

Appendices

<u>APPENDIX 1: TABLES AND FIGURES FROM STUDENT SURVEY ANALYSIS AND ANALYSIS OF THE ACSP GUIDE TO PLANNING EDUCATION</u>	<u>2</u>
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Appendix 1: Tables and figures from student survey analysis and analysis of the ACSP Guide to Planning Education

Table 1: All ACSP programs: Headline numbers: Programs, faculty, students

	1994	2009	2010	2011	2012	2013	2014
Programs Reporting Faculty	63	94	99	99	100	98	104
Programs Reporting Students	62	91	95	93	90	91	96
Faculty: Total	950	1753	1859	1892	1916	1907	1988
Faculty: Int'l	135	244					432
Share Intl Faculty	14.2%	14%					21.8%
Core Faculty all	586	941	1014	1054	1062	1051	1123
Core Faculty Int'l	91	176					281
Share Int'l	15.5%	18.7%					25%
Master's Students: Total	3690	5647	5883	6018	5890	5692	5604
Students: Int'l	606	660	647	643	664	749	816
Share Int'l Stud	16.4%	11.7%	11%	10.7%	11.3%	13.2%	14.6%

Source: ACSP Planning Guides.

Table 2: Spread of International Students (Share of Total International Students across US only ACSP Schools.

	1994		2009		2014	
	# Programs	Share	# Programs	Share	# Programs	Share
0-7% intl stud	25	40%	37	44%	32	36%
7-20% intl stud	24	39%	32	38%	35	39%
>20% intl stud	13	21%	16	19%	22	25%

Table 3: Schools with low international student counts (US schools only): Summary statistics

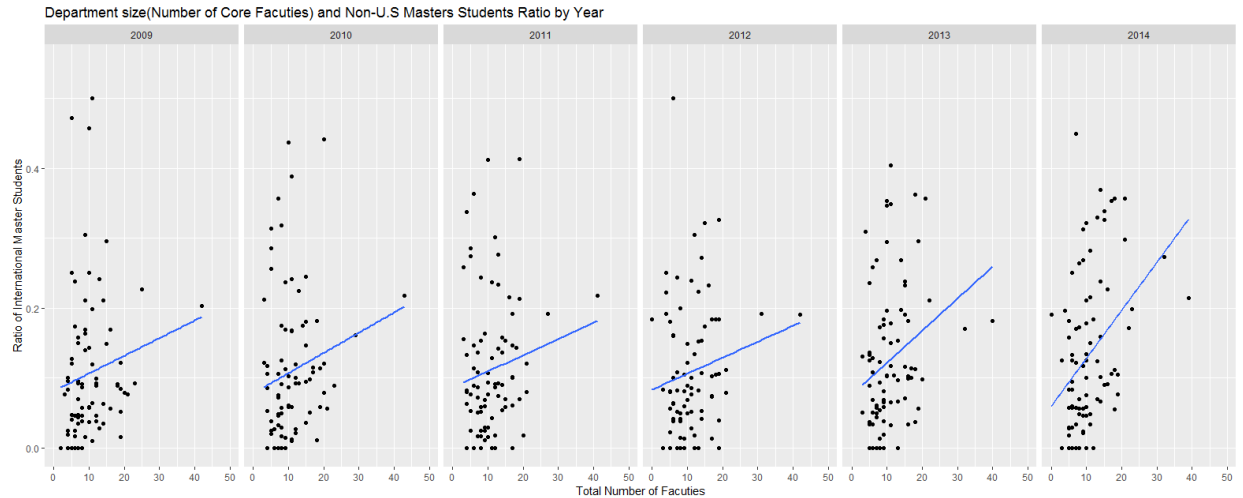
	Schools w zero intl stud		Schools w one intl stud		Zero or one intl stud	
	Count	Share	Count	Share	Count	Share
1994	7	12%	6	10%	13	22%
2009	6	7%	9	10%	15	17%
2014	7	7%	9	9%	16	17%

Table 4: 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%

Figure 1: The relationship between size of the department and ratio of international students gets stronger year by year, especially after 2012. (Statistically significant).¹

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- ¹ Regression: IntNUshare and #Core faculty.
 - 2009: No significant relationship (p-value: 0.74), magnitude 0.0007
 - 2014: Relationship is significant (p-value: 0.0001), magnitude 0.007
 - In 2014, adding one more core faculty member leads to a 0.7% marginal increase in the international student ratio
 - Relationship not significant through 2011, significant since 2012



The following tables 1f, 1g and 1h provide a snapshot of ACSP programs with the largest and smallest shares of international planning students, and by region.

