INTERDISCIPLINARY PROPOSAL

College Leadership Team
Texas A&M University

Galen Newman
John Cooper
Michael O’Brien
Jamie Masterson
Phil Berke
COURSE PROPOSAL

A High-Impact Interdisciplinary Participatory Service Learning Experience in a Hazard Vulnerable Area

Project Title: Phase 1-R.C.C.C.P. (Resilience and Climate Change Cooperative Project): Participatory Design/Planning for Manchester, TX

From:

<table>
<thead>
<tr>
<th>Galen Newman, PhD</th>
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<tbody>
<tr>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Landscape Architecture</td>
</tr>
<tr>
<td>Scoates Hall 103</td>
</tr>
<tr>
<td><a href="mailto:gnewman@arch.tamu.edu">gnewman@arch.tamu.edu</a></td>
</tr>
<tr>
<td>Office# 979.862.4320</td>
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<table>
<thead>
<tr>
<th>John Cooper</th>
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<tbody>
<tr>
<td>Associate Professor of Practice</td>
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<tr>
<td>Urban Planning</td>
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<tr>
<td>Scoates 121</td>
</tr>
<tr>
<td><a href="mailto:jcooper@arch.tamu.edu">jcooper@arch.tamu.edu</a></td>
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<tr>
<td>979.862.2272</td>
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<table>
<thead>
<tr>
<th>Michael O’Brien</th>
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</thead>
<tbody>
<tr>
<td>Professor</td>
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<tr>
<td>Architecture</td>
</tr>
<tr>
<td>Langford A326</td>
</tr>
<tr>
<td><a href="mailto:mjobrien@tamu.edu">mjobrien@tamu.edu</a></td>
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<tr>
<td>979.845.6719</td>
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<table>
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<tr>
<th>Jamie Masterson</th>
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<tbody>
<tr>
<td>Program Coordinator</td>
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<tr>
<td>Texas Target Communities</td>
</tr>
<tr>
<td>Langford A347D</td>
</tr>
<tr>
<td><a href="mailto:jmasterson@arch.tamu.edu">jmasterson@arch.tamu.edu</a></td>
</tr>
<tr>
<td>979.458.1295</td>
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<table>
<thead>
<tr>
<th>Phil Berke</th>
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<tbody>
<tr>
<td>Professor</td>
</tr>
<tr>
<td>Urban Planning</td>
</tr>
<tr>
<td>Scoates Hall 130</td>
</tr>
<tr>
<td><a href="mailto:pberke@arch.tamu.edu">pberke@arch.tamu.edu</a></td>
</tr>
<tr>
<td>979.458.1295</td>
</tr>
</tbody>
</table>

To: College Leadership Team at Texas A&M University

Declarations: The RCCCP is a multi-year collaborative research and engagement venture within the Institute for Sustainable Coastal Communities which identifies and tackles critical disaster resiliency and climate change challenges that threaten coastal cities globally. It will work alongside Texas Target Communities with local community partnerships for the purposes of this project. The proposed interdisciplinary project is one portion of the overall project and is intended to serve as a high impact, service-learning community outreach undertaking, which helps achieve the University’s Action 2015: Education First Commitment to interdisciplinary learning.

Disciplines: Landscape Architecture – LAND 602: Design Theory Application (15 students); LAND 689: Directed Studies (10 students), impacting an estimated 25 students from LAND Urban Planning – PLAN 662: Applied Planning I (30 students); PLAN 685: Directed Studies (10 students), impacting an estimated 40 students from PLAN Architecture – ARCH 605: Architecture Design I (10 students); ARCH 606: Architecture Design II (10 students), impacting an estimated 20 students from ARCH
Synopsis

The RCCCP project includes a portion for design scenario building on regional and local scales. A regional scaled conceptual growth framework for will be initially created from which neighborhood and site scaled designs will then be generated. Alternatives will derive from evidenced developed by the research and engagement (e.g. runoff modeling, climate, and vulnerability studies), and by the participatory data collection efforts that will occur this summer. Interdisciplinary charrette exercises involving residents, stakeholders, student, faculty, and professional planners/designers will also be sought. As such, this project will be utilized as a platform for the integration of three courses 1) LAND 602/689, 2) PLAN 662/685 and 3) ARCH 605/606 in an effort to complete a community outreach project for Sims Bayou Watershed, Manchester Community in Houston, TX.

The project is designed to initiate the application of existing knowledge and skills from students, demonstrate a command of these skills, and increase these skills through collaborative efforts from other disciplines. The layout of this project entails the hybridization of a two semester long series of studio, lecture course, and seminar courses in which bi-weekly interdisciplinary lectures and group interactions will take place. The project will include multiple courses which will apply the theoretical knowledge and skills of architecture, urban design, planning, hydrology, and landscape architecture, as well as introduce new skill sets to students about participatory design/planning. It will be a multi-local service learning project which takes an approach to design which engages the site as an integrated design problem which is best solved through an interdisciplinary participatory process.

Each discipline will take on a unique set of tasks involved with the project and work with one another to generate innovative solutions to real world problems, develop creative and critical thinking skills, create a multi-disciplinary camaraderie, increase professionalism and better understand how to build capacity in disadvantaged communities to enable action on improving resiliency to hazards and climate change. Expectation for the quality of work from the studio is that products generated will provide suitable and professional quality material for use by TAMU, future publication, the community, and portfolio material for future professional practice. Presentations and products developed during the semester will facilitate a deeper understanding of the processes and procedures of multi-disciplinary design/development services.

Project Summary: The RCCCP brings together faculty and students from a broad set of disciplines including urban planning, landscape architecture, civil engineering the physical and social sciences, and engineering to collect and synthesize data on how coastal and physical systems work. A demonstration project has begun in two neighborhoods in the Sims Bayou watershed, Manchester and Sunnyside, in inner city Houston. Manchester will be the first community in which the importance of long-term change will be explored as a means of supporting the community in realizing its own resilience to flooding and other hazards.
Flooding, hurricanes, and environmental pollution are common concerns in the Houston area. Simultaneously, global climate change will unavoidably result in sea level rise creating growing concerns that impact the strength of neighborhoods and communities. Research and design alone will not solve these problems, but local knowledge from community members can reveal issues that are sometimes missed, helping to make better local decisions. Partnered with Juan Parras and Yudith Nieto from the Texas Environmental Justice Advocacy Service (T.E.J.A.S.) and Charles White and Tracy Stephenson from Charity Productions, a non-profit outreach organization, researchers from Texas A&M University will work with the Manchester neighborhood of Houston in the first phase of the project to decipher:

- How will climate change impact neighborhoods?
- What are current and future flooding concerns?
- Who and what will be affected?
- Will there be health consequences?

Manchester is a neighborhood on the eastern side of Houston, TX. One of Houston’s oldest neighborhoods, the community is completely surrounded by industries, resulting in one of the highest impairments and lowest water qualities in the state. It’s one of the most polluted neighborhoods in the U.S., one where smokestacks grace every backyard view. Manchester is an extremely low-income urban neighborhood. It’s almost entirely Latino and African American, with a large number of undocumented immigrants, with a full 1/3 of its residents living below the poverty line. Drugs, unemployment, and gangs are also salient issues. A groundbreaking study by the Houston Chronicle in 2005 revealed that the air pollution in Manchester was “like sitting in traffic 24/7” and that toxin levels “were high enough to trigger a full-scale federal investigation.” Luckily, a grassroots movement by local citizens seeks to help alleviate these issues through connecting with universities, researchers, designers and non-profit organizations. Research on these issues and the aforementioned questions will be highly influenced from a participatory approach and then utilized to develop future growth schemes, community design options, stormwater infrastructure recommendations, and site scaled detailed layout options for the community. Both 2D (e.g. master planning, section, elevation, perspective, etc…) and 3D (e.g. physical modeling, digital modeling, video, etc…) representation techniques will be utilized.

