



# **“CRIPPING” THE CODES: MAKING A MORE UNIVERSALLY ACCESSIBLE CANADA THROUGH UPDATING PLANNING CODES OF CONDUCT**

**Sarah Manteuffel**

Master of City Planning Capstone Report  
Department of City Planning  
Faculty of Architecture  
University of Manitoba





## ABSTRACT

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National planning institutes, such as the Canadian Institute of Planners (CIP), are responsible for guiding the profession in equitable practice through codes of professional conduct. Planning professionals in Canada have a duty to work in the public interest, providing equal opportunity and respect to all people within our communities. As disabled populations continue to grow in our country and across the world, treating disability as a minority issue can no longer continue. In this Capstone Report, I discuss how planning professionals must be held to higher standards of accountability, and how adding a line item to the CIP *Code of Professional Conduct* that actively includes disability will guide the profession to be more inclusive.

The study revealed a significant lack of literature focusing on disability issues within the planning profession and an absence of enforceable language on disability inclusion in the public realm across Canadian planning codes of conduct. The research included a review of disability studies and planning literature, survey responses from working planning professionals across Canada, and critical discourse analysis of national planning codes of conduct in Canada, the United States, Australia, and the United Kingdom. This report includes recommendations on how the Canadian Institute of Planners can better and more actively include disability in the *Code of Professional Conduct* through the addition of a new line item. In addition, the CIP and provincial planning institutes will need to collaborate in creating a nationally recognized regulatory framework and holding planning professionals accountable to a more equitable code.



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## LIST OF DEFINITIONS

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*Definitions are directly sourced from the World Health Organization's (WHO) 2011 World Report on Disability unless otherwise referenced.*

**Accessibility:** “Accessibility describes the degree to which an environment, service, or product allows access by as many people as possible, in particular people with disabilities” (p. 301).

**Barriers:** “Factors in a person’s environment that, through their absence or presence, limit functioning and create disability – for example, inaccessible physical environments, a lack of appropriate assistive technology, and negative attitudes towards disability” (p. 302).

Barrier means anything - including anything physical, architectural, technological or attitudinal, anything that is based on information or communications or anything that is the result of a policy or a practice - that hinders the full and equal participation in society of persons with an impairment, including a physical, mental, intellectual, cognitive, learning, communication or sensory impairment or a functional limitation. (Bill C-87, 2019)

**Crip/Crippling:** Crippling and Crip derive from the term “cripple” which has largely been dropped from modern language. “Cripple” has since been reclaimed by academics and activists and converted to Crip or Crippling, as a way for disabled people and allies to reassert control or power in disability studies and within advocacy and activism (Hutcheon & Woolbring, 2013, para. 2-3). The use of Crip or Crippling is not universally accepted across the disability community and must be used with permission from the group or person being referenced (University of Minnesota Critical Disability Studies Collective, n.d.).

**Disability:** “In the International Classification of Functioning, Disability, and Health (ICF), [disability is] an umbrella term for impairments, activity limitations, and participation restrictions, denoting the negative aspects of the interaction between an individual (with a health condition) and that individual’s contextual factors (environmental and personal factors)” (p. 303).

**Disabled people’s organizations (DPOs):** “Organizations or assemblies established to promote the human rights of disabled people, where most the members as well as the governing body are persons with disabilities” (p. 303).





**Diversity:** “Any dimension used to differentiate groups and people from one another...

Diversity encompasses the range of similarities and differences each individual brings to the workplace, including but not limited to national origin, language, race, color, disability, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, veteran status, and family structures” (U.S. Department of Housing and Urban Development, n.d.).

**Environmental factors:** “A component of contextual factors within the ICF, referring to the physical, social, and attitudinal environment in which people live and conduct their lives – for example, products and technology, the natural environment, [the built environment], support and relationships, attitudes, and services, systems, and policies” (p. 304).

**Equity:** “The removal of systemic barriers and biases enabling all individuals to have equal opportunity to access and benefit from the program” (Government of Canada, 2021).

**Identity-first language:** “In identity-first language, the disability becomes the focus, which allows the individual to claim the disability and choose their identity rather than permitting others to name it or to select terms with negative implications. Identity-first language is often used as an expression of cultural pride and a reclamation of a disability that once conferred a negative identity... This type of language allows for constructions such as ‘blind person,’ ‘autistic person,’ and ‘amputee,’ whereas in person-first language, the constructions would be ‘person who is blind,’ ‘person with autism,’ and ‘person with an amputation,’ respectively” (American Psychological Association, 2021).

*Note: Where applicable, this Capstone Report uses identity-first language, as this is what I use as a disabled person.*

**Impairment:** “In the ICF, loss or abnormality in body structure or physiological function (including mental functions), where abnormality means significant variation from established statistical norms” (p. 305).

**Inclusion:** “The practice of ensuring that all individuals are valued and respected for their contributions and are equally supported” (Government of Canada, 2021).

**Inclusive Design:** “Design that considers the full range of human diversity with respect to ability, language, culture, gender, age, and other forms of human difference” (OCAD University, n.d.). “Inclusive design is often considered a process, not an outcome” (Holmes, 2018).



**Inclusive society:** “One that freely accommodates any person with a disability without restrictions or limitations” (p. 305).

**Marginalization:** “Marginalized groups are frequently excluded from decision-making, public institutions, basic services, and even citizenship. They are more vulnerable to poverty, are more likely to be afflicted by life-threatening diseases... and are more likely to be victims of violence and exploitation” (Global Affairs Canada, 2017).

**Mental health condition:** “A health condition characterized by alterations in thinking, mood, or behaviour associated with distress or interference with personal functions. Also known as mental illness, mental disorders, psychosocial disability” (p. 306).

**Nongovernmental organization (NGO):** “An organization, with no participation or representation by government, which works for the benefits of its members or of other members of the population, also known as a civil society organization” (p. 306).

**Person-first language:** “In person-first language, the person is emphasized, not the individual’s disabling or chronic condition (e.g., use ‘a person with paraplegia’ and ‘a youth with epilepsy’ rather than ‘a paraplegic’ or ‘an epileptic’)” (American Psychological Association, 2021).

**Reasonable accommodation:** “Necessary and appropriate modification and adjustment not imposing a disproportionate or undue burden, where needed in a particular case, to ensure that persons with disabilities enjoy or exercise, on an equal basis with others, all human rights, and fundamental freedoms” (p. 308).

**Social context:** “The specific circumstance or general environment that serves as a social framework for individual or interpersonal behavior. This context frequently influences, at least to some degree, the actions and feelings that occur within it” (American Psychological Association, n.d.).

**Universal Design (UD):** “The design of products, environments, programmes, and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design” (p. 309).



## LIST OF ACRONYMS

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**ACA:** Accessible Canada Act (2019)

**ADA:** Americans with Disabilities Act (1990)

**AICP:** American Institute of Certified Planners

**AMA:** Accessibility for Manitobans Act (2013)

**AODA:** Accessibility for Ontarians with Disabilities Act (2005)

**API:** Atlantic Planners Institute

**APPI:** Alberta Professional Planners Institute

**BIPOC:** Black, Indigenous, and People of Colour

**CDA:** Critical discourse analysis

**CIP:** Canadian Institute of Planners

**DPI:** Disabled People's International

**DPOs:** Disabled people's organizations

**EDI:** Equity, diversity, and inclusion

**ICF:** International Classification of Functioning, Disability, and Health

**ICT:** Information and communication technologies

**IYDP:** International Year for Disabled Persons

**LGBTQIA2S+:** Lesbian, Gay, Bisexual, Trans, Questioning/Queer, Intersex, Asexual, Two-Spirit, Plus

**LPP:** Licensed Professional Planner (used in Nova Scotia instead of RPP)

**LPPANS:** Licensed Professional Planners Association of Nova Scotia

**MCIP:** Professional Member of the Canadian Institute of Planners (RPP, LPP, or equivalent)



**MPPI:** Manitoba Professional Planners Institute

**NBAP:** New Brunswick Association of Planners

**NGO:** Nongovernmental organization

**NLAPP:** Newfoundland and Labrador Association of Professional Planners

**OPPI:** Ontario Professional Planners Institute

**OUQ:** Ordre des Urbanistes du Québec

**PEIIPP:** Prince Edward Island Institute of Professional Planners

**PIA:** Planning Institute of Australia

**PIBC:** Planning Institute of British Columbia

**PSB:** Professional Standards Board, Canada

**PTIAs:** Provincial and Territorial Institutes and Associations

**RPP:** Registered Professional Planner

**RTPI:** Royal Town Planning Institute (United Kingdom)

**SPPI:** Saskatchewan Professional Planners Institute

**UD:** Universal design

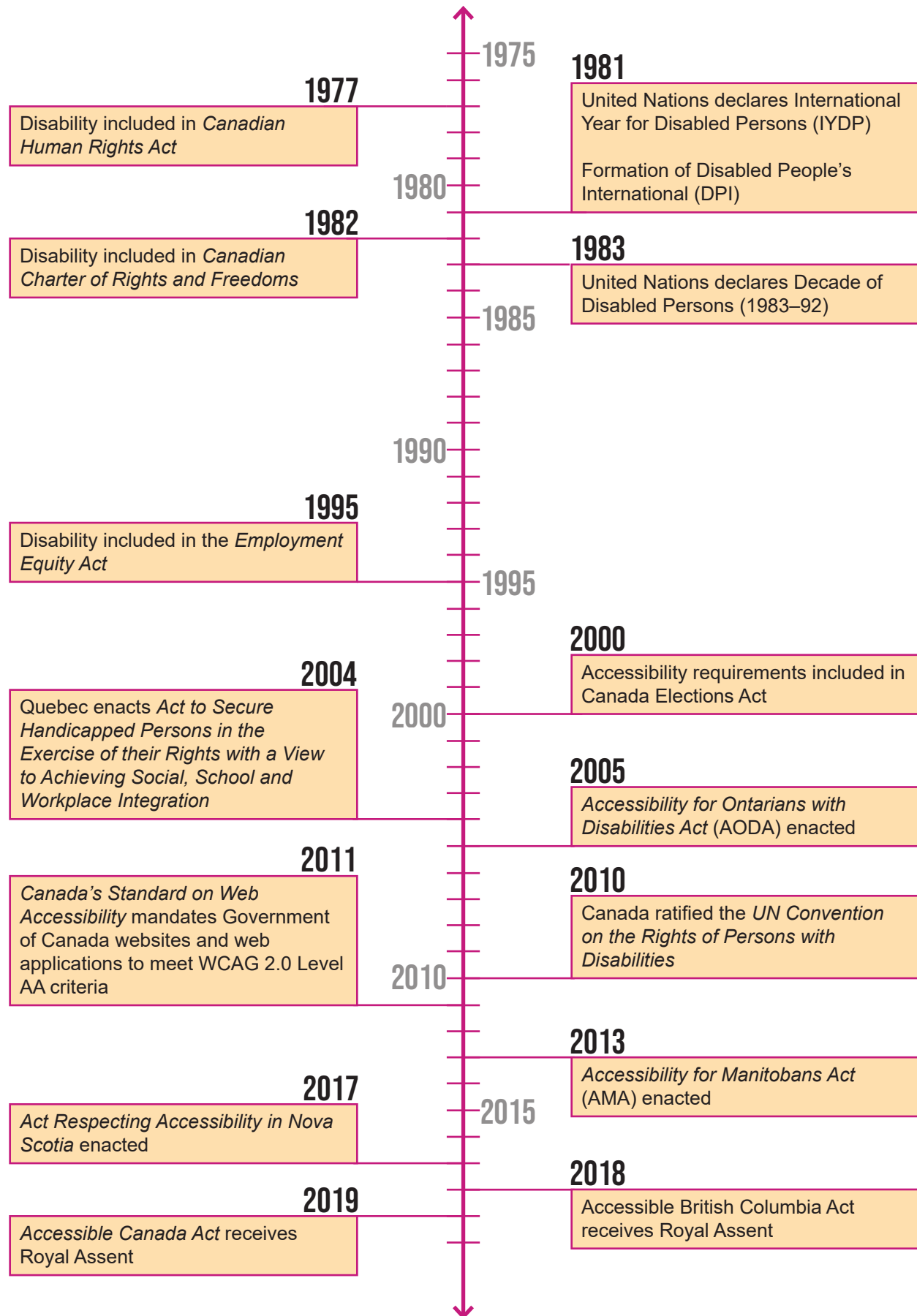
**UN:** United Nations

**WCAG:** Web Content Accessibility Guidelines

**WHO:** World Health Organization



## TIMELINE OF DISABILITY LEGISLATION IN CANADA





## 1.0 INTRODUCTION

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### 1.1 SCOPE AND GOALS OF THE RESEARCH

Planning professionals have a duty to work in the public interest, providing equal opportunity and respect to all people within all communities. The Canadian Institute of Planners (CIP) emphasizes the requirement and consideration of the public and defines planning as a profession that “addresses the use of land, resources, facilities and services in ways that secure the physical, economic and social efficiency, health and well-being of urban and rural communities” (CIP, n.d.-a, para. 2).

Planners in Canada are upheld to ethics and standards of conduct set by national as well as provincial planning institutes (PTIAs) in addition to provincial planning legislation. These standards and laws are designed to ensure compliance through responsibility to the public, employers, the profession, and colleagues.

Disability affects many aspects of the planning profession, from transportation and infrastructure, policy and community development, engagement and collaboration, to urban design and built environments. Professionals are experiencing increasing conversations regarding disability through the challenges presented by a post-COVID-19 world, aging populations, and calls-to-action on equity, diversity, and inclusion (EDI).

In 2019, *An Act to ensure a barrier-free Canada* (the Accessible Canada Act or ACA) received Royal Assent which aims to create a barrier-free Canada by 2040 (Bill C-87, 2019).

By identifying, removing and preventing accessibility barriers, the ACA will ensure accessibility standards are met within the areas of employment, built environment, information and communication technologies (ICT), communication, procurement of goods, design and delivery of programs and services, and transportation within federally regulated organizations or businesses. (Choi & Statistics Canada, 2021, p. 5)

Provincial mandates such as the 2013 *Accessibility for Manitobans Act* (AMA) and the 2005 *Accessibility for Ontarians with Disabilities Act* (AODA) additionally influence public policy and planning decisions. This Capstone explores how planning codes of professional conduct can hold members to higher accountability standards and encourage the requirements of accessibility acts across the country.



As a disabled person and researcher, I understand through first-hand experience that there is an existing disconnect between the needs of the disabled population and access to community services and built environments. This research provides insight into the current relationship between disability and the planning profession, and discusses how planners can be at the forefront of identifying and removing barriers for disabled people.

The proposed research generates specific recommendations for integrating accessibility requirements into professional planning codes of conduct, through understanding how codes of conduct are written throughout western, English-speaking nations, and analyzing planner perspectives from across Canada.

## 1.2 RESEARCH QUESTIONS

Through this research, I will respond to the following questions:

1. *How can accessibility requirements be integrated into professional planning codes of conduct, and more specifically, the Canadian Institute of Planners (CIP) Code of Professional Conduct?*
2. *How can planning professionals help create more equitable codes of conduct, and what barriers are presented to updating these codes?*
3. *How are planning professionals guided and influenced by their planning codes of conduct?*

## 1.3 RESEARCH CONTRIBUTIONS

The proposed research seeks ways of creating a necessary “push” for Canadian planners, by revising the national planning code of professional conduct to include accessibility actively. Informed by disability studies and discourse analysis literature, the research makes an important contribution to our understanding of the social construction of disability within guiding documents for planners. It is intended that this research can inspire future studies on inclusionary practice in the planning profession for marginalized groups. This Capstone Report generates recommendations for the Canadian Institute of Planners (and other provincial organizations) to update their codes of professional conduct to be more equitable, inclusionary, and mention disability.



## 1.4 POSITION AS A RESEARCHER

This research analyzes discourse through existing social structures as they relate to disability. Therefore, I must fairly disclose my relationship to the subject matter. Mullet (2018) emphasizes that completion of critical discourse analysis (CDA), which this research includes, “depends on the transparent articulation of the researcher’s standpoint, both within their field and larger social contexts (Van Dijk, 1993)” (p. 120).

I am a disabled person, born and raised in Canada, with life experience navigating built environments that have not considered my body. As a 'crip' researcher, I am active in seeking inclusivity in planning practice due to the personal relationship I have with this community. The use of 'crip' is new to my own personal vernacular and advocacy work and is a term I have only recently accepted and felt comfortable being associated with. I have chosen to include it within the title of this research and throughout the document to emphasize the reclamation of disability justice through the voices of disabled people, and to honour the advocacy completed by disabled researchers and activists before me.

As with any researcher, my own lived experience is unavoidably present throughout the research process. I have chosen to disclose my disability not only to provide the needed transparency for CDA but to also give personal context, allowing those who may not have exposure or experience with disability to better understand the urgency in my push for inclusivity.

## 1.5 DOCUMENT OVERVIEW

This Capstone Report has been divided into seven sections, including this introduction. Section 2 outlines the research methods used to complete this Capstone Report to respond to the research questions. Methods include a literature review summarizing existing discourse on the topic, a survey distributed to planning professionals in Canada, and critical discourse analysis on four national planning codes of conduct from across the world.

Section 3 provides background context to support the findings from the literature review and research data including disability studies and legislation in Canada, planning legislation and codes of conduct, national planning institutes, and the Canadian Institute of Planners' equity, diversity, and inclusion strategy.





A literature review is completed in Section 4, summarizing and connecting academic sources which focus on disability studies, the social model of disability, and how disability is affected by planning policy and integrated into the planning profession.

Section 5 summarizes the findings from the gathered research data, including quantitative and qualitative results and summaries from the survey distributed to planning professionals across Canada. Critical discourse analysis findings are then divided into the seven stages of Mullet's (2018) *Critical Discourse Analysis Framework*.

Section 6 discusses and analyzes the data, divided by themes arising from the research process and concludes by outlining the limitations that occurred.

The seventh and closing section pulls together the data to provide recommendations in response to each of the original research questions, summarizes and concludes the Capstone Report, as well as additional research questions inspired by the results.



## 2.0 METHODS

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### 2.1 OVERALL APPROACH

This section outlines the strategies and steps taken to respond to the research questions, including my rationale for using surveying and critical discourse analysis as the primary research methods, and describes the steps undertaken to complete the research.

### 2.2 SURVEY DISTRIBUTED TO CANADIAN PLANNERS

The Capstone research process took place during the COVID-19 pandemic when much of the world was meeting virtually. Online surveying was chosen as an equitable option to receive anonymous opinions from planners across Canada. This allowed for a broader collection of data without any need for in-person engagement. Surveying was used as a primary research method as it explores relationships between variables and allows participants to complete in their own time and at their own pace (Gray, 2014, p. 353).

The online survey included questions that provided both quantitative and qualitative data for analysis. Please see [Appendix A](#) for the complete survey question summary. Data from the survey was then used to support findings from the critical discourse analysis process.

#### 2.2.1 SURVEY PREPARATION AND DISTRIBUTION

The survey questions were prepared in advance of the University of Manitoba's Research Ethics Board (REB2) review at the preliminary stages of the Capstone process in October 2021. Ethics approval required the preparation of Research Ethics (CORE) certification, recruitment letters, emails, and social media text ([Appendix B](#)). The Research Ethics Board (REB2) approved the survey for distribution on October 28, 2021. The online survey was hosted on SurveyMonkey, a commonly used software in Canada. The survey was sent to CIP staff for distribution to the membership on October 29, 2021, as well as to each of the PTIAs for distribution on November 30, 2021, when more responses were needed. The survey was live for 76 days, from October 29, 2021, until January 12, 2022.

The survey was shared twice by the CIP through their monthly "Plan-It" Newsletter (November 17 and December 15, 2021) and was distributed by four of the seven PTIAs with



contact information listed on the CIP website: OPPI, SPPI, MPPI, and APPI. The survey was also shared on my personal LinkedIn page during October and November 2021 and was re-shared by other planning professionals from my connections. Please see [Appendix C](#) for examples of the distribution and participation requests.

### 2.2.2 SURVEY ANALYSIS

When the survey was closed to participants on January 12, the data was exported for completed responses to be analyzed. Completed responses are those where participants had clicked the “done” button on the final page. A total of 73 out of 93 responses were completed and analyzed which is a 0.9% response rate from approximately 7,947 CIP members (CIP, 2021).

Quantitative data was extracted and summarized with graphical analysis. Responses from each long-form question were analyzed with independent inductive coding structures. A complete summary of survey data and findings is provided in [Section 5.1](#).

Inductive coding allows the categories and themes to emerge as the researcher reviews the texts and is concentrated as the data is collected. Deductive coding is completed by creating coding categories before the data is collected. The deductive method is often used when the researcher intends to be less influenced by the data, keeping the analysis within the structure of the research themes (Miner et al., 2012, p. 239). Deductive coding was later utilized for the critical discourse analysis stage of the research process.

## 2.3 CRITICAL DISCOURSE ANALYSIS OF PLANNING CODES OF CONDUCT

Critical discourse analysis (CDA) was then used to understand how existing codes of conduct are phrased and influence planning practices in response to the research questions. In addition to the literature review and survey analysis, this research inspired how additions can be made to the CIP *Code of Professional Conduct* to increase accessibility methods in practice.

Critical discourse analysis was completed on four national planning codes of professional conduct detailed below:



<b>Canadian Institute of Planners (CIP)</b>	<i>Code of Professional Conduct (2016)</i> <i>Statement of Values (2016)</i>
<b>American Institute of Certified Planners (AICP)</b>	<i>Code of Ethics and Professional Conduct (2021)</i>
<b>Planning Institute Australia (PIA)</b>	<i>Code of Professional Conduct (2020)</i>
<b>Royal Town Planning Institute (RTPI)</b>	<i>Code of Professional Conduct (2016)</i>

The AICP and PIA were chosen as they hold reciprocity agreements with the CIP, where members can follow special registration processes with the Professional Standards Board (PSB) to gain membership in each of these countries. The RTPI was chosen for its history as one of the first planning institutes established globally.

Setting a clear contextual base is imperative for critical discourse analysis. For this reason, only national codes of professional conduct were chosen to provide an equal opportunity for comparison. As discussed further in [Section 3.2](#), several PTIAs in Canada have enforceable planning codes of conduct. While these provincial codes were not analyzed within the CDA framework, the PTIA codes were reviewed during the survey analysis for inclusive language, discussed in [Section 5.1.4](#).

### 2.3.1 DISCOURSE ANALYSIS AS A RESEARCH METHOD

Discourse analysis is used to study the terminology, texts, and discourse within a subject matter, and how the discourse relates to the larger social context. Discourse analysis must be completed within the context of time and mediums (Phillips & Hardy, 2002).

This research method can determine concept origins, how these concepts relate to other ideas, how researchers and authors present and discuss their work, and how the discourse has evolved through a variety of mediums (Phillips & Hardy, 2002; Wooffitt, 2005). Within planning, discourse analysis can interpret how places, iconographies, and the semiology of spaces are perceived over time (Hastings, 1999). This research method can infer representations of policies, ideologies and norms that influence decision-making within the profession (Portugali & Alfasi, 2008).

Discourse analysis supports disability studies as language is a prevalent cause of ‘othering’ and segregation of disabled people. This research method discovers existing power



relationships and issues of inequality, common to the relationship between society and disabled people (Hastings, 1999; Portugali & Alfasi, 2008). Discourse analysis within disability studies can interpret how disability is tied to social and societal contexts. Discussions on disability have historically lacked involvement from the disabled community itself, often removing any sense of agency and relegating disabled voices to being secondary to the process (Grue, 2015). Through understanding and acknowledging this historical lack of inclusion, a better frame of reference is set for discourse analysis to be completed.

Disability is further understood through language. Consider how the term disability or being labelled as disabled is used as an identifier, but how this identification is predicated upon a biased and apparent deviation from the norm (Grue, 2015, p. 8). The collective disabled population is vast, yet disabled people are regularly described as a minority, specifically when requesting a change or so-called "making demands" (Grue, 2015). 'Disabled' is now a label of pride for many in the community as a means to reclaim identity, supporting the resurgence of identity-first language.

Discourse analysis is limited by the substantial breadth of information available when completing this form of research (Phillips & Hardy, 2011, p. 13). To better manage the research process, the discourse must be condensed by type of text, or set within a theme. Discourse analysis is limited to the languages in which the researcher is fluent and the cultures the researcher participates in, creating an opportunity for implicit bias. Grue (2015) emphasizes that "discourse analysts should clarify and openly discuss the kind of decisions they make about context – about the contextual information they include in their analyses, and about the contextual information they exclude" (p. 19).

