

Table 1. Critical Regional Ecology and Progressive Regionalism

CRE's Key Dimensions	<i>Questions to help frame Progressive Regionalism as an emergent field of discourse and praxis:</i>
1. Progressive Imagination	<ul style="list-style-type: none"> • Does PR offer visions/imaginings of the good society? • What are the most pressing issues, questions and grand challenges posed by PR (e.g., concerning regional development, innovation, social change, learning and institutional transformation, sustainability, empowerment)?
2. Theory, Discourse and Literature	<ul style="list-style-type: none"> • What key conceptual/theoretical constructs does PR articulate through discourse and literature? • Can PR be understood as lying somewhere along a natural science–hermeneutics continuum of theory-building and education; or is some other meta-theoretical ontology more appropriate? • How does PR literature characterize knowledge to action, theory to practice, critique to constructive vision, science to society linkages?
3. Methods, Tools, Data and Knowledge Networking	<ul style="list-style-type: none"> • How does PR actually get accomplished? with what media/tools, institutional base, and over what temporal and spatial scales? • How well does PR exploit advances being made in methodology, spatial consciousness, cyberinfrastructure and the capacity for integrating otherwise fragmented ecologies of knowledge? • What types of “framing” devices (e.g., narratives, metaphors, rhetorical flourishes) are embodied in PR discourse?
4. Power Relations, Ethics and Critical Pedagogy	<ul style="list-style-type: none"> • Who/What (human agency) actually does PR, why? How are relations of class, gender and race factored into the analysis? • What key ethical, historical, cultural, and philosophical arguments do proponents of PR draw upon in efforts to advance progressivism? Who are the proponents? What are their motives? • What are PR’s critical standpoints and normative moorings? • Upon what ethical basis does PR justify (or not) various forms of intervention aimed at improving regional quality of life and habitat (e.g., interventions by the state, mobilization of civil society, labor, corporate practices, university-community partnerships)? • How does one teach/learn PR in university and non-university settings?
5. Praxis, Evaluation and Learning	<ul style="list-style-type: none"> • How do we know PR when we see it? What is the significance? • What are PR’s metrics of evaluation (e.g., indicators for gauging the success/failure of regional policies, coalition-building, new forms of governance, protests)? • What does PR actually produce and/or change? • Upon what basis (criteria, standards) does assessment and learning take place for PR’s continual improvement?

Table 2. Operational Principles and Strategies for Progressive Regionalism

CRE's Operational Principles	Exemplary Strategies for Progressive Regionalism
Place-based, takes into account multiscale flows and networks	<ul style="list-style-type: none"> Facilitate multidisciplinary, place-based, and comparative research that explains how local, regional and global forces interact. Highlight urban-rural interdependencies by making hidden resource and energy flows/transfers more apparent.
Integrative and multidisciplinary, weaves together ecologies of knowledge	<ul style="list-style-type: none"> Link New Regionalism and New Institutionalism with sustainability science and advances in information and communications technologies. Create the means for integrating diverse types of data and knowledge (e.g., physical, biological, socio-technical, expert and non-expert). Federate distributed intelligence at the regional scale (i.e., create the socio-technical systems necessary to share data and knowledge that now lies in silos across fragmented epistemic landscapes).
Normative, articulates critical standpoints while avoiding fundamentalism.	<ul style="list-style-type: none"> Promote the three E's of sustainable development (equity, environmental stewardship, and economic efficiency) in a whole systems approach aimed at eradicating root causes of poverty, social injustice and environmental degradation. Raise consciousness of normative theory and asymmetrical power relationships (calling into view the sociology of knowledge, ethics and the philosophy of science)
Historical and Forward-looking, action-oriented	<ul style="list-style-type: none"> Articulate historically-informed views of alternative futures (i.e., actionable "Vision") sensitive to issues of class, race, gender & ecology. Pursue a core set of pressing problems/projects that require regional-scale intervention. Establish multi-sector constituencies (including university-community partnerships), networks and cultural bridges necessary to advance progressive agendas for the common good.
Collaborative, Communicative and multicultural	<ul style="list-style-type: none"> Foster relationships and networks driving the shift from "planning for the public" to "planning with the public." Devise new ways (e.g., multimedia narratives, interactive web sites) to improve research translation and communication for the common good in multicultural contexts.
Comparative and evidenced-based with metrics for evaluation	<ul style="list-style-type: none"> Encourage comparative methods in research and education as a way to foster global-mindedness in regional planning theory and practice Support efforts (often led by non-profits and regional planning organizations) aimed creating regional indicators and informatics for measuring progress toward sustainable development. <p>Devise performance-based measures of regional planning/development strategies/interventions to promote learning and continual improvement.</p>

