A National Research Council-Style Study

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Faculty Quality at U.S. Graduate Planning Schools

A National Research Council–Style Study

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Abstract

Faculty quality assessment methods of the National Research Council study of research doctorate programs are applied to U.S. urban and regional planning graduate programs. Findings suggest that about one-half of planning faculty actively publish and that there is considerable concentration of both publication and citation activity among a relatively small group of scholars and schools. Accredited and nonaccredited schools show substantial differences, as do doctoral degree-granting schools compared with master's-only schools. The strengths and weaknesses of faculty quality measures used are discussed, leading to a call for other studies using different measures.

Keywords: *urban planning education; university performance measurement; faculty quality*

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In 1995, the National Research Council (NRC) published results of a wide-ranging study of research-doctorate programs in the United States (Goldberger, Maher, and Flattau 1995). The most recent of a series of such studies, it has widely been used as the basis of rankings claims by departments and universities. The NRC study included only disciplines in which there were more than fifty doctoral programs nationally, and as a result, urban planning was not included. The current study is an attempt to apply methods from the NRC study to U.S. urban and regional planning graduate programs. It is undertaken in the hopes of (1) advancing the debate among planning educators concerning appropriate performance measures and (2) providing data to faculties concerning the relative performance of their schools among planning schools generally.

University performance measurement in general, and urban planning school performance measurement in particular, prompt wide disagreement. American universities are quick to claim status positions from the results of performance studies. Perusal of university promotional materials quickly shows prominence given to the results of any ranking scheme that might be plausibly interpreted as showing the institution in question in a favorable light. When the ranking schemes in question are based on controversial performance measures, or where the performance measures used are not revealed fully, criticisms can be widespread and heated.

Among planning educators, there has been a longstanding reluctance to publication of comparative performance measurements. Results of a national reputational survey included in the first printing of the first edition of the *Guide to Graduate Education in Urban and Regional Planning* (Susskind 1974) were deleted from the second printing, and such a study has never been replicated. In the years since, when the Planning Accreditation Board and the Executive Committee (now Governing Board) of the Association of Collegiate Schools of Planning (ACSP) have considered school rankings, the weight of opinion has always been against undertaking such an endeavor.[1]

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Meanwhile, the landscape of American higher education has changed. Disciplinary rankings have become widely used in the internal reward structures of universities as well as in the decisions of national bodies about such matters as invitational memberships and peer group identification (Hargens 1996, 730; Webster 1988). Potential students and faculty often use publicized rankings in making decisions about institutions and about fields of study. Legislators and trustees have become accustomed to assessing accountability in significant part through national comparative studies of performance.

In a real sense, urban planning programs may be losing visibility and resources because they do not participate in comparative performance measurement. Many students learn about graduate fields through rankings and their subsequent publicity, and many universities now base internal allocations and other decisions on results in national performance comparisons. These concerns were partly responsible for the creation of the ACSP Institutional Data Project (IDP) in 1999 (see Rosenbloom 2002). Agreement to go forward on that project, however, required stipulation that data on individual schools would not be made public. So, the IDP allows schools to assess where they place in comparison to national averages, but individual school performance data are not available to persons outside of the institution in question.

The present study is seen as a small step in the provision of national comparative data on performance among U.S. urban and regional planning schools. It attempts to replicate one portion of the NRC study on the universe of graduate urban and regional planning programs in the United States. We hope attention will not be limited to school placement in the results but that planning educators and administrators will consider the implications for their own schools' goals and strategies as well as the usefulness of the measures employed. We hope others will subsequently undertake studies using other measures so that this field may move toward a considered and effective response to the reality of performance measurement that has overtaken it.

► Background

The 1995 NRC study (Goldberger, Maher, and Flattau 1995) is the latest of five studies of performance in university departments published by the American Council on Education and the National Academy of Sciences Press beginning with the Cartter Report in 1966 (Cartter 1966; Webster 1988). Twenty-nine variables were analyzed pertaining to 3,634 academic programs in forty-one disciplines at 274 universities at a cost of more than one million dollars (Hargens 1996, 730). The variables used by Goldberger, Maher, and Flattau (1995) were in three groups: (1) reputation, (2) faculty, and (3) students.

The *reputation* variables were based on a survey of graduate faculty conducted by the NRC. The variables reported were "trimmed" mean scholarly quality of program faculty, trimmed mean program effectiveness in educating research scholars and scientists, and trimmed mean for change in program quality over the prior five years, each as assessed by the respondents to the survey. Trimming was obtained by dropping the two highest and two lowest responses to the ratings for each school.

The *faculty* variables differ somewhat for major disciplinary groupings. For social and behavioral science programs, they were total number of faculty, percentage of full professors, percentage of program faculty with research support in the prior five years, percentage of program faculty publishing any article listed in the Institute for Scientific Information (ISI) database in the prior five years. (The ISI database includes a combination of Science Citation Index, Social Science Citation Index, and Arts and Humanities Citation Index), density (per faculty incidence) of ISI-listed publications in the prior five years, Gini coefficient of distribution of publications by program faculty in the prior five years, density of citations to works by the programs faculty in the prior five years, and Gini coefficient of citations in the prior five years.

For arts and humanities programs, the faculty variables include three of those listed above: total number of faculty, percentage of full professors, and percentage of program faculty with research support in the prior five years. The publication and citation variables were not used. Instead, there were two other measures of scholarly output: number of awards and honors in the prior five years and percentage of program faculty receiving at least one honor or award in the prior five years. Honors and awards included were from a fixed list of twenty-one sources, including Fulbrights, MacArthurs, and Nobels (Goldberger, Maher, and Flattau 1995, 145).

Goldberger, Maher, and Flattau (1995) was the first of the NRC studies to report citation data made feasible by computerization of the *Current Contents* information on citations in journal publications (Hargens 1996, 732).

The *student* variables were number of full- and part-time graduate students enrolled in the study year, percentage of graduate students who are female, number of Ph.D.s produced in the prior five years, percentage of Ph.D.s awarded to women, percentage of Ph.D.s awarded to underrepresented minorities, percentage of Ph.D.s awarded to U.S. citizens and permanent residents, percentage of Ph.D.s with research assistantships as primary form of support, and median time lapse from entering graduate school to receipt of a Ph.D.

Alternative approaches to discipline-specific performance measurement include surveys of employers (such as

assessments of architecture programs undertaken by *Design Intelligence*; Cramer 2003), surveys of graduates (as done by *Business Week* in its rankings of business schools), and the hybrid rankings released periodically by *U.S. News and World Report*. Within the general approach of objective performance measurement, there are many possible alternative measures. Groop and Schaetzl (1997), for instance, assess geography departments based on teaching productivity indicators, placement of graduates, and publications counts that include books written and books edited.

The NRC study has been the basis of considerable follow-up analysis both generally and in the context of specific disciplines. Ehrenberg and Hurst (1998) use NRC data to estimate hedonic models predicting the effects of changes in program size, faculty seniority, faculty research productivity, and faculty productivity in producing doctoral degrees, on reputational rankings. They find that all the key objective measures are associated with program rank, with the caveats that the program size effect on program rank is quadratic, while the relationship between Gini coefficient of publications and program rank is negative, indicating that more even distribution of publications and citations are associated with program rank. Toutkoushian, Dundar, and Becker (1998) perform a similar analysis but add consideration of cross-disciplinary effects and other contextual variables about the universities within which departments reside. They find that objective measures and subjective measures are well correlated but that contextual variables play an effect, including the public or private nature of the institution and the incidence of other highly rated departments at the institution. They also show the effect of inertia, with changes taking some time to be recognized by reputation.