Critical discourse analysis (CDA) was used for this Capstone as it interprets how existing power relations are implied or enforced through texts written by the dominant power (Phillips & Hardy, 2011, p. 23). CDA analyzes how social inequality is presented and imposed through discourse (Wooffitt, 2011, p. 137) by understanding that language choice is purposeful (Mullet, 2018). "CDA operates under the assumption that institutions act as gatekeepers to discursive resources; power and resource imbalances between "speakers" and "listeners" are linked to their unequal access to those resources" (Mullet, 2018, p. 117). Critical discourse analysis is often used to support disability studies for these reasons, acknowledging the existing power



relationships between able-bodied and disabled people, and studying how the discourse applies this social structure. This Capstone has used CDA to interpret the power relations and inequalities between planners, the public, and disabled populations, through the voice of the dominant power: the planning institutions.

**2.3.2 UTILIZING A CRITICAL DISCOURSE ANALYSIS FRAMEWORK**

To complete critical discourse analysis on national planning codes of conduct, I followed Mullet’s (2018) *General Critical Discourse Analysis Framework for Educational Research* (Table 1). As noted in the literature review and Section 5.0, both CDA and disability studies require the acknowledgement of power structures to understand marginalization and societal systems.

**Table 1. Summary of Mullet’s (2018) Critical Discourse Analysis Framework**

<b>Stage 1: Select the Discourse</b>
<ul style="list-style-type: none"> <li>Identify a discourse related to injustice or inequality in society</li> </ul>
<b>Stage 2: Locate and Prepare Data Sources (Texts)</b>
<ul style="list-style-type: none"> <li>Select data sources (texts) and prepare the data for analysis</li> </ul>
<b>Stage 3: Explore the Background of the Texts</b>
<ul style="list-style-type: none"> <li>Examine the social and historical context of producers and the texts</li> <li>Factors to consider include characteristics of the genre, historical context, production context, overall slant or style, the intended audience and purpose of the texts, publisher characteristics, and author characteristics</li> </ul>
<b>Stage 4: Identify Overarching Themes</b>
<ul style="list-style-type: none"> <li>Identify the major themes and sub-themes using qualitative coding methods</li> </ul>
<b>Stage 5: Analyze the External Relations in the Texts (Interdiscursivity)</b>
<ul style="list-style-type: none"> <li>Find fragments implying ideological positions, note any expressed ideology, and compare with other similar texts</li> <li>Examine social relations that control the production of the text. Examine the reciprocal relations (how the texts affect social practices and structures). How do social practices inform the arguments in the text? How does the text in turn influence social practices?</li> </ul>

*Table continues on next page.*



### Stage 6: Analyze the Internal Relations in the Text

- Examine internal relations, patterns, words, and linguistic devices representing power relations, social context, or positionality
- Note how the text is structured and organized
- Examine the language for indications of what the texts set out to accomplish, representations (e.g., social context, events, and actors), and the speaker's positionality
- Record findings in a table with context and the analyst's reflections on the meaning

### Stage 7: Interpret the Data

- Interpret the meanings of the major themes, external relations, and internal relations identified in stages 4, 5, and 6
- Note gaps, questions and insights, and discuss personal perspectives that may have influenced the analysis  
(Mullet, 2018, pp. 123-125).

To retrieve background on these documents and understand the context available to the public, I reviewed and extracted information from the official websites of the national planning institutes.

Each planning code of conduct was downloaded as a PDF from the planning institute websites and converted into a word document to prepare for text analysis. The four planning codes of conduct were analyzed through a deductive coding system of eleven preestablished categories. Once the data was extracted, the categories were consolidated into five themes created within the context of the data collected.

The texts were reviewed for language communicating two social practices: 1) the importance and need for social inclusion and, 2) planners being held accountable by their institutes. Lastly, the texts were analyzed for voice and document structure to understand how they present the discourse to the reader. The data collected was then summarized and framed within the research questions.



## 3.0 RESEARCH CONTEXT

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The following section provides background on the current relationship in Canada between disability, planning codes of conduct, and the Canadian Institute of Planners, to support the findings in [Sections 4.0](#) and [5.0](#). Information includes current disability populations in Canada and existing disability legislation, current planning codes of conduct and legislation, how codes of conduct are used, and lastly, the CIP's relationship and commitment to equity, diversity, and inclusion in Canadian planning.

### 3.1 DISABILITY IN CANADA

6.2 million people aged fifteen and older identify as having at least one disability in Canada (Morris et al., 2018). Over 12% of those with disabilities consider themselves housebound, often due to challenges presented when accessing built environments (Choi & Statistics Canada, 2021, p. 6).

With the assent of the *Accessible Canada Act* in 2019, conversations on increasing accessibility for disabled populations continue to come to the forefront of policy discussion. However, the *Accessible Canada Act* pertains only to federal industry and built environments. There is currently no national legislation enforcing universal access to all built environments equivalent to the *Americans with Disabilities Act* in the United States. Provincial acts and legislation that enforce accessibility standards are in place in British Columbia, Manitoba, Nova Scotia, Ontario, and Quebec, with human rights legislation in each province and territory across Canada (Table 2).

### 3.2 PLANNING LEGISLATION AND CODES OF CONDUCT IN CANADA

Planning codes of conduct are created by planning institutes to guide and protect their members, employers, and the public. These codes include enforceable measures requiring planners to uphold standards ethically and professionally.

In Canada, planning professionals belong to the Canadian Institute of Planners which upholds the *Code of Professional Conduct*. Canadian planners are also members of provincial planning institutes where they reside and work, where additional provincial codes may apply.





Table 2. Canadian Disability Legislation

	Disability Legislation
<b>Canada</b>	<i>The Canadian Charter of Rights and Freedoms (1982)</i> <i>The Canadian Human Rights Act (1977)</i> <i>The Employment Equity Act (1995)</i> <i>Canada’s Standard on Web Accessibility (2011)</i> <i>The Accessible Canada Act (2019)</i>
<b>Alberta</b>	<i>Alberta Human Rights Act (2000)</i>
<b>British Columbia</b>	<i>Accessible British Columbia Act (2018)</i> <i>British Columbia Human Rights Code (1996)</i> <i>British Columbia Human Rights Amendment Act (2018)</i>
<b>Manitoba</b>	<i>Accessibility for Manitobans Act (2013)</i> <i>Manitoba Human Rights Code (1987)</i>
<b>New Brunswick</b>	<i>New Brunswick Human Rights Act (2011)</i>
<b>Newfoundland and Labrador</b>	<i>Newfoundland and Labrador Human Rights Act (2010)</i>
<b>Northwest Territories</b>	<i>Northwest Territories Human Rights Act (2002)</i>
<b>Nova Scotia</b>	<i>Nova Scotia Accessibility Act (2017)</i> <i>Nova Scotia Human Rights Act (1989)</i>
<b>Nunavut</b>	<i>Nunavut Human Rights Act (2003)</i>
<b>Ontario</b>	<i>Accessibility for Ontarians with Disabilities Act (2005)</i> <i>Ontario Human Rights Code (1990)</i>
<b>Prince Edward Island</b>	<i>Prince Edward Island Human Rights Act (2016)</i>
<b>Quebec</b>	<i>Quebec’s Act to Secure Handicapped Persons in the Exercise of their Rights with a View to Achieving Social, School and Workplace Integration (2004)</i> <i>Act Respecting Equal Access to Employment in Public Bodies (2000)</i> <i>Quebec Charter of Human Rights and Freedoms (1975)</i>
<b>Saskatchewan</b>	<i>Saskatchewan Human Rights Code (2018)</i>
<b>Yukon</b>	<i>Yukon Human Rights Act (2002)</i>



Planning professionals must also adhere to laws set within provincial planning legislation (Table 3). This legislation provides a land use planning framework at provincial, regional, and local levels to help planners make sustainable decisions to protect existing environmental features and infrastructure, and support development (Manitoba Intergovernmental Affairs, n.d., p. 5).

Planning professionals in Canada are required to register with the PTIA where they reside as well as with any PTIA they plan to work and use the title of Registered Professional Planner (RPP). The CIP and the PTIAs signed affiliation agreements allowing Canadian planners to work without restriction across the country as long as they follow the rules of registration (CIP, 2018).

Under the *Canadian Constitution Act* (1982), “the regulation of ‘professions’ was deemed to be a provincial jurisdiction” (CIP, 2018, para. 4). With this legislation in place, PTIAs are responsible for the self-regulation of the planning profession (CIP, 2018) and are required to uphold the CIP *Code of Professional Conduct*, provincial codes of ethics or conduct, and enforce any disciplinary proceedings through legislation.

As discussed previously in [Section 2.0](#), the primary focus of this Capstone report is the CIP *Code of Professional Conduct*. The national code was chosen for its influence on PTIA codes and for being required reading for the RPP process.

### 3.3 THE CIP AND EQUITY, DIVERSITY, AND INCLUSION

In 2018, the CIP prioritized the establishment of a stronger EDI policy framework and introduced a Social Equity Committee. This committee recommended the hiring of EDI consulting firm HRx to perform an audit and develop next steps for the CIP. In 2020, the CIP endorsed *EDI Roadmap* was shared with the membership, establishing a five-year plan for increasing equity, diversity, and inclusion principles in Canadian planning practice (CIP, 2020).

In 2021 as part of the *EDI Roadmap and 5-Year Plan*, the CIP with HRx conducted the *EDI Insight Survey* to assess feelings of inclusion amongst CIP members “based on demographic and diversity dimensions such as gender identity, race and age” (HRx Technology Inc. & CIP, 2021, p. 8). When compared to national statistics, CIP membership lacks diversity, particularly among people of colour, Indigenous, and disabled people.



Table 3. Canadian Planning Institutes, Codes of Conduct, and Legislation

	Planning Institute	Codes of Conduct and Planning Legislation
<b>Canada</b>	Canadian Institute of Planners (CIP)	CIP <i>Code of Professional Conduct</i> (2016) Professional Standards Board (PSB) Competencies
<b>Alberta</b>	Alberta Professional Planners Institute (APPI)	APPI <i>Professional Code of Practice</i> (2018) <i>The Professional and Occupational Associations Registration Act: Professional Planner Regulation</i> (2018) <i>Alberta Professional Planners Institute Bylaws</i> (2017)
<b>British Columbia</b>	Planning Institute of British Columbia (PIBC)	<i>PIBC Constitution</i> (2016) <i>PIBC Bylaws</i> (2018) including the <i>PIBC Code of Ethics and Professional Conduct</i> (2018) <i>BC Local Government Act</i> (2015)
<b>Manitoba</b>	Manitoba Professional Planners Institute (MPPI)	<i>Manitoba Professional Planners Institute By-Laws</i> (2016) <i>The Planning Act</i> (2005) <i>The Registered Professional Planners Act</i> (2014)
<b>New Brunswick</b>	New Brunswick Association of Planners (NBAP) Atlantic Planners Institute (API)	<i>NBAP Registered Professional Planners Act</i> (2005) <i>NBAP General By-law No. 1</i> (2020) <i>API Professional Code of Ethics</i> (n.d.) <i>API Professional Code of Conduct</i> (n.d.) <i>API Joint Policy on Code of Conduct Discipline</i> (2018)
<b>Newfoundland and Labrador</b>	Newfoundland and Labrador Association of Professional Planners (NLAPP) Atlantic Planners Institute (API)	<i>NLAP By-law</i> (2021) <i>API Professional Code of Ethics</i> (n.d.) <i>API Professional Code of Conduct</i> (n.d.) <i>API Joint Policy on Code of Conduct Discipline</i> (2018)
<b>Northwest Territories</b>	Alberta Professional Planners Institute (APPI)	APPI <i>Professional Code of Practice</i> (2018) <i>Northwest Territories Community Planning and Development Act</i> (2013)

Table continues on next page.



	Planning Institute	Codes of Conduct and Planning Legislation
<b>Nova Scotia</b>	Licensed Professional Planners Association of Nova Scotia (LPPANS) Atlantic Planners Institute (API)	Nova Scotia <i>Professional Planners Act</i> (2005) <i>LPPANS By-law</i> (2007) <i>API Professional Code of Ethics</i> (n.d.) <i>API Professional Code of Conduct</i> (n.d.) <i>API Joint Policy on Code of Conduct Discipline</i> (2018)
<b>Nunavut</b>	Alberta Professional Planners Institute (APPI)	<i>APPI Professional Code of Practice</i> (2018) <i>Nunavut Planning and Project Assessment Act</i> (2013) <i>RSNWT Consolidation of Planning Act</i> (2014)
<b>Ontario</b>	Ontario Professional Planners Institute (OPPI)	<i>Registered Professional Planners Act</i> (2019) <i>OPPI By-law</i> (2022) <i>OPPI Professional Code of Practice</i> (n.d.) <i>OPPI Standards of Practice</i> (2012)
<b>Prince Edward Island</b>	Prince Edward Island Institute of Professional Planners (PEIIPP) Atlantic Planners Institute (API)	<i>PEI Registered Professional Planners Act</i> (2020) <i>PEI Registered Professional Planners Act General Regulations</i> (2020) <i>API Professional Code of Ethics</i> (n.d.) <i>API Professional Code of Conduct</i> (n.d.) <i>API Joint Policy on Code of Conduct Discipline</i> (2018)
<b>Quebec</b>	Ordre des Urbanistes du Québec (OUQ)	<i>Code de déontologie</i> (2011) <i>Code des professions</i> (2011)
<b>Saskatchewan</b>	Saskatchewan Professional Planners Institute (SPPI)	<i>The Community Planning Profession Act</i> (2013) <i>The Community Planning Profession Regulatory Bylaw</i> (2013)
<b>Yukon</b>	Planning Institute of British Columbia (PIBC)	<i>PIBC Constitution</i> (2016) <i>PIBC Bylaws</i> (2018) including the <i>PIBC Code of Ethics and Professional Conduct</i> (2018) <i>Yukon Municipal Act</i> (2016)



It is important to note that of the CIP members who responded to the EDI survey, only 6.6% identified as being disabled which is 13.4% less than within the general population of Canada (HRx Technology Inc. & CIP, 2021, p. 15). Disabled participants scored over 13% lower on the "Inclusion Index" when asked to share their perception of inclusion within the profession (p. 16). The survey showed a positive increase in racial diversity within the newer generation of planners (p. 18), as well as 57% of professionals currently participating in work with marginalized communities (p. 19).

The HRx Technology Inc. and CIP (2021) *EDI Survey Report* provides important context for this research, emphasizing how discussions regarding EDI are necessary and ongoing to encourage planning institutes to commit to these practices and to represent the needs of those who are historically marginalized.



## 4.0 LITERATURE REVIEW

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### 4.1 INTRODUCTION

The 2017 *Canadian Survey on Disability* found that 22% of Canadians surveyed, aged fifteen and older, identified as having at least one disability (Morris et al., 2018). If you are already part of a marginalized group, being disabled can increase stigmatization. Siebers (2008) questions if disability is one of the most marginalized identities for this reason. Being able-bodied is temporary, and most human beings will interact with or experience disability in their lifetime. This is no longer a minority issue that can be ignored within policy and design practices. Disability inclusion continues to be an existing and ever-present challenge, and something we must always consider with aging populations.

This literature review draws from academic works to understand the relationship between disability, built environments, and social structure. The review summarizes key points from disability studies literature to understand the history and context of disability advocacy and analysis. This disability studies lens is then applied to reviewing the available literature on the relationships between disability, policy, and the planning profession.

### 4.2 DISABILITY STUDIES

Historically, disability definitions and policies have centred on the medical model of disability, describing disability as congenital or as an impairment to be overcome, rather than about non-supporting environments (Imrie & Kumar, 1998). The social model of disability interprets disability as not limited to personal medical impairment, instead emphasizing that the exclusion and discrimination within societal and built environments are what create disability. Disability is the product of social injustice (Siebers, 2008, p. 3) causing spatial segregation and social confining due to existing inaccessible spaces (Gleeson, 2001). The social model still includes the prioritization of individual needs, whether medical or rehabilitative, but emphasizes built and social environments as being the most disabling to individuals through the removal and inhabitation of independence and personal empowerment (Barnes, 2012).

An increase in disability-led organizations in the 1970s began a shift in the use of language surrounding disabled people. The use of ‘impairments’ described medical



differences, while ‘disability’ was used to describe segregation and oppression in social spaces (Barnes, 2012, p. 14). As the social model continued to gain influence, so did the emphasis on having disabled people be the centralized voice of the movement. One of the first global disabled people’s organizations (DPOs), Disabled People’s International, was established in 1981. Through this organization, the now popularized phrase “nothing about us, without us” was established, further emphasizing the need to include disabled voices in accessibility conversations.

Architecture and design history is based on the able-bodied, with examples of Le Corbusier’s modular scale of proportion and Dreyfuss’ human factors engineering (Imrie, 1999). In Britain, this was furthered by the celebration of healthy athletic males through the glorification of soldiers going to war, which stigmatized any bodies not fitting this ideal (Hastings & Thomas, 2005). Failing to consider the diversities of the human body, built environments are inherently ableist and hostile to disabled people (Imrie, 1999). Exclusion from built environments is more than an inability to access spaces or buildings, as social rejection can manifest itself as actual physical pain (Holmes, 2018, p. 33). Burayidi (2015a) suggests “the equal treatment of persons in planning regulations, policies, and programs without consideration for difference results in disparate impacts, which can be mitigated by attention to difference” (p. 19). Neglecting to consider inclusive practices in design, is to physically hurt, reject, and further segregate those we unintentionally, or intentionally, choose to leave behind.

With the inclusion of disability in design processes, there is often a prioritization of designing for wheelchair users, homogenizing the diversity of disabilities. Disability is a continuum with a broad spectrum of needs. Designing for access can no longer be limited to only certain methods of inclusion (Imrie & Hall, 2001; Siebers, 2008; Thomas, 1992). Professionals who design for built environments must realize they are not above the users being designed for, and that designing for aesthetics set within the minimum policy is not inclusive of designing for need (Imrie, 1999).

### **4.3 ACCESSIBILITY AND PLANNING POLICIES**

Research on the relationship between accessibility, disability, and policy is often centred on buildings in the public realm, with less focus on the spaces in between, housing, layouts, and transportation within cities, all of which are core components of planning practice (Imrie &





Hall, 2001; Gleeson, 2001; Bagenstos, 2019). As planners fail to create accessible spaces, a significant percentage of the human population is forced to stay home due to the exclusion they face from the built environment or the prohibitive costs they must pay to find personal modifications or methods of transportation (Imrie & Kumar, 1998).

Much of the literature on disability and design policy stresses how existing legislation is weak, with language such as “where reasonable” or “as achievable” can allow design professionals and developers to ignore requirements (Imrie & Hall, 2001; Imrie & Kumar, 1998; Gleeson, 2001; Dolmage, 2016; Qadeer, 2015; Davies, 1999). Without appropriate methods of monitoring or regulation, the policies, legislation, and codes of conduct are limited in how they support social change in practice. Booth (2006) suggests that for planning policy to better incorporate diversity, line items must be specific to the needs of individual minorities with the opportunity to assess the impacts on diverse groups. “There is no ‘one size fits all’ in the way that past policy statements may have espoused” (p. 60). There must be incorporated methods of accountability to create larger societal change (Imrie & Hall, 2001).

To best include the needs of disabled people in planning, a shift in socio-political processes is required to set a base for positive and long-term change (Thomas, 1992). Hamraie’s (2013) feminist disability theory work summarizes the social-political status of disability and minority issues, stating, “built environments serve as litmus tests of broader social exclusions” (p. 79). If society does not shift its perspective on minority issues, these challenges will prevail. Disability legislation can only change so much without altering perspectives on the risk and cost of accessibility integrations in design (Gleeson, 2001). When disability justice and activism face pushback, there is often an implication that disabled people are the ones at fault. Some non-disabled people claim those who are deprived are so by choice, not because of the current structure of society (Jurkowski, 2019).

The act of design is not neutral, but an extension and expression of society. Hastings and Thomas (2005) suggest that our national identities are reflected by the social and physical construction of a nation, and the buildings and structure of cities show how a nation envisions and projects its ideals (p. 528). The exclusion of disabled bodies will continue if societal opinion on disability does not shift (Sarmiento-Pelayo, 2015) and built environments will still exclude if attitudinal discrimination is not eliminated (Siebers, 2008).





One challenge with the inclusion of disability issues in policy is that disability is treated as a minority issue, seen through its continued association with other minority and diversity conversations in the literature (Terashima & Clark, 2021, p. 127). Statistically, disabled people are almost a quarter of the population, continuing to grow as the nation ages, becoming one of the largest minority groups in the country. Through understanding the imperative nature of disability inclusion and increasing the political influence of disability activism through societal shifts, current legislation is easier to enact and enforce.

#### **4.4 ACCESSIBILITY AND THE PLANNING PROFESSION**

The relationship between disability and planning is often found in literature focusing on diversity, social equity, and social planning. To date, there appears to be little literature about the direct relationship between disability and planning. A recent review of English-speaking planning journals by Terashima and Clark (2021) found only 36 papers focused on disability issues in the past 110 years. The authors stress the need for an increase in disabled people's perspectives and lived experiences in planning literature.

Burayidi (2015a) discusses that “the concept of diversity must be broadened to include the variety of differences in society such as age, class, sexual orientation, and disability, the attention to which is crucial to the achievement of a just city” (p. 19). However, by broadening the scope of diversity in planning, less focus is placed on the individual minority issues requiring justice.

The potentially radicalising nature of social architecture or design has barely resonated with, or influenced, developers, designers or architects in relation to their thinking about the needs of disabled people. This is a pity because the core values and philosophies of social design are a concern with environmental and social justice and human rights. (Imrie & Hall, 2001, p. 14)

Fainstein's (2010) concept of the “just city” discusses how public investment must be provided with equitable solutions which support all, instead of the already successful. It is imperative for those in decision-making roles, such as planning professionals, to always practice inclusivity, so that “the outcome of the process (not just of deliberation but of actual implementation) is equitable” (p. 10). Fainstein continues by stating how “it isn't about treating



everybody the same, but about treating everybody appropriately to meet their needs, without the necessity of favouring those already better off” (p. 36).

Social Town Planning Theory also incorporates the needs of disabled people through “any movement to introduce policies that take into account more fully the needs of the diversity of human beings who live in our towns and cities” (Greed, 1999, p. 4). Fainstein’s definition of justice stresses the requirement of equity for minority inclusion, as equality in planning continues to leave people behind.

A continuing postmodern challenge for planners is accommodating the increasing demand for those facing minority experiences to become active participants in the planning process (Burayidi, 2015a). This is an important aspect of inclusive planning as both a process, through including diverse voices, and an outcome. Planners have an opportunity and duty to be at the forefront of creating just outcomes, as “spatial and physical development policies have a direct bearing on where people live, whom they encounter on a day-to-day basis, and whom they interact with in their lives” (Burayidi, 2015b, p. 388).

Planning is never a neutral process, as planners have the power to control who receives social benefits through built environments and policy. The processes for planning and design must also change for creating inclusive spaces for disabled people. Malloy (2015) argues planners need to integrate accessibility into zoning and land use planning, instead of only being applied to civil and constitutional rights. By increasing how many policies focus on accessibility, there is more opportunity for local planning to integrate these conditions, especially through large-scale development (p. 11). Bagenstos (2019) counters this, claiming that “when political debate has focused on disability issues, it has tended to address them in a nationally uniform way, without paying attention to the particular concerns of disabled people in cities” (p. 1336). Designers and planners have decision-making power and must work at increasing inclusivity beyond the existing policies at play.

Designers require more knowledge of the challenges built environments place on disabled people and must include them throughout all processes through user-initiated design (Sarmiento-Pelayo, 2015). Inclusion of disabled voices through public participation “involves working in solidarity with disenfranchised populations so that the people have power to positively affect their community” (Yeh et al., 2016, p. 1947). The inclusion of disabled voices



throughout planning and design processes is the most crucial step to counteract historical exclusion. However, planners must ensure that increasing participation of disabled people brings forward actions, as "participation without redistribution of power is an empty and frustrating process for the powerless" (Arnstein, 1969, p. 216). Arnstein furthers this point with the Ladder of Citizen Participation, outlining how many forms of public participation are in fact non-participatory or tokenism. Only when there is an equal sharing of power through partnership or a redistribution of control is public participation successful (p. 217). While this typology is simple, planners must respect historical feelings of distrust that may slow engagement processes and need to acknowledge how participating in engagement without power-sharing is not enough.