Table 5: ACSP programs with zero international students 1994, 2009, 2014

Schools with zero international students, 1994 (N=7)		
EASTERN WASHINGTON UNIVERSITY	West	Medium
UNIVERSITY OF PITTSBURGH	Northeast	Medium
CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA	West	Medium
NEW YORK UNIVERSITY	Northeast	Medium
TEXAS A&M UNIVERSITY	Central	Large
UNIVERSITY OF PUERTO RICO	Northeast	Medium
UNIVERSITY OF VIRGINIA	Southeast	Medium
Schools with zero international students, 2009 (N=8, 6US)		
	Non-USA	Medium
	Non-USA	Medium
NORTHERN ARIZONA UNIVERSITY	West	Small
SAVANNAH STATE UNIVERSITY	Southeast	Small
UNIVERSITY OF OREGON	West	Small
EASTERN WASHINGTON UNIVERSITY	West	Small
UNIVERSITY OF NEVADA	West	Small
UNIVERSITY OF SOUTHERN MAINE	Northeast	Small
Schools with zero international students, 2014 (N=7)		
MISSOURI STATE UNIVERSITY	Central	Small
BOISE STATE UNIVERSITY	West	Small
CATHOLIC UNIVERSITY OF AMERICA	Southeast	Small
EASTERN WASHINGTON UNIVERSITY	West	Medium
UNIVERSITY OF GEORGIA	Southeast	Small
UNIVERSITY OF LOUISVILLE	Midwest	Small
UNIVERSITY OF SOUTHERN MAINE	Northeast	Small

Table 6: Regional distribution of international students for all ACSP programs.

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%

Table 7: Schools with the largest share of international students

Top schools by number of international students 2009					
Rank	School	Intl Stud	Distrib	Region	Size
1	UNIVERSITY OF QUEENSLAND	47	7.1%	Non-USA	Small
2	TEXAS A&M UNIVERSITY	31	4.7%	Central	Large
3	COLUMBIA UNIVERSITY	29	4.4%	Northeast	Medium
4	MASSACHUSETTS INSTITUTE OF TECHNOLOGY	28	4.2%	Northeast	Large
4	UNIVERSITY OF SOUTHERN CALIFORNIA	28	4.2%	West	Medium
6	UNIVERSITY OF HAWAII AT MANOA	27	4.1%	West	Medium
7	UNIVERSITY OF BRITISH COLUMBIA	26	3.9%	Non-USA	Medium
8	UNIVERSITY OF MICHIGAN	25	3.8%	Midwest	Medium
9	UNIVERSITY AT BUFFALO, SUNY	22	3.3%	Northeast	Medium
10	SAN JOSE STATE UNIVERSITY	20	3.0%	West	Small

Top schools by number of international students 2014					
Rank	School	Intl Stud	Distrib	Region	Size
1	UNIVERSITY OF SOUTHERN CALIFORNIA	47	5.7%	West	Large
2	COLUMBIA UNIVERSITY	45	5.4%	Northeast	Small
2	UNIVERSITY OF PENNSYLVANIA	45	5.4%	Northeast	Medium
4	UNIVERSITY AT BUFFALO, SUNY	38	4.6%	Northeast	Medium
5	CORNELL UNIVERSITY	36	4.4%	Northeast	Large
6	RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY	33	4.0%	Northeast	Large
7	MASSACHUSETTS INSTITUTE OF TECHNOLOGY	29	3.5%	Northeast	Large
8	UNIVERSITY OF CINCINNATI	28	3.4%	Midwest	Medium
9	SAN JOSE STATE UNIVERSITY	22	2.7%	West	Small
9	UNIVERSITY OF TEXAS AT AUSTIN	22	2.7%	Central	Large

Note: percentages show the share of all international students enrolled in each school.

Table 8: Public versus private Schools: Numbers on international students

Public vs private universities - International students (All ACSP)							Public vs private universities - International students (US Only)						
1994							1994						
	# programs	Total Masters' students	Int'l Masters' students	Distbn of all Masters students	Distbn of all intl students	Average share int'l students		# programs	Total Masters' students	Int'l Masters' students	Distbn of all Masters students	Distbn of all intl students	Average share int'l students
Public	57	3318	538	90%	89%	16%	Public	53	2994	315	89%	82%	11%
Private	6	372	68	10%	11%	18%	Private	6	372	68	11%	18%	18%
Total	63	3690	606	100%	100%	16%	Total	59	3366	383	100%	100%	11%
2009							2009						
	# programs	Total Masters' students	Int'l Masters' students	Distbn of all Masters students	Distbn of all intl students	Average share int'l students		# programs	Total Masters' students	Int'l Masters' students	Distbn of all Masters students	Distbn of all intl students	Average share int'l students
Public	76	4399	509	77%	77%	12%	Public	72	4103	436	78%	74%	11%
Private	15	1138	151	20%	23%	13%	Private	15	1138	151	22%	26%	13%
Total	94	5702	660	100%	100%	12%	Total	87	5241	587	100%	100%	11%
2014							2014						
	# programs	Total Masters' students	Int'l Masters' students	Distbn of all Masters students	Distbn of all intl students	Average share int'l students		# programs	Total Masters' students	Int'l Masters' students	Distbn of all Masters students	Distbn of all intl students	Average share int'l students
Public	81	4366	547	78%	67%	13%	Public	77	4313	538	78%	67%	12%
Private	15	1238	269	22%	33%	22%	Private	15	1238	269	22%	33%	22%
Total	96	5604	816	100%	100%	15%	Total	92	5551	807	100%	100%	15%

