RESULTS OF THE DIVERSITY, EQUITY AND INCLUSION TRAINING NEEDS SURVEY 2020 — APA-IL AND APA-WI

April 6, 2020

Nancy Frank, University of Wisconsin at Milwaukee
Curt Winkle, University of Illinois at Chicago

DEI Training Needs Assessment Subcommittee Members
Carrie Edmundson, North Central Wisconsin Regional Planning Commission
Nancy Frank, PhD, PDO, APA-WI
Amy Oeth, City of Milwaukee
Heather Smith, DePaul University
Madison Smith, Bay-Lake Regional Planning Commission
Curt Winkle, PhD, University of Illinois at Chicago Faculty Representative, APA-IL
Ariam Luis Torres-Cordero , UIUC Student
Ozge Yenigun, UIUC Student

Table of Contents

PURPOSE AND SCOPE

This survey was conducted as a partnership of between APA-IL and APA-WI and is designed to assess training needs in preparation for an upcoming diversity, equity, and inclusion (DEI) half-day workshop in the fall of 2020. The training project is funded by the APA Chapter Presidents Council.

The survey addresses discrimination and climate in planning in Illinois and Wisconsin, perceived training needs, the level of demand for DEI training, and stories of DEI problems in planning that could be useful in building a training program. This survey does not limit itself to the training needs of planners and planning organizations, but also seeks to identify training needs of commissioners/elected officials and community members engaged in planning.

This report summarizes the survey methods used and presents some preliminary findings that should invite further investigation by the committee responsible for developing training. Appendices include the survey instrument and detailed results shown in tables, graphs for quantitative responses, and text for qualitative responses .

METHOD

The survey instrument shown in Appendix A asks respondents to identify themselves as a professional planner, a planning commissioner/elected official, or a community member and whether or not they are a member of a group that has traditionally experienced discrimination. The survey also asks about personal experience of discrimination and climate in planning-related events. Most of the questions address what types of DEI training are needed, including who should be trained (e.g., planner, commissioner, community member) and the scale of DEI problems to which training should be directed (individual, organizational or community). Finally, the survey asks for examples of DEI-related problems in planning, about the likelihood of participation in a DEI training, and contact information for additional people to be surveyed.

To develop the survey, the DEI Training Needs Assessment Subcommittee reviewed existing survey instruments in October of 2019. Based on limitations of existing instruments, the Committee decided that the survey should address DEI training needs of planning broadly, including needs for planning commissioners and community members who are involved in planning. The Committee also decided to ask only limited questions about the state of DEI in planning because there are two other surveys that are either recently completed or about to be conducted that will allow for comparisons across places or professions: 1) a national survey for the American Planning Association and the Association of Collegiate Schools of Planning that should be better able to assess Illinois and Wisconsin conditions relative to national norms, and 2) an Association Forum Welcoming Environments survey of APA-IL Planners expected in early 2020 that should allow for comparisons of DEI in the field of planning compared to other fields. The survey reported here includes three questions on discrimination and climate in planning meetings and events that are taken from a recent APA-TX survey. This should allow comparison once the APA-TX survey results are available.

The population sampled includes all individuals with memberships in either the APA-IL or APA-WI chapters, which includes all planning commissioners in Illinois. APA-IL and APA-WI rosters serve as the sampling frame for this group. In addition, we sought to include people from allied organizations including community members engaged in planning. Several planning-allied individuals were identified by members and this list served as the initial sampling frame for allied individuals. In addition, the survey itself asked respondents to suggest any names and

emails of community members involved in planning, commissioners or elected officials, or planners who they would suggest that we send this survey.   These names and emails were added to the sampling frame.

The survey was distributed in three ways. APA-IL and APA-WI members were sent a personalized link to the Qualtrics survey, which was used to collect responses during February, and three follow-up emails to encourage participation.   APA-IL members were also sent an anonymous link to the survey in a monthly newsletter. The committee sent personal emailed survey links to more than 150 community members or members of planning-allied organizations involved in planning and added them to the mailing list. Finally, the personalized survey links were sent to individuals nominated to receive surveys by other survey respondents, resulting in more than 40 survey links emailed to invite them to participate in the survey.

In total, 362 surveys were completed between January 28 to February 27. This includes 38 surveys that were completed using anonymous links. It also includes 324 surveys that were completed as a result of 2477 individual email invitations for a response rate of 13 percent.   Of 527 surveys were started, 324 were completed resulting in a 61 percent rate of completion.

FINDINGS

The results of the survey are summarized below. Some key findings are shown in tables in the body of the report, but in most cases supporting tables and graphs can be found in the appendices. Appendix B includes univariate tables created before the last few surveys came in, including some analysis of qualitative responses. Appendix C shows perceived training needs by type of respondent and was created after the survey closed. Appendix D shows all univariate analysis of all questions conducted after the survey closed including qualitative examples of DEI problems experienced or observed by respondents. Appendix E shows responses broken down by planner, commissioners, community members and others after the survey closed.

CHARACTERISTICS OF RESPONDENTS

Of the 362 responses received:

Over 60 percent are from Illinois. Sixty-two percent are from Illinois, 35 percent from Wisconsin with the remainder from neither or both. These percentages track closely to the share of APA-IL and APA-WI survey recipients on the Chapter membership lists, 67% and 33% respectively.

Most respondents engage in planning in urban or suburban areas. Forty-seven percent work in urban areas, 31 percent in suburban areas and 9 percent in rural areas. The planners who mainly work in Illinois were more likely than those who work in Wisconsin to work in suburban areas (39 percent compared to 23 percent). The planners who mainly work in Wisconsin were more likely than those who work in Illinois to work in rural areas (18 percent compared to 5 percent).

Over half of respondents consider themselves to be a member of one or more groups that have traditionally experienced discrimination (189 people or 54 percent). Of those, the largest share are women, followed by racial and ethnic minorities, LGBT+, and age. Respondents self-identified their membership in groups that have experienced discrimination as follows:

- 98 respondents based on their gender,
- 39 respondents based on race,
- 27 respondents based on LGBT+,
- 23 based on religion,
- 6 based on religion/ethnicity,
- 20 based on age, and
- 5 based on physical or psychological difficulties.

Most respondents are professional planners (276 people or 76 percent) but we received responses from 16 planning commissioners or elected officials (4 percent) and 9 community members engaged in planning (2 percent). We received an additional 61 responses (17 percent) from other planning-adjacent groups, almost half of which are either students, planning academics or researchers. The remainder come from a variety of planning-adjacent areas such as consulting, economic development, architecture, city management, or neighborhood nonprofit.

DISCRIMINATION AND CLIMATE

One-quarter of respondents experience discrimination. Of all respondents, 26 percent say they experience discrimination or disrespect of colleagues because of their race, age, ethnicity, nation of origin, religion, disability, gender or sexuality either occasionally or frequently. Four percent experience it frequently. Of the 184 respondents who report that they are in a group that is traditionally discriminated against, 42 percent experience discrimination compared to 6 percent of the 155 who are not in a group that has traditionally experienced discrimination.

Over 40 percent witness discrimination. Forty-three percent of all respondents say they witness discrimination or disrespect of colleagues because of their race, age, ethnicity, nation of origin, religion, disability, gender or sexuality occasionally or frequently. Nine percent witness it frequently. Of those who self-identified as being a member of a group that is traditionally discriminated against, 56 percent witness discrimination compared to 27 percent of people who are not in a group that is traditionally discriminated against.

Over half of respondents say that their planning environment fosters inclusion and opportunity. Fifty-four percent agree or strongly agree with the statement that, in planning meetings and related events they attend, there is a climate that fosters inclusion and opportunity, while 17 percent disagree or strongly disagree with the statement. Of those in groups that traditionally experience discrimination, 44 percent agree or strongly agree that there is a climate that fosters inclusion and opportunity compared to 65 percent for those who are not in a group that is traditionally discriminated against.

TRAINING NEEDS

The top ranked DEI training needs are as follow:

1) **training for planning commissioners and elected officials;**
2) **organizational/planning-process level (e.g., creating inclusive planning meetings);**
3) **facilitation techniques for discussing difficult diversity, equity and inclusion topics;**
4) **developing inclusive public meetings, planning documents and policies; and**
5) **missteps in planning involving marginalized communities.**

Ranks are based on the percentage of respondents who indicate that it is extremely important that the APA-IL and APA-WI provide each type of training. Table 1 below shows the full list of types of training ranked as extremely important.

Table 1: Table 1: Ranked Training Needs (Percent of All Respondents Rating Each Type of Training as Extremely Important, n=363, The Diversity, Equity and Inclusion Training Needs Survey 2020, APA-IL and APA-WI)

Rank	Type of Training	Percent Extremely Important
1.	Planning commissioners and elected officials	56.8 %
2.	Organizational/planning-process level (e.g., creating inclusive planning meetings)	52.4
3.	Facilitation techniques for discussing difficult diversity, equity and inclusion topics	51.7
4.	Developing inclusive public meetings, planning documents, and policies	50.1
5.	Missteps in planning involving marginalized communities	50.0
6.	Practicing Planners	49.0
7.	Engaging your executive leadership in a diversity, equity and inclusion journey	45.0
8.	Equitable infrastructure development	44.6
9.	Recruiting, retaining, and developing a diverse workplace	44.6
10.	Confronting personal bias	44.6
11.	Community members engaged in planning	43.9
12.	Community level (e.g., creating an equity plan)	43.8
13.	Overcoming implicit or unconscious bias	43.5
14.	Health equity through the built environment	42.9
15.	Individual level (e.g., confronting personal bias)	41.6
16.	Building social capital	39.6
17.	Creating a workplace plan for diversity, equity and inclusion	39.6
18.	Developing cultural competency	39.0
19.	Equity policy and implementation tools	38.9
20.	Race, communication, and conflict styles	38.8
21.	Assessing your organization's diversity, equity and inclusion competency	38.0
22.	Anti-racism/active bystander training	37.9
23.	Equity impact analysis tools	37.8
24.	Diversity, equity and inclusion in contracting and procurement	33.3
25.	Recognizing microaggressions	33
26.	Mediation training	32.3
27.	Collecting and sharing diversity, equity and inclusion narratives	30.2
28.	Creating an equity plan	29.0
29.	Trauma-informed engagement	28.9

There is variation in rankings of types of training rated extremely important by type of respondent, as can be seen in Table 2 below, suggesting the following:

- **The training of planning commissioners and public officials is the most important type of training need according to all sub-groups, *except* to planning commissioners and public officials.**
- **Planners, more than other respondents, expressed an interest in facilitation techniques for discussing difficult diversity, equity, and inclusion topics.**
- **Planners tend to rate process and organizational needs higher; commissioners tend to rate individual-bias training needs higher; and the few community members in the sample tend to rate community-level equity training higher.**

Rank	All respondents n=(363)	Professional Planner n= (279)	Other n=(61)	Planning commissioner or elected official n=(16)	Community member engaged in planning n= (9)
1	Planning commissioners and elected officials	Planning commissioners and elected officials	Planning commissioners and elected officials	Missteps in planning involving marginalized communities	Planning commissioners and elected officials
2	Organizational/planning-process level (e.g., creating inclusive planning meetings)	Facilitation techniques for discussing difficult diversity, equity and inclusion topics	Organizational/planning-process level (e.g., creating inclusive planning meetings)	Confronting personal bias	Equity policy and implementation tools
3	Facilitation techniques for discussing difficult diversity, equity and inclusion topics	Organizational/planning-process level (e.g., creating inclusive planning meetings)	Missteps in planning involving marginalized communities	Developing cultural competency	Equitable infrastructure development
4	Developing inclusive public meetings, planning documents, and policies	Developing inclusive public meetings, planning documents, and policies	Practicing Planners	Overcoming implicit or unconscious bias	Engaging your executive leadership in a diversity, equity and inclusion journey
5	Missteps in planning involving marginalized communities	Missteps in planning involving marginalized communities	Equitable infrastructure development	Recognizing microaggressions	Community members engaged in planning
6	Recruiting, retaining, and developing a diverse workplace	Engaging your executive leadership in a diversity, equity and inclusion journey	Community level (e.g., creating an equity plan)	Race, communication, and conflict styles	Creating a workplace plan for diversity, equity and inclusion
7	Practicing Planners	Practicing Planners	Facilitation techniques for discussing difficult diversity, equity and inclusion topics	Developing inclusive public meetings, planning documents, and policies	Health equity through the built environment

When we examine types of training rated as either extremely or very important by role (not just extremely important as in Table 2 above) as shown in Appendix B, pages 35-40, some additional trends emerge:

- **All respondents except plan commissioners and public officials rated most or all of the planning topics as important or very important, suggesting that DEI is viewed as a knowledge and skill set requiring additional training.**
- **Training to avoid missteps in planning involving marginalized communities received the largest percentage of important or very important ratings out of all of the training items.**

- **Training on engaging one's executive leadership in a diversity, equity, and inclusion journey rates highly for almost all groups, particularly community members. The notable exception is planning commissioners and public officials, who were much less likely to identify this as a training need.**

EXAMPLES OF DEI PROBLEMS

Respondents were asked to, "Give an example of any problems related to diversity and inclusion in planning processes that you have experienced, or heard about in your planning processes or your planning workplace. Detailed examples can help us in training people involved in planning processes, but short examples can also help us understand the prevalence of issues faced in planning."

Many examples of DEI problems that may be of help in designing DEI training are presented in the appendices. The examples provided by respondents are too rich and nuanced for effective summary, but reading them in their entirety will be useful in developing training programs. Examples from all respondents are presented in Appendix D, page 73-92 and examples from the 16 commissioners and public officials and from the 9 community members who are engaged in planning are presented in Appendix E, page 153. The most frequently used words in describing problems are: 1) community, 2) planning, 3) white, 4) people and 5) meeting.

DEMAND FOR TRAINING

Eighty-one percent (289 of respondents) say that are likely to attend diversity, equity, and inclusion training, if it is offered. Forty-seven percent *strongly* agree that they are likely to attend. Respondents with an interest in DEI may, of course, have been more likely to take the survey than those without an interest.

The groups most likely to attend are planning staff, followed by community members and then by planning board members and commissioners.

- 70 percent agree or strongly agree that planning staff in their community are likely to attend diversity, equity, and inclusion training, if offered.
- 59 percent agree or strongly agree that community members involved in planning are likely to attend.
- 50 percent agree or strongly agree that their members of the planning board and commissioners in their communities are likely to attend

People do not want to travel over 2 hours to attend. About one-quarter (27 percent) agree or strongly agree that they would travel over two hours to attend. (Please note that the survey was concluded before any of the communities in Illinois or Wisconsin were under "stay at home" orders due to COVID-19.)

Half prefer to join training in a webinar rather than attend in person. Fifty-two percent agree or strongly agree that they would prefer to join webinar-based training rather than in-person training, and 21 percent disagree or strongly disagree.

About 40 percent think their organization will probably pay for DEI training. Forty-four percent agree or strongly agree that their organization is likely to pay for "people in my organization" to obtain training, if offered, while 24 percent disagree or strongly disagree.

RECOMMENDATIONS

Invite planners, commissioners and public officials to trainings, particularly on process and organizational issues, as there is high demand.

Many respondents want training for commissioners and public officials, but commissioners and officials are less likely than other groups to identify themselves or their colleagues as: 1) requiring DEI training; 2) being likely to attend training; and 3) being interested in getting training on institutional and structural bias as opposed to individual bias (based on our relatively small sample of 16 commissioners and officials). This suggests that the chapters should incorporate DEI training into commissioner training programs offered by Planning Commissioner Training Officers and perhaps include a special module for commissioners in any DEI training program offered.

Consider offering a hybrid training, in which people can attend in person or join by webinar (both live and recorded for later viewing). The recorded option may be particularly useful for planning commissioners and public officials.

Consider strategies to "train the trainers," such as planning directors and Planning Official Development Officers, who are in a position to engage planning commissioners and public officials.

Use the extensive examples of DEI problems in the appendix to create training materials.

LIMITATIONS

Among the limitations of the survey are the following:

Respondents with interests in DEI issues are more likely to have responded to the survey than those without.

We had a very limited number of planning commissioners or elected officials (n=16) and community members engaged in planning (n=9). We did not have a comprehensive or very systematic sampling frame for community members.

We asked limited questions about discrimination and climate given other surveys in progress. The three questions that we did include allow for a comparison with the APA-TX surveys, but results are not yet available to us.

The survey was developed and conducted in a short period of time and with limited scope in order to meet the needs to the DEI training planning committee in a timely way.

Diversity, Equity and Inclusion Training Needs Survey 2020 (APA-IL and APA-WI)

Start of Block: Default Question Block

Intro   The American Planning Association - Illinois and Wisconsin Chapters (APA-IL and APA-WI) are requesting your assistance in completing a diversity, equity and inclusion training needs survey. You have been identified as someone who participates in the urban planning process in your community, perhaps as an active community member or perhaps as someone who works in a planning-related organization.

   This survey asks about the climate and training needs in your urban planning environment. As you answer these questions, keep in mind the experiences of all people involved in or affected by planning including persons with disability, various age groups, citizenship status or nationality, gender, racial minorities, LGBTQ people, transgendered people and people from lower socioeconomic backgrounds.

   Participation in this survey is voluntary and should take approximately 5 to 10 minutes to complete. Questions regarding your identity and personally identifiable information will not be used in any way to link your responses back to you. You may choose not to answer any questions within the survey. **The survey will close on March 1.** You may receive a few reminders by email to assure that we have a good response rate.

   If you have any questions about the survey, please contact: Kevin Kuschel, Associate Planner, City of Milwaukee and APA-WI member at kkusche@milwaukee.gov

 Thank you very much for your time and attention.

Q1 What best describes you:

○ Professional planner (1)

○ Planning commissioner or elected official (2)

○ Community member engaged in planning (3)

○ Other - Write In: (4) _____

Q2 In planning meetings and related events I attend, I *experience* discrimination or disrespect because of my race, age, ethnicity, nation of origin, religion, disability, gender, or sexuality.

○ Never (1)

○ Rarely (2)

○ Occasionally (3)

○ Frequently (4)

○ Not applicable (5)

Q3 In planning meetings and related events I attend, I *witness* discrimination or disrespect of colleagues because of their race, age, ethnicity, nation of origin, religion, disability, gender, or sexuality.

○ Never (1)

○ Rarely (2)

○ Occasionally (3)

○ Frequently (4)

○ Not applicable (5)

Q4 In planning meetings and related events I attend, there is a climate that fosters inclusion and opportunity.

○ Strongly disagree (1)

○ Disagree (2)

○ Neutral (3)

○ Agree (4)

○ Strongly agree (5)

○ Not applicable (6)

Q5 Please indicate how important it is that we (APA-IL and APA-WI) provide diversity,
equity and inclusion training to each of the following groups:

	Not Important (1)	Important (2)	Very Important (3)	Extremely Important (4)	No Opinion (5)
Practicing planners (1)	○	○	○	○	○
Planning commissioners and elected officials (2)	○	○	○	○	○
Community members engaged in planning (3)	○	○	○	○	○

Q6 Please indicate how important it is that we provide diversity, equity and inclusion training at each of the following levels:

	Not Important (1)	Important (2)	Very Important (3)	Extremely Important (4)	No Opinion (5)
Individual level (e.g., confronting personal bias) (1)	○	○	○	○	○
Organizational/planning-process level (e.g., creating inclusive planning meetings) (2)	○	○	○	○	○
Community level (e.g., creating an equity plan) (3)	○	○	○	○	○

Q7 Please indicate how important it is that we provide each of the following types of training to improve diversity, equality and inclusion in the *community:*

	Not Important (1)	Important (2)	Very Important (3)	Extremely Important (4)	No Opinion (5)
Creating an equity plan (1)	○	○	○	○	○
Equity impact analysis tools (2)	○	○	○	○	○
Equity policy and implementation tools (3)	○	○	○	○	○
Equitable infrastructure development (4)	○	○	○	○	○
Health equity through the built environment (5)	○	○	○	○	○
Building social capital (6)	○	○	○	○	○

Q8 Please indicate how important it is that we provide each of the following types of training to improve diversity, equality and inclusion in *planning processes and organizations:*

	Not Important (1)	Important (2)	Very Important (3)	Extremely Important (4)	No Opinion (5)
Developing inclusive public meetings, planning documents, and policies (1)	○	○	○	○	○
Creating a workplace plan for diversity, equity and inclusion (2)	○	○	○	○	○
Facilitation techniques for discussing difficult diversity, equity and inclusion topics (3)	○	○	○	○	○
Assessing your organization's diversity, equity and inclusion competency (4)	○	○	○	○	○
Recruiting, retaining, and developing a diverse workplace (5)	○	○	○	○	○

Engaging your executive leadership in a diversity, equity and inclusion journey (6)	○	○	○	○	○
Diversity, equity and inclusion in contracting and procurement (7)	○	○	○	○	○
Collecting and sharing diversity, equity and inclusion narratives (8)	○	○	○	○	○

Q9 Please indicate how important it is that we provide each of the following types of training to improve diversity, equality and inclusion for *individuals:*

	Not Important (1)	Important (2)	Very Important (3)	Extremely Important (4)	No Opinion (5)
Anti-racism/active bystander training (1)	○	○	○	○	○
Race, communication, and conflict styles (2)	○	○	○	○	○
Missteps in planning involving marginalized communities (3)	○	○	○	○	○
Confronting personal bias (4)	○	○	○	○	○
Developing cultural competency (5)	○	○	○	○	○
Mediation training (6)	○	○	○	○	○
Trauma-informed engagement (7)	○	○	○	○	○

Overcoming implicit or unconscious bias (8)	○	○	○	○	○
Recognizing microaggressions (9)	○	○	○	○	○

Q10 Do you consider yourself to be a member of any group(s) that have traditionally experienced discrimination?

○ No (1)

○ Yes, indicate which one(s): (2) _____

Q11 There are members of planning staff in my community who are likely to attend diversity, equity and inclusion training, if offered.

○ Strongly disagree (1)

○ Disagree (2)

○ Neutral (3)

○ Agree (4)

○ Strongly agree (5)

○ Not applicable (6)

Q12 There are members of planning boards and commissioners in my community who are likely to attend training, if offered.

○ Strongly disagree (1)

○ Disagree (2)

○ Neutral (3)

○ Agree (4)

○ Strongly agree (5)

○ Not applicable (6)

Q13 There are members of our community who are active in the planning process who are likely to attend training, if offered.

○ Strongly disagree (1)

○ Disagree (2)

○ Neutral (3)

○ Agree (4)

○ Strongly agree (5)

○ Not applicable (6)

Q14 I am likely to attend training, if offered.

○ Strongly disagree (1)

○ Disagree (2)

○ Neutral (3)

○ Agree (4)

○ Strongly agree (5)

○ Not applicable (6)

Q15 I am willing to travel more than two hours to attend training, if offered.

○ Strongly disagree (1)

○ Disagree (2)

○ Neutral (3)

○ Agree (4)

○ Strongly agree (5)

○ Not applicable (6)

Q16 I would prefer to join webinar-based training rather than in-person training.

○ Strongly disagree (1)

○ Disagree (2)

○ Neutral (3)

○ Agree (4)

○ Strongly agree (5)

○ Not applicable (6)

Q17 My organization is likely to pay for people in my organization to obtain training, if offered.

○ Strongly disagree (1)

○ Disagree (2)

○ Neutral (3)

○ Agree (4)

○ Strongly agree (5)

○ Not applicable (6)

Q18 In what state is most of your planning activity?

○ Illinois (1)

○ Wisconsin (2)

○ Both (3)

○ Neither   (4)

○ Not applicable (5)

Q19 What best describes the area(s) where you engage in planning?

○ Urban (1)

○ Suburban (2)

○ Rural (3)

○ Exurban   (4)

○ Other - Write In (5) _____

Q20 Give an example or two of any problems related to diversity and inclusion in planning processes that you have experienced, or heard about in your planning processes or your planning workplace. Detailed examples can help us in training people involved in planning processes, but short examples can also help us understand the prevalence of issues faced in planning.

_____

_____

_____

_____

_____

- -

Q21 We would like to learn about the perceptions of a wide range of stakeholders in planning. Can you please suggest any names and emails of community members involved in planning, commissioners or elected officials, or planners who you would suggest that we send this survey.

_____

_____

_____

_____

_____

- -

Q22 Would you like to be contacted about training updates?

◯ No (1)

◯ Yes, provide name and email address: (2) _____

End of Block: Default Question Block

APA-IL and APA-WI Diversity, Equity, and Inclusion Survey, January-February 2020

Summary of Survey Results

Total respondents

Total completed surveys

Q18: In what state is most of your planning activity?

Illinois	61.6%
Wisconsin	35.0%
Neither	2.3%
Both	1.1%

Q1: What best describes you?

Professional planner	76.2%
Planning commissioner or Elected official	4.4%
Community member	2.5%
Other (N=58)	16.9%

Other:

Student	13
Planning academic or researcher	12
Economic Development and related	4
City management and related	2
Community Development and Revitalization	3
Consulting: Arch, LA, other	5

Gov't planning-related position: zoning, plan examination	4
Real estate	2
Neighborhood or non-profit	2
Other	8
AICP but not employed in planning	
Government Affairs Director	
Public Health with planning degree	
Transportation	
Planning-related: housing	
Affordable housing developer	
Public engagement	
Diversity consultant for gov projects	
Retired	3
Total	58

Filtering the results of the Other category by state showed limited differences. Wisconsin had a disproportionate number of student respondents given the relative size of the two chapters.

Q19: What best describes the area(s) where you engage in planning?

Urban	47.2%
Suburban	32.2%
Rural	9.4%
Other	9.2%
Exurban	1.9%

Response for "Other" category was almost entirely naming multiple types of communities or indicating they work in all types of communities.

Crosstab of type of community where respondent mainly works by state

	Illinois	Percent IL	Wisconsin	Percent WI
Urban	102	47.0%	58	46.8%
Suburban	84	38.7%	29	23.4%
Rural	11	5.1%	22	17.7%
Other - Write In	16	7.4%	12	9.7%
Exurban	4	1.8%	3	2.4%
	217	100.0%	124	100.0%

What best describes the areas(s) where you engage in planning? (percent)	Illinois	Wisconsin
Urban	47%	47%
Suburban	39%	23%
Rural	5%	18%
Other	7%	10%
Exurban	2%	2%

The planners who mainly work in Illinois were more likely than those who work in Wisconsin to work in Suburban areas. The planners who mainly work in Wisconsin were more like than those who work in Illinois to work in Rural areas.

Q10: Do you consider yourself to be a member of any group(s) that have traditionally experienced discrimination?

Yes	54.2%
No	45.8%

Category of discrimination person identified with—includes first, second, third, and fourth items mentioned. Tallies have small errors as they were completed manually, but the general patterns are clear. For example, the tally of respondents mentioning gender in any way tallied to 98. When tallied by specific gendered word (female, male, gender), it tallied 102.

Gender	98
Race	39
LGBT+	27
Ethnicity	23
Religion	7
Religion+Ethnic	6
Age	20
National origin	1
Person with diff Phys/Psychol	5
Language proficiency	1
Pregnancy	1
Income/Class	6
Other	7
Gender	**102**
Female	83
Male	2
Gender	17
Race	**41**
Black	8
African-American	11
Asian	10
Native American	2
White/Caucasian	3
"Race"	6
Human race	1

LGBT+	26
LGBT+	25
Straight	1
Ethnicity	**21**
Latino/Hispanic	16
Filipino/Indian/SE Asian	2
Arab-American	1
Ethnicity	2
Age	22
Young	3
Middle ("mid-40s")	1
Old	2
Age	16

Q2: In planning meetings and related events I attend, I experience discrimination or disrespect because of my race, age, ethnicity, nation of origin, religion, disability, gender or sexuality.

Never	41.5%
Rarely	33.0%
Occasionally	21.9%
Frequently	3.7%

Summary of **Q10_2_TEXT: Yes, indicate which one(s): - Text**

Sample Size	Number of Distinct Categories
176	116
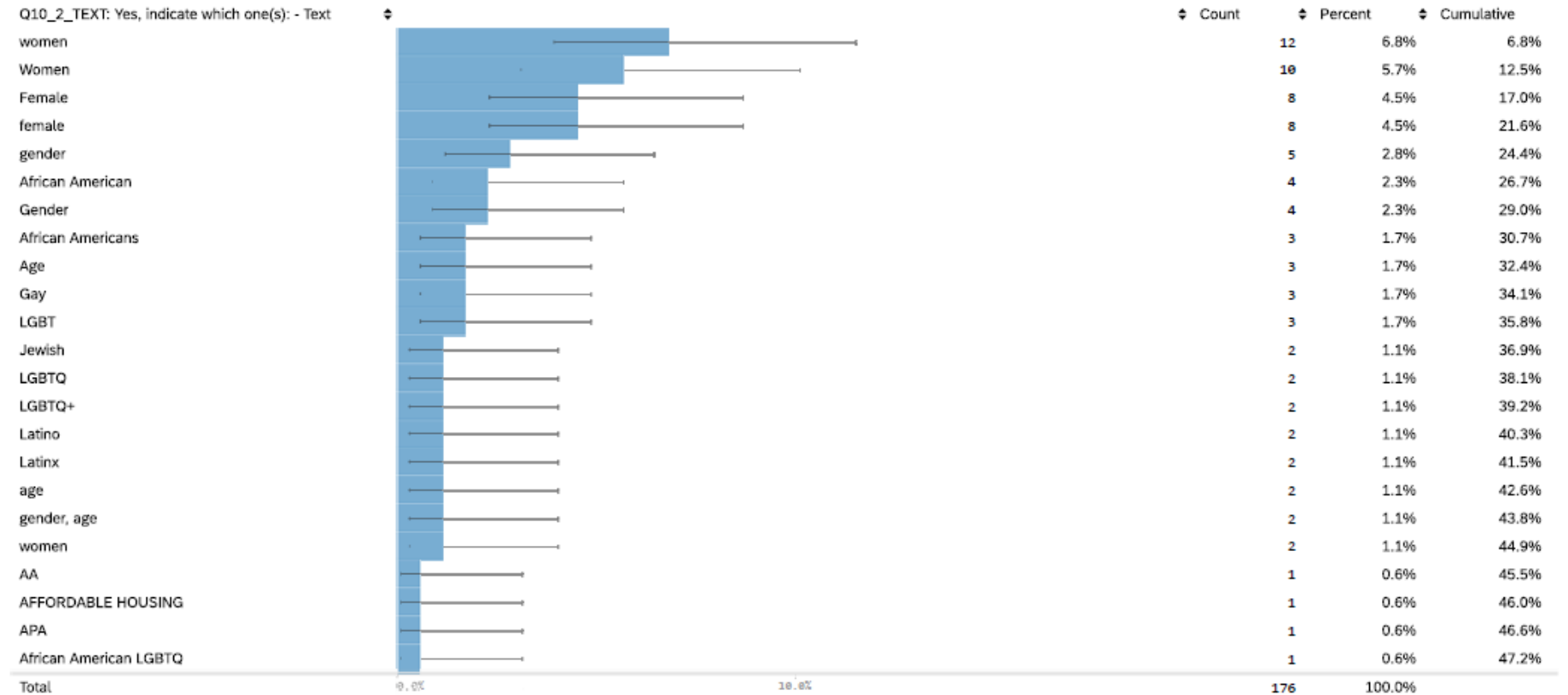
Q10_2_TEXT: Yes, indicate which one(s): - Text	Count	Percent	Cumulative
women	12	6.8%	6.8%
Women	10	5.7%	12.5%
Female	8	4.5%	17.0%
female	8	4.5%	21.6%
gender	5	2.8%	24.4%
African American	4	2.3%	26.7%
Gender	4	2.3%	29.0%
African Americans	3	1.7%	30.7%
Age	3	1.7%	32.4%
Gay	3	1.7%	34.1%
LGBT	3	1.7%	35.8%
Jewish	2	1.1%	36.9%
LGBTQ	2	1.1%	38.1%
LGBTQ+	2	1.1%	39.2%
Latino	2	1.1%	40.3%
Latinx	2	1.1%	41.5%
age	2	1.1%	42.6%
gender, age	2	1.1%	43.8%
women	2	1.1%	44.9%
AA	1	0.6%	45.5%
AFFORDABLE HOUSING	1	0.6%	46.0%
APA	1	0.6%	46.6%
African American LGBTQ	1	0.6%	47.2%
Total	176	100.0%	

Q3: In planning meetings and related events I attend, I witness discrimination or disrespect of colleagues because of their race, age, ethnicity, nation of origin, religion, disability, gender or sexuality.

Occasionally	34.5%
Rarely	33.9%
Never	23.2%
Frequently	8.5%

Q4: In planning meetings and related events I attend, there is a climate that fosters inclusion and opportunity.

17.3% of respondents disagree or strongly disagree with this statement.

54.3 % of respondent agree or strongly agree with this statement, that meetings foster a climate of inclusion and opportunity.

Agree	40.3%
Neutral	28.3%
Disagree	14.8%
Strongly agree	14.0%
Strongly disagree	2.5%

Q5: Please indicate how important it is that we (APA-IL and APA-WI) provide diversity, equity, and inclusion training to each of the following groups.
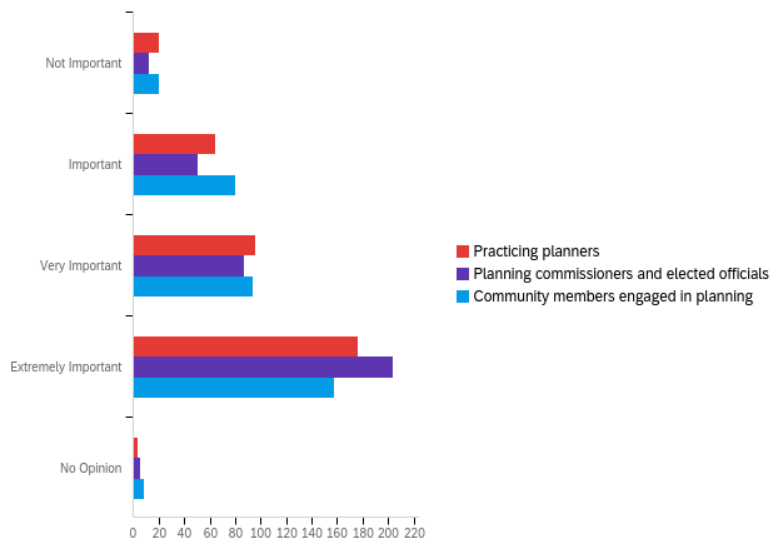
Q6: Please indicate how important it is that we provide diversity, equity, and inclusion training at each of the following levels:
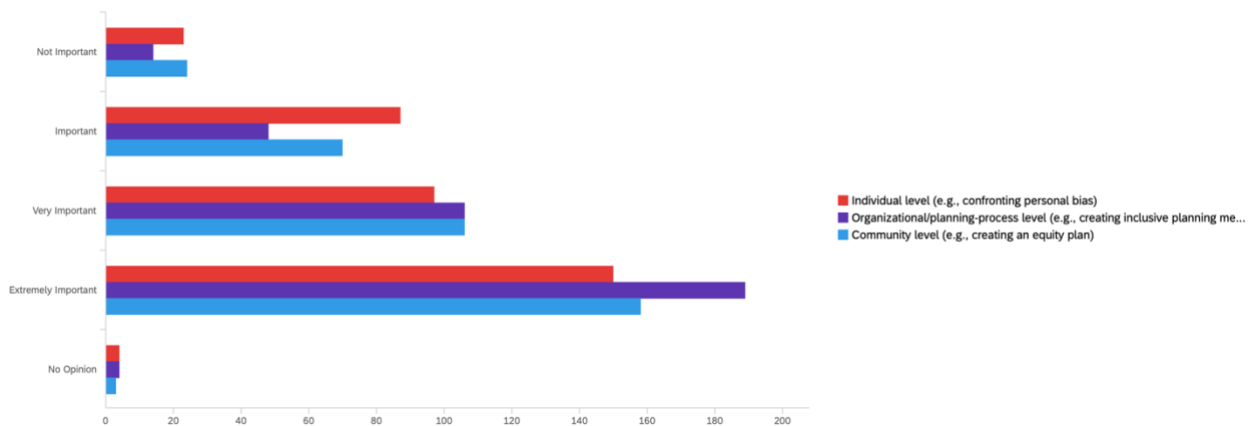
Q7: Please indicate how important it is that we provide each of the following types of training to improve diversity, equality and inclusion in the community.

