

February 3, 2015

MEMORANDUM

TO: Kevin Ayotte, Chair
Academic Senate

FROM: Liliana Suzuki, Administrative Analyst
Division of Graduate Studies

SUBJ: Proposal for the Web-Based Certificate of Advanced Study in Community and Regional Planning

Enclosed you will find the Proposal for the Web-Based Certificate of Advanced Study in Community and Regional Planning along with copies of New Graduate Course Requests, syllabi and Catalog Statement Revision Request.

Please note that this proposal was approved by the University Graduate Committee on December 9, 2014.

If you have any questions, you can reach me at (559) 278-2448 or lsuzuki@csufresno.edu.

Enclosure

**PROPOSAL FOR THE WEB-BASED CERTIFICATE OF ADVANCED STUDY IN
COMMUNITY AND REGIONAL PLANNING**

CALIFORNIA STATE UNIVERSITY, FRESNO

COLLEGE OF SOCIAL SCIENCES

Fall 2014

Proposal for Certificate of Advanced Study

Online Delivery

Community and Regional Planning

College of Social Sciences

California State University, Fresno

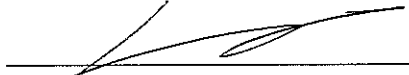
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Consultative Approval Page

Signatures:

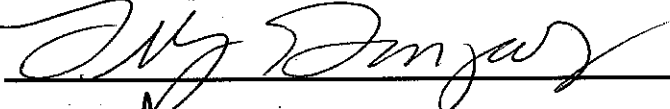
I have read and approved the following proposal for a web-based Community and Regional Planning Certificate of Advanced Study Program.



Certificate Program Coordinator Date 2-27-14



Chair, Geography Department Date 2-26-14




Dean, College of Social Sciences Date 2-25-14



Dean, Division of Graduate Studies Date 12/9/14

Provost and Vice President for Academic Affairs Date



Dean Associate Vice President, Continuing and Global Education Date 16 April 2014

Contact Person: Associate Dean, College of Social Sciences Date

On College Stationery, Memorandum of Submittal

To: Dr. Sharon Welty, Dean of Division of Graduate Studies

From: Dr. Luz Gonzalez, Dean of College of Social Sciences

RE: Web-Based Certificate of Advanced Study in Community and Regional Planning

The College of Social Sciences is submitting for review the proposed Certificate of Advanced Study in Community and Regional Planning. The program will be offered in a fully online format.

The Certificate of Advanced Study is titled Community and Regional Planning.

We look forward to formal approval of the online program that will be offered via the Division of Continuing and Global Education.

PROGRAM DESCRIPTION

Community and Regional Planning Certificate Program

Historical Summary

The Program was initially conceived as an undergraduate certificate. The Certificate Program in Urban and Regional Planning was nominated for its Leadership and won an "Academic Award" in early 2000. This program consisted of 4 courses (face-to-face instruction) and was developed in partnership with the California Chapter-Central Section, American Planning Association. Courses consisted of the following:

- Introduction to Urban and Regional Planning
- Long Range Planning: Developing Comprehensive Plans
- Plan Implementation
- Planning Practice and Contemporary Issues

These courses presented basic information about the field of URP with topics such as planning history, the profession of urban planning, land use law, commissions and boards, technology use, zoning, etc.

Michael Waiczis was the coordinator and one of the instructors.

This program offered the first formalized courses in city and regional planning at CSU-Fresno since the closing of the Master's Degree in Urban and Regional Planning. The Certificate Program took its place.

In 2002 the Certificate was offered by the Maddy Institute. The Coordinator was Dr. Sharron Herron.

There is no indication in any of the files that this was ever a Certificate of Advanced Study. It was considered an Award Certificate Program issued between Maddy Institute and Extended Education at the time.

It was dormant several years and re-launched in 2006 through fall of 2008 under the Division of Continuing & Global Ed and was offered as a series of weekend workshops. Attendance averaged 20-22 students in each of the courses offered. Attendees were city planners, engineers, and board members of city councils. Courses were taught in Fresno and Turlock. Instructors focused on preparing students to take the American Institute of Certified Planners (AICP) Examination.

The courses were offered as Non-Credit; however, they did have a credit option. The optional academic credit was available for each course under **PLSI 188T**.

Program Background and Professional Context

A key objective of the CRCP work program is the development of a professional Certificate in Community and Regional Planning at CSU-Fresno. The Certificate will allow the College to begin to foster faculty, student, and community interest in land use planning at Fresno State. The Certificate Program is proposed as a post-undergraduate professional program providing key theoretical, professional/technical, and ethical foundation classes in the planning field.

The courses follow the Masters in Planning curriculum criteria published by the national Planning Accreditation Board (PAB). As it is the long-term goal of the CSU-Fresno planning program to develop a Master's Degree in Planning, the Certificate Program should follow the PAB performance criteria as closely as possible. The PAB curriculum guide lists three major educational outcomes: knowledge, skills, and values, and four primary topical areas for the planning program:

- 1) An understanding of human settlement as it relates to planning, based on concepts and theories from the social sciences, environmental sciences, design arts, and legal studies;
- 2) An understanding of historical and contemporary planning practice, including the creation, adoption, use, and implementation of various types of plans;
- 3) A development of skills needed to practice planning in a variety of venues consistent with the ethical norms of planning, including research and problem solving skills; written, oral, computation and graphic skills, collaboration and scenario building skills, and skills in quantitative analysis of geographic and social information;
- 4) A demonstration of knowledge of the different values and ethical standards affecting planning practice, including various forms of democratic decision making and values of justice, equity, efficiency and beauty.¹

Planning programs may also require students to specialize in a particular subject, such as housing, urban design, land use, economic development, transportation, or environmental planning.

A review of similar planning curricula in California and other areas of the United States was conducted to gain additional insight into the depth and breadth of extant Planning Certificate programs. Eight California certificate programs were reviewed, along with four additional programs in eastern states. These included programs offered by Cal State San Jose, Northridge, and Fullerton and the University of California at Davis and San Diego. Outside California,

¹ Criteria for Accreditation, Planning Accreditation Board, Appendix A

programs at Northern Arizona University, Boise State University, The University of Maine, and the University of Central Florida were reviewed.²

The California programs generally were more comprehensive and intensive in terms of course content and length than the programs outside the state. Unit/credit requirements for the California certificate programs ranged from 15 units in Northridge to 28 units at UC Davis and UC San Diego. Reflecting the goal of imparting key planning concepts and ideas to students with little background in planning, most programs provide a core set of courses that all students have to take, and many allow for several elective choices. Core courses most always include:

- 1) A class that covers the fundamental issues in the planning field which is a more general survey of planning history, theory, terminology, values, and practice. In addition, a general review of various planning specializations such as land development and transportation planning, economic development and environmental planning, urban design, and community planning.
- 2) Classes in planning specializations listed above, plus others.
- 3) Classes in planning practice, including planning law, environmental assessment, communication skills, site planning, geographic information systems, and planning management.

Electives, where offered, range widely over the social and environmental sciences, as well as design and architecture.

Program Need

No other institution of higher learning offers graduate education in planning in the San Joaquin Valley (SJV), and graduate-level courses in land use planning have not been offered at CSU-Fresno for several decades. In that time, the population of the Valley has nearly doubled to four-million persons. The San Joaquin Valley is expected to continue to develop as the most rapidly growing region of the State over the next twenty-five years, doubling its population again to over eight-million persons by year 2040. The Valley's sixty-six incorporated cities and towns and the numerous unincorporated rural communities require planning professionals familiar with both California and regional land use issues and laws and with the values, tools, and techniques available to address these issues towards building healthy and successful local communities.

Currently, professional training in land use planning is only available from CSU and UC campuses in the Bay Area and Southern California. Moreover, the curricula in these programs are focused on high density urban development and related issues. The Valley's unique agricultural and related foothill environment, interspersed with small-to-midsized towns and cities are little studied or understood in the major urban centers of Coastal California. While poor

² Matrix of Planning Certificate Programs, Appendix B.

air quality, declining water quality and availability, traffic congestion, housing affordability, and the development of transit-supported neighborhoods are issues addressed by all the state's planning programs, few, if any, focus on their unique character in the San Joaquin Valley. Moreover, the very uniqueness of the Valley's environmental, resource management, and community building challenges, including the first high-speed rail line and stations in the United States, provides a learning environment for coastal students who can study Valley planning issues and solutions as models for the rest of the United States, particularly areas outside major metropolitan areas.

Needs Assessment Survey for the Proposed Certificate Program

Two surveys were prepared to determine the level of interest for the proposed Certificate Program of Advanced Study in Community and Regional Planning³.

One survey was aimed at non-management personnel who are potentially interested in attending the program. The other survey was geared toward respondents of management positions to understand their views for the proposed certificate program. The surveys were posted on Survey Monkey and left running for about two months.

Thirty-six (36) individuals responded to the non-manager survey⁴ and 26 responded to the manager survey⁵ and all the respondents work in planning-related fields in the San Joaquin Valley. The survey results are summarized as below.

First, both the manager and non-manager surveys indicate that there is a demand for the program in the central valley.

- 1) From the manager survey of 26 manager respondents:
 - 71% of their planning-related employees (174 out of 246) do not have a master or higher degree in urban planning;
 - 54 out of their 174 employees who do not have a master or higher degree (estimated by managers) would be interested in our proposed certificate program;
 - 45% of the managers said it was difficult or very difficult to hire a planner or graduate with a planning degree (among those who thought this question applicable to them: *whether it is difficult to hire a planner or graduate with a planning degree*).
 - 58% of the managers would hire more planning-related employees in the next three years.

³ Needs Assessment Survey for managers (section 1) and non-managers (section 2), Appendix C.

⁴ Results of Needs Assessment Survey Designed for managers, Appendix D.

⁵ Results of Needs Assessment Survey Designed for non-managers, Appendix E.

- 2) From the non-manager survey of 36 non-manager respondents:
 - None of them has a master degree in urban/city planning;
 - 75% of them would be interested in our Certificate program;
 - If the Certificate program was available, 48% of them who answered the question (14 out of 29) said they would take it in Fall 2013.

Second, the survey results showed that a Certificate of Advanced Study in Community and Regional Planning is valued by both managers and non-manager respondents.

- 3) From the manager survey of 26 manager respondents:
 - 81% would be inclined to hire a college-degree candidate with a post-undergraduate certificate in planning than someone without it;
 - 42% of them would use the Certificate as part of their consideration for promotion or pay raise;
- 4) From the non-manager survey of 36 non-manager respondents:
 - 57% of the respondents who answered the question (16 out of 28) believed that their potential for promotion upon earning the Certificate of Advanced Study was high or good.

Third, to estimate the tuition and the affordability of our proposed program, we asked respondents about their income and possible funding support from their employers.

The survey results showed that among 36 non-manager respondents:

- 8% have household income below \$50,000;
- 31% have household income between \$50,001 and \$70,000;
- 25% have household income between \$70,000 and \$90,000,
- 36% have household income above \$90,000.

When asked who would pay for their study if they enroll in our certificate program,

- 31% said they would get at least partial support from their employees;
- 31% said they would pay themselves.

In addition, 42% of manager respondents expressed willingness to support their employees to attend the program by providing full or partial funds for tuition and fees and/or time release for attending classes.

Some respondents also provided written comments, expressing overwhelming support for the proposed certificate program. Others provided suggestions for the program, such as if making available a payment option, and making available the option of taking specific courses without being enrolled in the program. These respondents deemed that our program would have a greater appeal with these options.