Table 9: International students by institution type

International Students by University Type (All ACSP Schools)						
2009						
	# programs	Total Masters' students	Int'l Masters' students	Distbn of all Masters students	Distbn of all intl students	Average share int'l students
Research - R1	48	3732	447	67%	68%	12%
Resarch - Other	26	915	85	17%	13%	9%
Master's Institution	12	530	54	10%	8%	10%
Design School	1	64	1	1%	0%	2%
Non-US Institution	4	296	73	5%	11%	25%
Total	91	5537	660	100%	100%	12%
2014						
	# programs	Total Masters' students	Int'l Masters' students	Distbn of all Masters students	Distbn of all intl students	Average share int'l students
Research - R1	53	3784	657	68%	81%	17%
Resarch - Other	24	966	67	17%	8%	7%
Master's Institution	14	715	78	13%	10%	11%
Design School	1	86	5	2%	1%	6%
Non-US Institution	4	53	9	1%	1%	17%
Total	96	5604	816	100%	100%	15%

Table 10: Schools with international specializations in 2014

ACSP programs with international specializations, 2014							
School	Region	Size	Intl students	Share intl stu	Total faculty	Intl faculty	
MASSACHUSETTS INSTITUTE OF TECHNOLOGY	Northeast	Large	29	22%	57	11	
HARVARD UNIVERSITY	Northeast	Medium	14	18%	41	11	
UNIVERSITY OF ILLINOIS AT CHICAGO	Midwest	Large	19	10%	38	9	
MCGILL UNIVERSITY	Non-USA	Medium	9	17%	13	9	
COLUMBIA UNIVERSITY	Northeast	Small	45	45%	24	8	
UNIVERSITY AT BUFFALO, SUNY	Northeast	Medium	38	37%	25	8	
VIRGINIA POLYTECHNIC INSTITUTE & STATE UNIVERSITY	Southeast	Medium	6	9%	21	6	
ALABAMA A&M UNIVERSITY	Southeast	Small	1	3%	10	5	
CORNELL UNIVERSITY	Northeast	Large	36	36%	31	4	
RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY	Northeast	Large	33	20%	42	4	
UNIVERSITY OF MICHIGAN	Midwest	Medium	21	16%	22	4	
UNIVERSITY OF CALIFORNIA, LOS ANGELES	West	Large	16	11%	29	3	
UNIVERSITY OF WISCONSIN, MADISON	Midwest	Medium	14	26%	22	3	
OHIO STATE UNIVERSITY	Midwest	Large	7	11%	42	3	
THE NEW SCHOOL	Northeast	Medium	6	5%	12	2	
UNIVERSITY OF PITTSBURGH	Northeast	Medium	5	31%	12	2	
UNIVERSITY OF SOUTH FLORIDA	Southeast	Small	3	16%	7	2	
UNIVERSITY OF MEMPHIS	Midwest	Small	1	2%	10	0	
UNIVERSITY COLLEGE LONDON	Non-USA	Large	na	na	32	13	
UNIVERSITY OF MELBOURNE	Non-USA	Medium	na	na	8	5	

