

- Mentors
- Advisors
- Committee members
- Career services
 - Job search and career development

Criterion 3E / Research, Scholarship, and Other Activities

Faculty teaching and administrative assignments provide for engagement in research, scholarship, and/or outreach reflective of the stage of their careers, the mission of the Program, and expectations of the University. Faculty creative activities will undergo peer review appropriate to the scholarly or practice orientation of the work, including, but not limited to, appropriate journals or other publication outlets, conferences, or other venues allowing dissemination of the work.

Criterion 3E / Research, Scholarship, and Other Activities

- Expectations differ across institutions
- Missions add to the difference
- Assessment based on university expectations
- Appropriate peer review
- Expectations and assessment
- Loads should permit appropriate opportunities
 - Differ based on faculty title

Criterion 3F / Professional Involvement and Community Outreach

Faculty demonstrate involvement in the profession through participation in national organizations and/or participation in local, state, regional, and national professional conferences, workshops and other sponsored activities including activities of professional planning organizations. They shall demonstrate community outreach through continuous engagement in activities leading to the advancement of the profession, the University, and progress toward meeting the needs of the broader society.

Criterion 3F / Professional Involvement and Community Outreach

- Enhance quality for students
- Provide financial aid resources
- Serve and advance the profession
- Address program/institution mission
- Assist communities

Criterion 3G / Professional Development

Faculty shall be provided opportunities to continue to develop themselves professionally. Work assignments and other development opportunities shall be such that skills in teaching, research, leadership, professional practice and other creative activities are sufficiently maintained and developed. Adequate resources shall be available to support faculty professional development, including training with respect to institution policies, student needs, and the use of appropriate instructional technology.

Criterion 3G / Professional Development

- Opportunities and resources for:
 - Teaching
 - Research
 - Leadership
 - Professional practice
 - Other creative activities
- Training
 - Institutional policies
 - Changing student needs
 - Technologies

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