General Overview of the Certificate Program

This program is considered an operational self-support partnership between Fresno State's College of Social Sciences and the Division of Continuing and Global Education. Details of this partnership are explained in a campus partnership Memorandum of Understanding that remains in effect throughout the life of the program.

The units responsible for offering this program are the Division of Continuing & Global Education in collaboration with the Division of Graduate Studies and College of Social Sciences.

Program Coordinator: Hongwei Dong (interim)

Core Faculty Members: Hongwei Dong, Michelle Calvarese, Chih-Hao, Wang and Keith Woodcock

The vitae of the core faculty are found in Appendix F.

Program Structure

The Community and Regional Planning Certificate Program consists of five courses for a total of 15 units of graduate level academic credit. Successful completion of all five courses is required to earn the certificate.

1)	<u>GEOG 201 Foundations in Urban Planning</u>	3 units
2)	<u>GEOG 202 Land Use Regulation, Law and Ethics</u>	3 units
3)	<u>GEOG 203 Community Planning</u>	3 units
4)	<u>GEOG 204 Environmental Planning</u>	3 units
5)	<u>GEOG 205 Transportation Planning</u>	3 units
Total Units		15

A **full online delivery mode** will be utilized to accommodate participants' work schedules.

Program Length and Schedule

The five required courses are distributed in Fall and Spring semesters in each academic year. In each Fall semester, courses GEOG 201, 202, and 203 are offered sequentially, with each course

finished within 4-5 weeks. GEOG 204 and 205 are available in each Spring semester sequentially with each finished within 6-7 weeks.

Audience

The Certificate Program is designed for various types of students. The targeted audience may include current graduate-level students who plan to obtain their master's degree in a land use planning-related field, such as Real Estate, Public Administration, Civil Engineering, Public Health, and Architecture. It also includes planning-related practicing professionals, such as architects, engineers, planners, elected and appointed public officials, and non-profit community service providers.

Admission Criteria

Interested candidates shall meet at least one of the following criteria for admission. Applicants must

1. be currently enrolled in a master's degree program from an accredited institution of higher education, or
2. have already earned a master's degree from an accredited institution of higher education, or
3. have earned an undergraduate degree.

A GRE test is not required for admission. Students currently enrolled in a graduate degree program at Fresno State must submit an "Add or Change Graduate Degree or Advanced Certificate Objective" form to the Division of Graduate Studies office.

Admission Process

Students shall submit a program application to the Program Coordinator and Fresno State University. The application can be found on the Program website. Besides the application, students shall also submit three letters of recommendation to the Program Coordinator. Student must apply for admission to the university through CSU Mentor.

Computer Requirements and Support

Participants must have access to a computer. All students will need to activate a Fresno State email account. Software requirements can be accessed by clicking on the following link: <https://help.fresnostate.edu/content/software.php>. Visit the Digital Campus website at <http://www.fresnostate.edu/academics/tilt/> to learn more about how to be successful with online learning. Students have access to online tutorials and frequently asked questions at the following website: <http://www.fresnostate.edu/academics/blackboard/students/index.html>

Exit from Program

The Certificate in Community and Regional Planning shall be issued upon completion of all coursework with a program GPA of 3.0 or higher. Program is cohort based. Students are expected to progress and graduate within their matriculated cohort. Exceptions are considered on a case-by-case basis in accordance with university policy and accreditation standards. To be awarded the certificate, students must first submit a *Proposed Program for the Certificate of Advanced Studies*, and then file the *Application for the Award of the Certificate of Advanced Study* in the Division of Graduate Studies within the first two weeks of the term in which all courses and requirements are expected to be completed.

A minimum of 9 program units must be used solely for certificate course requirements, and not toward any other degree or certificate program.

Curriculum and Assessment of Learning Outcomes

Educational Objectives and Expected Student Learning Outcomes

The overall purposes of this program are to gain an understanding of human settlement as it relates to land use planning, historical and contemporary planning practice, the development of skills needed to practice planning in a variety of venues, and the demonstration of knowledge of the different values and ethical standards affecting planning practice. Specific learning outcomes are listed for each class below:

Course Objectives and Learning Outcomes:

GEOG 201 Foundations in Urban Planning

- Understand key urban planning concepts and issues, the urban planning profession, and the most commonly used planning techniques employed in the US, as applied in California.
- Explore how the urban planning and the profession developed in the United States, including the key leaders and their roles.
- Examine the political and legal foundations of planning, including key litigation and Supreme Court cases, and the legal philosophy and framework for planning with specific examples from California.
- Explore the various planning techniques, their theoretical assumptions and practical applications for community planning, urban design, transportation planning, economic development planning, housing and community development planning, growth management and regional planning. Examples from California will be examined.
- Understand how to apply these techniques effectively to address contemporary urban and public policy issues within the context of contemporary public-sector planning

organizations with examples from the San Joaquin Valley and Fresno. Students will also be able to make informed decisions about attending graduate school in urban planning.

GEOG 202 Land Use Regulation, Law and Ethics

- Understand basic political, legal and socio-economic context and major issues that both allow and limit land use planning activities in the US
- Become familiar with land use laws and controls at the federal, state, and local levels
- Know major urban growth management tools
- Gain critical knowledge of land development analysis, process and regulation
- Have a foundation for site planning, urban design, and urban renewal and revitalization work
- Evaluate land development impacts on transportation and the environment
- Understand the ethical issues related to planning regulations and professional planning practice

GEOG 203 Community Planning

- Understanding basic concepts of community development
- Explore urban socio-economic and housing problems and analyze their impacts on social and physical development
- Explore how public policy and private markets affect housing, community development, and the local economy
- Design planning intervention tools to tackle urban problems
- Understand progressive community organizing, community building, and social capital
- Organize public involvement in community development and planning

GEOG 204 Environmental Planning

- Understand the history of environmental planning and the environmental issues confronting the US
- Understand key laws and policies at the federal and state levels that affect environmental planning, such as, NEPA, CEQA and AB 32.
- Understand how regulatory decisions affecting the environment are made at various levels of government
- Link the theory and practice of environmental planning and develop a set of tools and methods to improve environmental quality
- Understand the relationship between environmental planning and other planning fields such as land use, transportation, and community development.
- Explore key California and San Joaquin Valley environmental plans, such as, Climate Action Plans

GEOG 205 Transportation Planning

- Appreciate the history of transportation planning and institutions, as well as the evolution of transit, street and highway systems
- Understand the many critical mobility and accessibility issues confronting the cities and towns of California and the San Joaquin Valley
- List and understand the relationships between the primary elements of transportation systems, such as, modes, networks and users
- Understand basic travel patterns in the U.S. and factors determining travel behavior
- Understand the nature of travel demand and its relationship with travel supply and the operation of the transportation system
- Explore the nature of congestion and possible solutions from both the demand and supply sides
- Understand the ongoing role of project financing in transportation services
- Appreciate the role of national, regional, and local transportation legislation, policies and priorities
- Be aware of the scope of transportation systems environmental impact and the analysis and mitigation of impact
- Explore the inter-relationship between transportation, land use, the environment and public health.

Assessment Strategies

All of the classes are presented online. The following are the various Assessment Strategies that will be used to evaluate student work:

- Graded weekly tests
- Graded discussion board
- Research paper
- Midterm and Final Exams

Grading Methodology

Grading for the course will be based on discussion board postings, quizzes, exams, and a major paper.

Discussion Board Grading

10-9=The student shows a superior understanding of the topic and is able to analyze and synthesize concepts in depth relating theory to findings. Uses appropriate grammar and spelling.

8-7=The student demonstrates an accurate grasp of the topic and is able to relate theory to findings in adequate depth, but shows less detailed knowledge and synthesis. Responses are on time. May have 1 or 2 grammatical or spelling errors.

6-5= The student demonstrates an acceptable but commonplace understanding of the topic. Is able to present important factors but explains them with the most obvious specifics and implications. Responses are on time. May have 3 to 4 grammatical or spelling errors.

4-3= Content could be any of the above, but responses are late and/or grammatical and spelling errors are so numerous that the quality of writing does not reflect that of a professional practitioner.

0=Incomplete or missing assignment.

The Grading Rubrics for the research paper are as follows:

Research Paper Grading Rubric (100 points total)

Paper Quality 40 points

- 40-36 points. Well written, well researched, shows superior understanding of topic.
- 35-31 points. Demonstrates accurate understanding of topic, less detailed research.
- 30-26 points. Acceptable but commonplace understanding of topic.
- 25-20 points. Minimally researched and organized with little understanding of topic.
- 19-15 points. Can be any of the above, but paper is late without a valid, accepted excuse.
- 0 points. Paper not turned in.

Application 20 points

- 20-18 points. Discussion and recommendations clear, creative, pragmatic, and useful.
- 17-15 points. Discussion and recommendations clear and pragmatic.
- 14-12 points. Discussion and recommendations are valid but common knowledge.
- 11-9 points. Minimal discussion and recommendations.
- 8-6 points. Any of the above, but paper is turned in late without authorized excuse.
- 0 points. Paper not turned in.

Research 20 points

- 20-18 points. Uses at least ten peer-reviewed articles as references.
- 17-15 points. Uses at least five peer-reviewed articles as references.
- 14-12 points. Uses at least three peer-reviewed articles as references.
- 11-9 points. Research minimal. Less than three peer-reviewed articles as references.
- 8-6 points. Any of the above, but paper is turned in late without authorized excuse.
- 0 points. Paper is not turned in.

Grammar and Spelling 20 points

- 20-18 points. Appropriate grammar and spelling
- 17-15 points. Minor grammar or spelling errors
- 14-12 points. Several grammar or spelling errors, but not enough to interfere with readability.
- 11-9 points. Multiple, major grammar and/or spelling errors. Difficult to read.
- 8-6 points. Any of the above, but paper is turned in late without authorized excuse.
- 0 points. Paper is not turned in.

Appendix A

Planning Accreditation Board Curriculum Requirements

Criteria

4.1 Relation to program mission, goals and objectives: The curriculum should demonstrate consistency and coherence in meeting the program's mission, goals and objectives. While an accredited degree program must meet basic minimal performance criteria, the PAB recognizes that programs may have different profiles with varying emphases. The program being reviewed must demonstrate how its curricular content matches the profile emphasized in its overall mission. For example, a program emphasizing urban design would meet a different test than one emphasizing small town and rural planning.

4.2 Components: The four major PAB performance criteria listed below outline the knowledge, skills, and values that qualify graduates of accredited degree programs to enter professional planning practice. The PAB emphasizes the four criteria as a means of evaluating curricular adequacy, and refers to related elements as a means of supporting its judgment. While programs may adopt such established and familiar learning activities as courses and internships, the PAB is also receptive to program innovations that prove effective in meeting the criteria.

An accredited degree program must ensure that each graduate demonstrate the knowledge, skills, and values necessary for competent professional planning in diverse occupational and institutional settings. The four criteria — and their accompanying elements — provide a framework for judging the scope and quality of minimum educational outcomes sponsored and conducted by the planning program.

The criteria include three major kinds of educational outcomes: knowledge, skill, and values.

- Knowledge includes the comprehension, representation, and use of ideas and information in the planning field.
- Skill is the use and application of knowledge to perform specific tasks required in the practice of planning.
- Values inform ethical and normative principles used to guide planning in a democratic society.

The degree program shall ensure that the curriculum provides a full range of learning activities that will allow students to gain knowledge, skill, and values in each of the following areas of study: The main headings describe performance criteria; the secondary headings (indicated by letters) describe guidelines for each of these criteria.

4.2.1. An understanding of human settlement as it relates to planning based on knowledge of the relevant concepts and theories from:

Elements:

4.2.1. (a) social sciences (history, economics, sociology, political science, anthropology, psychology, geography) including knowledge of the social and spatial structure of urban and regional systems, local public finance, economics of development, infrastructure provision and effects of globalization.