Table 11 Schools with international specializations in 1994

ACSP programs with international specializations, 1994						
School	Region	Size	Intl students	Share intl stu	Total faculty	Intl faculty
ALABAMA A&M UNIVERSITY	Southeast	Small	10	40%	7	3
EASTERN WASHINGTON UNIVERSITY	West	Medium	0	0%	18	1
FLORIDA STATE UNIVERSITY	Southeast	Medium	3	3%	19	0
IOWA STATE UNIVERSITY	Midwest	Medium	10	17%	9	0
MASSACHUSETTS INSTITUTE OF TECHNOLOGY	Northeast	Large	23	26%	36	1
MICHIGAN STATE UNIVERSITY	Midwest	Medium	6	18%	25	3
OHIO STATE UNIVERSITY	Midwest	Medium	51	46%	9	3
RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY	Northeast	Large	14	14%	23	1
UNIVERSITY OF ARIZONA	West	Small	6	22%	26	1
UNIVERSITY OF CALIFORNIA, LOS ANGELES	West	Large	10	8%	34	3
UNIVERSITY OF CINCINNATI	Midwest	Medium	11	29%	13	1
UNIVERSITY OF FLORIDA	Southeast	Medium	1	4%	11	4
UNIVERSITY OF HAWAII AT MANOA	West	Small	8	13%	7	1
UNIVERSITY OF ILLINOIS AT CHICAGO	Midwest	Large	4	8%	23	5
UNIVERSITY OF MARYLAND AT COLLEGE PARK	Southeast	Medium	5	10%	19	0
UNIVERSITY OF MICHIGAN	Midwest	Medium	18	20%	12	2
UNIVERSITY OF MINNESOTA	Central	Medium	2	7%	22	1
UNIVERSITY OF NEW MEXICO	Central	Small	3	5%	10	0
UNIVERSITY OF NORTH CAROLINA	Southeast	Medium	4	4%	20	0
UNIVERSITY OF PITTSBURGH	Northeast	Medium	0	0%	16	1
UNIVERSITY OF SOUTHERN CALIFORNIA	West	Large	29	33%	48	3
UNIVERSITY OF TEXAS AT AUSTIN	Central	Medium	5	4%	10	2
VIRGINIA POLYTECHNIC INSTITUTE & STATE UNIVERSITY	Southeast	Medium	7	15%	10	3
UNIVERSITY OF BRITISH COLUMBIA	Non-USA	Medium	140	100%	21	12

Table 12: International students and faculty: All ACSP and PAB schools compared

ACSP Guide: All schools (US and non-US)

	1988 Data (Reported in 1994 Report)			
	1994	ACSP 1994	ACSP 2009	ACSP 2014
All ACSP Programs (# Reporting Faculty Data)	86	64	94	104
All ACSP Programs (# Reporting Student Data)	na	63	91	96
Avg. No. of Core Faculty	8.4	9.1	10	10.8
Avg. No. of Affiliated Faculty	7.2	5.7	8.6	8.3
Avg. No. of Total Faculty	15.6	14.8	18.6	19.1
Avg. No. of Intl Faculty	NA	2.1	2.6	4.2
Avg. Enrollment of Master's Students	52.1	62.7	60.6	57.8
Avg. Enrollment of International Master's Students	8.3 (?)	7.3	7.0	7.8
Share of Intl Students Total	15.99 (?)	16.42%	11.57%	13.56%

PAB Data: All schools (US and non-US)

	PAB			
	2010	2014	2015	2017
All PAB Programs (# Reporting Faculty Data)	72	73	72	72
All PAB Programs (# Reporting Student Data)	72	73	72	72
Avg. No. of Core Faculty	10.0	10.2	10.2	9.5
Avg. No. of Affiliated Faculty	12.2	14.0	14.7	15.6
Avg. No. of Total Faculty	22.2	24.2	24.9	25.1
Avg. No. of Intl Faculty	1.4	0.9	1.0	0.9
Avg. Enrollment of Master's Students	77.5	68.3	64.97	60.8
Avg. Enrollment of International Master's Students	8.6	11.6	11.4	10.3
Share of Intl Students Total	11.14%	17.11%	17.47%	16.89%

Table 13: Women and international students: All ACSP schools

	1994				2009				2014			
	# women	Share women	# Intl	Share intl	# women	Share women	# Intl	Share intl	# women	Share women	# Intl	Share intl
Small	385	44%	125	14%	721	46%	190	12%	693	47%	173	12%
Medium	1031	44%	401	17%	1357	49%	314	11%	1356	50%	367	14%
Large	253	52%	80	16%	701	53%	156	12%	796	44%	276	15%
Total	1669	45%	606	16%	2779	49%	660	12%	2845	47%	816	14%

Table 14: Women and international students: US-based ACSP schools only

	1994				2009				2014			
	# women	Share women	# Intl	Share intl	# women	Share women	# Intl	Share intl	# women	Share women	# Intl	Share intl
Small	361	43%	119	14%	686	46%	143	10%	693	47%	173	12%
Medium	891	44%	184	9%	1233	49%	288	11%	1325	50%	358	14%
Large	253	52%	80	16%	701	53%	156	12%	796	54%	276	19%
Total	1505	45%	383	11%	2620	49%	587	11%	2814	50%	807	14%

Table 15: Women and international students in ACSP schools, by region

Women and international students in ACSP schools, by region												
	1994				2009				2014			
	# women	Share women	# Intl	Share intl	# women	Share women	# Intl	Share intl	# women	Share women	# Intl	Share intl
Northeast	260	47%	59	4%	666	49%	156	11%	893	53%	304	18%
Southeast	254	39%	49	5%	526	51%	62	6%	432	49%	59	7%
West	390	51%	89	7%	639	51%	135	11%	612	53%	175	15%
Midwest	340	41%	140	13%	475	46%	136	13%	487	46%	152	14%
Central	261	46%	46	7%	314	46%	98	14%	390	47%	117	14%
Non-USA	164	51%	223	68%	159	48%	73	22%	31	7%	9	2%
Total	1669	45%	606	11%	2779	49%	660	12%	2845	47%	816	14%