In fields overlapping with urban and regional planning, the only recent detailed analysis of school performance is Strathman (1992a), a ranking of thirty-three U.S. urban studies and urban affairs graduate programs based on a reputational survey and citation data. Findings included a relatively low level of familiarity with other programs among administrators surveyed, high program turnover rate, differences between M.A. and Ph.D. departments in perceived importance of both peer evaluations and citations, and relative dissimilarities among programs. Strathman finds that sixty-six individual faculty (16 percent) account for 76 percent of all citations but that dropping faculty members with very high citation counts from the analysis does not change relative rankings appreciably. He also finds that treatment of joint appointments does not have a systematic effect on the outcomes. A much earlier performance study of urban studies and urban affairs programs was conducted by Bingham, Henry, and Blair (1981) using a reputational survey, citation counts, and book publication counts.

There have been several studies examining publications and citation rates in regional science journals, including Dunford et al. (2002), Rey and Anselin (2000), Strathman (1992b), and Taylor and Johnes (1992). Surinach et al. (2003) compare publication patterns between selected urban affairs journals and selected regional science journals. Stiftel and Connerly (1995) find that only 31 percent of manuscripts submitted to the *Journal of Planning Education and Research* in 1991 to 1992 cited any other article in *JPER* and only 34 percent cited any article in the *Journal of the American Planning Association*.

Among studies in other fields, a few are notable for our purposes. Cox and Chung (1991) find concentration among authors in the economics literature, leading to Hodgson and Rothman's (1999) argument that economics experiences an oligopoly of top departments whose faculty control funding and publications' decisions. Sociologist Berry (2000) takes issue with the assertion that citation frequency effectively gauges recognition by and value to others, arguing that publication markets are not competitive and reinforce conventional wisdom and that citation counts respond unduly to fashion and to groupings of colleagues who cite each other. Harman (1996) raises some of the same objections in his critique of the use of publication and citation counts to gauge geography department performance. Geographer Brunn (1996) adds "manuscript splitting" and "cloning" to the list of manipulations of counts. Dusansky and Vernon (1998) find discrepancies between subjective and objective measures of performance of economics departments, with reputation seeming to lag objective performance. Groop and Schaetzl (1997, 463) conclude their study of geography Ph.D. department productivity by noting that "different departments excel in various ways."

▶ Method

Our study is limited to those faculty variables used by the NRC for which full national data are readily available: total number of faculty, percentage of full professors, percentage of program faculty publishing any article listed in the ISI database in the last five years, density of ISI-listed publications, Gini coefficient of distribution of ISI publications, density of citations to works by program faculty in the last five years, and Gini coefficient of citation distribution. We also examine two related variables: total number of ISI-articles published by the faculty of the school in the last five years, and total number of

citations to works by program faculty in the last five years. We do not report reputational data nor student data. Notably, within the faculty category, we do not use honors and awards data, since there is no national source for these. Data were collected from January through March 2003.

In effect, then, we are replicating the NRC method used to assess faculty quality in social and behavioral science disciplines. This study design may disadvantage urban planning programs that are design focused, a concern that should be held in mind in interpreting study results.

Faculty composition and rank data come from university Web sites, crosschecked with listings in the most recent *Guide to Undergraduate and Graduate Study in Urban and Regional Planning* (Rosenbloom 2000). Our aim was to include all active faculty who are full-time in the institution, although they may be part-time in the planning school. In the majority of cases, this was straightforward. But, where appropriate, we contacted program administrators to verify recent changes, to obtain missing rank information, determine full-time or part-time status, or to parse "planning program faculty" from the larger list of faculty in a department or school. Despite these efforts, there inevitably remain some differences in the construction of faculty listings among the schools. Goldberger, Maher, and Flattau (1995) also acknowledge that assembling completely consistent lists was impossible given the differences in faculty appointments across institutions.

Publication and citation data come from ISI's *Web of Science* Web site (Institute for Scientific Information 2003). Only publications and citations appearing during the period 1998 to 2002 are included. This parallels the five-year window (1988-1992) used by the NRC in the 1995 study. The citations reported in our study, however, all of which occur in 1998 to 2002, may refer to any publication since 1955, the base year included in the *Web of Science* database. It is important to recognize that this base year is earlier than that used by the NRC. The NRC report is based on a twelve-year record of cited works because in 1993, when that analysis was undertaken, twelve years of publication records were all that ISI could make available. Since then, ISI's database has become more complete, allowing us to use the forty-seven-year record of cited works. As a result, it is not appropriate to directly compare citation numbers for urban planning programs given in our study with those for other disciplines given in Goldberger, Maher, and Flattau (1995).

The study population of eighty-four schools consists of all member schools of ACSP that offer graduate degrees in city/community/regional/rural/town/urban planning, together with all schools offering master's level degrees accredited by the U.S. Planning Accreditation Board (PAB). Only two PAB-accredited schools, both located outside the United States, are not full members of ACSP: University of Montreal and University of British Columbia. The inclusion of schools offering master's but not doctoral degrees in the study population departs from the NRC method but follows the practice in many of the discipline-specific studies. Whether the method is appropriate to master's-only departments will be debated. For that reason, we identify the highest degree offered by each school and report results by highest degree offered.

► Results

Among the eighty-four urban planning schools studied are thirty-four schools offering doctoral degrees and fifty schools offering the M.C.P. or equivalent as their highest degree. Sixty-eight of the schools have master's degree programs accredited by PAB; sixteen master's programs are not accredited. Eleven schools are part of private universities; seventy-three are part of public universities. Forty-four of the universities are classified by the Carnegie Foundation as Research I, nine as Research II, eight as Doctoral I, eight as Doctoral II, twelve as Master's I, and one as Art, Music, and Design. Two universities are outside the United States and so do not have Carnegie categorization. Overall means, quartile means, and means by highest degree offered, accreditation status, public versus private status, and Carnegie category are shown in Table 1. Summary data for each of the schools are given in Appendix 1.

Faculty Size

There are 844 individuals designated as graduate planning program faculty appointed full-time at the eighty-four schools.[2] As shown in Table 1, the mean number of full-time faculty is 10.0 (median = 9.5); quartile means are 17.8 for the top quartile, 10.8 for the second quartile, 7.5 for the third quartile, and 4.6 for the fourth quartile. The largest school has 33 full-time faculty, while the smallest school has 1 full-time faculty member.

Faculty Seniority

We calculate the percentage of full professors among the full-time faculty of the school and use this as a measure of the seniority of the faculty. As shown in Table 1, the national mean is 47 percent full professors (median = 46 percent); means for quartiles are 75 percent for the top quartile, 53 percent for

Table 1.
School faculty size, faculty seniority, publication and citation data: National means and category means.

	Faculty Size	*Faculty Seniority*	*% Faculty Publishing*	*Total Publications*	*Publication Density*	*Gini Publications*	*Total Citations*	*Citation Density*	*Gini Citations*
All schools									
Highest	33.0	1.00	1.00	68.0	5.00	0.88	9,603	890.0	0.89
Median	9.5	0.46	0.50	9.5	1.00	0.64	192	30.5	0.72
Mean	10.0	0.47	0.45	14.1	1.29	0.63	792	68.0	0.69
Lowest	1.0	0.00	0.00	0.0	0.00	0.17	0	0.0	0.39
Mean by quartile									
Top quartile	17.8	0.75	0.78	36.1	2.90	0.44	2,634	201.1	0.53
2nd quartile	10.8	0.53	0.58	14.1	1.41	0.61	398	39.4	0.67
3rd quartile	7.5	0.38	0.36	5.5	0.62	0.73	114	18.1	0.76
4th quartile	4.6	0.22	0.09	0.9	0.11	0.86	24	3.3	0.83
Mean by highest degree									
Ph.D.	14.5	0.48	0.58	24.8	1.75	0.60	1384	80.3	0.69
M.C.P.	7.0	0.46	0.36	6.6	0.97	0.66	370	59.2	0.69
Mean by accreditation									
Accredited	11.2	0.44	0.47	16.4	1.37	0.65	949	74.2	0.70
Nonaccredited	4.7	0.62	0.35	4.6	0.96	0.55	127	41.5	0.62
Mean by public/private									
Public	9.8	0.45	0.46	13.7	1.27	0.63	711	63.7	0.69
Private	11.6	0.62	0.43	17.5	1.44	0.62	1,332	96.3	0.69
Mean by Carnegie category									
Research I	12.1	0.47	0.55	21.3	1.66	0.59	1,170	78.3	0.69
Research II	6.6	0.38	0.40	8.3	1.42	0.67	1,005	149.4	0.72
Doctoral I	7.4	0.57	0.44	5.9	0.76	0.63	198	27.7	0.67
Doctoral II	10.4	0.65	0.39	8.5	1.15	0.58	287	27.0	0.66
Master's I	6.6	0.40	0.21	2.2	0.33	0.79	48	25.7	0.70
Art, Music, and Design	8.0	0.25	0.13	1.0	0.13	0.88	31	3.9	0.78

quartile 2, 38 percent for quartile 3, and 22 percent for quartile 4. Values range from a high of 100 percent full professors (four schools) to a low of 0 percent full professors (two schools).