4.2.1. (b) the environmental sciences (biology, ecology, environmental studies) including knowledge about ecological and physical systems in relation to human activity at different geographic scales.

4.2.1. (c) the design arts (architecture, landscape architecture, art, urban design) including knowledge about the relationship between the design of the built environment and its functional, aesthetic and social precedents and consequences.

4.2.1. (d) legal studies including knowledge about constitutional rights and principles, state and local government law, administrative rules and regulations, especially those focusing on the use and taxation of land.

4.2.2. An understanding of historical and contemporary planning practice, policy and processes based on knowledge of the relevant concepts and theories pertaining to:

Elements:

4.2.2. (a) the purpose and meaning of planning and its ethical, visionary, and normative imperatives.

4.2.2. (b) history of urban planning practice and the development of urban planning profession in the United States and abroad.

4.2.2. (c) the institutions that both shape and respond to plans and planning related activities: including knowledge of the economic, social and political institutions that influence planning and that are susceptible to purposeful change. At a minimum this study should include institutions across scale (e.g. local to global) and sector (e.g. public, private and nonprofit).

4.2.2. (d) methods that anticipate and envision future changes to society and the built environment, such as knowledge of forecasts, risk assessment, futures scenarios and other tools for creating plan alternatives.

4.2.2. (e) the creation, use, and knowledge of comprehensive and other types of plans.

4.2.2. (f) the adoption, administration and implementation of plans and related policy including knowledge of the relevant regulations (zoning, review processes), incentives, techniques (public finance and capital budgeting) and technologies, and agencies conducting planning or employing planners.

4.2.2. (g) knowledge of the ways in which planners and planning practice have succeeded in altering the policies, institutions, and decisions that oppose the needs of disadvantaged persons.

4.2.2 (h) the laws and policies relating to environmental planning and the principles and scientific support for assessing the capacity of natural and built resources.

4.2.3. Possess the skills needed to practice planning in a variety of venues in ways consistent with the ethical norms for planning in a variety of venues to, including:

Elements:

4.2.3. (a) use problem solving skills to select, diagnose and solve relevant aspects of a complex planning problem including attention to the needs and interests of diverse stakeholders and the guidance provided by conceptual and empirical expertise.

4.2.3. (b) use research skills to identify, test and evaluate empirical relationships between various aspects of urban settlements, or plans and policy outcomes, and to conduct such research from conception to completion.

4.2.3. (c) use written, oral and graphic skills to compose clear, accurate and compelling text, images and maps in documents and oral presentations.

- 4.2.3. (d) use numerical reasoning and computation skills to conduct quantitative analysis of social and geographic information for basic professional planning purposes, problems and projects.
- 4.2.3. (e) collaborate with peers in joint learning activities organized to produce a plan or planning product for a relevant professional clientele, to mediate disagreements, to interpret contested purposes, and to negotiate between diverse and competing interests.
- 4.2.3. (f) use ideas about the creation of plans, programs or projects to prepare an individually crafted product for a specific planning purpose and audience; demonstrating skill and judgment preparing a planning project that meets minimum professional standards
- 4.2.3. (g) use forecasts and scenarios to anticipate and describe future changes in society and the built environment.
- 4.2.3. (h) use techniques for the adoption and implementation of plans including relevant regulations, incentives, techniques and technologies.
- 4.2.3. (i) work with diverse communities, especially communities consisting of disadvantaged groups and persons and racial and ethnic minorities, or immigrant communities.

4.2.4 Understand the different values and ethical standards affecting the practice of planning, demonstrating knowledge for:

Elements:

- 4.2.4. (a) comprehending and discriminating among the goals that an individual, group, community and organization holds when considering the future including the values of justice, equity, fairness, efficiency, order and beauty.
- 4.2.4. (b) assessing and choosing among different forms of democratic decision making that support and improve the quality of plans and planning related activity including the values of fair representation, equal opportunity and non discrimination by race, ethnicity, gender, age, religion, nationality, sexual orientation or disability.
- 4.2.4. (c) comparing and respecting the complex social, historical and ecological legacies that accompanies urban settlement across the globe including the values of social equity, cultural and historical preservation and environmental conservation and sustainability.

4.2.5. Specialization(s) (Optional): A program may require that its students develop knowledge of the relevant concepts and theories of at least one area of specialized knowledge of a particular subject or set of issues to gain sufficient depth to a basic level of expertise in their work, typically but not limited to housing, land use, economic development, urban design, comparative international urban development, environmental planning and management, transportation or urban design.

Examples of Evidence

In addition to degree program course descriptions, syllabi and other descriptions of educational content and activity, the PAB will use educational outcomes to assess the quality of program curriculum. Each learning activity should produce one or more educational outcome. The PAB envisions three kinds of outcome measures: competence, satisfaction and recognition.

Competence:

General measures can include:

- cumulative grade point average of graduating students, the number of graduates, the percent of entry class graduating (drop out rate).

Specific measures can include:

- student papers and reports; problem solving exercises, project documentation; independent study reports, final studio or workshop reports, internship placement documentation, comprehensive exam scores, theses

Satisfaction:

General measures can include:

- graduate exit interview results, alumni survey reports or other curricular assessment reports

Specific measures can include:

- student and faculty (peer) evaluations of learning activity, content and pedagogy.

Recognition:

General measures can include:

- faculty or student awards from the university, outside professional organizations such as the APA, AICP or ACSP; individual alumni accomplishments; employer feedback on employment of recent graduates; AICP test pass rates among graduates.

Specific measures can include:

- individual student awards for academic and professional achievements; individual faculty awards for achievements including awards and honors from external funding, philanthropic, governmental or professional agencies.

Appendix B

Planning Certificate Programs

University	Name	Units/Credits	Core Courses
San Jose State	Environmental Planning	18-3 core courses	Intro to Land Use Planning Environmental Impact Assessment Introduction to Environmental Planning
San Jose State	Transportation Planning	18-3 core courses	Introduction to Land Use Planning Introduction to Transportation and Land Planning Regional Transportation Planning
San Jose State	urban Design	18-3 core courses	Introduction to Land Use Planning Community Assessment Planning Problems
San Jose State	Technology & Planning	18-3 core courses	Introduction to Land Use Planning Urban GIS Computers in Urban Design
Cal State Northridge	Urban Studies and Planning	15 units 5 core courses	Contemporary Urban Planning Seminar in Comprehensive Planning Sustainable Development & Environmental Impact Analysis Seminar in Local Economic Development and Community Planning Field Project in local city
Cal State Fullerton	Urban Planning	5 core courses	Fundamentals of Planning in California Communication Skills for Planners Basic Project Management Design Review Managing for Planners
UC Davis Ext.	Land Use & Envir. Planning	28 units 6 core + 8 electives	Environmental Planning and Site Analysis Urban Planning Design Studio Planning in California Overview Planning and Environmental Law Community Involvement and Communication in Planning Financial Aspects of Planning

UC San Diego Ext.	Urban Planning and Development	8 core courses plus 6 electives	28 units	Foundations of the Built Env. & Urban Planning Urban Design Planning Law Urban Planning and the Development Process Site Analysis Financing Urban Development Planning and Communications in Urban Development Environmental Planning and Sustainable Development
Northern Arizona U	Community Planning (all on line)	4 core + 1 elective		Public Planning Analysis Communities and Public Planning Planning Law and Ethics GIS For Planners
Boise State U	Community & Regional Planning	3 core+ 2 electives		Community and Regional Planning State and Local Government GIS
U of Minnesota	Community Planning	4 courses from :		Introduction to Community Planning Land Use Controls and Zoning Introduction to Community Development Housing and Real Estate Local Environmental Planning Principles of Design State and Regional Economic Development Dispute Resolution in Planning
U of Central Florida	Urban and Regional Planning	15 hrs/4 core classes 1 elective		Introduction to Urban Planning Urban Design Land Use and Planning Law Information Systems for Planners

Appendix C

Needs Assessment Survey for the Proposed Certificate of Advanced Study In Community and Regional Planning

The Geography Department at the Fresno State University is currently developing a *Certificate Program of Advanced Study in Community and Regional Planning*. This certificate program is proposed as a post-undergraduate professional program providing key theoretical, professional, technical, and ethical foundation classes in the planning field. *The program is designed to have a total of 15 units, and to be offered online.* The program will also be offered in a cohort model so that students can complete it in one year, with an estimated tuition/fee cost of \$4,500 to \$6,000.

We sincerely request your completion of this questionnaire to help us learn more about your organization and employees' needs and preferences in advanced training in urban planning. The information you provide will assist us better design the program. Responses to this survey will be anonymously tabulated to determine student needs, content requirements, and format preferences. Your answers will be handled in the strictest confidence. Thank you for your time and assistance.

Please note that this survey has two sections. Section one is for those in management positions and section two is for those who are potentially interested in attending this program.

Section One

(Finish this section if you are in a management position)

1. How do you describe the organization in which you currently work?
 - A. City or county planning agency
 - B. Council of Government or MPO
 - C. Private consulting firm
 - D. Nonprofit organization
 - E. Other(s), please specify: _____

2. What's your role in your organization?
 - A. Director or manager of the whole organization
 - B. Director or manager of a department in my organization
 - C. Community organizer
 - D. Senior planner with management duty
 - E. Other(s). Please specify: _____

3. How many full-time planning-related employees are there in your organization? _____

4. Among the full time planning-related employees in your organization, how many of them do NOT have a master or higher degree in urban planning? _____

5. Was it difficult for your organization to hire a planner or graduate with a planning degree in past years?
- A. Very difficult
 - B. Difficult
 - C. Hard to tell
 - D. Easy
 - E. Very easy
 - F. Not Applicable

6. Do you think your organization will hire more planning-related employees in the next three years?
- A. Yes
 - B. No
 - C. Not sure

If yes, how many? ____

7. When you hire, everything else being equal, will you give more consideration to a college-degree candidate with a *post-undergraduate certificate in planning*, compared to a college-degree candidate without this certificate?
- A. Definitely yes
 - B. Probably yes
 - C. Maybe
 - D. Probably no
 - E. Definitely no

8. Among the employees that do not have a master or higher degree in planning, how many of them do you think will be interested in this certificate program? _____

9. Will your organization support employees interested in this certificate program if the total tuition/fee cost is somewhere between \$4,500 and \$6,000 (for a 15-unit program)?
- A. Yes
 - B. No
 - C. Not sure

10. If answered YES to the above question, what level of support you might provide to your employees? Please choose all that apply:
- A. Full funds for tuition and fees
 - B. Partial funds for tuition and fees
 - C. Time release for attending classes

- D. Other types of support. Please specify: _____
11. If an employee in your organization completes this certificate program, would you use that as part of your consideration for promotion or pay raise in the future?
- A. Yes
 - B. No
 - C. Not sure
12. Are you aware of similar certificate programs that might be available to your employees?
- A. Yes (Could you specify? _____)
 - B. No

Thank you for taking the survey! Please leave any suggestions or comments you may have about how we can develop this program better.