Table 16: Schools with Zero of One International Faculty Member

Schools with low international faculty counts (All ACSP Schools): Summary statistics						
	Schools w zero intl fac		Schools w one intl fac		Zero or one intl fac	
	Count	Share	Count	Share	Count	Share
1994	14	22%	16	25%	31	47%
2009	10	11%	26	28%	36	38%
2014	5	5%	19	18%	24	23%

Schools with low international faculty counts (US Schools Only): Summary statistics						
	Schools w zero intl fac		Schools w one intl fac		Zero or one intl fac	
	Count	Share	Count	Share	Count	Share
1994	14	24%	16	27%	30	51%
2009	9	10%	26	29%	35	39%
2014	5	5%	19	20%	24	25%

Table 17: International faculty, by program size and region, 2009 and 2014

International faculty, by program size & region - 2009												
	Small			Medium			Large			Total		
	# Intl Fac	Int'l share of faculty	# Programs	# Intl Fac	Int'l share of faculty	# Programs	# Intl Fac	Int'l share of faculty	# Programs	# Intl Fac	Int'l share of faculty	# Programs
Northeast	14	11%	7	21	11%	8	15	11%	3	50	11%	18
Southeast	16	16%	8	22	16%	8	3	14%	1	41	16%	17
West	13	12%	8	24	15%	7	17	13%	5	54	14%	20
Midwest	11	15%	7	19	11%	9	14	15%	3	44	13%	19
Central	13	12%	10	6	12%	3	9	15%	2	28	13%	15
Non-USA	0	0%	1	27	39%	4	-	-	0	27	31%	5
Total	67	12%	41	119	15%	39	58	13%	14	244	14%	94

International faculty, by program size & region - 2014												
	Small			Medium			Large			Total		
	# Intl Fac	Int'l share of faculty	# Programs	# Intl Fac	Int'l share of faculty	# Programs	# Intl Fac	Int'l share of faculty	# Programs	# Intl Fac	Int'l share of faculty	# Programs
Northeast	34	23%	9	47	19%	10	21	14%	9	102	19%	23
Southeast	30	33%	9	38	19%	10	-	-	6	68	24%	19
West	11	21%	4	30	20%	7	44	20%		85	20%	19
Midwest	10	15%	6	35	23%	9	20	18%	9	65	20%	18
Central	14	15%	9	17	15%	6	9	20%	9	40	16%	17
Non-USA	-	-	0	43	50%	6	29	41%	4	72	46%	8
Total	99	22%	37	210	22%	48	123	21%	37	432	22%	104

Table 18: International faculty and students at programs with and without international specialization

Programs with and without international specializations (All ACSP schools)										
	# Programs		Avg. Core Faculty		Avg. Students		Avg. Intl Faculty		Avg Intl students	
	Y	N	Y	N	Y	N	Y	N	Y	N
1994	24	39	11.4	7.9	65.8	53.0	2.1	2.1	15.4	5.7
2014	20	84	14.5	9.9	94.3	49.2	5.6	3.9	15.2	6.1

Programs with and without international specializations (US ACSP schools only)										
	# Programs		Avg. Core Faculty		Avg. Students		Avg. Intl Faculty		Avg Intl students	
	Y	N	Y	N	Y	N	Y	N	Y	N
1994	23	36	11.3	8.0	62.5	52.3	1.7	1.6	17.3	6.5
2014	17	79	14.2	9.8	92.1	50.8	5.0	3.5	17.3	6.5

Table 19: Faculty at ACSP with and without PhD programs

All ACSP schools vs. schools with PhD programs

		1994	2009	2010	2011	2012	2013	2014
All schools	No. programs	64	94	99	99	100	99	104
	All faculty	950	1753	1859	1892	1916	1907	1988
	Share core	62%	54%	55%	56%	55%	55%	56%
	Share int'l	14%	14%					22%
Schools with PhD programs	No. programs	19	39	42	42	42	41	41
	All faculty	376	930	989	988	1006	1008	1022
	Share core	71%	57%	58%	59%	59%	58%	58%
	Share int'l	12%	14%					20%
Schools without PhD programs	No. programs	45	55	57	57	58	58	63
	All faculty	574	823	870	904	910	899	966
	Share core	55%	50%	50%	52%	51%	52%	55%
	Share int'l	16%	13%					23%

All schools vs. schools with PhD programs (US Programs only)