Percentage of Faculty Publishing

We calculate the percentage of full-time faculty of the school who published any article indexed in the ISI database for the years 1998 to 2002. As also shown in Table 1, the national mean is 45 percent of faculty publishing at least one article in the five-year period (median = 50 percent); means for quartiles are 78 percent for the top quartile, 58 percent for quartile 2, 36 percent for quartile 3, and 9 percent for quartile 4. Values range from a high of 100 percent of faculty publishing to a low of 0 percent of faculty publishing (ten schools).

Total Publications

We calculated the total number of articles in the ISI database by all faculty in each school for the years 1998 to 2002. As shown in Table 1, the national mean is 14.1 articles per school (median = 9.5); means for quartiles are 36.1 for the top quartile, 14.1 for quartile 2, 5.5 for quartile 3, and 0.9 for quartile 4. Values range from a high of 68 publications to a low of 0 publications (ten schools).

There is considerable concentration in publication output among the schools. Figure 1 shows the relationship between school rank on this measure and publication output. The top nine schools, in terms of total publications, account for 38.8 percent of the publications; the top fourteen schools account for 51.3 percent of the publications. One-half of the schools (forty-two) account for 88.9 percent of the publications.

Publication Density

Publication density measures mean articles per faculty member for each school. As shown in Table 1, the national mean (of the school means) is 1.29 publications per faculty member (median = 1.0); means for quartiles are 2.90 for the top quartile, 1.41 for quartile 2, 0.62 for quartile 3, and 0.11 for

quartile 4. Values range from a high of 5 publications per faculty to a low of 0 publications (ten schools).

Publication Distribution within Schools

We calculate the Gini coefficient representing distribution of publications among faculty in each school. As also shown in Table 1, the national mean is 0.63 (median = 0.64); means for quartiles are 0.44 for the top quartile, 0.61 for quartile 2, 0.73 for quartile 3, and 0.86 for quartile 4. Values range from a lowest (most distributed) Gini of 0.17 to a highest (least distributed) Gini of 0.88. Note that eleven schools have no Gini coefficients because they have either no publications or only one faculty member, or both.

We also examined data pertaining to individual faculty members, providing useful insight into distribution of publications nationwide. Table 2 includes the national mean publications for all faculty and individual faculty means by highest degree offered, accreditation status, public versus private status, Carnegie category, and rank. The national mean is 1.40 publications per faculty member (median = 0). The top 31 faculty members account for 25.9 percent of all publications; the top 86, 50.0 percent. The highest publication count for a faculty member is 17. The lowest count is 0, shared by 434 faculty members (51.4 percent of all faculty members). Table 3 shows the 53 faculty with highest individual publication counts.[3]

Total Citations

We calculated the total number of citations in the ISI database by all faculty in each school for the years 1998 to 2002. As Table 1 shows, the national mean is 792 citations per school (median = 192); means for quartiles are 2,634 for the top quartile, 398 for quartile 2, 114 for quartile 3, and 24 for quartile 4. Values range from a high of 9,603 citations to a low of 0 citations (three schools).

There is a high level of concentration in citations among the schools. Figure 2 shows the relationship between school rank on this measure and citation productivity. The top three schools in terms of total citations account for 38.2 percent of the citations; the top five schools account for 50.7 percent of the citations. One-half of the schools (forty-two) account for 95.7 percent of the citations.

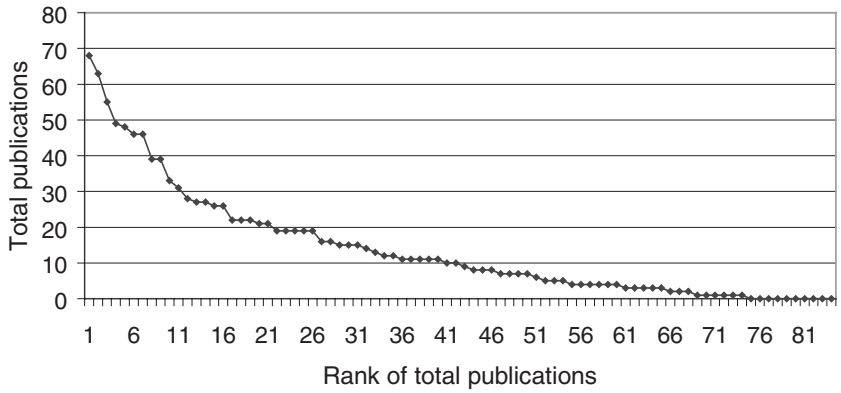

Figure 1. *Total publications by rank of total publications.*

Table 2.
Individual faculty publications and citations: National mean and category means.

	Publications	*Citations*
All individuals		
Highest	17.00	5,543
Median	0.00	6
Mean	1.40	79
Lowest	0.00	0
Mean by quartile		
Top quartile	4.43	292
2nd quartile	1.14	20
3rd quartile	0.00	2
4th quartile	0.00	0
Mean by highest degree		
Ph.D.	1.75	99
M.C.P.	0.96	53
Mean by accreditation		
Accredited	1.43	83
Nonaccredited	1.11	31
Mean by public/private		
Public	1.39	72
Private	1.47	115
Mean by Carnegie category		
Research I	1.76	97
Research II	1.36	154
Doctoral I	0.91	29
Doctoral II	0.77	26
Master's I	0.33	7
Art, Music, and Design	0.13	4
Mean by rank		
Assistant professor	1.38	9
Associate professor	1.48	33
Professor	1.63	151

Citation Density

Citation density measures mean citations per faculty member for each school. As Table 1 shows, the national mean (of

Table 3.
Faculty with greatest number of publications.

