

POCIG Student Climate Survey

1. Planning Student Climate Survey - Introduction

The purpose of this research is to examine the perspectives and experiences of undergraduate and graduate students in urban planning regarding diversity and climate within their department. This survey is being done by the Association of Collegiate Schools of Planning Planners of Color Interest Group (ACSP-POCIG). Results from this research will be used by ACSP-POCIG to inform a new strategic plan and advocacy efforts. Results will also be shared as a report and in a scholarly publication.

Participation in this research is voluntary, and should take 15-20 minutes to complete. Questions regarding your identity and any personally identifiable information will not be used in any way to link your responses back to you. You may choose not to answer any question within the survey.

You will be asked several questions about your academic department, your perspective on diversity and climate in your department, your goals and aspirations for planning education, and a few questions regarding your background and demographics.

While the majority of the questions which we ask in this survey are generally questions which you would likely be comfortable answering in a general conversation, you may consider some of the questions to be of a sensitive nature. As mentioned earlier, you may choose not to answer any question in this survey. All information collected will be used for research and will be kept confidential. There will be no connection to you specifically in the results or in future publication of the results. In general, we will not tell anyone any information about you. When this research is discussed or published, no one will know that you were in the study. However, laws and university rules might require us to disclose information about you. For example, if required by laws or University Policy, study information which identifies you may be seen or copied by the following people or groups:

- The university committee and office that reviews and approves research studies, the Institutional Review Board (IRB) and Office for Protection of Research Subjects;
- University and state auditors, and Departments of the university responsible for oversight of research

Once the study is completed, we would be happy to share results with you - at the end of the survey you have the option of providing us with your contact information so that we can share the results with you. You may also choose to share contact information with us if you would like more information about participating in a follow-up interview. In the meantime, if you have any questions, please contact:

Andrew J. Greenlee, Ph.D.

**Assistant Professor, Urban and Regional Planning
University of Illinois at Urbana-Champaign
agreen4@illinois.edu | 217-333-9069**

If you have any questions about your rights as a participant in this study or any concerns or complaints, please contact the University of Illinois Institutional Review Board at 217-333-2670 or via email at irb@illinois.edu.

Do you agree to the above terms? By clicking "Next" below, you consent that you are willing to answer the questions in this survey.

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2. Academic Status and Background

The first few questions ask about your current academic status and background.

1. Are you currently... (select all that apply)

- Pursuing an undergraduate degree (B.A., B.S., B.U.P., etc.)
- Pursuing a Master's degree (M.A., M.S., M.U.P., M.U.P.P., etc.)
- Pursuing a Doctoral degree (Ph.D., etc.)

2. Which of the following best describes your current degree program? (Select all that apply)

- Urban Planning
- Urban Studies
- Public Administration
- Architecture
- Public Health
- Geography
- Other (please specify)

3. Are you currently enrolled as a...

- Full-time student
- Part-time student
- Not currently enrolled

4. For how many semesters have you been pursuing your current degree?

5. Thinking about your current degree, how many faculty/instructors have you taken courses from within your degree program or major?

6. Thinking about your current degree program, what area(s) do you specialize in? If your degree program does not require specialization, which areas interest you the most? (select all that apply)

- Community Development
- Land Use / Zoning
- Transportation
- Environmental and Natural Resources
- Urban Design
- Economic Development
- Disaster / Recovery Planning
- Planning Theory
- Sustainability
- State and Local Government Finance
- Infrastructure Planning
- Housing
- Historic Preservation
- Parks and Recreation
- Advocacy and Empowerment
- Community Health
- Other (please specify)

7. Thinking about your career following the completion of your current degree, to what extent do you see yourself working in the following contexts?

	Extremely Likely	Somewhat Likely	Somewhat Unlikely	Very Unlikely	I Would Never Work Here
City Planning Agency	<input type="radio"/>				
County Planning Agency	<input type="radio"/>				
Metropolitan / Regional Planning Agency	<input type="radio"/>				
State Agency	<input type="radio"/>				
Federal Government	<input type="radio"/>				
Nonprofit Organization	<input type="radio"/>				
Private Consulting Firm	<input type="radio"/>				
Educational Institution	<input type="radio"/>				
Real Estate Development Firm	<input type="radio"/>				
Law Firm	<input type="radio"/>				

8. How likely are you to pursue the American Institute of Certified Planners (AICP) certification following the completion of your degree?

