Building Global Perspectives on Planning Education

Final report of the ACSP Task Force on Global Planning Education

Table of Contents

Section 1: Executive summary

The ACSP Task Force on Global Planning Education was tasked by the ACSP Executive Committee in 2016 to "explore global education, focusing on issues of recruiting and engaging international students, international education and accreditation issues." Since its formation the Task Force has undertaken a number of data collection and analysis tasks, including: analysis of data from the Global Planning Educator's Interest Group's survey of students from 2013, 2015, and 2017; compilation of historical data on numbers of international students and faculty, and international programming, from the ACSP Guide to Planning Schools; analysis of a focus group at the 2017 ACSP conference and interviews with 15 planning educators; analysis of answers to questions from the survey of program administrators that was implemented in November 2017 by ACSP; and interviews with representatives of the Global Planning Educators Association Network (GPEAN), and other ACSP faculty involved in work with such entities as the World Planning Schools Congress and AICP's International Division. This research has generated a number of important findings regarding global planning education at ACSP member schools, and the perspectives of planning educators concerning the importance of a global perspective to planning curricula. Among these findings are the following:

On student and faculty perspectives on globalizing planning pedagogy:

- Both students and faculty argue against approaches to international comparison that presume dichotomies of 'developed' and 'developing' countries. Instead, students express a strong interest in understanding the commonalities of Global South and Global North circumstances, and in exploring mutual learning between such contexts.
- Students further report that they experience such comparative approaches to planning as the topic for which there is the greatest gap between their level of interest and curricular content.
- Both international and domestic students argued that there is a major need to globalize the core curricula of planning schools, and to provide stronger career development support for students who are interested in pursuing international careers.
- International students also feel that their knowledge and experience is not effectively engaged in many classes, and that they represent an untapped pedagogical resource.

On numbers of international students:

- There was a drop in the percentage representation of international students in ACSP schools between 1994 and 2009, followed by an increase from 2009 to 2014. Since 2014, however, there has been a sharp drop once again in the percentage of international students once again.
- There was a substantial increase between 2013 and 2015 in the percentage of international planning students at ACSP schools who had also applied to non-US schools, although there was a subsequent decrease in 2017. The percentage of domestic students applying to non-US planning schools has risen steadily between 2013 and 2015.

On program efforts to globalize curricula:

- Schools have invested substantial resources in providing international opportunities for students, including study abroad and work abroad opportunities.

- A large majority of programs have one or more faculty who have substantial international teaching, research, or practice experience.
- However, many programs are uncertain how to meet the global dimensions criteria.
- Moreover, faculty who do international research and teaching report that the substantial time demands of international qualitative research are not sufficiently appreciated by some colleagues and administrators.

Based on these findings, this report argues for the development of a relational approach to global planning education, which involves integrating global comparative perspective on the analysis of cities and planning approaches across core curricula. The report further develops several goals and recommendations for ACSP and affiliated organizations to build capacity for and institutionalize such a relational approach.

Goal 1: Share resources and knowledge to build capacity of member schools

- Hold pre-ACSP workshops for administrators and faculty.
- Continue to develop and promote online sources of information on resources and opportunities in global planning education.
- Create an ACSP teaching fellowship for scholars to engage in short visits to planning schools.
- Create an ACSP visiting professorship to support semester visits by global planners to schools that self-identify a need to enhance the globalization of their curriculum.
- Support the creation of joint classes between smaller and larger programs.

Goal 2: Integrate relational approaches to understanding global connections across planning curricula.

- Encourage co-sponsorship of panels at the ACSP annual meeting to facilitate comparative conversations.
- Plan plenaries to engage more deeply with the global connections that shape planning issues.
- Invite major funders of international comparative planning research to discuss funding opportunities at the ACSP annual meeting.
- Develop fora for dialogue among interest groups.
- Promote co-production of knowledge whereby students with diverse regional backgrounds can participate in knowledge production and open up classroom-based pedagogic means.
- Engage PAB in discussions regarding the global dimensions of planning criteria.

Goal 3: Enhance ACSP's relations with non-North American planning institutions.

- Provide reduced fee participation in conference for non-US participants.
- Provide enhanced support for ACSP members' participation in leadership of partner organizations like GPEAN and WPSC.
- Hold joint meetings between ACSP and other international planning organizations.
- Work with GPEAN to explore ways of meeting emerging demands for accreditation of planning schools internationally.

Section 2: Introduction to the report

The ACSP Task Force on Global Education was proposed by the ACSP Executive Committee, and endorsed by the Governing Board at its April 2016 meeting. The Governing Board instructed the Task Force to "explore global education, focusing on issues of recruiting and engaging international students, international education and accreditation issues." Previous reviews of global planning education were undertaken in 1994 (by the ACSP Global Commission) and 2002 (the Planning Globally Task Force). This report therefore represents the first systematic examination of global planning education by ACSP in 15 years. The Task Force that was constituted in 2016 consisted of Weiping Wu and Gavin Shatkin as Co-Chairs, and Gabriella Carolini, Petra Doan, Annette Kim, Bish Sanyal, Bjørn Sletto, and Meenu Tewari as members. Weiping Wu stepped aside as Co-Chair before the 2017 annual meeting, as she became President of ACSP. Faranak Miraftab subsequently joined the Task Force as Co-Chair alongside Gavin Shatkin.

This report is the product of many meetings and extensive data collection. After the Task Force's initial meeting at the 2016 annual meeting in Portland, we identified several specific questions we hoped to address: How are faculty incorporating global perspectives in curriculum, pedagogy, and research at ACSP member schools? What do our students want to learn, and how well do they feel they are learning it? What constraints and opportunities exist for developing a global planning pedagogy? How do differences in the size of schools and their geographic location relate to their ability to deliver a global planning education? How are schools specifically understanding and incorporating the needs and interests of international students in their curriculum and pedagogy? How do employers perceive the needs of a global planning education to be changing? How do programs integrate questions of power, exclusion, and social justice into their global planning curriculum, and how do they perceive the role of global planning education in relation to broader goals of diversity and inclusion? But we also kept an eye on the overarching question that motivated all of our research: What kind of approaches to global planning education best address the particular global moment that we inhabit as well as the real-life conditions that planning schools are operating under? These questions informed our data collection strategy, which focused on the following research tasks:

- Analysis of data from the Global Planning Educator's Interest Group's survey of students, which has been conducted in 2013, 2015, and 2017. The survey asks about student experience and perspectives on curriculum and pedagogy around global and international issues.
- Compilation of historical data from the ACSP Guide to Planning Schools, as well as from other available sources, on numbers of international faculty and students at member schools, number of schools with international planning programming, and other variables.
- Interviews with 15 planning educators from small, medium, and large sized schools, focusing on questions of how they approach the idea of a global planning education in their coursework, and the obstacles to and opportunities for deepening the integration of the global into planning education.
- Analysis of answers to questions from the survey of program administrators that was implemented in November 2017 by ACSP. The Task Force contributed several questions to this survey on program capacity in international and global planning, curricular innovations, and perspectives on the importance and meaning of global planning education.

- Interviews with representatives of the Global Planning Educators Association Network (GPEAN), and other ACSP faculty involved in work with such entities as the World Planning Schools Congress and AICP's International Division.

Throughout our study, the Task Force sought opportunities to consult with important stakeholders to gain their insights on the questions we were asking and the methodologies we should employ. Initial insights emerged from a panel at the 2017 ACSP Administrators Conference in Washington DC, which included Task Force members Gabriella Carolini, Petra Doan, Weiping Wu, and Meenu Tewari. We subsequently held a workshop at the 2017 ACSP Annual Meeting to gain input from stakeholders that could inform our process. The workshop began with initial remarks by a panel and was followed by a breakout session at which participants engaged in a lively discussion. This discussion helped to inform our data collection strategy, in particular questions asked in subsequent interviews with educators, and the input from the discussion was subsequently transcribed and constituted an important source of data. After we had completed most of the data collection for the report, we held a one day workshop in Cambridge in April of 2018, with the support of the Department of Urban Studies and Planning at MIT, during which we presented the preliminary results of our research and discussed key findings and recommendations. Finally, we presented our findings at the 2018 ACSP Annual Meeting in Buffalo, and held a panel discussion on our draft to gain final input before completing the report.

We articulate a vision for global planning education in *Section 3*. This vision represents a summation of the collective wisdom of our faculty colleagues and of our students that emerged through our study. It also benefited from reflection on the outstanding 1994 report of the ACSP Commission on Global Approaches to Planning Education, titled *Globalizing North American Planning Education*. That report stood as a benchmark for us throughout our process, both as a model of the kind of analytical insight that we hoped to produce, and as a point of comparison and contrast with respect to how the idea of the global has changed in planning academia and beyond over the last 23 years.

Section 4 reports the main findings of our empirical investigations on the current context of the globalization of planning education at ACSP member schools. This investigation includes: an examination of the current state of global planning curriculum and pedagogy and program capacity; an examination of student enrollment and student perspectives on global planning; and an investigation of ACSP relations with other actors, such as AESOP, GPEAN and others. *Section* 5 undertakes an analysis of perspectives on global planning education raised by multiple respondents in interviews, surveys, and during the workshop session at the 2017 ACSP Annual Meeting. It also examines approaches to globalizing curricula in planning methods. Finally, *Section 6* details a set of goals and recommendations for both ACSP and member schools.

The Global Planning Education Task Force is indebted to numerous individuals. First and foremost, we are grateful to the many faculty, administrators, and students who took the time to answer our questions. Weiping Wu played an essential role in initiating planning for the Task Force, and served as Co-Chair of the Task Force for its first year. Donna Dodd provided a great deal of assistance in data collection and in the logistics of Task Force meetings. We are grateful for the excellent research support of four research assistants—Raksha Vasudevan of the University of Texas at Austin, and Andrew Guinn, Yan Chen, and Mandy Catherine Pitz at the University of North Carolina at Chapel Hill. We are also thankful to the Governing Board for generously provided funding to support the hiring of these research assistants. The Department of Urban Studies and Planning at MIT provided critical financial assistance that allowed the Task Force to

convene for a meeting that proved essential to the development of the ideas that shaped this report. Thanks to Noreen McDonald, Shannon VanZandt, and Renia Ehrenfeucht for serving as panelists at our workshop at the 2017 ACSP Annual Meeting in Denver, and to Ivonne Audirac, Vinit Mukhija, and Clara Irazábal for serving as panelists at our session for the 2018 ACSP Annual Meeting in Buffalo.

The Task Force would also like to acknowledge the excellent progress that has been made in developing global approaches to planning education in recent years. ACSP has demonstrated a commitment to global planning education through its collaboration with other associations of planning schools (including the Association of African Planning Schools [AAPS], the Association of European Schools of Planning [AESOP], the Association of Planning Schools in Asia [APSA], and the Latin American and Caribbean Association of Schools of Planning [LACASP]) and with the World Planning Schools Congress (WPSC) and the Global Planning Education Association Network (GPEAN). GPEIG has done tremendous work in building its website as a resource. The *International Planning Case Studies Project*, which has come about through collaboration of several publicly minded faculty and students, has emerged as a very useful collection of practices and ideas. The *Dialogues in Urban and Regional Planning* series, published in association with GPEAN, has sought to foster dialogue among regional planning school associations. There are numerous other initiatives that mark important progress. The intent of this report is to ask what we have learned from these initiatives, and how ACSP and its member schools can fully utilize these resources and develop new approaches to more fully integrate global perspectives into planning education.

The members of the Global Planning Education Task Force represent a good deal of diversity in terms of our research interests, theoretical inclinations, teaching expertise, and regions of focus. We come from a variety of backgrounds. While we had moments of disagreement and debate, we experienced this Task Force as a remarkable meeting of the minds. Inspired both by the urgency of the moment that we found ourselves working in, and by the voices of the students and colleagues that came through in the data we collected, we found ourselves in strong agreement on three core principles: 1) that the task of globalizing planning pedagogy and curriculum has never been more urgent; 2) that doing so will require a relational approach that builds bridges across disciplines, regions of study, and parts of the world; and 3) that building a truly global planning education requires an open, inclusive approach to teaching and learning that draws on all of the knowledge resources we have available, perhaps most notably our students. We hope that this report helps in some way to move us more firmly in the direction of these principles.

Gabriella Carolini
Petra Doan
Annette Kim
Faranak Miraftab (Co-Chair)
Bish Sanyal
Gavin Shatkin (Co-Chair)
Bjørn Sletto
Meenu Tewari

Section 3: Defining a Vision for Global Planning Education Today

In 1994, the ACSP Commission on Global Approaches to Planning Education issued the first major review of global planning education, titled *Globalizing North American Planning Education*. That report made an eloquent plea for "a new understanding of global-local and cross-cultural dynamism" in planning education that would respond to the needs of an increasingly interconnected planet marked by growing demands for democracy and participation, and the rise of the postcolonial world (ACSP Commission 1994: 8).

As we have reflected on the task of writing this report, we have been struck by the observation that the dramatic changes that mark our current, less optimistic moment in world history only increase the urgency of the agenda of globalizing planning education that this earlier 1994 report laid out. The ensuing decades have seen shifts that have had fundamental implications for the roles and responsibilities expected of states, market and citizens. The disruptive forces of global trade, investment, labor mobilization, and resource extraction have affected communities and ecologies at every corner of the planet. Ecologically unsustainable life styles and practices of one nation create conflict and sometimes war in another. The economic decisions of nations, multilateral organizations, and major corporations create unprecedented movement and crisscrossing of capital, labor, and populations. People move within, others across national and local territories; some move voluntarily and others are forced by war, climate change, or dislocation wrought by economic changes brought about by disinvestment or dispossession. Those displaced find themselves as contested political subjects (and objects)—politicians launch their constituency building efforts by seeking support among them as ex-patriots or by calling for their exclusion. Appeals to a more exclusionary economic and social order give rise to a politics of economic nationalism, and sometimes overt prejudice, manifest as racism, Islamophobia, and other forms of discrimination. As they settle in new places, those displaced become involved in new projects of place making, trans-locally and transnationally both in places they leave behind and those they arrive to. People's earnings and care work in one location lead to the development of housing and infrastructure in another location across the globe. Cultural influences experienced by one group in one geographic and political economic location leads to change in cultural practices and its spatial expressions in another.

In this rapidly changing context, people no longer experience globalization as an abstract force that operates 'out there', beyond their everyday experience. Rather, they experience it as something that shapes their everyday lives. Planners everywhere increasingly find themselves dealing with contentious issues in communities that reflect larger political debates over global ecological, economic, political, and social change. In the United States and Canada, the contexts where graduates of most ACSP member schools will ultimately work, these debates increasingly play out in a climate of anxiety over the fortunes of cities and communities in an increasingly competitive global economy. They also play out in a context of growing concern among both experts and laypeople about the sustainability of growth-driven agendas of urban development. As the Intergovernmental Panel on Climate Change (IPCC) warns of dire consequences if immediate action is not taken to mitigate climate change, and as climate related disasters such as floods and fires increasingly occupy our attention, the urgent need to fundamentally rethink our approaches to urban development becomes increasingly apparent. These issues place urban planning and policy at the center of

contention between the forces that are driving potentially catastrophic dynamics of urban change, and efforts to counter the ecological and social disruptions that define today's world. The question is, how do we educate planners to provide them with the analytical and political tools to build practices of inclusion, social justice, and ecological sustainability from local to global scales?

At the same time, the political climate fostered by anxiety over global economic competition has shaped a changing political environment that has given rise in many places to institutionalized austerity, and the increasing financialization of urban development and service provision. The planning and policy agenda of cities is in many places increasingly shaped by agendas of privatization, the monetization of government service provision and regulatory functions, and reduced public investment in infrastructure and services. In some places, economic anxiety has also given rise to a retreat from gains in the areas of participation and democracy, and the reassertion of authoritarian modes of politics and governance. These trends raise significant concerns about the equity, justice, and ecological sustainability of planning outcomes. Planners therefore face the question of their own agency within political frameworks shaped by global economic pressures.

These changes indicate that the need for global perspectives in planning education is more urgent than ever. If planning is to move beyond simply managing the disasters of social dislocation and ecological change wrought by the global movement of profit-maximizing capital and growing consumerism, planners will need to work with an understanding of the ways that the cities and communities we work in are intimately connected to other places economically, socially, and ecologically. If planners are to inform contentious debates about alternative futures, we will need to speak to the anxieties that economic globalization has produced, and to inform frank discussions among diverse constituents about the ways that local decisions shape and are shaped by this global context. If we are to plan for diverse and inclusive cities, we will need to understand how the communities that make up cities are connected to the rest of the world, and the capabilities, desires, and needs that different communities bring. If we are to plan for social and ecological sustainability, we will need to understand the implications of the choices we make for the ecological footprint of places, and for social impacts across the globe. If we are to ensure the long term financial, ecological, and social sustainability of the plans we develop, we will need to be proactive and creative in responding to the resource and political constraints imposed by national and global economic and financial pressures.

The historically unprecedented process of urbanization that the world is experiencing constitutes another reason to globalize planning education. Whether measured by population or built area, the cities of Asia, Africa and Latin America are undoubtedly at the vanguard of urbanization worldwide —an unprecedented trend that has led some to call the 21st century "the century of cities." As will be discussed in Section 4a of this report, planning students express a keen interest in understanding more about this process of urbanization. Some are interested in planning careers that will provide them the opportunity to intervene in and shape the changes being experienced by rapidly urbanizing parts of the world, either by returning to work in their home countries or by working as expatriates or global consultants. Others hope to work in North American contexts, but want to understand the implications of global urbanization for their own cities and for the planet. They express an interest in learning from the experience of rapidly urbanizing cities in the Global South that confounds conventional North-South binaries and hierarchies, and transcends the triumphal rhetoric of the emergence of an 'urban age'. Coming as they do from different parts of the world and diverse backgrounds, planning students are a valuable resource to be tapped in building a global planning pedagogy.

This report develops recommendations for ways to forward the project of the globalization of planning education that had already begun with the formulation of the 1994 report. We view this project as critical to the education of domestic and international students who seek to work in the US and Canada and in communities across the world. How can 21st century planning education learn from the experiences of cities undergoing wrenching change? How can ACSP schools facilitate a deeply just and truly global comparative perspective in planning education? This report seeks to answer these questions through an analysis of data gathered from ACSP member schools' administrators, faculty, and students.

Defining terminologies of global planning education

Before we proceed with this discussion however, we need to take a moment to clarify the terminology used in this report. Addressing the Task Force's charge to "explore global planning education" requires us to more precisely define what we see as critical to "global education" given the contemporary challenges discussed above. One foundational point of discussion amongst the Task Force members and in this report is the need for a more critical engagement with common terminologies in the field. The inter-changeable use of the terms international, global and more recently transnational have created "murky grounds" that may present an obstacle to understanding (Miraftab, 2011). As discussed in a special issue of JPER (Afshar and Pezzoli 2001), the global planning perspective rightfully critiques the older "international development planning" paradigm that separates a "here" and "there" with often a one-way knowledge/consultancy framework. To dismantle colonial frameworks, they urge us to adopt a reflective framework about globalization processes. Some scholars have viewed "the global" as a singular, universal and placeless order, whereas earlier scholars conceived of "international" as the sum of multiple sovereign yet closely interacting territorialized national entities. We adopt a third approach which still sees specific places as important, but also as nodes within globe-hopping processes, a transnational network with important differences in where capital, populations, and resources flow and decelerate. Within this framework, we should also clarify our use of the terminology, Global South is not to signify self-contained territories and binary categories in terms of first *or* third world, Global South *or* North cities. The Global South could exist within the Global North, in North America and the European Union. In using the term Global South, therefore, we wish to stress not a geographic territorial but a conceptual construct that recognizes the shared heritage of recent colonial histories in the global peripheries (Miraftab and Kudva 2014).