Rank	*Faculty Member*	*Institution*	*Number of Publications*	*% Total Publications*	*Cumulative*
1	Judith H. Hibbard	University of Oregon	17	1.46	1.46
2	George C. Galster	Wayne State University	16	1.37	2.83
3	Lois M. Takahashi	University of California, Los Angeles	14	1.20	4.03
4.5	Emily Talen	University of Illinois, Urbana–Champaign	13	1.11	5.14
4.5	Asad J. Khattak	University of North Carolina, Chapel Hill	13	1.11	6.26
7	John R. Logan	State University of New York, Albany	12	1.03	7.28
7	Timothy McDaniels	University of British Columbia	12	1.03	8.31
7	Marlon G. Boarnet	University of California, Irvine	12	1.03	9.34
9.5	Samuel Nunn	Indiana/Purdue University, Indianapolis	11	0.94	10.28
9.5	Dowell Myers	University of Southern California	11	0.94	11.23
11.5	Michael K. Lindell	Texas A&M University	10	0.86	12.08
11.5	William M. Rohe	University of North Carolina, Chapel Hill	10	0.86	12.94
14.5	Kheir Al-Kodmany	University of Illinois, Chicago	9	0.77	13.71
14.5	Roberto G. Quercia	University of North Carolina, Chapel Hill	9	0.77	14.48
14.5	Bruce Tonn	University of Tennnessee, Knoxville	9	0.77	15.25
14.5	Kevin P. Czajkowski	University of Toledo	9	0.77	16.02
21.5	William Goldsmith	Cornell University	8	0.69	16.71
21.5	Manuel Castells	University of California, Berkeley	8	0.69	17.40
21.5	Robert Burke Cervero	University of California, Berkeley	8	0.69	18.08
21.5	Brian D. Taylor	University of California, Los Angeles	8	0.69	18.77
21.5	Paul Ong	University of California, Los Angeles	8	0.69	19.45
21.5	Nik Theodore	University of Illinois, Chicago	8	0.69	20.14
21.5	Gerrit J. Knaap	University of Maryland	8	0.69	20.82
21.5	Qing Shen	University of Maryland	8	0.69	21.51
21.5	Ann Markusen	University of Minnesota	8	0.69	22.19
21.5	James Elliott Moore II	University of Southern California	8	0.69	22.88
31	Rebecca F. Ewan	Arizona State University	7	0.60	23.48
31	Lance Freeman	Columbia University	7	0.60	24.08
31	Peter Marcuse	Columbia University	7	0.60	24.68
31	Clinton J. Andrews	Rutgers University	7	0.60	25.28
31	John R. Pucher	Rutgers University	7	0.60	25.88
31	Karl E. Kim	University of Hawaii, Manoa	7	0.60	26.48
31	Lewis D. Hopkins	University of Illinois, Urbana–Champaign	7	0.60	27.08
31	Howell S. Baum	University of Maryland	7	0.60	27.68
31	Thomas Sanchez	Virginia Tech	7	0.60	28.28
44.5	S. Guhathakurta	Arizona State University	6	0.51	28.79
44.5	Susan Fainstein	Columbia University	6	0.51	29.31
44.5	Rolf Pendall	Cornell University	6	0.51	29.82
44.5	Susan Christopherson	Cornell University	6	0.51	30.33
44.5	William J. Mitchell	Massachusetts Institute of Technology	6	0.51	30.85
44.5	Martin Wachs	University of California, Berkeley	6	0.51	31.36
44.5	Anastasia Loukaitou-Sideris	University of California, Los Angeles	6	0.51	31.88
44.5	David Varady	University of Cincinnati	6	0.51	32.39
44.5	Kieran P. Donaghy	University of Illinois, Urbana–Champaign	6	0.51	32.90
44.5	T. John Kim	University of Illinois, Urbana–Champaign	6	0.51	33.42
44.5	Dale Whittington	University of North Carolina, Chapel Hill	6	0.51	33.93
44.5	Edward J. Feser	University of North Carolina, Chapel Hill	6	0.51	34.45
44.5	Richard D. Margerum	University of Oregon	6	0.51	34.96
44.5	Juliet Musso	University of Southern California	6	0.51	35.48
44.5	Marcus Lane	University of Wisconsin, Madison	6	0.51	35.99
44.5	Zhong-Ren Peng	University of Wisconsin, Milwaukee	6	0.51	36.50
44.5	Arthur C. Nelson	Virginia Tech	6	0.51	37.02
44.5	Laura A. Reese	Wayne State University	6	0.51	37.53

the school means) is 68.0 citations per faculty member (median = 30.5); means for quartiles are 201.1 for the top quartile, 39.4 for quartile 2, 18.1 for quartile 3, and 3.3 for quartile 4. Values range from a high of 890 citations per faculty to a low of 0 citations per faculty (three schools).

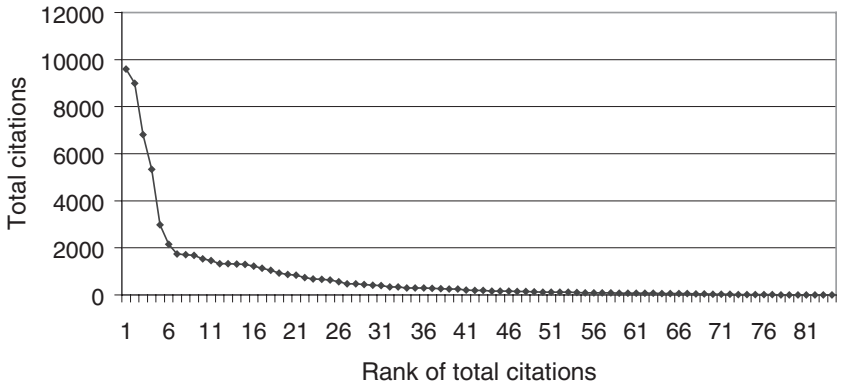

Figure 2. *Total citations by rank of total citations.*

Citation Distribution ithin Schools

We calculate the Gini coefficient representing distribution of citations among faculty in each school. As Table 1 also shows, the national mean is 0.69 (median = 0.72); means for quartiles are 0.53 for the top quartile, 0.67 for quartile 2, 0.76 for quartile 3, and 0.83 for quartile 4. Values range from a lowest (most distributed) Gini of 0.43 to a highest (least distributed) Gini of 0.89. Note that six schools have no Gini coefficients, because they have either no citations or only one faculty member.

Examining the data pertaining to individual faculty members provides useful insight into distribution of citations nationwide. As Table 2 shows, the national mean is 79 citations, although the national median is 6. The top four faculty members account for 27.4 percent of all citations; the top nineteen, 50.5 percent. The highest citation count for a faculty member is 5,543. The lowest count is 0, shared by 265 faculty members (31.4 percent of all faculty members). Table 4 shows the 50 faculty with highest individual citation counts.

► Discussion

Faculty size statistics reported here reinforce assertions that we are a small discipline (Birch 1996) both in total numbers (844 full-time faculty nationwide) and in department size (mean = 10.0 faculty members). Indeed, one-quarter of our departments average only 4.6 faculty members! But Birch's (1996) assertion of an aging faculty no longer appears true, with a national mean of 47 percent full professors.

Review of *publication data* indicate that active scholarly publishing in ISI outlets is the norm for about one-half of graduate planning faculty. Nationally, the mean of school means show that 45 percent of faculty are actively publishing. Individual level data naturally show the same general circumstance: 49 percent of faculty published at least one article indexed by ISI during the five-year study period. Even among Ph.D. departments, the national mean of faculty publishing is only 58 percent, and the mean in Research I universities is only 55 percent. The fact that fourteen schools (16.7 percent) and eighty-seven faculty (10.1 percent) account for 50 percent of all publications suggests that claims of publishing oligopoly made by Hodgson and Rothman (1999) for economics may pertain to urban and regional planning as well.

Citation data reflect wider overall participation, but concentration in frequencies among schools and among faculty is greater than for publications. Nationally, the mean production of citations among schools is 792, but the median is much lower: 192, and review of quartiles indicates great disparity, with the top quartile averaging more than 2,500 citations and quartile 4 averaging less than 1 percent of that. At the individual level, the national mean is 79 citations, but the median is 6. Five schools (6.0 percent) and nineteen faculty (2.3 percent) account for 50 percent of all citations. Indeed, three individuals are responsible for 24 percent of all citations!

Differences among the schools are considerable, as the quartile statistics indicate. The top quartile in size averages almost four times the fourth quartile (17.8:4.6 faculty members). The top quartile in seniority is more than three times the fourth quartile (0.75:0.22). Total publications top quartile mean is forty times the mean of the fourth quartile (36.1:0.9), and the top quartile mean in citation density is sixty times the fourth quartile (201.1:3.3).