		1994	2009	2010	2011	2012	2013	2014
All schools	No. programs	59	89	93	93	93	92	96
	All faculty	889	1667	1733	1754	1746	1759	1831
	Share core	62%	56%	59%	60%	61%	60%	61%
	Share int'l	11%	13%					20%
Schools with PhD programs	No. programs	18	36	38	39	38	39	39
	All faculty	355	874	903	918	928	966	975
	Share core	72%	57%	59%	59%	59%	58%	58%
	Share int'l	10%	13%					19%
Schools without PhD programs	No. programs	41	53	55	54	55	53	57
	All faculty	534	793	830	836	818	793	856
	Share core	56%	50%	50%	51%	51%	50%	53%
	Share int'l	12%	13%					20%

Table 20: Characteristics of PhD granting programs: Averages

	Count of program		Average number of core faculty		Average number of masters students		Average number of international masters students		Average number of international faculty	
	Y	N	Y	N	Y	N	Y	N	Y	N
2009	39	55	13.5	7.5	84.4	43.8	11.4	4.1	3.4	2
2010	42	55	13.7	7.6	84.2	45.7	10.8	3.9		
2011	42	57	13.8	8.3	86.7	47.9	10	4.4		
2012	42	58	14.2	8	87.8	48.9	10.8	4.4		
2013	41	58	14.2	8.1	77.4	53	12.5	5		
2014	41	63	14.4	8.5	77.4	47.4	14.6	4.3	5.1	3.5

Table 20 shows data on averages. It underscores how, on average, planning schools with doctoral programs are larger and more internationalized than those who do not have such programs.

Figure 2: Domestic and international student responses expectations about ‘comparing urban planning in different countries’: How much they expected to study it and how much they actually studied it, by school size (2017 data)