Please indicate how important it is that we provide each of the following types of training to improve diversity, equality and inclusion in the community:

	Creating an equity plan	Equity impact analysis tools	Equity policy and implementation tools	Equitable infrastructure development	Health equity through the built environment	Building social capital
Extremely Important	29.0%	37.8%	38.9%	44.6%	42.9%	39.6%
Very Important	28.7%	26.1%	29.7%	28.5%	28.8%	28.4%
Important	28.5%	24.4%	21.9%	17.7%	20.2%	20.1%
No Opinion	3.3%	3.6%	3.3%	3.3%	3.9%	6.7%
Not Important	10.5%	8.1%	6.1%	5.8%	4.2%	5.3%

Ranked training types by Extremely or Very Important

Rank	Training Type	Percent
1st	Equitable infrastructure development	73.1%
2nd	Health equity through the built environment	71.7%
3rd	Equity policy and implementation tools	68.6%
4th	Building social capital	68.0%
5th	Equity impact analysis tools	63.9%
6th	Creating an equity plan	57.7%

Q8: Please indicate how important it is that we provide each of the following types of training to improve diversity, equality, and inclusion in planning processes and organizations:

	Developing inclusive public meetings, planning documents, and policies	Creating a workplace plan for diversity, equity and inclusion	Facilitation techniques for discussing difficult diversity, equity and inclusion topics	Assessing your organization's diversity, equity and inclusion competency	Recruiting, retaining, and developing a diverse workplace	Engaging your executive leadership in a diversity, equity and inclusion journey		Collecting and sharing diversity, equity and inclusion narratives
Extremely Important	50.1%	39.6%	51.7%	38.0%	44.6%	45.0%	33.3%	30.2%
Important	15.5%	22.2%	16.1%	24.4%	15.0%	19.7%	23.1%	26.0%
No Opinion	1.1%	2.8%	1.4%	3.3%	2.8%	3.3%	4.4%	5.0%
Not Important	4.7%	9.4%	5.6%	8.9%	8.3%	9.7%	12.8%	11.7%
Very Important	28.5%	26.0%	25.3%	25.5%	29.4%	22.2%	26.4%	27.1%

Extremely or Very Important	Facilitation techniques for discussing difficult diversity, equity and inclusion topics	Developing inclusive public meetings, planning documents, and policies	Engaging your executive leadership in a diversity, equity and inclusion journey	Assessing your organization's diversity, equity and inclusion competency	Creating a workplace plan for diversity, equity and inclusion	Recruiting, retaining, and developing a diverse workplace	Diversity, equity and inclusion in contracting and procurement	Collecting and sharing diversity, equity and inclusion narratives
Rank order	1st	2nd	3rd	4th	5th	6th	7th	8th
Combined percent	67.8%	65.7%	64.7%	62.3%	61.8%	59.6%	56.40%	56.1%

Q9: Please indicate how important it is that we provide each of the following types of training to improve diversity, equality and inclusion to individuals:

Please indicate how important it is that we provide each of the following types of training to improve diversity, equality and inclusion for individuals:

	Anti-racism/active bystander training	Race, communication, and conflict styles	Missteps in planning involving marginalized communities	Confronting personal bias	Developing cultural competency	Mediation training	Trauma-informed engagement	Overcoming implicit or unconscious bias	Recognizing microaggressions
Extremely Important	37.9%	38.8%	50.0%	44.6%	39.0%	32.3%	23.9%	43.5%	33.0%
Very Important	29.5%	31.9%	26.7%	28.4%	36.2%	27.3%	28.9%	28.1%	25.2%
Important	23.1%	22.4%	15.3%	20.9%	17.8%	29.0%	25.8%	19.8%	28.0%
Not Important	7.2%	5.3%	5.6%	5.3%	5.3%	8.4%	10.0%	5.8%	8.0%
No Opinion	2.2%	1.7%	2.5%	0.84%	1.7%	3.1%	11.4%	2.8%	5.8%

Rank	1st	2nd	3rd	4th	5th	6th	7th	8th	9th
Rank by Extremely and Very Important	Missteps in planning involving marginalized communities	Developing cultural competency	Confronting personal bias	Overcoming implicit or unconscious bias	Race, communication, and conflict styles	Anti-racism/active bystander training	Mediation training	Recognizing microaggressions	Trauma-informed engagement
Combined Percent	76.7%	75.2%	73.0%	71.6%	70.60%	67.4%	59.6%	58.2%	52.8%

Q11: There are members of planning staff in my community who are likely to attend diversity, equity, and inclusion training, if offered.

Agree	47.2%
Strongly agree	22.9%
Neutral	21.1%
Disagree	5.9%
Strongly disagree	2.9%

Q12: There are members of planning board and commissioners in my community who are likely to attend training, if offered.

Agree	41.8%
Neutral	34.8%
Disagree	12.6%
Strongly agree	8.3%
Strongly disagree	2.5%
Agree or Strongly agree	50.1%
Disagree or Strongly disagree	15.5%

Q13: There are members of our community who are active in the planning process who are likely to attend training, if offered.

Agree	45.1%
Neutral	27.4%
Strongly agree	14.2%
Disagree	10.9%
Strongly disagree	2.4%
Agree or Strongly agree	59.3%
Disagree or Strongly disagree	13.3%

Q14: I am likely to attend training, if offered.

Agree	46.5%
Strongly agree	34.5%
Neutral	12.6%
Disagree	3.6%
Strongly disagree	2.8%
Agree or Strongly agree	81.0%
Disagree or Strongly disagree	6.4%

Q15: I am willing to travel more than two hours to attend training, if offered.

Disagree	33.6%
Neutral	20.7%
Strongly disagree	18.2%
Agree	17.6%
Strongly agree	9.8%
Agree or Strongly agree	27.4%
Disagree or Strongly disagree	51.8%

Q16: I would prefer to join webinar-based training rather than in-person training.

Agree	32.2%
Neutral	26.6%
Strongly agree	20.2%
Disagree	14.6%
Strongly disagree	6.4%
Agree or Strongly agree	52.4%
Disagree or Strongly disagree	21.0%

Q17: My organization is likely to pay for people in my organization to obtain training, if offered.

Agree	33.8%
Neutral	31.8%
Disagree	15.0%
Strongly agree	10.0%
Strongly disagree	9.4%
Agree or Strongly agree	43.8%
Disagree or Strongly disagree	24.4%

Q18: In what state is most of your planning activity?

Illinois	61.6%
Wisconsin	35.0%
Neither	2.3%
Both	1.1%

Q15: I am willing to travel more than two hours to attend training, if offered.

By state where respondents conduct is most of their planning activity

	Total	Illinois	Wisconsin
Agree	61	37	22
Disagree	119	72	45
Neutral	71	43	26
Strongly agree	35	16	15
Strongly disagree	64	47	15

Q16 I would prefer to join webinar-based training rather than in-person training.

	Total	Illinois	Wisconsin
Agree	111	69	39
Disagree	51	34	16
Neutral	94	52	37
Strongly agree	71	45	23
Strongly disagree	23	15	8

Top 7 Training Needs by Group

Ranked based on the percentage of respondents indicating

that it is extremely important that APA-IL and APA-WI provide each type of training.

Rank	All respondents n=(363)	Professional Planner n= (279)	Other n=(61)	Planning commissioner or elected official n=(16)	Community member engaged in planning n= (9)
1	Planning commissioners and elected officials	Planning commissioners and elected officials	Planning commissioners and elected officials	Missteps in planning involving marginalized communities	Planning commissioners and elected officials
2	Organizational/planning-process level (e.g., creating inclusive planning meetings)	Facilitation techniques for discussing difficult diversity, equity and inclusion topics	Organizational/planning-process level (e.g., creating inclusive planning meetings)	Confronting personal bias	Equity policy and implementation tools
3	Facilitation techniques for discussing difficult diversity, equity and inclusion topics	Organizational/planning-process level (e.g., creating inclusive planning meetings)	Missteps in planning involving marginalized communities	Developing cultural competency	Equitable infrastructure development
4	Developing inclusive public meetings, planning documents, and policies	Developing inclusive public meetings, planning documents, and policies	Practicing Planners	Overcoming implicit or unconscious bias	Engaging your executive leadership in a diversity, equity and inclusion journey
5	Missteps in planning involving marginalized communities	Missteps in planning involving marginalized communities	Equitable infrastructure development	Recognizing microaggressions	Community members engaged in planning
6	Recruiting, retaining, and developing a diverse workplace	Engaging your executive leadership in a diversity, equity and inclusion journey	Community level (e.g., creating an equity plan)	Race, communication, and conflict styles	Creating a workplace plan for diversity, equity and inclusion
7	Confronting personal bias	Health equity through the built environment	Engaging your executive leadership in a diversity, equity and inclusion journey	Practicing Planners	Facilitation techniques for discussing difficult diversity, equity and inclusion topics

The following section shows the percentage of respondents who indicate that that it is extremely important that APA-IL and APA-WI provide it. Training needs listed in rank order of perceived need. This is shown for each of the following groups: 1) all respondents, 2) professional planners, 3) planning commissioners or other elected official, 4) community members engaged in planning, and 5) others.

Ranked Training Needs for All respondents n=(363)
(Training Need, Percent Rating it Extremely Important)

30. Planning commissioners and elected officials   56.8 percent
31. Organizational/planning-process level (e.g., creating inclusive planning meetings)   52.4
32. Facilitation techniques for discussing difficult diversity, equity and inclusion topics   51.7
33. Developing inclusive public meetings, planning documents, and policies   50.1
34. Missteps in planning involving marginalized communities   50
35. Practicing Planners   49
36. Engaging your executive leadership in a diversity, equity and inclusion journey   45
37. Equitable infrastructure development   44.6
38. Recruiting, retaining, and developing a diverse workplace   44.6
39. Confronting personal bias 44.6
40. Community members engaged in planning   43.9
41. Community level (e.g., creating an equity plan)   43.8
42. Overcoming implicit or unconscious bias   43.5
43. Health equity through the built environment   42.9
44. Individual level (e.g., confronting personal bias)   41.6
45. Building social capital   39.6
46. Creating a workplace plan for diversity, equity and inclusion   39.6
47. Developing cultural competency   39
48. Equity policy and implementation tools   38.9
49. Race, communication, and conflict styles   38.8
50. Assessing your organization's diversity, equity and inclusion competency   38
51. Anti-racism/active bystander training   37.9
52. Equity impact analysis tools   37.8
53. Diversity, equity and inclusion in contracting and procurement   33.3
54. Recognizing microaggressions   33
55. Mediation training   32.3
56. Collecting and sharing diversity, equity and inclusion narratives   30.2
57. Creating an equity plan   29
58. Trauma-informed engagement   28.9

Ranked Training Needs for <u>Professional Planners n= (279)</u>
(Training Need, Percent Rating it Extremely Important)

1. Planning commissioners and elected officials   53.6
2. Facilitation techniques for discussing difficult diversity, equity and inclusion topics   49.5
3. Organizational/planning-process level (e.g., creating inclusive planning meetings)   48.7
4. Developing inclusive public meetings, planning documents, and policies   47.3
5. Missteps in planning involving marginalized communities   45.5
6. Practicing Planners   45.3
7. Recruiting, retaining, and developing a diverse workplace   42.2
8. Community members engaged in planning   41.5
9. Engaging your executive leadership in a diversity, equity and inclusion journey   40.9
10. Health equity through the built environment   40.4
11. Individual level (e.g., confronting personal bias)   40
12. Community level (e.g., creating an equity plan)   40
13. Equitable infrastructure development   39.6
14. Confronting personal bias   39.2
15. Overcoming implicit or unconscious bias   39.1
16. Building social capital   36.5
17. Equity impact analysis tools   35.8
18. Race, communication, and conflict styles   35.3
19. Creating a workplace plan for diversity, equity and inclusion   34.5
20. Developing cultural competency   34.1
21. Assessing your organization's diversity, equity and inclusion competency   33.8
22. Equity policy and implementation tools   33.6
23. Anti-racism/active bystander training   33.3
24. Mediation training   29.7
25. Diversity, equity and inclusion in contracting and procurement   29.2
26. Recognizing microaggressions   28.4
27. Collecting and sharing diversity, equity and inclusion narratives   26.8
28. Creating an equity plan   24.6
29. Trauma-informed engagement   20.1

Ranked Training Needs for <u>Planning commissioner or elected official n=(16)</u>
(Training Need, Percent Rating it Extremely Important)

1. Missteps in planning involving marginalized communities   50
2. Confronting personal bias 50
3. Developing cultural competency   50
4. Overcoming implicit or unconscious bias   50
5. Recognizing microaggressions   50
6. Equity policy and implementation tools   37.5
7. Developing inclusive public meetings, planning documents, and policies   37.5
8. Creating a workplace plan for diversity, equity and inclusion   37.5
9. Race, communication, and conflict styles   37.5
10. Practicing Planners   33.3
11. Building social capital   33.3
12. Organizational/planning-process level (e.g., creating inclusive planning meetings)   31.3
13. Equitable infrastructure development   31.3
14. Facilitation techniques for discussing difficult diversity, equity and inclusion topics   31.3
15. Engaging your executive leadership in a diversity, equity and inclusion journey   31.3
16. Mediation training   31.3
17. Individual level (e.g., confronting personal bias)   31.1
18. Community level (e.g., creating an equity plan)   25
19. Creating an equity plan   25
20. Equity impact analysis tools   25
21. Health equity through the built environment   25
22. Assessing your organization's diversity, equity and inclusion competency   25
23. Recruiting, retaining, and developing a diverse workplace   25
24. Anti-racism/active bystander training   25
25. Planning commissioners and elected officials   20
26. Community members engaged in planning   20
27. Diversity, equity and inclusion in contracting and procurement   18.8
28. Collecting and sharing diversity, equity and inclusion narratives   18.8
29. Trauma-informed engagement   18.8

Ranked Training Needs for <u>Community member engaged in planning n= (9))</u>
(Training Need, Percent Rating it Extremely Important)

1. Planning commissioners and elected officials   66.7
2. Equity policy and implementation tools   55.6
3. Equitable infrastructure development   55.6
4. Engaging your executive leadership in a diversity, equity and inclusion journey   55.6
5. Community members engaged in planning   44.4
6. Community level (e.g., creating an equity plan)   44.4
7. Health equity through the built environment   44.4
8. Developing inclusive public meetings, planning documents, and policies   44.4
9. Creating a workplace plan for diversity, equity and inclusion   44.4
10. Facilitation techniques for discussing difficult diversity, equity and inclusion topics   44.4
11. Confronting personal bias 44.4
12. Overcoming implicit or unconscious bias   44.4
13. Practicing Planners   33.3
14. Individual level (e.g., confronting personal bias)   33.3
15. Organizational/planning-process level (e.g., creating inclusive planning meetings)   33.3
16. Creating an equity plan   33.3
17. Assessing your organization's diversity, equity and inclusion competency   33.3
18. Recruiting, retaining, and developing a diverse workplace   33.3
19. Diversity, equity and inclusion in contracting and procurement   33.3
20. Anti-racism/active bystander training   33.3
21. Missteps in planning involving marginalized communities   33.3
22. Developing cultural competency   33.3
23. Equity impact analysis tools   22.2
24. Building social capital   22.2
25. Collecting and sharing diversity, equity and inclusion narratives   22.2
26. Race, communication, and conflict styles   22.2
27. Mediation training   22.2
28. Trauma-informed engagement   22.2
29. Recognizing microaggressions   22.2

Ranked Training Needs for <u>Others n=(61)</u>
(Training Need, Percent Rating it Extremely Important)
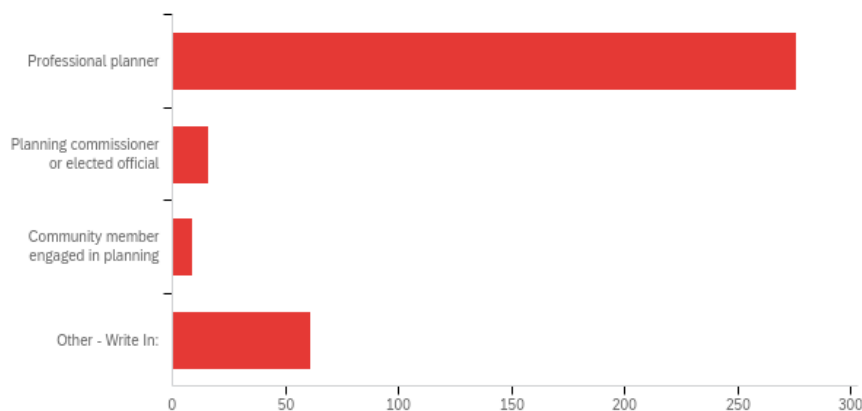
1. Planning commissioners and elected officials   78.7
2. Organizational/planning-process level (e.g., creating inclusive planning meetings)   77
3. Missteps in planning involving marginalized communities   73.3
4. Practicing Planners   72.1
5. Equitable infrastructure development   68.9
6. Facilitation techniques for discussing difficult diversity, equity and inclusion topics   68.3
7. Developing inclusive public meetings, planning documents, and policies   67.2
8. Confronting personal bias 67.2
9. Community level (e.g., creating an equity plan)   65.6
10. Engaging your executive leadership in a diversity, equity and inclusion journey 65.6
11. Creating a workplace plan for diversity, equity and inclusion   62.3
12. Recruiting, retaining, and developing a diverse workplace   62.3
13. Anti-racism/active bystander training   62.3
14. Overcoming implicit or unconscious bias   61.7
15. Community members engaged in planning   60.7
16. Equity policy and implementation tools   60.7
17. Assessing your organization's diversity, equity and inclusion competency   60.7
18. Health equity through the built environment   59
19. Developing cultural competency   59
20. Building social capital   57.4
21. Race, communication, and conflict styles   57.4
22. Diversity, equity and inclusion in contracting and procurement   55.7
23. Individual level (e.g., confronting personal bias)   52.5
24. Equity impact analysis tools   52.5
25. Recognizing microaggressions   50.8
26. Creating an equity plan   49.2
27. Collecting and sharing diversity, equity and inclusion narratives   49.2
28. Mediation training   45.9
29. Trauma-informed engagement   42.6

All Respondents

Diversity, Equity and Inclusion Training Needs Survey 2020 (APA-IL and APA-WI)
March 20th 2020, 1:01 pm MDT

NOTE: The open-ended responses to Question 20 regarding DEI problems experienced are on pages 73 through 92 of this report. Question 20 asked respondents to: Q20 - Give an example or two of any problems related to diversity and inclusion in planning processes that you have experienced, or heard about in your planning processes or your planning workplace. Detailed examples can help us in training people involved in planning processes, but short examples can also help us understand the prevalence of issues faced in planning.

Q1 - What best describes you:

#	Answer	%	Count
1	Professional planner	76.24%	276
2	Planning commissioner or elected official	4.42%	16
3	Community member engaged in planning	2.49%	9
4	Other - Write In:	16.85%	61
	Total	100%	362

Q2 - In planning meetings and related events I attend, I experience discrimination or disrespect because of my race, age, ethnicity, nation of origin, religion, disability, gender, or sexuality.

#	Answer	%	Count
1	Never	41.48%	146
2	Rarely	32.95%	116
3	Occasionally	21.88%	77
4	Frequently	3.69%	13
	Total	100%	352

Q3 - In planning meetings and related events I attend, I witness discrimination or disrespect of colleagues because of their race, age, ethnicity, nation of origin, religion, disability, gender, or sexuality.
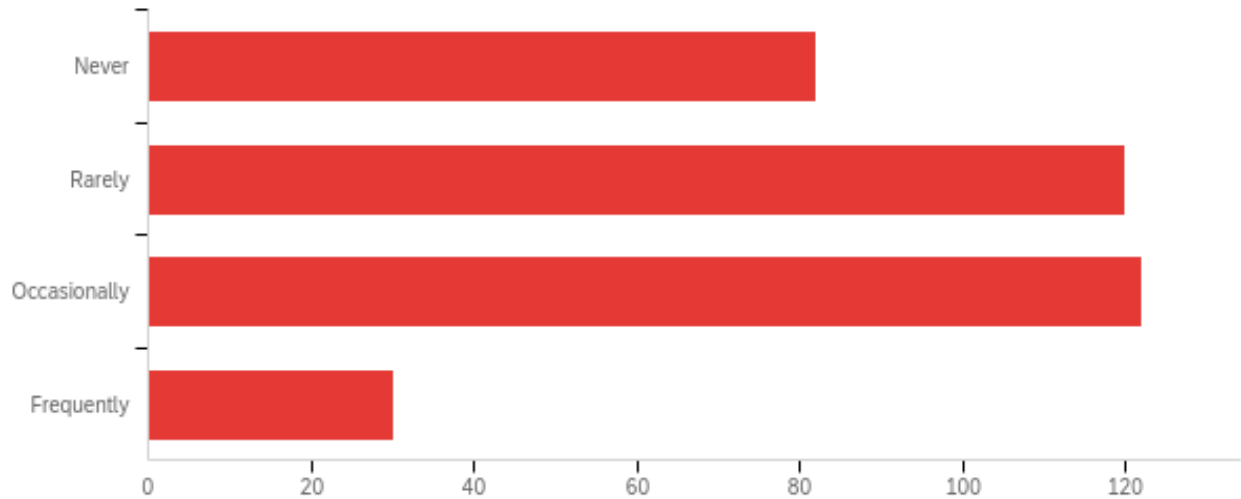
#	Answer	%	Count
2	Rarely	33.90%	120
3	Occasionally	34.46%	122
1	Never	23.16%	82
4	Frequently	8.47%	30
	Total	100%	354

Q4 - In planning meetings and related events I attend, there is a climate that fosters inclusion and opportunity.
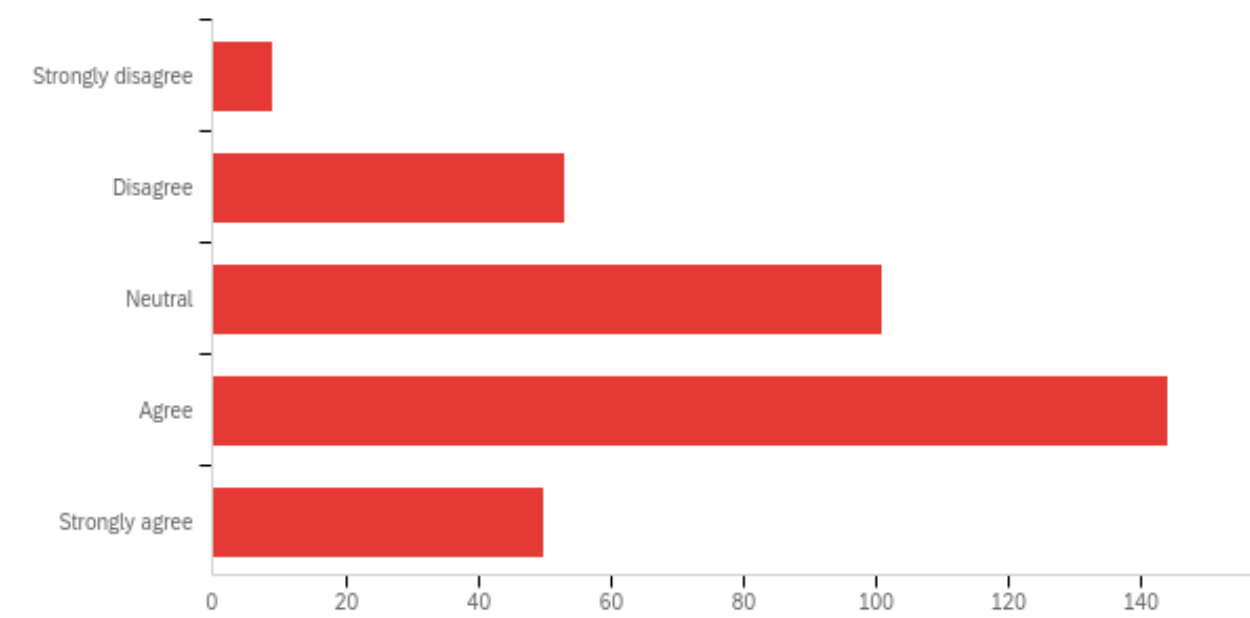
#	Answer	%	Count
1	Strongly disagree	2.52%	9
2	Disagree	14.85%	53
3	Neutral	28.29%	101
4	Agree	40.34%	144
5	Strongly agree	14.01%	50
	Total	100%	357

Q5 - Please indicate how important it is that we (APA-IL and APA-WI) provide diversity, equity and inclusion training to each of the following groups:
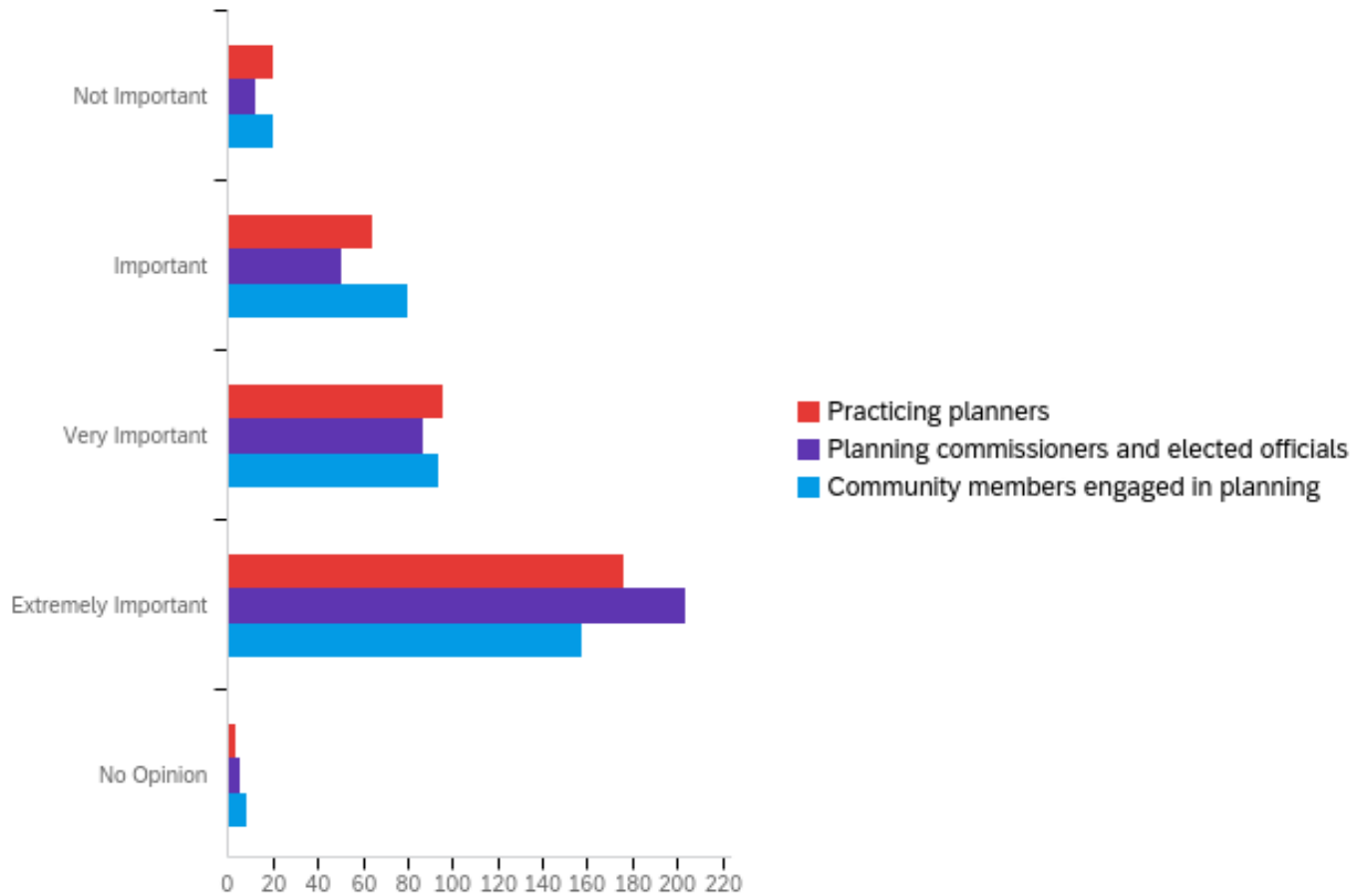
#	Question	Not Important		Important		Very Important		Extremely Important		No Opinion		Total
1	Practicing planners	5.57%	20	17.83%	64	26.74%	96	49.03%	176	0.84%	3	359
2	Planning commissioners and elected officials	3.34%	12	14.21%	51	24.23%	87	56.82%	204	1.39%	5	359
3	Community members engaged in planning	5.56%	20	22.22%	80	26.11%	94	43.89%	158	2.22%	8	360

Q6 - Please indicate how important it is that we provide diversity, equity and inclusion training at each of the following levels:

Legend:
- Individual level (e.g., confronting personal bias)
- Organizational/planning-process level (e.g., creating inclusive planning me...)
- Community level (e.g., creating an equity plan)
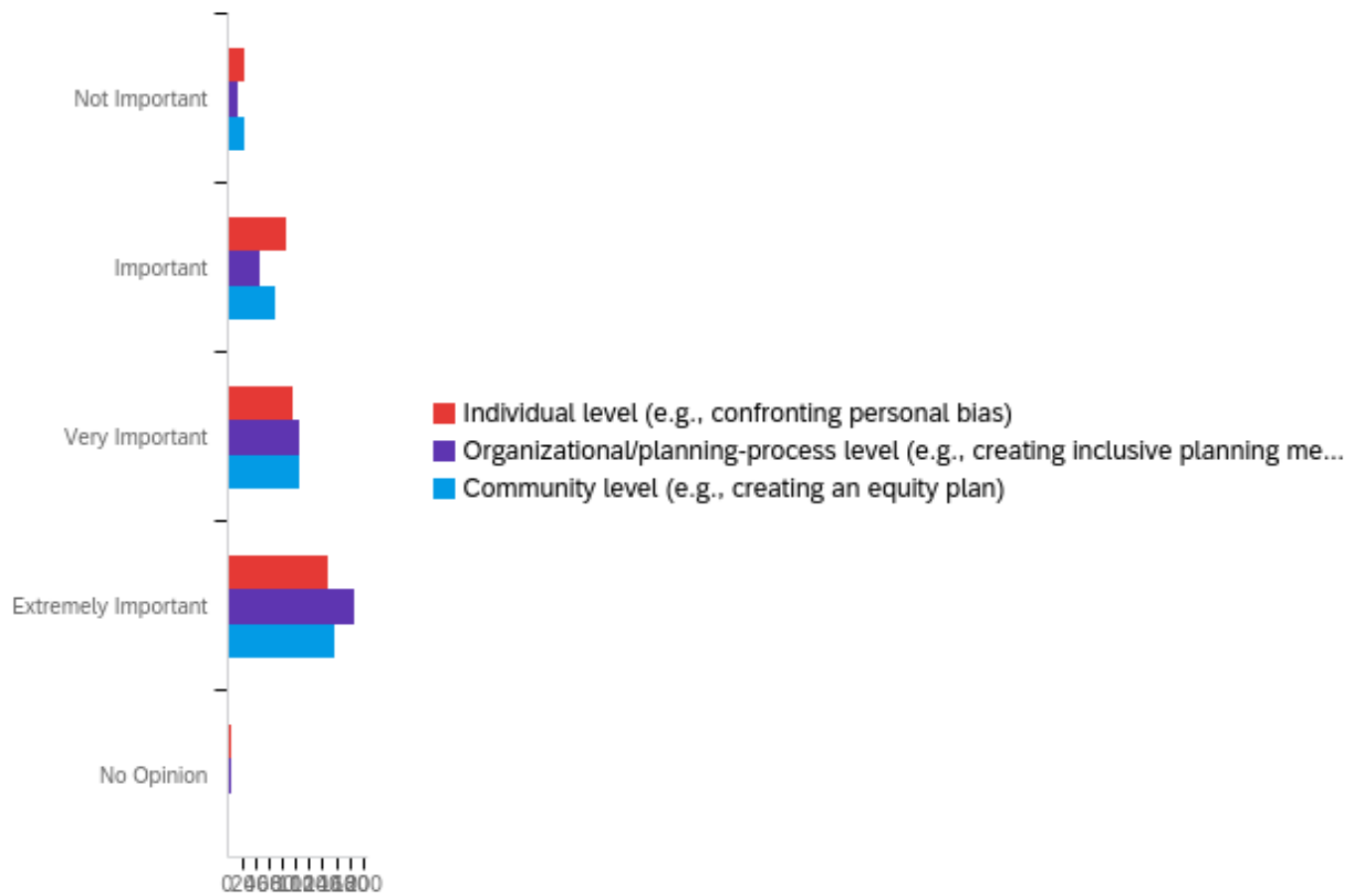
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Individual level (e.g., confronting personal bias)	1.00	5.00	3.07	0.98	0.95	361
2	Organizational/planning-process level (e.g., creating inclusive planning meetings)	1.00	5.00	3.34	0.86	0.74	361
3	Community level (e.g., creating an equity plan)	1.00	5.00	3.13	0.96	0.91	361