Section Two

(Finish this section if you are interested in attending our program)

1. How do you describe the organization in which you work?
 - A. City or county planning agency
 - B. Council of Government or MPO
 - C. Private consulting firm
 - D. Nonprofit organization
 - E. Other(s), please specify: _____

2. What's your role in your organization?
 - A. Senior planner
 - B. Junior planner
 - C. Community organizer
 - D. Junior Engineer
 - E. Senior Engineer
 - F. Administrative position
 - G. Intern
 - H. Part time employee
 - I. Other(s). Please specify: _____

3. What is your estimated household annual income?
 - A. <=\$30,000
 - B. Between \$30,000 and \$50,000

- C. Between \$50,001 and \$70,000
 - D. Between \$70,001 and \$90,000
 - E. >\$90,000
4. What is your highest education?
- A. Master degree in urban/city planning
 - B. Master degree but NOT in urban/city planning
 - C. Bachelor degree in urban/city planning
 - D. Bachelor degree NOT in urban/city planning
 - E. Other _____
5. If you don't have a urban/city planning degree, what did you study in college?
- A. Geography
 - B. Environmental studies (science/engineering/policy)
 - C. Political science/public policy
 - D. Civil engineering
 - E. Architecture, urban or landscape design
 - F. Other(s). Please specify: _____
6. Are you interested in our Certificate Program of Advanced Study in Community and Regional Planning?
- A. Yes
 - B. No
 - C. Not sure at this time

If your answer to question 6 is Yes, please answer questions 7-10, otherwise take question 12.

7. If the program is available in Fall 2013, when would you take it?
- A. 2013
 - B. 2014
 - C. 2015
 - D. After 2015
 - E. Not sure
8. If you enroll in the program, who will pay for your study?
- A. Myself
 - B. My employer
 - C. Mainly myself, some support from my employer
 - D. Mainly my employer, some from myself
 - E. I do not know
9. Which of the following course formats fits your needs best?

- A. Instructor-lead online courses
- B. Face-to-face classroom instruction
- C. Combination of online instruction and face to face instruction.
- D. Other(s). Please specify: _____

10. What courses would you like to see taught in the program? (you can choose more than one)

- A. General planning theory and history
 - B. Land use principles, regulations, and laws
 - C. Community development (on housing, poverty, and other social issues)
 - D. Transportation planning
 - E. Environmental planning
 - F. Urban design
 - G. Urban and regional economic development
 - H. Application of GIS and quantitative analysis in planning
 - I. Public policy and urban politics
 - J. Other(s). Please specify: _____
-

11. What is your potential for promotion within your firm or agency upon earning the Certificate of Advanced Study?

- A. High
- B. Good
- C. Neither good nor doubtful
- D. Doubtful
- E. Poor
- F. Unknown

Question below is for those who are NOT interested in taking this program:

12. What are the major reasons that you are not interested in or not able to attend this program?

- A. Cost of the program
- B. Time demand that makes it impossible for me to enroll in this program
- C. I will enroll in a similar certificate program at another institute (Please specify _____)
- D. I do not see the need to get a certificate degree in planning
- E. I prefer a Master's Degree instead of a Certificate.
- F. Other reasons. Please specify: _____

Thanks for taking the survey! Please make any suggestions or comments about how we can develop this program meets your needs.

Appendix D: results of survey for section 1 (managers)

Response Summary

Total Started Survey: 26
Total Finished Survey: 26 (100%)

PAGE: SURVEY FOR THE PROPOSED CERTIFICATE OF ADVANCED STUDY IN COMMUNITY AND REGI...

1. How do you describe the organization in which you currently work?	Create Chart	Download
	Response Percent	Response Count
A. City or county planning agency	83.3%	20
B. Council of Government or MPO	8.3%	2
C. Private consulting firm	8.3%	2
D. Nonprofit organization	0.0%	0
Other (please specify) Show Responses		2
	answered question	24
	skipped question	2

2. What's your role in your organization?	Create Chart	Download
	Response Percent	Response Count
A. Director or manager of the whole organization	20.0%	5
B. Director or manager of a department in my organization	48.0%	12
C. Community organizer	0.0%	0
D. Senior planner with management duty	32.0%	8
Other (please specify) Show Responses		1
	answered question	25
	skipped question	1

3. How many full-time planning-related employees are there in your organization?	Create Chart	Download
	Response Average	Response Total Count

please specify:
Show Responses 9.46 246 26

answered question 26

skipped question 0

4. Among the full time planning-related employees in your organization, how many of them do NOT have a master or higher degree in urban planning? Create Chart Download

	Response Average	Response Total	Response Count
--	------------------	----------------	----------------

please specify:
Show Responses 7.25 174 24

answered question 24

skipped question 2

5. Was it difficult for your organization to hire a planner or graduate with a planning degree in past years? Create Chart Download

	Response Percent	Response Count
--	------------------	----------------

A. Very difficult 15.4% 4

B. Difficult 19.2% 5

C. Hard to tell 19.2% 5

D. Easy 19.2% 5

E. Very easy 3.8% 1

F. Not Applicable 23.1% 6

answered question 26

skipped question 0

6. Do you think your organization will hire more planning-related employees in the next three years? Create Chart Download

	Response Percent	Response Count
--	------------------	----------------

A. Yes 57.7% 15

B. No 34.6% 9

C. Not sure 7.7% 2

If yes, how many?
Show Responses 5

answered question 26

7. When you hire, everything else being equal, will you give more consideration to a college-degree candidate with a post-undergraduate certificate in planning, compared to a college-degree candidate without this certificate? [Create Chart](#) [Download](#)

	Response Percent	Response Count
A. Definitely yes	15.4%	4
B. Probably yes	42.3%	11
C. Maybe	23.1%	6
D. Probably no	19.2%	5
E. Definitely no	0.0%	0
	answered question	26
	skipped question	0

8. Among the employees that do not have a master or higher degree in planning, how many of them do you think will be interested in this certificate program? [Create Chart](#) [Download](#)

	Response Average	Response Total	Response Count
please specify: Show Responses	2.25	54	24
	answered question		24
	skipped question		2

9. Will your organization support employees interested in this certificate program if the total tuition/fee cost is somewhere between \$4,500 and \$6,000 (for a 15-unit program)? [Create Chart](#) [Download](#)

	Response Percent	Response Count
A. Yes	42.3%	11
B. No	15.4%	4
C. Not sure	42.3%	11
	answered question	26
	skipped question	0

10. If answered YES to the above question (question 9), what level of support you might provide to your employees? Please choose all that apply: [Create Chart](#) [Download](#)

Response Percent	Response Count
---------------------	-------------------

7. When you hire, everything else being equal, will you give more consideration to a college-degree candidate with a post-undergraduate certificate in planning, compared to a college-degree candidate without this certificate? [Create Chart](#) [Download](#)

	Response Percent	Response Count
A. Definitely yes	15.4%	4
B. Probably yes	42.3%	11
C. Maybe	23.1%	6
D. Probably no	19.2%	5
E. Definitely no	0.0%	0
	answered question	26
	skipped question	0

8. Among the employees that do not have a master or higher degree in planning, how many of them do you think will be interested in this certificate program? [Create Chart](#) [Download](#)

	Response Average	Response Total	Response Count
please specify: Show Responses	2.25	54	24
	answered question		24
	skipped question		2

9. Will your organization support employees interested in this certificate program if the total tuition/fee cost is somewhere between \$4,500 and \$6,000 (for a 15-unit program)? [Create Chart](#) [Download](#)

	Response Percent	Response Count
A. Yes	42.3%	11
B. No	15.4%	4
C. Not sure	42.3%	11
	answered question	26
	skipped question	0

10. If answered YES to the above question (question 9), what level of support you might provide to your employees? Please choose all that apply: [Create Chart](#) [Download](#)

Response Percent	Response Count
---------------------	-------------------

Appendix E: results of survey for Section 2 (non-managers)

Response Summary

Total Started Survey: 36
Total Finished Survey: 36 (100%)

PAGE: 1

1. How do you describe the organization in which you work?	Create Chart	Download
	Response Percent	Response Count
A. City or county planning agency	63.3%	19
B. Council of Government or MPO	20.0%	6
C. Private consulting firm	10.0%	3
D. Nonprofit organization	6.7%	2
Other (please specify) Show Responses		6
answered question		30
skipped question		6

2. What's your role in your organization?	Create Chart	Download
	Response Percent	Response Count
A. Senior planner	40.7%	11
B. Junior planner	44.4%	12
C. Community organizer	0.0%	0
D. Junior Engineer	3.7%	1
E. Senior Engineer	0.0%	0
F. Administrative position	7.4%	2
G. Intern	3.7%	1
H. Part time employee	0.0%	0
Other (please specify) Show Responses		9
answered question		27
skipped question		9

3. What is your estimated household annual income?

Create Chart Download

	Response Percent	Response Count
A. ≤\$30,000	5.6%	2
B. Between \$30,000 and \$50,000	2.8%	1
C. Between \$50,001 and \$70,000	30.6%	11
D. Between \$70,001 and \$90,000	25.0%	9
E. >\$90,000	36.1%	13
	answered question	36
	skipped question	0

4. What is your highest education?

Create Chart Download

	Response Percent	Response Count
A. Master degree in urban/city planning	0.0%	0
B. Master degree but NOT in urban/city planning	27.6%	8
C. Bachelor degree in urban/city planning	13.8%	4
D. Bachelor degree NOT in urban/city planning	58.6%	17
	Other (please specify) Show Responses	7
	answered question	29
	skipped question	7

5. If you don't have a urban/city planning degree, what did you study in college?

Create Chart Download

	Response Percent	Response Count
A. Geography	43.8%	7
B. Environmental studies (science/engineering/policy)	6.3%	1
C. Political science/public policy	31.3%	5
D. Civil engineering	0.0%	0
E. Architecture, urban or landscape design	18.8%	3
	Other (please specify) Show Responses	19
	answered question	16

6. Are you interested in our Certificate Program of Advanced Study in Community and Regional Planning?

Create Chart

Download

	Response Percent	Response Count
A. Yes	75.0%	27
B. No	5.6%	2
C. Not sure at this time	19.4%	7
	answered question	36
	skipped question	0

7. If the program is available in Fall 2013, when would you take it?

Create Chart

Download

	Response Percent	Response Count
A. 2013	48.3%	14
B. 2014	6.9%	2
C. 2015	0.0%	0
D. After 2015	3.4%	1
E. Not sure	41.4%	12
	answered question	29
	skipped question	7

8. If you enroll in the program, who will pay for your study?

Create Chart

Download

	Response Percent	Response Count
A. Myself	31.0%	9
B. My employer	0.0%	0
C. Mainly myself, some support from my employer	24.1%	7
D. Mainly my employer, some from myself	6.9%	2
E. I do not know	37.9%	11
	answered question	29
	skipped question	7

9. Which of the following course formats fits your needs best?

Create Chart Download

	Response Percent	Response Count
A. Instructor-lead online courses	37.9%	11
B. Face-to-face classroom instruction	3.4%	1
C. Combination of online instruction and face to face instruction	58.6%	17
Other (please specify)		0
answered question		29
skipped question		7

10. What courses would you like to see taught in the program? (you can choose more than one)

Create Chart Download

	Response Percent	Response Count
A. General planning theory and history	66.7%	20
B. Land use principles, regulations, and laws	86.7%	26
C. Community development (on housing, poverty, and other social issues)	73.3%	22
D. Transportation planning	73.3%	22
E. Environmental planning	73.3%	22
F. Urban design	70.0%	21
G. Urban and regional economic development	76.7%	23
H. Application of GIS and quantitative analysis in planning	56.7%	17
I. Public policy and urban politics	73.3%	22
Other (please specify) Show Responses		2
answered question		30
skipped question		6

11. What is your potential for promotion within your firm or agency upon earning the Certificate of Advanced Study?

Create Chart Download

	Response Percent	Response Count
A. High	21.4%	6
B. Good	35.7%	10
C. Neither good nor doubtful	21.4%	6

D. Doubtful	7.1%	2
E. Poor	3.6%	1
F. Unknown	10.7%	3
	answered question	28
	skipped question	8

12. What are the major reasons that you are not interested in or not able to attend this program? [Create Chart](#) [Download](#)

	Response Percent	Response Count
A. Cost of the program	53.3%	8
B. Time demand that makes it impossible for me to enroll in this program	13.3%	2
C. I will enroll in a similar certificate program at another institute	0.0%	0
D. I do not see the need to get a certificate degree in planning	13.3%	2
E. I prefer a Master's Degree instead of a Certificate.	6.7%	1
F. Other reasons. Please specify	13.3%	2
	If you choose B or F, please specify: Show Responses	4
	answered question	15
	skipped question	21

13. Thanks for taking the survey! Please make any suggestions or comments about how we can develop this program meets your needs. [Download](#)

	Response Count
Show Responses	8
answered question	8
skipped question	28

Appendix F: The vitae of the core faculty

Hongwei Dong, Ph.D.