Figure 1: Cyberinfrastructure for Progressive Regionalism: Global Planning Grids

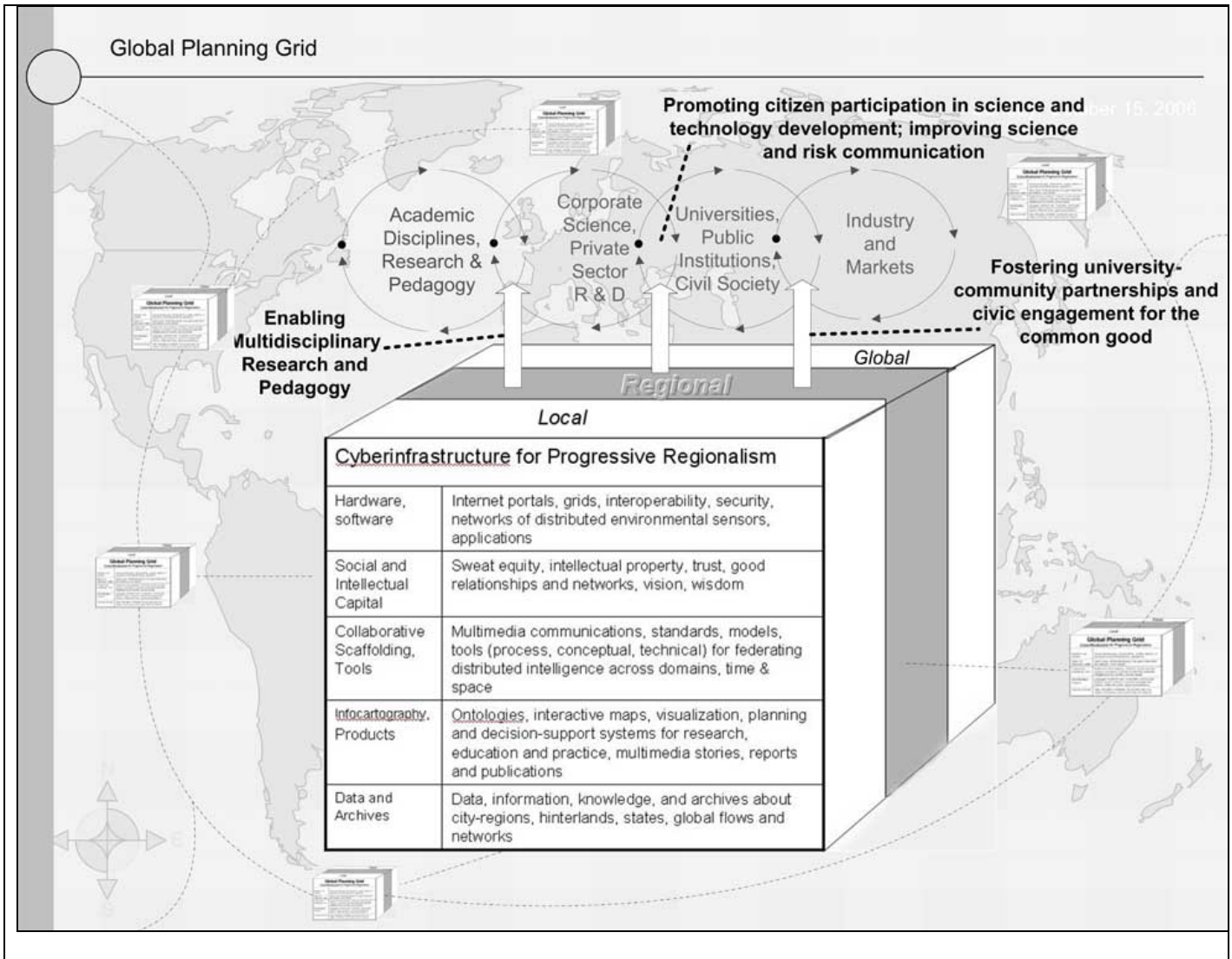
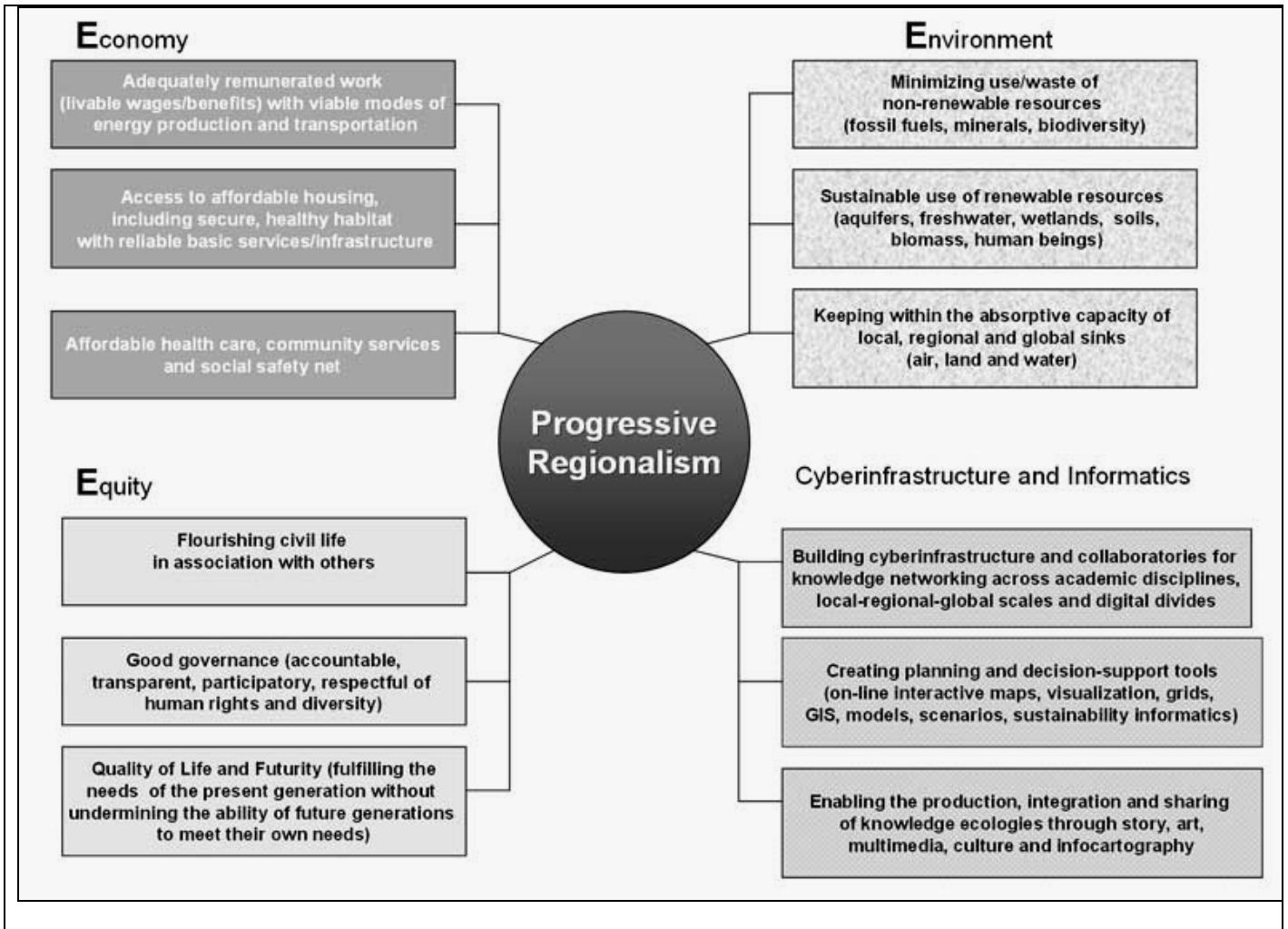


Figure 2. Progressive Regionalism: Striving for the 3 Es of sustainable development while exploiting advances in cyberinfrastructure, sustainability informatics and knowledge networking.



Source: This figure incorporates elements from diagrams in Satterthwaite (1997) and Friedmann (2002)