



Site Visitor Training

PAB Standards and Criteria
Faculty



Learning Objectives

- Examine the seven criteria outlined within the Faculty standard
- Review types of faculty, support, and resources



PAB Faculty Types

1. Full-time faculty in the planning unit
(tenured, tenure-track, contract)
2. Part-time faculty in the planning unit
(tenured, tenure-track, contract)
3. Adjunct faculty





Standard 3: Faculty Preamble

The Program shall employ a sufficient number of qualified, productive, and engaged faculty members to effectively pursue program goals and achieve the objectives adopted in its strategic plan. Among the foremost responsibilities of the Program are to reject discrimination and to advance diversity and a culture of inclusion among the faculty.





Standard 3. 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, Community Outreach, and Civic Engagement
- 3G. Professional Development



Criterion 3A. Faculty Quality

The full-time and adjunct faculty of the Program shall have educational and professional backgrounds, a relevant mix of credentials (i.e., planning degrees from accredited programs, significant experience in planning, PhDs in planning, degrees and experience in related fields, and/or 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

- Key Aspects:
 - Degrees
 - Professional Experience
 - Credentials
 - AICP certification
 - Aligned with program mission and goals



Criterion 3B. Faculty 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 faculty that progresses the strategic plan, shall report the rationale for determining diversity goals, and shall provide evidence of activities, initiatives, and strategies intended to attract faculty from different backgrounds and perspectives to promote intellectual diversity.
- 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 faculty groups, mentoring of non-tenured faculty, promotion of faculty events, curricular elements, and involvement with students, professional societies, and relevant communities.



Criterion 3B. Faculty 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 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 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, adequate administration
- Core courses taught primarily by full-time faculty
- Maximum student/faculty ratio* based on the program's definition of a full-time teaching load

*Assumption: Criterion 3C / Faculty Size (ratio of student FTE to instructional faculty FTE) is based on a typical course load of 4 courses per academic year.

Typical Course Load Per Academic Year	4 Courses 12 Credit Hours	6 Courses 18 Credit Hours	8 Courses 24 Credit Hours
Undergraduate Ratio (No Greater Than)	15 to 1	22.5 to 1	30 to 1
Graduate Ratio (No Greater Than)	10 to 1	15 to 1	20 to 1



To determine if the ratio is in compliance, look at the program's definition of a full-time teaching load and compare their ratio to the table above. It's also possible that such a definition varies for different types of faculty within the same program; in that case, please note the variation and the PAB board will determine compliance on a case-by-case basis.



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 with the efforts of staff and academic professionals.

Criterion 3E. Research, Scholarship, and Other Creative Activity

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 should 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 3F. Professional Involvement, Community Outreach, and Civic Engagement

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 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, research initiatives, teaching and communications skills, student needs, and the use of appropriate instructional technology. Faculty shall also be provided with opportunities to be mentored throughout their career.



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.