Department of Geography and City and Regional Planning
California State University, Fresno
2555 E San Ramon M/S SB69
Fresno, CA 93740-8034
Email: hdong@csufresno.edu
Phone: 559-278-2890

Academic Appointments

Assistant Professor August 2011 - Present

Department of Geography and City and Regional Planning
California State University, Fresno

Research Associate January – June 2011

Center for Urban Studies
Portland State University

Education

Ph.D. in Urban Studies December 2010

School of Urban Studies and Planning, Portland State University, Portland, OR
Field: Growth management; transportation and land use; urban spatial structure
Dissertation: Assessing Portland's Smart Growth Policies: A Comprehensive New Housing Supply and Location Choice Modeling Approach

Master in Regional Economics June 2004

School of Economics and Management, Wuhan University, Wuhan, China

Field: Urban spatial structure and regional economic development

Thesis: The Evolvement of Urban Spatial Structure in A Transitional Economy: the Case of Wuhan City

Awarded "Outstanding Graduate Student" (2004)

Bachelor in Urban Planning June 2001

School of Urban Design, Wuhan University, Wuhan, China

Field: Urban planning and design

Refereed Publications (Selected)

Dong Hongwei†**. Were home prices in new urbanist neighborhoods more resilient in the recent housing downturn? *Journal of Planning Education and Research*, accepted.

Dong, Hongwei†**, and Pengyu Zhu. Smart growth in two contrastive metropolitan areas: a comparison between Portland and Los Angeles. *Urban Studies*, accepted.

Dong, Hongwei†**, and Yongxia Kou. Critiques and Practices of Smart Cities: A Literature Review. *City Planning Review* (In Chinese), forthcoming.

Dong, Hongwei†**. 2013. Concentration or dispersion? Location choice of commercial developers in the Portland metropolitan area, 2000-2007. *Urban Geography* 34(7): 989-1010.

Zhu, Pengyu* and **Hongwei Dong**, and Cifang Wu†. 2013. Do residents of smart growth neighborhoods in Los Angeles travel "smarter"? *Transportation Research Record: Journal of the Transportation Research Board*, Vol. 2397: 61-71.

Dong, Hongwei†**, and John Gliebe. 2012. Assessing the impacts of smart growth policies on home developers in a bi-state metropolitan area: evidence from the Portland metropolitan area. *Urban Studies* 49(10): 2219-2235.

Dong, Hongwei†**, and John Gliebe. 2011. Forecasting new housing locations in integrated land use models: developer perspective in the Portland, Oregon, region. *Transportation Research Record: Journal of the Transportation Research Board*, Vol. 2255: 79-90.

Dong, Hongwei†**, and Lei Wang. 2008. "Transit oriented development under new urbanism in the U.S." *Urban Planning International* Vol. 2 (in Chinese).

[* primary author; † corresponding author]

Refereed Articles in Revision/Review

Dong, Hongwei†**, Liang Ma, and Joseph Broach. Evaluating strategies for promoting sustainable travel modes for commute tours: Recent evidence from the Portland, Oregon metropolitan area. *International Journal of Sustainable Transportation*, in 2nd review.

Dong, Hongwei†** and J. Andrew Hansz, The Geography of the recent housing crisis: the role of urban form. *Housing Policy Debate*, in 1st revision.

[* primary author; † corresponding author]

Conference Papers and Presentations (Selected)

Dong, Hongwei^{*†} and J. Andrew Hansz, The Geography of the recent housing crisis: the role of urban form. *Association of Collegiate Schools of Planning Annual Conference*, Philadelphia, Pennsylvania, Oct, 31, 2014.

Dong, Hongwei^{*†} and J. Andrew Hansz. Boom, Bust, and Recovery: the Roles of Urban Form and Land Use Regulations. *American Real Estate Society 2014 Annual Meeting*, San Diego, CA, Apr., 2014.

Dong, Hongwei^{*†}. Were home prices in new urbanist neighborhoods more resilient in the recent housing downturn? *North America Regional Science Conference*, Atlanta, GA, Nov., 2013.

Zhu, Pengyu^{*†} and **Hongwei Dong**. 2013. Do residents of smart growth neighborhoods in Los Angeles travel "smarter"? *Transportation Research Board Annual Meeting*, Washington D.C., Jan., 2013.

Dong, Hongwei^{*†}, and Pengyu Zhu. Smart growth neighborhoods in Portland and LA: a comparison study. *Association of Collegiate Schools of Planning Annual Conference*, Cincinnati, OH, Nov, 2012.

Dong, Hongwei^{*†}. Clustered or dispersed? Location decisions of commercial developers in the Portland metropolitan area. *Association of Collegiate Schools of Planning Annual Conference*, Salt Lake City, UT, Oct, 2011.

Dong, Hongwei^{*†}, and John Gliebe. Are developers sensitive to smart growth policies? Evidence from the Portland metropolitan area. *Association of Collegiate Schools of Planning Annual Conference*, Minneapolis, MN, Oct, 2010.

Dong, Hongwei^{*†}, and John Gliebe. Exploring the taste heterogeneity in home developers' location choice. *57th Annual North American Meetings of the Regional Science Association International*, Denver, CO, Nov., 2010.

Dong, Hongwei^{*†}, and John Gliebe. Modeling aggregated housing supply for the Portland metropolitan area". *Western Regional Science Association 49th Annual Cosmic Convergence*, Sedona, AZ, Feb., 2010.

Dong, Hongwei^{*†}, John D. Hunt, and John Gliebe. Understanding links between transport, land use, and gas price: a review. *American Planning Association National Conference*, Minneapolis, MN, Apr., 2009.

Dong, Hongwei^{*†}, and John Gliebe. Estimation of multi-dimensional household housing choices in Oregon. *56th North American Regional Science Association International Conference*, San Francisco, CA, Nov, 2009.

[* primary author; † presenting author]

Teaching Experience

Assistant Professor at California State University, Fresno

Geog 187T: Topics in Urban Planning

Spring 2015

Instructor

This course introduces topics related to planning for sustainability, focusing sustainable transportation and land use.

Geog 181: Introduction to Urban Planning

Fall 2011, 2012, 2013 & 2014

Instructor

This course introduces urban planning theory and history, urban planning tools and major sub-fields in planning such as land use, transportation, housing and community development, and environmental analysis.

Geog 143: GIS III (Spatial Analysis and Modeling)

Spring of 2012, 2013 & 2014

Instructor (Lecture and Lab)

This course discusses spatial analysis and modeling in a GIS environment. Topics include spatial estimation, terrain analysis, path analysis, network analysis, spatial autocorrelation, and spatial interpolation.

Geog 167: People and Places

Fall of 2011- Present

Instructor

This course is a general education class. It examines contrasting characteristics of a diverse world; influence of major social, cultural, economic, and political forces on societal behavior and institutions; and impacts of geographical factors.

Research Associate at Portland State University

USP 399: Introduction to Urban Transportation Planning

Spring 2011

Instructor

This course provides students with a comprehensive introduction of current transportation planning issues, methods, and policies within a broad community and urban planning framework.

USP 510: Seminar: Urban Development and Planning in China

Spring 2011

Co-instructor

This is a graduate-level seminar on issues of urban and regional development and planning in China.

External Grant

CoreLogic Data Grant

Fall 2013

Grantor: Academic Research Council of CoreLogic

Grantee: **Hongwei Dong** & J. Andrew Hansz

Proposed Research Topic: “Boom and bust: the role of growth management on United States housing markets”

Awards & Scholarship

Coleman Fellowship	2014-present
College of Social Science Research Awards	2013-2014
College of Social Science Research Awards	2012-2013
Provost’s Faculty Scholarship	2012-2013

Membership

ACSP Annual Conference Individual Membership	September 2014 – present
International Association for China Planning	September 2013 - Present

Research Project Experience (selected)

Transit Oriented Development in Qingyang and Tianjin, China Summer 2014

Consultant

Work with World Bank experts and staff on two Transit Oriented Development Plans in Qingyang and Tianjin, China.

What does smart growth mean for small and rural communities? Fall 2012-Spring 2013

PI: Hongwei Dong

Evaluate smart growth in the San Juaquin Valley, California at the neighborhood level.

The Land Use Scenario Developer (LUSDR) Model Research and Development Project

RA with Professor John Gliebe June 2009 – Jun 2011

Develop housing demand, supply, and spatial choice models for a land use scenario model for Oregon DOT.

Oregon Road User Fee Pilot Project

RA with Professor Tony Rufolo May – September 2006

Develop regression models of travel behavior change under different policy contexts.

Evaluation of the Oregon DMV Medically At-Risk Driver Program

RA with Professor James Strathman and Professor Lois Bronfman June 2008 – January 2009

Review literature and perform statistical analysis of the characteristics of persons suspended through the Oregon DMV's Medically At-Risk Driver Program.

Improving Commercial Vehicle Safety in Oregon

RA with Professor James Strathman and Professor Lois Bronfman January – December 2009

Review literature and government documents and performs cluster analysis to compare Oregon's commercial vehicle safety program with the other 49 states.

Professional Experience

Transportation and Land Use Modeler (Intern) July – September 2008

System Analysis Group, Parsons Brinckerhoff, Inc, Portland

Supervisor: Tara Weidner

Responsibility: review literature on the impacts of gasoline prices on fuel consumption, travel behavior, land development, and emissions as background for testing Oregon's statewide integrated model

Transportation Modeler (Intern) February 2007 – November 2007

Transportation Research and Modeling Service Group, Portland Metro

Supervisor: Dick Walker

Responsibility: assist Metro staff in using their travel demand model to analyze the effects of transportation infrastructure improvements and transit service changes on people's travel behavior.

Service

Editorial Service

Reviewer, *Urban Geography* 2013

Reviewer, *Transportation Research Record* 2012, 2013

Reviewer, *Urban Studies* 2011, 2013

Reviewer, *Transportation Research Record: Journal of the Transportation Research Board* 2011

Reviewer, *Regional Science Policy & Practice* 2011

University and Department Service

Member Fall 2013 - Present

Urban and Regional Planning Graduate Program Steering Committee

Member Spring 2014
Center for Community and Regional Planning Advisory Committee

Member Fall 2012 & Spring 2013
Search Committee, Department of Geography, Fresno State University

Member Fall 2012 – Present
Research Committee, College of Social Science, Fresno State University

Member Spring 2013 - Present
Campus Planning Committee, Fresno State University

Coordinator Fall 2012 – Spring 2013
Urban and Regional Transportation Cohort Group, Fresno State University

Community Service

Instructor May 2014
GIS Training Workshop for Tule River Indian Reservation, California
Activity: GIS training for staff of the Tule River Indian Reservation.