#	Question	Not Important		Important		Very Important		Extremely Important		No Opinion		Total
1	Individual level (e.g., confronting personal bias)	6.37%	23	24.10%	87	26.87%	97	41.55%	150	1.11%	4	361
2	Organizational/planning-process level (e.g., creating inclusive planning meetings)	3.88%	14	13.30%	48	29.36%	106	52.35%	189	1.11%	4	361
3	Community level (e.g., creating an equity plan)	6.65%	24	19.39%	70	29.36%	106	43.77%	158	0.83%	3	361

Q7 - Please indicate how important it is that we provide each of the following types of training to improve diversity, equality and inclusion in the community:
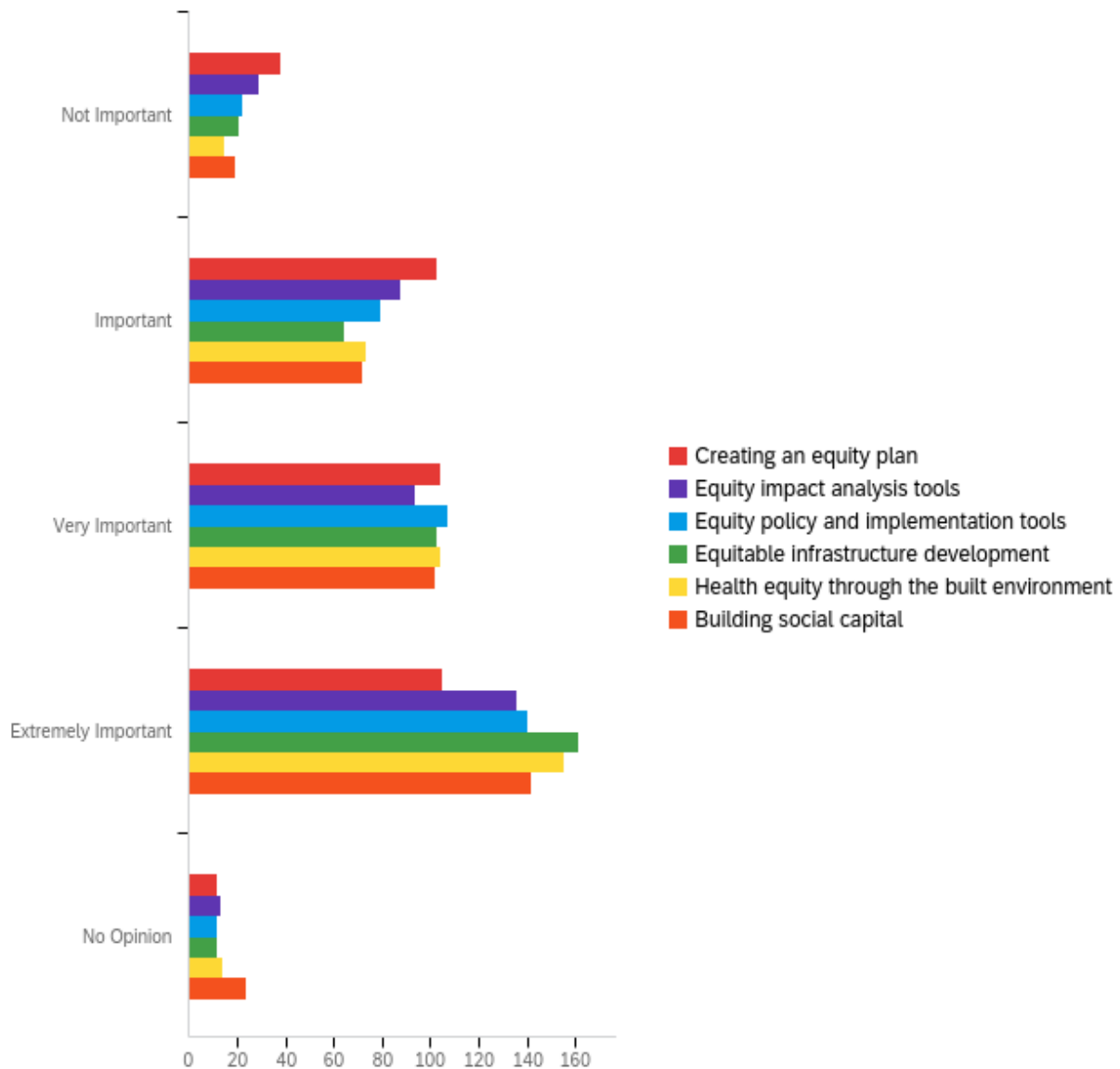
#	Question	Not Important		Important		Very Important		Extremely Important		No Opinion		Total
1	Creating an equity plan	10.50%	38	28.45%	103	28.73%	104	29.01%	105	3.31%	12	362
2	Equity impact analysis tools	8.06%	29	24.44%	88	26.11%	94	37.78%	136	3.61%	13	360
3	Equity policy and implementation tools	6.11%	22	21.94%	79	29.72%	107	38.89%	140	3.33%	12	360
4	Equitable infrastructure development	5.82%	21	17.73%	64	28.53%	103	44.60%	161	3.32%	12	361
5	Health equity through the built environment	4.16%	15	20.22%	73	28.81%	104	42.94%	155	3.88%	14	361
	Building social capital	5.29%	19	20.06%	72	28.41%	102	39.55%	142	6.69%	24	359

Q8 - Please indicate how important it is that we provide each of the following types of training to improve diversity, equality and inclusion in planning processes and organizations:

Legend:
- Developing inclusive public meetings, planning documents, and policies
- Creating a workplace plan for diversity, equity and inclusion
- Facilitation techniques for discussing difficult diversity, equity and incl...
- Assessing your organization's diversity, equity and inclusion competency
- Recruiting, retaining, and developing a diverse workplace
- Engaging your executive leadership in a diversity, equity and inclusion jou...
- Diversity, equity and inclusion in contracting and procurement
- Collecting and sharing diversity, equity and inclusion narratives

Categories (y-axis): Not Important, Important, Very Important, Extremely Important, No Opinion

#	Question	Not Important		Important		Very Important		Extremely Important		No Opinion		Total
1	Developing inclusive public meetings, planning documents, and policies	4.71%	17	15.51%	56	28.53%	103	50.14%	181	1.11%	4	361
2	Creating a workplace plan for diversity, equity and inclusion	9.42%	34	22.16%	80	26.04%	94	39.61%	143	2.77%	10	361
3	Facilitation techniques for discussing difficult diversity, equity and inclusion topics	5.56%	20	16.11%	58	25.28%	91	51.67%	186	1.39%	5	360
4	Assessing your organization's diversity, equity and inclusion competency	8.86%	32	24.38%	88	25.48%	92	37.95%	137	3.32%	12	361
5	Recruiting, retaining, and developing a diverse workplace	8.31%	30	14.96%	54	29.36%	106	44.60%	161	2.77%	10	361
	Engaging your executive leadership in a diversity, equity and inclusion journey	9.72%	35	19.72%	71	22.22%	80	45.00%	162	3.33%	12	360
	Diversity, equity and inclusion in contracting and procurement	12.78%	46	23.06%	83	26.39%	95	33.33%	120	4.44%	16	360
	Collecting and sharing diversity, equity and inclusion narratives	11.73%	42	25.98%	93	27.09%	97	30.17%	108	5.03%	18	358

Q9 - Please indicate how important it is that we provide each of the following types of training to improve diversity, equality and inclusion for individuals:

#	Question	Not Important		Important		Very Important		Extremely Important		No Opinion		Total
1	Anti-racism/active bystander training	7.24%	26	23.12%	83	29.53%	106	37.88%	136	2.23%	8	359
2	Race, communication, and conflict styles	5.26%	19	22.44%	81	31.86%	115	38.78%	140	1.66%	6	361
3	Missteps in planning involving marginalized communities	5.56%	20	15.28%	55	26.67%	96	50.00%	180	2.50%	9	360
4	Confronting personal bias	5.29%	19	20.89%	75	28.41%	102	44.57%	160	0.84%	3	359
5	Developing cultural competency	5.29%	19	17.83%	64	36.21%	130	39.00%	140	1.67%	6	359
	Mediation training	8.36%	30	28.97%	104	27.30%	98	32.31%	116	3.06%	11	359
	Trauma-informed engagement	10.00%	36	25.83%	93	28.89%	104	23.89%	86	11.39%	41	360
	Overcoming implicit or unconscious bias	5.85%	21	19.78%	71	28.13%	101	43.45%	156	2.79%	10	359
	Recognizing microaggressions	8.03%	29	27.98%	101	25.21%	91	32.96%	119	5.82%	21	361

Q10 - Do you consider yourself to be a member of any group(s) that have traditionally experienced discrimination?
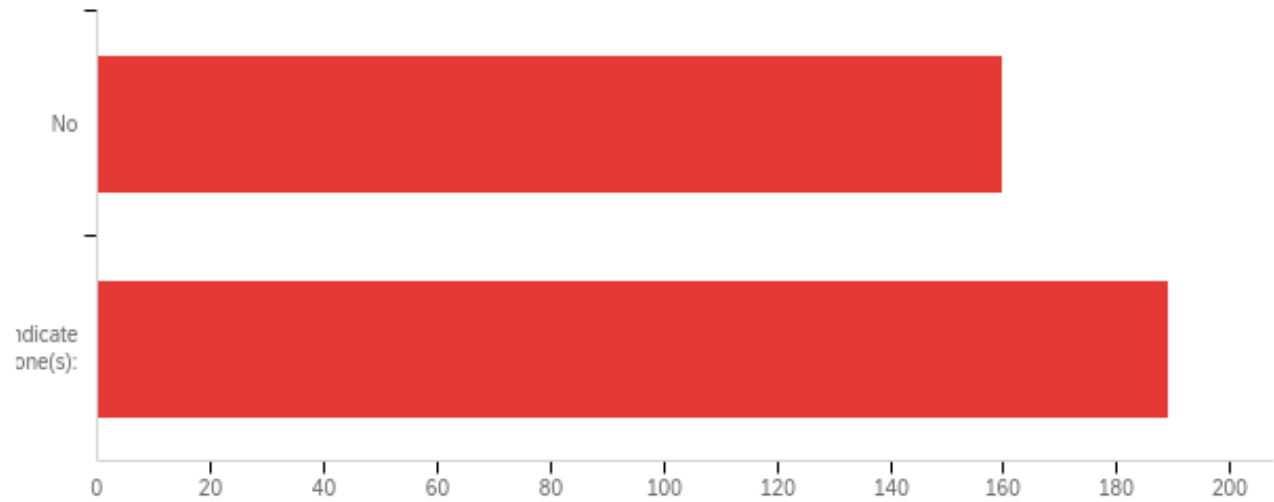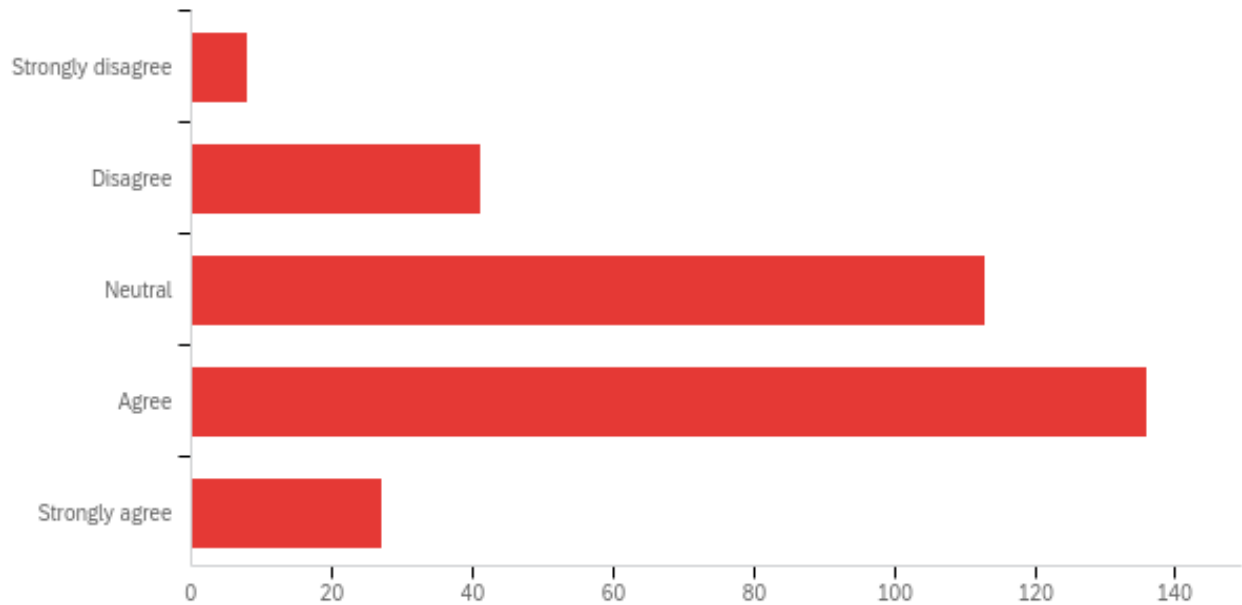

#	Answer	%	Count
2	Yes, indicate which one(s):	54.15%	189
1	No	45.85%	160
	Total	100%	349

Q11 - There are members of planning staff in my community who are likely to attend diversity, equity and inclusion training, if offered.
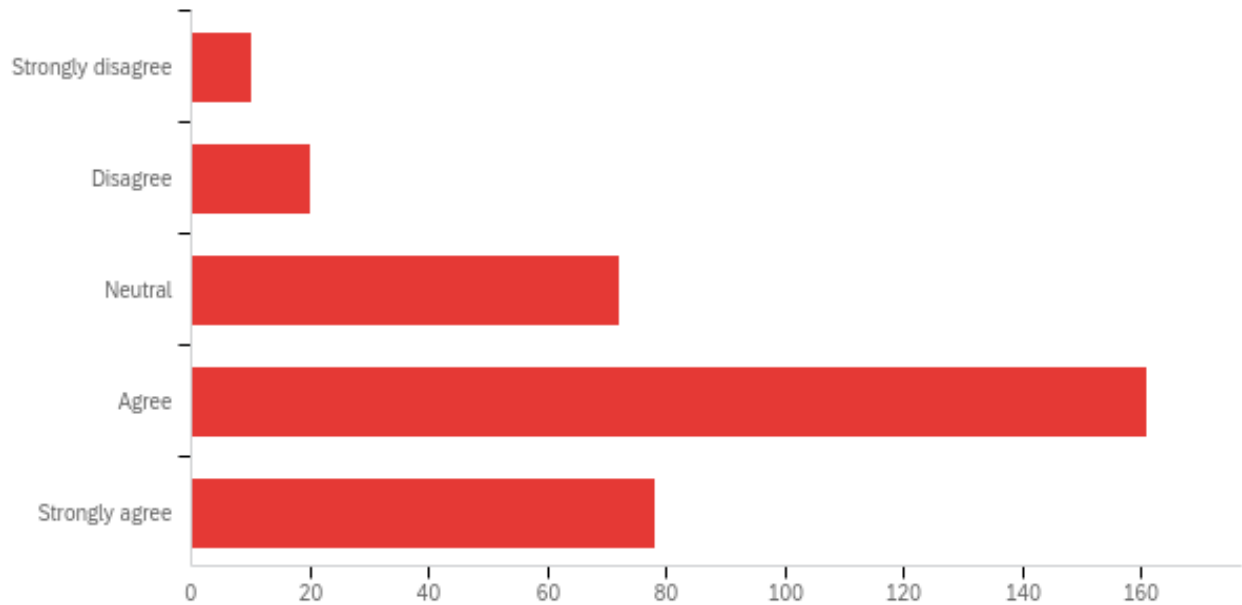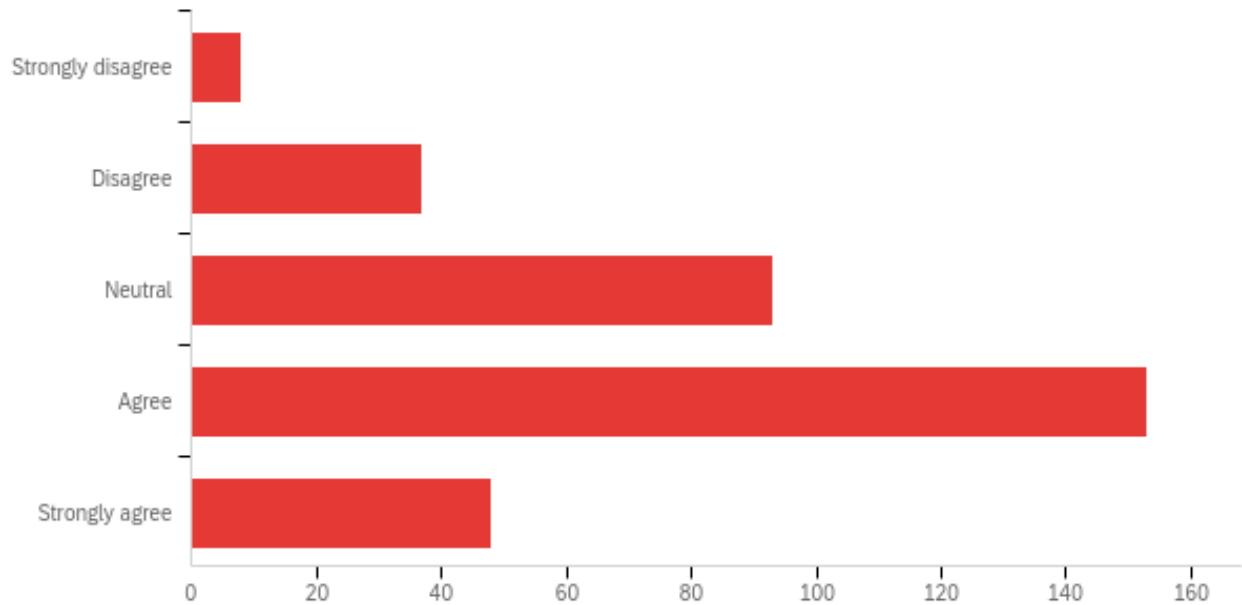

#	Answer	%	Count
1	Strongly disagree	2.93%	10
2	Disagree	5.87%	20
3	Neutral	21.11%	72
4	Agree	47.21%	161
5	Strongly agree	22.87%	78
	Total	100%	341

Q12 - There are members of planning boards and commissioners in my community who are likely to attend training, if offered.
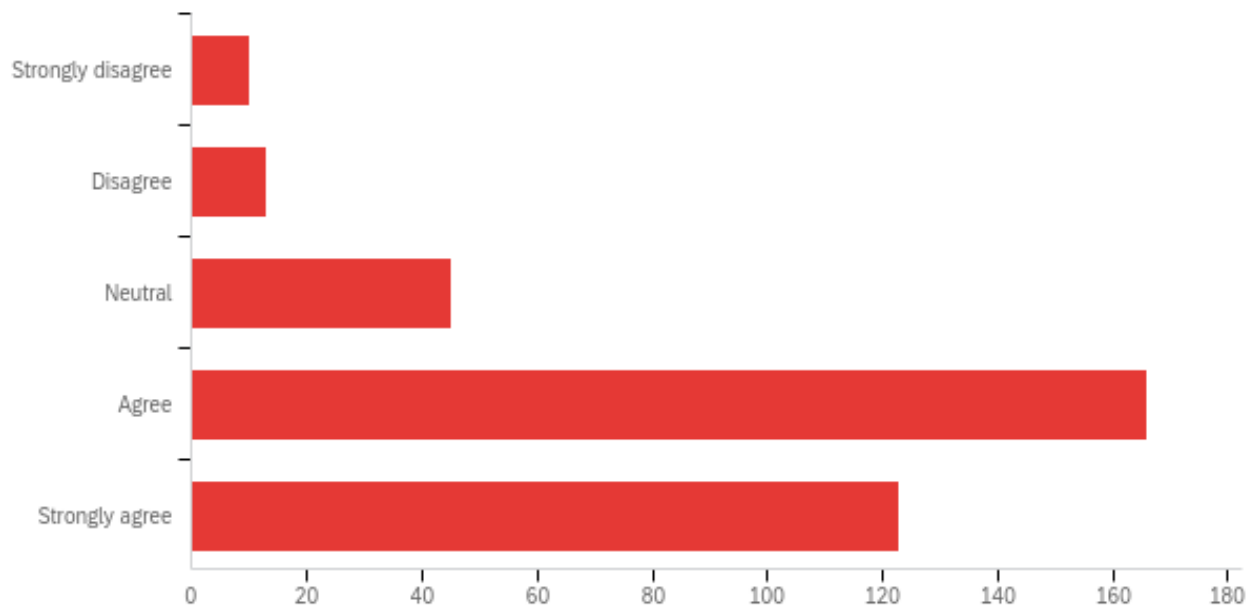

#	Answer	%	Count
1	Strongly disagree	2.46%	8
2	Disagree	12.62%	41
3	Neutral	34.77%	113
4	Agree	41.85%	136
5	Strongly agree	8.31%	27
	Total	100%	325

Q13 - There are members of our community who are active in the planning process who are likely to attend training, if offered.

#	Answer	%	Count
1	Strongly disagree	2.36%	8
2	Disagree	10.91%	37
3	Neutral	27.43%	93
4	Agree	45.13%	153
5	Strongly agree	14.16%	48
	Total	100%	339

Q14 - I am likely to attend training, if offered.

#	Answer	%	Count
1	Strongly disagree	2.80%	10
2	Disagree	3.64%	13
3	Neutral	12.61%	45
4	Agree	46.50%	166
5	Strongly agree	34.45%	123
	Total	100%	357

Q15 - I am willing to travel more than two hours to attend training, if offered.
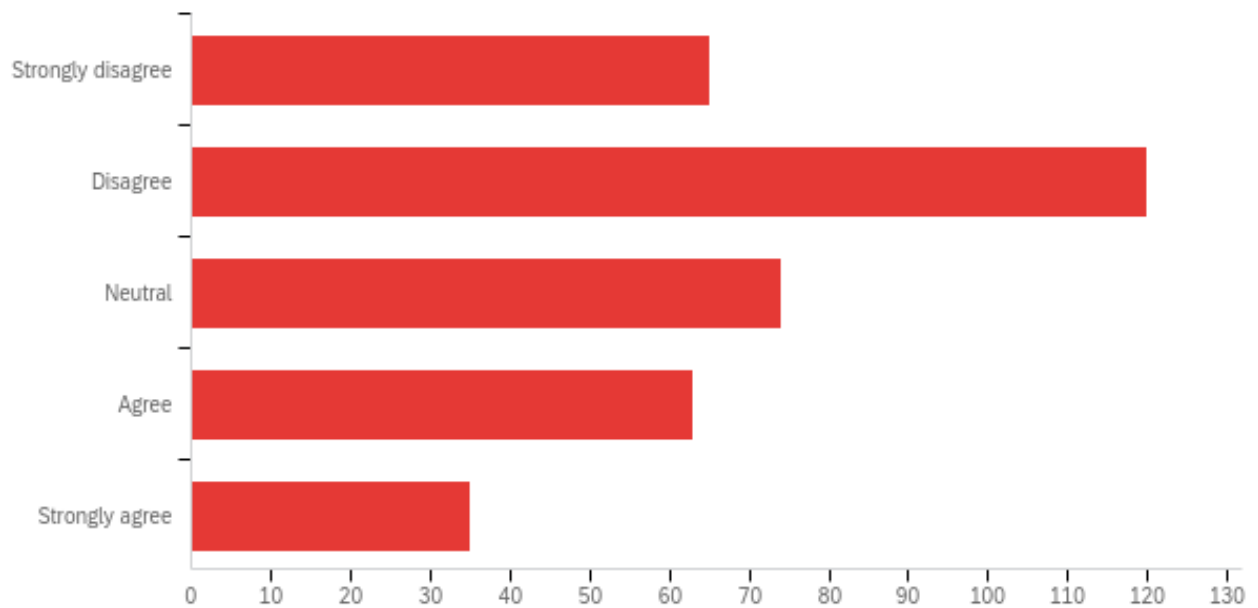
#	Answer	%	Count
1	Strongly disagree	18.21%	65
2	Disagree	33.61%	120
3	Neutral	20.73%	74
4	Agree	17.65%	63
5	Strongly agree	9.80%	35
	Total	100%	357

Q16 - I would prefer to join webinar-based training rather than in-person training.
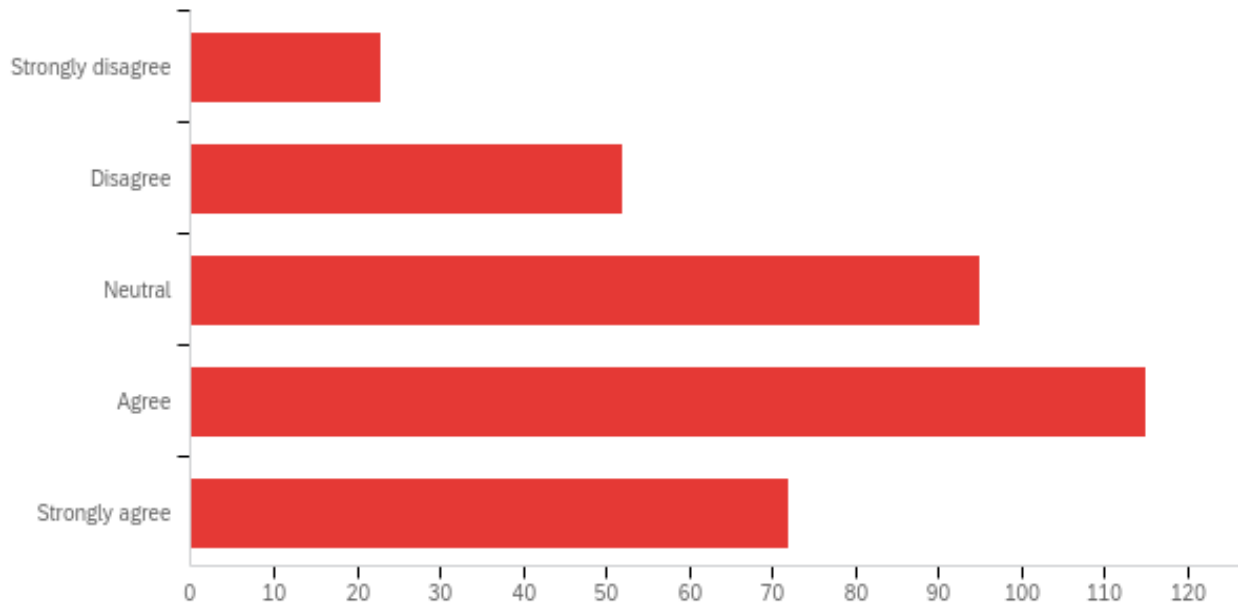
#	Answer	%	Count
1	Strongly disagree	6.44%	23
2	Disagree	14.57%	52
3	Neutral	26.61%	95
4	Agree	32.21%	115
5	Strongly agree	20.17%	72
	Total	100%	357

Q17 - My organization is likely to pay for people in my organization to obtain training, if offered.
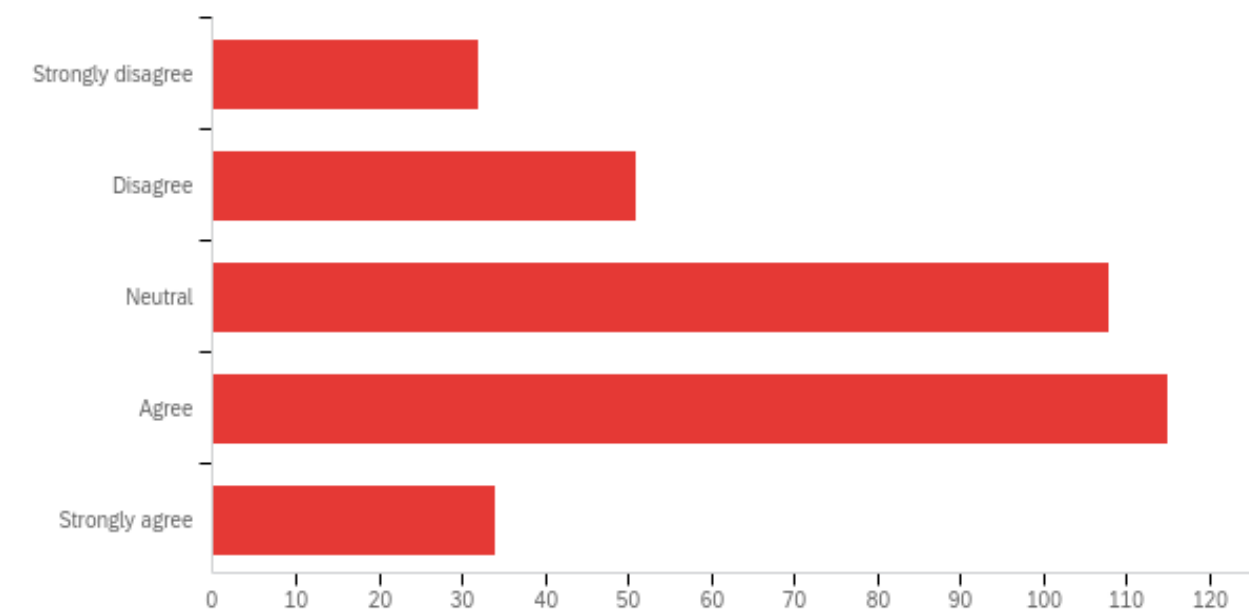
#	Answer	%	Count
1	Strongly disagree	9.41%	32
2	Disagree	15.00%	51
3	Neutral	31.76%	108
4	Agree	33.82%	115
5	Strongly agree	10.00%	34
	Total	100%	340

Q18 - In what state is most of your planning activity?
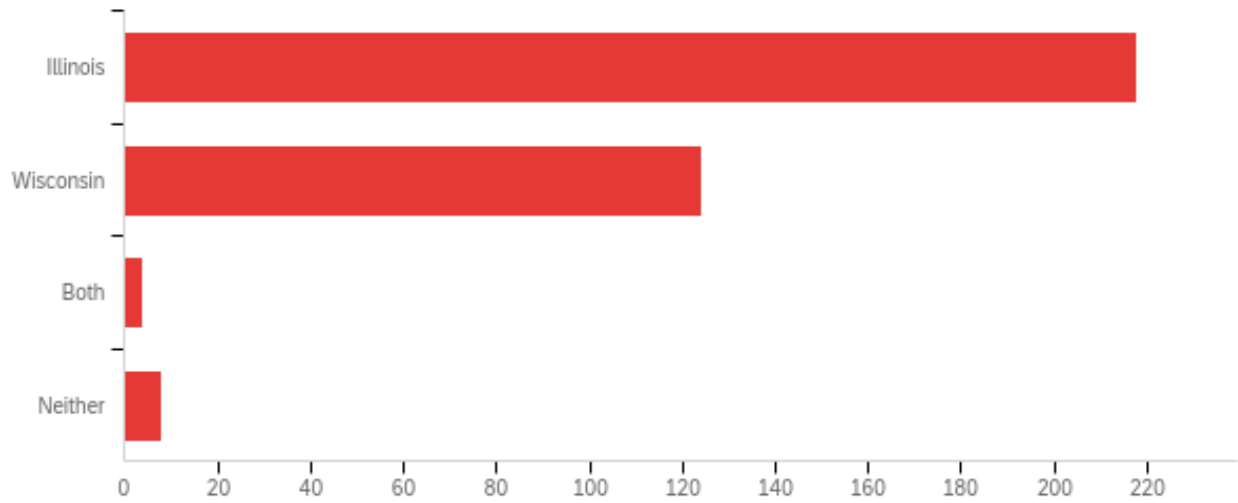
#	Answer	%	Count
1	Illinois	61.58%	218
2	Wisconsin	35.03%	124
3	Both	1.13%	4
4	Neither	2.26%	8
	Total	100%	354

Q19 - What best describes the area(s) where you engage in planning?
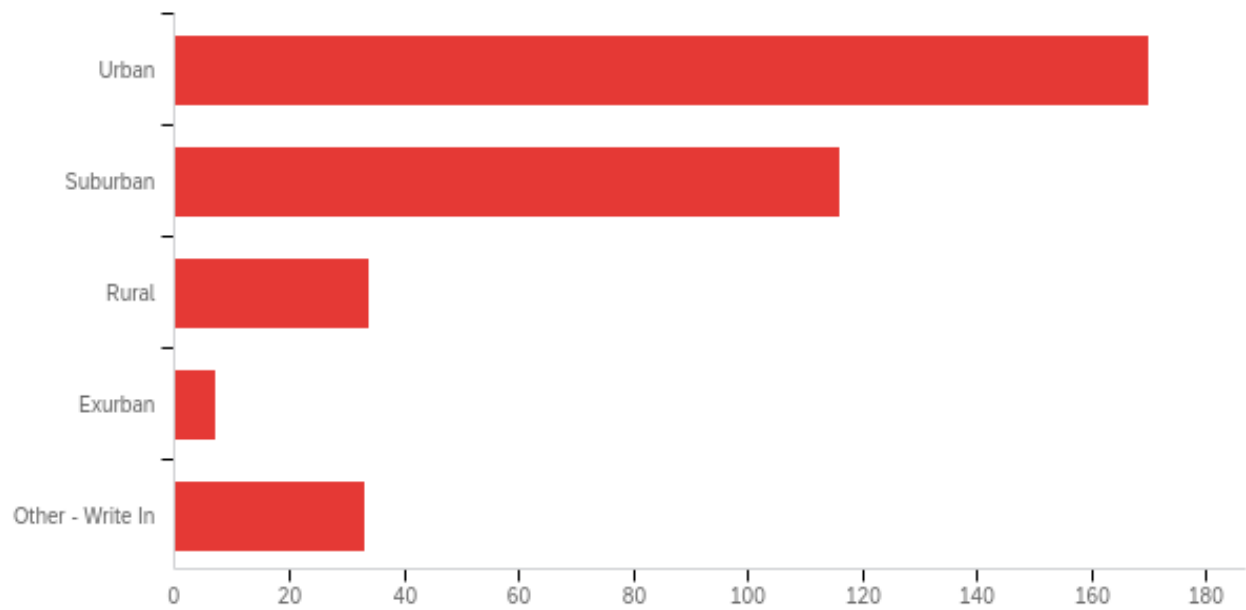
#	Answer	%	Count
1	Urban	47.22%	170
2	Suburban	32.22%	116
3	Rural	9.44%	34
4	Exurban	1.94%	7
5	Other - Write In	9.17%	33
	Total	100%	360

Q20 - Give an example or two of any problems related to diversity and inclusion in planning processes that you have experienced, or heard about in your planning processes or your planning workplace. Detailed examples can help us in training people involved in planning processes, but short examples can also help us understand the prevalence of issues faced in planning.