- Extremely likely
- Somewhat likely
- Unlikely
- I do not know what that is
- I already have AICP certification

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3. Departmental Climate

The next few questions ask about your experience and interactions within your academic department.

Definition of Diversity: The most common definitions of diversity refer to acknowledging racial/ethnic groups, nativity status, nationality, cultural background, language spoken, gender, sexual orientation, socioeconomic status, religion, age, and disability status (including physical, mental ability, HIV). Nonetheless, a more broad definition might also include: geographic region in which someone lives, political beliefs, marital status, parental status, pregnancy, work experiences, military experience, educational background, physical appearance, chronic health conditions, among others.

9. Please indicate the extent to which you agree or disagree with the following statements. My department:

	Strongly Agree	Agree	Somewhat Disagree	Strongly Disagree	I Don't Know
Encourages students to have a public voice and share their ideas openly	<input type="radio"/>				
Has a long-standing commitment to diversity	<input type="radio"/>				
Accurately reflects the diversity of its student body in publications (e.g. brochures, website)	<input type="radio"/>				
Appreciates differences in sexual orientation	<input type="radio"/>				
Appreciates the needs of individuals with disabilities	<input type="radio"/>				
Appreciates differences in gender and gender identity	<input type="radio"/>				
Promotes the appreciation of cultural differences	<input type="radio"/>				
Has departmental administrators who regularly speak about the value of diversity	<input type="radio"/>				

10. Please rate your satisfaction with your department in each area:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Overall sense of community among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect for the expression of diverse beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial / ethnic diversity of the <i>faculty</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial / ethnic diversity of the <i>student body</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial / ethnic diversity of the <i>staff</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender diversity of the <i>faculty</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender diversity of the <i>student body</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender diversity of the <i>staff</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Atmosphere for political differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Atmosphere for religious differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Atmosphere for differences in sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Atmosphere for physical differences and disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic diversity of the student body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Thinking about your experiences outside of classroom or group assignments, to what extent have you experienced the following with other students in your department who belong to a racial/ethnic group other than your own?

	Very Often	Often	Sometimes	Seldom	Never
Dined or shared a meal	<input type="radio"/>				
Had meaningful and honest discussions about race/ethnic relations outside of class	<input type="radio"/>				
Had guarded, cautious interactions	<input type="radio"/>				
Shared personal feelings and problems	<input type="radio"/>				
Had tense, somewhat hostile interactions	<input type="radio"/>				
Had intellectual discussions outside of class	<input type="radio"/>				
Studied or prepared for class	<input type="radio"/>				
Socialized or partied	<input type="radio"/>				
Developed a meaningful friendship	<input type="radio"/>				

12. Thinking about interactions within your department, have you personally experienced bias/harassment/discrimination due to your:

	Very Often	Often	Sometimes	Seldom	Never
Ability / Disability Status	<input type="radio"/>				
Age	<input type="radio"/>				
Citizenship Status	<input type="radio"/>				
Gender Identity or Gender Expression	<input type="radio"/>				
Political Beliefs	<input type="radio"/>				
Race / Ethnicity	<input type="radio"/>				
Religious / Spiritual Beliefs	<input type="radio"/>				
Sexual Orientation	<input type="radio"/>				
Socioeconomic Status	<input type="radio"/>				
Nationality	<input type="radio"/>				
Marital or Parental Status	<input type="radio"/>				
Non-Native English Speaker	<input type="radio"/>				

13. Thinking about interactions within your department, have you witnessed others experiencing bias/harassment/discrimination due to their:

	Very Often	Often	Sometimes	Seldom	Never
Ability / Disability Status	<input type="radio"/>				
Age	<input type="radio"/>				
Citizenship Status	<input type="radio"/>				
Gender Identity or Gender Expression	<input type="radio"/>				
Political Beliefs	<input type="radio"/>				
Race / Ethnicity	<input type="radio"/>				
Religious / Spiritual Beliefs	<input type="radio"/>				
Sexual Orientation	<input type="radio"/>				
Socioeconomic Status	<input type="radio"/>				
Nationality	<input type="radio"/>				
Marital or Parental Status	<input type="radio"/>				
Non-Native English Speaker	<input type="radio"/>				