Ph.D. schools vary from master's-only schools on many measures, but differences are not always as great as might be expected. The size premium is 110 percent: 14.5 versus 7.0; but there is almost no difference in seniority (48 percent to 46 percent full professors). Higher percentage of Ph.D. faculty publish (58 percent to 36 percent); differences in numbers of publications are considerable (25 to 7 per school; 1.7:1.0 per faculty member), but the distribution of publication activity in the two groups is similar (Gini coefficients of 0.61 and 0.66). Citation means are greatly different among the two groups of schools:

Table 4.
Faculty with greatest number of citations.

Rank	*Faculty Member*	*Institution*	*Number of Citations*	*% Total Citations*	*Cumulative %*
1	Michael Storper	University of California, Los Angeles	5,543	8.33	8.33
2	Manuel Castells	University of California, Berkeley	5,338	8.02	16.35
3	John R. Logan	State University of New York, Albany	5,086	7.64	23.99
4	Judith H. Hibbard	University of Oregon	2,265	3.40	27.40
5	Edward Soja	University of California, Los Angeles	1,948	2.93	30.33
6	Anna Lee Saxenian	University of California, Berkeley	1,945	2.92	33.25
7	Paul Osterman	Massachusetts Institute of Technology	1,557	2.34	35.59
8	Frank S. Levy	Massachusetts Institute of Technology	1,203	1.81	37.40
9	George C. Galster	Wayne State University	1,182	1.78	39.17
10	Ann Markusen	University of Minnesota	1,062	1.60	40.77
11	Paul L. Knox	Virginia Tech	968	1.45	42.22
12	Lawrence E. Susskind	Massachusetts Institute of Technology	910	1.37	43.59
13	Harry W. Richardson	University of Southern California	757	1.14	44.73
14	Paul Ong	University of California, Los Angeles	693	1.04	45.77
15	John Forester	Cornell University	682	1.02	46.79
16	William Rees	University of British Columbia	662	0.99	47.79
17	Susan Fainstein	Columbia University	637	0.96	48.75
18	Michael H. Schill	New York University	589	0.89	49.63
19	Daphne Spain	University of Virginia	571	0.86	50.49
20	Judith Tendler	Massachusetts Institute of Technology	530	0.80	51.29
21	William J. Mitchell	Massachusetts Institute of Technology	529	0.79	52.08
22	Barry Checkoway	University of Michigan	517	0.78	52.86
23	Alice H. Amsden	Massachusetts Institute of Technology	511	0.77	53.63
24	Peter Marcuse	Columbia University	488	0.73	54.36
25	Daniel W. Schneider	University of Illinois, Urbana–Champaign	469	0.70	55.06
26	Jean Stockard	University of Oregon	441	0.66	55.73
27	Susan Christopherson	Cornell University	440	0.66	56.39
28	Mickey Lauria	University of New Orleans	410	0.62	57.00
29	Timothy McDaniels	University of British Columbia	398	0.60	57.60
30	Robert W. Lake	Rutgers University	383	0.58	58.18
31	Robert Burke Cervero	University of California, Berkeley	381	0.57	58.75
32	William M. Rohe	University of North Carolina, Chapel Hill	374	0.56	59.31
33	H. V. Savitch	University of Louisville	371	0.56	59.87
34.5	Martin Rein	Massachusetts Institute of Technology	369	0.55	60.42
34.5	Donna L. Erickson	University of Michigan	369	0.55	60.98
36	Judith Innes	University of California, Berkeley	350	0.53	61.51
37	Genevieve Giuliano	University of Southern California	341	0.50	62.02
38	Alan Altshuler	Harvard University	336	0.50	62.52
39	Helen Ingram	University of California, Irvine	332	0.50	63.02
40	Lourdes Beneria	Cornell University	313	0.47	63.49
41	Tammy Tengs	University of California, Irvine	310	0.47	63.96
42.5	Edward A. Cook	Arizona State University	297	0.45	64.40
42.5	Arthur C. Nelson	Virginia Tech	297	0.45	64.85
44	Andy Isserman	University of Illinois, Urbana–Champaign	279	0.42	65.27
45	Martin Wachs	University of California, Berkeley	275	0.41	65.68
46	Timothy Beatley	University of Virginia	269	0.40	66.09
47	Jack L. Nasar	Ohio State University	265	0.40	66.49
48	John O. Browder	Virginia Tech	261	0.39	66.88
49	Todd Swanstrom	Saint Louis University	255	0.38	67.26
50	Susana Hecht	University of California, Los Angeles	252	0.38	67.64

1,384 to 370, and citation density is much greater in the Ph.D. group: 80 to 59. Gini coefficients for citations in the two groups are not different: 0.69.

Accredited and nonaccredited schools show considerable differences. In size, the accredited group averages more than two times larger (11.2 faculty to 4.7). Accredited faculty are less

senior: 44 percent full professors to 62 percent. Forty-seven percent of accredited faculty publish; 35 percent of nonaccredited faculty do so, and per faculty publications are much higher for accredited schools: 1.37 to 0.96. Citations per faculty member are 79 percent greater in accredited schools when compared with nonaccredited schools (74.2:41.5).

Private and public schools are different in some respects but similar in others. In size, private schools average 18 percent larger, while their faculties are substantially more senior (62 percent to 45 percent full professors). Citation differences are substantial (1,332:711 cites per school; 96:64 cites per faculty member). Per school publication activity is greater in private schools (18:14), but the per-faculty-member difference is negligible (1.4:1.3). There are very small differences in Gini coefficients.

Among the *Carnegie* categories, Research I university planning schools stand out in the various publication measures and the various citation measures. Research II university-based schools average below Research I (sometimes just below) and above other categories on these measures. Doctoral university-based schools are below Research university schools on these measures, but sometimes, Doctoral II schools outperform Doctoral I schools. Master's universities, perform at lower levels, as do Art, Music, and Design universities. No consistent patterns emerge among these categories on faculty size and seniority.

There are clear differences in relative performance among the schools, but even though this study examines only faculty quality variables, the extent of consistency across the measures is not immediately apparent. Twenty-five schools score (or tie) in the top five in at least one of the nine measures used, suggesting diversity at the top. However, six schools score in the top five in three or more of the measures, suggesting concentration.

Are these the right measures of faculty performance? Many characteristics define a quality faculty, only some of which are assessed in this study. Debates between practitioners and academics in planning often raise questions about the application of scientific norms in planning education (Stiftel 2001; Hopkins 2001). Accordingly, the focus of this study on publications and citations—two traditional measures of scientific performance—will engender controversy.

Most notable, among missing indicators, are the awards and honors data used by the NRC to assess quality in arts and humanities departments. We would have preferred to include such data in this study, but no central repository of this information exists, and collecting accurate information would have involved original data collection beyond our resources. No doubt, design-oriented planning schools would score more highly on awards and honors measures than many of them do on the publications measures in this study. Others will argue that assessments of publication quality, similar to those used in the United Kingdom research assessment exercises (Punter 2003, 2002) are preferable to counts of publication quantity.

Teaching performance is absent from the variables considered. There is nothing resembling a systematic source of objective teaching performance data. Outreach and public service performance are missing from our study for similar reasons.

Others would measure publications differently than we do. Following the NRC's lead, we rely on the only consistent national database of publications: ISI's *Web of Science*. But ISI does not count book publications, and many journals are not included in ISI's tabulations (Stiftel 1999). Hopefully, the NRC approach to measuring citations makes up, in part, for incompleteness in measuring publications, since citations are recorded from the journals indexed by ISI and include citations to books, book chapters, and nonindexed journal articles, as well as other forms of publication.

Our own review suggests that perhaps one-third of the core journals of urban and regional planning are not included in ISI currently.[4] We note that among titles published by the principal professional associations, both this journal and the *Journal of the American Planning Association* are included in ISI, while *Planning Theory and Practice* is not (perhaps because of its recent inception). In addition, seven of the nine titles on our list that have been published since before 1970 are included. We are unable to assess the degree to which the fraction of urban planning journals indexed compares with coverage in other disciplines.