Planners must be inclusive, learning from a broad range of perspectives to find equitable solutions. Holmes (2018) suggests three skills for designers to practice inclusivity: "1. Identify ability biases and mismatched interactions between people and world. 2. Create a diversity of ways to participate in an experience. 3. Design for interdependence and bring complementary skills together" (p. 8). This process is mirrored by Burayidi (2015b) outlining how "effective planning requires that planners: 1) acknowledge that diversity and difference matter in planning; 2) plan with difference in mind; and 3) enhance social cohesion in communities with diversity" (p. 390).

Disability must be included directly into policy to be better integrated throughout planning processes. Adding empathy and social responsibility to planning can be emancipatory for disabled people, allowing true collaboration and shifting power structures to allow equity and autonomy. Social equity in planning can only be achieved through changing societal norms and political policy. Qadeer (2015) agrees that significant changes in power structures and policy are needed for the equitable ideals of theorists to be seen in practice:

It must be pointed out that planning processes, despite their communicative orientation, do not rise above the disparities of power, resources, and political influence. In the context of planning for diversity, I would say that the theorists' holding equitable outcomes to be dependent on minorities' inclusion in planning decision making offers a limited promise of advancing equity. (p. 67)

Adjusting "where reasonable" legislation in response to the social and diverse needs



of society is a necessary first step. A challenge to increasing legislation is the process and requirement of retrofitting existing built environments. Dolmage (2016) questions the relationship of retrofit with inclusivity, stressing that these corrections to built environments are often forced and given less care. Retrofits further stigmatize disabled users by accommodating instead of including them from the start. Planners must question how processes can shift to prevent these retrofits from becoming the standard for increasing access. Retrofit is costly, and often not prioritized within smaller budgets. Inclusion from the outset is cheap. By shifting the perspectives of lawmakers there is opportunity for broader societal change (Bagenstos, 2019).

Planning professionals are challenged by the broad range of work available within this occupation, all having unique steps and stakeholders involved. From strategic planning to urban design, the wide array of opportunities under the definition of “planner” can encourage professionals to silo themselves into specific skill sets, leaving certain tasks for others to take on. By doing this, members of the profession may not be encouraged to take on projects relating to disability or may not see themselves as qualified (Terashima & Clark, 2021, p. 128). Exclusion cannot be justified through claiming neutrality or unknowing, as this is simply ignorance (Hamraie, 2013; Hastings & Thomas, 2005). Designers must be humble and accept that they require continuous learning and must work to decenter themselves to better incorporate the needs of others (Hamraie, 2013). Planners can be at the forefront of societal change for disabled people by shifting how they build environments and policies.

#### **4.5 RECOMMENDATIONS FOR PLANNERS**

Throughout the literature, there have been recommendations and considerations for planners to follow for better inclusion of disabled people in the profession and going beyond current legislation and societal norms. Planners must acknowledge how existing frameworks currently do not provide enough support to disabled people and should now seek to go beyond minimums and “where reasonable” policies. Professionals must understand how disability has a spectrum of needs and must actively learn how their accessible designs can go beyond wheelchair inclusion.

In time, governments must increase the amount of legislation focusing on disability and the enforcement of these laws. Planners should support these endeavours by actively



including disability in land use and community planning documents such as zoning bylaws and development plans.

One of the most impactful changes planners can do to actively include disabled people in their practice is to encourage empathy and social responsibility through consistent and respectful engagement. Planners must accept that they will always require continuous learning. Utilizing inclusive practices through all stages of a design or planning process can avoid continuous marginalization and the need for retrofit after completion.

## 4.6 SUMMARY

Disability has been historically under-prioritized in the planning profession, evidenced by the comparative lack of literature on the subject and the treatment of disability as a "special interest" minority issue, or technical building code problem. As Canadian planners continue to discuss equity, diversity, and inclusion in the profession, we must discover how disability can fit into each of these conversations. Planners have a responsibility to support the communities they work for, including and engaging all stakeholders through power-sharing processes. Planners must increase disability inclusion throughout their work, especially through long-term engagement initiatives. Until planning legislation is updated to be more equitable, it is no longer an option for planners to commit to minimum standards. We must push to increase inclusive practices that will create a more equitable profession.



## 5.0 FINDINGS

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Research findings in this section are organized between the two completed research methods. [Section 5.1](#) summarizes the results from the survey distributed to planning professionals across Canada. [Section 5.2](#) utilizes Mullet's (2018) seven-stage CDA framework to analyze the texts of four English-speaking, national planning codes of professional conduct: CIP (2016) *Code of Professional Conduct*, AICP (2021) *Code of Ethics and Professional Conduct*, PIA (2020) *Code of Professional Conduct* and the RTPI (2016) *Code of Professional Conduct*.

### 5.1 PLANNERS' OPINIONS ON PROFESSIONAL CODES OF CONDUCT

This section summarizes results from the survey distributed to planning professionals across Canada, through interpretation of demographics, perceptions of existing planning codes of conduct, and planner experiences working with disability and accessibility.

#### 5.1.1 RESPONDENTS TO THE SURVEY

The majority of respondents listed their primary residence within Manitoba (40%) or Ontario (25%). No respondents selected their residence within the Northwest Territories, Nunavut, Prince Edward Island, or Quebec (Figure 1). Considerations into why planners from these provinces and territories did not participate are summarized in [Section 6.6.3](#).

The high response rate from Manitobans can be attested to several factors. I currently reside in Manitoba, and I have many local planning contacts which would have attracted more responses from this province when I shared the survey on LinkedIn. In addition, when I requested distribution from the provincial institutes, MPPI distributed the survey announcement as a dedicated e-blast, which may have attracted more response due to being prominently featured.

Respondents were asked where they primarily complete their work (Figure 2) to provide context on how many planners are interacting with multiple provincial codes of conduct. Most respondents work within their province of residence. The only province where fewer people are working than residing is in Manitoba. Other provinces show more planners working than residing. Planners work on projects in multiple provinces, while they only reside in one, allowing overlap.

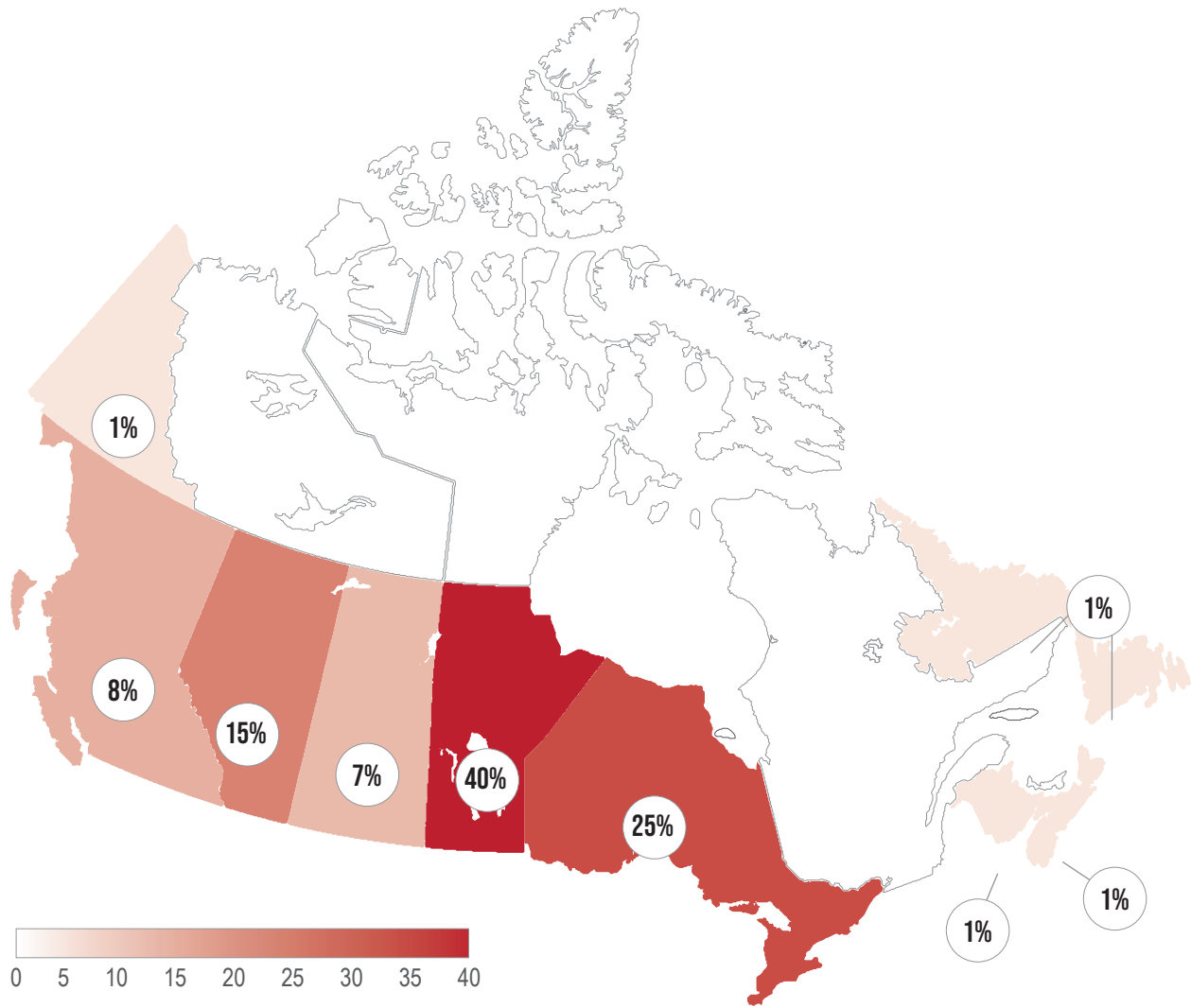


Figure 1. Map of Canada Showing Locations of Participants as Percentage of Total Respondents

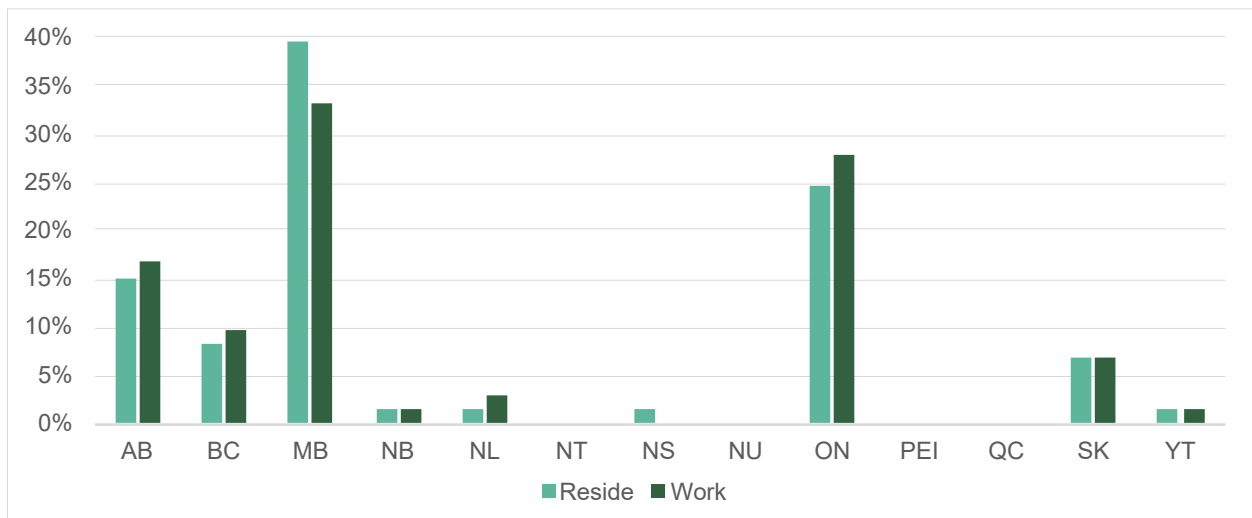
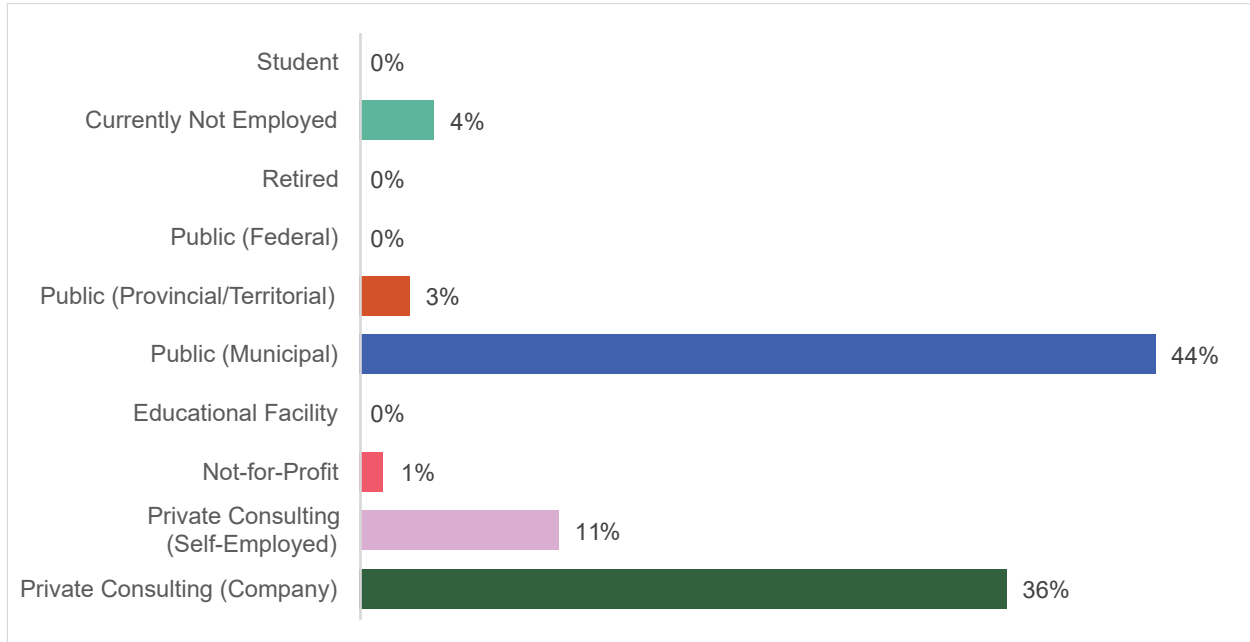


Figure 2. Where Respondents Primarily Reside and Work

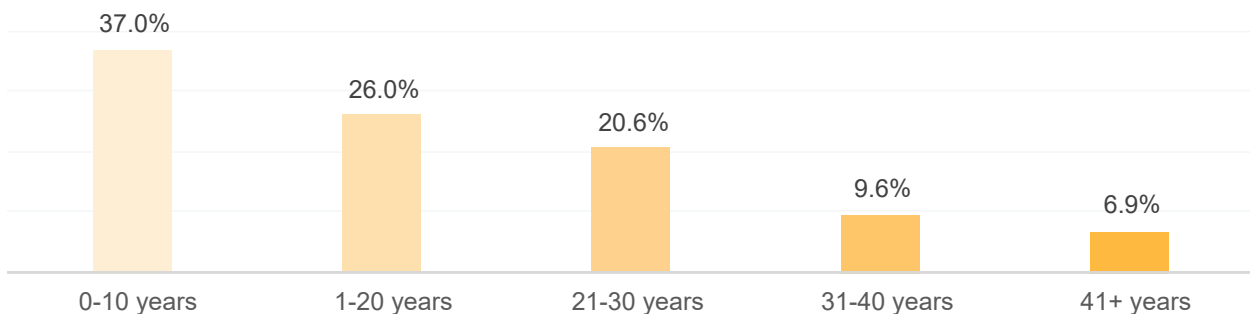


Respondents were then asked to provide what sector of the planning profession they are currently employed (Figure 3). Respondents primarily work in municipal government positions and private consulting firms.



**Figure 3. Respondent Places of Work**

Knowledge of the CIP and PTIA codes of professional conduct are a requirement of the RPP process and so respondents were asked to share their RPP status to understand how many have had the potential opportunity for a thorough review of these documents. 79% of respondents have RPP status and 3% were in the process. Most participants are in their first decade of work; however, the survey received participants from all categories, including five respondents who have been working for over 41 years (Figure 4).



**Figure 4. Respondents Time Worked in the Planning Profession**





The demographic data collected shows a range of experience and residence across Canada. The goal of this survey was to receive a total of 50 participants and was successful with 73 completed responses from ten provinces and territories.

## 5.1.2 HOW PLANNERS USE THEIR CODES OF CONDUCT

The majority of participants use the CIP and PTIA codes of conduct to gain or hold Professional CIP Membership status (MCIP) (Table 4), either through studying for RPP examinations or as mentors to Candidate Members. However, 45% indicated they rarely or never reference the CIP (2016) *Code of Professional Conduct* (Figure 5). Participants noted they have not used the codes of conduct since receiving their RPP designation and do not expect to:

Looked at it once before my exam. I can't imagine I'll ever look at it again.

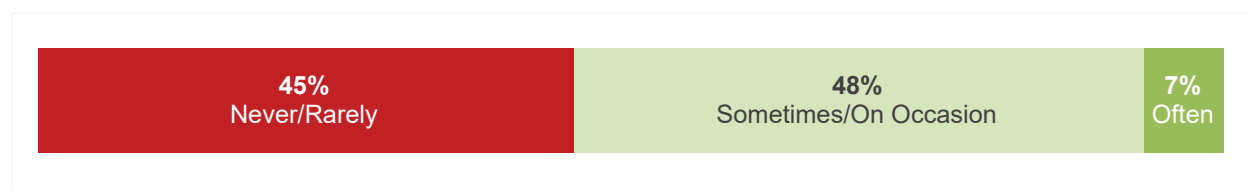
**- BC Planner in Public (Municipal) Practice**

Exclusively for the exam to become an RPP - I have not looked at it since.

**- AB Planner in Private Consulting**

**Table 4. How Survey Participants Use Codes of Conduct**

Category	CIP	PTIAs
Mentorship / RPP studying / gaining CIP Membership	63.0%	56.4%
Facing or enforcing discipline / Legal actions	15.0%	19.1%
Ensuring compliance, completing continuing education, or for professional guidance	18.1%	13.8%
None of the above	3.9%	10.6%



**Figure 5. How Frequently Respondents Reference the CIP Code**



Although 55% of respondents indicated they do occasionally-to-frequently use the document, the results indicate that the CIP (2016) *Code of Professional Conduct* is less frequently referenced by planners outside of RPP designation purposes.

The Canadian Professional Standards Board (PSB) was established in 2012, initiating the RPP designation process. Planning professionals have therefore only participated in this examination process for the last 10 years. When the PSB was established, many planners already working in the profession were given RPP status. Alongside the results from this survey, it can be inferred some planners in the profession have never required a thorough review of the document because they have not completed RPP exams.

One respondent shared that through studying the code for RPP examination, they are now aware of the rules and can reflect on the guiding principles without frequent review:

Since I recently went through the RPP process, I feel like I understand the Code of Conduct and do not need to literally review the document itself. When I see certain decisions or actions taken by planners (professional or not), I reflect on how these relate to the Code.

**- MB Planner, not employed**

Respondents who frequently reference the document clarified that reviewing the codes supported their daily planning practice:

Now that I am an experienced planner, I draw on the tenets which I have incorporated into my overall ethical approach to my day to day planning work.

**- ON Planner in Public (Municipal) Practice**

To be accurate in mentorship, to keep current, to defend it, to assess its application in regards to current practice and assess it against surveys or presentations.

**- ON Planner in Public (Municipal) Practice**

The Codes are also referenced to ensure self-compliance or to enforce them upon other members:

I have used the Code to review the conduct of a colleague in a disciplinary matter.

**- AB Planner in Public (Municipal) Practice**



Educating coworkers about conflict of interest and identifying and preventing conflict of interest/other breaches of the code in my work

**- ON Planner in Public (Municipal) Practice**

When considering a planner’s actions or behaviours that I feel are professionally or ethically questionable, and when considering complaints or questions from the public about a planner’s actions.

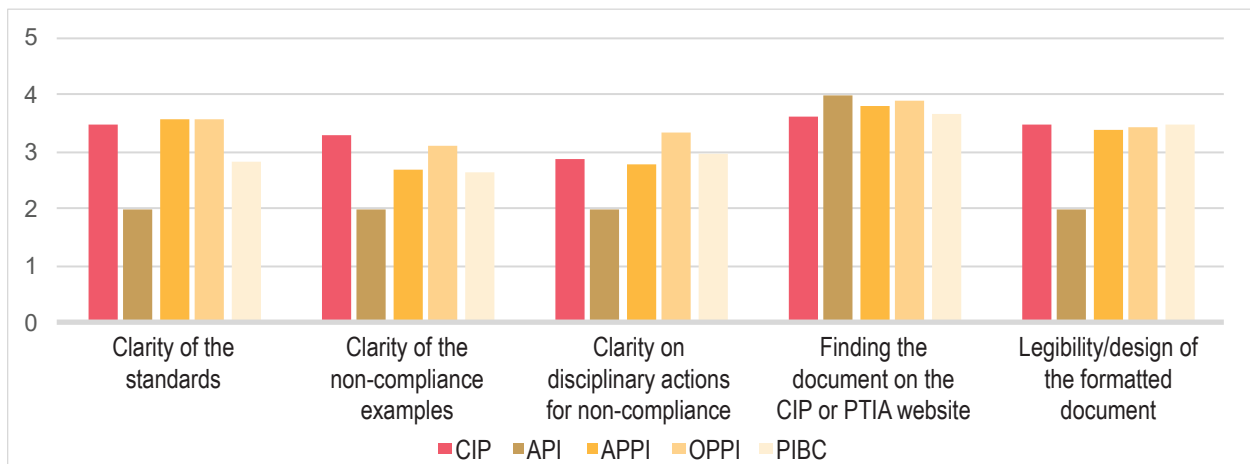
**- AB Planner in Public (Municipal) Practice**

Overall, participants in this survey primarily use the national and provincial codes to: acquire RPP and MCIP designation, ensure compliance, or enforce upon others in the profession.

**5.1.3 PERCEPTIONS OF PLANNING CODES OF CONDUCT**

To better understand how planners are guided by the codes of conduct, the survey requested input on clarity and ease of use of the CIP and PTIA documents from very *poor* (1) – *fair* (3) – *excellent* (5) (Figure 6). As only API, APPI, OPPI, and PIBC currently have codes of conduct, these were the only PTIAs included.

API ranked lowest across most categories in clarity and legibility. However, only one API member responded to this question, therefore not providing an unbiased or broad perspective from the membership. CIP averages at the “fair” level, indicating there is some clarity and legibility but has room for improvement. OPPI and APPI rank similarly to slightly higher across each question.



**Figure 6. Clarity of the CIP and PTIA Codes of Conduct**



Throughout the survey, respondents shared the challenge of having multiple codes of conduct to follow. In provinces such as British Columbia and Ontario, where there are additional provincial codes of conduct and corresponding legislation, planners see little need to reference the national code in their daily planning practice:

I am a member of PIBC. We have our own Code. The CIP Code is irrelevant to me. And, it is unenforceable. CIP Has been told this repeatedly.

**- BC Planner in Private Consulting (Self-Employed)**

OPPIs Code is in force in Onrario [sic], therefore its the focus for practitioners, rather than CIPs.

**- ON Planner in Private Consulting**

It seems as though – based on what is available in other Provinces like Ontario – that the CIP Code of Conduct is more of a base and professional affiliations are encouraged to develop more detailed materials. I think it is unfortunate that MPPI has not done anything in this regard. Such materials would have been beneficial for the professional exam, as well as everyday practice.

**- MB Planner in Private Consulting**

Planners shared varying opinions on the existing planning codes, where negative interpretations focused on the clarity and relevance of the documents for planning professionals, while other respondents noted the values-based structure of the CIP document being helpful:

I can't imagine a less relevant document to working planners.

**- BC Planner in Public (Municipal) Practice**

The code components are fairly well stated but some of the examples are very poor. A lawyer's input on the examples would be warranted.

**- NS Planner in Private Consulting (Self-Employed)**

Clarity on how to put something for a disciplinary review is needed [...] These should not be relied on for decision-making, but it is so confusing and hard and onerous to put this for review so I haven't done it. Saskatchewan in particular seems to have absolutely no ethics disciplinary or review board at all.