**Goals + Objectives:**

This phase of the RCCCP project includes a primary goal is to provide multi-scalar design options for future growth and circumstances in Manchester based on 4 objectives of research and community engagement:

**Climate Change:** As our climate changes globally, we can expect changes in rainfall, temperature, and sea level. Climate models can give us information about potential future changes that we can apply locally to predict possible scenarios in neighborhoods. Will we
have more rainfall? Can we expect hotter temperatures? How high will the sea rise? Knowing this information can help us plan for flooding events. 

**Engagement:** Rainfall Collection Measuring provided by participating local residents

**Flooding:** Houston’s growth over the last five decades has transformed a flat agricultural swamp land into the 4th largest city in the U.S. The land that once absorbed flood waters has been paved over in the name of progress. These ‘impervious surfaces’ reduce the land that absorbs water and speeds up the water that pours into our streams and bayous. The result is a larger volume of water, widening streams and bayous. To better understand the impact Houston’s growth has had on our bayous, we will measure how the floodplain has changed and predict changes in the future. 

**Engagement:** Stormwater infrastructure evaluations provided by local residents who identify and assess ditches, sewers, roads, and drains in the community and identify areas for improvement.

**People and Places:** Familiarity with current and future flooding conditions, can aid in determining who and what are affected. Communities with limited resources experience more loss in disasters than others. By knowing these areas, plans for improvements can be made. 

**Engagement:** Participatory mapping exercises from community members help map on-the-ground flooding conditions to reveal areas that experience problems.

**Health Consequences:** Of those who will be affected from these impacts, what health consequences will they experience? A better understanding of the overall water quality of the community and how this may be affecting Houstonians will be conducted. 

**Engagement:** Water quality testing from community members through sampling to determine the amount and presence of metal dust from human industrial activities.

**Disciplinary Interactivity:**

The project is expected to impact a cumulative total of around 85 students from 3 disciplines. It will be the strategic coordination of three differing courses which meet together bi-monthly for one common project-based goal. Each discipline will be responsible for its corresponding task list, previously identified. Bi-monthly meetings will include group presentations, data sharing, and interdisciplinary faculty critique. Simultaneously, linked eCampus platforms and a YouTube channel will be utilized as platforms for lecture, data, and progress sharing.

**Disciplinary Task List:** Some of the benchmarks necessary to project completion and the disciplines responsible for these tasks are listed in the matrix below:
### Task List Matrix

<table>
<thead>
<tr>
<th>Task</th>
<th>Discipline Responsible</th>
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<tr>
<td>Community Outreach Assistance</td>
<td>LAND: ✔️ PLAN: ✔️ ARCH: ✔️</td>
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<tr>
<td>Application and Graphic Representation of Existing Data</td>
<td>LAND: ✔️ ARCH: ✔️</td>
</tr>
<tr>
<td>Mapping + Analysis of Existing Conditions</td>
<td>LAND: ✔️ PLAN: ✔️ ARCH: ✔️</td>
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<tr>
<td>Mapping, Analysis, + Representation of Engagement Data</td>
<td>LAND: ✔️</td>
</tr>
<tr>
<td>Conditional Analyses of Existing Infrastructure</td>
<td>LAND: ✔️ PLAN: ✔️ ARCH: ✔️</td>
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<tr>
<td>Alternative Scenario Exploration of Stormwater Infrastructure</td>
<td>LAND: ✔️</td>
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<tr>
<td>Existing Land Use and Vulnerability Reconfiguration Options</td>
<td>LAND: ✔️ PLAN: ✔️ ARCH: ✔️</td>
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<tr>
<td>Development Opportunity Scenarios</td>
<td>LAND: ✔️ PLAN: ✔️ ARCH: ✔️</td>
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<tr>
<td>Regional Growth Strategies and Scenarios</td>
<td>LAND: ✔️ PLAN: ✔️ ARCH: ✔️</td>
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<td>Local + Community Design Guidelines for Resilient Development</td>
<td>LAND: ✔️ PLAN: ✔️ ARCH: ✔️</td>
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<td>Health and Human Service Options</td>
<td>LAND: ✔️ PLAN: ✔️ ARCH: ✔️</td>
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<td>Future Policies and Funding Options</td>
<td>LAND: ✔️ PLAN: ✔️ ARCH: ✔️</td>
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<td>Community Design Charrette</td>
<td>LAND: ✔️ PLAN: ✔️ ARCH: ✔️</td>
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<td>Digital Modeling</td>
<td>LAND: ✔️ PLAN: ✔️ ARCH: ✔️</td>
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<td>Physical Modeling</td>
<td>LAND: ✔️ PLAN: ✔️ ARCH: ✔️</td>
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### Target Timeline

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<th>Benchmarks</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
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<td>Data Sorting + Analysis</td>
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<td>Regional Framework Development</td>
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<td>Target Sites Identification</td>
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<td>Conceptual Design</td>
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<td>Design Schematics</td>
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<td>Digital and Physical Modeling</td>
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<td>Design Guidelines</td>
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<td>Final Packaging, Public Presentations</td>
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<td>Publication Options</td>
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<td>CLASS DATE</td>
<td>LAND ARCH</td>
<td>DISCIPLINE ACTIONS</td>
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<td><strong>MONTH 1</strong></td>
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<td><strong>WEEK 1 - PROJECT INITIATION/PROBLEM STATEMENT</strong></td>
<td>Multi-Scalar Data Gathering + Mapping</td>
<td>Stakeholder Analysis</td>
<td>Theory + Literature</td>
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<td><strong>WEEK 2 - SCENARIO DEVELOPMENT</strong></td>
<td>Multi-Scalar Data Gathering + Mapping</td>
<td>Mapping of existing conditions</td>
<td>Theory + Literature</td>
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<td><strong>WEEK 3 - RESEARCH + ANALYSIS</strong></td>
<td>Contextual Analysis + Infographics</td>
<td>Balancing Supply and Demand</td>
<td>Infrastructure Study</td>
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<td><strong>WEEK 4 - RESEARCH + ANALYSIS (cont)</strong></td>
<td>Contextual Analysis + Infographics</td>
<td>Mapping of existing conditions</td>
<td>Infrastructure Study</td>
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<td><strong>WEEK 5 - ANALYSIS + CONCEPTUALIZATION</strong></td>
<td>Site Inventory + Analysis</td>
<td>Vulnerability Assessment</td>
<td>Site Analysis</td>
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<td><strong>WEEK 6 - ANALYSIS + CONCEPTUALIZATION</strong></td>
<td>Site Inventory + Analysis</td>
<td>Vulnerability Assessment</td>
<td>Site Analysis</td>
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<td><strong>WEEK 7 - ANALYSIS + CONCEPTUALIZATION</strong></td>
<td>Analytical Synthesis</td>
<td>Land Capacity and Supply</td>
<td>Opportunities and Constraints</td>
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<td><strong>MONTH 2</strong></td>
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<tr>
<td><strong>WEEK 8 - PROJECT DEVELOPMENT</strong></td>
<td>Conceptual Design + Programming</td>
<td>Opportunities for mitigation</td>
<td>Case Study Evaluations</td>
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<td><strong>WEEK 9 - PROJECT DEVELOPMENT</strong></td>
<td>Conceptual Design + Programming</td>
<td>Alternative Scenarios for Growth</td>
<td>Case Study Evaluations</td>
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<td><strong>WEEK 10 - PROJECT DEVELOPMENT</strong></td>
<td>Design Layout + Functionality</td>
<td>Alternative Scenarios for Growth</td>
<td>Case Study Evaluations</td>
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<td><strong>WEEK 11 - PROJECT SCHEMATICS</strong></td>
<td>Design Layout + Functionality</td>
<td>Regional Growth Strategies</td>
<td>Design Guideline Development</td>
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<td><strong>MONTH 3</strong></td>
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<td><strong>WEEK 12 - PROJECT SCHEMATICS</strong></td>
<td>Design Layout + Functionality</td>
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<td><strong>WEEK 13 - PROJECT DETAIL + PHASING</strong></td>
<td>Design Details + Specificity</td>
<td>Funding and policy options</td>
<td>Design Guideline Development</td>
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<td><strong>WEEK 14 - PROJECT DETAIL + PHASING</strong></td>
<td>Design Details + Specificity</td>
<td>W/13- Funding and policy options</td>
<td>Design Guideline Development</td>
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<td><strong>WEEK 15 - PROJECT IMPLEMENTATION OPTIONS</strong></td>
<td>Design Response/Benefit</td>
<td>Design Charette</td>
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**EXAM WEEK**
Preliminary Budget:

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<td>Data and Software</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$25,000.00</strong></td>
</tr>
</tbody>
</table>
Investigator Vitae
GALEN D. NEWMAN
Assistant Professor, Department of Landscape Architecture and Urban Planning
Texas A&M University, 3137 TAMU, Langford Architecture Center
Office A334, College Station, TX 77843-3137
979-862-4320 (office) 979-862-1784 (fax) gnewman@arch.tamu.edu (email)

EDUCATION
Doctor of Philosophy in Planning, Design, and the Built Environment, May 2010
College of Architecture, Arts, and Humanities
Clemson University – Clemson, SC
Research Focus: Growth Management, Urbanization, and Neglected Space
Advisor: Mickey Lauria

Master of Landscape Architecture, May 2006
College of Architecture, Design, and Construction
Auburn University – Auburn, AL
Concentration Area: Community Design/Cultural Landscapes

Master of Community Planning, May 2006
College of Architecture, Design, and Construction
Auburn University – Auburn, AL
Concentration Area: Community and Regional Ecological Planning

Bachelor of Science in Environmental Design, May 2003
College of Architecture, Design, and Construction
Auburn University – Auburn, AL

ACADEMIC APPOINTMENTS
Assistant Professor, Department of Landscape Architecture and Urban Planning,
Texas A&M University, August, 2011-present
Conduct research on theories, formation, measurements, and regeneration of vacant land and abandoned structures
Teach core Bachelor of Landscape Architecture courses on the history of landscape architecture, digital graphics and community scaled design studios
Teach core Master of Landscape Architecture design studios
Teach core courses in Urban and Regional Sciences on digital graphics and representation for graduate and undergraduate planners and landscape architects

Faculty Fellow/Affiliate
Institute for Sustainable Coastal Communities, Spring 2013-present – Texas A&M University
Hazard Reduction and Recovery Center, Fall 2013-present – Texas A&M University
Center for Housing and Urban Development, Spring 2011-present – Texas A&M
University
Center for Health Systems and Design, Spring 2013-present – Texas A&M University
Center for Heritage Conservation, Spring 2011-present – Texas A&M University
Center for Geospatial Sciences, Applications, and Technology, Fall 2014-present – Texas A&M University
Resilience and Climate Change Cooperative Project (RCCCP), Fall 2014-present – Texas A&M University

*Visiting Assistant Professor, Department of Planning and Landscape Architecture, Clemson University, August 2010-July 2011*
Conducted research on regional growth impacts on historic districts, adaptive reuse, and retrofitting vacant and abandoned structures
Taught core courses in the Bachelor and Master of Landscape Architecture programs on digital drawing and planting design
Taught core design studios in the Bachelor and Master of Landscape Architecture programs in regional and site design and the BLA capstone studio
Served as co-primary investigator on conceptual redesign of a decommissioned industrial airport for South Carolina Technology and Aviation Center

*Graduate Teaching Assistant, College of Architecture, Arts, and Humanities, Clemson University, 2007-2010*
Conducted research on cultural landscape interpretation, racially contested landscapes, American landscape theory, and vernacular landscapes
Taught and lectured in core courses and design studios for the Bachelor and master Landscape Architecture programs on digital drawing, regional design, site design, and capstone studios
Assisted in completing service learning projects for the Blue Ridge Parkway and compiling reports
Served as teaching assistant for a landscape construction and site engineering class

*Graduate Teaching Assistant, College of Architecture, Design, and Construction, Auburn University, 2003-2006*
Compiled and analyzed data on vernacular landscapes in New Orleans
Compiled data and lecture materials for History of Architecture classes
Taught an ecology class on successional growth patterns in the Canadian Shield

*Countryside Nursery and Landscapes/Gullatte & Associates, Landscape Architecture*
Summer 1998; Summer 1999; Summer 2000; 2001-2002
Design Implementation and Layout Assistant for Residential and Commercial Design
RESEARCH

PUBLICATIONS

PEER-REVIEWED JOURNAL ARTICLES


UNDER REVIEW


Newman, G & Kim, B. (under review). ‘Urban Shrapnel: Spatial Distribution of Non-Productive Space in a Growing City.’ *Landscape Research*

Newman, G. Kim, J.H., Lee, R.J., Brown, B., & Huston, S. (under review). ‘The Effects of Flipped Teaching on Knowledge Retention.’ *Learning and Instruction*


4.8.2015

PEER-REVIEWED CONFERENCE PUBLICATIONS


TECHNICAL REPORTS

PEER-REVIEWED PUBLISHED ABSTRACTS: ORAL PRESENTATIONS
Structures & Solutions to Coastal Disasters Joint Conference – Boston, MA.


***Lightning Talk Award Winning Presentation


Newman, G. (Mar., 2012). The Landscape of Neglect: Re-inhabiting the Internal Frontier. Oral Presentation: Council of Educators in Landscape Architecture Conference -
University of Illinois at Urbana-Champaign


**PEER-REVIEWED PUBLISHED ABSTRACTS: POSTER SESSIONS**


Lee, J., **Newman, G.** & Kim, J (March, 2014). *Structured Landscape Corridor: A Methodology for Integrating Species Richness and Development Potential.* Poster Presentation: Council of Educators in Landscape Architecture Conference – Baltimore, MD


PANELS


ACCEPTED UNPUBLISHED PEER-REVIEWED FULL CONFERENCE PAPERS


WORKING PAPERS
Newman, G. ‘A Current Inventory of Vacant Land in Urban America.’ Projected submission to *Journal of the Urban Studies*

Newman, G., and Hollander, J. ‘Design for the Un-developing Landscape.’ Projected submission to *Journal of Landscape Architecture*

G. Newman, & E. Bardenhagen. ‘Storm Surge Barrier Landscape Integration’ Projected submission to *Landscape Architecture Frontiers*

INVITED ACADEMIC PRESENTATIONS


Newman, G., Garden Club of America (Sept. 2013). “Introduction to Urban Design.” Annual professional course on Landscape Design, College Station, TX

Newman, G. LeNotre Network of European Landscape Architecture (Sept. 2010). “American Theory of Landscape Architecture: An Evolving Body of Knowledge” International Webinar on Theory in Landscape Architecture: Estonian University of Life Sciences in Tartu, Kassel University of Germany, the University of Applied Sciences in Nürtingen, Germany, Wageningen University in the Netherlands

GRANTS


4.8.2015
Texas A&M University


P.I. – Li, Ming-Han, Co P.I.’s – McFalls, Storey, Beverly, and Newman, G. ($45,000) Developing the Hydraulics, Sedimentation and Erosion Control Laboratory to Become a Hands-on Training and Educational Center, Spring 2013-Fall 2013. Southwest University Transportation Center.