Global planning education: Relational, scale-bridging, context sensitive, and critical

How should planning pedagogy respond to the challenges of this critical moment? First and foremost, a global approach to planning education must begin with a critical perspective on the idea of globalization itself. The term "global" has been implicated in occulting more than revealing unequal relationships that shape and are shaped by policies and experiences with a worldwide reach. To the extent that this informs global planning processes in which some localities are treated as centers of decision-making and others as passive recipient of decisions that claim a global applicability, such a conception is an obstacle to progress. Planning scholarship and pedagogy must not reinforce inequalities in power relations by judging the worth of places and peoples on the basis of how 'global' they are. It must also not ignore histories that have shaped power relations in the past and present, and must address the negative as well as positive impacts of global forces on communities. In a 21st century planning education capable of leading the way to a change-making

path to a more just and humane urbanism, the dynamics of globalized planning processes and decisions need to be deeply scrutinized and engaged with. As intellectual leaders in the field, planning educators will need to shape the conversation on a new global urban agenda.

We identify four conditions that will need to be met to achieve a truly just and global approach to planning pedagogy. These conditions have emerged from the themes that came out of our engagement with the data that are analyzed in this report, including the focus group discussions and interviews with planning educators reported in Section 5a, and the survey of program administrators and students reported in Section 4. These stakeholders articulate a vision of a global planning education that is *relational, context sensitive, scale-bridging,* and that brings a *critical lens to the analysis of planning institutions and practices.*

A *relational* approach to global planning education understands globalization as being formed through reciprocal relationships and flows of ideas, people, finance, and resources, rather than only radiating out from the powerful economies and impacting the weak. It therefore sees place not as a static entity but as a dynamic phenomenon, constantly shifting based on matrix of relationships places engage in. It pays attention to the agency of people in places, viewing cities and communities as having some capacity to forge their own relationships with global forces. Yet it also acknowledges the ways that local relations of political power reflect larger global and national power dynamics. A relational perspective therefore breaks down assumptions about the dichotomy between 'developed' and 'developing' parts of the world, and about the role of cities in the former as models for the advancement of the latter. It instead views cities everywhere as engaged in debates and contestations between differing agendas about how best to engage the global. It seeks to understand geographies of power and marginality, and to learn from efforts to critically engage these geographies wherever they may emerge. For example, a relational perspective would view the water crises in Flint and Cape Town as an opportunity for comparative reflection on the way that both cases reflect interactions between global forces and local structures of power in shaping outcomes (fiscal austerity, vagaries of financial markets, race and class). As our respondents state in the interviews discussed in section 5a of this report, the geographic locations of all planning schools provide opportunities to reflect on the ways that communities in their surrounding areas are shaped by and respond to global forces, be those indigenous communities seeking to protect their claims to land and resources, immigrant communities seeking to build a life in a new setting, or urban communities facing threats of displacement or disinvestment. These issues in local communities also invite reflection on the shared origins of the problems they face with communities elsewhere.

In developing a relational perspective, global approaches to planning pedagogy need to be *scale-bridging.* Planners need to understand how dynamics operating at different scales interact to shape places. The people who make up communities, for example, may engaged in interactions and relationships not only at the face to face level of their immediate environs, but also at the national and international levels, through remittances to home countries or familial or economic relations with diasporas spread across different parts of the world. The economic possibilities of places may be shaped not only by the resources and capacities that are available locally, but also by relations of trade and investment and bilateral and multilateral economic agreements that operate at scales that transcend the nation or the region. A scale bridging approach also engages with questions of ecology, focusing attention on the implications of decisions made at the scale of a city, region, or neighborhood on the scale of the watershed, and on dynamics of climate and ecology across the globe. A scale bridging approach also asks how communities can share ideas and solve problems across scales. It focuses attention on the opportunities for collective action and knowledge sharing

to solve shared challenges, for example of the implications of the mobility of capital for local labor relations or the common challenges of climate change.

Planning education needs to be *context sensitive*. In a world where ideas and information are readily accessible, and where planners seek new role models to cope with the challenges they face, planning ideas increasingly travel internationally and may take root in unexpected parts of the world. Examples include diverse approaches with origins in varied settings—land value capture for infrastructure financing, participatory budgeting, 'smart cities', bus rapid transit, and export processing zones. To avoid the universalist tendencies that have traditionally shaped planning practices and education, a 21st century global planning education needs to stress the context specificity of places and planning decisions. Planners need to be able to engage in acts of translation, assessing the social, political, cultural, and ecological implications of these ideas in a particular context. We must ask: How will these ideas interact with local institutions—structures of governance and dynamics of political power, patterns of land ownership and tenure relations, relations between civil society and the state? Will these models be effective in meeting the particular challenges a place faces? Who will benefit? Particularly when applied to communities that have experienced colonialism or other forms of exploitation, historical and contextual sensitivity is key to undoing the harm that universalist modernist planning approaches have brought about through their one size fit all plans and prescriptions which take the powerful cities of the West as the model for the rest of the world.

Finally, planning education needs to have a *critical perspective on planning institutions*. A critical global planning education needs to be committed to raising complex ethical questions of who plans and for whom planning is done. Considering the dramatic and fast shifting change of political terrain in international development in the post-cold-war era, the need for criticality in planning education is greater than ever before. A critical approach must also engage the challenges posed by what is arguably a new age of technological fetishism that is emerging in the planning field. Ideas like 'big data' analytics, smart cities, autonomous vehicles, and other technological breakthroughs have increasingly been touted as drivers of new models of urbanism. While planners must indeed seek to use technology as a tool in planning, we will also need to carefully analyze the costs and benefits of technological fixes, and debate how to best channel technology towards things we care about. The objective should be to productively leverage technology for a more inclusive globalism and humane urbanism. A critical approach to global planning education can also expose how certain ideas, policies, and technologies are adopted in some parts of the world and not others, and the distributional implications of this differential adoption. It therefore can help to understand how planning can play a role in either countering or perpetuating global power differentials rooted in relations of hegemony that have deep roots in colonial and postcolonial histories.

Challenges to globalizing planning education

In identifying important guiding principles for global planning education, this report also identifies challenges educators face in addressing the pedagogic and curricular needs of their diversifying student bodies. Several such challenges will be discussed in the report followed by series of concrete recommendations. Here we highlight three main challenges our data gathering has identified.

The first is achieving an integrated approach to global planning education. The relational approach to planning education recommended here implies that global perspectives should not be segregated in one part of the curriculum, but rather should be a part of a broad comparative approach that is integrated

across the curriculum. This does not mean that planning departments should not also develop programming focused on issues of the Global South. Indeed, having a focus area or concentration on international or comparative planning can provide students who wish to work internationally with opportunities to delve into greater depth on these topics, and can also provide an intellectual center for both faculty and students to think through questions of comparison. Yet integrating a relational approach across curricula presents significant challenges, even for the most well-resourced planning programs that do have such a concentration or focus area. How can global perspectives be integrated in various parts of the curriculum, including theory, methods, and professional practice? How can ACSP help faculty who teach core courses develop the tools to effectively incorporate international comparative material into their courses? How can programs that have relatively little international experience among their faculty develop the capacity to globalize their curricula? As will be discussed in sections 4 and 5, planning program administrators and individual faculty have made extensive efforts to build their departments' capacity to develop global approaches. However, they have not always received strong support from the institutions they reside in to fully achieve their objectives. Moreover, there is a clear need for better venues for information sharing, as well as for financial resources to support curriculum development efforts.

The second challenge is institutionalizing an understanding of comparative and international research. International research, particularly the kind of qualitative and case study based research that is likely to lead to important comparative insights, can be quite labor intensive and take substantial amounts of time. As is discussed in greater depth in Section 5a, in today's increasingly competitive atmosphere, doctoral students and junior faculty in particular sometimes find that they are discouraged from undertaking such research. If global approaches are to be mainstreamed, comparative international planning scholarship must be valued accordingly.

The third challenge is incorporating the diverse experiences of our international and domestic students. As will be discussed in Section 4a, international students in particular feel that their contextual, professional, and academic knowledge is not sufficiently engaged in the classroom. Given the diversity of perspective and experience that they bring to the classroom, our students can be a vital resource for globalizing planning education.

Ultimately, to address these challenges there can be no single formula for either the content or delivery of a global approach to planning education. In examining the state of global planning education through administrator surveys and interviews, we reached out to planning programs of different sizes and resources, given that some planning programs may have difficulty in gaining dedicated faculty lines and may not have funds for travel. We sought out creative pedagogical strategies. We also formulated specific recommendations that we hope will help to bridge resource gaps and facilitate exchange in such a way as to enable each school to develop its own approach to tackling the complex challenge of globalizing planning pedagogy. The analysis and recommendations that follow dwell on the complexity of our current moment in the history of planning education; a moment marked by serious difficulties and constraints yet pregnant with hope and infinite possibilities that those very constraints may bear.

3a: Implications of a relational approach for planning curricula

The idea of a relational approach, which we discuss above in greater detail , recognizes that the ecological, economic, and social issues that planners face today, regardless of where they work, are increasingly shaped by global interconnections, including global environmental dynamics, and economic, financial, and social flows. Planners must therefore be trained to understand these interconnections, and to learn from planning practices in other parts of the world, if they are to act intelligently in solving complex place-based problems. Planning educators interviewed for this study often spoke of the need to highlight global connections that shape planning practice in the cities where their home institutions are located. The results of the student survey reported in Section 4a reveal that our students are aware of the importance of these interconnections, and express a strong interest in understanding global dynamics, and in the comparative study of planning approaches. Students specifically express an interest in possibilities for mutual learning between countries of the Global North and the Global South. Yet students also report that this is the most significant gap in the planning education that they actually receive, and that the perspectives and knowledge of international students are not adequately engaged in the classroom. Section 4b reveals that there is a growing number of international students at ACSP schools, but in many schools this growth has not been met with an increase in focus on international or comparative approaches in curricula.

There are several ways that schools incorporate global perspectives into their curricula, including:

- Incorporating global content into a handful of class sessions of one core course.
- Integrating global perspectives across the core.
- Offering a dedicated international or comparative course in the core.
- Offering a specialization or focus area in global or international planning issues.
- Offering a handful of electives on international issues.

This variety of approaches emerges from program level decisions that are informed by faculty capacity and interests, student interests, curricular philosophy, and the particular ways that global issues play out in the local contexts of schools. All but the approach of offering global and comparative perspectives only in electives also potentially meet the PAB's criterion on global dimensions.

The relational and inclusive approach articulated in this report *does not* imply that there is a single preferred way that global issues should be addressed. It does, however, suggest certain basic principles that the Task Force suggests should guide program thinking.

- A relational approach to planning education *does* imply a need to integrate global and comparative perspectives across the core curriculum, rather than segregating global perspectives in a handful of sessions on international approaches and issues. Such an integrated approach may present challenges to some schools due to limitations in faculty size and experience in doing international work. But there are many ways to build towards such integration, and in our recommendations in Section 6 we discuss several recommendations for expanding the capacity of schools to integrate global perspectives across the core.

- A relational approach indicates a need to more fully draw on the faculty and student knowledge of international issues that programs have available. This specifically means bringing international student voices more fully into classroom conversations.
- A relational approach also means that programs can and should draw on the global interconnections of the cities and regions where programs are located. Moreover, such efforts should be recognized as an important element in a globalized curriculum in accreditation and evaluation.

Below is a more detailed discussion of our assessment of the strengths, weaknesses, and opportunities presented by the varied approaches to global planning education that are currently being employed at ACSP member schools.

Addressing global dimensions in one or two core courses, such as a planning theory or history course. As revealed in the survey of program administrators reported on in Section 4c of this report, the most common method for meeting the PAB's criterion on global dimensions in planning is to address global and comparative issues in one or two core courses, most commonly an urban history or planning history and theory course. This is often accomplished by incorporating global issues in a handful of sessions dedicated to international issues. The Task Force views such an approach as less than ideal, because it segregates global dimensions of planning in a separate part of the curriculum and does not necessarily help students understand the connectedness of urban and planning issues "here" and "there." To allow for the kinds of comparative discussions that will lead to a relational understanding of global connections and commonalities, a more fruitful approach will be to reveal the global power dynamics involved in urbanization processes and planning practices thereof. For example, urban and planning history in the context of the global north can be taught relationally by revealing how these processes are rooted in and have enjoyed unequal global power dynamics between Western cities of the "developed world" and their colonial hinterland. Historicizing urban processes and planning practices at a global scale beyond the parochial territorial contexts of northern cities allows us to integrate global perspectives across the core curriculum.

Integrating global perspectives across the core curriculum. Instead, we recommend integrating global perspectives across the core in ways that break down the division between the international and the domestic. This might be accomplished, for example, by adding readings that address global or comparative topics throughout a syllabus in planning theory and history instead of presenting international cases or literature in a separate session. It might also be accomplished by integrating international examples into coursework on planning methods, statistics, and spatial analysis, or by adding field investigations to such coursework that asks students to 'ground truth' data against realities in the field. Section 5b of this report discusses the value specifically for integrating global perspectives into coursework on spatial analysis, and argues that such ground truthing exercises in domestic contexts may reveal uses of space, such as the presence of 'informal' economies, that present fruitful opportunities for discussion of the importance of understanding context in quantitative and spatial analysis. Section 5a provides a more detailed discussion of curricular approaches based on interviews with faculty.

Two primary obstacles to achieving the integration of global perspectives across core curricula are faculty capacity and institutional support. The responses to the program administrator survey reported in Section 4c indicate clearly that administrators and faculty often simply do not know how to bring global topics into the core. Faculty teaching core courses need resources that can provide

ideas about readings, videos, field exercises, and pedagogical approaches that can stimulate the kinds of relational approaches that we are recommending. There is a growing set of resources available on international and comparative topics, including the Case Study Library on the GPEIG website (www.gpeig.com), as well as a growing number of international students with diverse regional and disciplinary backgrounds and experiences in classes. However, the task of globalizing the core curricula of planning schools will always remain a work in progress, and building faculty capacity in this area will require a sustained investment of resources to encourage continued discussion and sharing of ideas on fruitful approaches. In Section 5, we share the reflections of global faculty interviewed for this report, many of whom expressed concern about the lack on the part of some administrators of support for and comprehension of global approaches to planning education. Our recommendations in Section 6 focus in large part on increasing resources for and institutionalizing efforts at capacity building.

Offering a core course that is dedicated to comparative or global topics in planning. Yet another approach to bringing global topics into the core is to include a course dedicated to comparative or global planning topics. For example, the curriculum of the Master in Urban Planning and Policy degree at the University of Illinois at Chicago includes a core course titled *Global Urbanization Planning.* This course offers a global perspective on the history of urbanization, addresses global dynamics shaping cities across the world, and exposes students to theoretical perspectives on international comparative approaches to understanding cities. Because such courses create a space for concentrated discussion of diverse meanings and practices of planning in different contexts, they can be an excellent way to ensure that a relational global perspective on planning is at the center of all student experiences. In particular, interdisciplinary dialogue may serve to expand students' understanding of "planning" also in the Global North and prompt more critical reflection on disciplinary assumptions and customary planning methods.

Offering a specialization area in 'international planning', 'comparative planning', 'planning in developing countries', or another topic. Our recommendation for a relational approach *distinctly does not* contradict the interest of some programs in offering specializations, concentration areas, certificates, minors, or dual degrees on international issues. Our analysis indicates that the number of programs that offer such a specialization or concentration area has remained roughly the same since 1994—the report of the ACSP Commission on Global Approaches to Planning Education identified 24 programs with such a specialization, while our analysis identified 23 such programs that exist today. These programs tend to be in larger schools with more international students, and with PhD programs. Since 1994 about ten schools have added such specializations while eleven have dropped them, in part due to changing faculty composition and waning student interest. In some cases, programs added certificate or dual degree programs related to international issues in planning even as they moved away from offering specializations or concentrations.

The decision as to whether to offer a specialization or concentration on international issues is specific to individual programs. The Task Force feels that such specializations in many instances offer an important option for students with strong interests in working internationally, and that the consequent strength among faculty and students in comparative approaches to planning can have a positive influence across curricula. The work of maintaining specialization areas commits programs to curriculum development and cultivation of student opportunities that focus on comparative issues and on opportunities to learn from the cities of the Global South. Such specializations thus represent an opportunity to strengthen the integration of a relational perspective to global planning education. The question for programs that offer such a specialization is, how can the resources thus

developed be deployed across curricula, and how can the student and faculty capacity developed through specializations be exploited in other areas of planning curricula.

The need to better engage international students. The analysis in Section 4b of this report indicates that there has been a significant increase in the number of international students in ACSP schools since the 1994 Commission report, although this increase has been concentrated in larger schools, private universities, and schools on the coasts. Nevertheless, the student survey data reported in section 4a indicates that international students continue to feel that their world view and knowledge are not adequately reflected or utilized in classrooms. They continue to feel, in other words, that planning curricula remain US-centric and uninformed by what is happening in the world at large. This finding highlights both the need to integrate comparative and international approaches across planning curricula, and the possibilities presented by the presence of increasing numbers of international students in our classrooms.

What does a relational approach mean for the PAB's approach to assessing its global dimensions criterion? We recommend that the PAB consider a diverse range of ways in which programs integrate global perspectives into curricula. While a 'checklist approach' may necessarily play some role in assessment, such an approach may not adequately recognize some of the diverse ways that programs approach developing such a global perspective. In some cases, programs may fruitfully focus attention on the ways that global issues play out in local planning issues, for example through dynamics of migration, trade, or in histories of global connections between localities and the rest of the world. Our recommendations in Section 6 include ideas for fostering an ongoing discussion of how best to assess the global dimensions criterion.

Section 4: The State of Global Planning Education

Since at least the 1990s, ACSP planning schools have sought to respond to the emergence of deepening global interconnections by supporting the globalization of planning education. They have done so in a shifting context that has necessitated a constant reevaluation of the goals of such efforts. Students have arrived with a variety of perspectives on how and why global issues might be relevant to their future careers, which reflect the shifting societal understandings of questions of globalization. International students have continued to join planning programs in large numbers, and in the increasingly revenue-driven environment of higher education, planning schools have made increasing efforts to recruit them. Yet the question of how best to train students who will ultimately work in their home countries with very different political, social, economic and cultural contexts continues to be a matter of concern and some puzzlement for ACSP schools. Equally, as the numbers of both international students and faculty in ACSP member schools have increased, the emerging challenge is to integrate them within planning schools and to creatively draw on them as a resource to globalize planning curricula, build international careers and make meaningful global connections.

This section provides an overview of the current state of the internationalization of planning schools and the globalization of planning education, focusing on several questions:

- How is the composition of international students and faculty in ACSP planning schools changing?
- What do planning program administrators see as the key issues they face in globalizing planning education?
- What kinds of international experiences have planning students and faculty been able to avail of?
- What resources exist for providing students with international experiences?
- What interests and knowledge are students bringing into the classroom?
- How is the landscape of employment opportunities in international planning changing, and what do major employers in this area see as the training needs for people working in this field?

Where possible, we have sought to detail variation in the experiences of schools based on size and region. The intent is to identify the opportunities and constraints that schools in different contexts face in globalizing their curricula and pedagogy.