**- AB Planner in Public (Municipal) Practice**

I find our Code is principles based which allows for interpretation in a wide variety of circumstances, which I find helpful in coaching, reviewing or conducting hearings

**- AB Planner in Private Consulting**



The code of conduct provides direction for dealing with a variety of situations where client, public, and professional interests may be at odds. For example, as a professional you can not provide a planning opinion that conflicts with one you previously provided, unless new information has emerged, circumstances have substantially changed, etc.

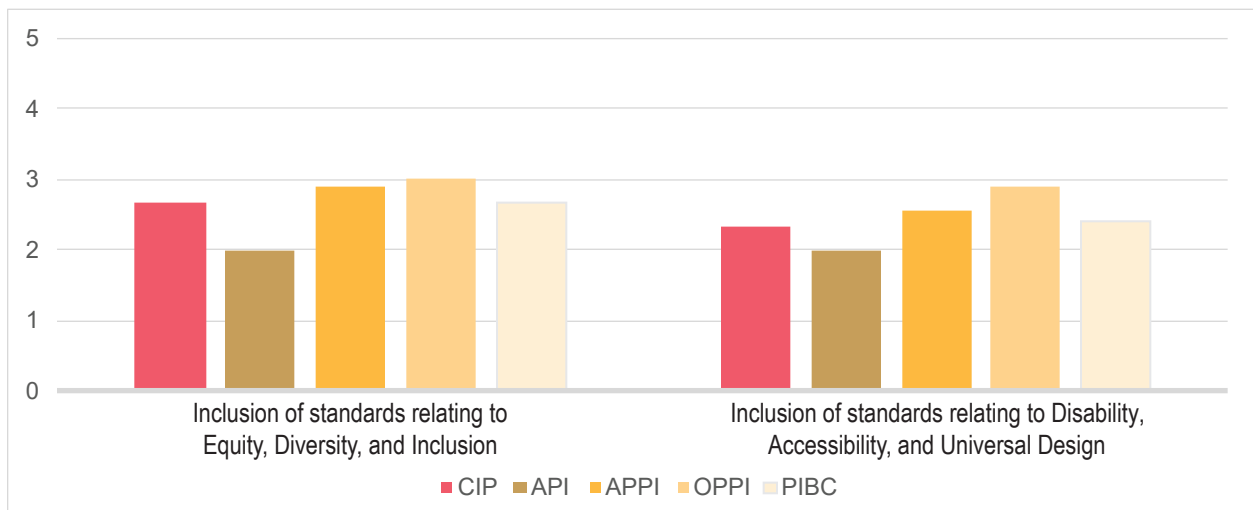
**- MB Planner in Private Consulting**

The variety of existing (and non-existing) PTIA codes creates challenges for planners to understand what codes are applicable and how they are enforced. The broad nature of the CIP code, which other provinces use to guide their own, requires ease of use that can be applied to daily practice.

**5.1.4 INTEGRATION OF DISABILITY AND ACCESSIBILITY IN PLANNING CODES OF CONDUCT**

Perceptions of EDI and disability inclusion in planning codes of conduct were rated from *very poor (1) – fair (3) – excellent (5)* (Figure 7) to understand if planning codes can support the inclusion of disability and accessibility into practice.

The codes ranked between poor and fair nationally and provincially on the inclusion of EDI, disability, and accessibility. The current API and OPPI codes of conduct mention disability in reference to employment equity, not the public, while the PIBC and APPI codes do not mention disability. Since the PTIA codes are inspired by the CIP *Code of Professional Conduct*, each includes a similar broad statement on respecting the diversity of the public.

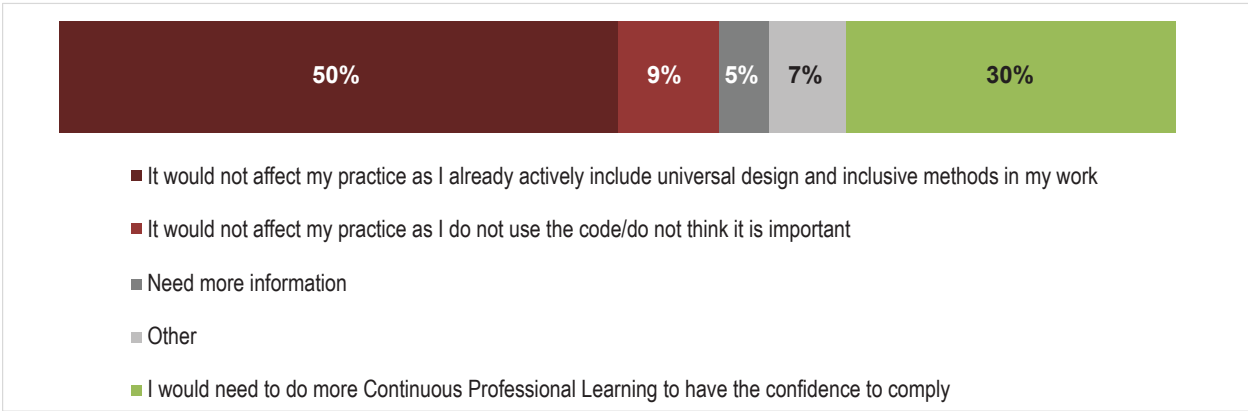


**Figure 7. Ratings on EDI and Disability Inclusion in Planning Codes of Conduct**



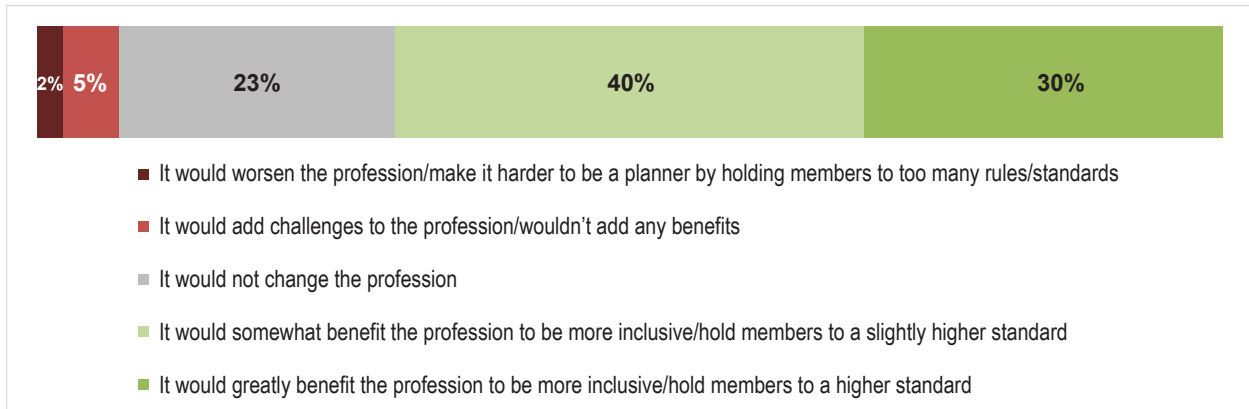
When respondents were asked if they have experienced any challenges or concerns with the CIP or PTIA codes of conduct as they relate to accessibility, 97% and 95% respectively (n = 53) stated that they have not. Those who have faced challenges noted a lack of clear or inclusive language, needing more frequent updating, or confusion in having both a national and provincial code of conduct to review.

59% of respondents felt their practice would not be altered if a line item specifically mentioning disability was added to the CIP *Code of Professional Conduct*, due to 50% already actively committing to these practices, and 9% not perceiving this addition as necessary or do not reference the code (Figure 8).



**Figure 8. How Respondents’ Practices Would Change with a Disability-Inclusive Line Item in the CIP Code**

When asked if respondents felt this type of addition would benefit the profession, 70% believed a new line item would somewhat-to-greatly benefit the profession and hold members to a higher standard (Figure 9). This differs from the previous sentiment on how the practice would change, showing a more positive reaction to adding inclusive language. An error in the survey logic only allowed those who responded "yes" to Question 24: *Have you worked on projects related to disability, on universal accessibility, or with disabled communities?* (n = 44) to respond to the two questions about the addition of a new line item to the CIP *Code of Professional Conduct*. This challenge to the data analysis is discussed further in [Section 6.6.3](#).



**Figure 9. Perceptions of How the Profession Would Change with a Disability-Inclusive Line Item in the CIP Code**

Respondents took the opportunity to share positive and negative sentiments about the addition of disability language in the CIP *Code of Professional Conduct*. Those who viewed this addition as a positive stressed how the code can encourage planners into more equitable practice:

Responsible application of existing codes should mean that inclusion and disability are properly accounted for, however more clarity with regards to inclusion and disability would be appropriate; planners should be held to the highest standards in regards to inclusion and accessibility due to our responsibility to the public good.

**- MB Planner in Private Consulting**

Good to educate our members of these issues regularly so they are fresh in every ones minds and we can incorporate these ideas early in the planning process versus changing what is built which is fine but less intrusive.

**- MB Planner in Development**

One participant suggested that any addition based on equity should be a new line item within the code:

[...] the current item 1.1 is too generic. It would be ideal if a new, separate item was written from an equity perspective, perhaps asking planners to elevate the needs and desires of people who are disadvantaged, such as people with disabilities.

**- SK Planner in Public (Municipal) Practice**



Not all respondents believe including more equitable language would benefit the profession, and noted that these changes could instead cause unintended exclusion:

Modifying any Code to include the points raised in your survey, unfortunately has the exact opposite affect to what is intended. Saying nothing demonstrates inclusion. Saying somethim [sic], demonstrates exclusion. Good planning is our goal. The Code speaks to HOW this is done, or conversely sets a limit to what is bad planning. Requiring RPPs to include certain groups may, in practice lead to focusing on the identified groups, exluding [sic] others.

**- ON Planner in Private Consulting**

[...] I would say we don't need to add these in as if we list every issue then the code becomes a laundry list. As planners we need to be aware of those of differing incomes and abilities when planning our communities.

**- MB Planner in Development**

Would create significantly more challenges/disciplinary issues, probably unwarranted, by those non-planners who feel aggrieved.

**- ON Planner in Public (Municipal) Practice**

Others shared how the CIP *Code of Professional Conduct* currently does not provide enough clarity or enforceable power over planning professionals to create any change in the profession if updated:

Policy and legislation is the only place where it can have teeth and be certain it will be implemented.

**- ON Planner in Public (Municipal) Practice**

The Code of Conduct has little teeth right now, but it would be great to see this language included.

**- MB Planner in Private Consulting**

The CIP codes of conduct are poorly enforced already, and including it in the code of conduct would not address the problem of planners recommending accessible decisions and actions then being ignored by decision-makers.

**- ON Planner in Private Consulting (Self-Employed)**

It would be good to bring more awareness of these issues with an update to the Code and be more inclusive, but I can't say that it would greatly benefit the profession as I rarely ever refer to the current Code in my planning practice.

**- MB Planner in Public (Municipal) Practice**

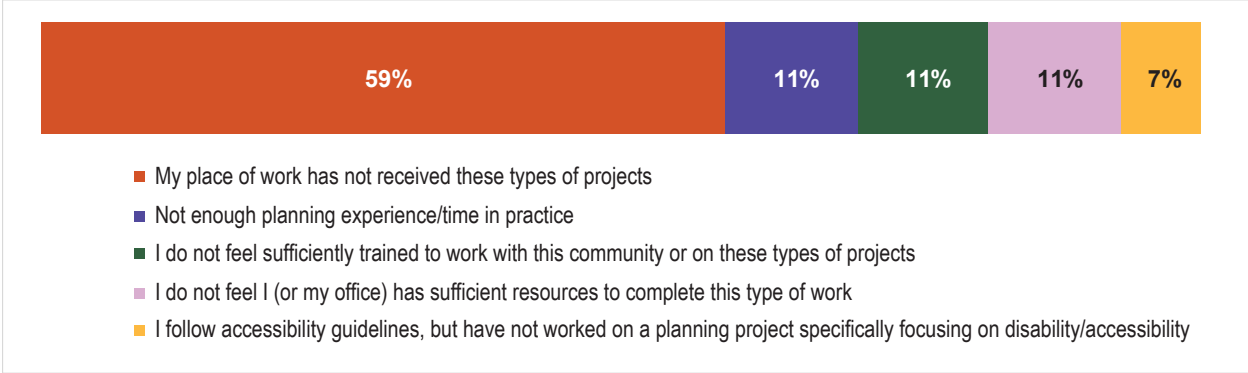




Throughout the survey, respondents included suggestions for how best to include accessible and inclusive practices further outlined in [Section 5.1.5](#). Since PTIAs are responsible for the regulation of the codes, respondents suggested the PTIA codes should mirror any changes made to the CIP document. Others suggested the CIP code be completely remodelled through an EDI lens instead of adding one new line item and referenced the AICP (2021) *Code of Ethics and Professional Conduct* as a suitable document to replicate. Overall, planners believe the existing codes of conduct in Canada need updating to inspire equitable practice.

### 5.1.5 PLANNERS WORKING WITH DISABILITY AND ACCESSIBILITY

When asked to describe their experience working with disabled populations or on projects relating to accessibility, 60% of respondents said they have never worked on projects related to disability in this practice area and shared this was often due to their place of work not receiving these types of projects (Figure 10).



**Figure 10. Why Respondents Have Not Worked on Planning Projects Related to Disability, Universal Accessibility, or with Disabled Communities**

Some respondents provided additional context, noting that while they have not worked on projects focusing on disability, they do apply inclusive policies in their work. Respondents are challenged by working in disability because these types of projects have historically not been front of mind for the planning profession, especially in planning education.

My 1970’s masters program [...] scarcely touched on the topic in any context. At the time, “access” pretty well meant access for a person travelling in a wheelchair and the physical design standards related to sidewalk curbs, ramps etc were still pretty new and generally fell to architects to deal with.

**- NS Planner in Private Consulting (Self-Employed)**



Training and education around disability isn't something I've encountered much in my educational and professional career. We covered universal accessibility and inclusive design at a high-level through project work in school. But I'm not sure how to integrate it into my work / where I can go for authoritative, additional resources. Especially when it comes to inclusive and accessible public engagement processes and activities. I also feel a lot of focus and considerations are often placed around physical disabilities over mental / cognitive / "invisible" disabilities.

**- MB Planner in Private Consulting**

Others shared how the profession does not value of this type of work:

While I have not worked on any projects that I would consider to be accessibility-based, these features are brought forth in a small capacity through the design process. However, this is often not a primary concern for private developers. Making it clear that accessibility advocacy is an ethical/professional responsibility for planners could be a good next step to help raise it's [sic] importance in the planning process.

**- MB Planner, not employed**

the only way these have been (barely) touched have been in the Accessibility Standards, but they are 'passed on' to designers as a requirement, with no application on my part.

**- AB Planner in Public (Municipal) Practice**

I believe municipal planners do try though [sic] public engagement to address these issues but they are not at the forefront of planning practices.

**- ON Planner in Public (Municipal) Practice**

One planner described how the ease of working on these types of projects varies depending on the province or territory and the legislation in place there:

I would say Ontario is much better in terms of resources and standards, particularly due to the AODA and the host of regulatory and guiding documents that accompany that legislation. Saskatchewan is by comparison very poor.

**- SK Planner in Public (Municipal) Practice**

Those who have worked on disability-related projects indicated building codes and provincial accessibility acts as the most utilized resources that support their practice (Table 5), which are the most enforceable existing resources available.

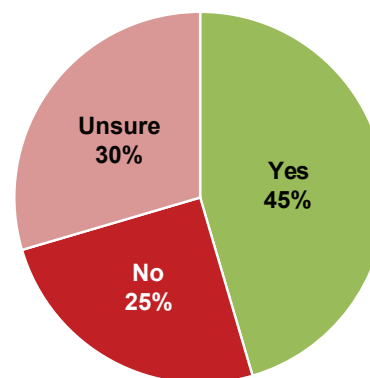


Only 45% of respondents indicated that there are sufficient existing resources for planners to complete disability-related projects (Figure 11). Since 60% of respondents have not worked on specific disability-related projects, the 30% of planners who do not know if there are enough resources is understandable, as they may have never required these resources before.

**Table 5. Resources Referenced for Projects on Disability, Universal Accessibility, or Collaborating with Disabled Communities and DPOs**

Building Codes	21%
Provincial Accessibility Acts (e.g., AODA, AMA)	21%
Non-academic Disability Literature	13%
Provincial Planning Acts	11%
Academic Disability Literature	10%
Federal Accessibility Acts (e.g., ACA)	9%
Non-Canadian Legislation (e.g. ADA)	9%
Municipal Policies	4%
Consultation with PWDs or DPOs	3%

**Figure 11. Respondent Opinions if Enough Resources Exist to Support Work Relating to Disability and Inclusion**



Respondents then suggested additional resources which would allow planners to provide better services for disability-related projects:

- Increases in legislation and policy to hold planners accountable to legal documents.
- Increasing public funding to support initiation and completion of these types of projects.
- Participating in more engagement with disabled people and DPOs to learn from their lived experiences and needs.
- Having more toolkits, guidelines, best practices, and case studies to provide clearer examples, precedents, and steps to complete the work properly. Respondents noted there should be increased continuing education opportunities such as webinars and courses on this topic offered from planning institutes.
- Hiring specialized and dedicated professionals to work in planning offices to provide support and guidance.
- Ensuring our planning institutes are monitoring other provinces, companies, and countries for their best practices.

While less than half of the survey respondents have participated in projects relating to disability and accessibility, the results show that planning professionals are searching for increased resources, education, and support to include these services in their practice.



### 5.1.6 SUMMARY

The responses to the survey indicate that planners do not frequently reference the CIP *Code of Professional Conduct* throughout their planning careers. Respondents shared that the required reading of the code for RPP examinations and the mentorship process is the main reasoning for review, and outside of these examples, are not frequently used. This inferred two points: 1) the *Code of Professional Conduct* is an important document for guiding new planning professionals in their upcoming practice and, 2) without stricter need for review, planning professionals who did not go through the RPP process have little need to reference the document.

Planning professionals seek more guidance on including disability, accessibility, and universal design, whether or not they have worked on these projects before. Increasing legislation and guiding frameworks can encourage, support, and enforce planners to increase inclusivity in their daily practice. Adding a line item specifically mentioning disability inclusion can both inspire future generations of planners and hold planning professionals accountable for decreasing marginalization in the profession.



## 5.2 CRITICAL DISCOURSE ANALYSIS OF PLANNING CODES OF PROFESSIONAL CONDUCT

CDA was completed on national planning codes of professional conduct using Mullet's (2018) *General Critical Discourse Analysis Framework for Educational Research* (pp. 123-125). This framework provides the necessary background for a review of the codes through multiple methods of analysis to understand the discourse of disability inclusion within the established context of the global planning profession.

### 5.2.1 MULLET'S (2018) CRITICAL DISCOURSE ANALYSIS FRAMEWORK

Mullet's (2018) framework provides a guiding structure for CDA research in higher educational settings. This framework was chosen due to its simplified structure and relevance to a broad range of research interests. It is "designed for flexibility and simplicity, condenses many CDA approaches into a set of easily conceptualized levels of analysis without sacrificing the core principles of CDA. This makes possible use of the framework for a variety of research problems across disciplines" (p. 121). There is room for interpretation within each of the steps, as the structure stresses objective over the outcome. However, the data is left to the researcher's interpretation, leaving space for bias. "These limitations leave open potential for the research to further the researcher's own ideological agenda, rather than the agenda of the disempowered" (p. 123).

My personal lived experience as a disabled person and the sole researcher for this Capstone has been described previously in [Section 1.4](#) and continues in [Section 6.6](#). My lived experience provides first-hand exposure as a frequently forgotten stakeholder in planning and design decisions, a challenge to the disabled community previously established in the literature review. My disabled experience within design, planning, and research enhances the quality of the critical discourse analysis through my deep understanding of the present power relationship between planners and disabled people. Declaring my stance in the research and acknowledging I do not know everything nor hold myself above the texts provides the required transparency needed to perform critical discourse analysis (Mullet, 2018, p. 120).



## 5.2.2 STAGE 1: SELECTING THE DISCOURSE

As previously discussed in [Sections 1.0](#) and [4.0](#), disability and accessibility legislation for built environments continues to increase. However, as discovered from the literature review, there is an existing lack of disability and inclusion in planning literature and processes. CDA assists in finding the manifestations and influences of power structures in the text (Mullet, 2018, p. 119). For this application of CDA, I have interpreted the incorporation of disability and inclusion language in planning codes of professional conduct.

## 5.2.3 STAGE 2: LOCATING AND PREPARING DATA SOURCES

To analyze the discourse of disability and inclusion in planning, I reviewed four codes of professional conduct from the following English-speaking national planning institutions:

<b>Canadian Institute of Planners (CIP)</b>	<i>Code of Professional Conduct (2016)</i> <i>Statement of Values (2016)</i>
<b>American Institute of Certified Planners (AICP)</b>	<i>Code of Ethics and Professional Conduct (2021)</i>
<b>Planning Institute Australia (PIA)</b>	<i>Code of Professional Conduct (2020)</i>
<b>Royal Town Planning Institute (RTPI)</b>	<i>Code of Professional Conduct (2016)</i>

Each document was analyzed in its entirety. National planning institute websites were reviewed for context in the following section.

## 5.2.4 STAGE 3: EXPLORING THE BACKGROUND OF THE TEXTS

Planning codes of conduct are created by planning institutes as guiding documents for members to practice professional behaviour. The audience is professional planners at any stage of their career or level of membership. The CIP (2016) and AICP (2021) codes refer to “certified” planners, meaning those who hold professional planner title or certification. The PIA (2020) and RTPI (2016) documents apply to all membership categories including those who do not hold a planning title. Background information in addition to historical and social context are further detailed in Table 6.



Table 6. Background Information on Analyzed Codes of Professional Conduct

Document	Background
<p><b>CIP Code of Professional Conduct (2016) and Statement of Values (2016)</b></p>	<p><b>Document Author and Characteristics</b></p> <ul style="list-style-type: none"> <li>• 7,947 members (CIP, 2021).</li> <li>• No committee is listed alongside the posting or document of the CIP <i>Code of Professional Conduct</i>. It is assumed (but not confirmed) that the CIP Staff and Board of Directors update it.</li> <li>• CIP Vision Statement: “The leading and globally respected voice of Canadian professional planning” (CIP, n.d.-a).</li> </ul> <p>“CIP advocates for planners nationally and internationally, and provides membership services that help planners advance in their careers. The Institute is a member-based organization with its management complemented by volunteers, who support and contribute to our activities on various levels” (CIP, n.d.-a).</p>
	<p><b>Document Purpose and Social Context</b></p> <ul style="list-style-type: none"> <li>• The CIP <i>Statement of Values</i> is included as an appendix to the <i>Code of Professional Conduct</i> and is embedded in the download of the document.</li> </ul> <p>“Planners who have passed the requirements to become certified in their province or territory of practice must fulfill fundamental responsibilities to: The public interest; clients and employers; the professional and other planners” (CIP, n.d.-b).</p> <p>“PTIAs shall establish by By-law policies and practices necessary to administer their Codes of Professional Conduct to ensure the proper handling of complaints, investigations, disciplinary reviews, sanctions, and appeals, and to reduce risk and liability. Such information shall reflect legal requirements and best practices used by professional associations” (CIP, 2016).</p>
	<p><b>Historical Context of Document and Producer</b></p> <ul style="list-style-type: none"> <li>• CIP was founded in 1919 as The Town Planning Institute of Canada, with the intent “to promote the discipline of planning amid Canada’s hectic post-WWI growth” (CIP, 2022, Section: May 1919, para. 2).</li> <li>• 1952: the Institute began recognizing planning programs across Canada to ensure formal training (CIP, 2022).</li> <li>• 1974: renamed to Canadian Institute of Planners and recognized provincial chapters (PTIAs) as equal Affiliates in 1986 to manage membership services (CIP, 2022).</li> <li>• In the 2000s, the CIP joined reciprocity agreements with AICP and PIA (CIP, 2022).</li> <li>• No date provided for the establishment of the CIP <i>Code of Professional Conduct</i> on the CIP website.</li> </ul>

Table continues on next page.