Member August 2011 – Present
Fresno Council of Government: SB375 Taskforce Team
Major activities: Attend regular task force team meeting and workshop; provide technical assistance on regional transportation, land use and GHG emissions modeling issues.

Member April 2012 – Present
San Joaquin Valley Blueprint Planners Toolkit Peer Review Network
Major activities: provide much needed assistance by reviewing and providing feedback on the Toolkit's functions, new tools, and changes to content.

Chair Fall 2013 – Present
Chinese American Faculty Association at Fresno State
Major activities: coordinate and organize activities for Chinese faculty at Fresno State.

Recruitment Chair Fall 2013 – Present
Asian Faculty & Staff Association at Fresno State
Major activities: promote the image of AFSA and recruit new members.

Michelle Calvarese, PhD

Home Address: 2736 Antonio Ave., Clovis, CA 93611

Work Address: Department of Geography, California State University, Fresno
2555 E. San Ramon Ave. M/S SB 69, Fresno, CA 93740-8034

Work Phone: (559) 278-2836

Email: mcalvare@csufresno.edu

EDUCATION

- 1995-2001 Texas A & M University; College Station, Texas, 77840
Ph.D. in Geography, 2001
Emphasis: Medical, Urban and Cultural Geography
Dissertation Title: *AIDS Diffusion in Uganda and the Efficacy of The AIDS Support Organization (TASO)*
- 1993-1995 West Chester University; West Chester, Pennsylvania, 19380
M.A. in Geography, 1995
Emphasis: Urban and Economic Geography, Urban Planning
Thesis: *Urbanization in a Dual Society: An Analysis of Economic Factors and Policy Structure Influences on American Indian Urbanization in the United States.*
- 1989-1992 Villanova University; Villanova, Pennsylvania
B.A. in Geography, 1992

PUBLICATIONS

- 2006 Calvarese, M., Bame, S., and Bakamanume, B. (2006) "Historical Analysis of AIDS Patients in Uganda Using Innovative Community Clinic Service: The AIDS Support Organization (TASO), *Journal of Humanities & Social Science*, Vol. 1.
- 2005 Calvarese, M., and Stockdale, S. (2005) "Land-Use Change and Preservation in Fresno's Armenian Town, 1916-2005," *The California Geographer*, Vol. 45.
- 2004 Calvarese, M. (2005) "*The Power of Place: Geography for the 21st Century*" Fourth Edition Study Guide, Annenberg/CPB, McGraw-Hill.

- 2003 Calvarese, M. (2003) "*Human Geography: Culture, Society, and Space*" Student Companion Interactive CD-ROM, sole multimedia author, John Wiley & Sons.
- 2001 Calvarese, M. (2001) "*The Role of Geography in Epidemiological Studies*," funded document, Fresno County Health Department, Fresno, CA.
- 1999 Calvarese, M. (1991) "Tuberculosis in Japan: history, trends, and control." *National Science Foundation Tokyo Special Scientific Report #99-18*, www.nsftokyo.org/scr99-18.html.
- 1995 Calvarese, M., (1995) "Native Americans in film: an image created, an image remembered." *Middle States Geographer*, 27:179-185.

MANUSCRIPTS IN PROGRESS

- 2012 Calvarese, M. *The Effect of Job Stressors on Perceived Health: A microanalysis of California State University students.*
- 2012 Calvarese, M., Osborne, B., and Moulton, J. *Does Revitalization Work?: A geographical analysis of Fresno's Central Business District.*

BOOK/CHAPTER REVIEWS

- 2010 "Contemporary Human Geography" James Rubenstein, Prentice Hall, \$250
- 2006 "Contemporary World Regional Geography 2e", Bradshaw et al., selected chapters, McGraw/Hill Publishers, \$250
- 2005 "Teaching Geography," Association of American Geographers, \$350.
- 2002 "Contemporary World Regional Geography," Bradshaw et al., selected chapter, McGraw/Hill Publishers, \$150.
- 2001 "The Living World," Barbara Weightman, human geography textbook proposal, Wiley Publishers, \$50.
- 2001 "Essentials of World Regional Geography," Salter/Hobbs, selected chapters, Hartcourt Publishers, \$350.

PAPERS PRESENTED AT PROFESSIONAL MEETINGS

- 2011 "Job Satisfaction, Stress and Health: A microanalysis of California State University, Fresno students. Paper presented at the Association of American Geographers Annual Meeting, April 11-16, Seattle, Washington.

- 2006 "Assessing Map Location Knowledge of World Geography Students." Paper presented at the National Council of Geographic Education Annual Conference, Lake Tahoe, Nevada, October 2006.
- 2005 "Fresno's Tower District: An Evolving Cultural Landscape." Paper presented at the California Geographical Society Annual Meeting, Spring, Yosemite National Park, California.
- 2003 "The TASO Model: A case study analysis of HIV/AIDS in Uganda." Paper presented at the Association of American Geographers Annual Meeting, March, New Orleans, Louisiana.
- 2001 "Temporal and Spatial Trends of HIV/AIDS in Uganda." Poster presented at the Association of American Geographers Annual Meeting, February 28-March 3, New York City, New York.
- 2000 "Tuberculosis trends in Japan." Paper presented at the Association of American Geographers Annual Meeting, April 4-8, Pittsburgh, Pennsylvania.
- 1999 "AIDS in Uganda: a subnational spatial analysis of AIDS rates and clinic attendance." Poster presented at the Association of American Geographers Annual Meeting, March 23-27, Honolulu, Hawaii.
- 1998 "Living positively with AIDS: the influence of TASO clinics in Ugandan communities." Paper presented at the Southwest Division of the Association of American Geographer Annual Meeting, October 28-31, 1998, Baton Rouge, Louisiana.
- 1998 (With Bakama BakamaNume) "AIDS distribution in Uganda: a spatial analysis of an urban malady." Paper presented at the Association of American Geographers Annual Meeting, March 26-29, 1998, Boston, Massachusetts.
- 1996 (With James P. Lewandowski) "American Indian government policy: the creation of a dual society in a developed nation." Paper presented at the Association of American Geographers Annual Meeting, April 9-13, 1996, Charlotte, North Carolina.
- 1996 "Dual societies within first world nations: an analysis of influencing factors on American Indian reservations." Paper presented at the Annual Geosciences Student Symposium, March 23, 1996, Texas A&M University, College Station, Texas.
- 1995 "Indians in Pennsylvania? A historical demography of Pennsylvania's hidden urban minority." Poster presented at the Association of American Geographers Annual Meeting, March 14-19, 1995, Chicago, Illinois.
- 1994 "Native Americans in film: an image created, an image remembered." (final version) Paper presented at the Middle States Division of the Association of American Geographers Annual Meeting, October 21-23, 1994, Poughkeepsie, New York.

1994 "Native Americans in film: an image created, an image remembered." (preliminary version)
Paper presented at the Association of American Geographers Annual Meeting, March 27-
April 2, 1994, San Francisco, California.

TEACHING EXPERIENCE

- Fall '07-present Associate Professor, Department of Geography, California State University-
Fresno
Courses currently taught: World Geography, Human Geography, Urban
Geography, Medical Geography, American West, Research and Writing,
Community Planning
- Fall '02-Spring '07 Assistant Professor, Department of Geography, California State University-
Fresno
- Fall '00-Spring '02 Lecturer, Department of Geography, California State University-Fresno,
Fresno, CA
- 2000 Spring Geography Instructor, Department of Social Sciences, Blinn College,
Bryan, Texas
Course taught: World Regional Geography
- 1995-1999 Graduate Teaching Assistant; Department of Geography;
Texas A & M University, College Station, Texas
Courses taught: Physical Geography Lab
Assisted for: Human Geography, Geography of North America,
Cultural Geography, History of Geography, Physical Geography,
Urban Geography, Economic Geography
- 1993-1995 Graduate Assistant; Department of Geography; West Chester University;
West Chester, Pennsylvania
Assisted for: Cultural Geography, World Regional Geography
- 1989-1990 Undergraduate Teaching Assistant; Department of Geography; Villanova
University; Villanova, Pennsylvania
Assisted for: North America, Natural Hazards

FIELDWORK AND RESEARCH GRANTS

- 2010 "Effects of Multidisciplinary Home Visits for Asthma Triggers Identification and
Reduction Among Children from an Underserved Area of Central California,"
Pinzon-Perez, H., Calvarese, M., Delcore, H., Donohue, S., Hamilton, K.,
Mathurn, J., Sailor, S., National Institutes of Health. (unfunded)

- 2008 Dr. Howard Murad Research Grant, International Spa Association Foundation, "*Job Fulfillment and Wellness: A Geographic Study of the Effects of Work Related Stress*," \$1500.
- 2004 California State University-Fresno, College Research and Creative Activity Award 2005-06, "*Assessment of Geographic Knowledge: An Analysis of Map Location Skills of Beginning World Geography Students*," \$1700.
- 2001 New College for Instructional Innovation Grant, "*Medical Geography: Teaching Disease Diffusion with Geographic Information Systems (GIS), Statistical Software, and Real Databases*," course development, funded by California State University, Fresno, \$2500.
- 2001 National Science Foundation Summer Institute in Taiwan Research Fellow, National Taiwan Normal University/National Taiwan University Hospital, Department of Geography, Dr. Linda Ouyang, Phone: 886-2-23637874 ext. 128. Taipei, Taiwan, Co-sponsored by NSF and National Science Council of Taiwan, \$5500.
- 2000 Minority International Training Program Conference Grant, International AIDS conference, Durban, South Africa, July 9-14, 2000, funded by MIRT, \$4000.
- 2000 National Science Foundation Summer Institute in Korea Research Assistant, Ministry of Health, Department of Internal Medicine, Seoul National University, Host: Myoung-don Oh, M.D., Seoul, Korea, Phone: 82-2-760-2945. Co-sponsored by NSF and Korean Science and Technology Foundation, \$7200.
- 1999 National Science Foundation Summer Institute in Japan Research Assistant/Intern, The Research Institute of Tuberculosis, Japan Anti-Tuberculosis Association Ministry of Health, Tokyo, Japan, Host: Dr. Nobukatsu Ishikawa, Kiyose-Shi, Tokyo, Japan 204-8533, Phone: 81-424-93-5605. Co-sponsored by NSF and Japan Science and Technology Council, \$8000.
- 1997 National Institute of Health Fogherty International Center Grant Summer Program Research Assistant, Uganda, Africa, funded by NSF and NIH, \$8500. Race and Ethnic Studies Institute, Kampala, Uganda. Supervisor: Dr. Bakama BakamaNume, Texas A & M University, College Station, TX 77843, (409) 845-7141.

NON-TEACHING WORK EXPERIENCE

- 1999 Research Specialist, Blackland Research Center, Supervisor: John Corbett. Temple, Texas.

- 1996 Research Assistant, Supervisor: Dr. Malcolm Quantrill, Department of Architecture, Texas A & M University, College Station, Texas. (409) 845-3211.
- 1995 NAGPRA Project Assistant, Supervisor: Gabrielle Vail. American Section, University Museum of Archaeology and Anthropology, University of Pennsylvania, Philadelphia, Pennsylvania.
- 1994 Intern, Supervisor: Gabrielle Vail. American Section, University Museum of Archaeology and Anthropology, University of Pennsylvania, Philadelphia, Pennsylvania.