4a. Findings about the interests and experiences of international students from the GPEIG student survey

Since 2013, the Global Planning Educator's Interest Group of ACSP (GPEIG) has conducted bi-annual surveys of planning students interested in international development. The intent of these surveys is to obtain a current and grounded understanding of the interests, needs, experiences and challenges of students, both foreign and domestic, with an interest in international planning. The survey is voluntary. GPEIG co-chairs mail out the questionnaires to all US ACSP planning schools, urging faculty and administrators to circulate them to their student body. Respondents then self-select and respond. In the three years that the survey has been conducted, 2013, 2015 and 2017, the

responses have been consistent and relatively representative. An average of 432 students from 47 schools (about half of all US ACSP schools) responded. Responses came from all ACSP regions (northeast, midwest, west, southeast and central) and from a range of institutional sizes (large, medium and small) and types (public, private). Roughly 45% of the respondents were international students on average. Approximately 70% were Master's students, most of the rest were doctoral students, and a small minority were undergraduate respondents. The typical respondent was a female Master's student in her mid-to late 20s with about 2-5 years of work experience.

The survey questionnaire and tables summarizing responses can be found in the appendices.

Table 4a.1: Summary of GPEIG student survey responses for 2013, 2015, and 2017

	# Programs	# Total	# International	# Domestic
2013	46	406	190	216
2015	42	446	187	259
2017	54	443	199	244

Given the sample size, and the wide range of closed and open-ended questions asked, the GPEIG survey provides rich insights into the backgrounds, perspectives and interests of our students. We open our examination of global planning education with an analysis of these data because they provide important context for the rest of the report. Our findings are organized around four themes:

1. Interests: What students want to study, what they perceive are gaps in what is being delivered in existing curricula and what they would like to see done differently;
2. Experiences: what overseas students feel schools could do to provide them with a richer and more inclusive learning environment;
3. Institutional supports, particularly with respect to career development;
4. Students' view on the terminology of 'international' or 'global' planning.

1. Interests

International students are drawn to ACSP schools because of the quality of education, opportunities for research and project work, and reputation. They are attracted by the reputation of ACSP schools, the opportunity to learn from how US schools approach international development, and job networking possibilities. Affordability is a top concern, although over time the availability of financial aid has grown in importance for international students choosing to study in US schools. It is unclear how this relates to the availability of funding in the US and shifts in funding from other organizations including governments in students' home countries. A noticeable trend in 2015 was an increase in the number of international students who were also looking to programs outside the US. A total of 46% report having applied to non-US programs that year, up from 24% in 2013 (although the number subsequently fell again to 22% in 2017). It is notable as well that the number of domestic students applying to non-US programs increased steadily from 7% in 2013 to 13% in 2017. It is a trend to watch.

Where do international students' planning interests lie? What do students want to study?

To begin, students were asked, in an open-ended question, to name two concerns, regardless of formal specialization, that got them interested in international planning in the first place. We grouped these open-ended responses according to the key themes they expressed, and the findings are presented in Table 4a.2. Hence responses were categorized under 'sustainability' if students used such terms as sustainable development, climate change, environmental sustainability, environmental justice, climate change adaptation, and resilience. They were categorized under 'social equity' if they expressed an interest in social justice, equality of opportunity, social welfare, social spatial inequality, inclusive development, poverty and inequality, participation, informal settlements, civic engagement, and opposition to imperialism and colonialism.

Across the board, students from schools of different sizes and regions picked the same four issues as their top choices. These were concerns about *social equity, sustainability/environmental issues, urban development* and *accessibility/transportation*. International students, those in northeastern schools, and respondents from small schools were more likely to pick urban development as their top or among their top two concerns than others, but the top four choices were consistently the same.

Table 4a.2: Top concerns that students said got them interested in international planning

	US (n=160)		Foreign (n=142)	
Social Equity	30%	n=48	22%	n=31
Sustainability	25%	n=40	19%	n=27
Accessibility & Transp	16%	n=26	19%	n=27
Urban Development	15%	n=24	20%	n=28

The remarkable consistency of these findings suggests that, in contrast to perceptions that foreign students are more interested in acquiring hard skill-sets, international and domestic planning students alike are drawn to the field by their strong commitment to issues of social justice and sustainable futures.

To further understand their planning interests, we asked students to specify their areas of interest within international planning. Taken together, across all years, most students (in absolute numbers) named *Housing, Community and Economic Development*, and *Environmental Planning* as substantive areas of most interest. This was followed by *Transportation Planning* and *Urban Design*. In percentage terms, more international students were interested in studying transportation than domestic students, and a big change between 2015 and 2017 was a significant growth of interest in *Spatial Analysis*. International students are somewhat more interested in spatial analysis than domestic students.

The survey also asked students what they anticipated studying a lot of when they started their programs and what they actually ended up studying in the current curricula. In 2017, international students named technical skills (qualitative and quantitative), comparative planning, and the development of basic services as areas they had anticipated studying a lot of when they enrolled. This was followed by government policy, economic development, and urban design. While they were generally satisfied with their skills courses and instruction on government policy, they did not get to study the others as much as they had anticipated. The gap between what they wanted to study

and what they actually ended up studying was the greatest with regard to learning about comparative approaches to planning. It is worth noting that this gap is not correlated with school size—it is perceived by students at larger as well as smaller schools. This merits investigation.
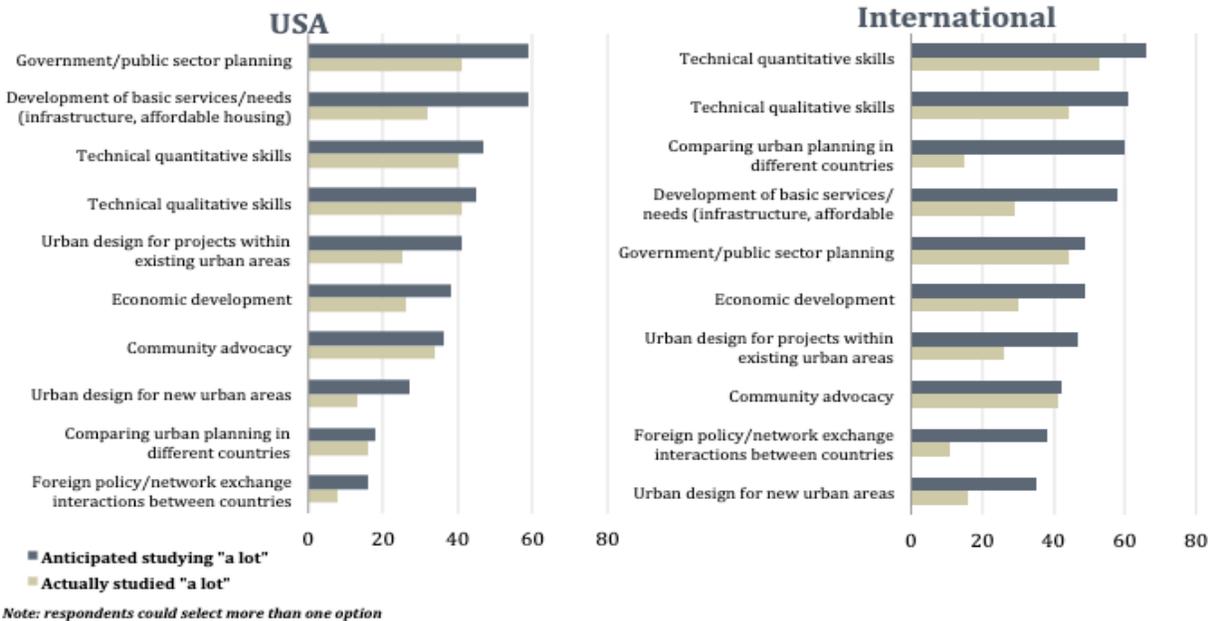

Figure 4a.1: Subjects students anticipated studying a lot and how much they ended up studying them: 2017 results
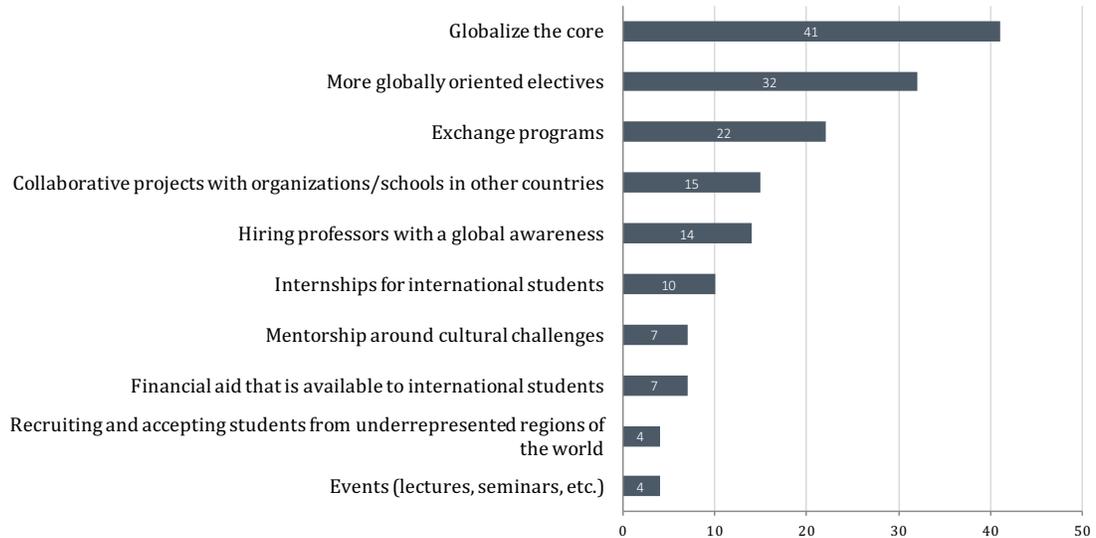
2. **Experiences: How well are ACSP schools supporting international students' intellectual development?**

International students were asked about their experiences in planning programs, and how they felt programs could better support their intellectual development. The challenges faced by international students was perhaps best summarized in the words of one respondent:

> Overseas students face immense restrictions: they can only work within campus, there are only meager financial resources they can apply for, they must navigate complex bureaucratic processes that consume time.... A content-rich curriculum that also meets their needs is critical to justify their financial and time commitment.

This comment resonates with international students at schools of different sizes and in different regions. A content rich curricula for many overseas students means broadening the planning curricula to incorporate comparative dimensions of planning and a critical awareness of the diversity of planning perspectives that exist in countries and regions beyond the US. A student at a medium-sized northeastern school noted a need to "Understand urban planning practice as something different than [just] the American urban planning profession." Incorporating the diversity of sensibilities, knowledge and experiences that overseas students bring to US classrooms can be an

important way to broaden existing curricula, students said, besides helping to "connect with global/regional networks."

Globalize the core	41
More globally oriented electives	32
Exchange programs	22
Collaborative projects with organizations/schools in other countries	15
Hiring professors with a global awareness	14
Internships for international students	10
Mentorship around cultural challenges	7
Financial aid that is available to international students	7
Recruiting and accepting students from underrepresented regions of the world	4
Events (lectures, seminars, etc.)	4

N=106. This question was asked only of international students.

Figure 4a.2: What programs can do to support international students' intellectual development

With the inclusion of global criteria in PAB's accreditation process, there has been a robust debate about how best to expose all planning students to global dimensions of planning. In the survey, students agreed that globalizing the curriculum was critical. Yet they also argued for a culture shift in planning academia. As a student from a large western school argued, truly globalizing the curricula will take, *"Actually caring for what's happening outside the US."* A PhD student at a small southeastern school noted that "A lot of planning programs in the US are still very US-focused, missing out on a great deal of opportunities to learn from international history, theory and practice."

International students further argued that globalizing curricula should go beyond simply adding globally oriented readings to some core classes. Rather, it means being inclusive about the "ideas, opinions and thoughts from people of a different world," incorporating "more comparative studies, global examples and insights" across the curriculum. A student at a large northeastern school said:

> Globalize courses across the board, not only the core curriculum. At least in my school, most material of many courses is drawn from US examples. While good, I feel the learning experience would be greatly enriched if planning schools were to introduce students to urban planning from a wider angle and incorporate examples about how urban planning takes place in different cities across the world and why it is also important to learn from them.

Another student, from a large western school, argued for the incorporation of a variety of perspectives on international planning, not only "the ones related to international aid agencies." Another, from a small southeastern school, called for more effective engagement of international

students, by making more effort to "consider the international students in the class and provide context."

Globalizing the curricula, many students noted, also means hiring more professors with global awareness and experience. "Students need advisors with international experience. Students need assistantships," said a student from a medium-sized southeastern school. A student from a large northeastern school suggested, "Schools should hire faculty who have experience working in international contexts and can add that perspective to their classes."

> They can also encourage more field-based experiences by providing travel grants or internship opportunities. They can also have scholars-in-residence who come from contexts that the school has no experience in to expose students to a variety of planning ideas and approaches.

Faculty with international experience can also, another student from a large northeastern school argued, help domestic and international students learn "more about contextual differences in different countries and how planning as a field changes….and how it compares to what is happening in the US."

Overseas students also pointed to themselves, especially those with prior overseas work experience, as assets that planning programs could harness in their efforts to globalize instruction. "International students with practical experience in planning in their home countries," one respondent from a small central school stated, "are assets in planning classes in America and should be considered as such in crafting the curriculum to draw on their experience and knowledge." Another, from a medium sized midwestern school, argued that they "see a need for orienting professors to tap into the knowledge that international students bring into class rather than normalize the class knowledge curve." Yet another respondent from a small northeastern school argued that tapping into international student knowledge and skills can "open up the classroom for more participation" that can also help international students feel more integrated.

An important subtext in many responses was the hidden and less visible dimension of feeling included and "working with cultural differences." There is often lack of clarity about local norms when overseas students initially arrive and this can lead to confusion about culturally appropriate conduct. As one student from a small central school noted, "The culture shift takes getting used to - simple things like networking or … being afraid to ask questions or clarifications from professors. Many of my peers end up in their own shell..." Another, from a medium-sized western school, said that this might need some formal attention from program administrators:

> I think there should be an orientation that addresses the cultural differences of schools. Like interactions with advisors and mentors and peers. What is appropriate and what is not. What to expect and what not to expect in relationships. I think doing so would help open doors for international students [for whom] navigating the American system can be challenging.

The pressures of coping with the limited funding available to international students can impose personal burdens that can cause alienation over time. As a student from a large Midwestern school put it, "Offer them [on campus] jobs if not fellowships; they feel alienated and/or ostracized."

Equally, many students spoke of the challenges of navigating visa rules and the bureaucracy. One student from a medium-sized midwestern school stated:

A big part of international students' career in the US is dependent on their visas. Often times, the college career services has no knowledge of these issues and relies on the International centers at the University. Communicating between these two bodies is often confusing and time consuming.

Besides visa systems, students also spoke of the need to better understand "how the job search system and networking works in the US," and sought "help with writing and speaking, preparing for interviews, based on American cultural norms and practices." A student from a large western school stated a need for more mentorship and "support to navigate through the American system."

In sum, in the student survey international students express strong feelings about a variety of changes that would enrich their experience in ACSP planning schools. These include changes in curriculum and pedagogy, program culture, advising, faculty hiring, and program administration, among other areas.

3. Institutional supports and career development

Graduate school is a financial strain for American and international students alike, with both clamoring for more financial support and career development assistance. The responses of both American and international students in all three rounds are similar in terms of their concerns about gaps in institutional support, including in financial support, career support, intellectual support, and social/cultural support.
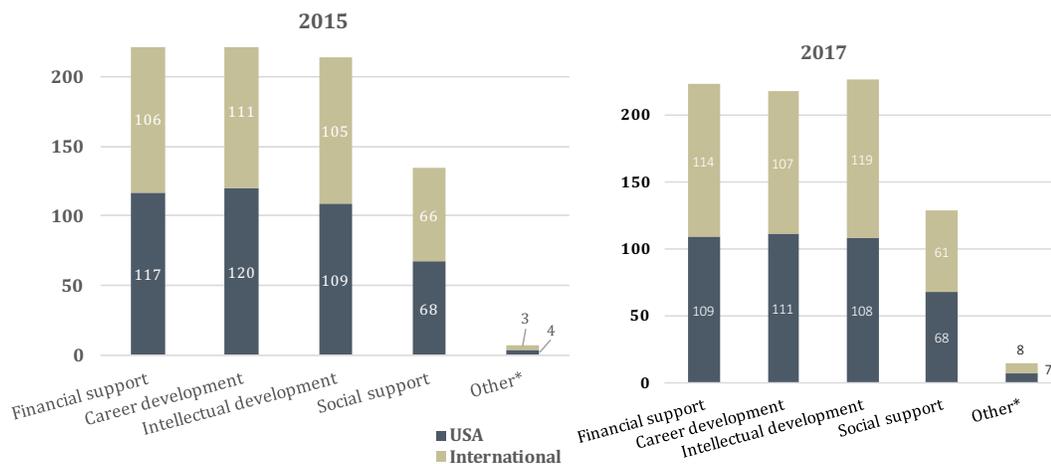

Figure 4a.3: Student perspectives on areas of greatest need for institutional support

With respect to career development, a striking finding was the interest of international students in *"building global careers."* International students are interested in careers in countries across the world, including their home countries, and not just in the US, as is popularly assumed by those who see international students as potential immigrants. In their open-ended responses about career support, students strongly emphasized the need, stated clearly by one student from a large western school, for programs to support "worldwide job-search and placement platforms," and provide "more international career guidance and instruction."

Many felt that there is "little career help for us to work overseas" as most "internships and job opportunities are focused on the USA." One student from a medium sized school in the West

elaborated: "My school is very concerned in preparing students to work in California. I'd like to have more information about the job market overseas." Student want schools to be able to "advise how students can integrate back in their home countries using their US experience."

Students offered specific ideas about how planning schools could help them build global careers. These included, cultivating faculty diversity, hiring faculty who conduct research overseas, and linking up with institutions abroad. "I would like to see more professors who do research [abroad]," one student from a large northeastern school explained, "so that it increases my opportunity to be an RA as well as develop my career." Other ideas included networking with global institutions for research, internships and exchange programs.

> Schools can link to development and research organizations outside of the country, maybe with countries their students come from. Another easy way is to approach the universities students come from and discuss collaboration efforts, using the student as an ambassador for both programs. (Student from a medium-sized southeastern school)

Other ideas that emerged from the open-ended answers included: the cultivation of "teaching assistantship or research assistantship with 'sister' universities abroad*;* "connecting international alumni with current international students;" and "keeping tabs on international graduates in specific career fields." Students also want more financial support for international internships, as well as financial resources to participate in research internships with development agencies and NGOs in the US and abroad.

Students also spoke about the barriers they face in the local job market. Many international students see themselves as working in the US for 2-5 years before returning to their home countries, or settling in third countries for work. However, they find it difficult to navigate the US job market, in part because "lots of local companies or governments do not like to hire F1-visa students." Likewise, as a student from a medium-sized midwestern school said, "...employers often assume that international students do not speak English." This has led some international students to approach global companies or "private [consulting] companies who are more open to helping international students get job placements." Some students suggested that designating planning as a STEM field could help alleviate some of their short-term work-visa difficulties.