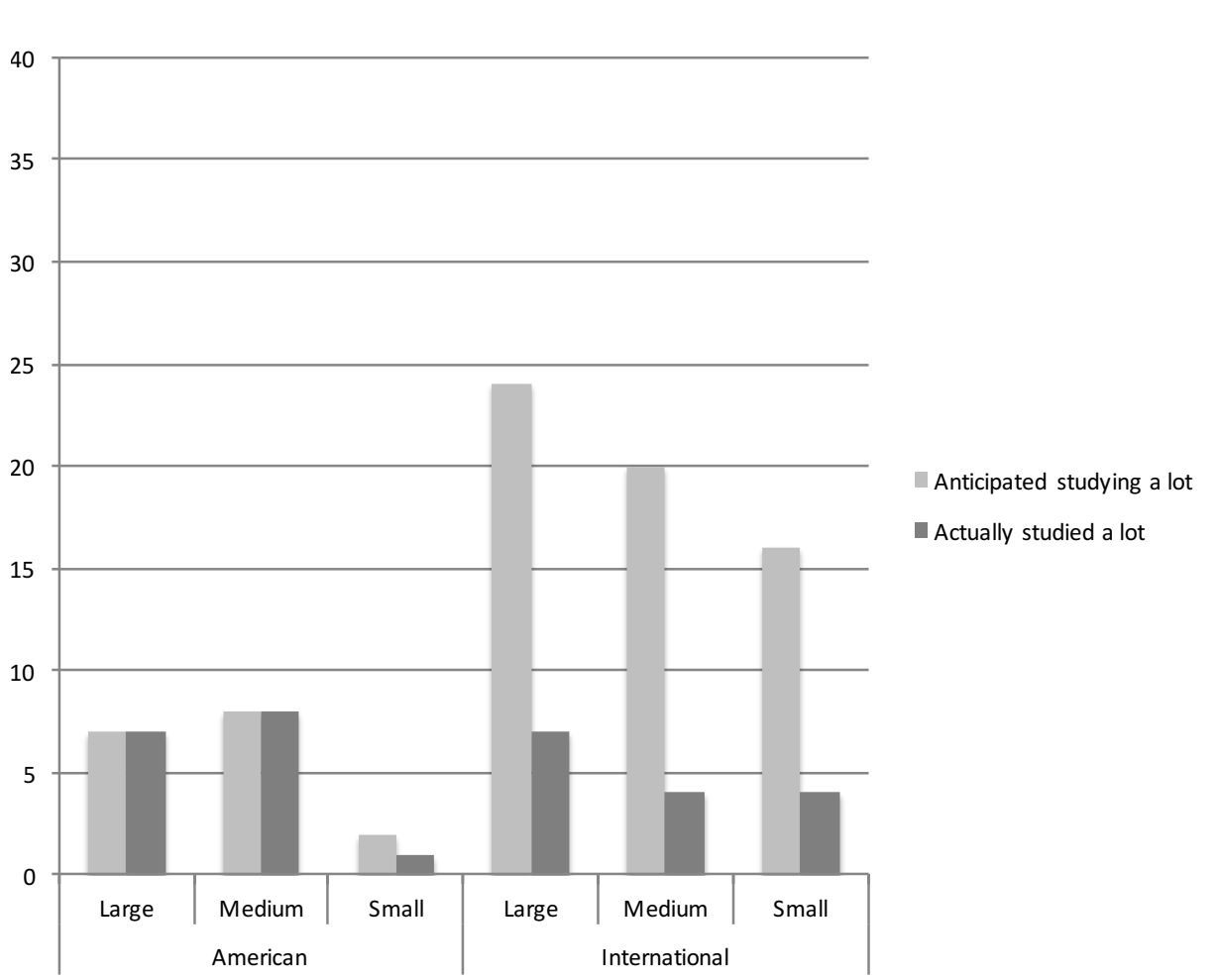


Figure 3: American and international students who want to study more of “comparative urban planning in different countries”

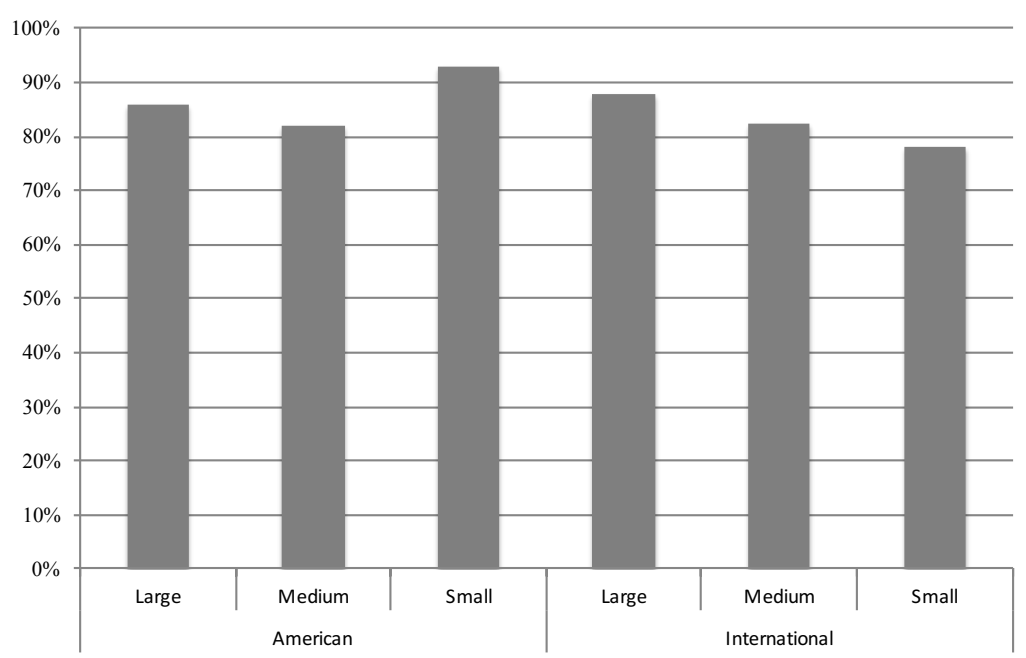


Table 21: Students who applied to non-US programs

	2013		2015		2017	
	International	USA	Intl.	USA	Intl	USA
Applied only to US Schools	136	190	86	194	145	175
Applied to other Schools also	44	15	73	22	40	26
Total	180	205	159	216	185	201
Share that applied to non-US programs	24%	7%	46%	10%	22%	13%

Source: GPEIG Student Survey

Appendix 2: GPEIG student survey instrument

Default Question Block

GPEIG/ACSP Student Survey on Global Planning and International Development

The Global Planning Educators' Interest Group (GPEIG) kindly requests your participation in the following survey of students like yourself who are either engaged in international planning studies or are originally from other countries. The survey should take you approximately 10 minutes. The results of this survey will inform important conversations in GPEIG about new trends and directions in international planning curricula at the American Collegiate Schools of Planning conference. Your feedback is incredibly valuable, and your responses are voluntary and will be confidential.

If you have any questions or concerns, please contact Dr. Meenu Tewari at mtewari@unc.edu.

What type of program are you currently in?

- Undergraduate
- Masters
- PhD
- Other (please specify)

In your planning program, do you have one of the following for international planning or development? (Mark all that apply)

- Concentration/specialization
- Certificate
- Major/minor
- Other (please specify)

Within your concentration/specialization/certificate or major/minor, what themes most resemble your interests? (Mark all that apply)

- No concentration
- Environmental planning
- Housing, community, and economic development
- Spatial analytics
- Urban design
- Transportation planning
- Other (please specify)

What planning school do you currently attend?

What was/will be your first degree subject? (e.g. architecture, history, economics, etc.)

What is your home country?

- USA
- Other (please specify)

Did/does your undergraduate institution offer a planning major or minor?