PROFESSIONAL SERVICE

- 2012 College of Social Sciences, Outstanding Thesis Committee, member.
- 2012 Division of Global and Continuing Education Boren Scholarship committee, member.
- 2011 Department of Geography, CSU-Fresno, Personnel Committee, Chair
- 2009-present Department of Geography Student Assessment Coordinator
- 2008-10 University General Education Committee, CSU-Fresno, member.
- 2008 Department of Geography, CSU-Fresno, Personnel Committee, member.
- 2006-09 College of Social Sciences Budget Committee, CSU-Fresno, member.
- 2006 Department of Geography, CSU-Fresno, Undergraduate Advisor.
- 2006 Department of Geography, CSU-Fresno, Personnel Committee, Chair (two searches).
- 2005-06 University Professional Development Sub-Committee, CSU-Fresno, member.
- 2005 Smittcamp Honors Information Day, CSU-Fresno, participant.
- 2005-present Dog Days, CSU-Fresno, participant.
- 2005-06 College of Social Sciences Clarence and Dorothy Wilson Scholarship Committee, CSU-Fresno, member.
- 2005-06 Department of Geography, CSU-Fresno, Geography Club Advisor.

- 2005-06 Department of Geography , CSU-Fresno, Personnel Committee, member.
- 2005-06 Department of Geography, CSU-Fresno Lecturer Search Committee, member.
- 2005 College of Social Sciences, CSU-Fresno Geog/AAIS Staff Search Committee, member.
- 2004 Session chair, the California Geographer's Annual Meeting, Spring, Yosemite National Park, California.
- 2001-03 Department of Geography, CSU-Fresno, Geography Club Advisor.
- 2001-03 Department of Geography, CSU-Fresno, Gamma Theta Upsilon Chapter Sponsor.
- 2001-03 College of Social Sciences Elections Committee, CSU-Fresno, member.
- 2001 Department of Geography, CSU-Fresno, World Regional Geography Committee, chair
- 2000/01 Department of Geography, CSU-Fresno, Faculty Merit Increase Committee, member.
- 2000/01 Department of Geography, CSU-Fresno, Curriculum Committee, member
- 2000 Session chair, Association of American Geographers Annual Meeting, April 4-8, Pittsburgh, Pennsylvania, Geography Club and GTU, Co-advisor.
- 1996-1997 Geography Department, Texas A & M University, Faculty Search Committee, graduate student representative.
- 1996-1997 Geography Department, Texas A & M University, Graduate Student Representative to the faculty.
- 1993-1995 West Chester University, President, Gamma Theta Upsilon,
- 1990-1992 Villanova University, Geographical Society, President.

COMMUNITY SERVICE, VOLUNTEER WORK, INVITED LECTURES

- 2004-2007 Susan G. Komen Breast Cancer Foundation, Central Valley Affiliate, team leader and volunteer.

- 2004 American Cancer Society, Volunteer
- 2003-2004 Fresno Metro Ministry, Fresno County Food Assessment Food Project, participant in data collection, surveys, and analysis. This county-wide project is designed to determine assess to nutritious food in the valley through mapping retailers and surveying consumers.
- 2003 Fresno County GeoSentinel Project, Volunteer, medical geography consultant.
- 2002 Paid invited speaker, "Geographic research opportunities in East Asia," lecture presented to National Science Foundation Asian Program Fellows, NSF, Washington, D.C., April 11, 2002.
- 2001 Guest speaker, "Discover Japan," lectured presented for College of Social Sciences, California State University, Fresno, November 30, 2001.
- 2001 Invited speaker, "The use of GIS in medical geography," lecture presented at GIS Day 2001, GIS Day Conference, California State University, Fresno, November 14, 2001.
- 2001 Paid invited speaker, "The use of GIS in epidemiological research," lecture presented at the Center for Disease Control, Taipei, Taiwan, August 21, 2001.
- 2001 Guest speaker, "Disease diffusion in Africa," lecture presented to undergraduate human geography class, California State University, Fresno, spring semester, Fresno, California.
- 2000 Guest speaker, "Africa," slide presentation and lecture presented to geography faculty and students, fall semester, Fresno, California.
- 2000 Guest speaker, "Research and employment opportunities in medical geography," lecture presented to undergraduate human geography class, Texas A & M University, February 11, 2000, College Station, Texas.
- 1999 Invited speaker, "Tuberculosis in Japan: history, trends, and control," lecture presented at the Research Institute of Tuberculosis, August 17, Tokyo, Japan.
- 1997 Volunteer at Entebbe Parents Nursery School, worked primarily with AIDS orphans, Entebbe, Uganda.
- 1995 Guest speaker, "Cultural significance of Native American sacred objects and customs," lecture presented to undergraduate world geography class, West Chester University, West Chester, Pennsylvania, April 10, 1995.
- 1994 Guest speaker, "The Cultural Geography of Pennsylvania's Indians," West Chester

Friends School (2nd grade), West Chester, Pennsylvania, November 18, 1994.

- 1994 Guest speaker, "What is Geography?" Downingtown Junior High School, Downingtown, Pennsylvania, November 14, 1994.
- 1993 Guest speaker, "The five themes of Geography: discovering your everyday world." Copeland Run Learning Center, Downingtown, Pennsylvania, November 12, 1993.

AWARDS, CERTIFICATES, AND CONTRACTS

- 2010 Multi-media video assessment material, Pearson Publishers, \$5000.
- 2006 Professional Development Certificate, in progress, CSU-Fresno.
- 2006 Study guide material for students and instructors to accompany "Human Geography: Culture, Society, and Space" by deBlij and Murphy 8th edition, Wiley Publisher, \$2,000.
- 2005 Multi-media material for students and instructors to accompany "Human Geography: Culture, Society, and Space" by deBlij and Murphy 8th edition, Wiley Publishers, \$10,000.
- 2005 Study guide material for student study guide to accompany "Human Geography: Culture, Society, and Space" by deBlij and Murphy 8th edition, Wiley Publishers, \$3,000.
- 2005 Nominated: Who's Who Among America's Teachers
- 2003 Nominated: Who's Who Among America's Teachers
- 2003 "The Power of Place: Geography for the 21st Century" Fourth Edition Study Guide, Annenberg/CPB, McGraw-Hill, \$5000.
- 2002 GeoDiscoveries interactive CD project to accompany "Human Geography: Culture, Society, and Space" by deBlij and Murphy 7th edition, Wiley Publishers, member of development team (developed presentation material and interactive exercises), \$4500.
- 2002 Module material for "Human Geography: Culture, Society, and Space" student companion, 7th edition, revision of 6th edition, \$300.
- 1999 Association of American Geographers Travel Grant, \$500.
- 1999 Certificate: fulfillment of requirements of the Japanese language course as prescribed by the 1999 Summer Institute in Japan, Interlang Service, Inc., National Science Foundation, Tokyo, Japan.

- 1999 Certificate: completion of course," Epidemiology and Distribution of Tuberculosis and HIV/AIDS in Japan, Research Institute of Tuberculosis, Japan Anti-Tuberculosis Association, Tokyo, Japan.
- 2000 Southwest Division of the AAG Mini-Grant, \$500.
- 1996-2000 Texas A & M University, Department of Geography Travel Stipends, \$250-\$1200.
- 1994-1995 West Chester University, Department of Geography Travel Stipends, \$300-\$600.

ORGANIZATIONS AND PROFESSIONAL MEMBERSHIPS

- Association of American Geographers; member.
- Association of Pacific Coast Geographers; member.
- AAG Medical Geography Specialty Group; member.
- AAG Urban Geography Specialty Group; member.
- California Geographical Society, member.
- National Council for Geographic Education, member.

Chih-Hao Wang, PhD

Assistant Professor
Department of Geography and City & Regional Planning
California State University - Fresno
2555 E San Ramon M/S SB69, Fresno, CA 93740
(559) 278-6041; cwang@csufresno.edu

EDUCATION

The Ohio State University, Columbus, OH

PhD in City and Regional Planning

August 2013

Dissertation: *Land-use Allocation and Earthquake Damage Mitigation: A Combined Spatial Statistics and Optimization Approach*

Master of City and Regional Planning

March 2010

National Taipei University, Taipei, Taiwan

Master of Land Economics and Administration

June 2002

Thesis: *A Study of the Catastrophic Behavior of Population Growth in the Central Region of Taiwan*

Bachelor of Land Economics and Administration

June 2000

ACADEMIC APPOINTMENTS

2014 - **California State University – Fresno**

Assistant Professor

2011 – 2014 **The Ohio State University**

Visiting Assistant Professor (2013 - 2014)

Graduate Instructor (2013)

Graduate Teaching Assistant (2011 - 2013)

REFEREED JOURNAL PAPERS

Wang, C-H. and Guldmann, J-M. A Land-Use Allocation Optimization Model to Mitigate Potential Seismic Damages, *Environment and Planning B* (forthcoming).

REFEREED

JOURNAL

PAPERS

UNDER

REVIEW

Wang, C-H., Akar, G. and Guldmann, J-M. Do your Neighbors Affect Your Bicycling Choice? A Spatial Probit Model for Bicycling to The Ohio State University, *Journal of Transport Geography* (accepted with minor revision).

Wang, C-H. and Guldmann, J-M. A Spatial Panel Approach to the Statistical Assessment of Seismic Impacts and Economic Damages: Case Study of Taichung, Taiwan, *Computers, Environment and Urban System* (revised and resubmit).

Wang, C-H. and Chen, N. A Spatial and GIS-based Statistical Approach to the Job Accessibility through Public Transit: Case Study of Franklin County, Ohio, *Journal of Transport Geography* (revised and resubmit).

SCHOLARLY PRESENTATIONS

INFORMS

A Chance-Constrained Optimization Model of Urban Land-Use Allocation under Seismic Hazard (November 10, 2014)

Association of American Geographers (AAG)

Spatial Spillover of Public Transit on Job Accessibility: A Spatial Statistical Model for Transportation Equity in Columbus, Ohio (April 11, 2014).

North American Meeting of the Regional Science Association International (NARSC)

An Optimization Model for Land-Use Allocation to Mitigate Potential Seismic Losses (November 14, 2013)

Distinguished Speakers Program, California State University - Northridge

Land-Use Allocation and Earthquake Damage Mitigation (October 10, 2013)

Transportation Research Board (TRB)

Poster: Do your Neighbors Affect your Mode Choice? A Spatial Probit Model for The Ohio State University (January 16, 2013).

Association of Collegiate Schools of Planning (ACSP)

A Spatial Panel Modeling Approach for the Assessment of Seismic Losses and Land-use Planning (November 4, 2012).

2011 Geography and GIS Fair, The Ohio State University

Poster: Spatial Analysis of Land Use and Seismic Risk: Application to Hsinchu City, Taiwan (November 15, 2011).

TEACHING EXPERIENCE

Assistant Professor, Department of Geography and City and Regional Planning, CSU-Fresno

GEOG 004 World Geography (Autumn 2014)

GEOG 142 Data Creation (Autumn 2014)

Visiting Assistant Professor, City and Regional Planning, OSU

CRP 3620 Underground City (Autumn 2013)

CRP 3100 Analyzing the City (Autumn 2013)

CRP 4597 The Global Environment in Planning (Spring 2014)

CRP 3300 Planning for and with People (Spring 2014)

Instructor, City and Regional Planning, OSU

CRP 8890 Workshop in Planning Application of Spatial Economics (Summer 2013)

CRP 4597 The Global Environment in Planning (Summer 2013)

TECHNICAL PROFICIENCIES

- Geographical Information Systems (GIS): **ArcGIS, ERDAS** (remote sensing)
- Statistical and data processing software: **R, GeoDa, STATA, SPSS**
- Optimization software: **GAMS, AMMIS**
- Programming and algebra software: **MATLAB**
- Earthquake simulation model: **TELES** (Taiwan Earthquake Simulation Model)
- Spatial interaction model: **TELUM** (DRAM/ EMPAL Model)

KEITH WOODCOCK, AICP CEP
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kjw14@att.net

SUMMARY OF QUALIFICATIONS

- Master of City and Regional Planning
- More than 20 years' experience in City and Regional Planning and municipal management.
- Expertise in land use and environmental planning, CEQA, NEPA, sustainability and adaptation, community development, and citizen involvement.
- AICP with the advanced level certification as Certified Environmental Planner (CEP).