These processes may in part explain the 2017 student survey finding of a growing shift in interest away from public sector jobs towards private sector careers, both non-profit and for profit. This is a trend that was strong in 2013, but had weakened in 2015. This shift towards private sector careers is evident for both American and international students and may, in part, reflect larger labor market trends towards contractual careers and own-account work. In the case of international students, however, the survey results suggest that this may additionally reflect barriers that language, culture and visa policies impose on their ability to access local jobs.

4. Terminology

Finally, the survey asked students about what terminology they preferred in referring to the 'global' in curricula—development planning, international planning, or another term. In 2013 and 2015 American students were most likely to choose 'international' planning, while international students were likely to choose 'development' planning by a small margin. This changed in 2017. American and international students both picked international planning over development by a wide margin,

though a larger minority of overseas students were comfortable with 'development planning' than were domestic students.

66% of American students (n=111) picked international planning as did 50% of overseas students (n = 124). Only 16% of the Americans picked 'development planning' while 29% of the international students did so. About 6-7% of each did not like either term. And 7% of Americans and 19% of international students were comfortable with both, or chose other terms such as international development, global planning, or comparative planning.

The term 'development' carries baggage for many and is seen as the imposition of Western ideas on communities in the Global South. Even though the term 'international' seems to be more accepted it has a more diverse set of meanings for many. This term is particularly appealing for those interested in a comparative approach to planning in the 'Global North', or in comparative planning more generally, with a focus on an exchange of ideas and development models/experiences between different contexts. Some related international planning to work driven by multilateral development organizations, and critiqued it for carrying a neoliberal, Euro-centric agenda. Those who chose both were also more likely to be interested in a two-way comparative dynamic between the Global North and South. Some, however, interpreted development to mean local development, land development or workforce development, areas where one could learn from global experiences for local practice.

We provide some additional quotes below, because they reveal the depth and nuance of thinking on global issues and planning among ACSP school students:

> *I'm interested in "international" planning as a comparison of local approaches. An emphasis on "development" planning can often result in merely opening up a locality to neoliberal development. (Male domestic masters student at a large northeastern school)*

> *International. I interpret this as meaning "learning from planning practices in other countries," whereas I interpret "development" as meaning "going to other countries to give them our knowledge about planning." I'm not really interested in development understood this way." (Male domestic doctoral student at a large western school)*

> *"International planning - development implies a western measure of success and does not center local planning needs." (Female domestic masters student at a medium-sized midwestern university)*

> *As a former international development practitioner, working with USAID/US State Department projects, who is interested primarily in infrastructure and community development planning in developing countries, I suppose I'd have to say "Development" planning. This said, I'd say development planning and international planning are often one in the same: while the contexts and scales of challenges differ, a lot of thematic areas of concern remains the same across international contexts. (Female domestic masters student at a medium-sized northeastern school)*

> *International planning. I see this as being about knowledge sharing, ideally between equals. "Best practices" is a term I dislike, but it's not irrelevant here. International planning is also about broadening perspectives and embracing diverse ways of knowing. Development, on the other hand, implies (to me) rich countries delivering their supposed expertise to less-rich people. I'm not interested in that. (Male domestic PhD student at a large western school)*

> *International Planning works on issues that countries work on together while development planning focus more on the national/local issues and solutions. (Female international masters student at a medium-sized southeastern school)*

> *I am interested in "development" planning, because the problems that I am interested in confronting, related to poverty and inequality, are not particular to specific "nations" but part of a global human experience. I also feel that "international development" is often a sort of code that sets poor countries and former colonies in a subordinated position in planning discourses with respect to places that are not called "international." (Male domestic PhD student at a medium-sized southern school)*

Yes to both. I recognize the colonial connotation in "development" planning, but I do not think that planning will deal effectively with decolonizing the state. Still, moving development planning toward inclusive, participatory, and proscriptive [approaches] would be an improvement. I am also interested in international planning, which I consider planning processes that are applicable in cities in the global south context." (Male domestic PhD student from a large northeastern school)

International planning and development is outdated. we need to be talking about comparative planning. Highly developed countries have a lot to learn from less developed countries and vice versa. (Male domestic PhD student, school withheld)

Neither. Naming politics are elitist conversations. Development refers to the social construction of a linear development pattern and that countries that have not yet industrialized will somehow plan their way via "development planning". Whereas international planning is about planning outside of the U.S. othering anything in the periphery and centering the U.S. partial perspective. (Female domestic PhD student from a small northeastern school)

Conclusion

The preceding discussion of data on student interests and experience from the GPEIG student survey provides an important foundation for the analysis in the pages that follow. It reveals the extent, depth, and sophistication of interest in and knowledge of global planning issues among our students. It also sheds light on the important issues facing international students in particular. Our analysis of student responses also indicates a number of specific recommendations that students have for changes to curriculum and instruction, pedagogy, program culture, career development, student support, and a number of other aspects of program administration. These findings are far from exhaustive, but they indicate an urgent need for program administrators to actively engage both US and international students in ongoing dialogue about their needs and perspectives, and for faculty to seek new ways to engage students in the classroom. They also indicate a need for ACSP to assist administrators and faculty as they seek to do so. These findings help to inform our recommendations, which focus in part on knowledge sharing and capacity building to address the issues identified in the GPEIG student survey.

4b. Distribution of international students and faculty in ACSP schools: A Portrait in numbers 1994-2017

In 1994, the Taskforce on Global Planning Education found that the presence of international planning as a specialization or field of study in ACSP schools seemed to be a function of program size and faculty interests (ACSP Commission on Global Approaches to Planning Education 1994: 11). "Programs with larger faculty resources seemed more committed to the field," and a real "culture of international planning was limited to a handful of programs…located in Universities with long traditions in international studies." In addition, there was at the time no relationship between the accreditation status of planning programs and the curricular inclusion of international planning in their pedagogy in any explicit way, a situation that changed with the inclusion of the global dimensions of planning criterion in PAB guidelines.

In this section, we draw on *ACSP Planning Guides* (1994-2014) and PAB data (2014-17) to ask what has changed since 1994 in terms of the presence and distribution of international resources. We

focus on the presence of international students[1], and to a lesser extent faculty of international origin[2], across schools of different sizes, regions and types.

An increase in the number of international faculty or students alone cannot lead to a more 'globalized' curricula. However, we do see the presence of international students in particular as a potential resource for engaging in comparative discussions in class, as is the presence of students who have international experience. The presence of faculty of international origin is not necessarily in indicator of a program's capacity to engage in global planning education—many faculty who do international research are not of international origin, and many 'international' faculty do primarily domestic research. We examine international faculty here because such faculty often have connections and relationships with institutions in their home countries that can be useful resources to build on. Other sections of this report complement the data on numbers, shares and distribution presented here by probing the research and teaching interests of faculty and students across all ACSP planning schools in greater depth.

Our findings can be summarized around four main themes: patterns of growth by size, region, and time; an increase in faculty of international origin; a strong relative share of international students at PhD granting schools and schools with international concentrations; and an increase in international students relative to other minority groups.

1. *Uneven patterns of growth by size, region and time*

The absolute number of international (master's) students in ACSP member programs has grown nearly 35% since 1994—from 606 students across 63 programs to 816 in 104[3] programs in 2014.[4] Yet, with the increase in enrollment in planning schools overall, the average share of international students in ACSP programs' graduate student body was *lower* in 2014 than it was in 1994—14.6% relative to 16.4% in 1994. As Table 4b.1 shows, this appears to reflect several years of decline in the share of international students after 1994, particularly between 2009 and 2011, the years of the great recession.

---

[1] We focus on Master's students because data were most consistently available for that category across schools and years.
[2] PAB and ACSP both use a faculty's member's current citizenship to count them as domestic or international. We believe this leads to an underreporting of international faculty since many may change their visa status over time. We therefore categorized faculty as being from an international background if their BA degree was from a non-domestic institution, i.e., from an institution in a country other their place of current employment.
[3] The 104 programs in 2014 include 10 overseas schools.
[4] 2014 is the latest year for which ACSP data are available.

Table 4b.1. Share of International Students in all ACSP member schools, 1994, 2014

Year	# of Programs	# Total Master's Students	#IForeign Students	Share of foreign students
1994	63	3690	606	16.4%
2009	94	5647	660	11.7%
1010	99	5883	647	11.0%
2011	99	6018	643	10.7%
2012	100	5890	664	11.3%
2013	98	5692	749	13.2%
2014	104	5604	816	14.6%

Source: ACSP Planning Guides

When we extend the data trends to 2017, using PAB data,[5] we find that after recovering in 2012 and posting strong growth till 2015, the number of international students in US planning schools has begun to fall again in recent years. As Table 4b.2 shows, the largest year on year decline in the enrollment of international students was in 2016, when it fell by 10 percent. That year the share of international students in US PAB accredited programs fell from a peak of nearly 19% in 2016 to 17% in 2017. These trends match the larger pattern of decline in the enrollment of international students in US schools and universities, and may in large part be a consequence of immigration restrictions introduced by the Trump administration. The declines may also be partially due to international students looking to programs in other countries, or to reductions in the availability of funding for international students from their host and/or home countries.

Size and Region. Changes in the distribution of international students by size and region are also striking. In Table 4b.3 we classify schools by size, defining schools with 1-7 core faculty as small, 8-15 core faculty as medium, and more than 15 core faculty as large.

Table 4b. 2. Enrollment in PAB Schools (US Programs only)

Year	# of Programs	U.S. Citizen and Resident Students	Foreign Students	% change year to year foreign students	Share of foreign students	Total Students	% change year to year in total enrollment
2008	67	4485	501		10.0%	4986	
2009	67	4822	477	-4.8%	9.0%	5299	6.3%
2010	69	4914	518	8.6%	9.5%	5432	2.5%
2011	70	4638	556	7.3%	10.7%	5194	-4.4%
2012	71	4336	664	19.4%	13.3%	5000	-3.7%
2013	71	4094	757	14.0%	15.6%	4851	-3.0%
2014	71	3911	853	12.7%	17.9%	4764	-1.8%
2015	70	3677	809	-5.2%	18.0%	4486	-5.8%
2016	70	3515	802	-0.9%	18.6%	4317	-3.8%
2017	72	3491	722	-10.0%	17.1%	4213	-2.4%

Source: PAB data

---

[5] PAB reports data through 2017, but only for accredited programs, which are a subset of all ACSP programs described in the ACSP Planning Guides.

Table 4b. 3: Distribution of International students by program size

International students by size of program (US ACSP programs only)									
	1994			2009			2014		
	# Int'l Students	Distbn of int'l students	Share int'l students	# Int'l Students	Distbn of int'l students	Share int'l students	# Int'l Students	Distbn of int'l students	Share int'l students
Small	119	31%	14%	143	24%	10%	173	21%	12%
Medium	184	48%	9%	288	49%	12%	358	44%	14%
Large	80	21%	16%	156	27%	12%	276	34%	19%
Total	383	100%	11%	587	100%	11%	807	100%	15%

Note: Small=1-7 core faculty; Medium=8-15 core faculty; Large=>15 core faculty

Seemingly in contrast to the argument put forth in the 1994 Task Force on Global Planning Education report, we find that there is no clear-cut relationship between school size and internationalization of the student body. In 1994, small schools had a far more internationalized student body than did medium sized schools (14% vs 9%). Small schools were indeed not so far behind the largest programs which had cohorts that were 16% international. By 2014 the patterns had shifted. Small schools had lost much of their international shares, while both medium and large schools increased theirs significantly. It would be important to watch this trend to determine whether smaller schools need some assistance in recruiting international students. After all, in 1994 their size or level of resources did not preclude them from maintaining a robust level of internationalization of their student bodies. What has changed over time?[6]

Table 4b. 4: Distribution of International Students by Region

International students by region (All ACSP Programs)									
	1994			2009			2014		
	# Int'l Students	Distbn of int'l students	Share int'l students	# Int'l Students	Distbn of int'l students	Share int'l students	# Int'l Students	Distbn of int'l students	Share int'l students
Northeast	59	10%	11%	156	24%	13%	304	37%	18%
Southeast	49	8%	8%	62	9%	6%	59	7%	7%
West	89	15%	12%	135	20%	11%	175	21%	15%
Midwest	140	23%	17%	136	21%	13%	152	19%	14%
Central	46	8%	8%	98	15%	14%	117	14%	14%
Non-USA	223	37%	69%	73	11%	25%	9	1%	17%
Total	606	100%	16%	660	100%	12%	816	100%	15%

Source: ACSP Guides

---

[6] Indeed, the data suggest that the link between size and internationalization has become stronger in recent years, becoming statistically significant after 2011.

Table 4b.4 provides the regional distribution of international students for all ACSP programs (US and non-US). The data show that programs in the Southeast have the lowest percentage of international students, and have been losing numbers over time. Midwestern programs have likewise been losing their share of international students. By contrast programs in the central region and in the northeast have made significant gains in their international student shares. Programs in the West have maintained stable shares, with some recent growth.

Public and Private. Likewise, even though the typical ACSP planning school is a medium sized public school (n=81 in 2014), resource-rich private schools (n=15 in 2014), have come to account for a growing share of international students in the past twenty years. In 1994, 18% of the student body in private schools was international. By 2014 this share had risen to 22%. For public schools, the share fell from 16% in 1994 to 13% in 2014.

In sum, large and medium schools in the northeast and the west are more likely to have bigger shares of international students than others, but some small programs (as defined by size of core faculty), such as Columbia University also have large international shares, especially in recent years. And the average private planning school has increased the share of international students in its student body faster than the average public school over the last two decades

2. A relatively rapid increase in faculty of international origin

The 1994 Task Force on Global Planning Education report noted that, based on PAB and ACSP data, no more than 4-5% of all planning faculty in ACSP programs were of international origin. Official PAB and ACSP data categorize nativity based on current citizenship. By that same measure, current PAB and ASCP data also place the number of international faculty in ACSP schools at no more than 6%. We returned to the data in the 1994 and 2014 ACSP Planning guides, to re-assess the number of non-domestic faculty based on the *location of their Bachelor's degrees*, given that current citizenship status does not always correlate with non-domestic origins. To the extent that faculty with connections with other global geographies and cultures can potentially be an important resource for cultivating globalized teaching resources, this assessment can be valuable.

Based on these criteria we found that in 2014 about 22% of total ACSP faculty (or 432 out of 1988 faculty in 104 programs) had BA's from countries other than where they were employed. This was up from 14% in 1994 (135 out of 950 faculty). Of all core full time faculty, 25%, or 281 out of 1123 faculty, were international by our measure. In 1994, 15.5% or 91 out of 586 core faculty members were international.

Table 4b. 5: Share of International faculty in total and core faculty in ACSP programs

Year	# of Programs	Total Faculty	Intnl Faculty	Share of Intnl Faculty	Total Core faculty	Intnl Core faculty	Share of Intnl Core Faculty	Intnl students as share of all masters
1994	63	950	135	14.20%	586	91	15.50%	16.40%
2009	94	1753	244	14.00%	941	176	18.70%	11.70%
2014	104	1988	432	21.80%	1123	281	25.00%	14.60%

Table 4b.5 shows that faculty in ACSP programs have internationalized faster than the student body. Their distribution across programs is diagrammed below.

Figure 4b. 1 Distribution of International Faculty across Programs, 1994, 2014
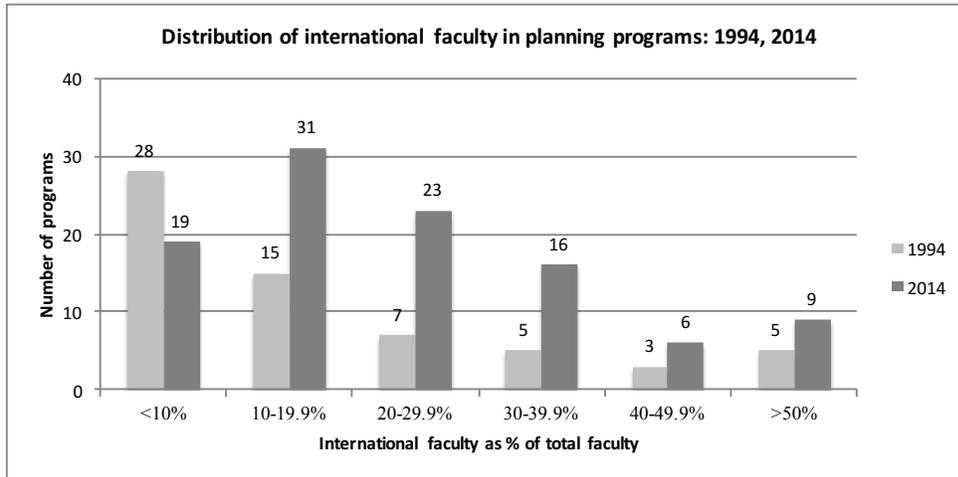
In 1994, 30 schools (about half of all ACSP member programs that year), had zero or 1 international faculty member. In 2015, 24 schools, or a quarter of all ACSP schools had no international faculty member or just 1 international faculty member. For US-only schools, 14 schools had 100% domestic faculty in 1994. This number fell to 9 schools in 2009 and to 5 in 2014.

In sum then, most international faculty were to be found in small and medium schools in 1994, both in absolute and relative terms. Regionally, they were concentrated in the midwest, west and non-US schools. Only 7% of the faculty in northeastern schools and 8% in central schools were of international origin. By 2014, the differences in the shares of international faculty across different program sizes and regions had evened out, as the west and northeast substantially increased their share of faculty with non-domestic Bachelors, from 7% to 20% and 8% to 19%, respectively.

3. ***A modest concentration of international students in schools that offer doctoral degrees and international planning as a formal specialization***

Table 4b.6 shows that PAB accredited schools are on average larger than all ACSP programs in terms of total master's enrollments, faculty size, and share of international students. A similar pattern is visible in schools that offer some form of formal training or specialization (variously named, including Comparative Planning in some schools), and those that have PhD programs.

Schools that offer international specializations are on average larger programs with larger student bodies, bigger faculty sizes and a larger share of international faculty and students. Over time, the number of programs that offer international specializations has remained relatively constant. In 1994, 24 ACSP schools had such specializations. By 2014, 23 did. Some departments may also have moved towards an integration of international issues across specializations.

Table 4b. 6: International students and international born faculty at US ACSP and PAB member schools

ACSP Guide: US schools only	1988 Data (Reported in 1994)	1994	ACSP 2009	ACSP 2014	PAB Data: US schools only	PAB 2010	PAB 2014	PAB 2015	PAB 2017
All ACSP Programs (# Reporting Faculty Data)	na	59	89	96	All PAB Programs (# Reporting Faculty Data)	70	71	70	71
All ACSP Programs (# Reporting Student Data)	na	58	88	92	All PAB Programs (# Reporting Student Data)	70	71	70	71
Avg. No. of Core Faculty	na	9.3	10.6	11.7	Avg. No. of Core Faculty	10	10.2	10.1	9.5
Avg. No. of Affiliated Faculty	na	5.5	8.1	7.4	Avg. No. of Affiliated Faculty	11.7	13.8	14.7	15.6
Avg. No. of Total Faculty	na	14.8	18.7	19.1	Avg. No. of Total Faculty	21.7	24	24.8	25.1
Avg. No. of Intl Faculty	na	1.7	2.4	3.8	Avg. No. of Intl Faculty	0.9	0.9	1.1	0.9
Avg. Enrollment of Master's Students	na	58	60.8	60.3	Avg. Enrollment of Master's Students	78.5	67.1	64.1	60.3
Avg. Enrollment of International Master's Students	na	6.6	6.7	8.7	Avg. Enrollment of International Master's Students	7.4	12	11.6	10.3
Share of Intl Students Total	na	11.38%	10.97%	14.54%	Share of Intl Students Total	9.45%	17.11%	18.03%	17.06%

In terms of size and region, most programs that offered an international specialization in 2014 were large or medium. A majority of the programs were in the Northeast, in the Midwest, and in the Southeast. Only one Western program offered an international specialization. These numbers are in contrast to 1994 when, according to the ACSP Planning Guide, only 3 northeastern programs offered an international specialization, while 6 southeastern, 6 midwestern programs and 5 western programs did. Over the past twenty years most of the western and southeastern programs seem to have dropped these specializations, while several northeastern schools had added them. Most schools that offered a specialization had large, double digit shares of international students in their student bodies – upwards of 10% and up to 45%.