SERVICE LEARNING PROJECTS


Newman, G. ($8,745). Summer, 2013. WaterSmart Garden. College Station, TX. Texas Sea Grant funded site design for low impact development features at the TAES annex

Li, M.H., McFalls, J., Storey, B., & Newman, G. ($45,000.00), Spring, 2012. TTI Hydraulics, Sedimentation and Erosion Control Laboratory. College Station, TX. Design of Low Impact Development Hands on Training Courses for Texas Transportation Institute.

P.I. – Rodiek, J. & Newman, G. [Project Manager] ($1,000.00), Summer, 2012. White Creek Residential Design. College Station, TX. Site design of a lakefront bed and breakfast.


EXHIBITIONS + EVENTS

Principle Coordinator (Fall, 2012). LAND F | X Lunch and Learn Seminar, Texas A&M University.


Delegate (2005). Representing Auburn University to Accept Student Team Award and Present Project, “Macon County: A Comprehensive Regional Plan”
Delegate (2003). Representing Auburn University to Present Project to Indianola, MS City Council and B.B. King for locating the “B.B. King Blues Museum in Indianola, Mississippi” and “A Town Plan for Indianola, MS”


ACADEMIC PUBLICATIONS


TEACHING EXPERIENCE  (* indicates new course offering, + indicates major course redesign)

TEXAS A&M UNIVERSITY

COURSES TAUGHT

LAND 240/630: History of Landscape Architecture 1* – Large Lecture Format
This is a large lecture based course open to all students in the university and covers the history of landscape design, gardens, and urbanization from prehistory to the early 20th century. Ancient, Greek, Roman, Renaissance, Islamic, Asian, Northern European, and North American cultural imprints on the land are explored.

URPN 460: Sustainable Communities * – Study Abroad Course
(Texas A&M University: Summer 2013)
This course focused on sustainable community design with field visits of sustainable communities in Germany and the reading and review of relevant literature on sustainability. Exercises based upon the topical weekly field trips on sustainable transportation, food/water/soil, energy, and industrial restoration reinforced the underlying principles of sustainable community evident in the design of German cities and regions.

CARC 311: Field Studies in Design Communication * – Study Abroad Course
(Texas A&M University: Summer 2013)
This course emphasized design communication in international and domestic environments away from the Texas A&M University campus. Emphasis was placed on the tools, methods and techniques for design communication and the communication of ideas and discoveries during the study abroad experience.

LAND 602: Landscape Architectural Design Application * – Design Studio
(Texas A&M University: Spring 2013)
A graduate level studio focusing on design theory and is application, this class
stresses the application of design concepts to site planning and site specific contemporary issues including natural systems, social, political, technological and economic influences on design.

**LAND 603: Principles and Techniques of Land Development** – Design Studio  
(Texas A&M University: Summer 2012)  
A graduate level studio focusing on design process and sustainable community design strategies, this class stresses the rearrangement of natural and cultural systems based on solving key issues/problems within the landscape utilizing low impact development techniques based on reconnection, cultural and social evolution, watershed urbanism, ecological urbanism, and local economies.

**LAND 485/685: The Landscape of Neglect** – Independent Study  
(Texas A&M University: Spring 2012)  
This is a hybrid seminar/studio based class which assesses the history, formation, theory, policy, reuse, and redesign of vacant and abandoned urban land in American urbanization. Using Ft. Worth, TX as a case study site, spatial characteristics and causal factors are evaluated.

**URSC 320: Digital Communications II** – Lecture/Lab Format  
(Texas A&M University: Spring 2012, Spring 2013)  
An interdisciplinary class instructing landscape architects, planners, architects, and urban and regional sciences majors, this course is an advanced digital representation class which helps students generate a workflow using ArcGIS, AutoCAD, Land F/X, Adobe Creative Suites, and Google SketchUp Pro.

**LAND 254: Visual Communication and Graphics** – Design Studio  
(Texas A&M University: Fall 2011, Fall 2012)  
This is an introductory graphic studio which presents the various analog techniques of design drawing including plan, section, perspective, and isometric drawings and uses pencil, pen, color pencil, and marker media to develop methods of communicating design drawings. Model building and design composition are also explored.

**CLEMSON UNIVERSITY**

**LARCH 253/653: Advanced Community Design** – Design Studio  
(Clemson University: Spring 2011)  
This studio teaches the foundational attributes of creating community to both graduate and undergraduate students. Spatial arrangement, housing typologies, demographic relationships, community input, and the integration of natural systems are explored and resultant designs are generated.

**HORT 461/661: Planting Design** – Lecture/Lab Format  
(Clemson University: Spring 2011)  
This class provides both graduate and undergraduate students new avenues for systems thinking in regards to planting arrangement and utility. The ecological,
aesthetic, and functional characteristics of both native and non-native specimen are explored on a contextual and site specific scale and used to facilitate a street tree master plan and a design scheme which restores an ecological habitat from an existing brownfield site.

**LARCH 552: Landscape Architecture Exit Studio** – Design Studio
*(Clemson University: Fall 2010)*
This studio is a mixture of projects and serves as a capstone project for students expecting to graduate in the Bachelor’s program. Student selected professional level exit projects including design build project or substantive research projects are carried out. The exit studio synthesizes and builds on skills developed throughout the landscape architecture program and also provides opportunities for students to inquire into areas of interest not otherwise covered based on their own interests.

**LARCH 428/890: Computer Aided Design** – Lecture/Lab Format
*(Clemson University: Fall 2010)*
This class teaches the basic and intermediate skills of design programs such as Google SketchUp, AutoCAD, and Adobe Photoshop to students and introduces them to the combinational approach to these software packages and the potential they have in visualizing design and planning schematics.

**LARCH 252: Site Design in Landscape Architecture** – Design Studio
*(Clemson University: Spring 2009)*
A site specific scaled design studio in which students assess the contextual and local conditions of a relatively small site and generate creative design schemes based on the qualities of the surrounding landscape. Material qualities and details of these designs are given focus. Also included are participatory and social behavioral aspects of design as well as readings and seminar discussions.

**Clemson University – Assisting Instructor**

**LARCH 552: Landscape Architecture Exit Studio** – Design Studio
*(Clemson University: Spring 2008)*
This studio is a mixture of projects and serves as a capstone project for students expecting to graduate in the Bachelor’s program. Student selected professional level exit projects including design build project or substantive research projects are carried out. The exit studio synthesizes and builds on skills developed throughout the landscape architecture program and also provides opportunities for students to inquire into areas of interest not otherwise covered based on their own interests.

