



# Diversity, Equity, and Inclusion in Planning Education

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“Diversity wheel,” by The Johns Hopkins University, [n.d.](http://web.jhu.edu/dlc/resources/diversity_wheel/index.html)  
([http://web.jhu.edu/dlc/resources/diversity\\_wheel/index.html](http://web.jhu.edu/dlc/resources/diversity_wheel/index.html))

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# The Context

Florida Atlantic University (FAU), as a Hispanic serving institution, has a very diverse student body. During 2019-2020,

- ❑ 40.3% non-Hispanic White
- ❑ 19.8% non-Hispanic Black
- ❑ 26.5% Hispanic
- ❑ 4.0% international students
- ❑ 37.5% part-time students
- ❑ 2% veterans or active service members
- ❑ Additionally, first-generation college students, students in the LGBTQIA+ communities, students with disabilities, and students from various socioeconomic and cultural backgrounds add to the diversity of the university.

# The Motivation

- ❑ A very diverse student body
- ❑ The constant struggle to recruit interested and qualified minority faculty members for tenure-track or tenured positions, particularly Hispanic and/or African American faculty members
- ❑ Increased awareness of diversity, equity, and inclusion in higher education and the planning profession

# The Process

- ❑ In 2018, to respond to the PAB comments about improving faculty diversity, our then Director (now Chair) Dr. Steven Bourassa commissioned Dr. Lilah Besser to lead the department's diversity committee.
- ❑ In the summer of 2018, the committee worked on the draft of a diversity, equity, and inclusion plan initiated by Dr. Besser.
- ❑ The plan was voted and approved by the faculty in Fall 2018.
- ❑ The plan also included resources, such as scholarships, special interest groups, opportunities in research grants, and other relevant information.
- ❑ The plan was updated each year and was closely monitored regarding benchmarks and performance measures.

# The Implementation and Outcome

- ❑ Aligns with the departmental strategic planning goals
- ❑ Aligns with the College's and the University's diversity, equity, and inclusion strategic planning goals
  - Effective communication
  - Faculty, staff, and student recruitment and retention strategies
  - Diversity, Equity, and Inclusion strategies and assessment within the curriculum
  - An equitable and inclusive campus climate

# Key Elements to Implement Diversity, Equity, and Inclusion in Higher Education

- **Communication.**
- **Recruitment:** student, staff, and faculty
- **Retention:** student, staff, and faculty
- **Integration of diversity, equity, and inclusion in curriculum, outreach, and research**
- **Safe and inclusive climate/environment**

# The Implementation and Outcome

## □ Communication

1. Websites (diversity statement, diversity initiatives and resources, images showing diverse students/faculty/staff, news and events celebrating diversity, contact information, etc.):
  - <http://science.fau.edu/departments/urban-regional-planning/>
  - <http://www.science.fau.edu/diversity/index.php>
2. Student member/ambassador as a liaison between the diversity committee and the students.
3. Design of the program pamphlets demonstrating commitment to diversity, equity, and inclusion (e.g. photos, diversity statement, and multilingual (English, Spanish, and/or Creole).
4. Mailing list with seminars and opportunities relating to professional development and diversity training.
5. Statements and news responding to incidences and events, and celebrating identify and achievements.
6. Reporting of diversity, equity, and inclusion activities and initiatives across the university.

# The Implementation and Outcome

## □ Student Recruitment and Retention

- Designed and implemented a departmental climate survey
- The survey provided some useful information, such as how communication materials (the websites, program flyers, and mailing lists, etc.) should consider diversity
- The climate survey reveals hostile confrontation and incidences
- Changes responding to the survey

# The Implementation and Outcome

## □ Faculty and Staff Recruitment and Retention

- Search committee mandatory training in STRIDE (Strategies and Tactics for Recruitment to Increase Diversity and Excellence)
- Faculty mentoring policy recommendations
- Adjunct faculty hiring procedures and recommendations
- FAU revised its hiring policy stressing diversity
- Strong support from the Dean, department chairs, and center directors

# The Implementation and Outcome

## ❑ Integration of diversity, equity, and inclusion in research and teaching

- Faculty publications
- Opportunities in grants
- Diversity statement in syllabi
- TIDES (Teaching to Increase Diversity and Equity in STEM) Scholars, Association of American Colleges & Universities (AAC&U)
- Learning outcome measures and assessment relating to diversity, equity, and inclusion
  - perspective taking*
  - cultural awareness and knowledge*
  - personal and social responsibility*

# The Implementation and Outcome

## □ Outreach and a Safe and Inclusive Environment

- Climate survey
- Social mixers
- Panel discussions
- Invited speakers
- Open forums

# Challenges

- Pushbacks
- Sensitivity of diversity, equity, and inclusion topics and issues
- Lack of sufficient and effective professional development opportunities among faculty members about how to integrate diversity, equity, and inclusion into the curriculum
- Trainings and workshops are not able to reach all audience

# Key to Success

- ❑ Structured organization and policies from top down (from the institutional level down)
- ❑ Strong support and continued commitment from the university administration, the Dean, and the chairs/directors
- ❑ The Diversity, Equity, and Inclusion Officer needs to have certain levels of autonomy and administrative authority, especially at the College and University levels
- ❑ All the policies, initiatives, and programs need support from faculty, staff, and students
- ❑ An active and inclusive diversity council/committee with enthusiastic and committed members

**Thank you very much!**

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