Document	Background
<p><b>AICP (2021) Code of Ethics and Professional Conduct</b></p>	<p><b>Document Author and Characteristics</b></p> <ul style="list-style-type: none"> <li>• 17,500 members (APA, 2021).</li> <li>• In 2021, the code was updated by the AICP Code Update Task Force (consisting of AICP members), then brought to the AIP and AICP membership for review and comments before adoption by the AICP Commission (Brown, 2021).</li> </ul> <p>“The American Institute of Certified Planners provides the only nationwide, independent verification of planners' qualifications. Certified planners pledge to uphold high standards of practice, ethics, and professional conduct, and to keep their skills sharp and up to date by continuously pursuing advanced professional education” (AICP, n.d.-a, para. 1).</p>
	<p><b>Document Purpose and Social Context</b></p> <p>“87% of planning employers report that it is important that staff demonstrate allegiance to a code of ethics” (AICP, n.d.-d, para. 3).</p> <p>“The AICP <i>Code of Ethics and Professional Conduct</i> serves three purposes:</p> <ol style="list-style-type: none"> <li>1. Defines the aspirational principles for all those who participate in the planning process.</li> <li>2. Defines the rules of practice and behavior to which all members of AICP are held accountable.</li> <li>3. Defines the procedures for enforcement of these rules.</li> </ol> <p>This Code is a guide to the ethical conduct required of AICP members. The Code also informs the public of the principles to which professional planners are committed” (AICP, n.d.-b, para. 2).</p> <p>“For AICP planners, both the principles and the rules are intended to be used together. The aspirational principles, while not enforceable, present the foundation for the profession's shared values, and the basis for the rules” (AICP, 2021, p. 1).</p>
	<p><b>Historical Context of Document and Producer</b></p> <ul style="list-style-type: none"> <li>• 1978: the American Institute of Planners and American Society of Planning Officials joined to form the American Planning Association (APA) and the AICP (APA, n.d., Section: A Brief History).</li> <li>• The AICP was created to “be responsible for the national certification of professional planners” (APA, n.d., Section: A Brief History, para. 3).</li> <li>• The Code was created in 1948 under the American Institute of Planners (Brown, 2021).</li> <li>• <i>Code of Ethics and Professional Conduct</i> came into effect in June 2005 and as been revised twice: April 2016 and November 2021 (AICP, 2021).</li> <li>• 2005-2006 saw 16 total ethics cases. 2020-2021 saw 49 total ethics cases and 284 requests for informal advice (AICP, n.d.-c).</li> </ul>

Table continues on next page.





Document	Background
<b>PIA (2020) Code of Professional Conduct</b>	<p><b>Document Author and Characteristics</b></p> <ul style="list-style-type: none"> <li>• 5,300 members in 2021 (PIA, 2021).</li> </ul> <p>“Planning Institute of Australia (PIA) is the national body representing planning and the planning profession.</p> <p>Through education, communication and professional development, PIA is the pivotal organisation serving and guiding thousands of planning professionals in their role of creating better communities” (PIA, n.d.-a, para. 1).</p>
	<p><b>Document Purpose and Social Context</b></p> <p>“All Members of the Planning Institute of Australia are bound by the PIA <i>Code of Professional Conduct</i>. The Code provides the core principles of conduct required of PIA Members to ensure they practice their profession with the highest ethical and professional standards to foster confidence and respect for the planning profession within the community” (PIA, n.d.-b, para. 1).</p> <p>“Upon the granting of Membership of all classes, the Members of the Planning Institute Australia (PIA) commit to upholding this <i>Code of Professional Conduct</i>. Members accept that they will be held accountable for their conduct under this Code and the disciplinary procedures of the By-Laws of the Institute” (PIA, 2020, p. 1).</p>
	<p><b>Historical Context of Document and Producer</b></p> <ul style="list-style-type: none"> <li>• PIA founded in 1951 as the Royal Australian Planning Institute. Renamed the Planning Institute of Australia in 2002 (PIA, n.d.-c, para. 1).</li> <li>• PIA <i>Code of Professional Conduct</i> was adopted in April 2014 and has been revised four times: August 2016, November 2016, November 2017, and November 2020 (PIA, 2020).</li> </ul>
<b>RTPI (2016) Code of Professional Conduct</b>	<p><b>Document Author and Characteristics</b></p> <ul style="list-style-type: none"> <li>• 26,155 members in 2020 (RTPI, 2020).</li> </ul> <p>“[The RTPI] are a leading membership organisation and a Chartered Institute responsible for maintaining professional standards and accrediting world class planning courses nationally and internationally” (RTPI, n.d.-a, para. 1).</p> <p>“The Board of Trustees may issue a code or codes of professional conduct and practice setting out the standards, ethics and professional behaviour expected of Members and may from time to time amend any such code or codes or any part or parts thereof” (RTPI, 2018, p. 4).</p>

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Document	Background
<b>RTPI (2016) Code of Professional Conduct</b>	<b>Document Purpose and Social Context</b> <p>“The Royal Town Planning Institute, as constituted by Royal Charter, (the ‘Chartered Institute’) exists to advance the science and art of planning for the benefit of the public. To achieve this the Chartered Institute requires planning professionals to meet and maintain high standards of competence and conduct themselves in a way that inspires trust and confidence in the profession.</p> <p>This document is, in accordance with the Chartered Institute’s Byelaws, a code of professional conduct and practice setting out the standards, ethics and professional behaviour expected of Members. The Chartered Institute requires its Members to adhere to five core principles, namely:</p> <ul style="list-style-type: none"><li>• Competence, honesty and integrity</li><li>• Independent professional judgement</li><li>• Due care and diligence</li><li>• Equality and respect</li><li>• Professional behaviour” (RTPI, 2016, p. 2).</li></ul>
	<b>Historical Context of Document and Producer</b> <p>“The term town planning was first used in Britain in 1906. The statutory practice of town planning stemmed from the Housing, Town Planning, etc. Act 1909, which permitted local authorities to prepare such schemes for land in course of development, or likely to be developed” (RTPI, n.d.-c).</p> <ul style="list-style-type: none"><li>• RTPI was founded in 1913 and became a charity organization in 1960 (RTPI, n.d.-b).</li><li>• RTPI <i>Code of Professional Conduct</i> (2016) was last amended February 2016 by the Board of Trustees (RTPI, 2016).</li><li>• No date is provided for the initial establishment of the RTPI <i>Code of Professional Conduct</i>, however, versions of the document are available from the RTPI office from as early as 1985.</li></ul>



## 5.2.5 STAGE 4: IDENTIFYING OVERARCHING THEMES

Deductive coding was applied to the four national planning codes of conduct examined in this study. Eleven deductive codes were created from the three research questions for text analysis (Table 7). An example segment of the initial Code Book can be found in [Appendix D](#).

Table 7. Deductive Code Categories for Planning Codes of Conduct

Category and Label	Details and Examples
<p>C1</p> <p><b>Inclusion of justice, positive or mandatory</b></p> <p>Research Questions: 1, 2</p>	<p><i>A focus on equity, inclusion, and justice (positive sentence structure).</i></p> <p>E.g., “Members must act with honesty and integrity throughout their career” (RTPI, 2016, p. 3).</p> <p><i>Keywords: accessible, acknowledge, age, awareness, balance, belief, benefit, bias, BIPOC, commitment, compassionate, competence, confidential, conflict, conserve, consideration, courtesy, creed, cultural, diligence, disability, disadvantaged, disclosure, discrimination, diversity, equity, ethical, exclusion, fair, gender, healthy, heritage, honest, Indigenous, inclusion, integrity, justice, LGBTQ+, low-income, marginalized, meaningful, mindful, mitigate, mobility, nationality, needs, people of colour, privilege, public interest, respect, responsibility, rights, safe, sexuality, social justice, status, supplant, sustainability, underrepresented, values</i></p>
<p>C2</p> <p><b>Inclusion or challenges of justice, negative or prohibitive</b></p> <p>Research Questions: 1, 2</p>	<p><i>A focus on equity, inclusion, and justice (prohibitive or negative sentence structure).</i></p> <p>E.g., “A Member unreasonable dismisses ethnic and/or religious based concerns” (CIP, 2016, p. 1).</p> <p><i>(Keywords from C1 partnered with) without, may not, must not, should not, only within, not, not attempt to</i></p>
<p>C3</p> <p><b>Active inclusion of disability</b></p> <p>Research Questions: 1, 2</p>	<p><i>Specific reference to the inclusion of disabled people.</i></p> <p>E.g., “Our Members will: not discriminate on the grounds of race, creed, gender, age, location, social status or disability” (PIA, 2020, p. 5).</p> <p><i>Keywords: disabilities, disabled people, disability, ability, universal accessibility, accessibility, inclusive</i></p>

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Category and Label		Details and Examples
C4	<b>Processes and procedures</b> Research Questions: 1, 2	<p><i>Explanations of how the documents are to be used, how to complete processes, or steps readers must take to apply the text.</i></p> <p>E.g., “This document contains guidance notes that do not form part of the Code proper but serve as examples or provide further information. The guidance notes are not an exhaustive list of examples” (PIA, 2020, p. 3).</p> <p><i>Keywords: this document, purpose, process, terms, provisions, procedures, includes, provide</i></p>
C5	<b>Presented barriers or challenges</b> Research Questions: 1, 2	<p><i>Examples or explanations of existing challenges or barriers to planners or the public, or challenges presented to these groups when enforcing or following the code.</i></p> <p>E.g., “Members shall: inform the client or employer in the event of a conflict between the values or actions of the client or employer and those of this Code in a timely manner” (CIP, 2016, p. 2).</p> <p>“Recognize and work to mitigate the impacts of existing plans and procedures that result in patterns of discrimination, displacement, or environmental injustice” (AICP, 2021, p. 3).</p> <p><i>Keywords: conflict, non-compliance, issues, issues of, historical, patterns of, unintended, existing</i></p>
C6	<b>Author's voice is dominant</b> Research Questions: 2, 3	<p><i>Written in first-person voice, from the author (in this case, the national planning institute).</i></p> <p>E.g., “This Code provides the core principles of conduct required of our Members to ensure they practice their profession with the highest ethical and professional standards” (PIA, 2020, p. 3).</p> <p><i>Keywords: our, the Institute, our Members</i></p>
C7	<b>Strong actions/ prescriptions</b> Research Questions: 1, 2, 3	<p><i>Verbs that are mandatory, commanding, or obligatory.</i></p> <p>“We shall not accept an assignment from a client or employer when the services to be performed involve conduct that we know to be illegal or in violation of this code” (AICP, 2021, p. 5).</p> <p><i>Keywords: must, shall, shall not, will, ensure, adhere to, do not, will not, abstain</i></p>

*Table continues on next page.*



Category and Label		Details and Examples
C8	<b>Weak actions/ prescriptions</b> Research Questions: 1, 2, 3	<i>Verbs that are suggestive, possible, or unclear.</i> “To value the natural and cultural environment” (CIP, 2016b, p. 3). <i>Keywords: acknowledge, value, respect, seek, could, should, may, where applicable, where reasonable, strive</i>
C9	<b>Consequences and disciplinary measures</b> Research Questions: 2, 3	<i>Information on how discipline is enacted or consequences of actions by planning professionals.</i> “We adhere to the following Rules of Conduct informed by the Aspirational Principles, and we understand that our Institute will enforce compliance with these rules. If we fail to adhere to these Rules we could receive sanctions, the ultimate being the loss of our certification” (AICP, 2021, p. 4). <i>Keywords: discipline, consequence, fail to adhere, breach, convicted, discipline committee, investigation, complaint, expelled, sanctions, supplant, legal</i>
C10	<b>References to documents, groups, and legal processes</b> Research Questions: 1, 2, 3	<i>Specific reference to documents, legal processes, people, or groups.</i> “The Board of Trustees, acting under Byelaw 19, has power to discipline any Member who: a. in the opinion of a disciplinary committee contravenes any of the provisions of the Code of Professional Conduct, including the supplementary regulations referred to in Annex A to the Code, or of the Royal Charter and Byelaws” (RTPI, 2016, p. 5).
C11	<b>Reader's voice is dominant (first person)</b> Research Questions: 2, 3	<i>Written in the voice of the reader (in this case, the planning professional or member).</i> “Our primary obligation as planners and active participants in the planning process is to serve the public interest and these principles further that purpose” (AICP, 2021, p. 1). <i>Keywords: our, as planners, we, we shall, we are</i>

The categories were then merged into five overall themes (Table 8), and the texts were reviewed by analyzing each paragraph for occurrences of the themes, then calculated into a percentage within the total of all theme occurrences (Table 9). For an example of a coded segment of the texts, please see [Appendix D](#). Overall, all texts included less discourse within *Theme 3: Discipline and Consequence* and more within *Theme 4: Strength and Power* and *Theme 2: Encouragement of Inclusion, Justice, and Fairness*. Further analysis of the relationship of these themes is found in [Section 6.0](#).



Table 8. Established Themes

Theme	Subthemes	Summary Description	Examples
<b>T1: Procedures and Processes</b>	<p><i>Rules to follow</i></p> <p><i>Authorities to be mindful of</i></p>	<p>Explaining processes and procedures for the reader/user (planning professionals) and the author (planning institutes) for compliance.</p>	<p>“3.7 only sign or seal a final drawing, specification, plan, report, or other document actually prepared or checked by a Member” (CIP, 2016, p. 3).</p> <p>“a) Informal advice will be given orally. However, the Ethics Officer will keep a record of the issue raised and the advice given” (AICP, 2021, p. 7).</p>
<b>T2: Encouragement of Inclusion, Justice, and Fairness</b>	<p><i>Language enforcing balanced power structure</i></p> <p><i>An imbalance favouring the non-marginalized</i></p>	<p>Emphasizing consideration and the need for inclusion, justice, equity, and fairness.</p>	<p>“3. People who participate in the planning process shall work to achieve economic, social and racial equity” (AICP, 2021, p. 3).</p> <p>“Our Members will: treat others with courtesy and respect, without discrimination, harassment, coercion or inappropriate conduct” (PIA, 2020, p. 5).</p>
<b>T3: Discipline and Consequence</b>	<p><i>How planners can uphold the code.</i></p> <p><i>How the planning institute upholds the code</i></p>	<p>Explaining disciplinary processes, and procedures for failures to comply with the document.</p> <p>Text indicates power of the author over the reader/ user.</p>	<p>“Disciplinary action will be taken only when the Chartered Institute believes that the Member is personally responsible for the conduct or action in question” (RTPI, 2020, p. 5).</p> <p>“An ethics complaint shall be sent to the AICP Ethics Officer on a form developed by the Ethics Officer and posted on the AICP website” (AICP, 2021, p. 9).</p>

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Theme	Subthemes	Summary Description	Examples
<b>T4:</b> <b>Strength and Power</b>	<i>Planning institutes hold power over planners</i>	Suggestion of authors' power over the reader or user, or user over the public, often through prescriptive statements.	"It is the duty of every Member who is the subject of investigation by the Chartered Institute to assist the Chartered Institute in its investigations" (RTPI, 2016, p. 5).
	<i>Planner holds power over others</i>		"Members shall: not attempt to supplant another Member once made aware that definite steps have been taken toward the others employment" (CIP, 2016, p. 3).  "Serve as advocates for the public or private sector only when the client's objectives are legal and consistent with the public interest." (AICP, 2021, p. 3)
<b>T5:</b> <b>Neutrality and Weakness</b>	<i>Vague or confusing language</i>	Questioning the power of the author over the reader, or provides unsubstantial statements that cannot be upheld by the author.	"Members shall: acknowledge the values held by the client or employer in work performed, unless such values conflict with other aspects of this code" (CIP, 2016, p. 2).
	<i>Lacking explanatory text</i>		

Table 9. Occurrences of Themes Throughout the Texts

	Theme Occurrence					Legend
	T1	T2	T3	T4	T5	
<b>CIP</b>	48.6%	73.0%	24.3%	64.9%	40.5%	highest % in theme
<b>AICP</b>	62.1%	60.6%	40.9%	77.3%	42.4%	lowest % in theme
<b>PIA</b>	51.4%	56.8%	5.4%	56.5%	37.8%	highest % in text
<b>RTPI</b>	74.0%	28.1%	14.6%	78.1%	34.4%	lowest % in text





## 5.2.6 STAGE 5: ANALYZING THE EXTERNAL RELATIONS TO THE TEXT (INTERDISCURSIVITY)

The texts were reviewed in Stage 5 for language communicating two social practices:

- 1) The importance and need for social inclusion; and
- 2) Planners being held accountable.

These social practices were chosen in recognition of Research Questions 1 and 3:

1. *How can accessibility requirements be integrated into professional planning codes of conduct, and more specifically, the Canadian Institute of Planners (CIP) Code of Professional Conduct?*
2. *How are planning professionals guided and influenced by their planning codes of conduct?*

The analysis assisted in understanding how the texts are influenced by societal ideologies, how they communicate these ideologies to change planning practice, and how planners are influenced to apply them (Tables 10 and 11).

**Table 10. Occurrence of Inclusion in the Texts**

Text	Discussion on Inclusive Practices	Examples
<p><b>CIP Code of Professional Conduct (2016)</b></p>	<p>Three points include actionable statements on inclusive practices.</p> <p>Often, the verbs used in these instances are weaker (e.g., “practice,” “respect,” “acknowledge”) providing less clarity and emphasis on the necessity of inclusion.</p> <p>There is no specific mention of disability or accessibility.</p>	<p>“Members shall:</p> <p>1.1 practice in a manner that respects the diversity, needs, values and aspirations of the public and encourages discussion on these matters; <i>[A Member unreasonably dismisses ethnic and/or religious based concerns.]</i></p> <p>1.2 acknowledge the inter-related nature of planning decisions and the consequences for natural and human environments; <i>[A Member recommends the elimination of an engineering requirement which they know is required to protect public safety.]</i></p> <p>1.3 provide opportunities for meaningful participation and education in the planning process to all interested parties. <i>[A Member conducts a public hearing process without the required notice(s) or without indicating to a member of the public that their speaking time will be limited]” (p. 1).</i></p>

*Table continues on next page.*





Text	Discussion on Inclusive Practices	Examples
<p><b>CIP Statement of Values (2016)</b></p>	<p>Document is framed as aspirational values for Canadian planners, and many items in this document focus on inclusion. The values are typically vague and do not make specific mention of processes or procedures. Often statements combine focus areas (e.g., natural and cultural environment).</p> <p>There is no specific mention of disability or accessibility.</p>	<p>“To respect and integrate the needs of future generations. CIP Members recognize that their work has cumulative and long-term implications. When addressing short-term needs, CIP members acknowledge the future needs of people, other species and their environments, and are to avoid committing resources that are irretrievable or irreplaceable” (p. 1).</p> <p>“To respect diversity. CIP Members respect and protect diversity in values, cultures, economics, ecosystems, built environments and distinct places” (p. 1).</p>
<p><b>AICP (2021) Code of Ethics and Professional Conduct</b></p>	<p><i>Section A: Principles to Which We Aspire</i> includes specific mention of inclusionary processes as well as disabled people. However, this section is not enforceable.</p> <p>There is no specific mention of inclusion, disability, or accessibility in <i>Section B: Rules of Conduct</i>, which is enforceable by the Institute.</p> <p>The end of the document lists a glossary of terms, which include definitions for diversity, equity, environmental injustice, harassment, historic patterns of inequity, inclusion, Indigenous peoples, privilege, social justice, and substantial injury.</p> <p>Disability and ability are specifically mentioned in the definitions for diversity, harassment, and historic patterns of inequity.</p>	<p>“1.2. Be conscious of the rights of others. Develop skills that enable better communication and more effective, respectful, and compassionate planning efforts with all communities, especially underrepresented communities and marginalized people, so that they may fully participate in planning. Respect the experience, knowledge, and history of all people” (p.1).</p> <p>“1.5. Incorporate equity principles and strategies as the foundation for preparing plans and implementation programs to achieve more socially just decision-making. Implement, for existing plans, regulations, policies and procedures, changes which can help overcome historical impediments to racial and social equity. Develop metrics and track plan implementation over time to measure and report progress toward achieving more equitable outcomes” (p. 2).</p> <p>“3.3. Recognize and work to mitigate the impacts of existing plans and procedures that result in patterns of discrimination, displacement, or environmental injustice. Plan for anticipated public and private sector investment in historically low-income neighborhoods to ensure benefits defined by the local community. Promote an increase in the supply and quality of affordable housing and improved services and facilities with equal access for all residents, including people with disabilities (p. 3).</p>

Table continues on next page.



Text	Discussion on Inclusive Practices	Examples
<p><b>PIA (2020) Code of Professional Conduct</b></p>	<p>Many of the statements throughout the PIA <i>Code of Professional Conduct</i> mention ethical best practices.</p> <p><i>Section 2: Respect, Honesty and Integrity</i> specifically discusses inclusion and mentions disability.</p>	<p>“The Code serves to ensure integrity of planning decisions and of the planning system as a whole, and to foster confidence and respect for the planning profession within the community” (p. 3).</p> <p>“Our Members will: a) not discriminate on the grounds of race, creed, gender, age, location, social status or disability, b) treat others with courtesy and respect, without discrimination, harassment, coercion or inappropriate conduct, c) conduct themselves with honesty and integrity” (p. 5).</p>
<p><b>RTPI (2016) Code of Professional Conduct</b></p>	<p>This document includes many statements which mention ethical best practices with inclusive practices outlined specifically in the <i>Equality and Respect</i> section and makes mention of disability.</p>	<p>“21. Members must not discriminate on grounds including but not limited to race, nationality, gender, sexual orientation, religion, disability or age.</p> <p>22. Members must seek to eliminate discrimination by others and promote equality of opportunity throughout their professional activities” (p. 4).</p>



Table 11. Accountability Procedures Found in the Texts

Text	Discussion on Accountability	Examples
<p><b>CIP Code of Professional Conduct (2016)</b></p>	<p>Discipline is included throughout as examples of non-compliance for each statement.</p> <p><i>Section 3: The Planner’s Responsibility to the Profession and Other Members</i> includes several statements on respecting and adhering to accountability and disciplinary proceedings.</p> <p>The end of the document outlines how discipline and complaints are the responsibility of “Discipline Affiliates” (PTIAs). This clause can cause a lack of enforcement if the province does not have a Code or the code differs significantly from the <i>CIP Code of Professional Conduct</i>.</p>	<p><i>“[Examples of possible non-compliance are provided in italics for information]”</i> (p. 1)</p> <p>“Members shall:</p> <p>1.11 respect the process and decision of any discipline proceeding affecting a Member.</p> <p><i>“[The Member, who is the subject of a disciplinary matter, makes light of the procedure and does not prepare for and participate in the procedure in a professional manner]”</i> (p. 4).</p> <p>“Discipline Affiliates shall establish by By-law policies and practices necessary to administer their Codes of Professional Conduct to ensure the proper handling of complaints, investigations, disciplinary reviews, sanctions, and appeals, and to reduce risk and liability” (p. 4).</p>
<p><b>CIP Statement of Values (2016)</b></p>	<p>The <i>Statement of Values</i> includes no introduction or information on how to use the document, nor is there language on accountability or discipline.</p>	<p>“CIP Members understand that their work has a potential impact on many jurisdictions and interests” (p. 1).</p>
<p><b>AICP (2021) Code of Ethics and Professional Conduct</b></p>	<p>The only enforceable section of this document is Section B.</p> <p>Section A outlines aspirations for “those who participate in the planning process,” and Sections C through E are processes for using and enforcing the document.</p>	<p>“We adhere to the following Rules of Conduct informed by the Aspirational Principles, and we understand that our Institute will enforce compliance with these rules. If we fail to adhere to these Rules we could receive sanctions, the ultimate being the loss of our certification” (p. 4).</p> <p>“Any person, whether or not an AICP member, may seek informal advice from the Ethics Officer, and any AICP member may seek a formal opinion from the Ethics Committee, on any matter relating to the Code of Ethics and Professional Conduct” (p. 7).</p> <p>“Any person, whether or not an AICP member, may file an ethics complaint against a Certified Planner” (p. 9).</p> <p>“AICP members are subject to discipline for certain conduct” (p. 13).</p>

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Text	Discussion on Accountability	Examples
<p><b>PIA (2020)</b> <b>Code of Professional Conduct</b></p>	<p>Inclusion of discipline and how members are held accountable are minimal, referencing instead the <i>Complaints Policy By-Laws</i> of the Institute.</p>	<p>“Members accept that they will be held accountable for their conduct under this Code and the disciplinary procedures of the By-Laws of the Institute” (p. 1).</p> <p>“Any complaint raised against a Member for an alleged breach of this Code or for other alleged unprofessional conduct will be considered in accordance with the <i>Complaints Policy</i> and <i>By-Laws</i> of the Institute” (p. 3).</p> <p>“Our Members will: j) report to the Institute any alleged breach of this Code or other alleged unprofessional conduct, by a Member, of which they become aware and assist the Institute in its investigations “(p. 4).</p>
<p><b>RTPI (2016)</b> <b>Code of Professional Conduct</b></p>	<p>The entire document is enforceable within the established disciplinary procedures included in the text.</p> <p>The document includes several Annexes which describe regulations and Byelaws (sic) of the Chartered Institute applicable to the code, as well as disciplinary procedures.</p>	<p>“The following numbered clauses indicate the required standards, ethics and professional behaviour of these five principles.</p> <p>These requirements apply regardless of any permission or agreement to the contrary by or with the client or body employing or consulting any Member” (p. 2).</p> <p>“The Board of Trustees, acting under Byelaw 19, has power to discipline any Member who:</p> <ul style="list-style-type: none"> <li>a. in the opinion of a disciplinary committee contravenes any of the provisions of the Code of Professional Conduct, including the supplementary regulations referred to in Annex A to the Code, or of the Royal Charter and Byelaws; or who</li> <li>b. is convicted by a court of a criminal offence which in the opinion of the Panel results in a breach of the provisions of Byelaw 18; or who</li> <li>c. in the opinion of the disciplinary committee is guilty of gross professional misconduct or incompetence or of such conduct as to render him or her unfit to continue to be a member of the Chartered Institute” (p. 5).</li> </ul>



## 5.2.7 STAGE 6: ANALYZING INTERNAL RELATIONS IN THE TEXT

The texts were reviewed for existing power relationships evident through the document structure (Table 12) and voice (Table 13) to better understand the context.