**LARCH 651: Regional Design and Ecology** – Design Studio
*(Clemson University: Fall 2007, 2008, 2009)*
A graduate based studio which studies and analyzes natural and cultural landscapes at the regional scale, this studio is an introduction of landscape ecology as a primary informant to large scale design. A basic overview of Geographic Information Systems
(GIS) is covered and design systems emerge from suitability analyses and other creative assessment techniques.

**LARCH 262: Design Implementation I – Design Studio**  
*Clemson University: Spring 2008*

The fundamentals of landscape architecture construction, methods, and construction documents including site information gathering and analysis, basic site grading and drainage, cut and fill, and principles of storm water management are covered within this class. Explorations in hand and computer graphic techniques, specifically AutoCAD, and other programs used in construction drawings are also taught.

**AUBURN UNIVERSITY – GRADUATE INSTRUCTOR**

**LA690: Ecology of the Canadian Shield – Seminar**  
*Auburn University: Summer 2005*

A seminar based class exploring the importance of ecological processes within the Canadian Shield in Ontario, Canada and the human impact on natural systems. Alternative strategies to soften this impact are brainstormed based through weekly assigned readings. Deep ecology and ecological theory are explored concluding with a two week wilderness excursion to the study site.

### Course Evaluations

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>2009</th>
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<td>LAND 254</td>
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<td>LAND 603</td>
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4.8.2015
| LAND 630 | Development of Landscape Architecture | 4.95 | 4.79 |
| LAND 602 | Application of Design Theory | 4.93 |
| Lecture Based Course Average | 4.80* |
| Studio Based Course Average | 4.89* |
| Overall Course Average | 4.85* |

* ratio out of 5 being highest possible score

**INVITED LECTURES**


LAND 200 – Introduction to Landscape Architecture Practice (March 2013). “Attaching Design to Obsolete Landscapes.” Texas A&M University
LAND 321 – Landscape Design IV: Community Design (February 2013). “From Derelict to Community.” Texas A&M University

LAND 601 – MLA Research Symposium (February 2013). “Design is Research: Research is Design.” Texas A&M University


URSC 618 – Interdisciplinary Seminar for PhD Students: (September 2011). “Bridging Landscape Architecture and Urban Planning.” Texas A&M University


TEACHING IMPROVEMENT ACTIVITIES

“Writing & Designing NSF Proposals Workshop: Writing Winning Grants for NSF” (Spring 2014) The Grant Training Center, Houston, TX

“STATA Time Series Analysis Workshop” (Spring 2013). Hazard Reduction and Recovery Center – Texas A&M University

“Building Courses in eCampus, Online Course” (Spring 2013). Instructional Technology Services – Texas A&M University

“Getting Started with eCampus Webinar” (Spring 2013). Instructional Technology Services – Texas A&M University

“Intro to eCampus Webinar” (Spring 2013). Instructional Technology Services – Texas A&M University
Coursera “Gamification” MOOC generation course for merging online gaming into the classroom, (Spring 2013) – Texas A&M University

“Flipping Your Course” Institute for Online Courses (Spring 2013) – Texas A&M University

Program for Enhancing Scholarly and Creative Activities Grant Writing Workshop (Spring 2012) - Texas A&M University

Center for Teaching Excellence Certificate (2011 - 2012). Completed the Requirements for the Faculty Teaching Academy - Texas A&M University

Presenting Data and Information Visualization Workshop (Spring 2012). Edward Tuft– Houston, TX

Adobe Photoshop CS5 Photo Adjustments and Photo Corrections Course (Spring 2012) – Texas A&M University

Adobe Photoshop CS5 Essentials Course (Spring 2012) – Texas A&M University

Program to Enhance Scholarly and Creative Activities (Fall 2011). Grant Writing Workshop Participant – Texas A&M University

Adobe InDesign CS5 Essentials Course (Fall 2011) – Texas A&M University: Employee and Organizational Development

Adobe Photoshop CS5: Advanced Masking and Layering Course (Fall 2011) – Texas A&M University: Employee and Organizational Development

Adobe Illustrator CS5 Advanced Course (Fall 2011) – Texas A&M University: Employee and Organizational Development

Adobe Illustrator CS5 Essentials Course (Fall 2009) – Clemson University: Employee Instructional Training

Advanced Photoshop Perspective Webinar (Fall 2009) – Land 8 Lounge: Bradley Cantrell, Instructor

**STUDENT MENTORING**

PhD Co-Mentor for Hua-qing Wang, 2014-present

4th Year Bachelor of Landscape Architecture Program Mentor. Texas A&M University, 2012-present

Texas A&M University Undergraduate Mentor, Sarah Garcia, 2012-2013

**STUDENT COMMITTEES**

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<tr>
<th>Student</th>
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<td>Ph.D. LEVEL</td>
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<tr>
<td>Kim, Boah</td>
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4.8.2015
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<tr>
<td>Choi, Myungshik</td>
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<td>Lee, Jae Ho</td>
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**MASTER LEVEL**

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<td>Zhang, Yixun</td>
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<td>Goris, Leigh</td>
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<td>Qian Wan</td>
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<td>Rice, Trey</td>
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<td>Shi, Dizi</td>
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<td>Tominaga, Yosuke</td>
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<td>Kedar, Prajaka</td>
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<tr>
<td>Piask, John</td>
<td>Member</td>
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**BACHELOR LEVEL**

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<th>Name</th>
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<td>Ryan, Derrick</td>
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<td>Dorn, Stephen</td>
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<td>Glass, Chris</td>
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<td>Newsome, Nate</td>
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<td>Patrick, Brooks</td>
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</table>
SERVICE ACTIVITIES

PROFESSIONAL SERVICE

Chair, Landscape Planning and Ecology Track, Council of Educators in Landscape Architecture (CELA), 2015-present

Co-chair (with Charlene Lebleu), Landscape Planning and Ecology Track, Council of Educators in Landscape Architecture (CELA), 2014-2015

EXTERNAL REVIEWS, PROGRAM COMMITTEES, + MODERATION

Landscape Journal Peer Reviewer for Manuscript Submissions (2014, 2015)


Encyclopedia of Public Administration and Public Policy, Reviewer for Manuscript Submissions (2014)

12th Australasian Urban History/Planning History (UHPH) Conference, Session Moderator (2014), Landscapes and Ecologies of Urban and Planning History: Victoria University, Wellington, New Zealand


Council of Educators in Landscape Architecture (CELA) Conference, Abstract Review Panel (2013) - Planning and Ecology Track: University of Texas at Austin


DEPARTMENTAL COMMITTEES, SUBCOMMITTEES + TASK FORCES

Co-Chair (with Kim, J.H.) – Technology Curriculum Committee (2014-present), Texas A&M University

Chair – Technology Curriculum Committee (2011-2014), Texas A&M University

Alternate Representative – College of Architecture Information Technology Services (2012-present), Texas A&M University

Bachelors of Landscape Architecture Program Committee (2011-present), Texas A&M University

Master of Landscape Architecture Program Committee (2011-present), Texas A&M University

Master of Urban Planning Program Committee (2011-present), Texas A&M University

Master of Urban Planning Program “Website Restructuring Subcommittee” (Spring 2013-2014), Texas A&M University

Bachelors of Landscape Architecture Program “4-5 Year Task Force” (Fall 2012), Texas A&M University

Bachelors of Landscape Architecture “End of Year Portfolio and Review Subcommittee” (Fall 2012), Texas A&M University

Master of Landscape Architecture “Final Study and Submission Format Subcommittee” (Fall 2012), Texas A&M University

Master of Urban Planning “High Impact interdisciplinary Activities Subcommittee” (Fall 2012), Texas A&M University

UNIVERSITY COMMITTEES AND COORDINATING BODIES

Steering Committee Member, “GIS Days” (Fall 2014), Texas A&M University

Proposal Reviewer, Program to Enhance Scholarly and Creative Activities (PESCA) Grant Program, (Fall 2014), Texas A&M University

CIVIC MUNICIPAL SERVICE

Youth Adventure Program - Professor (Summer, 2013, 2014), Texas A&M University.
A one week summer camp for high school students interested in the design professions.