Review of the list of top faculty in terms of citations shows that scholars who are read by additional audiences beyond the profession of urban planning have the very highest citation counts. Eight of the top ten performers on the list are scholars who are heavily cited in geography, sociology, economics, and/or public health in addition to urban planning, perhaps reflecting the larger size of these other fields. The concern has been suggested that if citations are used as a major objective of departmental performance, urban planning schools may find themselves rewarding faculty whose work is more of interest to nonplanners than to planners, and the result might be a dilution of our focus on our own profession.

Would a study of student variables or a study of reputation produce different results? NRC student variables are not readily interpreted as measures of performance; they more appropriately are used to gain a picture of national circumstances in relation to student body size and composition. In a profession like urban planning, it might be possible to collect and report data on student career attainment, but doing so would require extensive data collection possible only with wide cooperation of the schools. Similarly, it might be possible to

survey graduates and/or employers. These strategies were beyond our current resources.

A replication of the NRC's reputation survey of educators would be a valuable supplement to this study. Secondary comparisons of reputational data with faculty performance data indicate that correlations between them exist but may not be as high as would be expected (Toutkoushian, Dundar, and Becker 1998). We hope that others will undertake such a survey to provide a different lens to examine school performance.

▶ Summary and Conclusions

Graduate urban planning education in the United States now involves the effort of 844 full-time faculty working at eighty-four schools. A disproportionate number of these schools are at America's research universities: more than half are at Research I universities as classified by the Carnegie Foundation. Only 13 percent are at private universities. School size is quite small, with the average planning school employing only ten full-time faculty members. The seniority of urban planning faculty is not significantly different from national norms in higher education: about half are full professors.

Data reported here demonstrate that scientific models of publication and citation substantially influence the conduct of faculty work at U.S. urban planning schools. Still, only about half of planning faculty actively published in ISI-indexed journals during the most recent five-year period, while only two-thirds were cited by others during the same period. Concentration of activity among those who do publish is considerable. Fourteen schools and eighty-six faculty account for half of all publications. Five schools and nineteen faculty account for half of all citations.

There are substantial differences among accredited and nonaccredited schools on the measures examined. Doctoral-degree-granting schools and master's-only schools show substantial differences but not always so. Private and public schools exhibit some striking differences while performing similarly in other categories. Research I university-based schools publish more and generate work that is cited more than other schools. Differences among other Carnegie categories are in the direction expected but are not always substantial. Schools performing well on some of the measures examined do not necessarily perform well on all of them.

Replication of the NRC method of assessing faculty quality to the population of U.S. graduate urban planning schools leads to comparative data that will be of keen interest to many planning educators. We hope that it will be instrumental in realistic self-assessment and that it will contribute to positive changes at the schools. We also expect that school administrators will benefit by the ability to describe their schools' comparative performance with some certainty when asked to do so by the central administrations of their universities.

At the same time, the present study is notable for what it is not. We consider only a small group of performance measures with respect to an enterprise that is decidedly multiobjective in nature. We do not consider many aspects of faculty work, including teaching, design-based work, outreach, and service. We also do not consider the reputation of the schools among peers, graduates, or employers. It is our hope that after reviewing our study, others will see the potential for useful application of performance measurement in the context of planning education and will undertake further studies that assemble different data and evaluate school performance in other ways—so that ultimately, discussions about school performance will be informed by a rich empirical base of information.

▶ Appendix 1
Urban and Regional Planning Schools: National Research Council Data and Ranks

Institution	Public/ Private	Carnegie	Ph.D.	PAB Accredited	Total Faculty		% Full Professors		% Publishing		Publications		Publication Density		Gini Publications		Cites		Cite Density		Gini Cites	
					No.	Rank	No.	Rank	%	Rank	No.	Rank	No.	Rank	No.	Rank	No.	Rank	No.	Rank	No.	Rank
Alabama A&M	Public	Master's I	No	Yes	7	55.5	0.29	66	0.14	70.5	1	71	0.14	71	0.86	68.5	5	79	0.7	79	0.74	47.5
Arizona State	Public	Research I	Yes	Yes	16	11	0.31	61.5	0.69	17	31	11	1.94	21	0.56	23.5	467	28	29.2	45	0.80	62
Auburn	Public	Research II	No	No	3	79.5	0.33	57	0.67	21.5	7	48.5	2.33	16	0.38	4.5	38	69	12.7	57	0.60	19.5
Ball State	Public	Doctoral I	No	Yes	12	22	0.50	37	0.17	68.5	3	63	0.25	67.5	0.86	68.5	82	58	6.8	67	0.86	76.5
Boston	Private	Research I	No	No	1	83	1.00	2.5	0.00	79	0	79	0.00	79			17	74	17.0	53		
Cal. Poly State, SLO	Public	Master's I	No	Yes	11	30.5	0.55	31.5	0.27	58.5	4	57.5	0.36	61	0.77	58.5	85	56.5	7.7	64.5	0.77	55.5
Cal. State Poly, Pomona	Public	Master's I	No	Yes	10	39	0.50	37	0.20	65.5	3	63	0.30	64	0.83	65.5	13	75.5	1.3	76	0.84	73
Cal. State, Chico	Public	Master's I	No	No	3	79.5	0.33	57	0.00	79	0	79	0.00	79			0	83	0.0	83		
Clemson	Public	Research II	No	Yes	11	30.5	0.27	69	0.27	58.5	3	63	0.27	66	0.73	53	12	77	1.1	78	0.71	36.5
Cleveland State	Public	Doctoral II	No	Yes	10	39	0.70	10	0.50	40	10	41.5	1.00	41.5	0.62	33.5	474	27	47.4	25	0.57	16.5
Columbia	Private	Research I	Yes	Yes	6	64.5	0.50	37	0.83	5.5	22	18	3.67	4.5	0.44	8	1316	14	219.3	5.5	0.61	21
Cornell	Private	Research I	Yes	Yes	20	6.5	0.50	37	0.60	30.5	46	6.5	2.30	17	0.55	22	2148	6	107.4	13	0.73	43.5
CUNY, Hunter	Public	Master's I	No	Yes	11	30.5	0.27	69	0.27	58.5	6	51	0.55	55	0.79	60	72	62	6.6	68.5	0.84	73
Eastern Washington	Public	Master's I	No	Yes	7	55.5	0.57	25.5	0.00	79	0	79	0.00	79			55	65.5	7.9	62.5	0.78	58.5
Florida Atlantic	Public	Doctoral II	No	Yes	6	64.5	0.50	37	0.00	79	0	79	0.00	79			1	81	0.2	81	0.83	70.5
Florida State	Public	Research I	Yes	Yes	11	30.5	0.27	69	0.64	26.5	19	24	1.73	27.5	0.51	18	341	32	31.0	41	0.59	18
Georgia Tech	Public	Research I	Yes	Yes	10	39	0.50	37	0.70	16	15	30	1.50	32	0.47	12	394	31	39.4	30	0.64	27
Harvard	Private	Research I	Yes	Yes	23	3.5	0.39	52	0.17	68.5	8	45	0.35	62	0.87	71.5	834	21	36.3	34	0.81	65.5
Indiana Univ., Pennsylvania	Public	Doctoral I	No	No	4	75.5	0.75	8.5	0.25	62	1	71	0.25	67.5	0.75	56	49	68	12.3	58	0.56	13.5
Indiana/Purdue	Public	Doctoral II	No	No	3	79.5	1.00	2.5	0.67	21.5	15	30	5.00	1	0.49	14	126	49	42.0	27	0.62	23
Iowa State	Public	Research I	No	Yes	9	45	0.11	82	0.33	53	3	63	0.33	63	0.67	43.5	65	64	7.2	66	0.72	39.5
Jackson State	Public	Master's I	No	No	5	71	0.20	76	0.20	65.5	1	71	0.20	69.5	0.80	62	13	75.5	2.6	74	0.74	47.5
Kansas State	Public	Research II	No	Yes	6	64.5	0.67	14	0.00	79	0	79	0.00	79			53	67	8.8	60	0.81	65.5
Mankato State	Public	Master's I	No	No	7	55.5	0.57	25.5	0.00	79	0	79	0.00	79			0	83	0.0	83		
MIT	Private	Research I	Yes	Yes	33	1	0.67	14	0.64	26.5	39	8.5	1.18	38	0.57	25.5	6812	3	206.4	7	0.75	50.5
Miami, OH	Public	Doctoral I	No	No	1	83	1.00	2.5	0.00	79	0	79	0.00	79			32	70	32.0	39		
Michigan State	Public	Research I	No	Yes	13	18.5	0.46	42.5	0.38	50	9	43	0.69	52	0.72	51	142	47.5	10.9	59	0.67	32.5
Morgan State	Public	Master's I	No	Yes	4	75.5	0.00	83	0.25	62	2	67	0.50	56.5	0.75	56	0	83	0.0	83		
New York University	Private	Research I	No	Yes	6	64.5	0.67	14	0.83	5.5	19	24	3.17	6	0.34	3	1137	17	189.5	7	0.52	8
Ohio State	Public	Research I	Yes	Yes	11	30.5	0.64	18	0.73	13.5	21	20.5	1.91	22	0.52	19	416	30	37.8	32	0.72	39.5
Portland State	Public	Doctoral II	Yes	Yes	23	3.5	0.43	48	0.52	36	22	18	0.96	44	0.58	28	877	20	38.1	31	0.39	1
Pratt	Private	Art, Music, and Design	No	Yes	8	49.5	0.25	72.5	0.13	72.5	1	71	0.13	72.5	0.88	73	31	71	3.9	72	0.78	58.5