As with accreditation and specializations, we find that PhD granting programs have a larger number of international students and faculty compared to non-PhD granting programs. In 1994 19 programs offered doctoral programs, in 2009 39 did and in 2014 41 did. Schools with doctoral programs are not only larger than the average ACSP school, they also have a strikingly larger share of core faculty in total faculty. However, schools with doctoral programs tend to have a slightly smaller share of international faculty than all schools taken together.

In sum then, planning programs that offer more specialized instruction and are accredited, have more international students and faculty than all planning schools.

4. Gender and racial composition of students: how do domestic and international students compare?

Finally, we examine how gender and racial patterns break down among of all ACSP master's students relative to international students (to the extent that ACSP and PAB data allow us to).

Gender. Across all ACSP programs (US and non-US together), the share of women among all Master's students has stayed below 50%. In 1994 45% of Master's students were female. This rose to 49% in 2009, but then fell back to 47% in 2014. With respect to overseas students, the data show that there has been a decline in the share of women international students in all female master's students across all school sizes. In 1994, international women made up 16% of all women master's students in ACSP schools. By 2014 this share had declined to 14%. Tables detailing this are available in a separate appendices document.

This picture is a bit different for US schools. The number of women as a share of all master's students, as well as the share of international women among all female students, increased over time. In 1994, 45% of the master's class in US planning programs was female, this rose to 50% in 2014. Among medium and large programs the ratio were 50% and 54% respectively.

Likewise, only 11% of all women in US planning schools were international students in US schools in 1994. This number rose to 14% by 2014. Large and medium sized schools, and programs in the Northeast, West and Central regions appear to have made the most gains in enrolling more overseas women in their master's cohorts.

Race. How does the growth in enrollment of international students in planning schools compare with changes in enrollment of other minority groups? Table 4b.7 shows that between 1994 and 2014 the racial composition of most underrepresented minorities improved, except for African Americans. But the number of international students increased the fastest.

Table 4b.9 breaks out the change in racial composition of Master's students by region. All regions except the Northeast saw an increasing diversification of student bodies between 1994 and 2014, albeit with a worrying decrease in enrollment of African American students in several regions. It is not possible to determine from these data whether there is any causal relationship between changes in international student enrollment and changes in minority enrollment, such as shifts in efforts at recruitment and financial aid decisions.

Table 4b.7: Change in racial composition in ACSP schools over time

Year	White Total	Black Total	Nat. Am. Total	Asian Am. Total	Hispanic Total	Other Total	Intl Students
1994	2158	321	14	158	286	48	606
2014	2336	301	57	266	374	205	816
Difference	178	-20	43	108	88	157	210

Source: ACSP Planning Guides

Table 4b.9: Change in racial composition of ACSP master's students by region, 1994-2014

Region	Change in Share of White Students	Change in Share of Black Students	Change in Share of Nat. Am. Student	Change in Share of Asian Am. Student	Change in Share of Hispanic
Central	-19%	6%	0%	4%	3%
Midwest	-12%	-3%	0%	5%	7%
Non-USA	77%	4%	4%	2%	34%
Northeast	26%	-6%	2%	8%	-14%
Southeast	-10%	-7%	2%	2%	3%
West	-13%	-1%	0%	-8%	7%

Source: PAB and ACSP Guides

Conclusions

The preceding analysis of data on student and faculty composition has revealed a complex and dynamic picture. Overall the proportion and absolute number of international students in ACSP number schools has increased significantly since 1994. However, there has more recently been a drop in international student enrollments as well as in overall enrollments, and future trends are uncertain due to a number of factors, including changing immigration law and increasing interest in non-ACSP planning schools, including schools in students' home countries. Moreover, recent trends point towards a tendency for international students to gravitate towards larger schools, schools in the northeast and west, and private schools.

These findings raise significant questions both about how best to globalize curricula, and how to direct resources for student recruitment. When viewed against the background of relatively rapid growth in numbers of international students in recent decades relative to other groups, such as Black and Latinx students, there is a strong argument to be made for focusing greater attention on recruitment of historically underrepresented groups as a priority in achieving a truly diverse and excellent student body. Yet, as we argue throughout this report, maintaining robust international enrollments arguably also has important benefits in contributing to the relational comparative approach to global planning education.

When taken together with the findings of the previous section regarding perceived areas of improvement of both international and domestic students with interests in international planning, the findings of this section indicate a need to redouble efforts to integrate the global into planning curricula. Such efforts hold the potential to better meet the needs of both groups, with the additional benefit of making ACSP planning schools more competitive in an increasingly global competition for excellent students. The following section assesses the resources that schools have to pursue a more global approach, and the state of current efforts to do so, based on an analysis of a survey of ACSP planning school administrators.

Section 4c: Assessing the capacity of departments to provide global content and train global students

In this section, we draw on a survey of ACSP member program administrators to address questions about capacity of departments to deliver global planning curricula, and to mentor and train international students. In November of 2017, ACSP implemented a survey of program administrators, and invited the Global Planning Education Task Force to include questions related to our interests. We added questions about:

- Experience living, working, and conducting research abroad of program faculty.
- Methods for addressing the PAB global dimensions criterion.
- Opportunities for international engagement for students.
- Cross campus resources for globalizing planning education.
- Experiences in teaching and mentoring international students.

The findings revealed a wealth of information about the resources departments have available among faculty, the extensive efforts they are making to provide international opportunities available to students, and the challenges they face in addressing student interests and needs. These findings are discussed in detail below.

The Administrator survey was completed by 51 ACSP school administrators. Given that there are 98 full member schools and another 11 affiliate schools in North America, these results represent approximately half of all ACSP schools. Generalization from these data should therefore be made with caution. Nevertheless, the findings we will detail below indicate the substantial investments that many planning schools have made in providing students with global experiences and global content in curricula. They also indicate substantial resources available to schools in terms of the international experience of faculty.

Regional differences in faculty experience

We asked about faculty experience living, conducting research, or working in varied world regions. We specifically asked about international trips of three or more months in order to distinguish between short-term conference- or leisure travel and more extended engagements. Table 4c.1 below suggests that faculty in the planning academy have substantial experience in other global regions. Of the 44 departments responding to this question, 33, or 75%, have faculty who have worked in Asia, and this is the most frequent destination for faculty overseas travel. Twenty-four departments have faculty who have spent time in Western Europe and 21 departments list faculty with experience in Latin America. Other regions such as the Middle East and North Africa and Sub-Saharan Africa comprise a smaller percentage, with Eastern Europe, Canada, and Oceania attracting less attention. It should be noted that only 44 department heads responded to this question, raising the question about whether the 7 departments that skipped have no one who has spent more than 3 months overseas, or whether the department chair simply did not know the answer. In either case, it appears that more than 10 percent of departments have little to no overseas experience among program faculty.

Table 4c.1: Faculty Overseas Experience by Region

In which regions of the world have faculty lived for more than 3 months?		
(check all that apply)		
Answer Choices	Responses	
Asia	75.00%	33
Western Europe	54.55%	24
Latin America	47.73%	21
Middle East and North Africa	27.27%	12
Sub-Saharan Africa	27.27%	12
USA and Canada	18.18%	8
Eastern Europe	13.64%	6
Oceania	9.09%	4

Source: ACSP Program Administrator Survey, November 2017, N= 44 (7 skipped)

TABLE 4c.2 Faculty with extended overseas stays for research and/or teaching

Type of Overseas Experience	Number of faculty per school			
	1	2	>3	Total
Sabbatical Abroad	14	9	15	38
Fellowships for research	13	9	6	28
Fellowships for teaching	7	5	4	17
Fellowships for professional work	5	1	3	9
International exchange	7	3	13	23
Consulting for professional work	5	1	5	11
Consulting for research	3	4	4	11
Peace Corps/other volunteer service	2	0	2	4

Source: Chair Survey November 2017, N = 40 (11 skipped)

Funding for faculty research and teaching experience (more than 3 months) overseas

We further asked for specific information on numbers of faculty with international experience, and how such experience was gained. Table 4c.2 suggests that the largest source of this global experience is linked to sabbaticals, with 38 schools reporting one or more faculty travelling for sabbatical research, teaching or professional practice. Other types of experience included fellowship travel for research, teaching, and professional work, international exchange, and to a lesser extent consulting and prior experience as a Peace Corps volunteer. Overall there is a fairly even split between travel for research and teaching, with international teaching experiences somewhat less frequent.

The question also included an open-ended component and most of these responses described various international teaching and student exchanges involving faculty that did not fit neatly into the 3 months or more category. However, one chair responded as follows:

> We have approximately 5 faculty members who do extensive international work. Two senior, tenured faculty members have research grants that provide funding for international work. They have each done international research over an extended time period. One junior, non-tenured faculty member is self-funding her field work each summer. Another senior, tenured faculty member does extensive international consulting and lecturing. A non-tenured track faculty member organizes international summer programs and exchange visits each year.

This response seems to capture the diversity of experiences. Funding is of course a critical issue for international research and certainly the fact that the junior faculty member is self-funding international field work each summer is a potential source of concern. Not all junior faculty may be able to self-fund the repeated visits often required to engage in high quality research, and many funding sources may be biased towards more senior faculty with more extensive field experience and a well-established publication record.

Incentives for global travel

The survey included an open-ended question asking about incentives for faculty to do international work, and the means faculty used to fund their international work. Eleven out of the 40 department chairs indicated that there no incentives for international research and teaching. The vast majority of the other responses indicated that teaching in an overseas program was the most common method for faculty to be funded for international experiences. It seems likely that these faculty are combining funded international travel to teach at an overseas location with secondary research projects, but this information was not reported explicitly by the chairs. An additional 17 chairs noted that grants for international travel were available presumably from the home university. These grants appear to be over and above the university-funded travel for explicit teaching and student exchanges at overseas satellite campuses or other overseas trips with students.

It is important to recognize the much higher relative costs of engaging in international teaching and research due to the high cost of airfares, making international travel largely dependent on funding and other incentives. Chairs reported a mix of incentives to enable faculty to travel including grants, fellowships, release time, inter-university exchange programs, and other research exchanges supported by one or more universities. Planning programs in larger universities or institutions that value international exchanges are better able to support regular and ongoing international teaching and research. Summer capstone studios that require some international travel and other summer or winter term short courses are other important means of enabling faculty and students to expand their global horizons. Some entrepreneurial faculty find ways to solicit additional funding from outside their institutions, but baseline support from home institutions is likely to be key.

Meeting the PAB Guideline for Global Dimensions of Planning

The survey also asked department chairs to explain how their departments were meeting the PAB accreditation guidelines for ensuring that students are exposed to global dimensions of planning. Only 37 of the 51 department chairs answered this question—non-response may indicate some uncertainty among these administrators about how the criterion is being met. Furthermore, of the 37 responses, 8 chairs indicated that they either did not meet this criterion or were not sure how they covered this material.

The most commonly cited means of providing exposure to global dimensions of planning is in the introductory planning theory and urban theory/history courses. Other courses mentioned include a course on Sustainable Cities (cited by two different chairs), a core course on political economy with a global comparative component, and an urban development course with three hours of global content. Program administrators also pointed to non-core parts of their curricula that had global components, even though the PAB requires that criteria be met in the core. Administrators specifically mentioned 20 different elective courses that were cited that had global content, and 4

chairs indicated that global content was provided by either study abroad or international studio courses. When asked about other means that a global content was provided, the most common answer was either via international courses or through studio courses. An additional source of global content was provided by the use of visiting lecturers from other departments or from outside the university.

In sum, the response to this question indicates that uncertainty about how to meet the PAB global dimensions criteria is widespread. These findings are consistent with the finding of a survey by Hoey, Rumbach and Shake (2016) which indicated that a third of administrators of larger schools and half of administrators at smaller schools reported feeling that it was 'difficult' or 'very difficult' to meet these criteria. There is a great deal more work to do in making sure that there is a robust capacity to provide the global dimensions of planning. This is further reinforced by the findings of the GPEIG student survey, in which students called for a more substantive integration of global perspectives across the curriculum, and especially in the core.

International Activities Available to Students

The responses to our question about the international activities available to students indicated a substantial investment in providing such opportunities across most schools. Table 4c.3 indicates that many programs offer international courses or studios, with 31 of 40 respondents indicating that such activities were available at the graduate level and 19 at the undergraduate level. A smaller number of graduate programs cited individual study abroad programs (19), and the undergraduate programs reported nearly as many (17). Other programs indicate the availability of international internships, although it is uncertain how many students have been able to avail of such posts. Finally, 19 graduate programs and 12 undergraduate programs sought to provide global exposure to their students through visiting faculty and scholars.

Table 4c.3 International activities available to your students in the master's or undergraduate program (or both).

Type of activity	Percent	# of programs
Grad - International Planning Studios/courses abroad	75.61%	31
Grad - Individual Study abroad	46.34%	19
Grad - International internship opportunities	36.59%	15
Grad - Visiting International Faculty	46.34%	19
Other grad (please specify)	14.63%	6
UG - International Planning Studios/courses abroad	46.34%	19
UG - Individual Study abroad	41.46%	17
UG - International internship opportunities	21.95%	9
UG - Visiting international faculty	29.27%	12
Other UG(please specify)	4.88%	2

Source: Survey of ACSP Department heads Nov. 2017

In sum, the administrator survey indicated both opportunities and challenges for globalizing planning education. Most schools have faculty with extensive international experience, allowing students at those schools to learn from their international experiences. Yet schools struggle with the

question of how to incorporate global issues into their curricula in ways that will meet the PAB criterion. Moreover, faculty with international interests struggle to find funding for extensive international field research. These findings indicate a need for improved information sharing and knowledge exchange about practices in global planning education, and about fundraising opportunities. We will return to these themes in the recommendations section at the end of this report.

Section 4d: Issues of marginalization as they relate to global planning education: A note on the diversity/global intersectionality

The Task Force on Global Planning Education has been conscious as it has gone about its work that many of the questions we are addressing intersect in important ways with questions around issues of diversity in planning schools that are currently of central concern to ACSP. For example, there are experiences and concerns identified by international students in their responses to the GPEIG student survey, of trouble adjusting to 'program culture' and of feeling silenced and/or disregarded in the classroom, that resonate with the experiences of many minority students. More recently, members of our task force have observed instances at various schools, including our own, where universities are proposing to replace "diversity" requirements in their undergraduate core curricula with a broader range of "international" or "comparative cultures" courses. Indeed, the 2015 controversy over the proposal to alter the PAB's diversity requirement language for fear of possible legal violations exemplifies how international planning course offerings could be used to supplant diversity courses. Specifically, POCIG critiqued that the proposal suggested removing the following text:

> The Program should strive to attract a student population, particularly from groups
> historically lacking access to, and under-represented in, higher education, as well as
> representative of the type of mixtures of ethnic, racial, and economic groups to be found in
> the settings where planners often practice.

And replacing it with the following proposed text:

> The approach to diversity should reflect the Program's mission, strategic plan, and
> intended geographic scope (e.g., local, regional, national, international).

Faculty at Texas A&M wrote, "Our faculty feel that leaving diversity goals up the program to set (in their mission and strategic plan) allows programs to weaken their efforts to recruit, admit, and retain under-represented students," page 8. ("Comments to the Proposed Accreditation Standard Amendment, PAB, 2015).

While we touch on questions of diversity in various parts of this report, we will not present an exhaustive discussion of the intersection of issues of global planning and diversity here. Rather, in this brief note, we wish to highlight two important points.

First, it is important to highlight that, while curricula that address global and comparative perspectives can play an important role in addressing questions of diversity, they are only part of what a truly diverse curriculum should contain. Scholars have identified that the topic of "diversity" in urban planning curricula is supposed to address "dimensions of difference" such as race, gender,

and class and how they are tied to power and inequality (Sen et al, 2017). These political issues of institutionalized power imbalances, injustice and discrimination should be central to global planning courses, although with an emphasis on multi-scalar dynamics and geo-political histories and relationships. However, some international studies courses are more area studies classes about local language, history, and cultures, and may be treated a-politically. So, while "diversity" and "international" are not necessarily exclusive terms as issues of institutionalized power and discrimination can be productively studied in non-American contexts, the core aim of diversity curricular requirements may not be met with the inexact inclusion of comparative "international" classes. For example, the history and particular manifestation of racism in the American context deserves special attention. This Task Force's view is that global planning education is allied in its concerns for justice both in the North American context as well as abroad. Rather than seeing these as tradeoffs in curricular goals, we believe both are needed.

Accordingly, we approached POCIG and they generously shared the preliminary results of their 2018 "ACSP-POCIG Student Climate Study" with us so that we might compare notes with our study. As another sign of intersectionality between diversity and global planning studies, POCIG's survey solicitation method included not only a general outreach to the planning administrators and PLANET listserve, but also to the GPEIG constituencies. Their results corroborate ours. Essentially, there has been progress in the growing diversity of the faculty, student body, and course electives but how core classes are conceived and taught still need to evolve and both international and minority students report cultures of microaggression against their nationality, race, and citizenship.

Second, the goal of diversifying faculty and student bodies will require both care in how we collect and interpret data, and deliberation in how we define diversity. In our discussion of numbers on student enrollment, we have already highlighted that the increase in international students in recent decades has coincided with a decrease in the proportion of Black and Latinx students in American planning schools. With respect to faculty, issues of underrepresentation of certain groups, most notably Black and Latinx faculty, continues to be a substantial source of concern. Research done by ACSP's Committee on Diversity on faculty composition in ACSP schools in 2018 indicates that, following Non-Hispanic Whites (with 69.2% of faculty), the next largest group is non-US origin Asians (13.1%). US born Black and Latinx faculty continue to be underrepresented in planning academia, at 6.0% and 2.8% of all faculty respectively, as indeed is also the case with US-born Asian-Americans, who represent 2.0% of all faculty. In all more than a quarter of planning schools have none or one faculty member who was not non-Hispanic White. We present these brief figures to indicate that care must be taken interpreting data on diversity, and that much work remains to be done to address the lack of diversity in many ACSP schools.

In their report to the Fall 2018 Governing Board Meeting, the ACSP Committee on Diversity argued that there should be no single standard for addressing the question of diversity, but rather that the issue requires an ongoing discussion, in which schools and interest groups continue to assess both how diversity should be defined, and what measures are needed to enhance diversity. This Task Force feels that these discussions should include an engagement with the issue of how to assess the contribution of international students and faculty to program diversity.

Section 4e: ACSP's global engagements[7]

Between 1994, when the first ACSP Commission on Global Approaches to Planning submitted its report, and 2019 when the current taskforce submits its report, ACSP has played a leadership role in creating a global network of planning schools. This effort to collaborate with non-U.S. planning schools started in 1996 when ACSP and AESOP (Association of European Planning Schools) convened a joint congress. By 2001 the effort was expanded globally whereby 10 national association of planning programs met in Shanghai at the first World Planning Schools Congress (WPSC). The Shanghai declaration eventually led to the creation of GPEAN (Global Planning Education Association Network). In 2012, GPEAN's Charter and by-laws were drafted by Bruce Stiftel and Johanna Looye representing ACSP.