Pendleton, SC Design Review Board External Consultant, 2010-2011

PROFESSIONAL AFFILIATIONS + MEMBERSHIPS

American Society of Landscape Architects, 2003 – present
American Planning Association, 2004 – Present
Association of Collegiate Schools of Planning, 2010 - present
Council of Educators in Landscape Architecture, 2010 - present
Geodesign Consortium, 2013-present
Center for Community Progress, 2013-present
Cultural Landscape Foundation, 2012-present
Social Science History Association, 2010-2012
Historic Preservation Guild, 2004 - 2006
Sierra Club, 2005 – 2006

FELLOWSHIPS + AWARDS

2015 Inaugural Arts & Humanities Fellow, Texas A&M University

Student Design Award, American Society of Landscape Architecture, Texas Chapter (TX-ASLA, 2015) “Merit Award.” Faculty Co-Advisor for student design team for “Performance In Practice – Hands-on LID Education Infrastructure at the TTI Sediment and Erosion Laboratory: College Station, Texas.” Student Team: Yixun Zhang, Siman Ning, David Danielson, Zhihuang Li, Jinglin Zhao, Xiaotian Su, Yucheng Wang, Bitong Yang & Yao Yue

2013-2014 Service Learning Faculty Fellow, Texas A&M University


Student Design Award, American Society of Landscape Architecture, Texas Chapter (TX-ASLA, 2014) “Merit Award.” Faculty Advisor for student design team for “Infillraction: Low Impact Design Implementation.” Student Team: Wonmin Sohn, Xiaotian Su, & Ruisi Guo.

Student Design Award, American Society of Landscape Architecture, Texas Chapter (TX-ASLA, 2014) “Merit Award.” Faculty Co-Advisor for student design team for
“Watersmart Design for TAES Annex Building in Texas A&M University.” Student Team: Zhihuang Li, Xiaotian Su, & Yue Yao

2013 Flipping Your Course Institute Fellow, Texas A&M University.

Student Design Award, American Society of Landscape Architecture, Texas Chapter (TX-ASLA, 2013) “Honor Award.” Faculty Co-Advisor for student design team for “Design with Metrics: An Urban Conservation Development.” Student Team: Xianpeng Liu, Pengzhi Li, Xinan Zhong, Ao Shi, Joomee Lee.

ESRI GeoDesign Summit “Lightning Talk Award” Winner, Redlands, CA, 2013

Faculty Teaching Academy, Center for Teaching Excellence Certificate, 2012

Edward Tuft Visualization Workshop Attendee Grant Recipient ($300.00), 2011

Graduate Teaching Assistantship Stipend Recipient, Clemson University, 2007 – 2010

Elected as the Planning, Design, and the Built Environment Student Representative Clemson University, 2009

Graduated Cum Laude – Auburn University

Student Thesis Book Award (Best Thesis), Auburn University, 2006

Graduate Teaching Assistantship Stipend Recipient, Auburn University, 2004 – 2006

Student Team Award, “Macon County Comprehensive Plan” American Planning Association, 2006

Tau Sigma Delta Graduate Honor Society, 2004 – 2006

President, Auburn University Student Planning Association, 2004 – 2006

Sigma Lambda Alpha Honor Society for the Applied Arts, 2005 – 2006

Chancellor's List, Auburn University, 2005

Vice President, Auburn University Society of Landscape Architects (2003 – 2004)

Recipient of Don Logan Southern Progress Endowed Scholarship, Auburn University, 2004

**DIGITAL MEDIA SKILLS**

AutoCAD (2-D and 3-D Applications)

LandF|X: Professional Landscape Design Software

Adobe Creative Suites (Photoshop, Illustrator, Acrobat, InDesign)

Microsoft Office (Word, Excel, Power Point, Outlook)
Google SketchUp Pro and Google Earth
Geographic Information Systems (GIS) Applications (ArcMap, ArcCatalog, ArcToolbox)
Lumion 3D Architectural Visualization Software
Camtasia Studio 8
Audacity Vocal Editing
Laser Cutting Operations
EDUCATION

Doctor of Philosophy: City & Regional Planning, December 2004
  University of North Carolina at Chapel Hill, Department of City and Regional Planning

Master of Urban Planning, December 1994
  Texas A&M University, College Station
  College of Architecture, Department of Landscape Architecture and Urban Planning

Bachelor of Science: Economics, 1992
  Texas A&M University, College Station
  College of Liberal Arts, Department of Economics

Areas of Interest: Civic Engagement; Community Development; Disaster Planning/Policy.

PROFESSIONAL

MDC Inc. July 2003 – August 2012

• Program Director - Rural People Rural Policy (RPRP). Three-year project funded by the W. K. Kellogg Foundation ($7 million), to build public support for policies that benefit rural children and families. MDC is part of a national partnership of nonprofits led by The Center for Rural Strategies.

• Program Director - Emergency Preparedness Demonstration Project (EPD). Five-year project funded by FEMA ($2.5 million). Focused on increasing disaster awareness and preparedness in disadvantaged communities in 8 states plus the District of Columbia. MDC sub-partners: University of North Carolina Center for Sustainable Communities and the Texas A&M Hazard Reduction and Recovery Center (HRRC).

• Deputy Program Director - Program for the Rural Carolinas (PRC). Four-year project funded by the Duke Endowment ($11.7 million). Focused on developing solutions to help 22 communities across North Carolina and South Carolina increase local employment, income and wealth, and build the leadership assets and structures necessary for long-term economic renewal.


• Planning Specialist–North Carolina Division of Emergency Management, Mitigation Section. Helped to finalize evaluation criteria for local plans submitted in compliance with state and federal requirements, trained staff on implementation of plan evaluation protocol and assisted in the design of local planning workshops.