Table 12. Structure of the Texts

Text	Structure	Examples and Interpretation
CIP	<p><b>Code of Professional Conduct</b> 4 pages:</p> <ol style="list-style-type: none"> <li>1. The Planner’s Responsibility to the Public Interest 4 statements</li> <li>2. The Planner’s Responsibility to Clients and Employers 9 statements</li> <li>3. The Planner’s Responsibility to the Profession and Other Members 11 statements</li> </ol> <p>Discipline</p> <p><b>Statement of Values</b> 1 page:</p> <ul style="list-style-type: none"> <li>• To respect and integrate the needs of future generations.</li> <li>• To overcome or compensate for jurisdictional limitations.</li> <li>• To value the natural and cultural environment.</li> <li>• To recognize and react positively to uncertainty.</li> <li>• To respect diversity.</li> <li>• To balance the needs of communities and individuals.</li> <li>• To foster public participation.</li> <li>• To articulate and communicate values.</li> </ul>	<p><b>Code of Professional Conduct</b></p> <p>Begins by stating the document has “minimum standards” and provides “examples of possible non-compliance” (p. 1) written in italics for each numbered item.</p> <p>Each theme begins with “Members shall” providing an active voice and strong verb usage.</p> <p>Disciplinary procedures are included at the end. The “Discipline Affiliate” (PTIA) is required to establish “by-law policies and practices necessary to administer their Codes of Professional Conduct” (p. 4).</p> <p><b>Statement of Values</b></p> <p>No introduction or context.</p> <p>Each section begins with an italicized statement written as an infinitive phrase (to + verb) (e.g., “To respect and integrate the needs of future generations” (p. 5)) followed by statements in the active voice of “CIP Members” adding context for the infinitive phrases.</p> <p><b>Interpretations</b></p> <p>The Code heavily emphasizes non-compliance throughout but is unclear on disciplinary and accountability procedures.</p> <p>The <i>Statement of Values</i> provides clarity on what values planners should uphold, however, requires more information on how the document is to be used.</p>

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Text	Structure	Examples and Interpretation
<b>AICP</b>	<p>21 pages:</p> <p>Introduction</p> <p>a) Principles to Which We Aspire <i>5 subsections, 35 statements</i></p> <p>b) Our Rules of Conduct <i>7 subsections, 24 statements</i></p> <p>c) Advisory Opinions <i>5 subsections, 16 statements</i></p> <p>d) Adjudication of Complaints of Misconduct <i>8 subsections, 29 statements</i></p> <p>e) Discipline of Members <i>10 subsections, 18 statements</i></p> <p>Draft Glossary: <i>Diversity, equity, environmental justice, harassment, historic patterns of inequity, inclusion, Indigenous peoples, privilege, social justice, substantial injury.</i></p>	<p>The document begins by outlining its purpose and how each section should be utilized. Section A describes values and principles for planners to follow, however, this section is not enforceable (Section B is the only enforceable section). A substantial portion of the document, Sections C-E, outline processes for following and enforcing the Rules of Conduct. The glossary includes terms focused on equity and inclusion.</p> <p><b>Interpretation:</b></p> <p>This document is clear in intention and how it is to be utilized and enforced. The more equitable and inclusionary statements in Section A sets the tone for the rest of the document. A thorough explanation of how to utilize and enforce the Rules of Conduct is included.</p>
<b>PIA</b>	<p>8 pages:</p> <p>Cover</p> <p>Contents</p> <p>Introduction</p> <p>1. Competency, Due Care and Diligence <i>10 statements</i></p> <p>2. Respect, Honesty and Integrity <i>4 statements</i></p> <p>3. Professional Behaviour <i>6 statements</i></p> <p>4. Confidentiality and Disclosure <i>1 statement</i></p> <p>Version Control</p>	<p>The document cover page includes a summary of how the document is to be utilized and upheld. This is the only document with a table of contents.</p> <p>There is a thorough introduction with values to pursue, clarifying that the following “principles” are what are to be adhered to. The document includes “guidance notes” throughout which provide further clarity. The introduction includes mention of complaint and discipline processes, and where more information can be found in separate policy documents.</p> <p>The PIA is the only code in this analysis that includes a version control, providing all the historical updates to the document.</p>

*Table continues on next page.*



Text	Structure	Examples and Interpretation
<b>RTPI</b>	<p>16 pages</p> <p>Cover</p> <p>Introduction</p> <ul style="list-style-type: none"> <li>• Competence, honesty and integrity 10 statements</li> <li>• Independent professional judgement 3 statements</li> <li>• Due care and diligence 7 statements</li> <li>• Equality and respect 4 statements</li> <li>• Professional behaviour 2 statements</li> <li>• General provisions 5 statements</li> </ul> <p>Annex A: Supplementary regulations 5 subsections</p> <p>Annex B: Relevant byelaws 2 subsections</p> <p>Annex C: Disciplinary action 3 statements</p> <p>Backpage</p>	<p>This document is formatted with a cover and back page including graphics.</p> <p>The introduction thoroughly describes the RTPI, how planning professionals must conduct themselves, and clearly states how the codes must be applied.</p> <p>The core principles are required of the entire membership, and there are no unenforceable sections.</p> <p>The Annexes provide further instruction on processes and procedures. Annex A includes items such as professional development, advertising, use of the RTPI logo, provision of information, and insurance regulations. Annex B pulls seven statements from the <i>Byelaws of the Chartered Institute</i> which apply to membership conduct and termination. Annex C describes disciplinary procedures.</p>





Table 13. Voice Within the Texts

Text	Voice
<p><b>CIP Code of Professional Conduct (2016) and Statement of Values (2016)</b></p>	<p><b>Code of Professional Conduct</b> Active, third-person plural, in simple future tense. <i>The Planner, Members, A Member</i></p> <p><b>Statement of Values</b> Active, third person, simple present tense. <i>CIP Members, their work, they must, they assume</i></p>
<p><b>AICP Code of Ethics and Professional Conduct (2021)</b></p>	<p>Switches between reference to AICP members, “people who participate in the planning process whether as planners, as advisory bodies, or as decision makers” (p. 1), “planners and active participants in the planning process”, and “a Member.” The variation in titles differs from the other national codes who often refer only to members.</p> <p>First-person, possessive pronouns are used in <i>Section B: Our Rules of Conduct</i> (e.g., Our primary obligation, we adhere to, we shall not). Third-person, simple present tense is used throughout the rest of the document.</p> <p>AICP member is never capitalized.</p> <p><i>Rules of Conduct</i> are written in the negative, e.g., “we shall not.”</p>
<p><b>PIA Code of Professional Conduct (2020)</b></p>	<p>Introduction in active, present tense, in the voice of the PIA.</p> <p>Statements are written in active, third-person plural, future tense using possessive pronouns in the voice of the author. All statements begin with “our Members will.”</p> <p><i>Our Members, its Members (in reference to “The Institute”), their, themselves, they</i></p>
<p><b>RTPI Code of Professional Conduct (2016)</b></p>	<p>Introduction is written in first-person, present tense, with possessive use of “its Members.”</p> <p>Standards are written in third-person, present tense, almost all beginning with “Members must.” Document continues in this voice until <i>Annex C: Disciplinary action</i>, returning to the voice of the Institute.</p>

Analysis was completed on the frequency of word use to further understand the voice presented in each text. Word frequency data was organized by total frequency across all four documents with the top 25 most used words (Table 14). Words used in less than two codes of conduct were greyed out as outliers. The most frequently used word in each document was highlighted. Figure 12 graphically displays the more frequently used words with the outliers removed.





**Table 14. Word Frequency in Codes of Conduct**

		CIP	AICP	PIA	RTPI	Total
1	ethics		161		3	164
2	member	51	28	12	40	131
3	professional	29	32	15	49	125
4	planning	19	59	13	31	122
5	shall	5	100	1	11	117
6	officer		90			90
7	members	7	13	15	45	80
8	may	3	56	2	13	74
9	conduct	6	36	11	19	72
10	committee		64		3	67
11	institute	9	2	11	33	55
12	code	6	21	16	12	55
13	public	15	27	1	11	54
14	work	6	15	9	16	49
15	information	9	25	6	4	44
16	must		4		39	43
17	client	17	16	3	4	40
18	AICP		40			40
19	decision	1	35	1	1	38
20	chartered				37	37
21	employer	12	19	3	2	36
22	planner	7	21		3	31
23	written	3	18	4	5	30
24	equity		28			28
25	policy		11	2	15	28

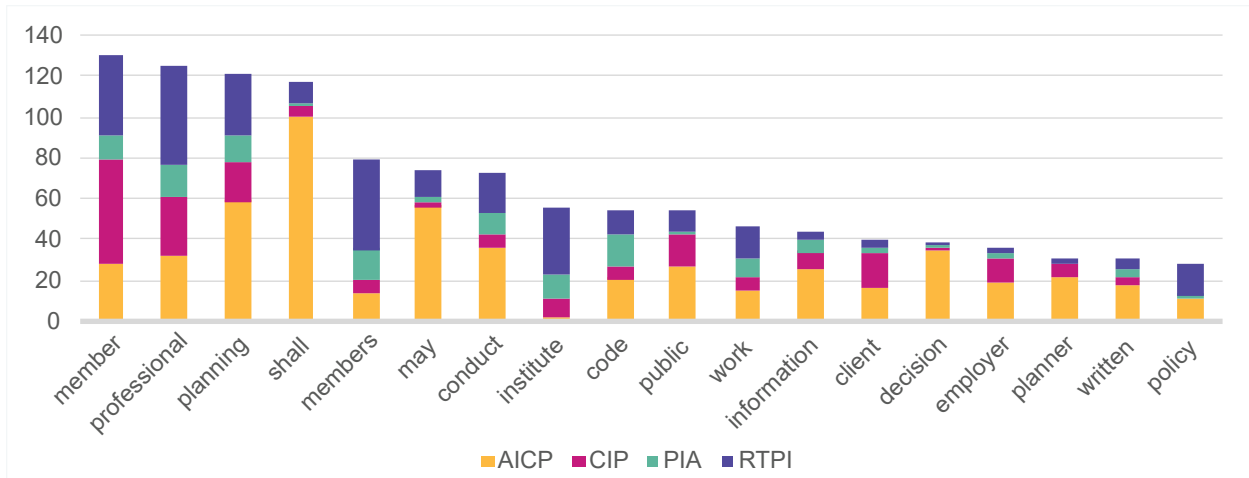


Figure 12. Frequency of Words in Codes of Conduct with Outliers Removed

The top ten most frequently used words for each document were listed, with each verb highlighted (Table 15) to further study the use of voice and power relations in the texts.

Table 15. Most Frequently Used Words in Each Document

	CIP		AICP		PIA		RTPI	
	Word	Freq.	Word	Freq.	Word	Freq.	Word	Freq.
1	member	51	ethics	161	code	16	professional	49
2	professional	29	shall	100	professional	15	members	45
3	planning	19	officer	90	members	15	member	40
4	public	18	committee	64	planning	13	must	39
5	client	17	planning	59	member	12	chartered	37
6	members	16	may	56	conduct	11	institute	33
7	CIP	13	AICP	40	institute	11	planning	31
8	employer	12	conduct	36	work	9	regulations	21
9	advice	11	decision	35	ensure	8	conduct	19
10	values	9	professional	32	guidance	6	development	19



The CIP *Code of Professional Conduct* (2016) has no verbs included in the top ten most frequently occurring words. The first verb occurrence is “shall,” found five times throughout the document as the 19th most used word. The low frequency of verb usage is attested to each section beginning with “Members shall.” The AICP is the only document with two verbs in the top ten, “shall” and “may,” which offer vastly different strengths. PIA and RTPI each have one verb included in the top ten, with “ensure” and “must,” respectively.

Across each of the texts, the most frequently used words are nouns about the planning profession, the institutes, planning professionals, members, and referencing the document itself.

The last step of Mullet’s (2018) *Critical Discourse Analysis Framework* is to interpret the collected data from Stages 1 through 6, therefore Stage 7 is included in the discussion and analysis of Section 6.0.



## 6.0 DISCUSSION AND ANALYSIS

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### 6.1 INTERPRETING THE CDA DATA

Stage 7 in Mullet's (2018) CDA framework clarifies the findings within the discourse context. The data has been summarized within the themes set from the coding analysis in Table 8.

#### PROCEDURES AND PROCESSES

Codes of professional conduct are primarily guidelines for how planners must uphold themselves in practice. A clear explanation of how planners must follow the code can better guide planners in their work. The CIP *Code of Professional Conduct* (2016) does not include any explanatory text clarifying the use of the document, where others have introductory paragraphs (AICP, 2021) or sections (PIA, 2020; RTPI, 2016) describing the purpose, structure, and use of the document.

This AICP Code of Ethics and Professional Conduct serves three purposes: first, defining the aspirational principles for all those who participate in the planning process, whether as planners, as advisory bodies, or as decision-makers (Section A); second, defining the rules of practice and behavior to which all members of the American Institute of Certified Planners are held accountable (Section B); and third, defining the procedures for enforcement of these rules (Sections C, D, and E). (AICP, 2021, p. 1)

The RTPI *Code of Professional Conduct* (2016) is the second-longest document at 16 pages. This code includes annexes outlining the additional regulations members must adhere to, providing a more substantial document for members to easily reference in practice. A similar structure is found in the AICP *Code of Ethics and Professional Conduct* (2021), the longest document at 21 pages, which includes sections on how to seek advisory opinions, file complaints, and the discipline of members.

#### ENCOURAGEMENT OF INCLUSION, JUSTICE, AND FAIRNESS

The CIP (2016) document frequently references items of inclusion due to the *Statement of Values*, which provides broad declarations focusing on fairness. However, the CIP code uses weaker verbs throughout (e.g., “acknowledge,” “not attempt”) after the introductory “Members shall” stipulations. These weaker verbs do not create strong requirements for members to



adhere to. The challenges of the use of “shall” in professional documents is further expanded upon in [Section 6.5](#). The CIP *Statement of Values* (2016), like the AICP (2021) *Principles to Which We Aspire*, are not enforceable. The presence of these unenforceable, aspirational sections emphasizes the existing power relationship between planners and the public. Planners are asked to consider implications to marginalized groups but do not have to adhere to any specific standards. The issues are acknowledged, but there is no requirement for any change in practice. This acknowledgement without action further pushes the problematic “where reasonable” policies that were determined as harmful in the literature review. Unenforceable policies will not further societal shifts to create more equitable systems, continuing this existing cycle of retrofit inclusion.

Of the four codes analyzed, the CIP is the only text to not include any specific mention of disability. AICP (2021) is the only document to include disability in a section that is not enforced, providing less need for planner compliance.

The AICP (2021) and RTPI (2016) documents include glossaries for additional context and clarity. The RTPI (2016) definitions (p. 9) are included as a requirement for insurance regulations focusing on defining stakeholder nomenclature. The AICP (2021) glossary (p. 16) provides further context for the different community groups planning professionals must respect as per the enforced codes. This section features definitions of diverse communities and practices relating to inclusion and justice.

AICP (2021) is the most thorough in outlining specific provisions for the inclusion of marginalized groups. Almost all of the “principles to which we aspire” (p. 1) in Section A include equitable language such as “bias”, “inclusive public interest”, “underrepresented communities”, “marginalized” or “all” people, “social equity”, “ethical principles”, “historic patterns of inequity”, and “social responsibility.” With the additional glossary, this document has the most inclusive language. This document is also the most modern, updated in November 2021, supporting recent increases in EDI conversations.

## **DISCIPLINE AND CONSEQUENCE**

Each document includes information on the complaint and disciplinary procedures to varying extents. CIP (2016) includes a paragraph at the end of the document outlining how PTIAs are required to enforce disciplinary proceedings. Each statement in the document also includes



an example of non-compliance to ensure understanding: “[A Member unreasonably dismisses ethnic and/or religious based concerns]” (CIP, 2016, p. 1).

Discipline: Provincial and Territorial Institutes and Associations (PTIAs) shall establish By-law policies and practices necessary to administer their Codes of Professional Conduct to ensure the proper handling of complaints, investigations, disciplinary reviews, sanctions, and appeals, and to reduce risk and liability. Such information shall reflect legal requirements and best practices used by professional associations.

\*Reference to the “Institute” refers to CIP. (CIP, 2016, p. 4)

PIA (2020) also includes one paragraph on complaints and discipline, referencing an alternative document for planners to review.

Any complaint raised against a Member for an alleged breach of this Code or for other alleged unprofessional conduct will be considered in accordance with the Complaints Policy and By-Laws of the Institute. (PIA, 2020, p. 3)

AICP (2021) clearly defines which sections of the document are enforceable and includes the processes for seeking advice from the institute, filing complaints, and member discipline for failure to comply with the *Rules of Conduct*. RTPI (2016) also includes sections clarifying how complaints and disciplinary processes occur, and the applicable by-law segments directly within the Code, decreasing the number of documents members would have to review. RTPI (2016) and AICP (2021) outline how discipline can be applied to members who do not “adhere” to the set provisions, are “convicted” in court, or commit “gross misconduct”. PIA (2020) and CIP (2016) instead defer to other documents or institutes for discipline procedures. The PIA *By-laws* (2021) describe how complaints are filed against those who have “failed to observe the requirements of these By-laws or has brought PIA into disrepute” (p. 21). In Canada, the PTIAs are responsible for the regulation of the profession. There is no national by-law or disciplinary resource associated with the CIP *Code of Professional Conduct* (2016). Not having a nationally associated process included with the code diminishes the power, enforceability, and applicability.



## STRENGTH AND POWER

Assessing strength and power is needed to understand relationships between planning institutes and members, planning professionals and the public, and for this Capstone research, the able-bodied and the disabled.

The analyzed codes heavily feature language insinuating power relationships, specifically of the planning institute over the member. Words like “must” and “shall” are used to enforce the statements that members are to follow. PIA (2020) and RTPPI (2016) include “required” within the introductory paragraphs, and AICP (2021) describes members as being “held accountable.” As CIP (2016) lacks an introduction, the only description included states that the document contains “minimum standards.”

The AICP (2021) actively tries to counter the power relationship between the marginalized and non-marginalized (and planners and the public) by describing and encouraging equitable practice between named marginalized groups.

Our primary obligation as planners and active participants in the planning process is to serve the public interest and these principles further that purpose. All who engage in the planning process should seek to achieve high standards of integrity, proficiency, and knowledge. As the basic values of society can come into competition with each other, so can the values we espouse under this Code. For AICP planners, both the principles and the rules are intended to be used together. The aspirational principles, while not enforceable, present the foundation for the profession's shared values, and the basis for the rules. All those who participate in planning should commit themselves to making ethical judgments in the public interest balancing the many competing agendas with careful consideration of the facts and context, informed by continuous, open debate. (AICP, 2021, p. 1)

The AICP (2021) document is the only one to actively include language that acknowledges these relationships, indicating receptiveness to conversations on the power planners have over those historically ostracized by planning practice.



## NEUTRALITY AND WEAKNESS

Each document features language that is weak in enforcement or determination such as, “should seek to,” “may,” “reasonable steps,” “as appropriate,” and “where applicable.” As discussed in the literature review, this can allow the readers (planning professionals), to ignore or gloss over policies. Including neutral or weak language can create challenges when included in unenforceable sections of the texts. Without any requirements, and stippled with language that does not signal necessity, there is less chance these items will be upheld.

The following [Section 6.2](#) will discuss and analyze the research findings through common themes that have appeared throughout the process, in response to the established research questions.

## 6.2 CODES OF CONDUCT SET THE STAGE FOR NEW PLANNERS

The survey results helped to clarify that planning professionals primarily use the CIP *Code of Professional Conduct* (2016) to support those seeking full or professional membership. Part of the professional examination intends “to evaluate your understanding, comprehension, interpretation and ability to apply the CIP *Code of Professional Conduct*” (PSB, n.d.-b), and asks candidate members to study the codes during the Mentorship process. When surveyed, planners discussed that after the mentorship and examination process, they reviewed the code less frequently, often only for evaluation of compliance. The CIP code, therefore, has an opportunity to inspire future professionals in their planning practice.

Surveyed planners mentioned that without more clarity on enforcement procedures, any changes will not have a long-term effect. This is a challenge to the CIP *Code of Professional Conduct* (2016), especially in comparison to how other national planning institutes enforce their codes. However, with the increasing diversity of ethnicity, ability, and gender parity within the profession, these conversations can no longer be ignored or noted as too challenging to change. “When planners plan with difference in mind, difference is not viewed as a deviation from the norm; it is the norm” (Burayidi, 2015-b, p. 394). Equity, diversity, and inclusion have become national conversations due to the rising frustrations of historical exclusion. The planning profession has an opportunity to amend these historical practices and influence future generations of professionals through updating the codes of conduct. These updates should





respond to the diverse needs of the country, making space to recognize and atone for historical practices of marginalization and uphold equity and justice in planning practices.

### 6.3 PLANNING IN A NATIONAL AND GLOBAL CONTEXT

Planning codes around the world are similarly structured to enforce consistent practice in the profession, however, each one is unique in structure, language, and even enforcement. National planning institutes create these codes to uphold values set within the context of their local cultures. The countries chosen for this Capstone research are all English-speaking, predominantly white nations with histories as colonial powers or settlements. Planning as a regulated profession in these nations has a history of applying marginalization through “the reconstruction of the social fabric” (Huber, 2017, p. 5). By acknowledging this historical placement of power, these nations have a responsibility and opportunity to reconcile with their collective histories through advancing and increasing justice and equity in the education and legislation of their professions.

Professional standards such as the RPP designation process through the PSB, are structured within a global context. As previously outlined in [Section 2.3](#), Canada holds reciprocity through the PSB with Australia and the United States. While these streamlined international membership application processes exist, they are not membership transfers. Applicants must work in the country, take additional courses or testing, and adhere to new codes of conduct. From the CDA research findings on how these codes of conduct differ, I question if the uniqueness of each code complicates this membership agreement. If planners are to uphold standards and values to “serve the public interest” (AICP, 2021, p. 1), and “ensure they practice their profession with the highest ethical and professional standards” (PIA, 2020, p. 3), then these should be universal standards applied no matter the location of the work completed. Therefore, the CIP *Code of Professional Conduct* (2016) should be updated to better match the codes of conduct in countries the CIP holds agreements with. The CDA process determined that the CIP (2016) code is weaker than both the AICP (2021) and PIA (2020) in language strength, explanation of procedures and disciplinary processes, and specific language regarding equity and inclusion. If Canada intends to be held to the same standards of practice as our reciprocal partners, then the codes must be similar in structure and language.



Updating the current CIP code to mirror reciprocal nations is challenged by how Canada's code is enforced. In the United States and Australia, the national planning institutes have bylaws that include enforcement proceedings for their codes. Canada instead defers regulation to the PTIAs. Provinces can either apply the *CIP Code of Professional Conduct* or create their own, alongside provincial enforcing bylaws. "As the legal regulators of the profession, PTIAs are responsible for the review, enforcement, and discipline related to member conduct" (CIP, n.d.-b). This creates confusion, as noted by survey respondents wherein provinces with more substantial legislation make the CIP code essentially defunct. Updating the CIP (2016) document to match reciprocal national counterparts would need to include a national standard of enforcement to be unilaterally upheld by the PTIAs.