(continued)

▶ Appendix 1 (continued)

Institution	Public/ Private	Carnegie	Ph.D.	PAB Accredited	Total Faculty		% Full Professors		% Publishing		Publications		Publication Density		Gini Publications		Cites		Cite Density		Gini Cites	
					No.	*Rank*	*No.*	*Rank*	*%*	*Rank*	*No.*	*Rank*	*No.*	*Rank*	*No.*	*Rank*	*No.*	*Rank*	*No.*	*Rank*	*No.*	*Rank*
Princeton	Private	Research I	No	No	1	83	1.00	2.5	0.00	79	0	79	0.00	79			88	55	88.0	17		
Rutgers	Public	Research I	Yes	Yes	12	22	0.75	8.5	0.67	21.5	27	13.5	2.25	18	0.58	28	1043	18	86.9	18	0.57	16.5
Saint Louis	Private	Research II	No	No	6	64.5	0.33	57	0.33	53	7	48.5	1.17	39	0.74	54	256	40	42.7	26	0.82	68.5
San Diego State	Public	Doctoral II	No	No	6	64.5	0.83	6	0.67	21.5	5	53	0.83	47	0.43	6.5	194	42	32.3	38	0.52	8
San Jose State	Public	Master's I	No	Yes	4	75.5	0.50	37	0.25	62	4	57.5	1.00	41.5	0.75	56	142	47.5	35.5	35	0.54	11
SUNY, Albany	Public	Research II	No	Yes	6	64.5	0.67	14	0.67	21.5	16	27.5	2.67	11	0.69	46.5	5340	4	890.0	1	0.81	65.5
SUNY, Buffalo	Public	Research I	No	Yes	10	39	0.40	51	0.50	40	12	33.5	1.20	36	0.65	39	299	34	29.9	42	0.62	23
SW Missouri State	Public	Master's I	No	No	4	75.5	0.25	72.5	0.00	79	0	79	0.00	79			73	61	18.3	52	0.50	6
Texas A&M	Public	Research I	Yes	Yes	12	22	0.42	50	0.50	40	21	20.5	1.75	26	0.72	51	684	23	57.0	23	0.65	29.5
University of Akron	Public	Doctoral I	No	No	3	79.5	0.67	14	1.00	1.5	4	57.5	1.33	33	0.17	1	124	50	41.3	28	0.56	13.5
University of Arizona	Public	Research I	No	Yes	6	64.5	0.33	57	0.67	21.5	12	33.5	2.00	20	0.50	16.5	189	43	31.5	40	0.64	27
University of British Columbia	Public	NA	Yes	Yes	9	45	0.56	28.5	0.78	10	26	15.5	2.89	10	0.58	28	1458	11	162.0	10	0.64	27
University of Cal., Berkeley	Public	Research I	Yes	Yes	20	6.5	0.55	31.5	0.75	11.5	49	4	2.45	14	0.54	20.5	8999	2	450.0	2	0.84	73
University of Cal., Irvine	Public	Research I	Yes	Yes	16	11	0.31	61.5	0.81	7	48	5	3.00	8.5	0.46	10.5	1323	13	82.7	19	0.71	36.5
University of Cal., Los Angeles	Public	Research I	Yes	Yes	26	2	0.46	42.5	0.54	35	63	2	2.42	15	0.68	45	9603	1	369.4	3	0.86	76.5
University of Cincinnati	Public	Research I	Yes	Yes	18	8	0.33	57	0.44	46	16	27.5	0.89	45	0.71	49	118	51	6.6	68.5	0.85	75
University of Colorado, Denver	Public	Doctoral II	Yes	Yes	12	22	0.67	14	0.33	53	5	53	0.42	60	0.72	51	76	60	6.3	70	0.67	32.5
University of Florida	Public	Research I	Yes	Yes	8	49.5	0.25	72.5	0.50	40	4	57.5	0.50	56.5	0.50	16.5	30	72	3.8	73	0.73	43.5
University of Hawaii, Manoa	Public	Research I	Yes	Yes	11	30.5	0.55	31.5	0.27	58.5	11	37.5	1.00	41.5	0.83	65.5	261	38	23.7	48	0.76	53
University of Illinois, Chicago	Public	Research I	Yes	Yes	21	5	0.29	66	0.62	29	46	6.5	2.19	19	0.62	33.5	735	22	35.0	37	0.72	39.5
University of Illinois, Urbana	Public	Research I	Yes	Yes	14	17	0.43	48	0.79	9	55	3	3.93	3	0.46	10.5	1301	15	92.9	15	0.62	23
University of Iowa	Public	Research I	No	Yes	10	39	0.30	63.5	0.50	40	8	45	0.80	48.5	0.63	36	294	35	29.4	43	0.70	35
University of Kansas	Public	Research I	No	Yes	11	30.5	0.18	79.5	0.36	51	5	53	0.45	59	0.69	46.5	257	39	23.4	49	0.78	58.5
University of Louisville	Public	Doctoral I	Yes	No	11	30.5	0.55	31.5	0.73	13.5	14	32	1.27	34	0.49	14	639	24	58.1	22	0.74	47.5
University of Maryland	Public	Research I	Yes	Yes	9	45	0.56	28.5	0.56	33.5	27	13.5	3.00	8.5	0.59	30	563	25	62.6	21	0.60	19.5