14. Please indicate the extent to which you agree or disagree with each of the following comments:

	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel comfortable sharing my own perspectives and experiences in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been exposed to new perspectives on diversity that have increased my awareness of differences in race/ethnicity, gender, sexual orientation, disability status, religious affiliation, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to examine my own background through class projects and assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Disagree	Strongly Disagree
I have been singled out in class or have felt like the "spokesperson" for a group because of my identity (race/ethnicity, gender identity, sexual orientation, disability status, religious affiliation, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I have to work harder than other students to be perceived as a good student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been exposed to a new perspective that I hadn't thought about before	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The department provides me with opportunities to interact with diverse groups of community stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The department provides me with opportunities to interact with diverse groups of practitioners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In class, I have heard faculty express stereotypes based on social identity (such as race/ethnicity, gender, sexual orientation, disability status, religious affiliation, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The department provides me with opportunities to incorporate planning practice into class-based work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't feel comfortable contributing to class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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4. Faculty and Departmental Diversity

The next few questions ask about your perspective and experiences with faculty in your department.

Definition of Diversity: The most common definitions of diversity refer to acknowledging racial/ethnic groups, nativity status, nationality, cultural background, language spoken, gender, sexual orientation, socioeconomic status, religion, age, and disability status (including physical, mental ability, HIV). Nonetheless, a more broad definition might also include: geographic region in which someone lives, political beliefs, marital status, parental status, pregnancy, work experiences, military experience, educational background, physical appearance, chronic health conditions, among others.

15. Please indicate how many of your faculty or instructors in your department...

	Very Few	Less than Half	Most, But Not All	All
Know students' names	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Value individual differences in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are sensitive to the ability levels of all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help students learn how to bring about positive change in society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage students from diverse backgrounds to work together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate high expectations for students' performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turn controversial topics into good discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage students to contribute different perspectives in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Share their own experiences and background in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have open discussions about privilege, power, and oppression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Few	Less than Half	Most, But Not All	All
Treat all students in class as though they are capable learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Include diverse perspectives in class discussions and assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivate me to work harder than I thought I could	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are passionate about what they teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach students tolerance and respect for different beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. To what extent do you agree with the following statements?

Strongly Agree Agree Slightly Disagree Strongly Disagree Not Applicable

I feel comfortable talking about race/ethnicity, gender, sexual orientation, disability status, religious affiliation, (henceforth "diversity") in class

I feel that others *do not* feel comfortable talking about diversity in class.

Talking about diversity has helped me to think differently about cities and planning

Talking about diversity has helped me to be better prepared to engage with a diverse range of stakeholders involved in planning processes

Where I am likely to work as a professional, issues related to equity and diversity will not be important

The instructors in my department do a good job of addressing issues of diversity in classes

The instructors in my department do a good job of addressing issues of diversity that exist within my department

The instructors in my department do a good job of addressing issues of diversity that exist in the communities surrounding my university

5. Diversity

The next few questions ask about the influence of diversity of your choice of degree.

Definition of Diversity: The most common definitions of diversity refer to acknowledging racial/ethnic groups, nativity status, nationality, cultural background, language spoken, gender, sexual orientation, socioeconomic status, religion, age, and disability status (including physical, mental ability, HIV). Nonetheless, a more broad definition might also include: geographic region in which someone lives, political beliefs, marital status, parental status, pregnancy, work experiences, military experience, educational background, physical appearance, chronic health conditions, among others.

17. What attracted you to the degree program (the major or graduate field of study) which you are currently pursuing?

18. Was your degree program's treatment of diversity an important consideration for choosing this degree program? If so, why?

19. Do you believe your degree program is preparing you to work in diverse communities or with diverse populations? If yes, why? if no, why not?

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6. Demographics

The final few questions ask about your demographic background.

Definition of Diversity: The most common definitions of diversity refer to acknowledging racial/ethnic groups, nativity status, nationality, cultural background, language spoken, gender, sexual orientation, socioeconomic status, religion, age, and disability status (including physical, mental ability, HIV). Nonetheless, a more broad definition might also include: geographic region in which someone lives, political beliefs, marital status, parental status, pregnancy, work experiences, military experience, educational background, physical appearance, chronic health conditions, among others.