## 6.4 CODES OF CONDUCT, POLICY, AND LEGISLATION

As indicated in the literature, disabled people consistently request increased inclusion throughout design and policy processes. When professionals apply regulations and specific requirements without collaboration, this can further stigmatize. "Planning should be by design and with intention, not simply in response to litigation" (Malloy, 2015, p. 7). Responding with inclusivity and partnership throughout the planning and design process can provide more equitable outcomes. In their research, Imrie & Hall (2001) found that "most property professions have little exposure to, or knowledge of, the needs of disabled people and only react to them when forced to do so by legislation" (p. 24). This emphasizes the need for creating relationships with disabled people *in addition* to policy requirements.

When respondents were asked about adding a line item including disability in the *CIP Code of Professional Conduct*, several noted how planners are currently challenged by lacking awareness and experience with disability issues.

It's difficult to know and practice inclusion re: accessibility until you really know... and often for planning professionals it will not be from their own experience as the majority will not be disabled. So learning from those who do have disability and their lived experience and the intersection of how we plan communities and what legislation (planning and otherwise related) and what our responsibility and scope of influence is - is important and would better serve our communities and enable greater levels of inclusion for all.

**- Ontario Planner working in Public (Municipal) Practice**



Many planners are unaware of the struggles people with disabilities cope with on a daily basis because they are not familiar with them.

**- Alberta Planner working in Public (Municipal) Practice**

The planning profession, and most municipal clients, in my experience, are not proactively aware of disability justice nor are they promoting awareness and accountability in this area

**- British Columbia Planner Self-Employed in Private Consulting**

Davies (1999) argues legislation is what motivates the most change in designing built environments to be inclusive of disabled people (p. 76). Accessibility regulations often fail in enforcement and lack a system of accountability for acts of failure (Gleeson, 2001, p. 256). Having strict policies associated with guidelines and values offer an opportunity for awareness and enforceability. Planning must atone for structures of power, and go beyond engagement as the primary method of inclusion, as summarized by Qadeer (2015):

It must be pointed out that planning processes, despite their communicative orientation, do not rise above the disparities of power, resources, and political influence. In the context of planning for diversity, I would say that the theorists' holding equitable outcomes to be dependent on minorities' inclusion in planning decision making offers a limited promise of advancing equity. (p. 67)

Qadeer (2015) and Arnstein (1969) both stress how participation is not enough without power-sharing between the planning body and the marginalized. By understanding that large shifts in practice are needed to increase collaboration with disabled and marginalized communities, the question then turns to how is this best enforced. Through these guiding documents or policy? Through provincial mandates or national legislation? Malloy (2015) argues "inclusive design guidelines may be more appropriately and effectively managed at a national level, while coordination of land use and approval of property development may best be handled at the state and local levels" (p. 8). When codes of conduct do not have clear measures of regulation, there will be minimal change (Imrie and Hall, 2001). Inspiring action at a national level that is enforced locally reflects how planning codes are currently applied in Canada. Increasing language on disability and inclusion in planning codes alongside collaboration from PTIAs could initiate more inclusive practice.



## 6.5 NOT WHAT WAS SAID, BUT HOW THEY SAID IT

The CDA process established that the CIP *Code of Professional Conduct* (2016) lacks the inclusion of strong language and provision of explanatory text when compared to other national planning institute codes. The strongest use of language in the CIP (2016) document was in using “shall” intermittently.

“Shall,” equivalent to “will” or “must,” is a word not frequently used in Canadian English. According to the Government of Canada Department of Justice’s report on Legistics (2020) “shall” as a term “is not to be used, because of its legalistic tone, its rarity in Canadian English outside legal documents and the multiple meanings that have been ascribed to it in legislative texts” (para. 3). Through the misuse of “shall” there is a challenge in interpretation and whether these statements can be substituted with “must.” Using “shall” in a non-legislative context such as the CIP *Code of Professional Conduct* (2016) can confuse readers who may be unfamiliar with the term or its associated connotations. Due to this confusion, planners may be unable to interpret the requirements of the code and fail to properly adhere to them.

Members of the CIP are also challenged with a lack of clarity on which documents are to be followed and how the PTIA enforces them.

I think it is confusing to have a national (CIP) standard and a provincial one. The provincial standard should align exactly with the national.

**- Ontario Planner working in Public (Municipal) Practice**

Including all associated policies in one document, similar to the AICP (2021) and RTPI (2016), increases clarity and adherence to the codes and standards through understanding how they are enforced. “Ambiguities, exemptions and ‘get-out clauses’ are also a core characteristic of access statutes, thus diminishing their coverage and effectiveness” (Imrie & Hall, 2001, p. 55). Statements should be clear in interpretation, use strong and understandable language, and reference how the statement is enforced.

Booth (2006) suggests that inclusion cannot be provided through blanket policy statements, as marginalized groups have a broad spectrum of needs. Planners must commit to inclusion through specific calls to action. Imrie and Kumar (1998) concluded in their conversations with disabled people on accessing built environments that participants condemned “policy professionals in overlooking experiential sources, like disabled people,



particularly given the propensity for planners, and other local authority officers, to operate with erroneous conceptions of disability as homogeneous and/or uniform” (p. 372). Planners must be advised to defer to historically marginalized groups through continued collaboration and inclusive processes.

## 6.6 LIMITATIONS OF THE RESEARCH

Disability studies contain a substantial breadth of literature. Due to the expedited nature of this Capstone research, there was no possibility for review of all the potentially applicable literature in this topic area. However, this was countered by a lack of literature on the relationship between disability and planning, and disability and codes of conduct. As noted in [Section 4.4](#), a review of English-speaking planning journals by Terashima and Clarke (2021) found only 36 papers that focused on disability issues over the past 110 years (p. 122).

The absence of literature on disability as it relates to planning and regulation indicates how there is an opportunity for advancement in this field. This research required a strong contextual base and having less literature to apply challenged the analysis.

### 6.6.1 NOTHING ABOUT US, WITHOUT US

One of the primary considerations in disability studies is the statement, “nothing about us, without us,” stressing the necessary inclusion of disabled people in any process or research concerning them.

Disabled people’s estrangement from influencing access is also compounded by the tendency for academic researchers (ourselves included) to focus on policy processes and professional practices in assessing the interrelationships between disability and access. [...] While such accounts are instructive, they are limited by virtue of the ways in which the voices and opinions of disabled people are potentially subsumed under those of policy professionals. (Imrie & Kumar, 1998, p. 360)

The Capstone research process originally intended to include a focus group with disabled people in Canada, to hear their experiences with accessing built environments and how they believe planners should increase inclusive practices. Due to the time constraints associated with the process, the focus group was not completed. While I can provide one individual 'crip' voice, I consider the lack of additional disabled voices a significant limitation



to the data collection. If this research were to be extended, this would be a priority inclusion, following the practices recommended in the literature review.

## 6.6.2 PERSONAL EXPERIENCES AND POSITION

In [Section 1.4](#), I provided my position as a disabled researcher and professional planner in-training active in disability advocacy. My potential “*bias*” had potential for being extended into the research questions, as I was seeking active ways to increase disability language in the codes of professional conduct.

When distributing the survey, to not influence responses, my disability was not shared with participants. However, some respondents did comment that they sensed a bias towards inclusion:

Your survey makes assumptions about where this kind of information should be included and fails to disclose this bias. The Code needs to be read like an OCP – in its entirety, not as individual clauses to 'catch' someone. You [sic] questions about the code at the national and PTIA level demonstrate a lack of nuance and understanding about what is actually already covered by these documents.

**- British Columbia Planner working in Public (Municipal) Practice**

Wouldn't this cause confusion? Suggesting you need to add this indicates the COPC excludes thinking about disability and inclusion. Does it?

**- Ontario Planner working at a Private Consulting Company**

While my personal experience may have influenced the research, I believe through keeping with “nothing about us, without us,” this Capstone research is instead *enhanced* by my own lived experience. Through understanding disability discrimination in built environments first-hand, I can provide a more empathetic, passionate, and urgent perspective to the research analysis.

## 6.6.3 SURVEY LIMITATIONS

The survey was shared for over two months at the end of 2021. While steps were taken to be inclusive to participants across Canada, the survey was only written in the English language due to my inability to fluently read and write in the other official language of French. This may have deterred participants from French-speaking communities and could account for the lack



of distribution and participation in Quebec. In total, only 0.9% of the 7,947 CIP members (CIP, 2021) participated in the survey. This is a small sample of the planning profession and cannot be interpreted as common sentiments from the population.

When the survey closed, 22 incomplete responses were not included in the survey results. Since no questions were mandatory, responses were only marked as incomplete if the participant did not reach the final page and click "Done." When reviewing incomplete responses, many stopped participating when they were asked to provide insight into their provincial codes of conduct. The number of survey questions and time required may have frustrated participants, especially if their PTIA does not have a code of conduct. The survey should have been restructured to only allow responses on the PTIA codes from those whose institutes have the documents, instead of allowing all participants to provide insights.

Several participants shared frustration that they could not respond to the questions as they had not recently referenced the codes of conduct. The start of the survey did include a link to the CIP website with the national and provincial codes of conduct, however, respondents may have found it easier to participate if this link was also included in the questions requesting opinions on the codes.

A review of the survey logic revealed that one of the questions was set incorrectly, only allowing respondents who had selected "yes" to Question 24: *Have you worked on projects related to disability, on universal accessibility, or with disabled communities?* To respond to questions 26 through 32, including the two questions regarding adding a line item to the CIP *Code of Professional Conduct*. Therefore, approximately 29 participants did not have access to these questions.

For the questions on adding a line item regarding disability and inclusion to the CIP *Code of Professional Conduct*, respondents asked for examples. Some struggled in providing feedback on the potential implications to their planning practice without having an idea of what that line item would be. There may have been an increase in feedback if I had included a potential line item or examples from other national codes of conduct that the CIP could emulate.

Overall, the survey received the number of anticipated responses to complete the research. In continued studies, additional surveys could apply these recommendations, allowing for increased responses from those who did not, or could not participate.





## 7.0 CONCLUSION AND RECOMMENDATIONS

My final recommendations are summarized according to the three research questions (Table 16) and further described in detail below.

Table 16. Summarized Responses to the Research Questions

Research Question	Response
<p><b>How can accessibility requirements be integrated into professional planning codes of conduct, and more specifically, the Canadian Institute of Planners (CIP) Code of Professional Conduct?</b></p>	<ol style="list-style-type: none"> <li>1. Add a line item to the CIP <i>Code of Professional Conduct</i> under Section 1: <i>Members shall: practice equity in planning through active inclusion and consideration of individuals in all communities during planning processes, and must not discriminate on the grounds of race, nationality, creed, income, social status, gender, sexual orientation, religion, age, or disability.</i></li> <li>2. Include this line item in all PTIA codes of conduct.</li> <li>3. CIP should assist PTIAs to create codes and enforceable legislation.</li> </ol>
<p><b>How can planning professionals help create more equitable codes of conduct, and what barriers are presented to updating these codes?</b></p>	<ol style="list-style-type: none"> <li>1. Planners must actively apply and encourage inclusivity in their work, to greater inspire the profession to update policy.</li> <li>2. Future research should be completed to understand how equity can continue to be increased in the CIP <i>Code of Professional Conduct</i>.</li> <li>3. The CIP should prepare for a potential pushback if changing the codes.</li> </ol>
<p><b>How are planning professionals guided and influenced by their planning codes of conduct?</b></p>	<ol style="list-style-type: none"> <li>1. Planners use the CIP <i>Code of Professional Conduct</i> most when they are preparing for or supporting the RPP process. The Code, therefore, has the power to inspire future generations of planners.</li> <li>2. Increased clarity on how codes are enforced will encourage frequent review, to ensure self- and peer-compliance.</li> </ol>





## 7.1 RESPONDING TO THE RESEARCH QUESTIONS

### RESEARCH QUESTION 1: HOW CAN ACCESSIBILITY REQUIREMENTS BE INTEGRATED INTO PROFESSIONAL PLANNING CODES OF CONDUCT, AND MORE SPECIFICALLY, THE CANADIAN INSTITUTE OF PLANNERS (CIP) CODE OF PROFESSIONAL CONDUCT?

Of the four national planning codes of conduct reviewed for this Capstone Report, The CIP *Code of Professional Conduct* (2016) was the only one to not include disability. The closest statement on this subject is 1.1, “Members shall: practice in a manner that respects the diversity, needs, values and aspirations of the public and encourages discussion on these matters” (CIP, 2016, p. 1). The PIA *Code of Professional Conduct* (2020) actively includes disability within its enforceable principles, stating, “our Members will not discriminate on the grounds of race, creed, gender, age, location, social status or disability” (p. 5). The PIA is chosen as the main inspiration, as the institute holds reciprocity with the CIP and has adopted a similarly structured, concise document.

From the literature review and survey results, planners must actively acknowledge and seek to include disabled people throughout planning processes. Therefore, my recommendation is to add a specific line item to the CIP *Code of Professional Conduct* under *Section 1 (The Planner’s Responsibility to the Public Interest)* as follows:

Members shall: practice equity in planning through active inclusion and consideration of individuals in all communities during planning processes, and must not discriminate on the grounds of race, nationality, creed, income, social status, gender, sexual orientation, religion, age, or disability.

To better enforce this line item, I recommend this statement be included in all PTIA codes of conduct (if available) to be enforceable by existing provincial legislation. As there are still PTIAs without codes of conduct, the CIP should assist these regulatory bodies in creating disciplinary by-laws for their membership if the PTIA does not already have legislation in place.

### RESEARCH QUESTION 2: HOW CAN PLANNING PROFESSIONALS HELP CREATE MORE EQUITABLE CODES OF CONDUCT, AND WHAT BARRIERS ARE PRESENTED TO UPDATING THESE CODES?

A common theme presented in the literature review was the need for cultural and societal shifts to create large-scale changes in how we create built environments and policy. Planners have an immediate opportunity and responsibility to change their perceptions and interactions with inclusion before legislation and policy respond to these needs. As more professionals



actively seek and apply these changes, societal sentiments will shift and in time, so will built environments, legislation, and policy to increase inclusion.

I hope this Capstone inspires the Canadian Institute of Planners to consider these recommendations when updating the *Code of Professional Conduct*. I encourage those in the planning profession who review this Capstone Report to take up research aimed at increasing equity and inclusion in planning practice legislation. Such research will help to motivate their planning institutes to do so as well. I recommend the following questions that have been inspired by this research:

- How would having a nationally enforced disciplinary process for the CIP *Code of Professional Conduct* change how planners follow and utilize the Code?
- How do planners react to the addition of an inclusionary line item to the CIP *Code of Professional Conduct*?
- How can planning professionals help create more equitable codes of conduct?
- How can planners increase inclusivity in their practice without guiding legislation?

Three survey respondents indicated adding a specifically worded statement may pose a challenge to those who do not have experience with planning for accessibility and could unintentionally discriminate against others through the naming of marginalized groups. There could be a pushback to this process should the CIP proceed in updating the code as suggested. However, most respondents indicated that this would be a beneficial addition, countering those who disagree. Therefore, my recommendation to add the specific line item still stands.

### **RESEARCH QUESTION 3: HOW ARE PLANNING PROFESSIONALS GUIDED AND INFLUENCED BY THEIR PLANNING CODES OF CONDUCT?**

Canadian planners primarily utilize their national and provincial codes of professional conduct to achieve Full Membership or to assist Candidate planners through mentorship during the RPP process. This indicates that planning professionals are heavily guided by the national and provincial codes early in their planning careers, which will inspire their work in the profession.

Planners mentioned they occasionally review the code to ensure their own compliance and the compliance of their peers. Creating clearer guidelines for enforcement will enhance the usability of the codes and increase the frequency of review.



## 7.2 FINAL THOUGHTS

The survey results provide key insights for how planners consider their codes of conduct and integration of disability in planning. What was particularly striking was how 60% of respondents have not worked on projects relating to disability and accessibility. From the findings in this research, planners should be integrating inclusivity into every project that they complete, even if it is not disability-focused. This result highlights how planners currently do not correlate disability with all planning projects and issues. There is work to be done in training planning professionals to be more inclusive in their everyday practice without specific request for disability inclusion. Until policy reflects this change, the CIP and PTIAs must find ways to teach and encourage planners to better integrate disability and inclusion in their work.

From the literature and survey results, it is clear that planners want strong guidance on best practices. Canada must consider national legislation that outlines federal accessibility requirements for all built environments (such as the Americans with Disabilities Act) in order to create the most enforceable change. Educational programs must train and support planning students on inclusion of disability issues in their work. Until then, the need for inclusion can be reflected in an updated CIP *Code of Professional Conduct* (2016) which integrates disability actively. By adding this language, planning professionals across the country will be influenced and required to manifest inclusivity in their everyday practices, inspiring future legislation and grass-roots advocacy.

In conclusion, this study stresses that disability can no longer be treated as a minority issue. With almost one-quarter of Canadians identifying as disabled, an aging population, and a country seeing the ramifications of a post-COVID-19 world, the disabled community can no longer be treated with “where reasonable” policies. Inclusion of disability must be at the forefront of all planning discussions with disabled voices heard throughout the process. Planners have the responsibility to be at the forefront of this change. Through the work that planners engage in, there are opportunities for shifting societal structures towards genuine inclusivity, influencing future policies and legislation, and creating more equitable built environments.



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## APPENDIX A: SURVEY QUESTIONS

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### Planner Opinions on Professional Codes of Conduct

Thank you for your interest in this study.

For my Master of City Planning Capstone Project, I am researching how planning codes of professional conduct can integrate language on disability, universal accessibility, and inclusive design.

Findings from this study will document Canadian planners' use and interpretations of their guiding codes of professional conduct, their experience with working on projects for the disabled community, and how planning codes of conduct can improve their planning practice.

Results from this survey will be made public during capstone presentations and the Capstone Report, Summary and/or a Capstone Poster will be made public on the University of Manitoba Department of City Planning website by Summer 2022. Participants are encouraged to visit this link to view the collected data summary at that time: <https://umanitoba.ca/architecture/departement-city-planning>. The information gathered may also be used for conference presentations and/or publication in journals and other academic and professional resources.

Results from this study may influence future editions of Canadian planning codes of professional conduct. This study is not in favour of or against current planning codes of conduct but seeks to interpret how planners utilize and are influenced by these documents in their daily practice.

Your participation is completely voluntary, and you can withdraw at any time or skip any questions you do not wish to answer. Once submitted, responses are no longer editable, and data will not be able to be withdrawn. All data collected will be kept in confidentiality, and no identifying questions will be requested.

This study has been reviewed and approved by the Research Ethics Board at the University of Manitoba, Fort Garry campus. If you have any questions about this study or its distribution, please contact me, Sarah Manteuffel (principal investigator), by email at [manteufs@myumanitoba.ca](mailto:manteufs@myumanitoba.ca) or Dr. Rae St. Clair Bridgman (course instructor) at [rae.bridgman@umanitoba.ca](mailto:rae.bridgman@umanitoba.ca) or the Human Ethics Officer at Human Ethics Officer at 204-474-7122 or [HumanEthics@umanitoba.ca](mailto:HumanEthics@umanitoba.ca).

**Access to this survey will close on January 12, 2022.**

Thank you for your time and participation in this survey.

Sincerely,

Sarah Manteuffel, B. Env.D., Graduate Student  
Department of City Planning  
Faculty of Architecture  
University of Manitoba



## Planner Opinions on Professional Codes of Conduct Informed Consent

*Please print this page as a copy of your consent in this study.*

**Principal Investigator:** Sarah Manteuffel, Master of City Planning Capstone, [manteufs@myumanitoba.ca](mailto:manteufs@myumanitoba.ca)

**Research Supervisor:** Dr. Rae St. Clair Bridgman, Course Instructor, [rae.bridgman@umanitoba.ca](mailto:rae.bridgman@umanitoba.ca)

This letter of informed consent should give you a basic understanding about this research and what your participation will involve. If you would like more information about this research or the informed consent, please contact the research team at their listed emails.

*Please take the time to read this informed consent carefully.*

**1. Purpose of the Research:** This research is being conducted as part of my Master of City Planning Capstone Project at the University of Manitoba Department of City Planning, Faculty of Architecture. A Capstone project is similar to a thesis in that it is an independent research project focused on a specific planning topic, however it is completed within the timeframe of the final year of the program. This survey is being shared with planning professionals across Canada, document Canadian planners' use and interpretations of their guiding codes of professional conduct, their experience with working on projects for the disabled community, and how planning codes of conduct can improve their planning practice.

**2. Research Procedure:** The survey will be completed via SurveyMonkey, hosted on a Canadian server database for data storage. As of December 2017, certain accounts created in Canada have their survey data stored in SurveyMonkey's Canadian Data Centre. More information can be found here: <https://www.surveymonkey.com/mp/global/canada/>. The professional SurveyMonkey account used for hosting this survey and its associated data is on a Canadian server.

**3. Time Requirement:** This survey is expected to take 15 minutes to complete.

**4. Description of Recording Device:** Your responses will automatically be entered into the database. You can withdraw participation at any point, and do not have to answer any questions you are not comfortable answering. Once you submit your responses by clicking "Done", your responses will not be able to be retrieved or altered.

**5. Confidentiality and Anonymity:** Respondents will not be identified in any way, as the intention is to collect responses only. No contact information will be collected.

SurveyMonkey Data will be encrypted and transferred to and stored on a secure (password-protected) laptop computer. The data will be reduced to identify key elements and deleted from SurveyMonkey once transferred. Backup copies of encrypted files will be securely stored on the University of Manitoba-provided Individual File Storage system OneDrive under my personal University account in a private, locked folder.



The survey does have opportunities for comments. By submitting comments, responses may be included as anonymized quotes in the final research project, with any identifying information removed. Only aggregate and anonymized data will be shared in any other context (presentations, conferences, papers, reports, posters, etc.). Response data will be kept on SurveyMonkey until May 2022, then destroyed at study's end.

**6. Voluntary Participation:** Your participation is completely voluntary. You may discontinue your participation at any time and for any reason.

**7. Dissemination/Withdrawing:** Information collected from participants will be incorporated in a written Capstone Report, Summary and/or a Capstone Poster. The information gathered may also be used for conference presentations and/or publication in journals and other academic and professional resources. It is anticipated a copy of the Capstone Report, Summary, and/or Poster will be made publicly available through the University of Manitoba Department of City Planning website by Summer 2022. Participants are encouraged to visit this link to view the collected data summary at that time: <https://umanitoba.ca/architecture/department-city-planning>. This will not jeopardize participants' right to confidentiality.

Participants can withdraw at any point in the survey, by clicking the exit button, or closing the browser window. Withdrawing is no longer possible once participants submit their responses, as there is no way to link their responses to their submission.

**8. Risks/Benefits:** It is anticipated the research will make an important contribution to our understanding of the social construction of disability within documents guiding planning practice and inspire future research on how considerations for other marginalized communities can be included in planning policy. There is minimal risk to participants associated with this research. The probability and magnitude of possible harm that participation presents is no greater than what participants would normally encounter in aspects of their daily lives that pertain to the research. There is also a very low risk that others will have access to the primary data. This research does not intend to criticize, condemn, or denigrate the decisions of local people, organizations, or governments.

**9. Participant Consent:** Clicking "Next" indicates that you have understood to your satisfaction the information regarding participation in the research project and agree to participate as a subject. In no way does this waive your legal rights nor release the researchers, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from the study at any time, and /or refrain from answering any questions you prefer to omit, without prejudice or consequence. Your continued participation should be as informed as your initial consent, so you should feel free to ask for clarification or new information throughout your participation.

This research has been approved by the Research Ethics Board at the University of Manitoba, Fort Garry Campus. The University of Manitoba may look at research records to see that the research is being done in a safe and proper way. If you have any concerns or complaints about this project, you may contact any of the abovenamed persons or the Human Ethics Officer at 204-474-7122 or [HumanEthics@umanitoba.ca](mailto:HumanEthics@umanitoba.ca).