PROFESSIONAL EMPHASIS

- Sustainability and Adaptation to Climate Change
- Promotion of policies that foster access to fresh foods and active living
- Community engagement
- Social/Environmental Justice
- Responsible Administration and Conflict Resolution

EDUCATION

Master of City and Regional Planning. California State University, Fresno
Bachelor of Science, Environmental Planning and Management. University of California, Davis

WORK EXPERIENCE (in reverse chronological order)

March 2014 - Present

City of Sanger, CA (population 25,000)

Perform Advanced Planning, Current Planning, and Environmental Review duties for the City of Sanger. Activities include updating the City's General Plan, revising the Zoning Ordinance, project review and approval, citizen involvement and coordination with other city departments and outside agencies. Projects underway: General Plan Update – wrote the RFP, chaired the Consultant Selection Committee, negotiated the Consultant Services Agreement, made presentation and recommendation to the City Council, oversee Consultant's work; Academy Avenue widening – Conducting the NEPA and CEQA review for a 0.6 mile length of Academy Avenue. Issues include potential historic and cultural resources (requiring Section 106 consultation with the State Historic Preservation Officer); two annexations totaling more than 100-acres for residential development; and, multiple revisions to the Zoning Ordinance to bring it into compliance with state law. Projects soon to start: Downtown Improvement Plan – wrote the RFP for the preparation of an Improvement Plan for Downtown Sanger. City will be selecting the consultant in late 2014 with work to start in 2015. I will be the Project Manager; Caltrans Sustainable Transportation Planning Grant – have made application to Caltrans, waiting for announcement of grant award. Project will address mobility issues (complete streets, safe routes to schools, access to medical care and fresh foods, and ADA compliance) in Southeast Sanger.

January 2013 – February 2014

Woodcock Planning and Environmental Services
Owner

Provided Planning and Environmental services to public sector clients. Services included General Plan Updates and Amendments, Zoning, annexations, and entitlement processing (Conditional Use Permits, Variances, Site Plans, Subdivisions). Prepared environmental documents including CEQA and NEPA.

March 2012 – December 2012

Director, Community and Regional Planning Center

College of Social Sciences

California State University, Fresno

Lecturer (Part-time) in Geography and City & Regional Planning (on-going)

The mission of the Community and Regional Planning Center (The Center) was to be a clearinghouse of planning ideas and good planning practices to assist local valley communities in their planning efforts; and, to be a conduit between University resources and programs and San Joaquin Valley communities. Due to University budget constraints, the Center was closed on December 31, 2012.

Spring Semester 2013, I taught Geography 184 – Introduction to Environmental Planning

Spring Semester 2014, I taught Geography 132 – U.S. Environmental Law

September 2011 – March 2012

Lecturer (Part-time), California Polytechnic University, San Luis Obispo, City and Regional Planning Department

I co-taught the CRP 410 and CRP 411 classes – Community Planning Laboratory: Application of planning theory to the community, preparation of basic planning studies and plan-making. This year the CRP 410 and 411 class worked with the City of Santa Paula, CA to update its Downtown Improvement Plan.

May 2007 – June 2011

City of Delano, CA (population 53,900)

Community Development Director

The Community Development Department was comprised of the Planning Division; Building Safety and Housing Division, GIS and Code Enforcement with a total staff of 14. During my tenure the following major Planning projects were accomplished: Update to the Land Use Element of the General Plan (new subdivision design standards and increased park space dedication requirements); Park and Recreation Element (improved park design standards); Circulation Element (adoption of a bicycle route plan, adopted a roundabout policy that provided that a roundabout was the preferred traffic control measure and identified seven intersections for a roundabout, identified streets that could be placed on a “road diet”); and, update to the Housing Element. Current Planning activities included updating the Zoning Ordinance to allow Farmer’s Markets, Swap Meets and Outdoor Dining in the Downtown.

Other significant planning projects included entitlements and environmental clearance for a 40-acre regional commercial center; 250,000 square foot agricultural shipping center with a new rail spur; new 100,000 square foot public safety center; and two Safe Route to Schools grant projects.

My professional emphasis during my tenure was on Citizen and Community Involvement to promote Healthy Eating and Active Living. Worked with stakeholders in the community including but not limited to Chamber of Commerce, School Districts, Nonprofit organizations, and faith based groups. Healthy Planning Projects included: Adoption of Healthy Eating and Active Living Resolution leading to the initiation of a Healthy Delano and Wellness Element to the General Plan. The Community Development Department was awarded grants from Caltrans (Context Sensitive Planning for Environmental Justice) and Housing and Urban Development’s Sustainable Communities Initiative (Smart Valley Places). I was also responsible for development and management of the Department’s budget, and personnel management.

Served on the League of California Cities’ Community Services Advisory Board for the years 2009-2011.

July 2005 – May 2007

City of Wasco, CA (population 24,000)
Planning Director

I was responsible for Planning, Building, and Code Enforcement activities. I served as Interim Manager for Animal Control Services for 11 months. Accomplishments include: revised City's Park and Open Space dedication requirements; Revised Subdivision and Zoning Ordinances; Update to the Land Use Element; Design concepts for State Route 46 through the City; updated the land use portions of the City's Water and Sewer Master Plans; processed five annexations totaling more than 2,500 lots; and, Established a development impact fee schedule. I developed and managed the Department's budget and supervised staff of four.

September 2004 – July 2005

County of Merced
Assistant Planning Director

Responsible for supervision and day to day operations of the Front Counter and Technical Support Division; Current Planning Division; and, Housing and Community Enforcement Division with a total staff of 19 personnel. I was Responsible for developing and overseeing the Department's budget. I supervised the County's Surface Mining and Reclamation Act programs. Oversaw and managed the preparation of five EIR's. I represented the Planning Department on the County's Annexation Committee.

January 2003 - September 2004

County of Tulare
Manager Countywide Planning Division

Division was responsible for updating and maintaining 11 Community Plans; and, initiating and managing the comprehensive update to the Tulare County General Plan. I was directly responsible for the Request for Proposals, development of the General Plan Work Program including the multiple year budgets, and managed the contract with the selected consultant. The Division also staffed the Planning Commission, Airport Land Use Commission, Agricultural Advisory Committee, Mineral Resources Advisory Committee, and the Tulare County Local Agency Formation Commission (LAFCO). I served as the County's Assistant Zoning Hearing Officer, Assistant Executive Officer of the Tulare County LAFCO, and Assistant Executive Officer of the Airport Land Use Commission. I served as the County's Environmental Compliance Officer responsible for CEQA and NEPA clearances for development projects.

February 2001 – August 2002

City of Mendota
City Manager

I was responsible for the overall operations of the City of 11,000. Wrote and received six grants totaling \$1.5 million. I also served as the City's Human Resources Director and Risk Manager (in this role I was the lead negotiator for the city with represented labor groups); Executive Director of the Mendota Redevelopment Agency (RDA); Economic Development Director; and, the Executive Director of the Mendota Municipal Airport. Issues addressed during my tenure: returned the Water Enterprise fund to solvency, stabilization of the RDA, airport improvements, water system improvements, wastewater treatment plant improvements, established the City's first ever Capital Improvement Program, revised the Personnel and Procedures Manual (first revision in 15 years), negotiations with the Federal Bureau of Justice regarding a planned federal prison, and negotiations with Fresno County Sheriff's Department for police services (the City did not have its own police department).

October 1991 – February 2001

Woodcock Planning and Environmental Services

Owner

Performed Planning and Environmental Services for public agency clients. Served as Contract City Planner for the cities of Mendota, Firebaugh, and San Joaquin. Projects of note: EIR for Fresno's new federal courthouse; EIR for the following projects: Expansion of the Fresno/Clovis Regional Wastewater Treatment Plant from 65 MGD to 84 MGD, the Grantland Trunk Sewer and the Grantland Expressway (now called Veterans Blvd.); EIRs for the establishment/financial merger/ time extensions of five redevelopment project areas. Authored the EIR and NEPA documents for new domestic water supply system for the City of Mendota; Oversaw the preparation of the EIS for new federal prison in Mendota; and NEPA and CEQA documents and studies for new domestic water supply system for the community of Easton. I ended Woodcock Planning when I was appointed City Manager with the City of Mendota.

January 1989 – October 1991

CH2M HILL

Fresno Office

Senior Planner/Project Manager

Project Manager for environmental projects in the Central Valley, including the preparation of both CEQA and NEPA documents and other environmental studies as required by state and federal environmental statutes. Projects of note: Land Use Planning and modeling for the Fresno Clovis Metropolitan Water Resources Management Plan (to the year 2050); Land Use Planning for the replacement of the I-880 Viaduct in Oakland destroyed by the 1989 Loma Prieta Earthquake; Project Manager for the preparation of the EIR/EIS for State Route 168 on a new alignment from the City of Clovis to Prather; Land use studies for the improvements to State Route 168 (four lane expressway to six lane freeway); Land use studies for extension of State Route 41 from State Route 99 to Central Avenue. I left CH2M Hill when they closed the Fresno Office.

October 1985 – January 1989

City of Soledad, CA

Planning Director

City's first full-time planning director. Updated the General Plan and Zoning Ordinance (first revision in 21 years). Served on Monterey County's Farmworker Housing Advisory Committee. Prepared and presented staff reports to the Planning Commission and City Council. Represented the City on the Association of Monterey Bay Area Governments' Technical Advisory Committee.

October 1983- October 1985

Staff Analyst I and II

County of Fresno

Worked the front counter and answered telephone calls on planning and zoning questions. Prepared and presented staff reports to the Planning Commission and Board of Supervisors. Member of the County's 911 implementation committee.

ACOMPLISHMENTS AND AWARDS

American Public Health Association (APHA), 2012 Annual Conference. Presenter, "Tools to Engage the Community"

APHA, 2011 Annual Conference. Presenter, "Incorporating Healthy People 2020 Policies into the General Plan"

APHA, 2010 Annual Conference. Presenter, "Using GIS to Determine Health Issues for Inclusion in the General Plan"

APHA, 2009 Annual Conference. Presenter, "Tools to Use to Identify Health Issues in the General Plan"

League of California Cities, 2011 Annual Conference. Panelist, "Working with the Planning Commission in Implementing Policies that Foster Healthy Eating and Active Living"

American Planning Association (APA), 2013 Annual Conference. Technical Showcase presenter: "Using Photovoice as a Community Outreach Tool"

APA 2008 Annual Conference. Co-Presenter, "Health Issues in the General Plan"

California Chapter of the American Planning Association, 2012 Annual Conference. Presenter, "The Economic Benefits of a Healthy Community"

New Partners for Smart Growth, 8th Annual Conference. Co-Presenter, "Tools for Changing Policy: Giving Voice to Underserved Communities through PhotoVoice and GIS Mapping"

2010 Delano Chamber of Commerce – Employee of the Year

Central California Regional Obesity Prevention Program – 2009 Cultivator of the Year Award for Kern County for my work to implement policies promoting Active Living and Access to Fresh Food.

Assistant Section Director, Central Section, California Chapter, American Planning Association (2006 – 2013)

Member: Association of Environmental Professionals

Member: American Institute of Certified Planners, Certified Environmental Planner

Member: American Public Health Association

Member: American Society of Adaptation Professionals