20. Which one or more of the following describe yourself? (Please select all that apply.)

- American Indian or Alaskan Native
- Asian American
- Black or African American
- Pacific Islander
- White / Caucasian
- Hispanic or Latino
- Prefer not to answer

21. If you identify with a specific ethnicity or ethnic subgroup (for example Mexican, Chinese, or Haitian), please list the applicable group(s):

22. If you were born outside of the United States, where were you born?

23. Which of the following most accurately describes your background?

- My parents or legal guardians and I were born in the United States
- I was born in the United States; one parent or guardian was not
- I was born in the United States; both my parents or legal guardians were not
- Foreign-born naturalized citizen
- Permanent legal resident
- Foreign born on student visa
- I prefer not to answer
- Other status (please specify)

24. Are you the first in your family to go to college? (Select all that apply)

- First generation college student- Bachelor's Degree
- First generation graduate student - Master's Degree
- First generation graduate student - Ph.D. Degree
- Does not apply

25. In what year were you born? (e.g. 1974)

26. Do you have any of the following? (Please select all that apply)

- Hearing Difficulty: Deaf or Serious Difficulty Hearing
- Vision Difficulty: Blind or having serious difficulty seeing, even when wearing glasses
- Cognitive Difficulty: Because of a physical, mental, or emotional problem, having difficulty remembering, concentrating or making decisions
- Ambulatory Difficulty: Having serious difficulty walking or climbing stairs
- Self-care Difficulty: Having difficulty bathing or dressing
- Independent Living Difficulty: Because of a physical, mental, or emotional problem, having difficulty doing errands along such as visiting a doctor's office or shopping
- None of the Above
- I Prefer Not to Respond

27. Is English your first language?

- Yes, English is my first language
- No, English is not my first language
- I prefer not to respond

28. Select the option that describes your marital status

- I am single and have never been married
- I am married/remarried
- I am separated from my partner
- I am divorced or widowed
- I prefer not to answer

29. What is your sexual orientation?

- Heterosexual / Straight
- Gay
- Lesbian
- Bisexual
- Queer
- Other
- I prefer not to say

30. What is your gender identity?

- Gender Queer
- Man
- Non-Binary
- Trans Man
- Trans Woman
- Woman
- I Prefer Not to Answer
- Other (please specify)

7. Follow-Up Conversation

You are almost done! The following question asks about your willingness to participate in a follow-up conversation with the research team.

31. We would like to hear more about campus climate in your own words. Would you be interested in participating in a follow-up interview sometime over the next month? This interview will last about one hour, and will happen via video-conference (e.g. Google Hangout). If you are willing to participate, please indicate your preference below and member of the research team will follow up with additional information and to schedule your interview.

- Focus Group (interviewer asks questions and facilitates dialogue between you and several other students).
- Individual interview (interviewer asks questions with you alone)
- No preference (focus group or individual interview)
- I would prefer not to participate in a follow-up interview or focus group

32. If you indicated that you are interested in participating in a follow-up interview, please provide us with your email address so that we can contact you to schedule an interview:

33. Do you have anything else to add or are there any questions we should have asked to better understand your perspective on diversity?

34. What is the name of the academic institution which you are currently enrolled at? Please note that this information will not be shared and will only be used to understand institutional representation among survey respondents. Please provide the full name of your institution (e.g., please write out University of Illinois at Urbana-Champaign instead of abbreviating UIUC).

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8. Thank You!

Thank you for completing our survey on diversity and climate within planning programs. We appreciate your input. Should you have any questions, please feel free to contact Dr. Andrew Greenlee at agreen4@illinois.edu. Again, we thank you for your generous insight and feedback.

If you are interested, we would be happy to send you the aggregate results from our survey once it is complete. In order to receive a copy of these results, please enter your email address below. Please note that your email address will only be used once to send you a copy of the results and will not be used for other purposes. Please note that your email address will also be stored separately from your survey responses to protect your anonymity.

Please click "Done" below to transmit your survey responses.

35. Email address (optional - will only be used to share survey results)