Lots of committee meetings we hold are attended by mostly men, especially old, white men who are used to old ways of doing things.   Parts of our community are segregated by race, and I don't think different races are well represented in our meetings or within the feedback we receive. However, I understand that such a time commitment can be tricky for anyone. We say that we accommodate all people, but we often see the same types of people come to our meetings. How can we make sure that our meetings are truly accessible and open to all?

A lack of cultural competence and existence of racial microaggressions have been a recurring theme in the planning realm. This is a direct result of the planning community being composed largely of white males. One such example has been stating that a person of color speaks English very well, claiming it is a complement. Having grown up and attended school in the States has made English my most used language without having it become my primary (mother) language.

In my last position, a couple board members were paternalistic and demeaning on a regular basis because of my sex, even while complimenting job performance & achievements.   As a septuagenarian, I see a dismissive attitude from people much younger than I am, who feel entitled to cut in front of an older person or ignore them when a question is asked.

I work for a department of transportation. We fail to recognize how equity intersects transportation issues, particularly related to transit services and community engagement. Speaking candidly, until the area in which I am a practicing planner becomes more progressive, this is unlikely to change. Our leadership is afraid of Democratic prerogatives.

Much of my experiences with racism in the workplace has been with residents. I am the only African American at my place of employment and although my co-workers (my Village Administrator has confronted several racist individuals on my behalf) appeared to be upset when residents have been blatantly racist towards me but they did not seem comfortable with confronting other white individuals on their behavior.

I know this isn't the right prompt, but I don't see it elsewhere and really think it's a critical piece of feedback: training isn't enough. In fact, I'd say training is almost meaningless unless it is accompanied by the creation of structures that ensure underrepresented voices are heard, amplified, and taken seriously, with actual consequences if they are not. In the absence of those structures, training is essentially a feel-good exercise for majority members of organizations, and one that shifts responsibility for structural inequalities onto individuals rather than thinking more deeply about why so few underrepresented people occupy positions of power. Quite frankly, I expect better from APA.

It would be interesting to hear what community members think about the training of needs for professional planners. How will you be getting at that?

Racial diversity in the fields of planning, design and landscape architecture are not as broad as they could be.

Here are four in Milwaukee off the top of my head: Often planners take for granted potential concerns of residents when making decisions that later created delays as a result of public out cry such as : A. The pre-Brewery (Past redevelopment) called Pasbst City that was rejected. Later developed as the Brewery. B. The Milwaukee Street car impact on property taxes for inner City residents and C. Strauss Brands (slaughter house) at Century City bringing up t 500 jobs was rejected because of low to no pre-public engagement. D. Prior to all of these was the defunt E-W freeway that saw homes torn down for a free way that wasn't built N of North Avenue and the now torn down Park East freeway.

In our neighborhood there are many generations. Baby Boomers, Generations X, Y, etc. Each one has different life experiences and bring a wealth of knowledge that the other generations could benefit from if we all could come to a common ground of respecting one another's opinions and differences. Everyone wants to feel included and that their views matter. As the world continues to move into the future-communication still continues to be the best way of making our world a better place for all. Kindness, respect, love, and treating others with dignity and understanding is very important. I was raised in Milwaukee and am a baby boomer the age of 62. As a mother, grandmother, wife, sister and involved neighbor-I appreciate my neighborhood and continue on a voluntary basis to put action into planning, holding meetings for our neighbors because I know we must plan to meet to make a difference. Diversity in our neighborhood is great. We have neighbors that are African American, Hispanic, Hmong and Caucasian.

The planning profession is geared to full-time practitioners. People whose life circumstances (a disability, for example) dictate that they work part-time have many fewer options for working in the field, attending conferences, and paying for memberships. As in many other professions, the workplace has not adapted to offer a variety of flexible job options. The planning profession seems to ignore that there are so many ways in which we should be able to practice.

Recently, in hiring a new planner, no effort was made to expand the demographic range of the staff to reflect the community. I (a female) held a meeting to get input on a project I was working on. One of the male attendees loudly talked over me and interrupted frequently, to the point that after the meeting, a different man told me that it had made him uncomfortable. He felt that the first man was out of line. He wasn't just rude. He felt that he had to dominate. I agreed. However, I found it awkward to deal with in the moment. If I corrected the dominating man mid-meeting, it created unpleasantness, and a break in the flow of the meeting. But if I said nothing, it created tension in the room. From about age 50, I noticed a change in assignments from more to less desirable, and a change from respected to patronized--being treated as a lesser member of the team. Being ignored when I stated professional concerns, suggestions, or opinions. Left out of work groups even when I had asked to be part of them.

Low participation in community planning meetings to discuss proposal and impact of infrastructure construction to their. Either we are not getting to residents or we are doing a bad job of inclusion.

Regularly, we see issues with communities' reluctance towards affordable or workforce housing - which to me is very much about diversity and inclusion. This is a more common example of "others" in the community, and a community concern about crime and a drop in property values. I think ways of encouraging more diversity among planning commissioners would be important, as well as board and council members. I work as planning staff as a consultant in a great number of communities, and commissions, boards, and councils are overwhelmingly white and male. It would be great to make a great impact in planning just by having greater representation and providing guidance to communities in selection plan commissioners, participants in historic preservation commissions, community development authorities, etc. Finding ways to have a greater dialogue

about institutional racism would be really helpful to help communities navigate how to diversify and the long-term impacts of these policies and actions on the built environment and the communities.

A major challenge in planning diversity is the diversity of the bodies that are involved in planning. They skew very white, much older than the median age, more affluent, and in general are not representative of the community. However, it can be a challenge to recruit diverse people to these bodies. An additional challenge is that the process tends to be difficult, time-consuming, and involved no matter which body it passes though.

Related to including women's voices and recognizing their leadership; members of the development community especially but public in general sometimes seek out a male colleague to receive an answer to their question, despite that person not being the project manager or most knowledgeable. While this may be unavoidable, male colleagues can be trained to recognize when this is happening and pivot back to their female colleagues. Male colleagues can also be trained to seek actively female perspectives through seeking their participation, listening to what they have to say and incorporating their ideas. Building on this example, we can all be trained to be more aware of how we can support colleagues that may be marginalized, but only if we can be trained to see that it is happening in the first place.   In the past APA has offered conference sessions to discuss female inclusion. Men rarely participated. While it was interesting and cathartic, perhaps, to have a majority female space...the guys need to hear what the ladies were challenged by! As an ongoing exercise in addition to a one-time training, perhaps the summary comments from those panel discussions or small group discussions should be shared afterward. That approach may would allow women to speak frankly and openly with one another (our profession is pretty small, after all), without offending their male counterparts, but still getting the lessons to men.   Of course, the same could apply to other groups, where it is difficult to have a frank conversation without fearing retribution I have personally experienced developers and engineers 'man-splaining' things to me, particularly around how construction works, how buildings work, etc. Fortunately, as a result of experience (and educational background), I have the confidence to politely put them in their place. This is an ongoing issue and a tool these individuals use to diminish and intimidate female and younger staff members in an effort to get their way. Some tools related to how to politely shut that down would be helpful.

90% of members in the planning field are older white males who do not welcome participation from the community in the planning process and when they do, they do so reluctantly and only when something doesn't go "their way" or is blatantly unsuccessful. All of the Planning and Zoning Commissioners here are white, only one is female, and all are older, not reflective of the population in the area, which includes immigrants from around the world as well as families and members of other religions, cultures and income groups.

A volunteer board I am part of believes themselves to be very progressive when it comes to DEI issues. When it comes time to actually implement DEI actions, though, there's a lot of consternation, and the recommendations eventually get watered down or not implemented.   I've also witnessed very unprofessional and unkind treatment of a colleague working on DEI issues with this same organization. I offered push back on this treatment to those in leadership, but I believe I was written off as a squeaky wheel when few others spoke up. I suppose these examples boil down to how to address DEI issues within an organization that thinks it's doing a fantastic job on DEI issues, but all actions point to the opposite.

Way too many to list. It's sickening.

In my case I am longstanding senior staff so I experience little of this directly in the workplace. I also think that most planners generally are of good intent on these issues. What I think might be most helpful for young planners is learning how to deal with citizens in the field and at meetings who are behaving badly or are making bias based assumptions which "inform" their opinions negatively. In neighborhood meetings these attitudes can be very disruptive, planners running the meeting must be able to keep that from making the outcome unusable. It can be a bit startling for an intern or young planner to hear a bigoted "aside" comment in the field. Learning how to respond while recognizing that the racist in question may have legitimate concerns about neighborhood conditions [unrelated to their expressed bias] is a skill that should be taught and nurtured.   Learning to separate the wheat from the chaff is hard when dealing with a biased customer. And running a public meeting should be

comfortable for all parties who attend, even when it's on a difficult topic. (If there wasn't a problem to discuss we would not have meetings after all.)

As a small statured female planner, I have experienced discrimination my whole career. I have been paid the same rate as males I had trained or males with significantly less experience than me. I was regularly not invited to client outings, which sometimes were strip clubs. Under older male bosses, I typically have had to demand titles from my employers, where I worked harder, longer, and better than male colleagues. During meetings, I have been referred to as a "girl" or "little lady" or "young lady" (I'm 55) and other similar disparaging terms. One client in Texas would kiss me on the cheek and give me a hug and I barely worked with or knew him. Also, for project interviews, I tend to check to see if there are any women on the interview committee. If not, I aim to attend with an older, white, male colleague as older, white men do not feel confident in hiring just me, even though I do most of the work.   In planning circles, I have consistently found that African-American residents/meeting attendees are treated with less respect than more dominant, white attendees. In planning processes, a lack of understanding of how different cultures live, communicate, and generally function permeates, especially in areas where the community is predominantly black and government employees/officials are predominantly white. The difficult in engaging Latinx communities in planning projects is two-sided. We need to figure out ways to help those communities feel more comfortable about speaking out in addition to finding more tools for consultants and municipalities to reach out to them. I have multiple gay clients (municipal planners) and have been heartened by the acceptance of them by their mostly conservative white male officials (in Indiana and Wisconsin). Otherwise, I have not directly experienced discrimination of LGBTQ people in my work, which does not mean it is not out there.

When community members share concerns about Section 8 (Housing Choice Voucher) holders, it's often "code" for Black/African-American people and households.

Traditional engagement delivered via traditional means does not effectively capture the diversity of the community. We need to better meet people where they are physically and virtually than to ask them to meet the planning process itself.

Many of the rural/suburban communities I engage have a very high white population due to white flight from nearby cities. These rural/suburban areas are generally not interested in a more diverse population. So if we want to discuss the importance of diversity/inclusion, it's pretty important to highlight on a very basic level why diversity is a good thing for places like this. For the cities I engage, they are under-resourced and playing constant game of "putting out fires". Most planning documents are 15+ years old. These cities were impacted by the loss of manufacturing jobs 20-40 years ago and white population declined significantly. There's a "top down" planning approach that doesn't really include substantive community engagement. When revisiting old plans and revising, there needs to be an emphasis on diversity/inclusion. It'd be very good to have examples of cities/suburbs that have done this well.

Most planners want to do the right thing. But because the profession is so, so white, the vast majority of people (me included), really don't have a clue about how to be inclusive in the culturally sensitive ways.   Also, younger planners shouldn't make assumptions about boomers and their skills, tech or otherwise. I love working with younger planners but dislike the sometimes patronizing attitude.

It's important to note - the intro to this survey is problematic in several ways. I recognize the good intentions, but more research, thought and diplomacy should have been displayed before distributing this survey.   It states, "This survey asks about the climate and training needs in your urban planning environment. As you answer these questions, keep in mind the experiences of all people involved in or affected by planning including persons with disability, various age groups, citizenship status or nationality, gender, racial minorities, LGBTQ people, transgendered people and people from lower socioeconomic backgrounds." "Transgendered" is a deeply offensive term. A simple google search will bring up many good articles explaining why.   Referring to people's socioeconomic background as "lower" is extremely offensive. This needs no explanation.

This community is primarily white, but we have had some minority business applicants seeking zoning approvals that have appeared before the Planning and Zoning Commission. They were treated the same as any white applicants, so I didn't notice any discrimination or bias.

There has been a communication and cultural barrier between white planners and engineers working in communities of color. How can we do a better job of making our engagement equitable?

In a previous job after a public hearing for a contentious land use item involved a few belligerent citizens, my male supervisor asked if I'd like him to accompany me to the next meeting, to help handle the crowd. I told him I was proud of how the meeting was conducted, given the angry crowd, and I did not feel I needed help. He replied "But I heard they gave you a hard time. What do you think the reason was for that, other than you being a girl?" The reason was the item being discussed and had nothing to do with my gender. I've also experienced meeting various applicants at their properties, to discuss their proposals. As I'm keeping the discussion on task, the male applicants occasional ask me personal questions totally unrelated to what we are discussing (i.e. am I single, do I have children, etc).

Nimbyism from existing residents who are against affordable and/or workforce housing projects.

My colleagues and I often face criticism for not reflecting the communities we work in. This is not an inaccurate criticism- we are primarily a white group often working in much more diverse areas. We would like to diversify our staff to better represent and reflect the communities we work in, but this is an evolution and in the meantime we try to be as open and inclusive as possible in our community planning efforts. It's an issue I think many consultants face and address by trying to find outlets that support more POC entering the profession; obviously as a solution this is a long game, not an immediate fix to misrepresentation. We often talk about other ways to balance our team's short-comings in racial diversity through engaging others as a part of the team, either as consultants or community partners. This could be a worthwhile conversation to have as one facet of the discussion on how to be more mindful of EDI.

For meetings, normally special outreach is not done to be more inclusive.

Workplace has shrinking number of people of color and growing number of white men.

Underrepresented communities are not part of the public hearing (actual hearings and written public comments). Electronic correspondence and flyers are provided, but there are members that did not receive either communication to participate in the process.

Planners creating an "Us vs Them" mentality while completely ignoring that under-represented/minority staff members may identify as one of "them". Non-minority Planners not realizing that their perspective (and the perspective of the writers who look just like them they often quote as "proof of concept") may differ from other people and it doesn't make them right.

Work environments where my colleagues are not culturally competent and make discriminatory or raciest remarks. 1) I've had several white women who were my superiors touch me inappropriately. I felt like I couldn't say anything for fear of retaliation the first two times. The third time I sent an email with an article explaining by the act was racist and cc'd my direct boss. 2) I've been in conversations where I've given my expertise based on my cultural knowledge of a community. That expertise was ignored but I kept bringing it up. It turns out I was right and a community meeting blew up in our department's face. Although I was "at the table" I was not truly included and my expertise was not validated until it was too late.

We recently met with the local Black Ministerial Alliance to get input on a draft plan. This is the first time we met with the group. They were not receptive because we had not reached out to them in the past and were skeptical about how their involvement might have an impact. Building and sustaining that relationship will be key, but past mistakes are difficult to overcome.

The culture surrounding social justice is corrupt. The ultimate goal is not to seek full equality with those whom activists crudely assume are "privileged" or "dominant," but rather to seek power for it's own sake. Social justice training does not work, and the Harvard study oft-cited as the basis for implicit bias training has been debunked as methodologically flawed. The creator of that study herself - Mahzarin Banaji, has even admitted that it's flawed. A biased reaction to the stimuli presented is indistinguishable from a reaction to pure novelty. Stop with this diversity, equity, inclusivity (DIE) nonsense. If your goal is truly to make people more tolerant of individual and group differences, the dogma surrounding this entire school of thought is the wrong way to achieve it. This has been proven continually, yet you persist with your subversive social justice fearmongering. Enough.

General lack of knowledge of Cultural needs as it relates to the built environment.   Zoning establishes the "norm" for a community but that "norm" can easily ignore many marginalized populations.

I work in a suburban community that does not view itself as having to deal with the same issues as our urban neighbor, even though many of these issues do not care about municipal boundaries. Oftentimes, perception is stronger than the reality around these issues.

We do not offer translation services at our meetings, nor do we have translation services in our office or at city hall in general. At our last Plan Commission meeting, an applicant had to ask the general audience if anyone spoke Spanish to help him translate. He had to attend as the applicant, but we are neglecting an entire section of our population by not providing translation. They have no interest in attending because they know they won't be able to communicate effectively even if they show up. It's very frustrating to me as a staff person.   Our field is becoming far more diverse in gender, but I've been called "Planner Girl" more times than I can count. An often neglected group that we don't consider a minority are parents, specifically mother. They are neglected during public process because there are SO few public meetings that offer child care, or happen at a time that would be reasonable for a parent to attend that doesn't conflict with activities/homework/dinner time.

Being a younger professional limits credibility in the eyes of more experienced colleagues.

Parking: Multi-generational housing can be a cultural norm. However, it brings planning issues such as parking demand, the use of a single-family home for more than one 'traditional' family, implications for generating more school kids and therefore the demand on schools, parks, libraries and emergency services as well. Sometimes more than one generation may be living in the same home for financial reasons as well. The most tangible and most frequently seen effect is on parking demand. Zoning codes require a certain number of parking spaces but for home occupied by multi-generational families, parking becomes an every-day issue. The community may not be supportive of on-street overnight parking. On the other hand, in order to encourage TOD areas, when less parking is advocated, these other areas of town with parking issues become a hindrance to the planning process as decision-makers have to separate the demands geographically.   Density: In a suburban context, density is sometimes looked at as a negative. However, density makes a project more affordable, and therefore enables households from various economic strata to locate in the community.   It also impacts provision of public transportation, which is dependent on the demand, based on numbers.   Attendance at public meetings - Despite providing flyers in dual languages, we have not seen our businesses and residents from the immigrant or ethnic groups become involved in planning processes. Even mailed/emailed surveys or personalized invitations do not yield participation. Part of it is the general mistrust of government these days. Public feedback is crucial in the planning process - whether it is for a particular use, or policy-making, or design of public spaces. Similarly, participation from small business owners (we have many ethnic businesses) is sought but not always received, for zoning regulations related to signage, setbacks, parking, etc. for commercial uses. Census: Hanover Park has created a Complete Count Committee, partnering with 'trusted voices' - such as schools, churches, libraries, park district, various cultural and service orgs to convey how important it is to "Be Counted" and deliver the message that Census is 'safe, significant and simple'.

Public engagement. Planners taking an active role in promoting inclusion in planning activities.

We have had affordable housing cases, and multifamily zoning cases that lead to very negative public conversations about income. Often there are racial undertones. We also have a lack of participation in public meetings from certain groups within our community. These groups may not be represented in the decision making process.

- Signing up for online programs that requires one to have a credit card - difficulty in attracting community input from groups - unable to attend in person, lack of technology access to provide input online, etc

I go to the APA's National Planning Conference thinking that since this is a national conference that the attendees will be a diverse group of people. I am very surprised and sometimes taken aback when I meet planners from rural and suburban areas who are not very friendly and sometimes does not want to talk or associate, with non-white planners. When I encounter this kind of situation, I sometimes wonder if APA condones this kind of behavior. Why go to a national planning conference if you just want to live in your own bubble? If I remember correctly, I have encountered the same chilly reception in a couple of IL and WI State Planning Conferences held in more rural/suburban communities.

I am a part time planning consultant based in the Chicago area. I have not personally seen or heard about any "problems" but the reality is probably that equity/inclusion is simply not being considered at all or also I am working in predominantly white communities where they may give lip service to it but don't really think it applies to them. I have read extensively about Baltimore, Oakland, and Austin's equity plans, and I think many mid-size and large cities would be very interesting in pursuing such a plan if they had guidance.

we have a difficult time getting young parents to attend meetings. This is especially a problem because most residents work outside of the municipality and don't get home from work until after 6 pm. Our community is a majority of persons of color, so this is a diversity issue in several aspects - race, gender, income, family status.

Convincing people that diversity is in their and their families best interest

Understanding how to include Spanish speaking people in local government, public meetings, and hear their feedback in a predominately English speaking community (75%). Does the Village need to provide translators, do notices in Spanish, etc.

The community not wanting to have a shelter or a life skills facility for people with disabilities in a neighborhood setting.

Community members of color expressed the view that community and regional long-range plans are too remote from the immediate needs of their constituents. Community members of color and low-income people have also expressed skepticism at being asked for input yet again when they haven't seen improvements or responses/follow-up to past engagement efforts.   Our commission is unrepresentative of ethnicity of our region.

Patronizing, ignoring your presence, bypassing, use of racial codes, thinking that lip synch commitment to planning gives   whites a pass, assuming that White culture is the standard culture...

I have seen mostly "institutional-level" issues, in that the processes, specifications, ordinances, and expectations have all evolved around the almost exclusively "white middle-class middle-aged male" mindset which has been involved in the evolution of our village since its inception.   Increasing the diversity of people in current processes would be very helpful, but they are still fighting the mindset embedded in each and every rule, regulation, process, code, and ordinance. Even when it comes to fairly simple things like how to hold a meeting with a focus on gathering public input.

Work related - I think the biggest issue is workforce housing and communities not willing to provide for such housing. I know it also depends on the developers as well, but we have some developers who are now willing to

try it but nowhere to develop it. Planners are trying to do their part as well, but meet with resistance at the local level (NIMBY-ism). Personally/professionally, being female, I have dealt with gender issues in my career from my prior boss calling us 'girls' and other comments, to the fact that I do not have kids and being expected to stay late and work/go to meetings while those with kids (male and female) can go home to their families when the clock strikes 4:30. I also saw wage disparities early on in my career as a woman until they came out with a new pay structure that forced equalization between males and females as it was by job classification. This caused some financial hardship on me as a single female early on in my career as my pay was less than that of males with similar job classifications. Finally, now that I am further on in my career, I am noticing ageism. Instead of executive leadership utilizing aging employees for their institutional knowledge, etc. they are more concerned about when we are going to retire so they can hire younger employees at a lower wage and meet their budget goals. They start taking projects away from us so our work becomes less meaningful to the point where we want to retire rather than keep working in the doldrums. The younger employees see our value and are tapping us for that institutional knowledge every day before we retire, but the executive leadership does not share that same philosophy unfortunately.

No or very poor community engagement. Good stakeholder engagement requires commitment of time and resources to co-create with community members. We also send planner into communities and they don't understand the history of that community or without the right level of cultural competency.

My experience with decision makers regarding effectively improving equity, inclusion, and opportunity for disadvantaged populations tends to fall into two scenarios: 1) a lack of recognition or agreement that local or State governments have a role in addressing such issues, particularly when it comes to transportation and land use planning, or 2) a stated concern for these issues, followed by actions that often directly contradict that concern (focusing on neighborhood preservation, or utilization of the "community" towards certain ends) and result in preservation of the status quo and protecting the interests of existing stakeholders (such as privileged homeowners).

Our communities are under the impression that diversity doesn't exist in this area and we, therefore, don't need to plan for it or be inclusive in our decisions.

Challenges of including diverse perspectives when the minority population in our communities is so small and minority community members' time is limited and often overcommitted

Implicit and explicit bias in outlying cities and suburban communities that housing diversity and more diverse residents bring "big city problems" related to increased crime and stress on public services. The lack of awareness (stemming from racial and economic privilege) of the constant stress that racial and income inequities and injustice create for individuals and families, and the role that all communities should play in addressing these challenges. The fact that these barriers are encountered constantly, and have been for generations.

Thus far during my first year as a Plan Commissioner, I haven't experienced or noticed discriminatory based on race, sex, orientation or disability in the meeting or public hearing setting.

There is one major barrier not included within this survey--politics. In my experience, politics is the major barrier in that the win or appointment is all that counts against the opposite party with total disregard for any appropriate experiences/credentials for whatever roles. This applies to state, county, township, and community-level issues. Unless the training being considered does not include this aspect, change will not occur. Another barrier to change will have to do with how many individuals of whatever organization receive the training. If a critical mass do not receive whatever training then there not be sufficient "spine" to move the organization to change. A present example of politics in play--the county clerk will spent 1M on new election tabulators for the 91 votes venues. The alternative could have been to move to use universal voting venues. These can be fewer in number, be open more hours and days, allowing increased access for all voters whether rural or urban. With fewer venues needed in this case, there sufficient tabulators and an excess that can be used for parts. This is not

what will be happening because a D county clerk vs the previous R county clerk is making an argument the individual does not want any lines; whereas universal voting venues save money, open up access to voters, and no lines. This is a major example where politics trumped all decision making.

Problems/challenges I've run into when seeking ways to more effectively communicate with or engage minority communities... - - Members of minority communities expect extraordinary efforts to get minorities involved. More so than the population as a whole. - Leaders of minority communities have not wanted to take responsibility to lead an extraordinary effort to engage minority stakeholders. - African Americans expect more focus, attention and allocation of resources to their needs than other minority groups.

Just last Friday, while facilitating a steering committee meeting for a citywide planning effort, an uninvited community member questioned the need for including equity in the plan and as a way to prioritize recommendations. The participant attempted to derail the productive discussion by discrediting the entire process. While attempts were made to encourage fruitful dialogue as a group, the participant remained disrupted and needed to be shut down. Furthermore, I commonly witness discrimination and unfair treatment of my female colleagues and find myself constantly trying to stand up for them. I find that it has resulted in losing social credit with my male peers and being passed up for promotions and raises despite having relatively easy access to both as a middle-aged white male. The price to pay for trying to be an ally, I suppose.

There is not enough people of color in the planning process or working with APA.

Our community has many rentals. When using planning tools to engage developments for additional rental based developments, this is often met with resistance from the public as they think it will be low-income rentals and will bring down their property values. Often in our community, rental is seen as a negative, no matter what type of development is being proposed. We've even had the public use the term "riff raff" during public hearings at Plan Commission and Common Council as their preconceived description of possible tenants in a development.

Our agency's board is mostly white men. It is hard for them to recognize the needs of marginalized communities and their role in maintaining the status quo. I have witnessed middle managers who treat people of color differently/poorly, even when they are more competent than the white staff that they will praise. It has led to many POC leaving our organization. Since there are almost no people of color at the executive level or middle manager level, it doesn't feel like a place where POC can advance and they recognize this pretty quickly. So our retention of people of color is abysmal.

In our Long Range Transportation Planning process, we reached out and held public meetings in locations that were well used by diverse populations, particularly with LEP populations. We had a translator present but their services was not needed as those in attendance spoke English proficiently. The turnout was modest.

As a minority female firm, we have struggled to have non-minority male clients trust our planning expertise. For example, even when a community engagement event has been successful due to our proposed engagement style, credit is not given to me / my team. We often have to remind those clients that the success of the engagement process was in large part due to our expertise and comfort level with various community engagement styles, and we thank them for putting their trusting in us.

People of color are slow on the uptake when it comes to urban planning within the Milwaukee area. This is due to not having a solid grasp of what urban planning is and how it relates to their community. Providing a learning environment, urban planning 101 so to speak, to this segment of the community will help in promoting diversity and inclusion.

We have a difficult time engaging with populations that have been discriminated against, and aren't sure how to increase that engagement. And once they are engaged, we need to be trained to ensure we aren't doing something to disengage them.

Current proposal for a rental residential development has become controversial based on concerns about who will live there. Bias based on race and income levels.

A client did not want me (a woman) in a leading outreach / speaking role because she could not assure that I would be treated respectfully in a community where previously a female project manager had been subjected to rude and vicious comments in meetings simply because of her gender- the community transferred their anger about the planning issue to their bias against women in positions of authority. I was glad not to have to endure that but saddened that this is still an issue and that people feel empowered to be uncivil and aggressive (this was in 2012)

English as the official language resolutions.

Our organization facilitates urban design/planning walking tours and plan commission training of/within selected communities across the Chicago area. The walking tours typically highlight recent innovations in design/planning implemented or under way in each community while the training provides a useful educational foundation for plan commissioners to carry out their work. Over the past several years, those who have participated in these programs (as hosts and attendees) have been predominantly white, upper-middle to high-income. I am looking for ways to both encourage more lower-income communities of color to host and participate in such tours and training.

Older male consultants come in to ask Village staff questions about their projects and sometimes do not receive female staff comments as openly as male staff comments, even if they are the same.

community involvement from the same segment of the community without input or involvement from other communities.

I have experienced no problems related to diversity or inclusion in planning processes.

In the work that I do as a transportation planner, I encounter inherent bias that property owners are assumed to have more power in community engagement issues than residents who rent their homes. I find this social norm to be classist and racist as it disproportionately impacts those of less economic means, as well as younger and nonwhite residents. Work needs to be done to establish a baseline that ensures that all residents have equal validity as stakeholders to any issue that affects the community in which they live. Focusing solely on impacts to property value and/or taxes paid by homeowners is not inclusive.

Community suspicion that any improvement to public works will foster gentrification/displacement which creates a climate of "we won't allow any changes in our community unless we can be assured that there is no risk of these changes resulting displacement in the future" which leads to decision-making paralysis.

People of color called on last to speak - and given less attention.

Hiring based on ethnicity. Hiring based on religion.

The biggest challenge we face is getting a larger diversity of volunteers to staff commissions and committees.

Not enough equitable, tangible, and overt difference in the planning community to understand why planning marginalization occurs.

Too much talk about how communities and organizations value diversity and inclusion but not enough requirements and actions to actually actualize these values. For example, as a minority-owned small business owner who often pursues RFPs/RFQs, some organizations value supporting MBE/WBE/DBE firms but don't institute strong requirements to support these firms (e.g., X% of all contracts shall be required to devote to MBE/WBE/DBE firms). Often times MBE/WBE/DBE firms are overlooked because they are viewed as being

under-qualified, but they can't get experience unless they are provided with opportunities for more established (and typically white male majority owned and non-MBE/WBE/DBE firms). It just perpetuates the cycle of MBE/WBE/DBE firms having to work that much harder to secure contracts, even though organizations that put out RFPs say they value diversity and inclusion but don't really illustrate this support through their procurement processes.

Sexual misconduct and gender-based discrimination are a problem in almost every planning workplace and serious in some. This should be addressed thoroughly in trainings for planning staff, supervisors, and directors. Illinois also lacks a serious commitment to affirmatively furthering fair housing. The legacy of redlining is still with us in many of the state's middle-sized cities, and some smaller cities were sundown towns. While the current administration has tried to turn back the clock on fair housing, there's no reason why planners can't embrace good planning practices meant to make our communities more diverse.

The person who succeeded me in position of Director of Community Development was a male, with fewer years of experience, a Bachelors degree and not AICP (I had a Masters Degree and was AICP). Despite that, his starting salary was significantly more than my salary after being in the position for nine years. I worked as a planner for a large county, with a large planning staff. The assistant director treated the female planners very differently from the male planners. Some of the female planners left because of this. Finally I went to the director and asked him if he would want his two daughters treated the same way in their place of work. After that things improved somewhat.

Limiting apartments and other non-single family housing types in order to keep "those people" out of the community -- but doing it in a subtle, more sophisticated manner by focusing on issues such as traffic, environmental impacts, height, etc. lack of representation of people of color on elective or appointed boards. This applies to all of our clients statewide (WI).

APA Conference 2019 in Evanston: A presentation by a planning and development director that turned out as an advertisement for "North Shore living". Bragged about their median income, how "many people want to live there but few actually can", omitted diversity statistics because the municipality itself was not diverse in the first place. Came across as privileged, out of touch, and slightly classist.

I am a young planner and a female, often times village employees will look to my older white, male colleagues to answer questions.

Communities feeling that they're not contacted until the deal is done regarding transportation planning.

We / I haven't experience any problems related to diversity and inclusion. We are a rural County with very little diversity.

Accessibility planning and LGTBQ events were confrontational processes, but ultimately prevailed after hearings.

I have been involved in Diversity and Inclusion planning in the construction/development industries for the better part of the last decade. My work involves connecting opportunities created through the construction industries with traditionally undeserved, underrepresented populations. This work has given me the opportunity to be involved with D&I at various levels - business community, job seekers, education institutions, government, non-profits and community organizations. In the short time I have been doing this work, I have found that the discussions surrounding D&I have increased exponentially. This is truly a topic that most corners of my industry seems to be familiar with. At the same time, the concrete actions that are being taken to address the issues that are being discussed are not being developed nearly as quickly. As a catchall, identifying, funding and implementing action items to address D&I issues is what I see as the critical issues. I believe that communities largely know what issues need to be addressed. Furthermore, I believe that there are enough

resources out there to address them. What is sorely lacking are the plans that help link D&I issues with those resources in a strategic way so that real, measured change can be realized.

Working in disenfranchised communities of color where all members of the presenting team look different from the community being planned for. Being unable to speak candidly about race, equity and culture during certain meetings.

Presenting informal options for a neighborhood plan in an environment conducive to informal discussion or honest feedback; Working with neighborhood leaders rather than simply presenting one plan for review, Overcoming reticence or bias against city hall on the part of neighborhood leaders

One of the biggest challenges I see is attracting willing participants into the planning process. When we reach out to proactively engage underrepresented populations, we are sometimes finding that a small number of willing participants and community organization leaders in larger communities are burnt out by repeated calls for participation in various projects and reluctant to help, either themselves or by helping to recruit others.

In suburban communities, more likely to have white make planners. This is changing slowly but often the candidate pool does not include planners that are from ethnic groups, and sometimes few women apply. And the over riding issue is to choose the most qualified candidate which often seems to go against diversity. We need more AND more qualified diverse candidates to chose from.

Vaguely masked racist comments made by citizens/business owners/customers in meetings and no one in the room knowing how to address what just happened other than to try to quickly and awkwardly move on and change the subject each time it happens.

1.Local example in Chicago: I am involved in education as guest teacher in schools. I had the opportunity in practicing delivering study plans in many schools West, North, and South Chicago. This experience led me to witness diverse communities in school areas and neighborhood dealing with students of diverse backgrounds, races. and ethnics. I noticed huge differences in school classes regarding technical and education resources. I low income schools such as down south or far west de to un equal approaches in dealing with planning processes in relation to geographic locations!   2. International example. During my planning experience as urban planner and program coordinator of an international exchange program between Kurdistan /Duhok University and TU- Dortmund University in Germany, I noticed a very interesting experience in diversity and equity in planning. Some students with high income background tried to protest against the level of accommodation and tried creating troubles with the German coordinator. My interference along with the German team, we managed to create a consensus among students from different background to be treated with equity and no matter what economic or family status they are coming from by setting a planning process based on equity and fairness.

I have had male developers, real estate professionals, attorneys, builders, and front counter customers ask to speak to the man in charge, talk down to me, or ignore me altogether because I am female. I've experienced bullying in the workplace by an older white male counter part. I've experience sexual harassment by white, mid-aged elected officials.

I have only heard it from residents that do not like lower income developments and speak out against such at meetings when proposals are made that involve lower income developments/projects.