- Yes
- No

Does your home country have urban planning undergraduate, masters or PhD programs?
(check all that apply)

	Yes	No	I don't know
Undergraduate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Masters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PhD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(If applicable) Before studying in the USA, how fluent in English were you?

- Perfectly fluent written and spoken
- Fairly fluent written and spoken
- Fairly fluent in writing, but a little difficulty with speaking
- Fairly fluent in speaking, but a little difficulty with writing
- Fair fluency gained while studying in my current program
- Not applicable

When applying to your current degree program, did you apply to planning programs outside of the USA? If yes, in what countries?

- No, I only applied in the USA
- Yes (please specify)

How important were each of the following reasons in your decision to study urban planning in the USA?

	Not important	Somewhat important	Moderately important	Very important	N/A
Quality of education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desire to work with a specific advisor/professor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affordability/availability of financial aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research and project opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networking for a job in the USA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networking for a job outside of the USA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To receive instruction in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To learn about American culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching style in the USA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To learn about planning practices in the USA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To learn how the USA approaches international development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are you interested in "development" planning or "international" planning? Explain your

interpretation in your answer.

What are the top two questions or issues that motivated your interest in studying planning? (Please also note if you would still like to influence these issues.)

Where would you like to work 1-5, 5-10, and 10+ years from now? (You can select more than one. You do not need to select a box in every row.)

	In your home country	In the USA	In a "developed" country	In a "developing" country	Indifferent
1-5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5-10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In what sector and at what scale do you want to work? (You can select more than one. You do not need to select a box in every row.)

	International scale	National scale	State/regional scale	Local scale
Government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private sector for-profit (e.g. consulting)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private sector non-profit (e.g. NGO)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic/research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which type of work do you see yourself doing the most of? (Mark all that apply)

- Physical design
- Project development for basic services (infrastructure, transportation, housing)
- Policy advocacy work
- Finance
- Economic development
- Community advocacy
- Negotiation
- Research
- Environmental
- Spatial mapping/analysis
- Other (please specify)

How much did you anticipate studying the following topics as a student in the USA? (Note: the next question asks about how much you are actually studying these topics.)

	Very little (anticipated)	Small amount (anticipated)	A moderate amount (anticipated)	A lot (anticipated)
Urban design for new urban areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Urban design for projects within existing urban areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Economic development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Government/public sector planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of basic services/needs (infrastructure, affordable housing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical quantitative skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical qualitative skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comparing urban planning in different countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign policy/network exchange interactions between countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much are you actually studying the following topics as a student in the USA?

	Very little (actual)	Small amount (actual)	A moderate amount (actual)	A lot (actual)
Urban design for new urban areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Urban design for projects within existing urban areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Economic development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Government/public sector planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of basic services/needs (infrastructure, affordable housing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical quantitative skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical qualitative skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comparing urban planning in different countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign policy/network exchange interactions between countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Select which of the following topics you would like to see more of, the same, or less of in international urban planning curricula in the USA.

	Less of	Same	More of
Urban design for new urban areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Urban design for projects within existing urban areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Economic development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Government/public sector planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of basic services/needs (infrastructure, affordable housing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical quantitative skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical qualitative skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comparing urban planning in different countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign policy/network exchange interactions between countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>			

What kind of institutional support would enrich our experience in your planning program?
(Mark all that apply)

- Financial support (aid, research/travel scholarships, awards)
- Career development (internship and job identification, professional network development, outreach)
- Intellectual development (research opportunities, sufficient class offerings, access to client-based work)
- Social support (integration and inclusiveness of program, language support, health and wellness support)
- Other (please specify)

As an overseas student, what in your view can schools do more of, to help international students with their intellectual development (e.g. globalizing the core curriculum, offering more globally oriented electives, developing exchange programs or online collaborative programs, and so on)? What has worked for you, and would you like to see more of?

As an overseas student, what in your view can schools do more of, to help international students in their career development? What kind of career services have worked for you, and what would you like to see addressed?

Which race/ethnicity best describes you? (Mark all that apply)

- American Indian or Alaskan Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or other Pacific Islander
- White
- Other (please specify)

What is your gender?

- Male
- Female
- Please specify or write "no specification")

What is your age?

- 24 or younger
- 25-29
- 30-34
- 35-39
- 40-44
- 45 or older

Before starting your current degree program, how many year(s) did you work? (e.g. professionally or internship/fellowship)

- Never
- 1 year
- 2-5 years
- 5-10 years
- 10+ years

Before starting your current degree program, how many year(s) did you live outside of your home country?

- Never
- 1 year
- 2-5 years
- 5-10 years
- 10+ years

Besides your home country, specify which country/countries you have lived in.

Thank you for completing this survey!

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