



Site Visitor Training

PAB Standards and Criteria
Students



Learning Objectives

- Examine the four criteria outlined within the Students standard
- Understand the importance of assessing student diversity through applicable law and institutional context
- Review types of student support and resources



Standard 2. Students Preamble

The Program shall demonstrate a commitment to attracting well-qualified students from diverse backgrounds and shall adequately prepare, support, and advise these students to pursue and contribute successfully to the field of urban and regional planning. Accordingly, the Program shall demonstrate that its students upon graduation possess the knowledge, skills, and values that will enable them to secure professional employment, to perform effectively as planners, and to participate meaningfully in the planning profession. Among the foremost responsibilities of the Program are to reject discrimination and to advance diversity and a culture of inclusion and equity among the students.



Standard 2. Students

Criteria:

2A. Student Quality

2B. Student Diversity

2C. Student Advising, Services, and Support

2D. Student Engagement in the Profession



Criterion 2A. Student Quality

The Program shall admit students whose educational attainment, previous academic performance, work experience, aptitude, maturity, motivation, life experiences, and/or hardships faced indicate the potential for success in their studies and in professional practice. Toward that end, the Program shall establish admission standards, when applicable, that reflect the institution's policies and the Program's goals, and the Program, when applicable, shall apply those standards fairly and consistently. The Program shall document its admission standards and the extent to which its current students meet or exceed those standards.

Tip: Look for up-to-date published admissions policies with key indicators of educational attainment such as minimum GPAs, transcripts, writing samples, resume, etc. Things that help provide a picture of a student's potential.





Criterion 2A. Student Quality

- Admission standards
 - Published
 - Reflect the institution's policies & Program's goals
 - Fair and consistent application
 - U.S. Supreme Court Ruling
(Fair Admissions, Inc. v. Harvard College and Students for Fair Admissions, Inc. v. University of North Carolina in June 2023) means admissions must be race-neutral.
- Data collection
 - Students meet standards





Criterion 2B. Student Diversity

Diversity is an inclusive concept which encompasses, but is not limited to, race, ethnicity, class, gender, age, sex, sexual orientation, ability, educational attainment, first-generation status, spiritual beliefs, creed, culture, tribal affiliation, nationality, immigration status, political beliefs, and/or veteran status. The Program shall address the following elements:

- 1) *Recruitment*: Consistent with applicable law and institutional policy, the Program shall demonstrate efforts to attract a diverse student population that progresses the strategic plan, shall report the rationale for determining diversity goals, and shall provide evidence of activities and strategies intended to assist in achieving student diversity goals.
- 2) *Climate of inclusiveness*: The Program shall report on actions being taken to promote a culture of inclusiveness within the Program, including but not limited to support of student groups, promotion of community events, curricular elements, and faculty involvement.





Criterion 2B. Student Diversity

- Focus the review on Program activities, efforts, actions, or strategies, not on numerical outcomes, percentages, or quotas.
- Defer to the Program's definition of diversity, equity, inclusion and social justice concepts, as the Program must operate under state regulatory, legal, or institutional guidelines, and policies regarding these concepts.

*Tip: Whenever DEI is mentioned, keep in mind –
“The strategic plan shall include the Program's definition of diversity, equity, inclusion and social justice, and shall highlight the Program's proposed efforts to advance and support this definition.”*



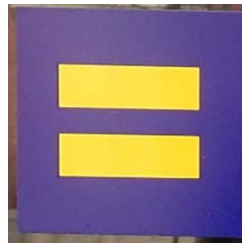
Criterion 2B. Student Diversity

- How is diversity defined by the Program?
- What actions or strategies by the Program demonstrate commitment to creating inclusive environments for all students?

Tip: Look for signs of inclusiveness and community building, for example, campus food banks, speaker series, common books, multicultural centers, quiet zones, clubs, etc.



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WORLD CAFE

Monday, March 24th

12:00-1:00pm

The Graduate Student Center



Criterion 2C. Student Advising, Services, and Support

The Program shall provide students with competent academic advising, progress appraisal, and career guidance, as well as access within the institution to any personal counseling that students might need. Furthermore, the Program or its institution shall provide students with career services that assist students in securing suitable internships and jobs. The Program shall also support its students by providing them with financial aid opportunities that are sufficient in number and amount to achieve a well-qualified and diverse student body, and with student support services including but not limited to mentorship and internship programs, fellowship programs, professional development programs and career services, and initiatives to support engagement in the profession. The Program shall publish its criteria for the allocation of such financial aid.



Criterion 2C. Student Advising, Services, and Support

- Challenges to meeting this criterion
 - Informal or inconsistent academic advising
 - Unequal responsibilities for faculty advisors
 - Lack of published information or career services

*Tip: Look for job/internship postings,
online sites with this information available for all students,
who is in charge?*



Criterion 2D. Student Engagement in the Profession

The Program shall provide opportunities for student engagement in the profession, including but not limited to participation in a planning student organization affiliated with the Program, in the local chapter of the American Planning Association (APA), in professional mentoring programs, in other professional societies and activities, and in work, internships, community-based planning activities, or project experiences that develop their skills as planners. The Program shall also promote socialization into the planning profession by encouraging students to attend APA's conferences and other events with professionals, students, and other stakeholders from a variety of backgrounds.





Criterion 2D. Student Engagement in the Profession

- Opportunities
 - Formal: studios, mentorship programs, internships, etc.
 - Informal: student planning association; networking opportunities, etc.
- Support
 - Resources for travel to APA conferences

Tip: Look for comments from the student planning association and attendance at APA chapter events or conferences (in-person or online).





Thank You

On behalf of the PAB board and staff, we want to thank you for completing this module.

We invite you now to return to the PAB website to complete training for this module by taking a short quiz about the information in this presentation. You will receive your score on this quiz, and PAB staff will record your results.



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