The most common issue that I see is in attempting to engage black, latino/hispanic, and Hmong communities in planning processes. Most planning "scopes" only include public meetings and surveys, but the most effective ways to reach out to these communities are to actually go to events or places where these communities congregate. It's more effective to use existing organizations to perform that outreach.   I'm tired of holding public meetings where only 8-10 retired white people show up. As a working parent, I'm also tired of planning

processes in my own neighborhood where I'm invited to attend a public meeting on a weeknight at exactly the same time that I need to be making dinner for my kids.

Racist remarks about certain businesses run by minorities from an elected official A lack of awareness/empathy when dealing with members of the public that may have cognitive disabilities. The elected official was rude and cut the resident off when they needed a minute to collect their thoughts and then spoke slowly.

Affordable housing and rental housing

1. there is limited diversity in our community so there are not that many other groups to target/include. 2. our residents are very sheltered from diversity and not open to allowing too much diversity (a new apartment complex wants to come in to our community and people are about to explode because of what I see is fear (implied fear at least)!)

During community meetings, developer presentations, and other community engagement efforts, I often see unintentional conflicts that arise from cultural misunderstandings and differences. These are not overt discrimination practices, but rather a lack of understanding of other populations perspectives and understanding. This is an issue that, based on personal experience, is very hard to address. It is very hard to provide professional / expert guidance, while also not appearing to use a condescending tone or language that might be perceived as discrimination. Guidance from communications experts on these issues are greatly needed to better prepare planners that run public engagement to help guide the public dialogue into productive engagement.

The amount of reliance on non us legal planning ideas, such as anything having to do with the United Nations is illegal in the United States. There are unelected radicals in planning departments across America who should be prosecuted.

Casual stereotyping and cultural misconceptions.

The cost of living in rural areas makes it difficult for people of lower incomes to purchase homes.

In my role, I essentially function as an in house planning and capacity consultant to a department of 11 [about 10. Potentially identifying information redacted] people, by providing them with research, writing, policy, analysis, technical assistance etc. Basically, my position exists to provide critical analysis and proactive interventions to help our programs be as successful as possible for the state and its residents.   That said, I often face a lot of resistance which hinders me from doing my job to my full ability. Quite often my advice, concerns, research/proposals, and suggestions are flat out ignored or devalued as not worth the time. In turn, I frequently see these same issues come up again as full blown problems because they were delayed or ignored in the first place, despite my attempt to bring them into discussion. I am also often left out of decision making situations even though my work is heavily impacted by and heavily impacts the rest of the staff. I actively work to be aware that there are likely generational and educational issues at play. I am 28 [late 20s. Potentially identifying information redacted], and have a masters degree in planning, and many of my coworkers are in their upper 50-60s with some college experience. Given this, I make it a priority to always be respectful and give due deference to their experience. I never want to come across as demeaning, pushy, or rude.   But it doesn't seem to work. At this point, I've started to think that their opinions about my age are the fundamental problem. I really do feel like I am being ignored, disregarded, and left out because my coworkers believe that because of my age I don't have enough experience or knowledge to contribute meaningfully, or deserve to be involved. It's frankly really crushing to have this feeling.

I think something to include in the diversity discussion is housing tenure. Especially in my community that boasts "progressive" practices, many people are not outwardly discriminatory, but will hold renters at a lower value. I remember one time in a plan commission meeting I staffed, an opposition letter came in regarding a certain project and the owner said, "That address is from the apartment building across the street. She's a renter, so

she'll be gone soon anyway." As a staff, it was difficult for me to address that statement and unpack all the discrimination in that comment.

I am a 50+ year old white male and in many cases, while I disagree with the assumption, I am often looked at by other white males as the authority or power figure to lead planning, planning discussions, or community engagement meetings. I am certainly educated and experienced enough to lead these efforts, however, it should not be an assumption that my voice or experience is of greater importance than that of my community neighbors of color, LGBTQ status, gender, or differently abled.   The typical power structure is that the white males are the "leads" and that others are loosely, and not authentically, invited or included in planning processes, discussions, or decisions. Training on power redistribution is important, but so too is training for the identification of these biases - either implicit or explicit.

Racism, income inequality, and inclusive economic development are three interrelated issues that I have focused on throughout my planning career since 2008. I have no idea why it has taken so long for our profession to catch up to the times. This is long overdue, but I am very pleased to see that APA-IL is making this a priority finally. Virtually every Comprehensive Plan, Master Plan, and Comprehensive Economic Development Strategy I have read from other consultants mentions these issues as important ones to address, but they do not provide actionable steps to incorporate diverse communities and minority stakeholders. Outreach needs to focus on marginalized communities. However, it doesn't stop there.   Any project that receives public money needs to ensure local construction, contracting, and permanent job opportunities are extended to local communities and that the investment benefits diverse communities. To date, few projects build these requirements into the. The work that I have been involved in includes actionable and quantifiable best practices for including diverse groups (by race, gender, socioeconomic status, etc.). We need to move that direction.

I have only been a planner here for the City for about 6 months. I haven't noticed any outright problems, it is more that it seems like diversity and inclusion could be considered and discussed more in decision-making.   My young, female co-workers and I have all been treated as if we are not a reputable source of information by members of the public, seemingly because of our apparent age or gender. However, I believe that race and ethnicity are more of an issue for our city.

I have never experienced any problems or issues, personally or professionally.

We have a lot of older folks on our Commission and they tend to not include ideals, policies or perspectives that would be inclusive to younger people or minorities.

racist and classist comments about affordable housing

- Marshallese Islanders in Dubuque, Iowa were not at all represented in local planning processes, particularly understanding their needs for public facility space, until active outreach to social workers in refugee resettlement who could identify community leaders, and explain what the comprehensive plan is, was undertaken in the comprehensive plan update. - A success story: The Resident Leadership Academy program at South Bay Community Services (https://southbaycommunityservices.org/portfolio/community-engagement/) trains residents of disadvantaged communities to be engaged citizen-leaders.

How to help make people with disabilities feel comfortable and included at all public meetings How to work with community members that are of limited English proficiency

n/a

-"expert" panels that only include white men -firm/agency leadership that only include older white men, and maybe one or two white women -firm/agency/organization leadership that only include white men (APA National is a shining example of that: https://planning.org/leadership/staff/biographies/) -the expectation that women are the note takers -project leads being white men -historic examples of excellence or inspiring quotes

that are only attributed to white men (Jane Jacobs, for example, is a side note at best, and her work is seen as "less than" that of other titans in planning even though her work is longer lasting and more in line with what communities yearn for long after she died) -being hired at the same time as a man with nearly identical credentials and years of experience and he gets a higher title and salary -being denied a promotion for lack of experience in a certain area (fundraising); the hired candidate (a man) also lacked that experience (the resumes were nearly identical but he got the job anyway) -having ideas or contributions overlooked or only validated when someone else (white/male) signs on (I've experienced this as a woman and have witnessed it happening to people of color) -watching companies pat themselves on the back for doing everything they can to please millennials while completely ignoring the needs and desires of older staff members. I don't want tuition reimbursement - I have a master's degree already that I am STILL PAYING FOR - how about helping me pay off that debt instead? If you've got money for tuition, you've got money for my debt. -Hearing horror stories from colleagues who are scoffed at for thinking they can be mothers AND successful business owners -Going to conferences and being escorted into a mechanical room after asking where I can pump three times a day - Hearing that our chapter leadership is not treating women and people of color with the dignity and respect they deserve. (APA-IL to be clear) -Constantly prioritizing investments in affluent neighborhoods while ignoring the most basic of needs in neighborhoods that are predominantly minority or lower income -Creating plan after plan after plan in communities that are in need but never finding money or political will for implementation

1. I have noticed a tendency for economic development to focus on attracting and retaining 'desirable' businesses, which can certainly be beneficial to the community. However, this is rarely paired with any sort of push to educate, prepare, and train people from disadvantaged communities (particularly women and people of color) to be able to competitively apply for these new jobs. So yes, your community might bring in a new business, but it could very well also be bringing in all the new employees for that business. This helps the community in general terms but it does NOT help the people who need it most who are already present in the community. In fact, the disconnect between recruiting employers and preparing employees likely only deepens the divide between people born into advantageous situations and those who are not. Quite simply, people from disadvantaged backgrounds are not at the forefront of people's minds during the planning process, and the public outreach efforts rarely allow their voices to be heard as loudly as they should be.

Planning workplace consists of three male planners and myself, a female planner. We work within a transportation department of engineers, all but one of whom are male. The municipal clients we work with are almost all male. The state agency representatives we work with at DOT, DNR etc. are almost all male.

Rural communities are often overlooked in both in terms of funding and in terms of program focus. Jane Jacobs noted early on that for communities to be successful in a multitude of ways they need to observe what has made other communities like them successful. It is important that rural communities be considered as a separate and important entity. I would like to see training topics that help planners do this. I think an important training topic would be to assist planners in helping disadvantaged communities combat environmental effects. I do not often see Planning Commissions, City Councils and other elected/appointed bodies that genuinely reflect the community that they serve.

Our government leadership does not reflect the diversity of our community. We do not have organized welcoming for new people, especially for people from other cultures. After a 4th of July Parade, racial slurs were shouted to a group, a fight broke out, and people were charged with a hate crime. People go to the other side of the sidewalk when a gay couple is using the sidewalk.

Several years ago, our jurisdiction permitted a permanent supportive housing project by right that would house formerly homeless persons who had mental health disabilities. Neighbors challenged the interpretation that the project was allowed by right and asked the Zoning Board of Appeals to review the decision. The ZBA sided with the neighbors and denied the project was allowed by right. The project applicants sued my jurisdiction and the ZBA. The ZBA decision was overruled by the court but by the time the challenge made its way through the court the applicants had decided to abandon the project. Planning staff and the planning director knew the ZBA would lose the court case because it was obvious the neighbors were motivated by their bias against persons with

disabilities, their race and their former homeless status and the original approval of the project followed the letter of our ordinance. The ZBA seemed to sympathize with the neighbors and not decide on the facts of the neighbor's challenge.

Trust issue by residents if Planner is not same race as under-represented community they are working with.

The constant development of regional plans and resource allocation which blatantly disregards minority areas or their needs. Secondly, a dearth of diversity on public policy and civic groups that are influential in determining the direction of development in the metropolitan area.

- I don't have confidence that planners have competency in the basic terms and issues of DEI -I see procurement as one of the areas where inequity persists but is difficult to measure. Woman and minority-owned firms don't get a chance because decisions weigh too heavily "experience" and those with "experience" are typically firms led by white men. -Cultural competency remains a big issue. Lived experience is undervalued and "experts" coming in are not helpful.

An example of problem that is related to diversity is silencing of minority by mispronunciation of names and the proper way to introduction. Members and planners may continue to mispronounce names of attendees when knowing the correct way. This set a tone or a presence of nonacceptance or conformity. This happens in spaces from local, small governmental, or federal.

Village Trustees that have different levels of understanding of diversity and inclusion issues.   They have trouble talking to each other. The same is true for some citizen groups.

I have issues with several Board members whom are not comfortable with a younger female (40s) in charge of Planning and Zoning as most of these members are men in their 70s/80s. My professional opinion is not always welcome where an older man with no planning education or experience may give an opinion and they will accept it. Frustrating.

I had a very hard time advancing at the company I currently work for because I was female. A male employee (who was here longer) was automatically promoted to the management position and paid well when it opened. After he left it took over 2 years for them to promote me and it was only a similar position with less responsibilities and pay. I am now the manager, and am excellent at my job, but it was a hard fought battle.

Over the last 5-10 years I have seen an increase in age discrimination with younger adult professionals as well as a reluctance of older citizens to get involved in the planning process as their views are seen as "old school" and irrelevant even though age cohort of 50+ make up more than 1/2 of the community.   I have additionally seen poor activity levels by minority race populations based on federal policy on immigration/deportation and what i perceive as fear to take part of official meetings. Much more luck with online, social media and participatory events that place in "hidden" fashion such as booth at farmer markets and other community events.

All white Equity panel at 2019 Upper Midwest APA Conference

I have dealt with discrimination on race and income. The examples include opposition to lower cost housing, habitat homes and multiple family projects that are assumed to be for low income individuals and minorities.

So being a rural planning entity, I have been expecting some of our planners to be discriminated against - 2 young women right out of college, and one guy out of college with facial jewelry. My area is rural Wisconsin, 97% White, older males. To my shock, NO DISCRIMINATION has occurred (I asked them after some of their initial meetings). They were treated just as any other town board or community member. They were asked about if they watched "the game" last night, hunting conversation, and other topics. Our urban leaning planners were ONLY uncomfortable because they don't watch "the game" or hunt. I THINK that we as planners

need additional training on how to listen to others - a reminder course that is maybe build into a state conference's lunch program.

I have noticed that our planning meetings do not always plan for multiple languages or for neurodiverse populations. Additionally, when serving communities with diverse languages, translation is not always considered until the last minute, and usually it is cited as something outside the cost range. It should be considered as part of the cost from the beginning. While my department and other planning departments that I work with truly do appear to have great intentions, it is this lack of consideration of needs that comes from a monolithic population. This is a testament of the need for more diverse planning practitioners.

Unconscious bias

Much like other communities, ours lacks affordable housing options. It is difficult to work with developers to incentivize affordable housing projects when our local government officials are not interested in multi-family projects. It makes our community inaccessible for low to moderate income families and creates an unwelcoming environment even if those options became available.

-Planning related boards and commissions that lack diversity making comments and decisions about minority groups -Haphazard attempts to find willing participants for boards and commissions to create a diverse group -The "diversity person" of a group not speaking up or their points being overlooked and ignored -Minority groups not wanting to work with planning boards and commissions, regardless of their level of diversity -Members of a boards or commissions not knowing or choosing not to acknowledge and practice the proper way to address and converse with minority groups

Community meetings that are not accessible, convenient, or structured to receive broad input Community meetings on technical; topics that do not effectively present the factors that impact potential strategies (ie: vision sessions that gloss over challenges, etc)

One of the biggest problems in the profession is community outreach that "goes through the motions" rather than directly addressing the role that planners can play in addressing equity and inclusion. Planners often try to avoid the issue and stay in the technical realm, not recognizing their implicit biases and responsibilities as a pivotal member of the community.

Well-off (usually white) people know how to work the system to get what they want and lobby decision-makers, who frequently listen to the loudest voices when voting.

I find that there are often biased anecdotes at community meetings that I would like to help address or mediate. I also think there is confusion around sub-contractors and how to hire them in a diversity and inclusion component.

I have heard negative/disparaging comments being made about property owners that are presumed to be lower income based on the property/racial assumptions from names in staff sessions prior to meeting with those residents. It puzzles me why someone in this field would have such disparaging feelings about the groups that they are supposed to serve, especially in a region where residents living on more modest incomes struggle to operate in a built environment that was designed against people of similar financial positions. I think instances like these call for elevating the role of honest history in the planning field. If we as planners don't have a clear and honest understanding of how we got where we are today in terms of transportation/housing inequity, then I don't know who exactly in society is supposed to take up that torch. Having contempt for anyone experiencing poverty is not a legitimate political stance and is unprofessional in our field. Though these negative comments were made prior to meeting with the residents, they still reflect sentiments held by come in our field and will most certainly show up in proposals/actions.   I have dealt with people who work between politicians at the

state and county levels and with local officials and planning groups that are not able to divorce their political ideology from their policy analysis. My experience has been mostly good, but I myself have been wary of speaking in analytical support for policy measures due to fear that I might experience slowed career progression due to perceived political affiliations based on supporting principles that should be elevated above the political process (in theory).

White "allies" who've deluded themselves into feeling "woke" but then perpetrate nasty habits that marginalize. The practice, overall, is hostile to non-white persons - even as much planning is needed in minority communities. There's so much to unpack, but the biggest challenge is that people who need to hear this most will never come to this programming - it has to be mandatory, otherwise the "I'm not racist" bigots will continue unchecked and nothing will change - especially Director-level people and admin village/city staff who aren't "planners" but often give minorities grief in HR, IT, etc.

Planning is an inclusive profession by its very nature of trying to improve our communities for all of our citizens..

Criticism from broader community about wasting money on food or childcare to attract broader representation.

I've noticed administrative staff speak disparagingly about people from other cultures after they leave the office. Alders on certain committees were aggressive and mistreated a woman of color trying to open up a business. She was not treated fairly.

Hiring of interns - lack of diversity Approval of low income/ workforce rental housing projects

I attended the 2019 APA-WI annual conference. For the plenary panel on equity in planning, the panel had no people of color. Two of the four speakers were white males who made comments along the lines of "I'm not sure I am an expert on this topic, but..." and then proceeded to take up the majority of the panel discussion with their comments. The facilitator, who has an FACIP credential, went out of his way to downplay the impacts of racial bias in planning by suggesting that "religious bias was the bigger issue." That serves as both an example of a problem but also reason I would approach training offered by APA-WI on these topics with a bit of skepticism and would want to ensure that the trainers were highly qualified and the agenda aligned with our needs as planners. I think as planners, it is critical for us to be trained on most all of the topics on the list in the survey question. But in filling out this survey, the question was which training is the most important for APA-WI to offer it's members. I think that the most important equity training that can be sponsored by APA-WI are on those topics most directly tied to planning practice (e.g., public engagement strategies, racial equity analysis of planning policies, etc.). I think unconscious bias, procurement, and organizational-wide diversity, equity, and inclusion training is very important, but that we as planners should be seeking that out through other avenues making it a lower priority to be offered by APA-WI (including in settings where the whole audience won't be planners...).

Local elected officials strong concern that including diversity and inclusion as an upfront component of the planning process takes away from and discourages everyone else from participating and being included. The elected officials control the funding and narrative.

In the well-off Chicago subrub in which I live, members of the village board and plan commission have shot down any commitment to preserving affordable housing. And our planning consultant has complied with them. He produced a plan that called for the elimination of virtually all of the remaining affordable housing in the community. You can't even raise the issue of the exclusion of minorities here without becoming a pariah.

My primary challenge with regard to diversity and inclusion is that the mayor of my community is openly racist. He vetoes projects and even grant funding that would result in any benefit to a community of color. I have no idea how I can be an effective planner in this context.

None.

Questions about when women are going to have children are common complaints that friends of mine have. Firms lacking any maternity leave policies since they have never had female employees until they did hire one and she became pregnant. Disgraceful. Sexual harassment openly tolerated. Talking about communities that are African American as if they are "others" that are difficult to understand when everyone except for one person in a room is white. That is something I regularly witness. Lack of even the most basic details about non-white communities. I once saw a CMAP team present on their "innovative outreach" in a Chinese community. They shared that their outreach was initially presented in Mandarin instead of Cantonese, the predominant language of the community. This was intended as a joke and the crowd loved it. How hilarious that there is diversity within the Chinese community? Why can't they all just speak the same language? The crowd loved it but I was appalled. So I guess the takeaway was that recognizing diversity is innovative and diversity is hilarious. I can't comprehend why the project was deemed innovative in the first place. Planners regularly make assumptions that everyone at their meetings is at the same socioeconomic level as themselves (ie upper middle class), which for example leads to assumptions about what is affordable. Not all planners make a lot of money and those attitudes lead those doing advocacy work or other less paid planning work away from participating meetings intended as forums for planners to share opinions, learn, and network. It's really still a straight, white, old men club. There is a problem, probably affects every industry not just planning, where the only type of family or personal problem that is allowed to be be accommodated is young children. While it is essential that employers be supportive of their employees and family planning and parenting issues (this is 2020 and America still lags), there are a ton of other family and personal issues that are habitually ignored or if people bring them up, they are shunned. For example, care of older family members can be just as time consuming, especially during times of medical crises. Although LGBT people can legally marry now, it is still a problem for LGBT people having their their relationships being recognized as being on par with straight couples. When gay couples breakup or essentially divorce, it is rare that they are given the same compassion as when their straight counterpoints divorce. This has not changed at all. Straight people only seem to be able to understand divorce, not the separation of households, finances, and families, if there was no marriage involved. Many gay people continue to reject heteronormative relationship structures and straight people just do not seem to understand that.

One of the most common issues is the ability of non-minority planners (especially white males) establishing trust when working with minority communities or minority constituencies in neighborhood planning assignments. An example of a community in the region that has been trying to tackle this issue on a city-wide basis is Evanston, IL. In addition to the overall issue of diversity and equity, there is an active reparations discussion to address redlining issues that happened between the 1920s or so into the 1960s. There are a whole host of issue and questions without many clear answers.

Despite our community being about 20% minority, public meetings are predominately only attended by white individuals. Minority voices are not being represented in the public planning process. Plan Commission and City Council members are all white and the majority male. Resources on city processes and permit applications are only available in English. As a young woman in planning, I often find myself in meetings where the client either doesn't acknowledge me or wants to bypass me to talk to someone they perceive as having more power. Clients, particularly older male clients, will sometimes refer to me as "kiddo" or "girl", or worse, "honey" or "sweet heart", which I perceive to be disrespectful. On business site visits, nearly all conversation and questions are directed towards my male co-workers, even when the client has been informed that it is my area of expertise.

Na

N/A

An example is the previous question that says you can only work in one environment. Maybe you work in multiple places, urban, rural, etc. The survey seems written from a bureaucratic standpoint.

My only concern or what I have experienced is "reverse discrimination" whereas a job or academic privilege/admission is given to a minority that is less qualified than a white person that is more qualified.

A common occurrence that often gets overlooked is when I or other females are interrupted or talked over in meetings. While it also happens between males, it seems to occur even when the female in the meeting is the project lead or has the correct information. It has occurred in public meetings that the chair of a commission will automatically defer to the male director even if I as a female wrote the report under review.   Admittedly, our suburban community is not very diverse - more than 90% identify as Caucasian. However, we do have quite a few religious institutions that provide services for diverse populations. Perhaps one of the biggest challenges we face is the dichotomy between providing adequate housing and services for the aging population as well as for the lower-wage and younger populations. Unfortunately, there is still a stigma for lower-rent housing that has yet to be overcome at the decision-making level as well as the community level.

Discrimination based on disagreements with each other. Our community does not have a high race and religion mix, so decisions may not always be inclusive for all. Our community made a push to be more inclusive and received a push back from area and regional religious institutions.

Suburban/rural communities who have traditionally been rural, but are now experiencing, or have experienced a large growth due to being near a economic hub (larger city) tend to be adverse to multi-family housing. There is a stigma that people living in multi-family housing are transient, poor, inviting to criminal activity and generally unlike those who are traditional residents of their community. This is adding to our State's housing and shortage of workforce problems. Communities need to learn their actions and behaviors can create an unwelcoming feeling that, in the end, results in a bad outcome for all.

I often hear planners express the view that they have so little diversity in their community that this is not applicable to them. I think they need to see the diversity that is there and question whether the fact of few people from under-represented groups is due to lack of interest from those groups in locating in that community vs. lack of opportunity or lack of a welcoming atmosphere. In city-wide planning efforts, I see little effort to include people who do not speak English or for whom English is a second language and not a comfortable way to communicate about complex issues. I do see attempts to provide translation in parts of the city with a large Latinx population. Despite a fair amount of spatial segregation of this city, people who speak other languages live throughout the city and are interested in participating in planning of a city-wide character, not just for their own neighborhoods.   I believe that planners cannot be successful in making planning more equitable without the strong support of elected leaders in the community.

Planners in rural communities interpret Diversity, Equity, and Inclusion as inapplicable to them because they do not see the needs in their communities. Typically, planners do not engage stakeholders from underrepresented groups in their community in a direct conversation about equity and inclusion in the process and in the outcomes of planning. Planners are not aware of ways that seemingly fair (equal) policies disadvantage those who are already at a disadvantage socially.

Q22 - Would you like to be contacted about training updates?
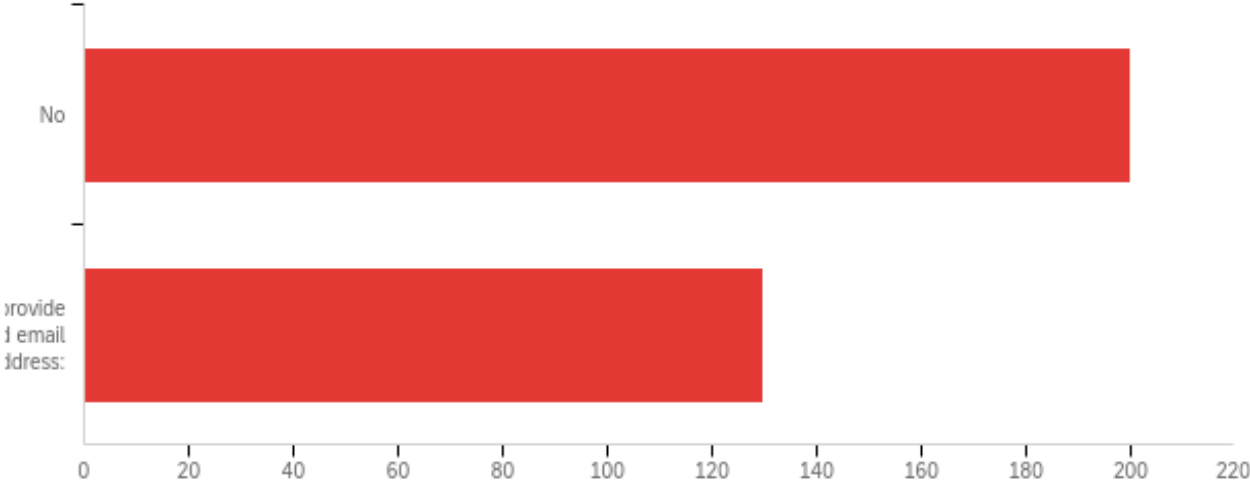
#	Answer	%	Count
1	No	60.61%	200
2	Yes, provide name and email address:	39.39%	130
	Total	100%	330

By Type of Respondent

Diversity, Equity and Inclusion Training Needs Survey 2020 (APA-IL and APA-WI)

April 5th 2020, 2:28 pm MDT

NOTE: On page 153, the open-ended responses to Question 20 are presented for (1) planning commissioners or elected officials and (2) community members. Q20 - Give an example or two of any problems related to diversity and inclusion in planning processes that you have experienced, or heard about in your planning processes or your planning workplace. Detailed examples can help us in training people involved in planning processes, but short examples can also help us understand the prevalence of issues faced in planning.

Q1 - What best describes you:

#	Answer	%	Count
1	Professional planner	76.24%	276
2	Planning commissioner or elected official	4.42%	16
3	Community member engaged in planning	2.49%	9
4	Other - Write In:	16.85%	61
	Total	100%	362

Q2 - In planning meetings and related events I attend, I experience discrimination or disrespect because of my race, age, ethnicity, nation of origin, religion, disability, gender, or sexuality.

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Never	73.29%	107	9.59%	14	3.42%	5	13.70%	20	146
2	Rarely	78.45%	91	0.86%	1	1.72%	2	18.97%	22	116
3	Occasionally	80.52%	62	1.30%	1	2.60%	2	15.58%	12	77
4	Frequently	84.62%	11	0.00%	0	0.00%	0	15.38%	2	13

Q3 - In planning meetings and related events I attend, I witness discrimination or disrespect of colleagues because of their race, age, ethnicity, nation of origin, religion, disability, gender, or sexuality.
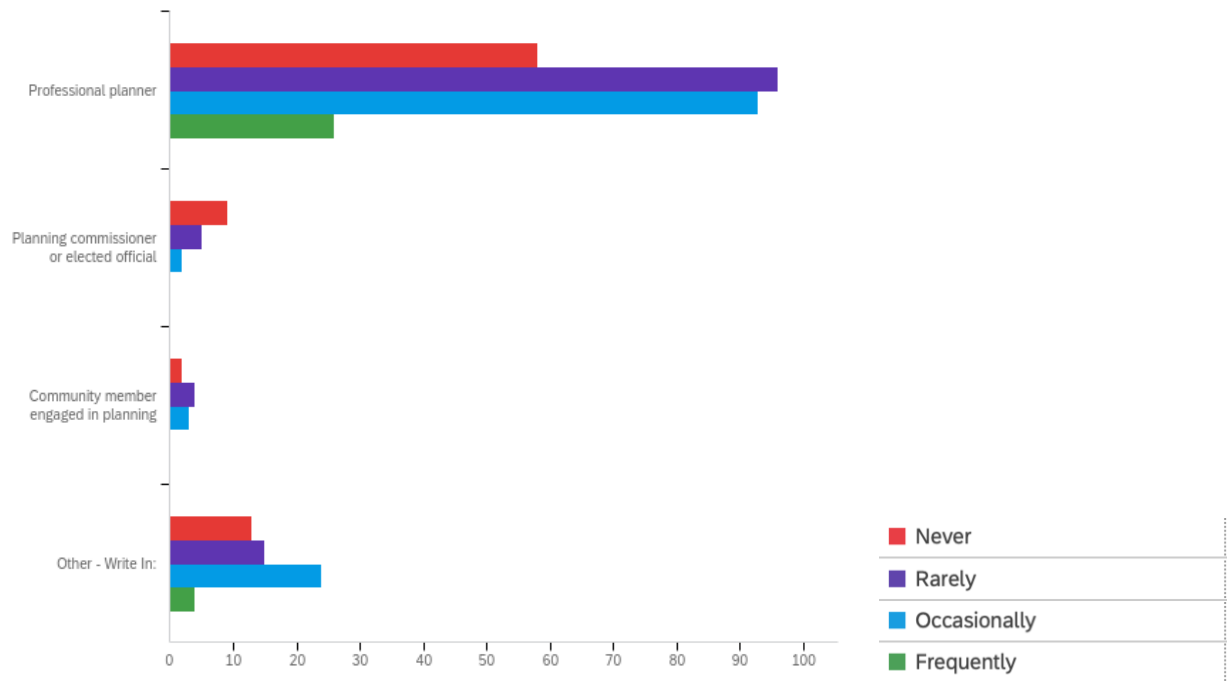
#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Never	70.73%	58	10.98%	9	2.44%	2	15.85%	13	82
2	Rarely	80.00%	96	4.17%	5	3.33%	4	12.50%	15	120
3	Occasionally	76.23%	93	1.64%	2	2.46%	3	19.67%	24	122
4	Frequently	86.67%	26	0.00%	0	0.00%	0	13.33%	4	30

Q4 - In planning meetings and related events I attend, there is a climate that fosters inclusion and opportunity.