ACSP has continued to play an active role in GPEAN's leadership committee. Johanna Looye served as a member of the WPSC steering committee from 2002 to 2011. Bruce Stiftel served as ACSP representative to the coordinating committee until 2006, and he was followed by Chris Silver who served as ACSP representative through 2011. In 2011, there were by-law changes and the steering committee became a sub-committee of the new GPEAN council, on which Chris Silver served as its first chair. Silver continued on the council until 2016 when GPEIG (the Global Planning Educators Interest Group) proposed to the ACSP leadership that Professor Francis Owusu from Iowa State should serve as ACSP's representative in GPEAN. ACSP has so far hosted GPEAN's annual meeting three times at ACSP's annual conference in Portland (2004), Chicago (2008), and Denver (2017).

In addition, ACSP leadership has been instrumental in GPEAN's effort to start a book series titled *Dialogues in Urban and Regional Planning*, and ACSP faculty have served as editors of five volumes. (Stiftel for volume one and two, Michael Hibbard for volumes four and five, and Silver for volume six). All along, ACSP has acted as GPEAN's financial agent in maintaining an account with royalty funds from the *Dialogues in Urban and Regional Planning* series. In 2001 ACSP was successful in raising a $10,000 grant from the Fannie Mae Foundation to support GPEAN's activities.

More recently, ACSP's global engagement has expanded. Professor Stiftel has served as a liaison between GPEAN and the United Nations-Habitat in advocating an urban agenda as part of the UN's Sustainable Development Goals. Professors Stiftel and Genie Birch (ACSP President 1995-1997) joined the North American delegation at the 2018 World Urban Forum to emphasize the new urban agenda.

This task force appreciates the efforts of ACSP's past presidents—namely, Professors Stiftel, Silver, Birch, and Hibbard—to cultivate ACSP's global linkages. To build on those past efforts, however, ACSP needs to consider the following issues.

1) Even though ACSP's global engagements started with a joint congress with AESOP (Association of European Schools of Planning) the initial momentum has lost steam and there is no plan to host a joint congress in the near future. One reason for this unfortunate outcome is that ACSP, unlike AESOP, continued to hold annual conferences in the years when joint congresses were to be held. This had reduced the participation by ACSP members in the joint

---

[7] This Section is based on personal interviews with Bruce Stiftel, David Amborski, Francis Owusu, Nancy Odendaal, A. Frank, and Chris Silver, and a questionnaire survey of GPEAN member schools.

congress, damaging the goodwill from the initial expectation that ACSP and AESOP would participate equally in building a mutually respectful relationship.

The Task Force noted that there is a new effort to organize a few joint panels at both ACSP and AESOP conferences. This is not an adequate substitute, however, for the kind of broad collaboration that was envisioned earlier.

2) On a similar note, the participation by ACSP members in the Global Planning Schools Congress has been somewhat lukewarm for multiple reasons. For one, there is no constituency within ACSP which encourages participation in the Global Planning Schools Congresses. GPEIG could have been a driving force in such an effort, but since GPEIG was not consulted in ACSP's earlier ventures abroad it does not feel any moral responsibility to urge its members to attend the global congress. Second, the cost of international travel is an issue for members who usually utilize their limited institutional support for attending ACSP's annual meetings.

It is noteworthy that none of the ACSP member schools have volunteered so far to host the World Planning School Congress. This could be interpreted as a sign that ACSP member schools do not see much intellectual benefit but only administrative cost in hosting WPSC. So far GPEIG has not been actively engaged.

3) ACSP's leadership role in GPEAN needs to be institutionalized because ACSP's initial leadership role in GPEAN relied primarily on individuals such as Professors Stiftel, Hibbard, and Silver who as senior members of faculty in their respected institutions could cover travel and other costs to participate in GPEAN meetings.

The task force noted that ACSP has made some positive gestures to welcome GPEAN members to attend ACSP's annual meetings by reducing registration fees for GPEAN members, but there is no institutional support for ACSP members to attend GPEAN meetings held outside the U.S. Consequently, ACSP's engagement with GPEAN has declined somewhat in recent years even though GPEIG, as one of the largest interest groups within ACSP, now advises ACSP's president regarding who should represent ACSP in GPEAN. The task force views this unforeseen outcome as a transitional problem which needs to be addressed through consultation between ACSP's leadership and GPEIG's members. Such a process can be spurred if ACSP can allocate some resources to support the travel of its representative to GPEAN's annual meetings.

4) GPEIG should lead in ACSP's efforts to strengthen intellectual ties with GPEAN schools. This may require GPEIG to jointly organize with GPEAN members a few sessions at ACSP's annual conference. One particular topic which needs such joint deliberations is the role GPEAN and GPEIG can play to strengthen planning education offered by GPEAN's member schools. There could be a range of ways in which GPEAN's member schools can be assisted. These range from providing ACSP's professional journal, JPER, at a subsidized rate to GPEAN's member schools, to advising GPEAN schools on how to strengthen their course offerings. ACSP with the assistance of GPEIG may pursue a mix of strategies appropriate for each planning program abroad. In this regard, it is noteworthy that even if some GPEAN member schools are eager to receive some form of program certification by ACSP, there are other schools that may interpret certification differently, because they fear a new form of intellectual control by external groups.

ACSP's approach to this sensitive issue should be guided by at least three factors. First, the Royal Town Planning Institute in the UK has started working with planning programs in Africa and Asia in countries which belong to the Commonwealth of Nations. Second, it is likely that certification and ranking of planning programs globally may be undertaken by private organizations, such as U.S. News and World Report, which may use generic evaluation methodologies considered inappropriate by ACSP. Third, the heightened attention by United Nation's agencies regarding urbanization and urban panning have opened up a new institutional space for deliberations about the status of planning programs abroad. A particular issue of concern is the low numbers of professional planners who are currently graduating from planning programs in newly industrializing nations. How to assist such planning schools should be of concern to GPEAN, ACSP and GPEIG.

5) As mentioned above, ACSP members recently participated in the Global Social Forum and the U.N.'s effort to articulate sustainable development goals, which includes sustainable cities. Bruce Stiftel is now serving as GPEAN's liaison with UN Habitat. These efforts have elevated ACSP's involvement in global affairs to a higher level than before, even if only a handful of ACSP members have been engaged voluntarily. Again, GPEIG as an organization has not been involved in any such effort, and it is not clear what role ACSP should play in such efforts.

6) One issue which requires deliberation is: who should ACSP and GPEIG be connecting with in the global arena and for what purpose? In this regard, the task force noted that ACSP and GPEIG are primarily educational organizations which value teaching and research. Unlike the American Planning Association, which emphasizes planning practice, ACSP's comparative strength is in education and research. Hence, ACSP/GPEIG should keep that goal in mind in cultivating institutional linkages in the global arena which has both operational agencies as well as research-oriented institutions.

ACSP/GPEIG's purpose in global collaborations should be to raise issues of concern to ACSP member schools. Since there are multiple forums at the global level, such as the annual meetings at Davos, Switzerland, and annual meetings organized by bilateral and multilateral agencies, there are some dominant planning ideas in circulation regarding the role of cities in generating economic growth. It is important for ACSP members to engage in deliberation to raise concerns about equity and social justice, two goals ACSP/GPEIG care about.

One way ACSP can interject in global conversations regarding lofty goals, such as sustainable development or poverty eradication, is to subject such ideas to the test of implementation. In other words, as planning academics, ACSP members may legitimately raise questions as to how globally agreed upon goals are to be implemented locally. Such inquiries will inevitably bring to the fore the need for a "relational approach" to global understanding which the task force emphasizes earlier in this report. To elaborate: problem solving which is at the heart of planning as an applied field requires more than signing off on lofty goals. It requires serious discussions of how such goals are to be achieved in unequal societies. These sorts of concern do not usually emerge in deliberations at Davos or even in well-intentioned U.N. deliberations. There is a need, therefore, for a powerful voice in the global arena which would call attention to real life challenges, such as unequal access to resources and opportunities for a very large proportion of people around the world. ACSP and GPEIG should join hands with organizations which share such concerns, demonstrate its importance through rigorous empirical research, and ultimately, influence public policies to build cities and regions as places for human flourishing.

Section 5: Curricular Strategies for a Global Planning Education

There are numerous studies that have documented practices in globalizing planning education (see for example Pezzoli and Howe 2001; Abramson 2005; Ali and Doan 2006; Carolini 2018). Recent years have also seen the development of exciting new curricular resources that faculty can draw on—see for example the Teaching Resources and Case Study Library at the GPEIG website (https://www.gpeig.com/).

Our purpose in this section is not to summarize the already substantial literature on this topic. Rather, we address two questions. First, the Task Force sought, through intensive engagement with planning scholars, to understand the breadth of perspectives on what a global planning education means, and how it might best be achieved. Indeed, this input, which is reported in Section 5a, was foundational to the formulation of the vision of global planning education articulated in Section 3. Second, Section 5b addresses the question of how to integrate global perspectives across planning curricula, with specific reference to courses on spatial analysis.

5a: Integrative conversations: challenges and opportunities for planning education

In order to capture the breadth and depth of perspectives on global planning education in ACSP member schools from the perspective of educators, we held a focus group at the 2017 ACSP conference followed by hour-long interviews with fifteen faculty members from a range of ACSP member institutions. Our criteria for school selection included the size of the school, the geographic region (borrowing from ACSP regional representation), and whether the institution was public or private. To secure a diverse sample, interviewees were selected to represent variety in terms of level of seniority, gender, and race/ethnicity. Most faculty members interviewed work in departments that provide electives with international content, or in programs where modules related to international planning are added to core courses.

The workshop and subsequent interviews revealed that educators shared a commitment to critical approaches to pedagogy that leveraged global and local resources, but that their work is shaped by factors that are both discretionary and non-discretionary at the level of individual faculty members. For example, departmental funding, a program's location, faculty staff size, and student population and composition are obstacles beyond an individual faculty member's control and yet shape the extent to which faculty members are encouraged or able to "globalize" their research, advising, and teaching. On the other hand, faculty have numerous opportunities for globalizing their classrooms: they have more discretion over the development of their own class materials, the subjects of their research, whom they partner with, and how they choose to leverage opportunities in their local communities to help globalize their programs.

Beyond the most predictable frustration with limited financial resources, one of the most revealing complaints centered on the level of support for globally engaged research, advising, and teaching at the departmental level. Despite recent trends in high-level university support for building out global

connections, interviewees often cited a lack of appreciation from administrators as well as from colleagues for the time and effort demanded of globally informed research and teaching. Internationally grounded research is intensely laborious. Contextually informed research of the nature demanded in planning emerges from several analytical methodologies and engagement with diverse histories.

Perhaps most importantly from the perspective of individual departments, such intensity of engagement is necessary for faculty members to successfully advise students' international work as well as to independently lead classes abroad. The challenges associated with the additional time and effort required for such international pedagogy make the pursuit of pedagogical experiences outside the US difficult, particularly for programs without strong financial and institutional commitment to engagement with international planning experiences. It is perhaps not surprising, then, that educators also noted how their departmental colleagues often felt poorly equipped to teach global content in their own courses. While perhaps this represents an acknowledgement of the need for approaches to global planning that are well-informed, the unintended consequence of such hesitance is that faculty engaged in international research are left with the burden of providing the entirety of a department or program's global planning pedagogy—again with limited reward and support.

While the geographic location and socio-demographic histories of their departments may restrict institutional commitment to global planning education, faculty members sought to develop innovative forms of global pedagogy based on opportunities provided within the context of their home institutions. Respondents clearly recognized the interspersion and integration of the "South" in the "North" in their university communities, and they emphasized the relevance of experiences from the "South" for the "North," including for the cities in which their institutions are based. Substantively, within planning literatures and classes, knowledge mobility between these (albeit constructed) geographies appears most clearly in the domains of economic development, transportation and environmental sustainability. Theoretical advances in the Global South related to participation and justice also provide valuable, foundational lessons for aspiring planners and advocates within US institutions.

Nonetheless, only a few educators indicated that their institutions have elected to integrate such globalized perspectives throughout the curriculum. Instead, internationally-oriented educators have advanced a number of creative pedagogical approaches to facilitate "global" integration, especially in programs without a strong history of dedicated international offerings. This includes the use of comparative lenses in typically US-centered classes (such as land-use planning or community development), as well as partnerships with inter-and intra-university departments in foreign languages and area studies or law.

Overall, while educators all saw it is a priority to share theories, approaches, and methods emerging in the "Global South," an unresolved tension is the criticality with which the problematic history and models of international development are incorporated within globally oriented classes and research. For example, several educators with whom we spoke continued to consider the meaning and implications of terms such as 'international planning,' 'international development,' and 'global planning' as they develop their pedagogy, leading them to critically reflect on issues of power and justice in terms of knowledge production in their global classrooms.

In the next three sections, we share the voices of global planning educators interviewed in an effort to highlight their everyday experiences. We focus in particular on the obstacles they face and the opportunities they seek to leverage in order to provide a globalized planning pedagogy.

Obstacles

Across programs represented by faculty with whom we spoke, funding for internationalizing curricula or cultural activities, beyond study abroad opportunities, was often cited as an essential resource. While some faculty are able to leverage external funds for their work, availability of funding at the university or department levels to support travel for study or research was considered central to the degree or type of global orientation adopted by a planning program. As a faculty member at a medium sized school noted, "very bluntly, it comes down to the budget." Having the budget to bring in speakers from other countries or to build connections with universities and communities in other countries requires strong institutional commitment. Another respondent, also from a medium-sized program, concurred, noting that "we definitely are not nearly as well-resourced as some universities, so that ends up being a challenge – but we still try to piece it together."

Addressing differences between universities, a respondent who had recently moved to a small school reported that her current university did not have the same funding as her previous institution. Students attending her planning program generally have a lower-income background that those that attend private universities, so her students "have a harder time affording the expenses related to international travel." Others agreed that costs to students—both in terms of time and expense—sometimes impeded international engagement. One respondent noted that study abroad programs and immersion experiences were very expensive for students, explaining that for "graduate students who want to finish the program in two years and go, that is seen as an additional layer of responsibility or time commitment" with additional financial costs.

However, many respondents reported a relatively rapid, recent shift of recognition of 'the global' within their home institution more broadly. Some saw this as rhetorical rather than an actual shift in priorities, but overall educators noted a wider embrace of the global at their universities. These changes have been prompted by a number of factors, including new university-level or department-level dedicated staff, departmental appreciation (if not particular credit or encouragement) for internationally engaged curricular offerings, new faculty hires with an emphasis or orientation toward the global, and the development of new joint degrees or certificates. Two respondents, one from a large and the other from a medium-sized program, noted that their Deans have embraced the importance of having a global outreach strategy. The respondent from the larger program commented that her school also just hired a diversity, equity, and inclusion director who is committed to supporting international students. Another respondent, from a medium-sized program, reported that the new university President is from India, the new Provost is from Taiwan, and the new Program Director is from China, "so that connection [to Asia] is an opportunity that we are trying to leverage." Similarly, a respondent from a smaller program described how the university administration was helping to open up global opportunities through the Office of International Partnerships, which facilitates international work, including faculty-led study abroad programs.

Nonetheless, despite this embrace of 'globalism', many of the interviewees still lamented what they saw as a lack of support or appreciation by their department and/or their home institution. This reality can lead to a lack of incentive to engage in global planning education, and in some cases

outright discouragement from doing so. For example, educators we spoke with discussed a lack of understanding among colleagues and administrators of the additional challenges faced by faculty who wish to pursue global planning studios that involve international travel. When such studios are led by junior faculty, the time required for organization can be particularly burdensome. The lack of flexibility in terms of how such classes are organized and credited (in terms of faculty teaching loads) was a common. One respondent described a major constraint to their own work as a "lack of recognition of our fellow faculty that…[it] is ten times more time intensive, logistically intensive, and emotionally intensive [to offer classes abroad]."

The time and effort involved in global research, advising, and teaching is further intensified by the fact that often "international" faculty are left to represent the full range of "the global" within their departments—which is clearly an overreach. Departments without dedicated international specializations had largely been unable to integrate the global throughout the curriculum, in part because of a lack of widespread expertise and exposure to non-US planning. The lack of international experience may explain why some faculty feel insecure or unprepared to teach "international" or "global" dimensions of their thematic area. As one respondent from a large program reported, people often felt limited by their own experiences, falling back on the importance of contextual knowledge as an explanation for why they have not worked to bring in a more global orientation in their classes or work. Another respondent concurred, noting that especially for "domestic faculty that started to teach in the 70s, [it is] a little bit difficult [for them] to see it as part of their lenses; but eventually the textbooks are there, the readings are there, so they are using [them]. And addressing [global issues]." Yet it is also important to acknowledge that faculty with international backgrounds or expertise also point to limitations in their knowledge base. As one respondent with substantial knowledge of planning in China noted, "we think that anything that is non-US is international, and we generalize things quite a bit. But when somebody asks, 'so how is land reform implemented in Africa?', I can't say a lot about it." Broadening access to curricular materials on global planning education, in other words, would be of broad benefit to all programs, both those that have substantial international expertise and those that do not.

To address these knowledge gaps, one pedagogical strategy that respondents argued for was the use of comparative case studies. As a respondent from a smaller school suggested, "in order to teach students how to apply planning tools to different contexts it's good to use lots of case studies…so they can see the difference in terms of context." Similarly, another respondent from a large program noted that when she taught her methods classes, she always tries "to bring a comparative perspective to demonstrate the similarity of planning challenges. It's not easy, but I try to help students understand planning challenges in the US through an international lens."

Opportunities

Despite these institutional limitations, one of the most significant opportunities for globalizing the curriculum cited by respondents was a planning program's own geography and local demographics. While the local context of their own school shaped the degree of global orientation or engagement of a planning program, educators agreed that a global perspective could be used to leverage learning opportunities in the immediate campus environment. This view was especially pronounced by educators based in cities which have, in various ways, been at the crosscurrents of international exchange or colonization in various forms. For example, Hawaii's planning challenges are closely intertwined with its history of settler colonialism and imperialism. According to one respondent, this means that "the context of planning in Hawaii is more aligned with the context of planning in much

of the developing world." However, even in locations that are typically not thought of as global cities, such as Kansas City and Ames, Iowa, educators spoke of the importance of addressing the global influences on their local communities in their pedagogy.

In this regard, two principal themes emerged from the interviews. On the one hand, educators speak of the global connectedness of ideas and economies, which in turn calls for pedagogies that situate and contextualize the global in the local. In the words of one respondent, "'global' to me is more about the connections and calculatedness of the global world." In his pedagogy, therefore he seeks to demonstrate how "that small town [where his institution is located] is connected to the global network." Similarly, a respondent from a Southwestern school noted the regional mission of her institution and its recognition of the importance of good relationships with Mexico. She also described her program's indigenous planning concentration as an opportunity to integrate insights from other countries and world regions with indigenous populations. Meanwhile, faculty in programs closer to the Caribbean, Central, and South America noted the importance of these regions' proximity to global planning exposure at home.