**If you choose to proceed, please click the "NEXT" button, and you will be directed to the online survey.**



## Planner Opinions on Professional Codes of Conduct

1. Do you currently work in (or have previously worked in) the planning profession in Canada?

- Yes
- No

2. What province/territory do you primarily **reside** in?

- Alberta
- British Columbia
- Manitoba
- New Brunswick
- Newfoundland and Labrador
- Northwest Territories
- Nova Scotia
- Nunavut
- Ontario
- Prince Edward Island
- Quebec
- Saskatchewan
- Yukon Territory



3. What province/territory do you primarily **do most of your work?**

- Alberta
- British Columbia
- Manitoba
- New Brunswick
- Newfoundland and Labrador
- Northwest Territories
- Nova Scotia
- Nunavut
- Ontario
- Prince Edward Island
- Quebec
- Saskatchewan
- Yukon Territory





4. How long have you been in the planning profession?

- Student
- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21-25 years
- 26-30 years
- 31-35 years
- 36-40 years
- 41+ years

5. What type of planning office are you **currently employed** at?

- Private Consulting (Company)
- Private Consulting (Self-Employed)
- Not-for-Profit
- Educational Facility
- Public (Municipal)
- Public (Provincial/Territorial)
- Public (Federal)
- Retired
- Currently Not Employed
- Student



6. What provincial/territorial planning institute(s) are you a **member** of?  
(Select all that apply):

- Alberta Professional Planners Institute (APPI)
- Atlantic Planners Institute (API)
- Licensed Professional Planners Association of Nova Scotia (LPPANS)
- Manitoba Professional Planners Institute (MPPI)
- New Brunswick Association of Planners (NBAP)
- Newfoundland and Labrador Association of Professional Planners (NLAPP)
- Ontario Professional Planners Institute (OPPI)
- Ordre des Urbanistes du Québec (OUQ)
- Planning Institute of British Columbia (PIBC)
- Prince Edward Island Institute of Professional Planners (PEIIPP)
- Saskatchewan Professional Planners Institute (SPPI)
- Other (please specify)

- None of the above

7. Do you hold Registered Professional Planner (RPP) Status?

- Yes
- No
- Currently in the Process



## Planner Opinions on Professional Codes of Conduct

### Codes of Professional Conduct

The following section intends to interpret the frequency of use or reference to planning codes of conduct across Canada by planners, and how they have been used in practice.

For reference, the Canadian Institute of Planners (CIP) *Code of Professional Conduct* can be found here, as well as links to provincial/territorial codes of professional conduct: <https://cip-icu.ca/Careers-in-Planning/Codes-of-Professional-Conduct>

As a reminder, all data collected is confidential.

8. How often do you reference the **Canadian Institute of Planners (CIP) Code of Professional Conduct**?

- Never/Rarely
- Sometimes/On Occasion
- Often/Frequently

9. How often do you reference your **provincial/territorial code of professional conduct**?

- Never/Rarely
- Sometimes/On Occasion
- Often/Frequently
- N/A (my province/territory uses the *CIP Code of Professional Conduct*)



## Planner Opinions on Professional Codes of Conduct

### CIP Code of Professional Conduct

10. For what purpose do you review/reference the **CIP Code of Professional Conduct**?

*(Select all that apply):*

- Becoming a CIP member
- Studying for RPP exams
- Facing disciplinary action
- Enforcing the codes/requesting disciplinary action
- In conjunction with by-law review
- Other (please specify)

- None of the Above

11. Please provide more detail on how you utilize or have utilized the **CIP Code of Professional Conduct**:



12. Please rate the **CIP Code of Professional Conduct** on the following:

	Very Poor	Poor	Fair	Good	Excellent
Clarity of the standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarity of the non-compliance examples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarity on disciplinary actions for non-compliance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding the document on the CIP website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legibility/design of the formatted document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Please rate the **CIP Code of Professional Conduct** on the following:

	Very Poor	Poor	Fair	Good	Excellent
Inclusion of standards relating to Diversity, Equity, and Inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusion of standards relating to Disability, Accessibility, and Universal Design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Have you ever experienced any challenges or concerns with the **CIP Code of Professional Conduct** in relation to accessibility?

- Yes
- No



## Planner Opinions on Professional Codes of Conduct

### CIP Code of Professional Conduct and Accessibility

15. What challenges or concerns did you experience with the **CIP Code of Professional Conduct** in relation to **accessibility**?

16. Do you have any recommendations for how these challenges or concerns could be addressed?

## Planner Opinions on Professional Codes of Conduct

### Provincial/Territorial Codes of Conduct

17. For what purpose do you review/reference your **provincial/territorial code of professional conduct**?

*(Select all that apply):*

- Becoming a CIP member
- Studying for RPP exams
- Facing disciplinary action
- Enforcing the codes/requesting disciplinary action
- In conjunction with by-law review.
- Other (please specify):

- None of the above



18. Please provide more detail on how you utilize or have utilized your **provincial/territorial code of professional conduct**:

19. Please rate your **provincial/territorial code of professional conduct** on the following:

	Very Poor	Poor	Fair	Good	Excellent
Clarity of the standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarity of non-compliance examples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarity on disciplinary actions for non-compliance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding the document on the planning association website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legibility/design of the formatted document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Please rate your **provincial/territorial code of conduct** on the following:

	Very Poor	Poor	Fair	Good	Excellent
Inclusion of standards relating to Diversity, Equity, and Inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusion of standards relating to Disability, Accessibility, and Universal Design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



21. Have you ever experienced any challenges or concerns with your **provincial/territorial code of professional conduct** in relation to accessibility or inclusive/universal design?

- Yes
- No

## Planner Opinions on Professional Codes of Conduct Provincial/Territorial Code of Conduct and Accessibility

22. What challenges/concerns did you experience with your **provincial/territorial code of professional conduct** in relation to relation to accessibility or inclusive/universal design?

23. Do you have any recommendations for how these challenges or concerns could be addressed?

## Planner Opinions on Professional Codes of Conduct Disability and Accessibility in Planning

The following section intends to better understand how planners reference materials for work with disabled communities and universal/inclusive design projects.

24. Have you worked on projects related to disability, on universal accessibility, or with disabled communities?

*Projects can include but are not limited to: universal urban design projects, creating universal design standards, community engagement with disabled communities, etc.*

- Yes
- No





25. What has prevented you from working on planning projects regarding disability, on universal accessibility, or with disabled communities?

(Select all that may apply):

- Not enough planning experience/time in practice.
- I do not feel sufficiently trained to work with this community or on these types of projects.
- I do not feel I (or my office) has sufficient resources to complete this type of work.
- My place of work has not received these types of projects.
- Other (please specify)

## Planner Opinions on Professional Codes of Conduct Disability and Accessibility in Planning

The following section intends to better understand how planners reference materials for work with disabled communities and universal/inclusive design projects.

26. What resources have you referenced for these types of projects?

(Select all that apply):

- Building Codes
- Provincial planning acts
- Provincial accessibility acts (e.g., AODA, AMA)
- Federal accessibility acts (e.g., *Accessible Canada Act*)
- Non-Canadian legislation (e.g., *Americans with Disabilities Act*)
- Academic disability literature
- Non-academic disability literature
- Other (please specify)



27. Are there currently enough resources/standards for you to confidently complete planning work in Canada related to disability and inclusion?

- Yes
- No
- Unsure

28. Please explain your response in more detail:

29. What types of resources or standards would allow planners to provide better services for working with disabled communities and projects relating to universal accessibility and inclusive design?

30. If a line item specific to disability and inclusion was added to the **C IP Code of Professional Conduct**, would this alter your planning practice?

- It would not affect my practice as I already actively include universal design and inclusive methods in my work.
- I would need to do more Continuous Professional Learning to have the confidence to be able to comply.
- Other (please specify)



31. Please rate how you feel adding a line item specifically about disability and inclusion to the **CIP Code of Professional Conduct** would affect professional planning practice in Canada:

- It would worsen the profession/make it harder to be a planner by holding members to too many rules/standards
- It would add challenges to the profession/wouldn't add any benefits
- It would not change the profession
- It would somewhat benefit the profession to be more inclusive/hold members to a slightly higher standard
- It would greatly benefit the profession to be more inclusive/hold members to a higher standard

32. Please explain your response in more detail:

## Planner Opinions on Professional Codes of Conduct

### Final Thoughts

33. Do you have any additional thoughts or comments on your planning practice in relation to professional codes of conduct?

34. Do you have any additional thoughts or comments on your planning practice in relation to disability, universal accessibility, and inclusive design?



## APPENDIX B: CORE CERTIFICATE, SURVEY RECRUITMENT, AND ETHICS APPROVAL

PANEL ON  
RESEARCH ETHICS

*Navigating the ethics of human research*

TCPS 2: CORE

### *Certificate of Completion*

*This document certifies that*

**Sarah Manteuffel**

*has completed the Tri-Council Policy Statement:  
Ethical Conduct for Research Involving Humans  
Course on Research Ethics (TCPS 2: CORE)*

Date of Issue: **3 October, 2020**



**University  
of Manitoba**

Department of City Planning  
Faculty of Architecture  
201 Russell Building  
Winnipeg, Manitoba  
Canada, R3T 2N2

[Insert Date]

Canadian Institute of Planners  
141 Laurier Avenue West, Suite 1112  
Ottawa, ON K1P 5J3

Request for Distribution: Capstone Research Survey

Hello,

My name is Sarah Manteuffel, and I am a Graduate Student in the Department of City Planning at the University of Manitoba, being advised by Dr. Rae St. Clair Bridgman.

I would like to request your distribution of a survey to your membership that I am conducting toward my Master of City Planning Capstone project with the working title: *Cracking the Codes: Making a More Universally Accessible Canada through Improving Planning Codes of Professional Conduct*.

In this study, planning professionals across Canada are invited to take part in an online survey that aims to better understand how Canadian planners use and interpret their guiding codes of professional conduct, and how these codes can help improve their planning practice. The survey also will ask for planners' experiences working on projects with and for the disabled community.

The survey is estimated to take approximately 15 minutes to complete and can be navigated using a computer, tablet, or smart phone. Participants do not have to provide any personal, identifying information to participate. Responses will be kept confidential, and no registration is required. Data will be analyzed as part of Master of City Planning Capstone process and will be published on the University of Manitoba Department of City Planning website in spring of 2022:

<https://umanitoba.ca/architecture/department-city-planning/student-work>.

I have attached text that can be shared for email distribution to your membership. Additional details as well as consent provisions are provided at the start of the survey linked here: [Insert Survey Link]

This study has been reviewed and approved by the Research Ethics Board at the University of Manitoba, Fort Garry campus. If you have any questions about this study or its distribution, please contact me, Sarah Manteuffel (principal investigator), by email at [manteufs@myumanitoba.ca](mailto:manteufs@myumanitoba.ca) or Dr. Rae St. Clair Bridgman (course instructor) at [rae.bridgman@umanitoba.ca](mailto:rae.bridgman@umanitoba.ca) or the Human Ethics Office at 204-474-7122 or [HumanEthics@umanitoba.ca](mailto:HumanEthics@umanitoba.ca).

Thank you for your interest and participation.

Sincerely,

Sarah Manteuffel, B. Env.D., Graduate Student  
Department of City Planning, Faculty of Architecture  
University of Manitoba





University  
of Manitoba

Research Ethics and Compliance

Human Ethics - Fort Garry  
208-194 Dafoe Road  
Winnipeg, MB R3T 2N2  
T: 204 474 8872  
humanethics@umanitoba.ca

### PROTOCOL APPROVAL

Effective: October 28, 2021

Expiry: October 27, 2022

Principal Investigator: Sarah Manteuffel  
Advisor: Rae Bridgman  
Protocol Number: HE2021-0169  
Protocol Title: *Cracking the Codes: Making a More Universally Accessible Canada through Improving Planning Codes of Conduct*

Andrea L Szwajcer, Chair, REB2

**Research Ethics Board 2** has reviewed and approved the above research. The Human Ethics Office (HEO) is constituted and operates in accordance with the current *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans- TCPS 2 (2018)*.

This approval is subject to the following conditions:

- i. Approval is granted for the research and purposes described in the protocol only.
- ii. Any changes to the protocol or research materials must be approved by the HEO before implementation.
- iii. Any deviations to the research or adverse events must be reported to the HEO immediately through an REB Event.
- iv. This approval is valid for one year only. A Renewal Request must be submitted and approved prior to the above expiry date.
- v. A Protocol Closure must be submitted to the HEO when the research is complete or if the research is terminated.
- vi. The University of Manitoba may request to audit your research documentation to confirm compliance with this approved protocol, and with the UM *Ethics of Research Involving Humans* [Ethics of Research Involving Humans](#) policies and procedures.



# APPENDIX C: SURVEY DISTRIBUTION EXAMPLES



**In This Issue:**

CEO's Note | Equity, Diversity & Inclusion Insight Survey | Elevation 2.0 Presentation Proposals | GivingTuesday | Report on Health and Planning | Plan Canada | Nominations | Member Benefits | Professional Learning Opportunities | International News | Additional Resources & Opportunities



## Provide Your Input for a Study on the Planning Profession's Codes of Professional Conduct

### Professional Conduct

For this study, *Cracking the Codes: Making a More Universally Accessible Canada through Improving Planning Codes of Professional Conduct*, planning professionals across Canada are invited to take part in an online survey that aims to better understand how Canadian planners use and interpret their guiding codes of professional conduct, and how these codes can help improve their planning practice. The survey is estimated to take 15 minutes to complete.



[Take the Survey Now](#)





**Sarah Manteuffel** (She/Her)



Master of City Planning Candidate | Planning Student at Urban Systems  
5mo • Edited •

To all my planning professional connections! How often do you reference your Planning Codes of Conduct?

I am inviting all planning professionals to participate in a survey about creating a more universally accessible Canada by improving planning codes of professional conduct.

Survey Link: <https://lnkd.in/gJdZJv3D>

I would like to hear from planners about how you use and interpret codes of professional conduct. How do these codes affect your day-to-day planning practice? I would also like to learn more about your experience working on projects related to disability. This is to better understand how codes of conduct can support these initiatives.

If you are interested in this survey, please click the link below! You are welcome to share this, so your planning peers and colleagues can participate as well.

Thank you for your time!

Additional details as well as consent provisions are provided at the start of the survey. This study has been reviewed and approved by the Research Ethics Board at the University of Manitoba, Fort Garry campus. If you have any questions about this study or its distribution, please contact me, Sarah Manteuffel (principal investigator), by email at [manteufs@myumanitoba.ca](mailto:manteufs@myumanitoba.ca) or Dr. Rae St. Clair Bridgman (course instructor) at [rae.bridgman@umanitoba.ca](mailto:rae.bridgman@umanitoba.ca) or the Human Ethics Office at 204-474-7122 or [HumanEthics@umanitoba.ca](mailto:HumanEthics@umanitoba.ca).

[#planning](#) [#canadianplanners](#) [#planningprofessionals](#) [#urbandesign](#)  
[#urbanplanning](#) [#cityplanning](#) [#universaldesign](#) [#accessibility](#)  
[#accessibilityforall](#) [#designforall](#)



Planner Opinions on Professional Codes of Conduct

surveymonkey.ca • 2 min read

16

3 comments • 4 shares





Alberta Professional Planners Institute

e-news

December 6, 2021

## Prairie Region Adaptation and Resilience Training for Planners - Request for Expression of Interest from Local Prairie Region Partner Consultants

Details including information about how to respond to this expression of interest are [available here](#). The deadline for submissions is December 14, 2021.

## PLAN North West Call for Submissions

Be a part of the conversation with your planning colleagues and submit an article to Plan North West.

APPI, MPPI and SPPI members and non-members may submit articles for consideration in upcoming issues of our planning publication. You may also propose an idea or abstract for consideration by the Editorial Board prior to submitting a completed piece. Submissions can explore a range of topics and formats, including book reviews, travel experiences, lessons learned, planning history, presentation summaries, research results, and more.

If you have any questions about PLAN North West or would like to discuss your idea about a potential article, please feel free to contact [office@albertaplanners.com](mailto:office@albertaplanners.com). See current and past issues of PLAN North West [PLAN North West | Alberta Professional Planners Institute \(albertaplanners.com\)](#)

## Requests for Participation

### Survey Participation Request:

Sarah Manteuffel, B. Env.D., Graduate Student, Department of City Planning, Faculty of Architecture, University of Manitoba [manteufs@myumanitoba.ca](mailto:manteufs@myumanitoba.ca)

In this study, planning professionals across Canada are invited to take part in an online survey that aims to better understand how Canadian planners use and interpret their guiding codes of professional conduct, and how these codes can help improve their planning practice.

Details as well as consent provisions are provided at the start of the survey. [Click here](#) for the information.

[f](#) [t](#) [in](#) Connect with APPI!

### BULLETINS

#### 2022 APPI Member Renewals

The 2022 APPI/CIP member renewal invoices were issued in early December and members fees are due by January 4, 2022. If you would like to discuss your member status for 2022, please email the APPI Registrar for more information at [execdir@albertaplanners.com](mailto:execdir@albertaplanners.com)

### SAVE THE DATE

Dec 09 5:00 pm  
APPI Virtual Film Screening - **The Great Disconnect**  
[View Event](#)

Dec 16 12:00 pm  
APPI Webinar - **Yellowknife's Urban Morphology: Conflict or Charm?**  
[View Event](#)

Jan 25 12:00 pm  
APPI Webinar - **Think it won't happen to you? Think Again! Lessons from the Discipline Committee**  
[View Event](#)

### EMPLOYMENT OPPORTUNITIES

[Assistant Professor of Planning](#)  
School of Architecture Planning and Landscape (SAPL) University of Calgary

[Urban Planner](#)  
McElhanney, Canmore  
[Planner I](#)  
County of Grande Prairie

[General Manager of Planning and Community Services](#)  
Town of Bonnyville



### Email Request for Planning Professional Participation: Capstone Research Survey

Hello,

My name is Sarah Manteuffel, and I am a Graduate Student in the Department of City Planning at the University of Manitoba, being advised by Dr. Rae St. Clair Bridgman.

I would like to invite you to participate in a survey I am conducting toward my Master of City Planning Capstone project with the working title: *Cracking the Codes: Making a More Universally Accessible Canada through Improving Planning Codes of Professional Conduct*.

In this study, planning professionals across Canada are invited to take part in an online survey that aims to better understand how Canadian planners use and interpret their guiding codes of professional conduct, and how these codes can help improve their planning practice. The survey also will ask for planners' experiences working on projects with and for the disabled community.

**If you wish to proceed and provide consent to participate in this survey, please click the link below access the survey hosted by SurveyMonkey: <https://www.surveymonkey.ca/r/GFJGFBR>.**

The survey is estimated to take approximately 15 minutes to complete and can be navigated using a computer, tablet, or smartphone. You do not have to provide any personal, identifying information to participate. Responses will be kept confidential, and no registration is required. Data will be analyzed as part of Master of City Planning Capstone process and will be published on the University of Manitoba Department of City Planning website:

<https://umanitoba.ca/architecture/department-city-planning/student-work>.

Your participation is completely voluntary, and you can withdraw at any time or skip any questions you do not wish to answer. No identifying questions will be requested. Once submitted, responses are no longer editable, and data will not be able to be withdrawn.

Additional details as well as consent provisions are provided at the start of the survey. This study has been reviewed and approved by the Research Ethics Board at the University of Manitoba, Fort Garry campus. If you have any questions about this study or its distribution, please contact me, Sarah Manteuffel (principal investigator), by email at [manteufs@myumanitoba.ca](mailto:manteufs@myumanitoba.ca) or Dr. Rae St. Clair Bridgman (course instructor) at [rae.bridgman@umanitoba.ca](mailto:rae.bridgman@umanitoba.ca) or the Human Ethics Office at 204-474-7122 or [HumanEthics@umanitoba.ca](mailto:HumanEthics@umanitoba.ca).

Thank you for your interest and participation.

Sincerely,

Sarah Manteuffel, B. Env.D., Graduate Student  
Department of City Planning  
Faculty of Architecture, University of Manitoba



## APPENDIX D: EXAMPLE OF CODED DOCUMENT (CIP) AND CODEBOOK EXCERPTS

### CIP CODE OF PROFESSIONAL CONDUCT

Last modified Aug. 19, 2016

Minimum Standards for Codes of Professional Conduct

[Examples of possible non-compliance are provided in italics for information]

1. The Planner's Responsibility to the Public Interest  
Members shall:
  - 1.1 practice in a manner that respects the diversity, needs, values and aspirations of the public and encourages discussion on these matters;  
*[A Member unreasonably dismisses ethnic and/or religious based concerns.]*
  - 1.2 provide full, clear and accurate information on planning matters to decision-makers and members of the public, while recognizing the employer or client's right to confidentiality and the importance of timely reporting;  
*[A Member releases confidential information, when they have been specifically requested by a client, employer or another planner not to do so.]*
  - 1.3 acknowledge the inter-related nature of planning decisions and the consequences for natural and human environments;  
*[A Member recommends the elimination of an engineering requirement which they know is required to protect public safety.] and,*
  - 1.4 provide opportunities for meaningful participation and education in the planning process to all interested parties.  
*[A Member conducts a public hearing process without the required notice(s) or without indicating to a member of the public that their speaking time will be limited.]*
2. The Planner's Responsibility to Clients and Employers  
Members shall:
  - 2.1 provide independent professional opinion to clients, employers, the public, and tribunals; perform work only within their areas of professional competence;  
*[A Member provides advice in an area of planning or another discipline where they do not have appropriate training and experience. An example is a Member who does not have professional competence in transportation planning and prepares a report with recommendations in this area.]*
  - 2.2 undertake planning services with diligence and render services with appropriate preparation;  
*[A Member does not take the time and care needed to provide appropriate professional advice and presents a major report which has not been well researched and is poorly written and presented without a factual basis.]*



Segment Text	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10
<i>refuses to co-operate in an investigation</i>					X					X
unless such right conflicts with other aspects of this Code					X					X
unless such values conflict with other aspects of this Code					X					X
<i>a Member does not report</i>					X					
authorized					X					
consequences for natural and human environments					X					
<i>does not prepare for and participate in the procedure</i>					X					
in the event of a conflict between the values or actions of the client or employer and those of this Code					X					
<i>possible non-compliance</i>					X					
situations where there is the possibility of a conflict of interest arising					X					
<i>who does not have professional competence</i>					X					
inform the client	X			X						X
inform the client or employer	X			X						X
sign or seal a final drawing, specification, plan, report or other document				X			X			X
practice				X			X			
sign or seal				X			X			
establish by By-law policies and practices				X						X
evaluating the work of another Member				X						X
in pursuit of any Institute objective				X						X
make public statements on behalf of the Institute				X						X
obtaining professional education				X						X
<i>public hearing process</i>				X						X
discipline proceeding				X						
examples				X						
examples of				X						
planning process				X						
practice in a manner				X						
procedure				X						
process				X						
provide independent professional opinion				X						
provide opportunities				X						
<i>provides advice</i>				X						
render services				X						
securing a contract				X						
subject of a disciplinary matter				X						
the Institute's continuing professional learning requirements				X						
undertake planning services				X						
ignores		X					X			
not attempt to		X						X		
influence or affect professional opportunities or planning advice		X								X
be in breach		X								



**THEME OCCURRENCE - CIP Code of Professional Conduct**

#	Section No.	T1	T2	T3	T4	T5
		Procedures and Processes	Encouragement of Inclusion, Justice, and Fairness	Discipline and Consequence	Strength and Power	Neutrality and Weakness
1	-	x	x	x		x
2	1	x	x		x	
3	1.1	x	x		x	x
4	1.2	x	x		x	x
5	1.3		x	x		x
6	1.4	x	x		x	
7	2	x	x		x	
8	2.1	x	x	x	x	x
9	2.2	x	x			x
10	2.3		x	x	x	x
11	2.4		x	x	x	x
12	2.5	x	x	x	x	
13	2.6	x	x	x	x	
14	2.7		x		x	x
15	2.8		x		x	
16	2.9		x	x	x	
17	3	x	x		x	
18	3.1	x	x		x	x
19	3.2		x		x	x
20	3.3		x		x	
21	3.4		x			x
22	3.5	x	x		x	x
23	3.6	x	x			x
24	3.7	x	x		x	
25	3.8	x	x	x	x	
26	3.9	x	x		x	
27	3.10	x	x	x	x	x
28	3.11	x	x	x	x	
29	-	x	x	x	x	
		12	19	8	17	8
		41%	66%	28%	59%	28%

Theme percentages are calculated as: (theme total occurrence) / (total paragraphs) x 100

For example: Theme 1 = (12 / 29)\*100 = 41%