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Strongly disagree	66.67%	6	11.11%	1	11.11%	1	11.11%	1	9
2	Disagree	79.25%	42	1.89%	1	0.00%	0	18.87%	10	53
3	Neutral	69.31%	70	1.98%	2	1.98%	2	26.73%	27	101
4	Agree	85.42%	123	2.78%	4	1.39%	2	10.42%	15	144
5	Strongly agree	66.00%	33	16.00%	8	8.00%	4	10.00%	5	50

Q5 - Please indicate how important it is that we (APA-IL and APA-WI) provide diversity, equity and inclusion training to each of the following groups:

Practicing planners

Legend:
- Not Important
- Important
- Very Important
- Extremely Important
- No Opinion

Planning commissioners and elected officials

Legend:
- Not Important
- Important
- Very Important
- Extremely Important
- No Opinion

Categories (y-axis): Professional planner, Planning commissioner or elected official, Community member engaged in planning, Other - Write In:

Community members engaged in planning

Legend:
- Not Important
- Important
- Very Important
- Extremely Important
- No Opinion

Categories:
- Professional planner
- Planning commissioner or elected official
- Community member engaged in planning
- Other - Write In:

Practicing planners

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Not Important	95.00%	19	5.00%	1	0.00%	0	0.00%	0	20
2	Important	89.06%	57	4.69%	3	4.69%	3	1.56%	1	64
3	Very Important	75.00%	72	5.21%	5	3.13%	3	16.67%	16	96
4	Extremely Important	70.45%	124	2.84%	5	1.70%	3	25.00%	44	176
5	No Opinion	66.67%	2	33.33%	1	0.00%	0	0.00%	0	3

Planning commissioners and elected officials

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Not Important	83.33%	10	16.67%	2	0.00%	0	0.00%	0	12
2	Important	84.31%	43	5.88%	3	1.96%	1	7.84%	4	51
3	Very Important	80.46%	70	8.05%	7	2.30%	2	9.20%	8	87
4	Extremely Important	72.06%	147	1.47%	3	2.94%	6	23.53%	48	204
5	No Opinion	80.00%	4	0.00%	0	0.00%	0	20.00%	1	5

Community members engaged in planning

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Not Important	90.00%	18	10.00%	2	0.00%	0	0.00%	0	20
2	Important	86.25%	69	5.00%	4	1.25%	1	7.50%	6	80
3	Very Important	71.28%	67	6.38%	6	4.26%	4	18.09%	17	94
4	Extremely Important	72.15%	114	1.90%	3	2.53%	4	23.42%	37	158
5	No Opinion	87.50%	7	0.00%	0	0.00%	0	12.50%	1	8

Q6 - Please indicate how important it is that we provide diversity, equity and inclusion training at each of the following levels:

Individual level (e.g., confronting personal bias)

Legend:
- Not Important
- Important
- Very Important
- Extremely Important
- No Opinion

Organizational/planning-process level (e.g., creating inclusive planning meetings)

Legend:
- Not Important
- Important
- Very Important
- Extremely Important
- No Opinion

Community level (e.g., creating an equity plan)

Legend:
- Not Important
- Important
- Very Important
- Extremely Important
- No Opinion

Categories (top to bottom):
- Professional planner
- Planning commissioner or elected official
- Community member engaged in planning
- Other - Write In:

X-axis: 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120
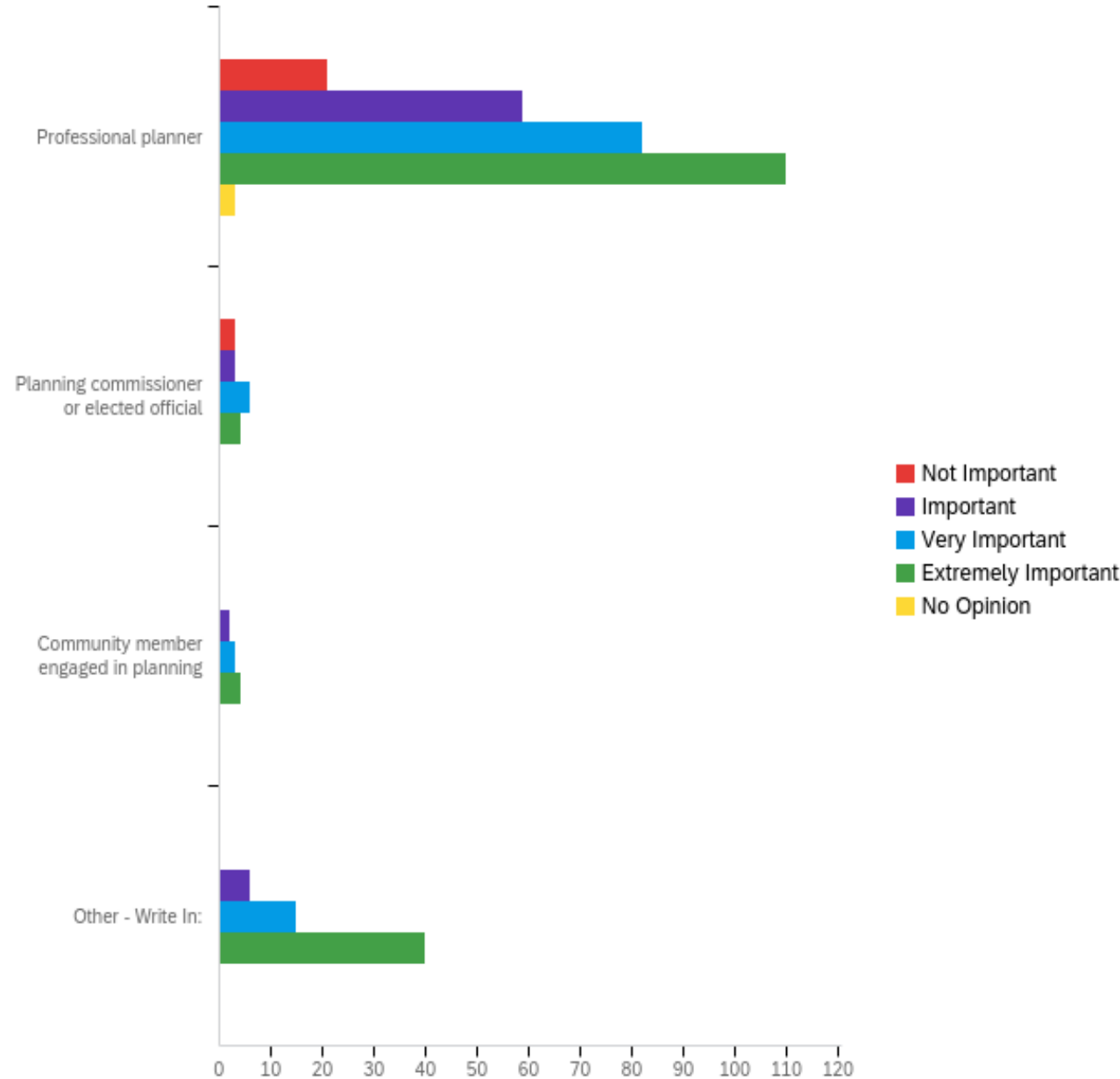
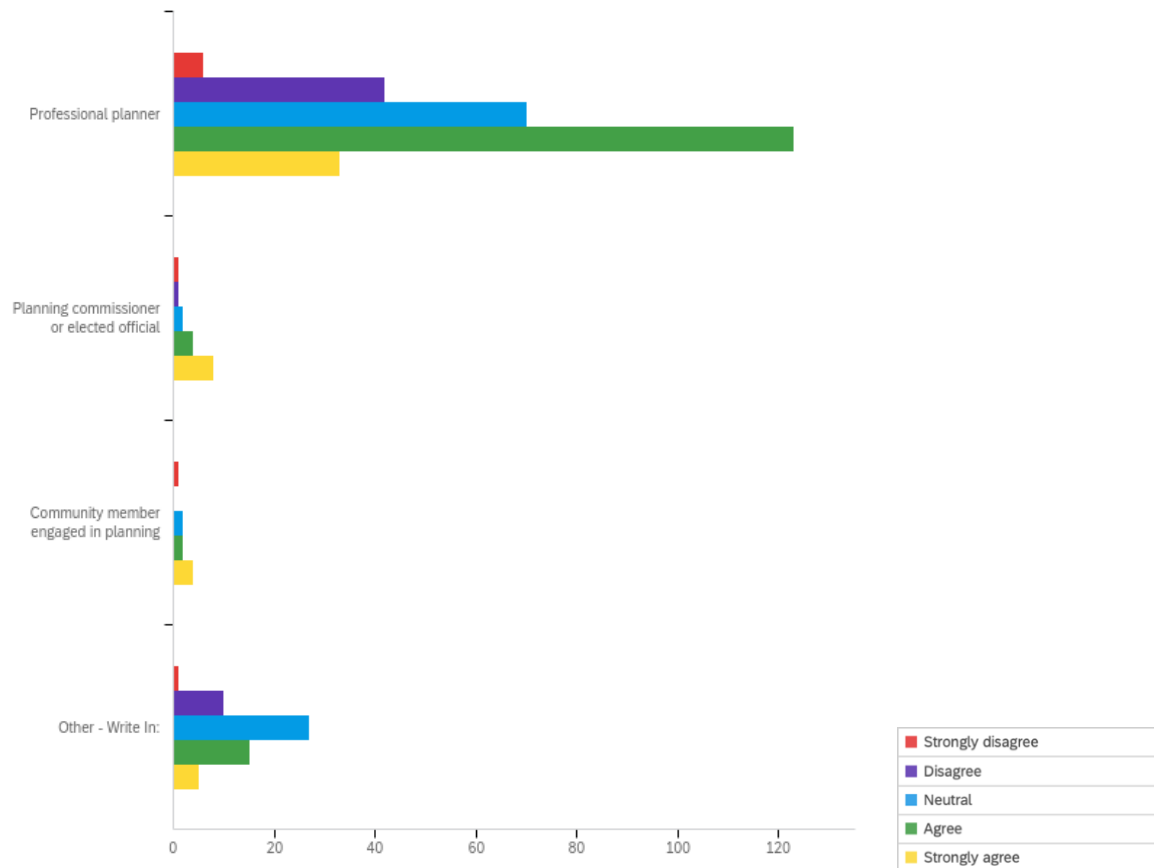## Individual level (e.g., confronting personal bias)

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Not Important	82.61%	19	17.39%	4	0.00%	0	0.00%	0	23
2	Important	85.06%	74	1.15%	1	1.15%	1	12.64%	11	87
3	Very Important	71.13%	69	6.19%	6	5.15%	5	17.53%	17	97
4	Extremely Important	73.33%	110	3.33%	5	2.00%	3	21.33%	32	150
5	No Opinion	75.00%	3	0.00%	0	0.00%	0	25.00%	1	4

Organizational/planning-process level (e.g., creating inclusive planning meetings)

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Not Important	78.57%	11	21.43%	3	0.00%	0	0.00%	0	14
2	Important	87.50%	42	4.17%	2	4.17%	2	4.17%	2	48
3	Very Important	80.19%	85	5.66%	6	3.77%	4	10.38%	11	106
4	Extremely Important	70.90%	134	2.65%	5	1.59%	3	24.87%	47	189
5	No Opinion	75.00%	3	0.00%	0	0.00%	0	25.00%	1	4

Community level (e.g., creating an equity plan)
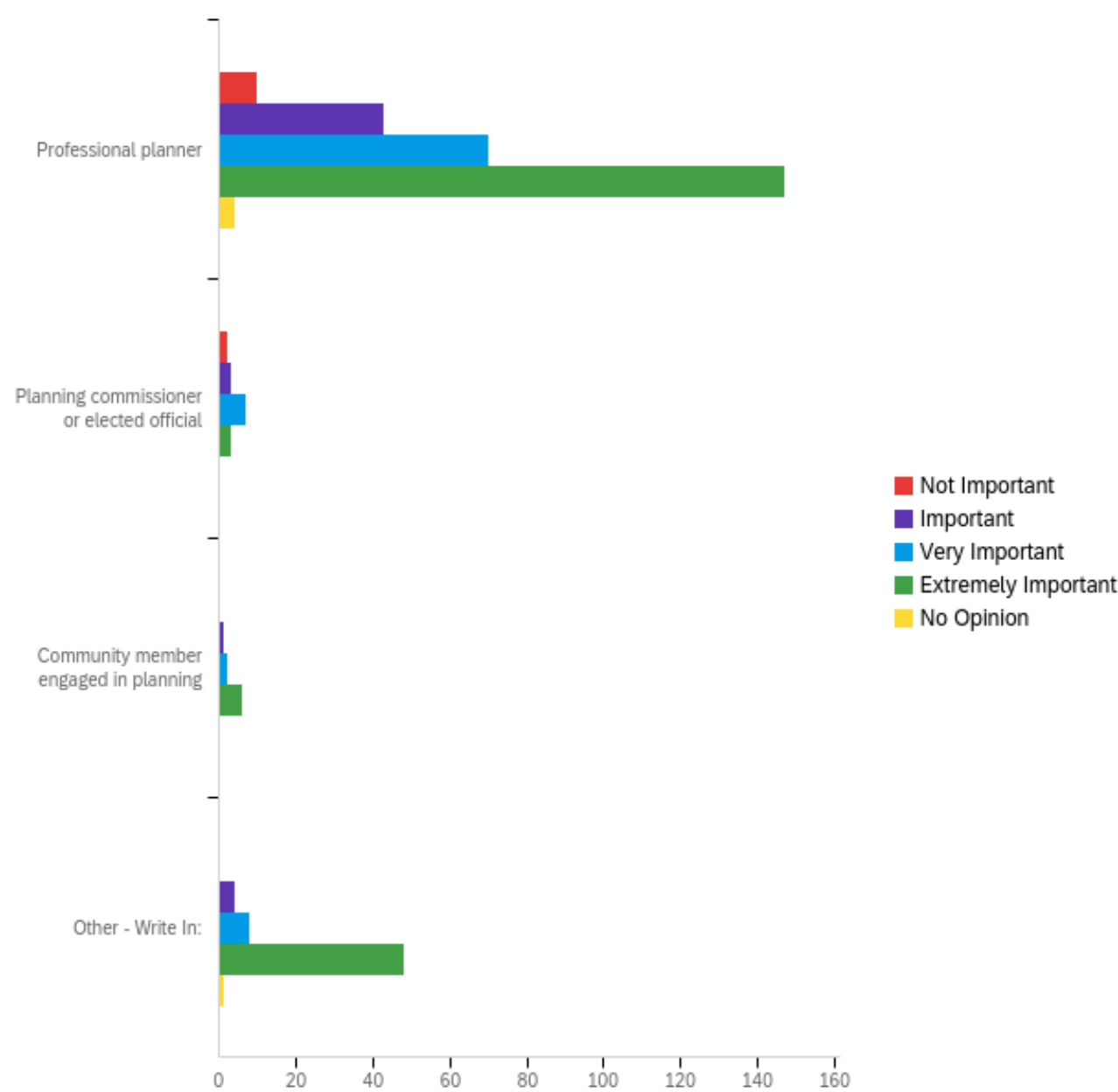
#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Not Important	87.50%	21	12.50%	3	0.00%	0	0.00%	0	24
2	Important	84.29%	59	4.29%	3	2.86%	2	8.57%	6	70
3	Very Important	77.36%	82	5.66%	6	2.83%	3	14.15%	15	106
4	Extremely Important	69.62%	110	2.53%	4	2.53%	4	25.32%	40	158
5	No Opinion	100.00%	3	0.00%	0	0.00%	0	0.00%	0	3

Q7 - Please indicate how important it is that we provide each of the following types of training to improve diversity, equality and inclusion in the community:

Creating an equity plan

Equity impact analysis tools

Legend:
- Not Important
- Important
- Very Important
- Extremely Important
- No Opinion

Categories (y-axis):
- Professional planner
- Planning commissioner or elected official
- Community member engaged in planning
- Other - Write In:

Equity policy and implementation tools

Equitable infrastructure development

Legend:
- Not Important
- Important
- Very Important
- Extremely Important
- No Opinion

Categories:
- Professional planner
- Planning commissioner or elected official
- Community member engaged in planning
- Other - Write In:

Health equity through the built environment

Legend:
- Not Important (red)
- Important (purple)
- Very Important (blue)
- Extremely Important (green)
- No Opinion (yellow)

Categories:
- Professional planner
- Planning commissioner or elected official
- Community member engaged in planning
- Other - Write In:

Building social capital

Legend:
- Not Important
- Important
- Very Important
- Extremely Important
- No Opinion

Categories:
- Professional planner
- Planning commissioner or elected official
- Community member engaged in planning
- Other - Write In:

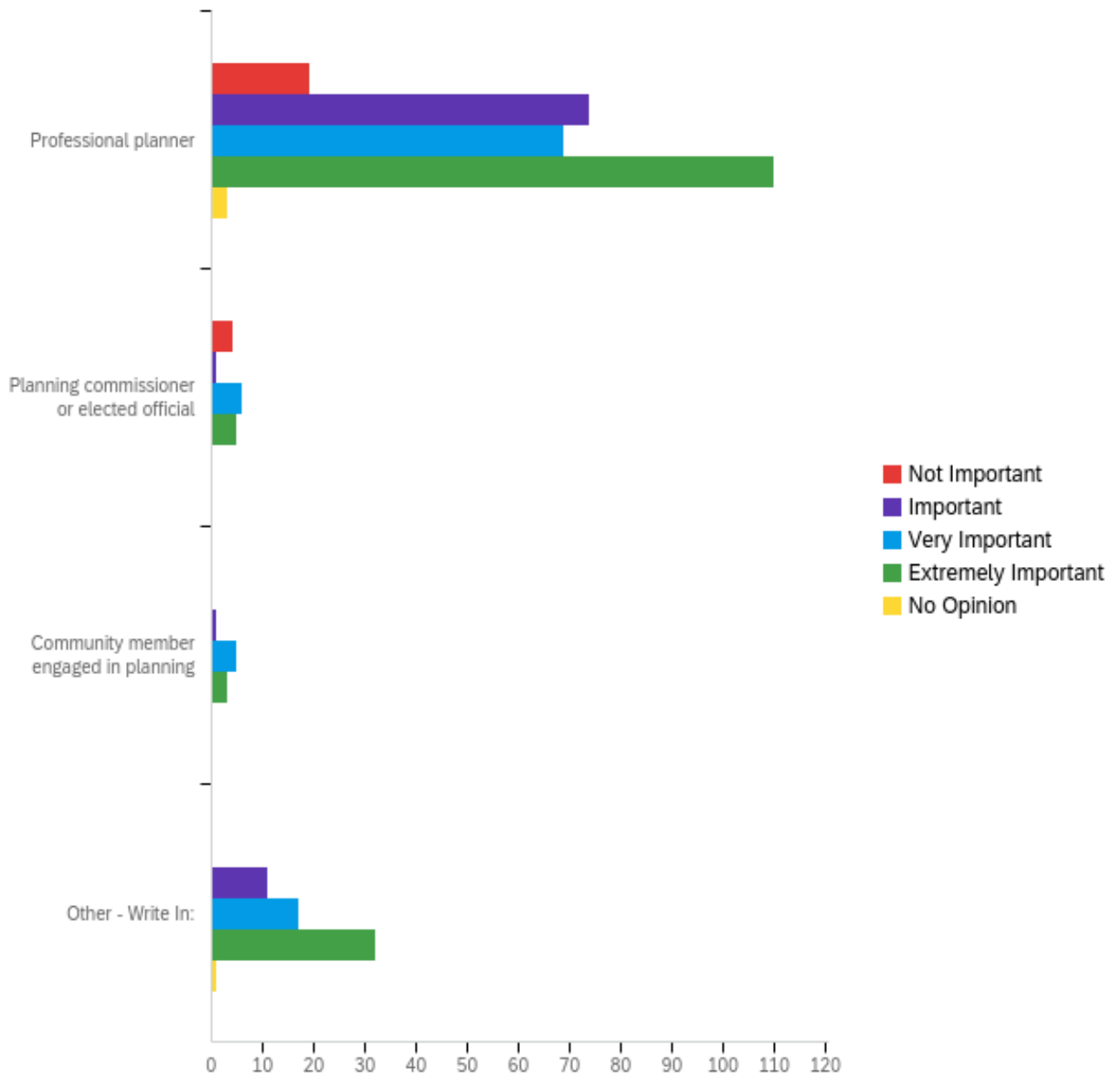## Creating an equity plan

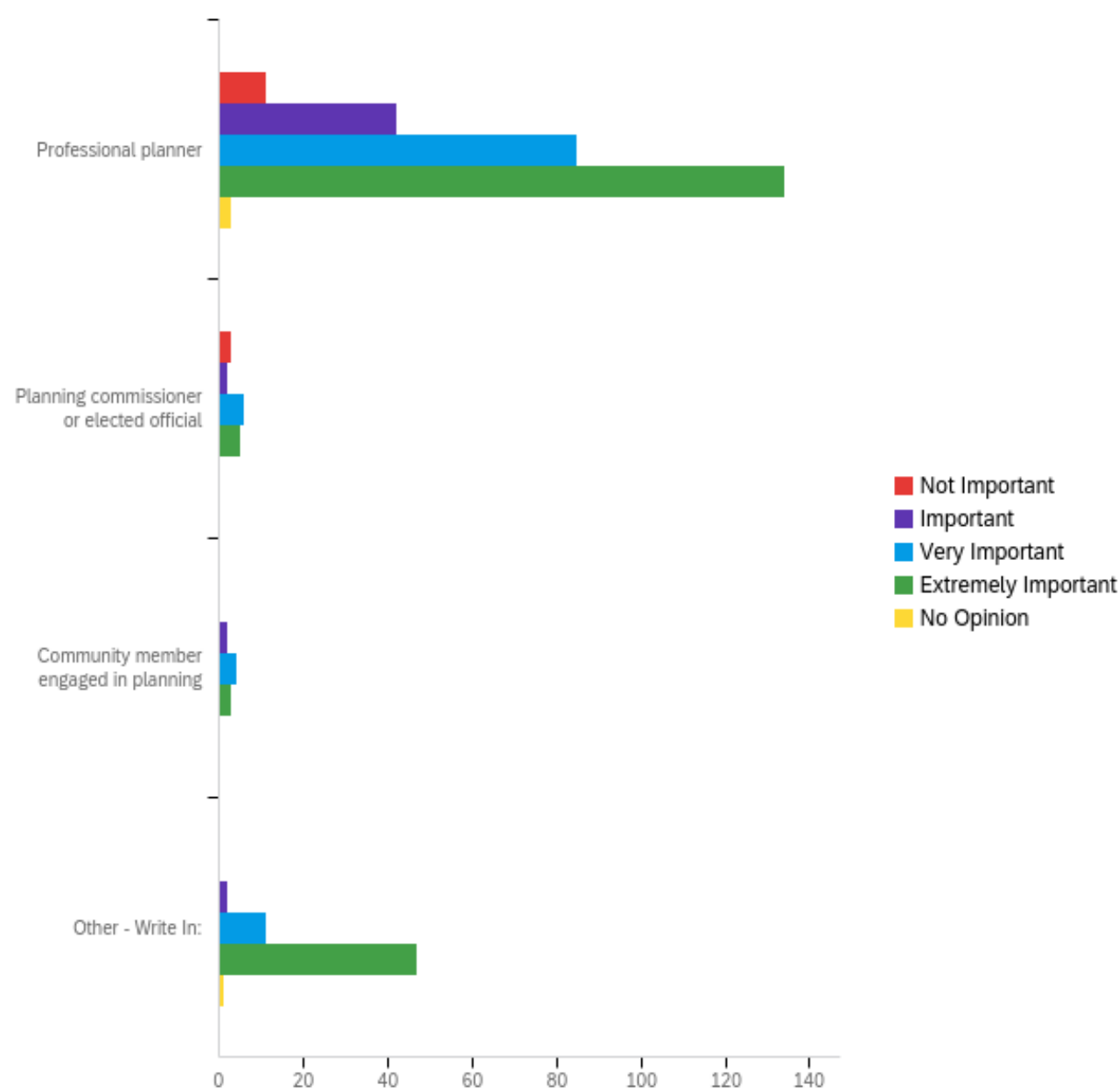| #	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Not Important	89.47%	34	7.89%	3	0.00%	0	2.63%	1	38
2	Important	81.55%	84	2.91%	3	1.94%	2	13.59%	14	103
3	Very Important	76.92%	80	5.77%	6	3.85%	4	13.46%	14	104
4	Extremely Important	64.76%	68	3.81%	4	2.86%	3	28.57%	30	105
5	No Opinion	83.33%	10	0.00%	0	0.00%	0	16.67%	2	12

Equity impact analysis tools

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Not Important	79.31%	23	13.79%	4	3.45%	1	3.45%	1	29
2	Important	85.23%	75	2.27%	2	2.27%	2	10.23%	9	88
3	Very Important	70.21%	66	6.38%	6	4.26%	4	19.15%	18	94
4	Extremely Important	72.06%	98	2.94%	4	1.47%	2	23.53%	32	136
5	No Opinion	92.31%	12	0.00%	0	0.00%	0	7.69%	1	13

Equity policy and implementation tools

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Not Important	81.82%	18	13.64%	3	4.55%	1	0.00%	0	22
2	Important	88.61%	70	2.53%	2	1.27%	1	7.59%	6	79
3	Very Important	77.57%	83	4.67%	5	1.87%	2	15.89%	17	107
4	Extremely Important	65.71%	92	4.29%	6	3.57%	5	26.43%	37	140
5	No Opinion	91.67%	11	0.00%	0	0.00%	0	8.33%	1	12

Equitable infrastructure development

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Not Important	76.19%	16	19.05%	4	4.76%	1	0.00%	0	21
2	Important	87.50%	56	3.13%	2	1.56%	1	7.81%	5	64
3	Very Important	80.58%	83	4.85%	5	1.94%	2	12.62%	13	103
4	Extremely Important	67.70%	109	3.11%	5	3.11%	5	26.09%	42	161
5	No Opinion	91.67%	11	0.00%	0	0.00%	0	8.33%	1	12

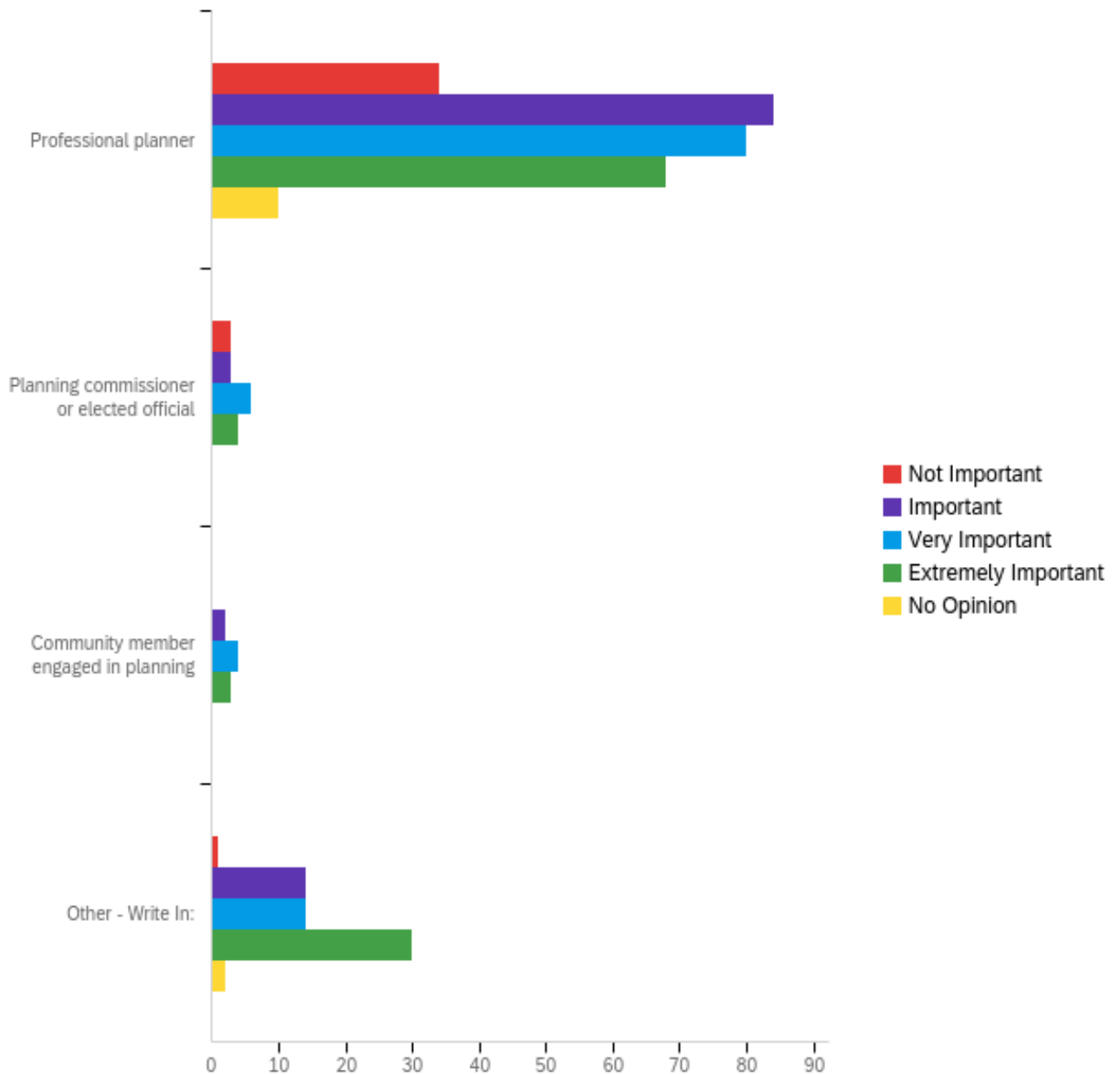## Health equity through the built environment

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Not Important	66.67%	10	26.67%	4	6.67%	1	0.00%	0	15
2	Important	84.93%	62	4.11%	3	1.37%	1	9.59%	7	73
3	Very Important	77.88%	81	4.81%	5	2.88%	3	14.42%	15	104
4	Extremely Important	71.61%	111	2.58%	4	2.58%	4	23.23%	36	155
5	No Opinion	78.57%	11	0.00%	0	0.00%	0	21.43%	3	14

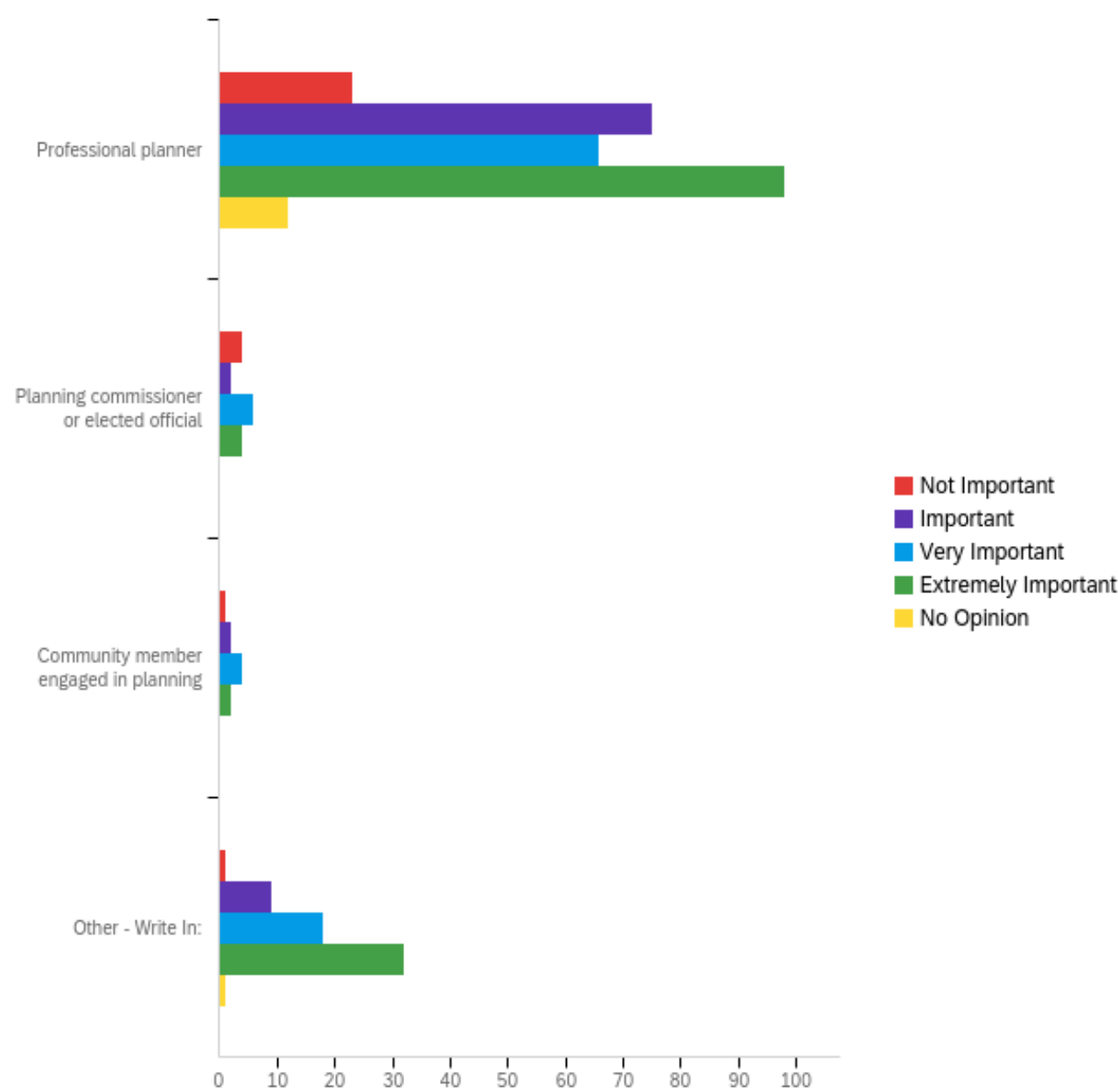## Building social capital

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Not Important	63.16%	12	21.05%	4	5.26%	1	10.53%	2	19
2	Important	88.89%	64	2.78%	2	0.00%	0	8.33%	6	72
3	Very Important	77.45%	79	3.92%	4	5.88%	6	12.75%	13	102
4	Extremely Important	70.42%	100	3.52%	5	1.41%	2	24.65%	35	142
5	No Opinion	79.17%	19	0.00%	0	0.00%	0	20.83%	5	24

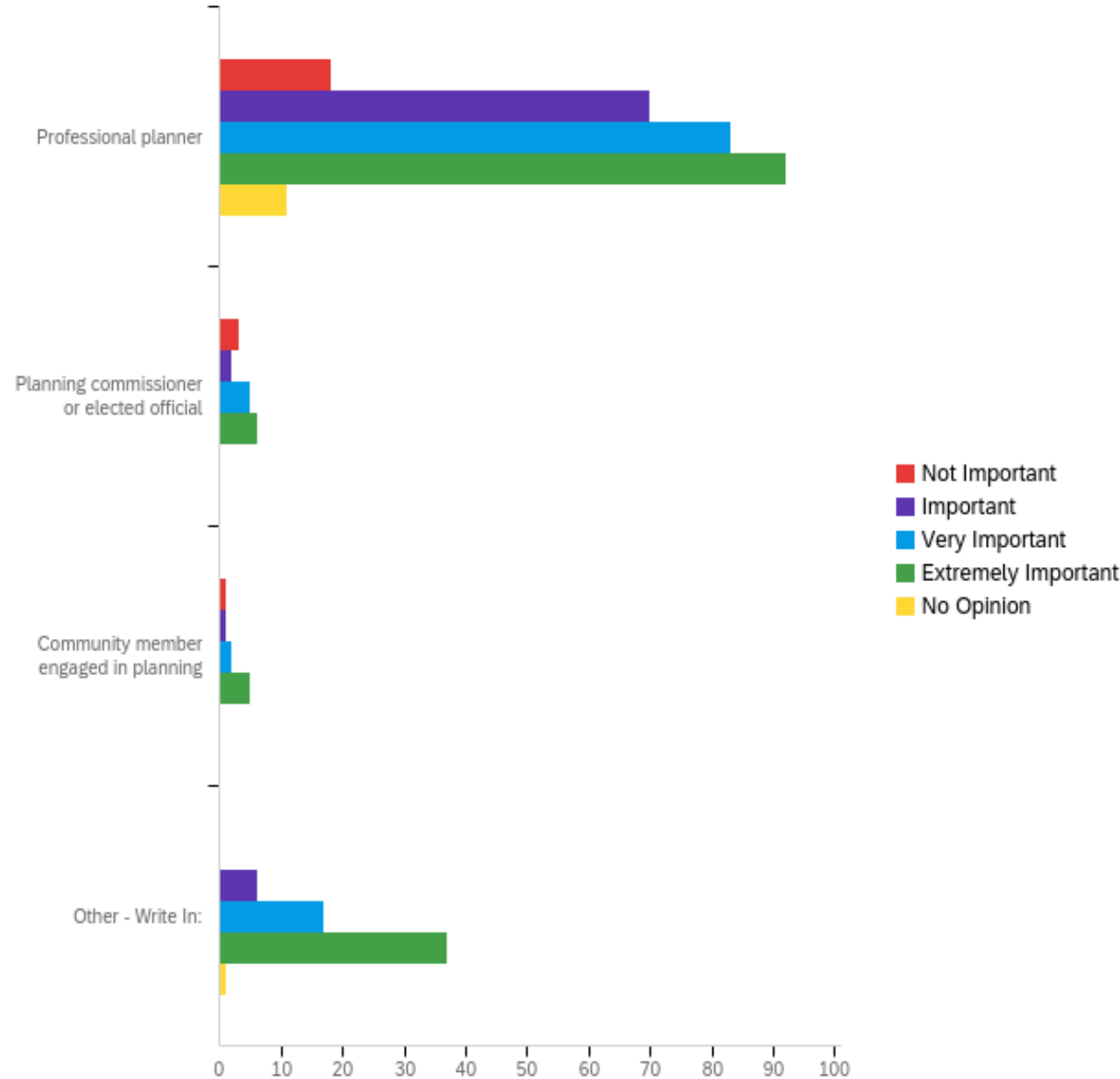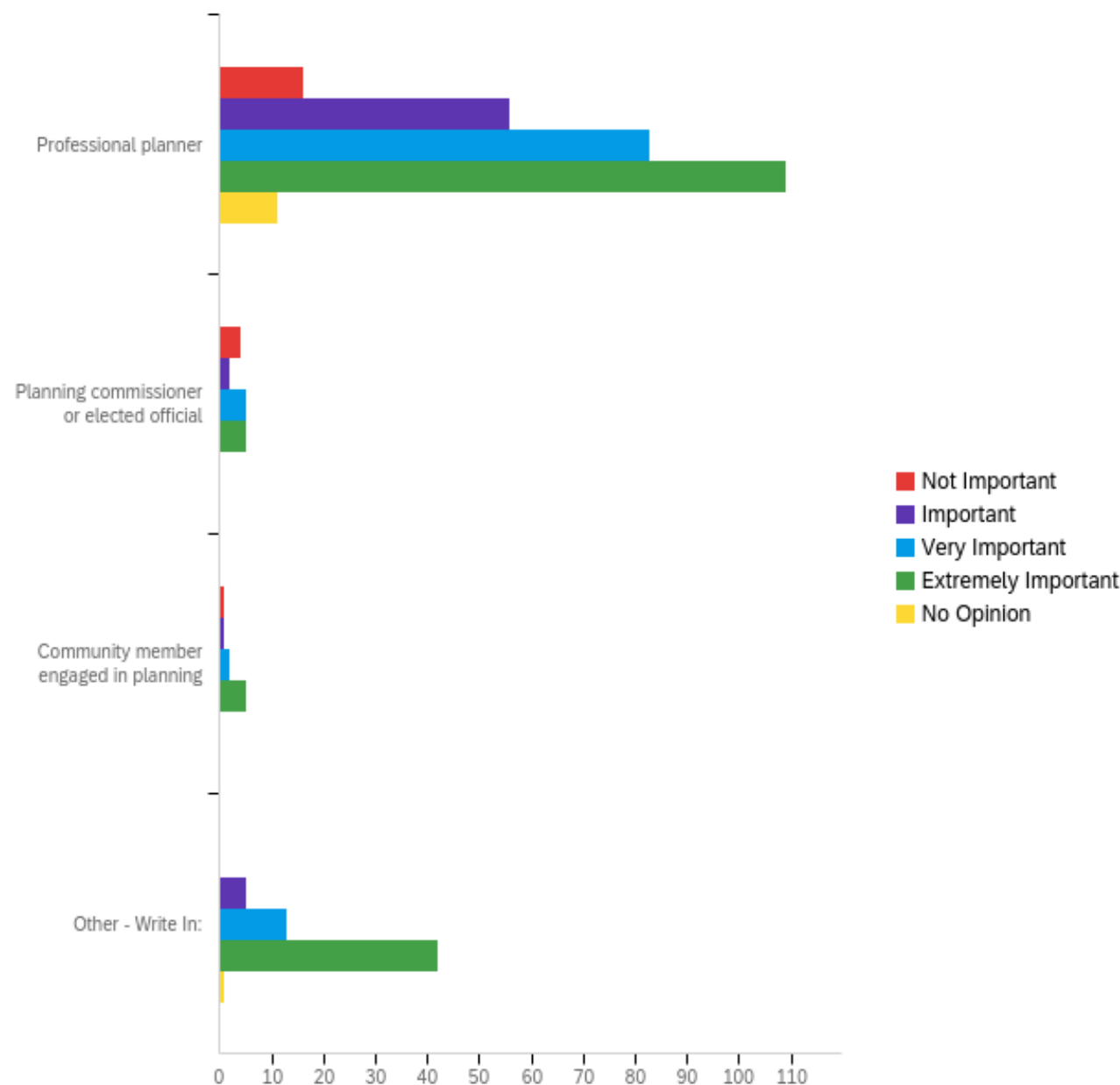**Q8 - Please indicate how important it is that we provide each of the following types of training to improve diversity, equality and inclusion in planning processes and organizations:**