Other educators, meanwhile, spoke of the ways in which their departments constitute global nodes of planning concepts, tools, and professional relationships. As one respondent suggested, planning educators and professionals "have a way of inhabiting the world today that differs significantly from the recent past. Even though the physical aspect of place remains of critical importance to planning, we really need to conceive of this other world that simultaneously exists aside the physical and how it impacts our practices." The recent movement and arrival of new immigrant communities within university town settings also underline this point. Such migration trends provide opportunities for planning education that expand global ties and planning relationships, even in smaller and medium-sized cities. A respondent from a program based in a small Midwestern city described how his program is very much involved in outreach and studio work with local communities on issues like urban agriculture, but that this also provided opportunities to engage with new immigrants. Similarly, another faculty member noted that a large metropolitan context further enhances opportunities for globally oriented planning education. The University of Texas at Arlington, for example, is located within Dallas Fort Worth, a 2nd tier global city in the NAFTA corridor, which provides a laboratory for examining the ways in which global trade networks, post-industrial production, the global division of labor, and global migration translate into a huge diversity of local communities. As one respondent pointed out, "students live this global experience every day and global issues and examples are easy to bring into the classroom any time."

Nonetheless, local geographic contexts can also at times limit the opportunities for globally oriented planning education. One respondent at a school located in an urban context said that students who go to their university are often interested in better understanding local inner-city dynamics and local urban development. The main message was that different programs located within different socio-economic and geographic contexts serve different communities, and that organizational groups like ACSP should recognize and accept this.

Even though the campus context may provide opportunities for global learning, it still falls on individual faculty members to develop such globalized curricula. One respondent from a medium sized school reported that the specific connections or he and another faculty member had with their countries of origin facilitated many of the opportunities for a more global education in planning at his school. Similarly, another respondent noted that she incorporates her own knowledge and

research of experiences in China into her teaching, whether in methods classes or in substantive thematic courses like housing classes.

This pressure on individual faculty members to provide global planning education has been increasingly alleviated, according to some respondents, by new faculty recruitment. While it is uncertain if this increased hiring of faculty with international experience represents a general trend, both two respondents noted the importance of recent faculty hires in terms of fostering a broader global orientation in planning education in their institutions. Faculty hires can also help in building international partnerships, some of which can lead to dual-degrees. One respondent reported that a colleague has a relationship with Tongji University, and that now the two universities offer a three-year double-degree in urban planning and urban design. However, the faculty-led nature of much engagement also presents a vulnerability to institutionalized global approaches to planning. As a respondent from a medium sized program noted, "…the person who teaches theory made it a commitment to include global dimensions in the theory class," but if that person is not teaching it, the class' incorporation of global dimensions would be uncertain.

The demand on individual faculty to maintain international engagement can be relieved in part through institutional partnerships. Several educators noted how they leveraged linkages between their program and other departments and schools, and with local, regional, national and international institutions and universities, to strengthen the global dimension of their curriculum. Such successful linkages are often talked about in connection with specific hires or as a product of a program's geography. For example, a faculty member from a larger planning school reported, "we have a very strong Center for Latin American studies, Center for African studies, Center for European Studies, and… that's been a means of providing a global perspective to our students." Other respondents similarly noted the importance of internationally oriented institutes and research centers, and major grants encouraging international collaborations at their universities.

Sometimes partnerships are also strengthened by students themselves or student-driven programming. A respondent at a large planning school with a PhD program described how planning students at the doctoral level often enroll in classes at the local law school and in another liberal arts university. Several faculty also noted the potential or existing cross-registration with other departments or programs within their own universities as an effective manner to help globalize students' education. One respondent from a smaller school noted that the Spanish Department's study abroad program in Argentina to provide students with an opportunity to learn about planning there.

Learning from the "Global South"

Ultimately, all educators interviewed suggested that global planning pedagogy means, in part, incorporating planning concepts, approaches and methods from the "Global South," including innovative practices and invented spaces of grassroots action among subordinate communities in North America. Educators saw such learning from the Global South as a decolonizing strategy and means of problematizing the hegemonic international planning and development project, but also as an opportunity to better prepare aspiring planners who seek a career within a domestic, US context.

The increasing adoption of concepts from the Global South means that planning educators need to incorporate emerging global theories and practices to position their students for success: for international positions but also for domestic US-based planning practice. This perspective goes

beyond merely providing comparative case studies, emphasizing instead the need to learn from elsewhere in order to foster more creative problem solving. In the words of one respondent, "planning problems are increasingly global and the solutions to planning problems are increasingly coming from all over the world. If you don't have a sense of what's going on in other places, you're not going to be ahead of the profession."

This emergence of innovative practices from the Global South, moreover, call for pedagogies that emphasize relational learning and collaboration across boundaries in order to solve challenges common to locations world-wide. As a respondent from a larger planning program suggested, "A number of things planners care about are global problems, certainly trade and commerce and immigration and refugees—we're not isolated and we have to work in a global system to address those kinds of concerns."

Beyond technical solutions, however, respondents emphasized the transnational learning around emerging theories in communicative and participatory planning, particularly more critical and justice-oriented approaches to planning. More broadly, this growing recognition of the value of planning practices from the Global South may signal a realignment of global relations of power in the field. In the words of one respondent, the increasing adoption of Global South planning concepts and strategies represents "a very distinct shift in both the balance of power as well as the relationship you have with the Other."

Conclusions and recommendations

Our discussions make clear that educators across various planning programs are creatively addressing the call to institutionalize global approaches to planning education. However, it is also evident that they can use more support from peers and organizations like the ACSP for these approaches, both in order to cement the legitimacy of their efforts within their own programs as well as to help translate the widely-embraced rhetoric of a globalized curriculum into a more tangible reality for their students.

A number of specific proposals emerged from frank considerations of what is and is not possible to change without extensive financial resources. Perhaps most broadly, educators called for ACSP—and implicitly the PAB—to move beyond staid interpretations of a 'global' approach to planning education by allowing for more flexibility in how such a pedagogical goal is achieved, as well as by providing explicit encouragement and training opportunities to learn from each other. Educators are not simply 'globalizing' education with offers of explicitly globally oriented or titled classes; they are leveraging geo-political realities, local histories, extant student compositions, university-based resources across various departments, and technologies to weave globally informed and/or comparative considerations into class-based discussions in subjects as diverse as research methods and statistics.

However, educators also report that not all colleagues feel empowered to make what they considered a presumptive jump into the 'global' without proper training. They called on the ACSP to delineate opportunities through which member schools could learn from and empower each other to more confidently engage in globalizing planning education. Annual conference gatherings, journal publications, technologies, and accreditation emerged as mechanisms through which educators called on the ACSP to embolden globalized planning perspectives as a *central* tenet of good planning education, as opposed to a bonus exposure. Institutionalizing and integrating 'the

global' within the planning academy's own organizational headquarters' work emerged in discussions as an especially effective way that our community could convince prospective students and educators who assume no connection to planning practice abroad that a global planning education is, in fact, in their own interest.

5B: Curricular strategies to avoid the ghettoization of global planning education

The multi-scalar and relational understanding of global planning education recommended in Section 3 of this report can and should make connections across the planning curricula, including to classes focused primarily on American contexts. This is particularly necessary for urban planning challenges that do not respect national boundaries, such as climate change, and immigration. Furthermore, with diverse urban populations, many of the same issues of translational work across cultures, institutions, and ontologies are also relevant in American cities.

Global perspectives and comparative approaches should not, therefore, be segregated in one part of the curriculum, but should be integrated across the curriculum. Yet such an approach presents significant challenges, even for the most well-resourced planning programs. How can global perspectives be integrated in various parts of the curriculum, including theory, methods, and professional practice? How can ACSP help faculty who teach core courses develop the tools to effectively incorporate international comparative material into their courses? How can programs that have relatively little international experience among their faculty develop the capacity to globalize their curricula?

In this section, we present a study of one way that global planning issues can permeate into core planning courses. We specifically examine the way that "spatial analysis" courses in ACSP member schools, using tools such as GIS and spatial econometrics, relate to global approaches to planning education. This kind of class is part of the bread-and-butter type class central to urban planning. However, if taught in a non-contextual manner, we run the danger of training the next generation to embed and reproduce marginalization.

Of particular concern is that currently planners and city officials are increasingly harnessing the exciting potential of technological advances, such as big data and machine learning, to expedite and expand what we can know and do in urban planning. However, when institutions rely on computer algorithms for their work, they can also extrapolate unintended bias and mistaken assumptions into municipal operations, resulting in things like racial biases in criminal sentencing, in access to information, and in access to financial services (Israni 2017; Noble 2018; Pasquale 2015). Algorithmic justice in urban planning has received less popular attention but the stakes are high. Developing the promise of "smart cities" requires not only innovative technological skills but a critical approach that actively seeks to identify oversights and limitations. Without a critical approach to the technology/society nexus, we risk entrenching unequal social structures in ever more impenetrable bureaucracies.

One of the reasons for this unintended bias is that human beings are the ones writing the code, applying their own knowledge frameworks and experience about how the world operates and is organized. Some ways to increase the possibility of identifying errors and making improvements include inter-disciplinarity (particularly between engineering, social sciences, and the humanities), a

more diverse developer workforce, and testing through groundtruthing and participatory feedback. The need for fieldwork and what to look for in fieldwork is core to global planning education that seeks to learn the local institutional context.

While conventional spatial analysis classes may focus on techniques, a critical approach emphasizes that our maps and visualizations are not a linear process of detecting the 'objective' landscape but always involve choices that have political ramifications (Cosgrove 1998; Crampton 2010; Harley 1988; Monmonier et al. forthcoming; Wood and Fels 2008). These different possible maps matter because government planners use maps to "know" the city, locating populations and situations, shaping plans for public services and investment. If they are not mapped, they do not exist in the eyes of the state (Scott, 1998).

How well are we equipping the next generation of urban planners to bridge and shape the technology/society nexus? Taking "unintended bias" as a given starting point, strategies for overcoming mistaken assumptions require knowing how to test and customize algorithms to groundtruthed knowledge. Given the growing concern across multiple spheres about algorithmic justice, we wondered how well urban planning schools train students about these issues. As digital mapping and new spatial data sources and innovation become increasingly central to our field, the next generation will need to help find ways to critically adapt and use them.

To assess the state of planning education about these issues, we searched the programs of all 109 full and affiliate member schools of ACSP (http://www.acsp.org/page/Members). We investigated each school's websites to see what each program required for the degree as well as the range of their course offerings. In 30 programs (29%), proficiency in GIS is a requirement for the planning degree either by taking a class or by testing out. In the remaining 79 programs, spatial analysis is offered as an elective course.

Table 5b.1: Spatial Analysis Courses taught in ACSP member Planning Programs

Number of Urban Planning Programs Reviewed	*109*	
Programs with Required GIS/Spatial Analysis Class	30	28.6%
Number of UP Programs for which Syllabus Reviewed	46	42.2%
Number of Syllabi with GIS/Spatial Analysis Reviewed	92	
Graduate courses	85	
Undergraduate courses	7	
Course Content in Syllabi		
Stand Alone GIS or Spatial Analysis Classes	52	56.5%
Multi-Method classes with GIS/Spatial Analysis	40	43.5%
Syllabi Mentioning Data Collection Techniques	61	66.3%
Syllabi Mentioning Groundtruthing/Validation	7	7.6%
Syllabi Incorporating Field Exercises	8	8.7%

We are more concerned about how spatial analysis is taught rather than whether it should be required. So, towards that end, we collected as many syllabi as we could find through university and faculty websites that are associated with these planning programs for courses that teach spatial analysis either as a part of or as the whole focus of a course. By "spatial analysis" we mean courses

that use digital technology to compute analysis about spatial data. There are many valuable ways that planners have traditionally analyzed space (for example design studio classes, economic modeling, etc.) that we do not count in this survey. But, since planning is ideally inter-disciplinary, these methods are increasingly being integrated (i.e. geodesign, spatial econometrics, urban informatics, etc.) and so we were liberal in including these types of hybrid courses in our survey.

We collected 92 syllabi from 46 planning programs that teach spatial analysis. Of the syllabi examined, 43% of the courses taught spatial analysis as one of many urban planning methods, whereas another 57% of classes focused entirely on it. This means a substantial portion but not all American urban planning students are spending an entire class on spatial analysis, a timespan which could more easily incorporate a topic such as groundtruthing. Still, if multi-method classes do cover spatial analysis, it is imperative that we teach students critical thinking about spatial data and strategies such as groundtruthing.

The majority of these classes were taught at the graduate level: 85 syllabi were masters level courses and 7 were undergraduate courses. Given the varying size of planning programs, the number of classes with spatial analysis content that each program offers varies considerably, ranging from 1 to 7. While most of the spatial analysis classes were taught from within the program, some of the classes were offered by other departments within the university whose disciplinary emphasis might lend themselves more or less to issues such as groundtruthing and fieldwork (ex: GIS, statistics, political science, geography).

Of the syllabi we found, we searched their content to see if they covered issues about groundtruthing data as well as any other critical data topics. Reading through the content of the syllabi, we found groundtruthing or data validation mentioned in only seven classes, or 7.6% of syllabi. This finding should give us serious pause.

Of course, we cannot know what might be discussed in class that is not listed on the syllabus. Furthermore, classes may be taught by different faculty from year to year who alter the content covered. Still, this survey provides a snapshot of the state of the field of planning education in spatial analysis and indicates some directions for further development. Teaching planning students to be more critical about data and strategies to remove bias from our analysis is a pressing issue and one of the ways that we need to improve planning education.

The issue of algorithmic justice is relevant for the urban planning realm. Making sure that students are aware of the need to develop strategies to see populations and settlements that otherwise might be overlooked is crucial to avoid creating avenues to further reinforce systematically marginalizing entire groups. Our web search of urban planning programs in North America suggests that we could do more to teach these issues in our classes. The question then becomes how might we incorporate this into our classes.

The following pedagogic strategies for overcoming the lack of critical data analysis in American spatial planning courses are an example of the benefits of incorporating a global approach to education which emphasizes the importance of context.

1) Exercises of comparative urban contexts and spatial patterns:

Planning education teaches students a particular way to read the physical environment. One set of teaching objectives should be to break assumptions that the world is organized the same way as the cities one has grown up in or are most familiar with, and familiarize students with how to read differently organized physical environments.

Teaching awareness of mistaken assumptions would first require seeing case examples of how places either a) can be organized in different ways or b) that the same physical environment may actually be used and mean different things, depending on various local population groups. Both international and domestic cases could provide this comparative value as there are diverse populations in either. Spatial analysis classes could then provide exercises that challenge students to identify different attributes as well as define indicators for those attributes to convert them into spatial data. The goal of this type of exercise would be to help students not be passive receivers of datasets but critical consumers and producers of data.

2) Groundtruthing and Field Exercises

One of the most important strategies for error testing as well as detecting overlooked phenomenon is groundtruthing and fieldwork. Extensive international fieldwork may not be possible for many classes, particularly those in which spatial analysis is just one of several methods being taught. Nevertheless, the process of measuring error and testing is fundamental to science.

This teaching objective could be met through assignments in which students are sent to investigate a place they have first "seen" remotely through received datasets or maps. The assignment could involve how to test for errors as well as being challenged to identify other relevant phenomena that were not included in the original datasets. We also suggest that students be challenged to notice informal practices and developments they might have previously overlooked that are not in conformance with the official plans. For example, after looking at land use maps of a commercial corridor, students doing a field visit might find hand-made fliers of goods and services posted in the environment as well as some public spaces (and not others) being used for temporal vending, all suggesting physically traceable phenomena of alternative economies.

3) Mapping Indicators from Public Discourse

Another valuable exercise would depend less on the cognitive capacity of individual students to detect phenomenon but instead give them an opportunity to process public debates into facts that can be mapped. This would give students another strategy for adjusting mistaken assumptions as well as an opportunity for them to critically create data. This is another example of a relational approach espoused by this report.

Students could be tasked either to attend a public meeting of a planning issue or to read public transcripts in a planning debate where concerns are being raised. A student assignment could then challenge the students to either a) re-fashion existing data to account for the concern perhaps by changing classification schemes, metrics, or by mashing-up attributes from several datasets or b) design a research plan to collect new data.

In sum, while we are making sophisticated technological advances in our ability to create, manipulate, and interpret data, our models risk becoming disconnected with the situation on the ground. Researchers primarily conduct this computational research sitting in an office, ultimately having to make assumptions about what they are seeing in the data stream. If experts use algorithms that systematically overlook or misinterpret phenomenon, the biased data could lead policymakers to negative interventions. Entire population groups could be misinterpreted or left out of the datasets used to support public decision making.

Therefore, it is critical that we encourage and equip the next generation to achieve better data quality that does not make systematic misrepresentations. Given the apparent limited inclusion of groundtruthing exercises in standard spatial analysis classes in American planning schools, we propose that ACSP encourage further creative and critical development of curricula.

Section 6: Making Connections: Recommendations for Developing a Relational Approach to Global Planning Education

As the analysis in this report indicates, the social, cultural, political, and financial landscape of 21st-century planning education has distinctly shifted in recent decades. Millennial students of planning are much more diverse with respect to nationality, cultural background, and languages spoken. They are keen to develop a global perspective on planning. Nevertheless, we are concerned that the socioeconomic diversity of both our domestic and international students may have narrowed due to the financialization of higher education and consequent rising tuition. This shift is critical, because planning educators in terms of their academic and professional training, if not the personal background, are much less diverse than the students we teach. Our faculties have changed, but not to the rate and the extent our student body has changed. Faculty remain by and large educated in the Euro-American tradition, and professional practice has been shaped by the US and European tradition. We are more organized and connected through our regional professional and educational associations, through which we now have African Planning Educators Association, the Asian Planning Schools Association, and other resources. But the relationships among these organizations reflect power dynamics. While we seek connectivity, we also question who will participate in whose process, whose values are standardized and normalized, and whose voices are marginalized and suppressed in this search for membership in a global planning community. The questions of imperial knowledge and colonization of knowledge that were central to educators of the independence and decolonization era are again front and center as we worry that these collaborations and "contacts" can re-create old colonial dynamics.

But these tensions, contradictions, and disjunctions that pose so many questions and challenges also offer opportunities that are unique to this historical moment. There are exceptional opportunities at this moment of history as faculty seek to do things differently, even as they experience limited financial and knowledge resources at their universities. As reflected in this report, faculty want to be able to address the new needs of their students. We do indeed have the globe represented in our classrooms. This is the reality not only in big universities, but also in universities in the Midwest and smaller-sized campuses. While this new wave of international students has introduced us to new challenges in what we teach and how we teach, it has also offered opportunities to rethink what we teach and how we teach. It is this entanglement of challenge and opportunity that we recommend investing in. This is the moment we must seize if we are to meet the needs of a changing student body and a changing world.

One of the grave challenges of our time is that of relevance. How do we make our education relevant to the diverse set of contexts our students have experienced?

While our research has shown that many schools have faculty with substantial international experience, the majority of educators have their knowledge grounded in either the Euro-American context or a single Global South context. The expectation that all faculty should be able to speak to all of the contexts students come from is unrealistic, but the pedagogic opportunities of addressing this challenge are exciting. The opportunities presented to us at the graduate level, with students from many parts of the world, involve infinite combinations of peer-to-peer learning. There is an opportunity for faculty to practice a student-centered learning model as they unleash multidirectional

flows of knowledge. It is clear from interviews discussed in section 5a that many faculty are actively developing such multidirectional approaches and that administrators are keen to develop new ways to engage students, both international and domestic, as active participants in pedagogy. Faculty seek to mobilize the local knowledges in the classroom to teach transnationally, a method more responsive to the reality that teachers cannot possibly know about every context. They also draw on the diverse knowledge bases in the classroom.