• Planning Specialist–North Carolina Division of Emergency Management. Appointed by Director of N.C. Division of Emergency Management as liaison to President Clinton’s committee for the Redevelopment of Princeville, NC and the Princeville Redevelopment Plan.
• Hazard Mitigation Grant Development Coordinator—Supervision/Training of project managers and mitigation specialists; conducted staff meetings and community workshops; interim leader of committee responsible for the creation of the North Carolina Planning Initiative and its guidelines for compliance; managed development of $100 million in FEMA Hazard Mitigation Grant (HMGP) applications; communication/coordination between NC Mitigation and the media, FEMA, as well as other state and local government officials

• Project Manager—Supervision/Training of mitigation specialists; development of office standard operating procedures; grant development and management; facilitated public meetings

TEACHING/RESEARCH

Research Consultant – Disaster Resilience for Rural Communities “Understanding Rural Vulnerability to Natural Hazards: Mitigation Plans, Planning Process and Outcomes.” Two- year UNC Institute for the Environment project funded ($399,430) by USDA/NSF (Grant #2009-06143) Sep 2010 – Sep 2012

Visiting Lecturer, “Community Development Techniques.” University of North Carolina at Chapel Hill, Department of City and Regional Planning. Spring 2009


Research Assistant, Center for Urban and Regional Studies, University of North Carolina at Chapel Hill. Fall 1999/Spring 2000

Teaching Assistant, “Land Use & Environmental Planning.” University of North Carolina at Chapel Hill, Department of City and Regional Planning. Fall 1996

Research Assistant, Center for Urban and Regional Studies, University of North Carolina at Chapel Hill. Spring 1996

Research Assistant, Department of City and Regional Planning, University of North Carolina at Chapel Hill. Summer 1996

Research Assistant, Department of City and Regional Planning, University of North Carolina at Chapel Hill. Spring 1996

Teaching Assistant, “Dispute Resolution.” Department of City and Regional Planning, University of North Carolina at Chapel Hill. Fall 1995

Research Assistant, Hazard Reduction and Recovery Center, Texas A&M University. Spring/Fall 1994-1995

ARTICLES/PAPERS/PRESENTATIONS
Berke, Philip, John Cooper, David Salvesen, Danielle Spurlock and Christina Rausch. Building Capacity for Disaster Resiliency in Six Disadvantaged Communities. Sustainability 2011, 3(1), 1-20


Cooper, John; Waddell, Jasmine; Lee Tessa; and Zambito, Peter. "Impact of Climate Change on Response Providers and Socially Vulnerable Communities in the US." Oxfam International/Rockefeller Foundation. September 2010.


“Planning for Disaster in Disadvantaged Communities.” Panel presentation at 34th Annual Natural Hazards Research and Applications Workshop, Wednesday, Saturday, July 18, 2009


“Impacts of Climate Change on Socially Vulnerable Populations.” Presented at the University of North Carolina Chapel Hill Center for Urban and Regional Studies Symposium: The Impacts of Climate Change on an Evolving North Carolina Coast, October 17, 2008


“How to Write a Local Mitigation Plan.” Pre-Conference training session for the 2001 South Carolina Hurricane Conference; Wednesday, March 21, 2001

“Equity in Land Use Planning.” Presented at the North Carolina Environmental Justice Summit, Whitakers, NC; October 18, 2001

“Involving Citizens in Planning: Making the Right Choices.” American Collegiate Schools of Planning Conference; Sunday, November 5, 2000

“Navigating the Hazard Mitigation Grant Program.” Presented at the North Carolina Governor’s Hurricane Conference in Atlantic Beach, NC. March 14 – 16, 1999.

Section III: “Data Analysis and Results,” in *An Assessment of the Environmental and Community Health Risk of Rural Minorities*, with Thomas Arcury & Tonya Morgan, Center for Urban and Regional Studies, University of North Carolina at Chapel Hill, 1996.


SERVICE

Board Member – Handmade in America, Asheville, NC. Term begins February 15, 2011.

UNC Chapel Hill Energy Task Force 2010 – Appointed by Chancellor Holden Thorp to offer suggestions of practical strategies for the University to meet its carbon reduction goals on or before the year 2050.
Board of Visitors – Institute for the Environment, UNC-Chapel Hill. Four (4) year term beginning 2009.


State Hazard Mitigation Advisory Group – Risk Assessment and Planning Branch, within the Hazard Mitigation Section of NCDEM, Raleigh, NC.

Chair, Mitigation Subcommittee – NC Taskforce on Disabled and Elderly in Emergency Management (DEEM), NC Dept. of Aging and Adult Services. Term expired 2008.

Board Member -- Orange Community Home Trust, Carrboro, NC. Term expires 2011.


Diversity Committee, Department of City & Regional Planning, UNC-CH, 2002 – 03.

Planning Advisor to the West End Revitalization Association (WERA) of Mebane, North Carolina.

2001 NC Environmental Justice Summit Planning Committee Member - North Carolina Environmental Justice Network.

Chair of Planning Committee, 1997 National Black Graduate Student Conference, Fall 1996-Spring 1997.

Co-Chair, University of North Carolina at Chapel Hill Alliance of Black Graduate and Professional Students. Spring 1996/Fall 1997.

**HONORS**

National Institute of Environmental Health Sciences Fellowship (Environmental Justice). Fall 2000-Spring 2002.

University of North Carolina Merit Assistantship, 1995-1996.

Educational Foundation Scholarship, Texas Chapter of the American Planning Association, 1993.
Curriculum Vitae: Michael O’Brien, R.A.

Education:
- Master of Architecture, Virginia Polytechnic Institute and State University, 1982
- Bachelor of Architecture, North Dakota State University, 1976
- Bachelor of Arts, North Dakota State University, 1975

Professional Certification:

Academic Appointments: Texas A&M University
- Professor Department of Architecture, Aug. 2011 to Present
- Professor & Associate Head for Professional Programs, Aug. 2010 to Aug. 2011
- Professor Department of Architecture, Aug. 2008 to Present
- Professor & Associate Department Head, Aug. 2008 to May 2009

Virginia Polytechnic Institute and State University, Department of Building Construction
- Adjunct Professor of Construction, Aug. 2008 to Dec. 2008
- Adjunct Faculty, Charles Edward Via Department of Civil and Environmental Engineering, Aug. 2006 to Aug. 2008
- Housing Research Center at Virginia Tech, Associate Director for Technology Research, June 2005 to Aug. 2008

Virginia Polytechnic Institute and State University, Department of Architecture
- Professor, Virginia Polytechnic Institute and State University, Department of Architecture, June 2002 to Aug. 2005
- Associate Professor, Virginia Polytechnic Institute and State University, Department of Architecture, May 1993 to May 2002
- Assistant Professor, Virginia Polytechnic Institute and State University, Department of Architecture, Aug. 1987 - May 1993.

North Dakota State University, Department of Architecture
- Studio Critic, North Dakota State University, Department of Architecture, 1985
- Assistant Professor, North Dakota State University, Department of Architecture, 1979 - 1980.
- Instructor, North Dakota State University, Department of Architecture, 1976 - 1977.

Administrative Appointments:
- Associate Head for Professional Programs, Department of Architecture Texas A&M Univ., Aug. 2010 to 2011
- Associate Department Head, Department of Architecture Texas A&M Univ., 2008 to 2009.
- Virginia Center for Housing Research, Associate Director for Technology Research, 2005 to present.
- Virginia Polytechnic Institute and State University, Department of Architecture: Chair, Graduate Programs in Architecture, Aug. 1994 - Aug. 1998.

Professional Positions:

Research and Teaching Interests:
- Historical Development of Light Wood Framing and Associated Systems
- Information Integration as Enabling Technology for Systems Integration
- Affordable Housing Design and Construction
- Progressive-Era Town Design and Planning
- Organic and Inorganic Structures in Physical Planning and Urban Design
- Organic and Inorganic Structures in Ornament and Architectural Space
- Ubiquitous Computing and Assistive Environments

Honors and Awards:
National Awards:
- Nolen Scholarship award, Rare Book and Manuscript Division, Kroch Memorial Library, Cornell University, 2000.