Developing inclusive public meetings, planning documents, and policies

Legend:
- Not Important
- Important
- Very Important
- Extremely Important
- No Opinion

Creating a workplace plan for diversity, equity and inclusion

Legend:
- Not Important
- Important
- Very Important
- Extremely Important
- No Opinion

Categories:
- Professional planner
- Planning commissioner or elected official
- Community member engaged in planning
- Other - Write In:

Facilitation techniques for discussing difficult diversity, equity and inclusion topics

Legend:
- Not Important
- Important
- Very Important
- Extremely Important
- No Opinion

Assessing your organization's diversity, equity and inclusion competency

Legend:
- **Not Important** (red)
- **Important** (purple)
- **Very Important** (blue)
- **Extremely Important** (green)
- **No Opinion** (yellow)

Categories:
- Professional planner
- Planning commissioner or elected official
- Community member engaged in planning
- Other - Write In:

Recruiting, retaining, and developing a diverse workplace

Legend:
- Not Important
- Important
- Very Important
- Extremely Important
- No Opinion

Categories (y-axis):
- Professional planner
- Planning commissioner or elected official
- Community member engaged in planning
- Other - Write In:

X-axis: 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120

Engaging your executive leadership in a diversity, equity and inclusion journey

Legend:
- Not Important
- Important
- Very Important
- Extremely Important
- No Opinion

Diversity, equity and inclusion in contracting and procurement

Legend:
- Not Important
- Important
- Very Important
- Extremely Important
- No Opinion

Categories:
- Professional planner
- Planning commissioner or elected official
- Community member engaged in planning
- Other - Write In:

Collecting and sharing diversity, equity and inclusion narratives

Legend:
- Not Important
- Important
- Very Important
- Extremely Important
- No Opinion

Categories:
- Professional planner
- Planning commissioner or elected official
- Community member engaged in planning
- Other - Write In:

Developing inclusive public meetings, planning documents, and policies

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Not Important	82.35%	14	11.76%	2	5.88%	1	0.00%	0	17
2	Important	80.36%	45	3.57%	2	3.57%	2	12.50%	7	56
3	Very Important	80.58%	83	3.88%	4	2.91%	3	12.62%	13	103
4	Extremely Important	71.82%	130	3.87%	7	1.66%	3	22.65%	41	181
5	No Opinion	75.00%	3	25.00%	1	0.00%	0	0.00%	0	4

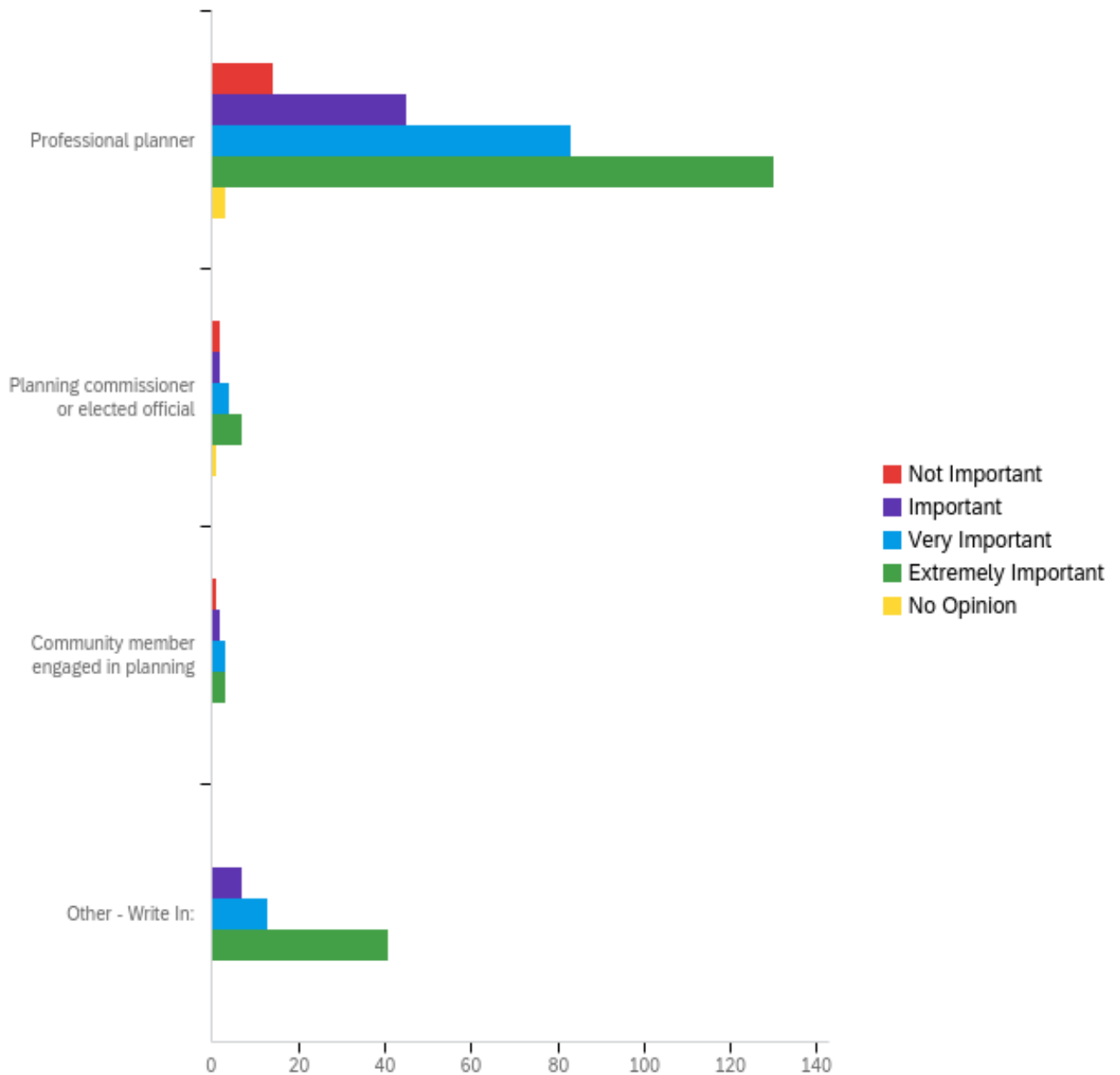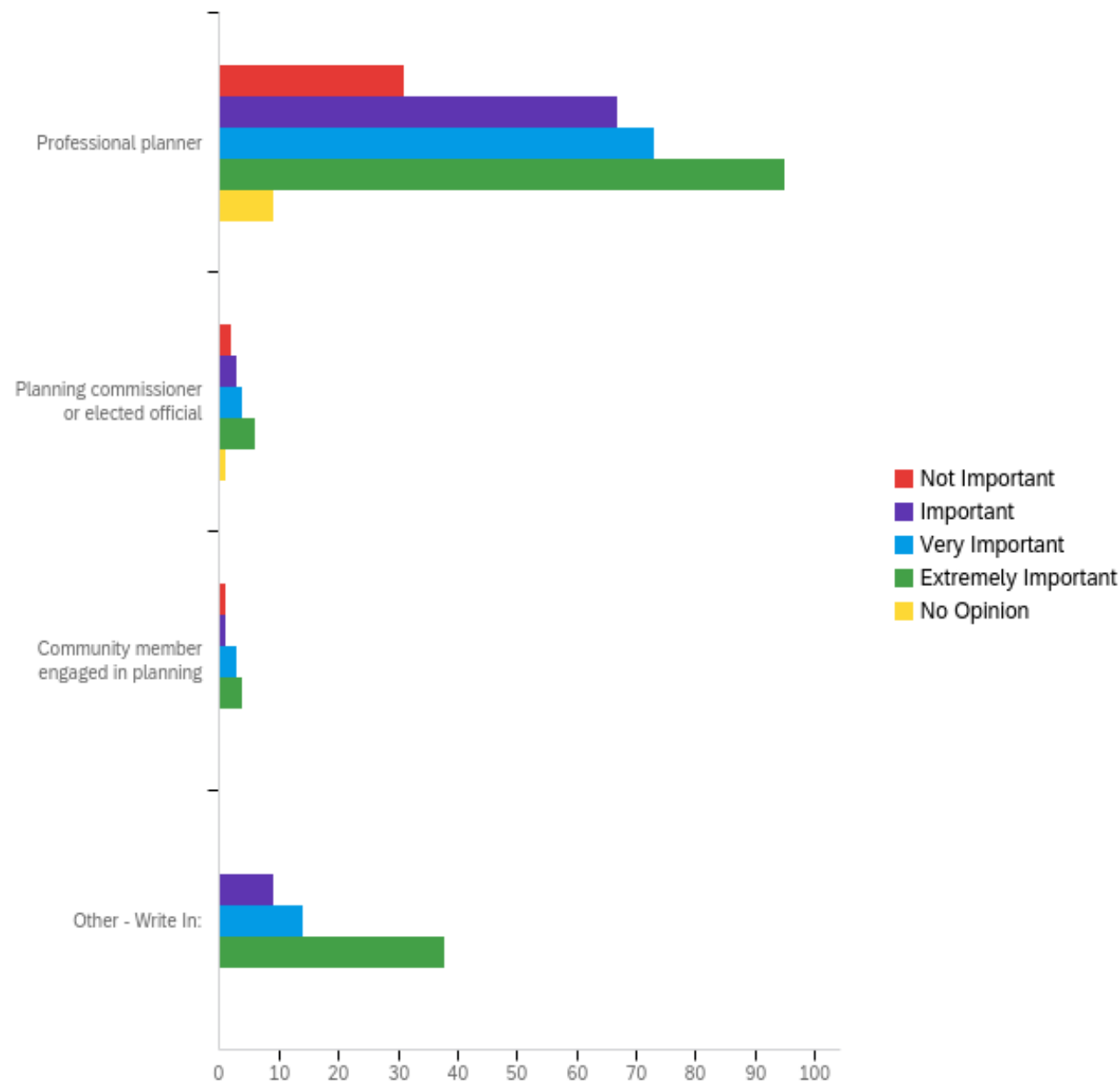## Creating a workplace plan for diversity, equity and inclusion

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Not Important	91.18%	31	5.88%	2	2.94%	1	0.00%	0	34
2	Important	83.75%	67	3.75%	3	1.25%	1	11.25%	9	80
3	Very Important	77.66%	73	4.26%	4	3.19%	3	14.89%	14	94
4	Extremely Important	66.43%	95	4.20%	6	2.80%	4	26.57%	38	143
5	No Opinion	90.00%	9	10.00%	1	0.00%	0	0.00%	0	10

Facilitation techniques for discussing difficult diversity, equity and inclusion topics

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Not Important	70.00%	14	20.00%	4	5.00%	1	5.00%	1	20
2	Important	84.48%	49	5.17%	3	3.45%	2	6.90%	4	58
3	Very Important	78.02%	71	4.40%	4	2.20%	2	15.38%	14	91
4	Extremely Important	73.12%	136	2.69%	5	2.15%	4	22.04%	41	186
5	No Opinion	100.00%	5	0.00%	0	0.00%	0	0.00%	0	5

Assessing your organization's diversity, equity and inclusion competency

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Not Important	90.63%	29	6.25%	2	3.13%	1	0.00%	0	32
2	Important	82.95%	73	3.41%	3	3.41%	3	10.23%	9	88
3	Very Important	76.09%	70	6.52%	6	2.17%	2	15.22%	14	92
4	Extremely Important	67.88%	93	2.92%	4	2.19%	3	27.01%	37	137
5	No Opinion	83.33%	10	8.33%	1	0.00%	0	8.33%	1	12

Recruiting, retaining, and developing a diverse workplace

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Not Important	86.67%	26	10.00%	3	3.33%	1	0.00%	0	30
2	Important	81.48%	44	3.70%	2	1.85%	1	12.96%	7	54
3	Very Important	75.47%	80	6.60%	7	3.77%	4	14.15%	15	106
4	Extremely Important	72.05%	116	2.48%	4	1.86%	3	23.60%	38	161
5	No Opinion	90.00%	9	0.00%	0	0.00%	0	10.00%	1	10

Engaging your executive leadership in a diversity, equity and inclusion journey

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Not Important	85.71%	30	8.57%	3	2.86%	1	2.86%	1	35
2	Important	80.28%	57	5.63%	4	1.41%	1	12.68%	9	71
3	Very Important	78.75%	63	5.00%	4	2.50%	2	13.75%	11	80
4	Extremely Important	69.14%	112	3.09%	5	3.09%	5	24.69%	40	162
5	No Opinion	100.00%	12	0.00%	0	0.00%	0	0.00%	0	12

Diversity, equity and inclusion in contracting and procurement

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Not Important	91.30%	42	6.52%	3	2.17%	1	0.00%	0	46
2	Important	83.13%	69	3.61%	3	0.00%	0	13.25%	11	83
3	Very Important	73.68%	70	7.37%	7	5.26%	5	13.68%	13	95
4	Extremely Important	66.67%	80	2.50%	3	2.50%	3	28.33%	34	120
5	No Opinion	81.25%	13	0.00%	0	0.00%	0	18.75%	3	16

Collecting and sharing diversity, equity and inclusion narratives

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Not Important	85.71%	36	9.52%	4	2.38%	1	2.38%	1	42
2	Important	81.72%	76	3.23%	3	3.23%	3	11.83%	11	93
3	Very Important	73.20%	71	6.19%	6	3.09%	3	17.53%	17	97
4	Extremely Important	67.59%	73	2.78%	3	1.85%	2	27.78%	30	108
5	No Opinion	88.89%	16	0.00%	0	0.00%	0	11.11%	2	18

Q9 - Please indicate how important it is that we provide each of the following types of training to improve diversity, equality and inclusion for individuals:

Anti-racism/active bystander training

Legend:
- Not Important
- Important
- Very Important
- Extremely Important
- No Opinion

Race, communication, and conflict styles

Legend:
- Not Important
- Important
- Very Important
- Extremely Important
- No Opinion

Categories (y-axis):
- Professional planner
- Planning commissioner or elected official
- Community member engaged in planning
- Other - Write In:

Missteps in planning involving marginalized communities

Legend:
- Not Important
- Important
- Very Important
- Extremely Important
- No Opinion

Confronting personal bias

Legend:
- Not Important
- Important
- Very Important
- Extremely Important
- No Opinion

Developing cultural competency

Legend:
- Not Important
- Important
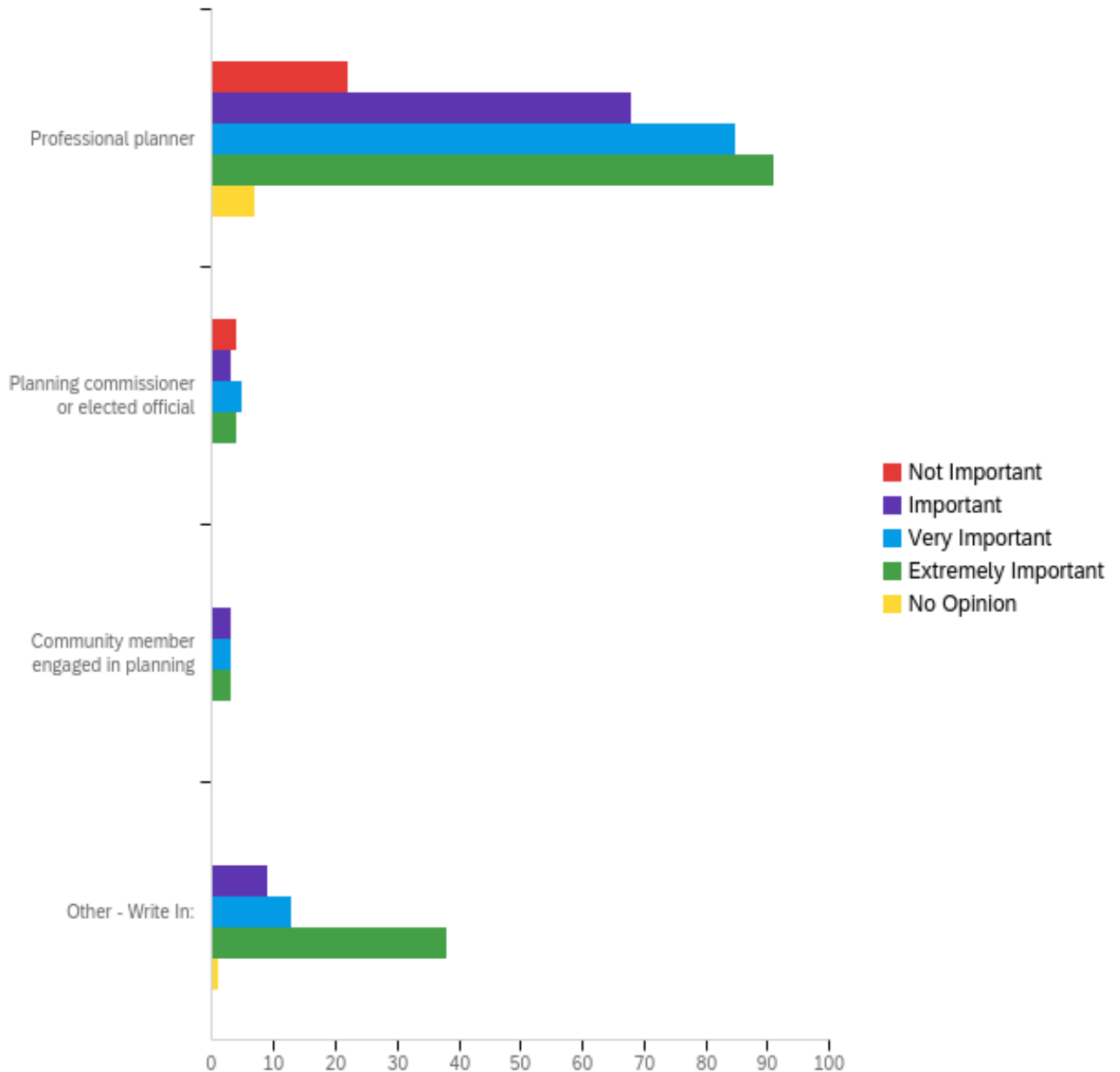- Very Important
- Extremely Important
- No Opinion

Categories (top to bottom):
- Professional planner
- Planning commissioner or elected official
- Community member engaged in planning
- Other - Write In:

Mediation training

Legend:
- Not Important (red)
- Important (purple)
- Very Important (blue)
- Extremely Important (green)
- No Opinion (yellow)

Categories:
- Professional planner
- Planning commissioner or elected official
- Community member engaged in planning
- Other - Write In:

Trauma-informed engagement

Legend:
- Not Important
- Important
- Very Important
- Extremely Important
- No Opinion

Overcoming implicit or unconscious bias

Legend:
- Not Important
- Important
- Very Important
- Extremely Important
- No Opinion

Categories:
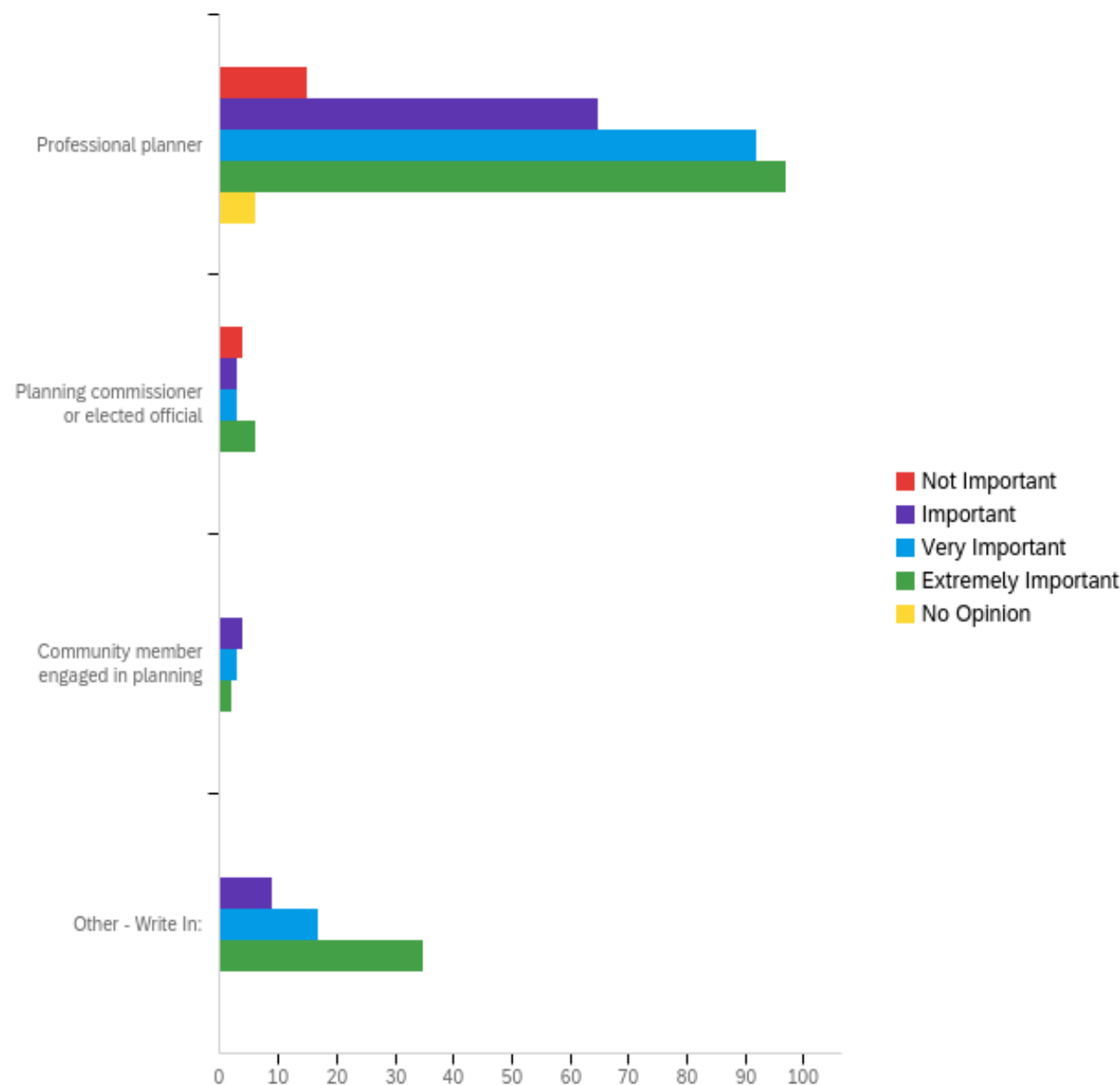- Professional planner
- Planning commissioner or elected official
- Community member engaged in planning
- Other - Write In:

Recognizing microaggressions

Legend:
- Not Important (red)
- Important (purple)
- Very Important (blue)
- Extremely Important (green)
- No Opinion (yellow)

Categories: Professional planner, Planning commissioner or elected official, Community member engaged in planning, Other - Write In:

Anti-racism/active bystander training

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Not Important	84.62%	22	15.38%	4	0.00%	0	0.00%	0	26
2	Important	81.93%	68	3.61%	3	3.61%	3	10.84%	9	83
3	Very Important	80.19%	85	4.72%	5	2.83%	3	12.26%	13	106
4	Extremely Important	66.91%	91	2.94%	4	2.21%	3	27.94%	38	136
5	No Opinion	87.50%	7	0.00%	0	0.00%	0	12.50%	1	8

Race, communication, and conflict styles

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Not Important	78.95%	15	21.05%	4	0.00%	0	0.00%	0	19
2	Important	80.25%	65	3.70%	3	4.94%	4	11.11%	9	81
3	Very Important	80.00%	92	2.61%	3	2.61%	3	14.78%	17	115
4	Extremely Important	69.29%	97	4.29%	6	1.43%	2	25.00%	35	140
5	No Opinion	100.00%	6	0.00%	0	0.00%	0	0.00%	0	6

Missteps in planning involving marginalized communities

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Not Important	80.00%	16	20.00%	4	0.00%	0	0.00%	0	20
2	Important	87.27%	48	3.64%	2	5.45%	3	3.64%	2	55
3	Very Important	82.29%	79	2.08%	2	3.13%	3	12.50%	12	96
4	Extremely Important	69.44%	125	4.44%	8	1.67%	3	24.44%	44	180
5	No Opinion	77.78%	7	0.00%	0	0.00%	0	22.22%	2	9

Confronting personal bias

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Not Important	84.21%	16	15.79%	3	0.00%	0	0.00%	0	19
2	Important	84.00%	63	5.33%	4	1.33%	1	9.33%	7	75
3	Very Important	83.33%	85	0.98%	1	3.92%	4	11.76%	12	102
4	Extremely Important	66.88%	107	5.00%	8	2.50%	4	25.62%	41	160
5	No Opinion	66.67%	2	0.00%	0	0.00%	0	33.33%	1	3

Developing cultural competency

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Not Important	73.68%	14	21.05%	4	0.00%	0	5.26%	1	19
2	Important	84.38%	54	3.13%	2	4.69%	3	7.81%	5	64
3	Very Important	82.31%	107	1.54%	2	2.31%	3	13.85%	18	130
4	Extremely Important	66.43%	93	5.71%	8	2.14%	3	25.71%	36	140
5	No Opinion	83.33%	5	0.00%	0	0.00%	0	16.67%	1	6

Mediation training

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Not Important	76.67%	23	10.00%	3	3.33%	1	10.00%	3	30
2	Important	75.96%	79	4.81%	5	3.85%	4	15.38%	16	104
3	Very Important	81.63%	80	3.06%	3	2.04%	2	13.27%	13	98
4	Extremely Important	69.83%	81	4.31%	5	1.72%	2	24.14%	28	116
5	No Opinion	90.91%	10	0.00%	0	0.00%	0	9.09%	1	11

Trauma-informed engagement

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Not Important	80.56%	29	13.89%	5	0.00%	0	5.56%	2	36
2	Important	79.57%	74	4.30%	4	5.38%	5	10.75%	10	93
3	Very Important	76.92%	80	3.85%	4	1.92%	2	17.31%	18	104
4	Extremely Important	63.95%	55	3.49%	3	2.33%	2	30.23%	26	86
5	No Opinion	87.80%	36	0.00%	0	0.00%	0	12.20%	5	41

Overcoming implicit or unconscious bias

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Not Important	80.95%	17	19.05%	4	0.00%	0	0.00%	0	21
2	Important	78.87%	56	5.63%	4	2.82%	2	12.68%	9	71
3	Very Important	84.16%	85	0.00%	0	2.97%	3	12.87%	13	101
4	Extremely Important	68.59%	107	5.13%	8	2.56%	4	23.72%	37	156
5	No Opinion	90.00%	9	0.00%	0	0.00%	0	10.00%	1	10

Recognizing microaggressions

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Not Important	86.21%	25	10.34%	3	0.00%	0	3.45%	1	29
2	Important	81.19%	82	4.95%	5	4.95%	5	8.91%	9	101
3	Very Important	79.12%	72	0.00%	0	2.20%	2	18.68%	17	91
4	Extremely Important	65.55%	78	6.72%	8	1.68%	2	26.05%	31	119
5	No Opinion	85.71%	18	0.00%	0	0.00%	0	14.29%	3	21

Q10 - Do you consider yourself to be a member of any group(s) that have traditionally experienced discrimination?
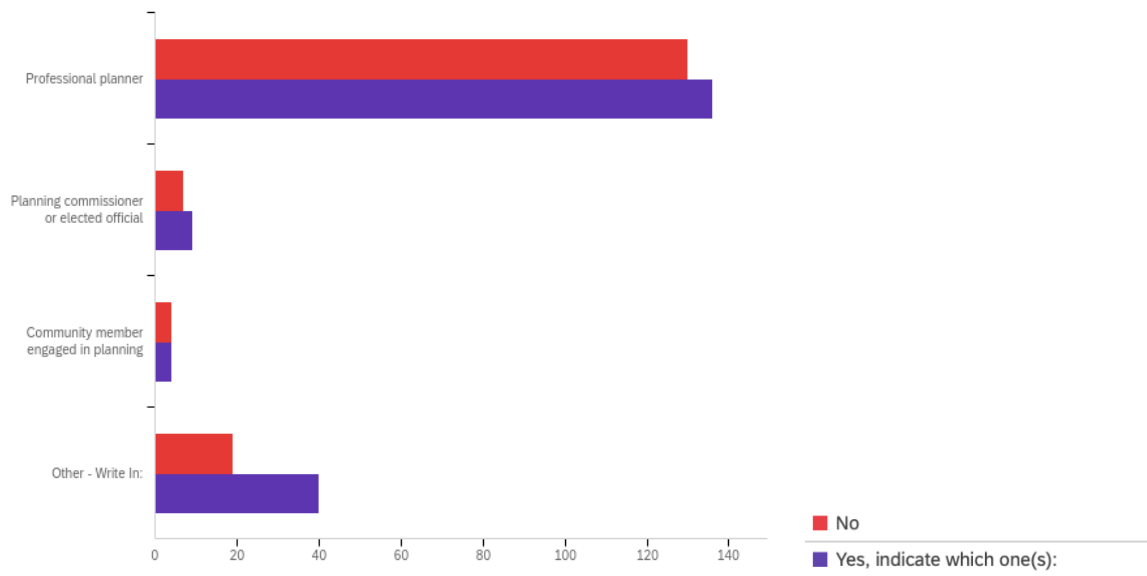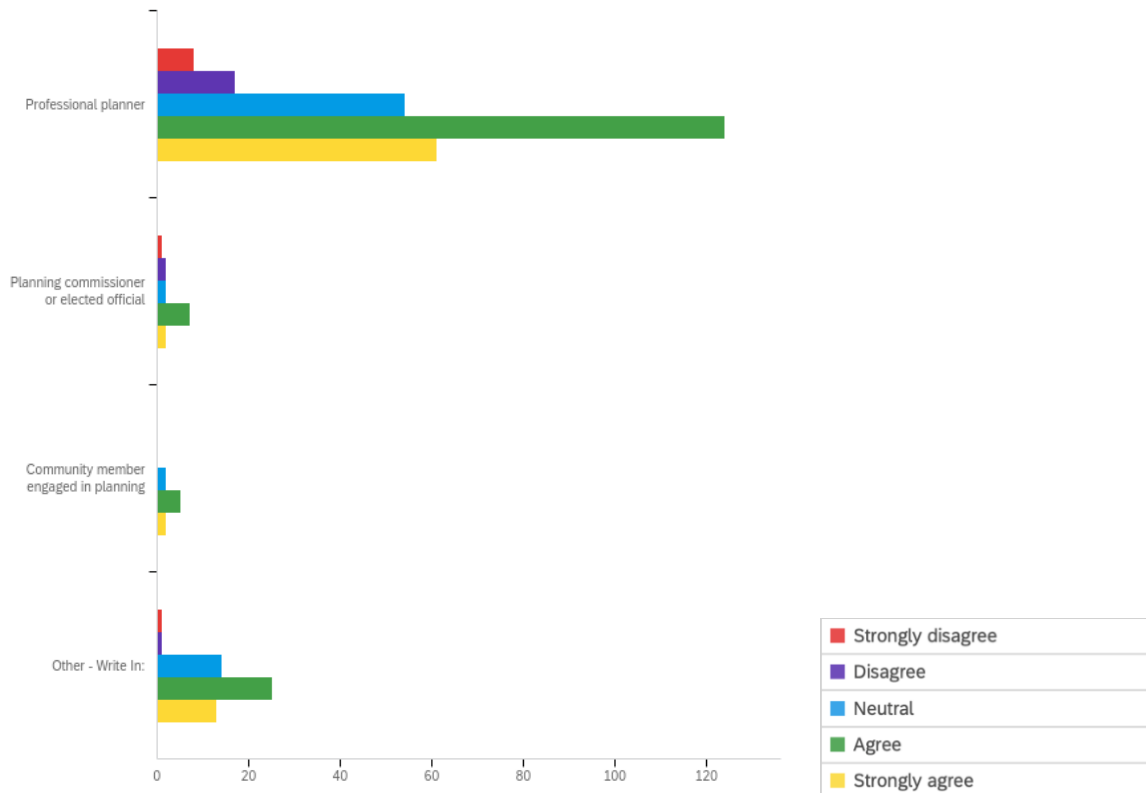