The student-centered pedagogy, however, is not free of its own challenges and dangers. Students may come to the class with a bias toward certain models of planning, certain imaginations of good planning and good cities—often a western model globalized. A student-centered pedagogy void of the guiding principles outlined earlier in this report can lead us to a perpetuation of colonial models as opposed to new forms of knowledge building. It might very well reproduce modes and ideals of planning that can perpetuate issues of marginalization and exclusion. It is therefore very important that students are guided to think critically and relationally. Within a framework of student-centered learning, including south-south exchanges, peer-to-peer knowledge production will help to counter the potential colonial dimensions of our classroom dynamics, whereby students from all over the world have to learn from a teacher whose knowledge is rooted in a single context. This challenge of current planning schools (many international students and few resources of faculty expertise) can become an asset, allowing student empowerment and alternative modes of education and knowledge production.

Yet a move towards a multidirectional approach to planning education embodies its own challenges and dangers. Students have their own biases and knowledge gaps, and a decentered pedagogical approach may, without faculty guidance to ensure critical and analytical thinking, lead to misunderstanding and conflict. In the introduction to this report, we have suggested four principles for a global planning education that, we hope, can help to inform a productive way to frame pedagogy—these are that a global planning education should be:

- Relational: Students are guided to make sense of the diverse connections between places, and the shared historical origins of many of the social, economic, and ecological issues that places experience.
- Scale bridging: Students make connections between the places that they seek to intervene in and other scales of action. This would also mean the ability to move across and connect macro level structural forces and micro level everyday processes and practices.
- Context sensitive: Students remain attentive to the varied ways that context (social, cultural, political, economic, institutional and historical) shapes the outcomes of planning actions.
- Critical: Students critically and reflectively question taken for granted values and established modes of planning action.

Collectively, these principles make up what we refer to in this report as a relational mode of planning education. The analysis of strengths, weaknesses, opportunities and threats in the text box below highlights some of the key findings of this report regarding the opportunities and constraints planning schools face in realizing these principles.

The critical question for ACSP planning schools is, how do we move towards such a relational approach? Stated simply, a relational approach requires a consistent effort to make connections between the histories and experiences of places, and between planning approaches in different parts of the world. All faculty would benefit from an opportunity to consider ways to make such

connections. This is true not only for faculty whose work is primarily domestic, but also for faculty who do primarily international work, who would benefit from considering how their research findings might relate to issues closer to home.

Global Planning Education SWOT Analysis

Strengths

- Established international connections between ACSP and international partner organizations (GPEAN, WPSC, AAPS, ASPA, AESOP, and others)
- Strong progress in developing comparative approaches to planning education and research (including the work of GPEIG, internationalization of leading planning journals, prominent published collections)
- Substantial opportunities for international experiences at ACSP member schools
- Substantial international experience among faculty at many schools

Weaknesses

- Resource gaps between ACSP member schools
- The incomplete integration of global planning education and research into curricula.
- Uncertainty among schools regarding how best to integrate global approaches
- Inconsistency of ACSP's participation in international fora

Opportunities

- The diversity and knowledge of our students
- Presence of large numbers of international students in ACSP schools
- Potential synergies between GPEIG and other groups (such as POCIG)
- Increase in faculty with experience living and working in different world regions

Threats

- The rising cost of planning education, and its potential impact on the diversity of student bodies
- Possible future decreases in international student recruitment
- Increasingly quantitative orientation of tenure and promotion criteria, which may lead to undervaluation of international qualitative and ethnographic work

---

We have been impressed in preparing this report at the variety of creative approaches that some faculty and departments are taking, and we are also conscious that departments themselves know their own contexts and the needs of their students better than anyone else. Therefore, while we hope that the findings of our report will help inform departments of a range of pedagogical and curricular approaches, our purpose here is not to recommend specific practices. Rather, the goals and recommendations detailed below focus on the question of how we can deal with the resource and knowledge gaps that currently present obstacles to progress. We have organized our goals and recommendations under the following categories: sharing resource and knowledge to build capacity of member schools; integrating relational approaches to global planning across academia; and enhancing relations with non-North American institutions of planning education.

All of the recommendations below require the commitment of resources, and in reality some are more immediately implementable than others. Where possible we indicate below exactly where we believe resources might best be sourced. We do believe that making the move towards a relational approach to global planning education will require a commitment to resource sharing and investment, particularly from larger and better resourced schools. It will also take some creativity and initiative from ACSP, GPEIG, and other actors to seek out new sources of funding.

Goal 1: Share resources and knowledge to build capacity of member schools

Perhaps the most immediate way that we can build a relational planning education is by systematically providing opportunities for knowledge sharing and exchange among planning educators. Such a continuing discussion and debate about the implications of global thinking for planning issues can benefit all planning schools. However, we must also seek ways to address specific resource gaps, notably among smaller schools that do not have multiple faculty with extensive international experience, and also do not have the resources to launch major new international initiatives. Such schools, which have rich knowledge bases and understanding of their contexts, can benefit from opportunities to engage other schools.

Recommendations:

Hold pre-ACSP workshops for administrators and faculty. A simple and relatively inexpensive way to build capacity to develop relational modes of global planning education is to hold workshops before the ACSP annual meeting on topics of broad interest to administrators and faculty. Possible workshop topics or panel discussions could include: comparative discussions of the ways that programs are addressing the PAB's global dimensions of planning requirement; how to globalize curricula in specific courses, e.g. on planning methods and spatial analysis; or discussions of opportunities for the development of international experiences for planning students. Workshops could also be targeted both at PAB site visit teams and at program administrators, to provide both with ideas about how to develop relational approaches to global planning education in curricula, and how to assess such curricula.

Continue to develop and promote online sources of information on resources and opportunities in global planning education. We have seen significant strides forward in the development of online resources in recent years, particularly in the development of the GPEIG website as an excellent resource, and most notably the development of the International Planning Case Studies Project and syllabus libraries as vibrant and evolving sources of information. ACSP and GPEIG can continue to build on this resource in a number of ways, for example by developing a list of planning practitioners by location and by themes of expertise. This could be facilitated by partnership with APA. Such a resource could be useful in planning lectures and events that address the global dimensions of planning issues in the United States and abroad. The GPEIG website could also serve as a portal for open access publications.

Create an ACSP teaching fellowship for scholars to engage in short visits to planning schools. One way to enable schools to rethink their global planning curricula and pedagogy would be to provide limited grants for schools to invite a scholar they have identified to visit for a brief period. Such visits are likely to be most useful to schools that do not have extensive faculty expertise in international issues. This visit could be used to hold a seminar on a topic of interest to faculty and students, or to hold a workshop to discuss ways to integrate global issues into the school's curriculum. Such visits may be particularly valuable to schools that are beginning the process of planning for self-study reports for accreditation or reaccreditation, as it would provide them a strategic opportunity to consider how they are addressing the criterion on global dimensions of planning.

A small grant of perhaps $300-$500, with a requirement for modest cost sharing by programs, should be sufficient to cover the costs of intra-regional travel and hotel accommodation. Schools

would self-identify their needs, and submit a proposal to ACSP identifying a scholar who they hope to engage. While ACSP should consider allocating funding for such grants, we also feel that well-resourced schools can also provide cost sharing to allow their faculty to engage in such experiences.

Create an ACSP visiting professorship to support semester visits by global planners to schools that self-identify a need to enhance the globalization of their curriculum. These more ambitious fellowships would allow programs to engage with a visiting faculty member over a longer period of time, and could include having the visiting faculty member co-teach a class. Such a fellowship would obviously require a substantial commitment of resources, and therefore would likely require either support from a major grant, or in kind cost sharing from a well-resourced school. This is perhaps something that ACSP could conduct fundraising for to seek support from a major donor, such as the Ford Foundation.

Support the creation of joint classes between smaller and larger programs. Many schools have moved towards the development of online classes as significant components of their curricula. Online platforms can also offer opportunities for the sharing of resources between schools, by allowing schools to tap into the knowledge of students and faculty from other schools. The online collaborative classes could also be offered between schools in the US and abroad. If the language and time zone works out the interactions among students positioned differently in the world studying and discussing similar questions through an online platform could be endlessly fruitful. One possible way to achieve this recommendation would be for GPEIG to create a platform for sharing practices of developing such joint classes, and for matchmaking between programs and faculty.

Goal 2: Integrate relational approaches to understanding global connections across planning curricula

The research for this report has revealed a wealth of cutting edge student and faculty research and professional work that is exploring the implications of global connections for planning practice, both in US and international contexts. Yet, both within departments and programs and at the level of ACSP and other planning organizations, the segregation of 'international' and 'domestic' planning continues to be an obstacle to comparative insight, and to the development of relational perspectives. There are numerous opportunities to integrate discussion of research and pedagogy in non-US settings across the other sub-disciplines of planning. This is not to say that full integration is the desired end state. Planning scholars who work primarily in international contexts cherish spaces to explore shared theoretical and methodological debates that are particular to specific world regions and areas of interest, and scholars in various subfields no doubt feel that integration of international comparative content is more useful in some cases than in others. We need to preserve such valued spaces for pursuit of specific interests, while also looking for ways to engage in productive exchange. The following are some recommendations for deepening such integration.

Recommendations:

Encourage co-sponsorship of panels at the ACSP annual meeting to facilitate comparative conversations. ACSP could designate a certain number of comparative panels that would not count toward the tracks' quotas. Track chairs are under pressure to eliminate a certain percentage of their submissions in order to meet the quota ACSP organizers provide them with. This creates a disincentive to invite a paper from another track, for example for a land use track chair to bring in a paper from the international track submission, as that would add to the limited number of panels they can organize.

Creating additional comparative panels co-sponsored between international track and other tracks will better promote comparative conversations at ACSP.

Plan plenaries to engage more deeply with the global connections that shape planning issues. Given the current strong interest in issues related to global connections—immigration, industrialization and deindustrialization, economic development policy, and others—there are ample opportunities to develop plenary events focused on the entanglement of local and global development and planning decisions, and that place planning issues in global comparative perspective. ACSP can consult with the GPEIG membership to solicit ideas for such plenaries.

Invite major funders of international comparative planning research to discuss funding opportunities at the ACSP annual meeting. The Association of American Geographers hosts meet and greet opportunities at its annual meeting with major funders, notably the National Science Foundation's Geography and Spatial Science program. These events allow faculty and students to learn about emerging funding opportunities, and to get important pointers on framing research proposals. Such events are attractive to faculty who do domestic, international, and comparative research, and will help to encourage work that brings scholars with comparative research interests together around possible collaborative research proposals.

Develop forums for dialogue among interest groups. This recommendation is directed primarily at the interest groups themselves. As noted throughout this report, the focus on context and historical dynamics that characterizes the relational approach recommended in this report is relevant not only to international settings. There is potential for fruitful exchange of ideas, for example, between GPEIG and POCIG regarding commonalities and intersections in the histories of planning issues in postcolonial contexts and in marginalized communities in the United States, Canada, and elsewhere. There is also a need, as discussed in Section 4d, for ongoing discussion of the internationalization of planning programs as it relates to issues of diversity. Such discussions could take place, for example, through co-sponsorship of panels between POCIG and GPEIG at the ACSP annual meeting.

Promote co-production of knowledge to open up pedagogic means of knowledge production. Shared knowledge making engages diverse perspectives among students' (based on nationality, racialization, class experience etc.), and across academic and community-based perspectives, is an important practical approach for relational understanding and teaching of concrete planning problems. Collaboration among students of various backgrounds, or between community and university opens up pedagogic means of knowledge production and affords our students and faculty a more context sensitive understanding of issues and ability to think relationally across various fault-lines of power (be they based on nationality, race and gender or based on positionality within academia or community). This pedagogic approach to engage with communities for co-production of knowledge provides useful lessons wherever we teach about planning problems, in domestic or international context. Such approaches can be encouraged, for example, though the sponsorship (by GPEIG or POCIG) or workshops or panels on models for encouraging the co-production of knowledge in pedagogy.

Engage PAB in discussions regarding the global dimensions of planning criteria. The PAB is to be lauded for adding the global dimensions criterion to its Standards and Criteria. Yet it is ultimately the responsibility of planning scholars and practitioners to work with PAB to define the implementation of this criterion. ACSP can play an important role in this task by convening venues for discussion of this criterion, drawing on faculty expertise and the resources of GPEIG in particular. These discussions, which could take place in panels at the annual meeting or at the administrator's

conference, should be informed by a frank assessment of the needs and resources of schools. The relational approach to global planning education discussed in this report suggests that it would be most productive to take a flexible approach to defining the global dimensions criteria, an approach that would recognize and value departments' efforts to incorporate a global approach to understanding local planning issues, rather than looking only for the inclusion of international case studies in core courses. The discussion of interviews and focus group with faculty reported in section 5a reveal a number of specific practices and approaches that PAB might consider in further developing its criteria. Further discussion among key stakeholders is needed to refine both the qualitative and quantitative measures that accreditation teams should incorporate in their assessment of this criterion.

Goal 3: Enhance ACSP's relations with non-North American planning institutions

Having regular opportunities to interact with faculty and students from non-North American planning associations is essential to the continued enrichment of global planning education in ACSP member schools. We simply cannot claim to be truly global in our thinking if we are not engaged in meaningful international exchange. Fortunately, ACSP has recognized this and sought to work with GPEAN, WPSC, and the regional planning school associations. Yet there is much work yet to be done to make collaboration more substantive. The challenges are significant, as demonstrated by the cessation of the joint ACSP-AESOP conferences in recent years, and the relative low attendance from ACSP member schools at recent meetings of the WPSC.

Recommendations:

Reduced fee participation in conference for non-US participants. ACSP has on occasion offered a reduction in fees for participants in the ACSP annual meeting who are based in non-North American planning schools. This has helped to increase such participation, and has been seen by international participants as a welcome effort to build relationships with other planning school associations. ACSP could consider negotiating an agreement with AESOP to jointly reduce annual meeting registration fees, as a way to lubricate exchange.

Provide enhanced support for ACSP members' participation in leadership of partner organizations like GPEAN and WPSC. Faculty who play leadership in such organizations have experienced some difficulty in past years due to limited financial support to attend conferences and other events, particularly when they are held outside the United States. Limits to the availability of conference funding at many schools means that faculty sometimes have to make difficult choices regarding the allocation of these scarce resources. If ACSP is to ensure sustained engagement with international partner organizations, it is very important that resources be made available for ACSP representatives to attend such events. The creation of a need-based grant program for faculty who play such leadership roles would be a simple way to address this concern.

Hold joint meetings between ACSP and other international planning organizations. Bringing ACSP members into conversation with planning educators in other regions of the world through joint association meetings is invaluable in building global connections and insights. For example, ACSP in the past had joint meetings with AESOP, and this could be restarted. However, further study is needed to address the causes of lower ACSP member participation in AESOP meetings in the past.

Work with GPEAN to explore ways of meeting emerging demands for accreditation of planning schools internationally. In recent years, there has been some debate within ACSP and PAB about the prospect of PAB extending accreditation to non-North American planning schools. The view of our Task Force is that such an approach would not be productive. As we have argued throughout this report, planning issues and approaches are context specific, and we are concerned that PAB and site visit teams would not have the contextual knowledge to interpret what kind of planning curriculum and pedagogy is appropriate in a given setting. Moreover, an effort by academics based in North American settings to impose standards on planning schools elsewhere, particularly schools in postcolonial settings, is likely to raise concerns among scholars, students, and the public about the power dynamics inherent in such a move.

A more appropriate response is for ACSP to play a role, along with other planning school associations, in starting a dialogue within GPEAN about how regional planning schools associations might respond to the interest in accreditation. Ultimately, we feel strongly that accreditation mechanisms will only develop as a productive tool for building planning school capacity through discussion and debate that is driven by the interests of the schools who will end up being assessed. We also believe that this discussion will only be viewed as legitimate if it is led by GPEAN and the regional planning schools associations.

References

Abramson, D.B., 2005. The "studio abroad" as a mode of transcultural engagement in urban planning education: A reflection on ten years of Sino-Canadian collaboration. *Journal of Planning Education and Research*, *25*(1), pp.89-102.

Ali, A.K. and Doan, P.L., 2006. A survey of undergraduate course syllabi and a hybrid course on global urban topics. *Journal of Planning Education and Research*, *26*(2), pp.222-236.

Carolini, G.Y., 2018. Go South, Young Planner, Go South!. *Journal of Planning Education and Research*, p.0739456X18754317.

ACSP. *Guide to Graduate Education in Urban and Regional Planning*. Ed. 9, 15-20 (1994, 2009-2014). Ed. 14-20 available at: https://www.acsp.org/general/custom.asp?page=GuideArchive

ACSP Global Planning Education Task Force. 1994. *The Current State of International Planning Education*. Report to ACSP.

ACSP Global Planning Education Task Force. International Planning Survey. Ed. 2013, 2015, 2017.

Afshar, F. and Pezzoli, K., 2001. Guest editors' introduction: integrating globalization and planning. *Journal of Planning Education and Research* 20, pp. 277-280.

Cosgrove, D. 1998. *Social Formation and Symbolic Landscape*. Unversity of Wisconsin Press, Madison.

Crampton, J.W., 2010. *Mapping: A Critical Introduction to Cartography and GIS*. Wiley-Blackwell, New York. Harley, J.B. 1988. Maps, knowledge, and power, in: Cosgrove, D., Daniels, S. (Eds.), *The Iconography of Landscape: Essays on the Symbolic Representation, Design and Use of Past Environments*. Cambridge University Press, Cambridge, pp. 277–312.

Hoey, L., Rumbach, A. and Shake, J.D., 2017. Bringing practice to the classroom: Using a deliberative learning and case study approach to teach international planning. *Journal of Planning Education and Research*, *37*(2), pp.223-233.

Israni, E.T. 2017. When an Algorithm Helps Send You to Prison. *The New York Times,* October 26.

Miraftab, F., 2011. Faraway intimate development: Global restructuring of social reproduction. *Journal of Planning Education and Research*, *31*(4), pp.392-405.

Miraftab, F. and Kudva, N. eds., 2014. *Cities of the global South reader*. Routledge.

Monmonier, M. (Ed.), 2015. *The History of Cartography: Volume 6, Cartography in the Twentieth Century*. University of Chicago Press, Chicago.

Noble, S.U., 2018. *Algorithms of Oppression*. NYU Press, New York.

Planning Accreditation Board (PAB). 2015. *Comments to the Proposed Accreditation Standard Amendment*.

Planning Accreditation Board (PAB). 2009-2017. *PAB Annual Report Database*. Available at: http://pab.civicore.com/admin/index.php?section=researchersEARCH&action=newSearch

Pasquale, F., 2015. *The Black Box Society*. Harvard University Press, Cambridge.

Pezzoli, K. and Howe, D., 2001. Planning pedagogy and globalization: A content analysis of syllabi. *Journal of Planning Education and Research*, *20*(3), pp.365-375.

Sen, Siddhartha, Karen Umemoto, Annette Koh, and Vera Zambonelli. "Diversity and Social Justice in Planning Education: A Synthesis of Topics, Pedagogical Approaches, and Educational Goals in Planning Syllabi." *Journal of Planning Education and Research*, August 3, 2016, 0739456X16657393. doi:10.1177/0739456X16657393.

Wood, D. and Fels, J., 2008. The natures of maps: cartographic constructions of the natural world. *Cartographica: The International Journal for Geographic Information and Geovisualization*, *43*(3), pp.189-202.