University of Mass., Amherst	Public	Research I	Yes	Yes	7	55.5	0.57	25.5	0.71	15	11	37.5	1.57	30.5	0.49	14	169	44	24.1	47	0.56	13.5
University of Memphis	Public	Doctoral I	No	Yes	5	71	0.20	76	0.40	48.5	3	63	0.60	53	0.67	43.5	78	59	15.6	55	0.63	25
University of Michigan	Public	Research I	Yes	Yes	16	11	0.44	46	0.63	28	19	24	1.19	37	0.54	20.5	1220	16	76.3	20	0.76	53
University of Minnesota	Public	Research I	No	Yes	7	55.5	0.57	25.5	1.00	1.5	22	18	3.14	7	0.31	2	1535	10	219.3	5.5	0.69	34
University of Montreal	Public	NA	Yes	Yes	15	14.5	0.67	14	0.13	72.5	2	67	0.13	72.5	0.87	71.5	71	63	4.7	71	0.74	47.5
University of Nebraska, Lincoln	Public	Research I	No	Yes	5	71	0.60	20.5	0.00	79	0	79	0.00	79			2	80	0.4	80	0.80	62
University of New Mexico	Public	Research I	No	Yes	7	55.5	0.14	81	0.43	47	4	57.5	0.57	54	0.64	38	55	65.5	7.9	62.5	0.49	4
University of New Orleans	Public	Doctoral II	Yes	Yes	11	30.5	0.45	44.5	0.45	44.5	11	37.5	1.00	41.5	0.63	36	528	26	48.0	24	0.80	62
Univ. of North Carolina, Chapel Hill	Public	Research I	Yes	Yes	15	14.5	0.47	41	0.87	4	68	1	4.53	2	0.45	9	1329	12	88.6	16	0.56	13.5
University of Oklahoma	Public	Research II	No	Yes	5	71	0.20	76	0.20	65.5	1	71	0.20	69.5	0.80	62	6	78	1.2	77	0.73	43.5
University of Oregon	Public	Research II	No	Yes	9	45	0.33	57	0.67	21.5	33	10	3.67	4.5	0.66	41	2981	5	331.2	4	0.81	65.5
University of Pennsylvania	Private	Research I	Yes	Yes	9	45	0.89	5	0.56	33.5	11	37.5	1.22	35	0.57	25.5	335	33	37.2	33	0.49	4
University of Puerto Rico	Public	Doctoral II	No	Yes	12	22			0.00	79	0	79	0.00	79			19	73	1.6	75	0.89	78
University of Rhode Island	Public	Research II	No	Yes	7	55.5	0.29	66	0.14	70.5	2	67	0.29	65	0.86	68.5	205	41	29.3	44	0.66	31
University of Southern California	Private	Research I	Yes	Yes	15	14.5	0.60	20.5	0.60	30.5	39	8.5	2.60	12.5	0.66	41	1674	9	111.6	12	0.73	43.5
University of Southern Maine	Public	Master's I	No	No	5	71	0.80	7	0.40	48.5	4	57.5	0.80	48.5	0.70	48	114	52	22.8	50	0.49	4
University of Tenn., Knoxville	Public	Research I	No	Yes	7	55.5	0.43	48	0.29	56	11	37.5	1.57	30.5	0.81	64	106	54	15.1	56	0.83	70.5
University of Texas, Arlington	Public	Doctoral I	Yes	Yes	15	14.5	0.60	20.5	0.20	65.5	7	48.5	0.47	58	0.86	68.5	292	36	19.5	51	0.65	29.5
University of Texas, Austin	Public	Research I	Yes	Yes	11	30.5	0.18	79.5	0.45	44.5	8	45	0.73	51	0.66	41	85	56.5	7.7	64.5	0.77	55.5
University of Toledo	Public	Doctoral I	No	No	8	49.5	0.25	72.5	0.75	11.5	15	30	1.88	24	0.61	31.5	283	37	35.4	36	0.72	39.5
University of Virginia	Public	Research I	No	Yes	8	49.5	0.38	53	0.50	40	7	48.5	0.88	46	0.63	36	927	19	115.9	11	0.75	50.5
University of Washington	Public	Research I	Yes	Yes	13	18.5	0.23	75	0.31	55	10	41.5	0.77	50	0.80	62	111	53	8.5	61	0.76	53

(continued)

▶ Appendix 1 (continued)

Institution	*Public/ Private*	*Carnegie*	*Ph.D.*	*PAB Accredited*	*Total Faculty*		*% Full Professors*		*% Publishing*		*Publications*		*Publication Density*		*Gini Publications*		*Cites*		*Cite Density*		*Gini Cites*	
					No.	*Rank*	*No.*	*Rank*	*%*	*Rank*	*No.*	*Rank*	*No.*	*Rank*	*No.*	*Rank*	*No.*	*Rank*	*No.*	*Rank*	*No.*	*Rank*
Univ. of Wisconsin, Madison	Public	Research I	Yes	Yes	11	30.5	0.45	44.5	0.91	3	19	24	1.73	27.5	0.43	6.5	439	29	39.9	29	0.53	10
University of Wis., Milwaukee	Public	Research II	No	Yes	6	64.5	0.33	57	0.67	21.5	11	37.5	1.83	25	0.56	23.5	168	45	28.0	46	0.52	8
Virginia Commonwealth	Public	Research I	No	Yes	10	39	0.30	63.5	0.80	8	19	24	1.90	23	0.38	4.5	166	46	16.6	54	0.46	2
Virginia Tech	Public	Research I	Yes	Yes	17	9	0.59	23	0.59	32	28	12	1.65	29	0.61	31.5	1740	7	102.4	14	0.82	68.5
Wayne State	Public	Research I	No	Yes	10	39	0.60	20.5	0.50	40	26	15.5	2.60	12.5	0.77	58.5	1710	8	171.0	9	0.78	58.5

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► Notes

1. In a recent colloquy on the PLANET listserv planet@listserve.buffalo.edu), former Planning Accreditation Board chair Linda Dalton (April 24, 2003) and former Association of Collegiate Schools of Planning president Michael Teitz (April 28, 2003) each recalled prior decisions against official ranking projects.

2. Faculty used in this study are those held out as planning program faculty by the schools in public presentations. Only active faculty (not retired) who are full-time at the university in question are included, although their full-time university appointment may include part-time work in the planning school.

3. We report the fifty-three faculty members with highest numbers of publications rather than the top fifty because there is an eighteen-way tie for thirty-sixth place.

4. In an effort to assess the completeness of the Institute for Scientific Information (ISI) database coverage of urban and regional planning journals, we constructed a list of English-language "core journals." We began with all journals categorized as both "housing and urban planning" and "refereed scholarly" in *Ulrich's International Periodicals Directory* (Ulrich 2003). We then applied three tests: (1) Is the journal published by a professional or scholarly organization concerned principally with urban and/or regional planning? (2) Is at least one editor of the journal a faculty member at an urban and/or regional planning school? And (3) Does the journal have the word *planning* in its title? To be retained in our list, a journal had to satisfy at least two of these three criteria. This search procedure produced a list of thirty-one journals, of which twenty (64.5 percent) are included in the ISI database. These thirty-one journals include eighteen titles published in the United Kingdom, eight published in the United States, three published in the Netherlands, and two published in Greece. The title, date of first publication, and ISI status of this list of core journals in urban and regional planning is as follows:

Developments in Landscape Management and Urban Planning	1982	No
Ekistics	1955	Yes
Environment and Planning A	1969	Yes
Environment and Planning B: Planning and Design	1974	Yes
Environment and Planning C: Government and Policy	1983	Yes
Environment and Planning D: Society and Space	1983	Yes
European Planning Studies	1993	Yes
Growth and Change	1970	Yes
Habitat International: A Journal for the Study of Human Settlements	1976	Yes
International Development Planning Review	1979	Yes
International Planning Studies	1996	No
Journal of Architectural and Planning Research	1984	Yes
Journal of Community Development Society	1970	No
Journal of Developing Areas	1966	Yes
Journal of Environmental Planning and Management	1948	No
Journal of Planning Education and Research	1981	Yes
Journal of Planning History	2002	No
Journal of Planning Literature	1986	Yes
Journal of the American Planning Association	1925	Yes
Journal of Urban Planning and Development	1956	Yes
Landscape and Urban Planning	1974	Yes
Planning and Administration	1974	Yes
Planning Perspectives	1986	No
Planning Practice and Research	1986	No
Planning Theory	2002	No
Planning Theory and Practice	2000	No
Progress in Planning	1973	Yes
Socio-economic Planning Sciences	1967	Yes
Studies in Urban and Regional Planning	1994	No
Town and Country Planning	2004	Yes
Town Planning Review	1910	No

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