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	No	81.25%	130	4.38%	7	2.50%	4	11.88%	19	160
2	Yes, indicate which one(s):	71.96%	136	4.76%	9	2.12%	4	21.16%	40	189

Q11 - There are members of planning staff in my community who are likely to attend diversity, equity and inclusion training, if offered.
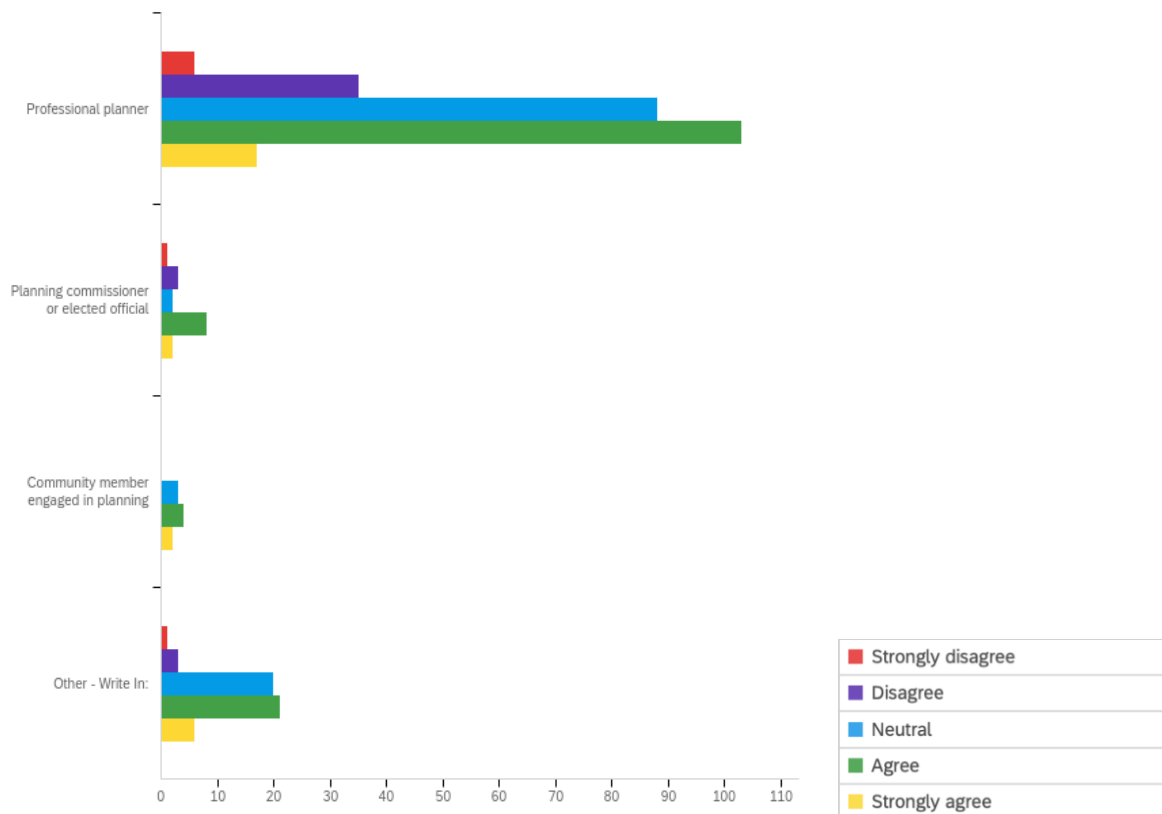

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Strongly disagree	80.00%	8	10.00%	1	0.00%	0	10.00%	1	10
2	Disagree	85.00%	17	10.00%	2	0.00%	0	5.00%	1	20
3	Neutral	75.00%	54	2.78%	2	2.78%	2	19.44%	14	72
4	Agree	77.02%	124	4.35%	7	3.11%	5	15.53%	25	161
5	Strongly agree	78.21%	61	2.56%	2	2.56%	2	16.67%	13	78

Q12 - There are members of planning boards and commissioners in my community who are likely to attend training, if offered.
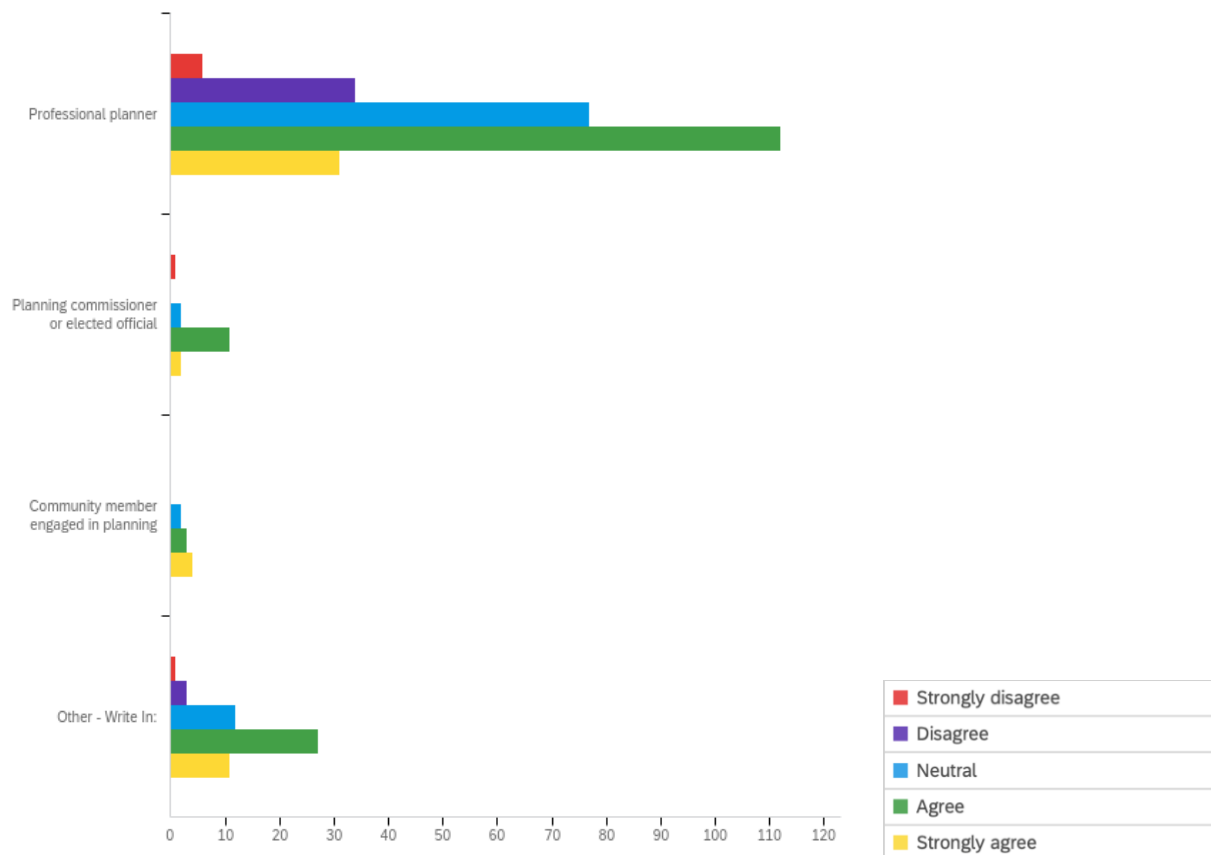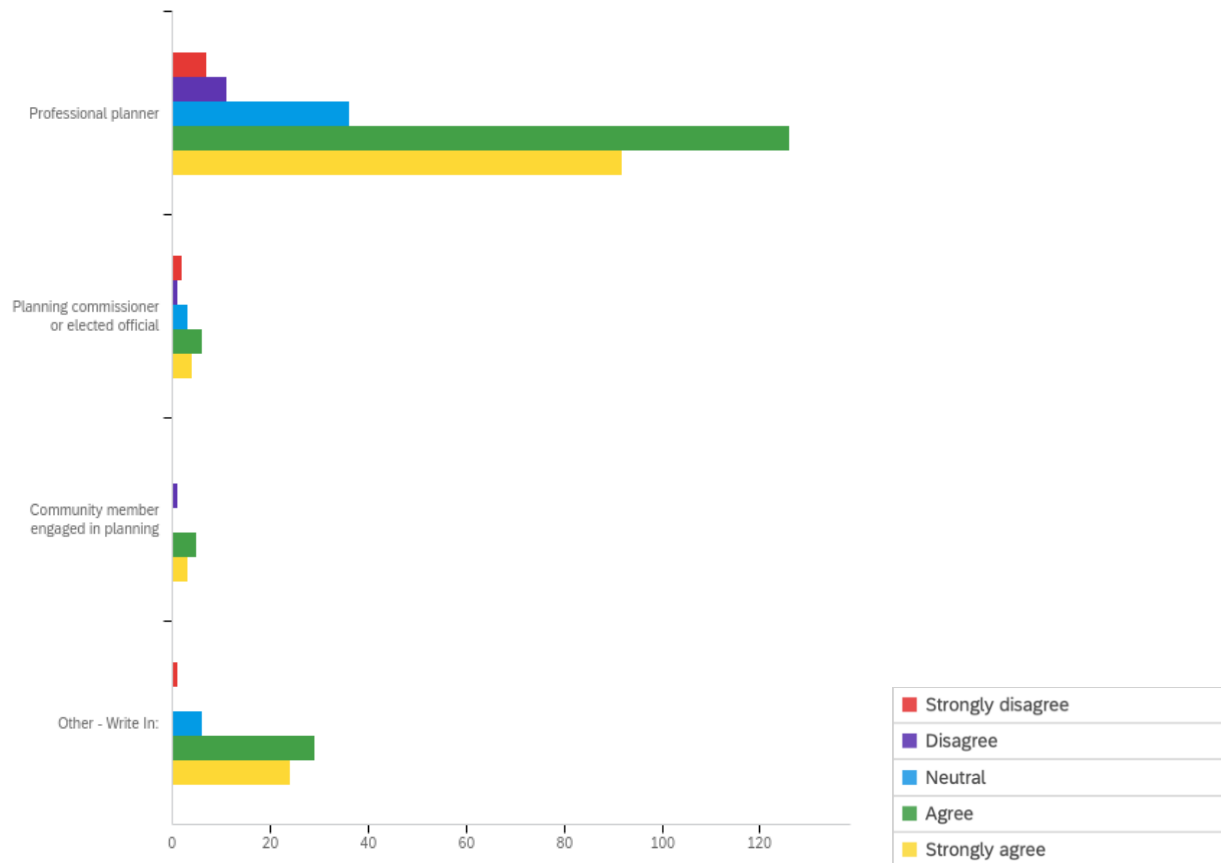

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Strongly disagree	75.00%	6	12.50%	1	0.00%	0	12.50%	1	8
2	Disagree	85.37%	35	7.32%	3	0.00%	0	7.32%	3	41
3	Neutral	77.88%	88	1.77%	2	2.65%	3	17.70%	20	113
4	Agree	75.74%	103	5.88%	8	2.94%	4	15.44%	21	136
5	Strongly agree	62.96%	17	7.41%	2	7.41%	2	22.22%	6	27

Q13 - There are members of our community who are active in the planning process who are likely to attend training, if offered.
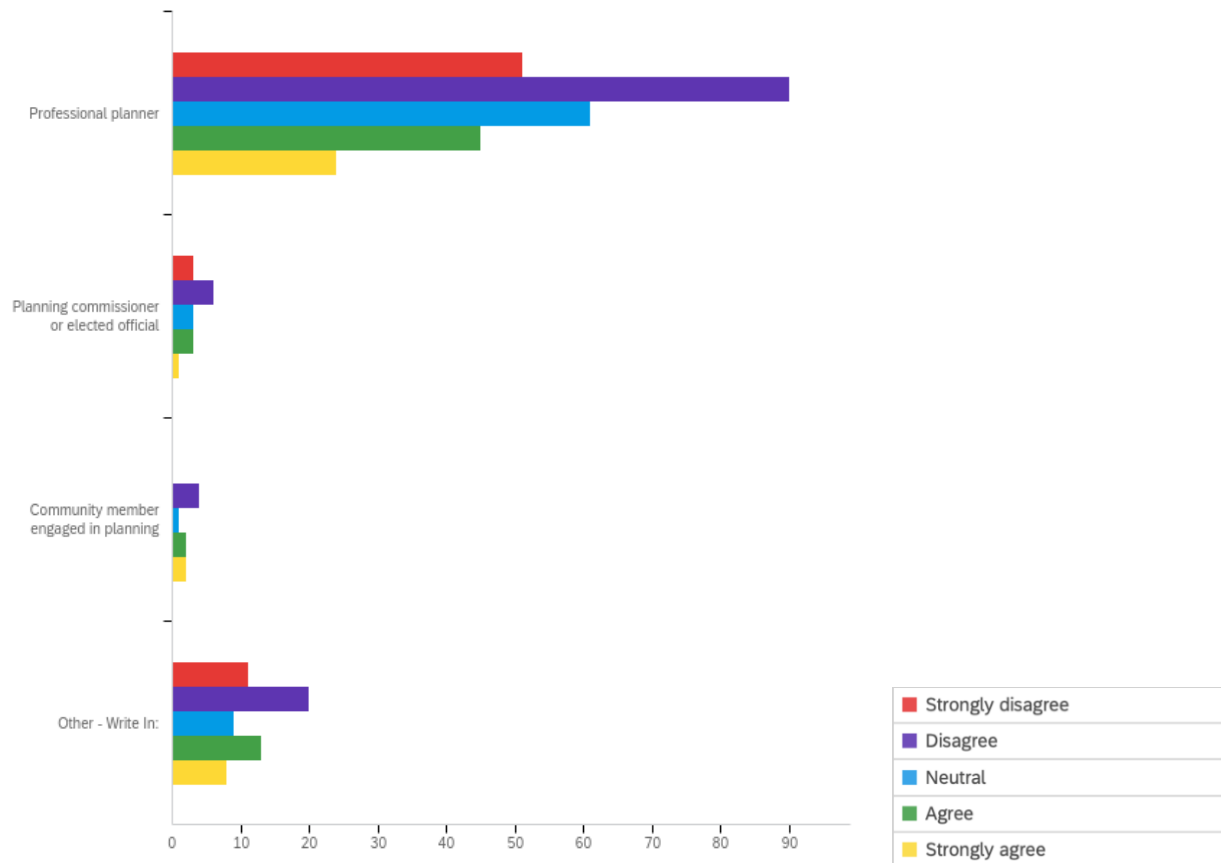

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Strongly disagree	75.00%	6	12.50%	1	0.00%	0	12.50%	1	8
2	Disagree	91.89%	34	0.00%	0	0.00%	0	8.11%	3	37
3	Neutral	82.80%	77	2.15%	2	2.15%	2	12.90%	12	93
4	Agree	73.20%	112	7.19%	11	1.96%	3	17.65%	27	153
5	Strongly agree	64.58%	31	4.17%	2	8.33%	4	22.92%	11	48

Q14 - I am likely to attend training, if offered.

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Strongly disagree	70.00%	7	20.00%	2	0.00%	0	10.00%	1	10
2	Disagree	84.62%	11	7.69%	1	7.69%	1	0.00%	0	13
3	Neutral	80.00%	36	6.67%	3	0.00%	0	13.33%	6	45
4	Agree	75.90%	126	3.61%	6	3.01%	5	17.47%	29	166
5	Strongly agree	74.80%	92	3.25%	4	2.44%	3	19.51%	24	123

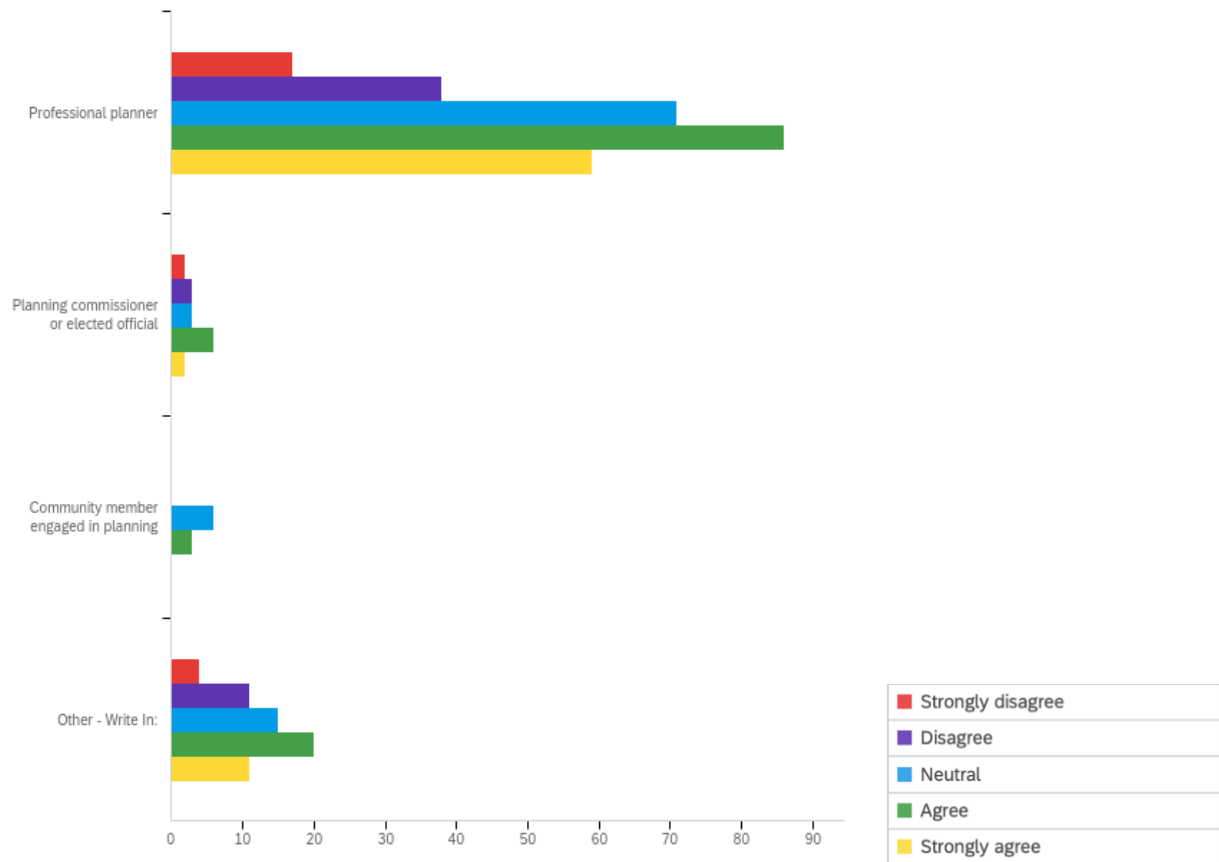**Q15 - I am willing to travel more than two hours to attend training, if offered.**

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Strongly disagree	78.46%	51	4.62%	3	0.00%	0	16.92%	11	65
2	Disagree	75.00%	90	5.00%	6	3.33%	4	16.67%	20	120
3	Neutral	82.43%	61	4.05%	3	1.35%	1	12.16%	9	74
4	Agree	71.43%	45	4.76%	3	3.17%	2	20.63%	13	63
5	Strongly agree	68.57%	24	2.86%	1	5.71%	2	22.86%	8	35

Q16 - I would prefer to join webinar-based training rather than in-person training.
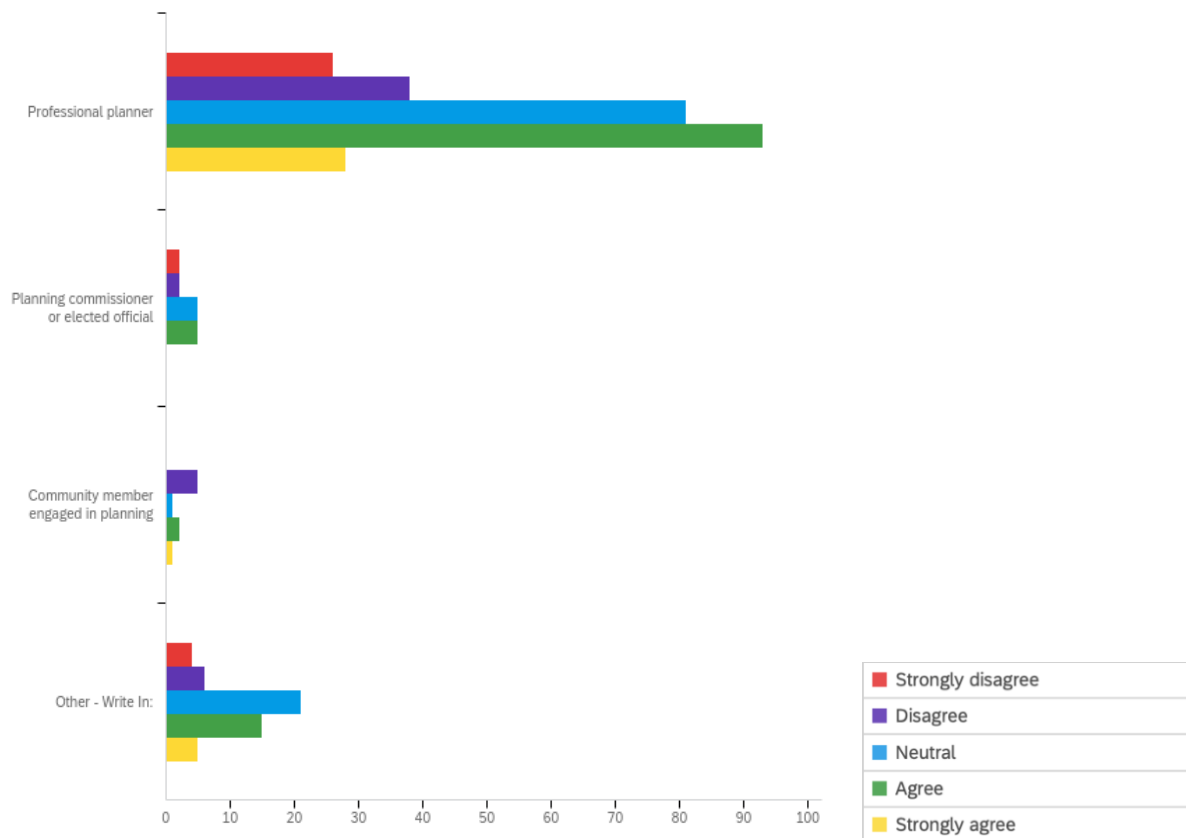

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Strongly disagree	73.91%	17	8.70%	2	0.00%	0	17.39%	4	23
2	Disagree	73.08%	38	5.77%	3	0.00%	0	21.15%	11	52
3	Neutral	74.74%	71	3.16%	3	6.32%	6	15.79%	15	95
4	Agree	74.78%	86	5.22%	6	2.61%	3	17.39%	20	115
5	Strongly agree	81.94%	59	2.78%	2	0.00%	0	15.28%	11	72

Q17 - My organization is likely to pay for people in my organization to obtain training, if offered.
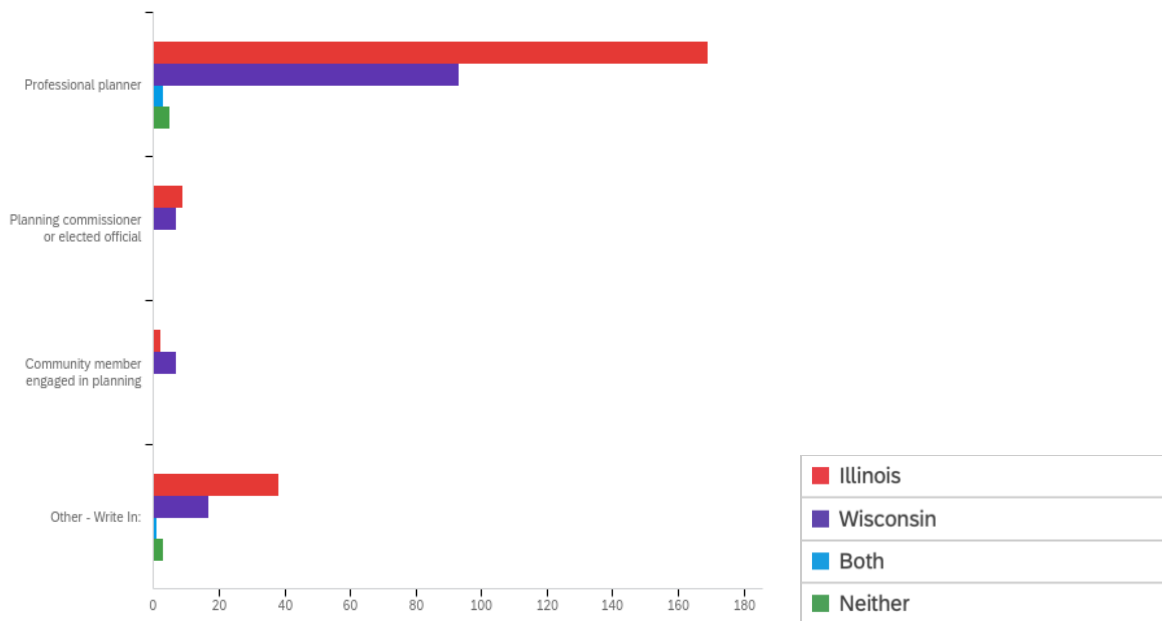

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Strongly disagree	81.25%	26	6.25%	2	0.00%	0	12.50%	4	32
2	Disagree	74.51%	38	3.92%	2	9.80%	5	11.76%	6	51
3	Neutral	75.00%	81	4.63%	5	0.93%	1	19.44%	21	108
4	Agree	80.87%	93	4.35%	5	1.74%	2	13.04%	15	115
5	Strongly agree	82.35%	28	0.00%	0	2.94%	1	14.71%	5	34

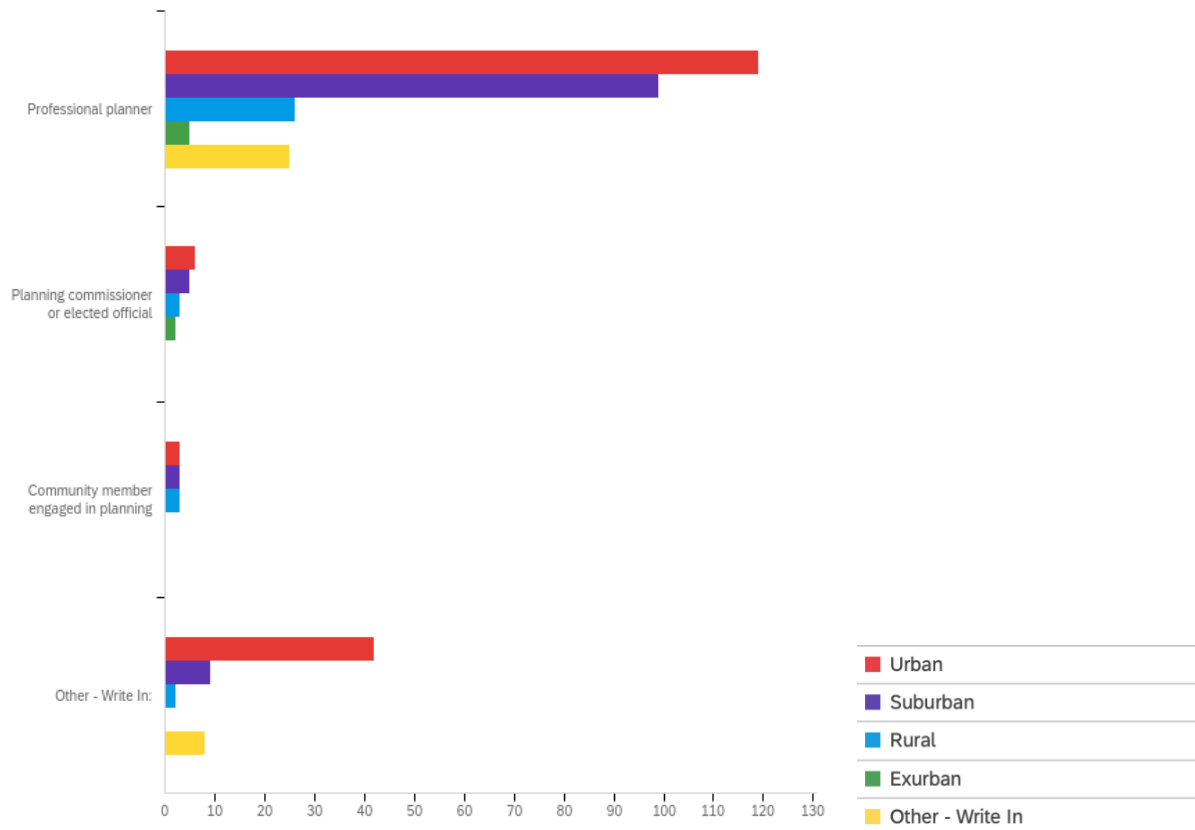## Q18 - In what state is most of your planning activity?

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Illinois	77.52%	169	4.13%	9	0.92%	2	17.43%	38	218
2	Wisconsin	75.00%	93	5.65%	7	5.65%	7	13.71%	17	124
3	Both	75.00%	3	0.00%	0	0.00%	0	25.00%	1	4
4	Neither	62.50%	5	0.00%	0	0.00%	0	37.50%	3	8

Q19 - What best describes the area(s) where you engage in planning?

#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	Urban	70.00%	119	3.53%	6	1.76%	3	24.71%	42	170
2	Suburban	85.34%	99	4.31%	5	2.59%	3	7.76%	9	116
3	Rural	76.47%	26	8.82%	3	8.82%	3	5.88%	2	34
4	Exurban	71.43%	5	28.57%	2	0.00%	0	0.00%	0	7
5	Other - Write In	75.76%	25	0.00%	0	0.00%	0	24.24%	8	33

Q20 - Give an example or two of any problems related to diversity and inclusion in planning processes that you have experienced, or heard about in your planning processes or your planning workplace. Detailed examples can help us in training people involved in planning processes, but short examples can also help us understand the prevalence of issues faced in planning.

Professional planner [Not presented as break-out]

Other [Not presented as break-out]

Planning commissioner or elected official

- none
- Thus far during my first year as a Plan Commissioner, I haven't experienced or noticed discriminatory based on race, sex, orientation or disability in the meeting or public hearing setting.
- The amount of reliance on non us legal planning ideas, such as anything having to do with the United Nations is illegal in the United States. There are unelected radicals in planning departments across America who should be prosecuted.
- The constant development of regional plans and resource allocation which blatantly disregards minority areas or their needs. Secondly, a dearth of diversity on public policy and civic groups that are influential in determining the direction of development in the metropolitan area.
- Na

Community member engaged in planning

- In my last position, a couple board members were paternalistic and demeaning on a regular basis because of my sex, even while complimenting job performance & achievements. As a septuagenarian, I see a dismissive attitude from people much younger than I am, who feel entitled to cut in front of an older person or ignore them when a question is asked.
- I have seen mostly "institutional-level" issues, in that the processes, specifications, ordinances, and expectations have all evolved around the almost exclusively "white middle-class middle-aged male" mindset which has been involved in the evolution of our village since its inception. Increasing the diversity of people in current processes would be very helpful, but they are still fighting the mindset embedded in each and every rule, regulation, process, code, and ordinance. Even when it comes to fairly simple things like how to hold a meeting with a focus on gathering public input.
- Our government leadership does not reflect the diversity of our community. We do not have organized welcoming for new people, especially for people from other cultures. After a 4th of July Parade, racial slurs were shouted to a group, a fight broke out, and people were charged with a hate crime. People go to the other side of the sidewalk when a gay couple is using the sidewalk.

Q22 - Would you like to be contacted about training updates?
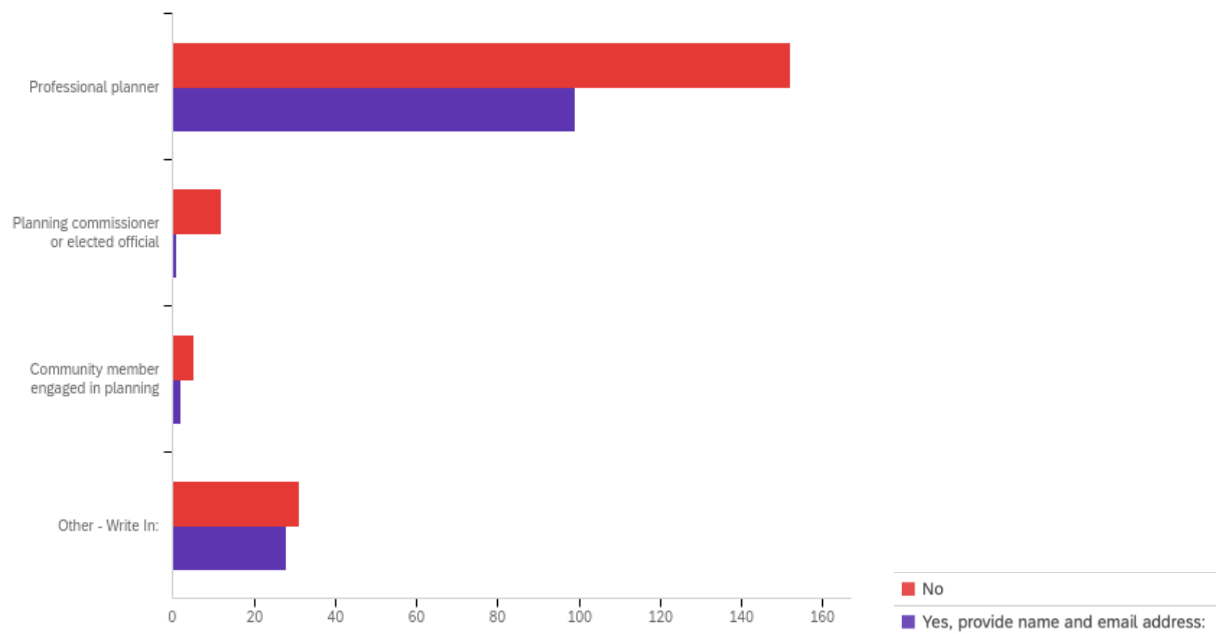
#	Question	Professional planner		Planning commissioner or elected official		Community member engaged in planning		Other - Write In:		Total
1	No	76.00%	152	6.00%	12	2.50%	5	15.50%	31	200
2	Yes, provide name and email address:	76.15%	99	0.77%	1	1.54%	2	21.54%	28	130