University and College Awards
• 2013 Graduate Faculty award, Department of Architecture, Texas A&M University.
• 2012 Graduate Faculty award, Department of Architecture, Texas A&M University.
• 2010 Graduate Faculty award, Department of Architecture, Texas A&M University.
• 2007 Creative Achievement Award, College of Architecture and Urban Studies.
• 2007 Excellence in Teaching Award, College of Architecture and Urban Studies, University Certificate.
• 2006 Wine Award Nominee, College of Architecture and Urban Studies. One of 9 finalists drawn from the 2,706 faculty.
• 2006 Excellence in Teaching Award, Myers-Lawson School of Construction, Department of Building Construction.
• 2003 XCaliber Team Award. Member of “The Art of Integration/The Science of Building.” Project team led by, Robert Schubert, Robert Dunay, Michael Ellis awarded by Virginia Polytechnic Institute and State University.

American Institute of Architects Component Awards:

Funded Research Projects:
Principle Investigator or Co-Principal Investigator
• Co-Principal Investigator with Tom Martin, Electrical and Computer Engineering; Ed Dorsa, Industrial Design; Ron Kemnitzer, Industrial Design, Eloise Coupey, Marketing, “Interdisciplinary Research in Pervasive Computing” Awarded by The Institute for Critical Technology and Applied Science, Virginia Tech, 2007-2008, $80,000.00.
• Co-Principal Investigator with Tom Martin, Electrical and Computer Engineering; Ed Dorsa, Industrial Design; Ron Kemnitzer, Industrial Design, “Intersections between Pervasive Computing and Construction Safety” Awarded by The Center for Innovation in Construction Safety and Health, Virginia Tech, 2007-2008, $5,000.00.
• Co-Principal Investigator with Tom Martin, Electrical and Computer Engineering; Ed Dorsa, Industrial Design; Ron Kemnitzer, Industrial Design, Francis Quek, Computer Science; Ivica Ico Bukvic, Music., “Interdisciplinary Study Group” Awarded by The Center for Excellence in Undergraduate Education, Virginia Tech, 2006-2007, $1,800.00
• Co-Principal Investigator with Prof. Yvan Beliveau, Prof. Ron Wakefield, Department of Building Construction, Prof. Ted Koebel, Virginia Housing Research Center, Proposal establishing “The Building Technology Research Consortium” (VT, Michigan State, Arizona State) to conduct housing research for
the Office of Policy and Research, United States Department of Housing and Urban Development. Awarded as an Indefinite Quantity Contract budgeted at fifty million dollars over three years.

- Koebel, C. T., O’Brien, M., Beliveau, Y., Easterling, W. S. Dolan, D., “Research Services for Building Regulations and Technology” Indefinite Quantity Contract signed December 1998 extending to December 2003. Funding level minimum $200,000.00 maximum $8,000,000.00.

Contributions to sponsored programs as consulting investigator:

- “Integrated Building Design Experience” Funded by the National Science Foundation through project SUCCEED, VT # 98-0879-01 $65,446.00 Principal Investigator, Dr. Sam Easterling, Civil Engineering, Co-Principal Investigator, Dr. Maurice White, Wood Science & Forest Products. July 1, 1997 to June 30 1998.
- “Survey of Continuing Education Needs in Housing” Funded by REACH OUT, Virginia Tech Division for Outreach, $7,500.00. Principal investigator Dr. J.D. Dolan, Wood Science & Forest Products, January 1998 - June 1998. Developed contact list and questions for architects to be surveyed, developed cross-platform database, input forms, report forms for tabulating returns.

Total P.I. co P.I. and contributing $2,615,236.00
Curatorships, Editorships:

- Co-Curator with Michael Harrison “Wood – An American Tradition” National Building Museum, Washington D.C. September, 2000 through April 2001. This exhibition was budgeted at $315,000.00, sponsored by the Society of American Foresters and occupied over 7,000 square feet of space in the National Building Museum. The exhibition was open to the public from September, 2000 to April, 2001. Over 40,000 people attended this exhibition placing it as the 4th highest attendance in the history of the National Building Museum. This exhibition was co-curated by Michael Harrison staff curator for the National Building Museum.

- Editor, Proceedings of the Twenty-fifth annual research meeting of the Architectural Research Centers Consortium Inc.

Publications:


Papers in Refereed Proceedings:


- OBrien, M. “Repeating Success and Avoiding Failure in Prefabrication.” Accepted for presentation and proceedings; Construction History Society Annual Meeting, Cambridge, MA. Nov. 2, 3, 2012

- OBrien, M. “Aesthetic and Production Theories as Enablers of Prefabricated Housing,” a peer reviewed paper, presented at the 2008 ACSA Northeast Fall Conference, on September 25-27, 2008 at the University of Massachusetts Amherst. Published in CD-ROM based proceedings.


- OBrien, M., Martin, C., “Building the Whole House, reater than the sum of its parts: The whole house and systems integration focus area summary” Proceedings of the National Science Foundation Housing


Publications in Popular Press and Professional Journals:

- “Failing Grade” Interviewed by Bruce Nolan as a Building Culture expert on the subject of the origins and diffusion of slab-on-grade construction in the U.S. Published 10-25-06 in the New Orleans Newspaper, The Times Picayune.

- HUD PD&R “Homebuilding Industry Slowed by Old Fashioned Processes.” An overview of Phase I through Phase IV of Industrializing the Residential Construction Site” Published in “Research Works” a monthly publication from HUD’s Office of Policy Development and Research. October 2005 pp. 6-7.


Additional Presentations at Professional Meetings:


Invited Presentations:


- Invited presentation “Persistence as an indicator of Success: A History of Panelized and Modular Housing
• Invited Keynote Speaker, “Weighting the Whole: Development of System Weighting Factors for the Whole House Calculator”, IAHS 35th World Congress on Housing held September 4-6 2007 at the Royal Melbourne Institute of Technology, Melbourne, Australia.
• Invited to present “What Lies Beneath: Form and Structure” to the students and faculty at the College of Architecture, Planning and Design, Kansas State University, February 2007.
• Invited to consult on constructability, production planning, design and safety issues for Extreme Makeover - Home Edition, Crawford House episode, broadcast 2.12.06.
• Invited to present my professional work and research to the students and faculty at the department of architecture, The Penn State University, January 2004.
• Invited to present “Structure, Form, Ornament” to the students and faculty at the School of architecture, University of Illinois, Urbana, February, 2004.
• Invited to be an “on camera” expert for “Modern Marvels - The House” hosted by Ron Hazelton, broadcast on the Discovery Channel, October 15, 2001. Provided research materials, script points on historical origins and contemporary uses of materials, tools and processes used in the typical light wood frame house.

Adult and Continuing Education Courses:

Indoor Air Quality and Durability

Crime Prevention Through Environmental Design
• Continuing education session with Dr. Diane Zahm for Certification as Crime Prevention Specialists, “Crime Prevention and the architectural design process” Norfolk, VA. May, 1996
• Presentation with Dr. Diane Zahm to Virginia Crime Prevention Association “Safer Places - an interactive approach to Crime Prevention through Environmental Design Teaching” Richmond, VA. March, 1996
• Presentation with Dr. Diane Zahm to Renaissance 2000, a Commonwealth gathering of law enforcement leaders. Presented “Safer Places - an interactive approach to Crime Prevention through Environmental Design” Richmond, VA. April, 1996
• Presentation with Dr. Diane Zahm to the annual meeting of Crime Prevention Trainers. Presented “Safer Places - an interactive approach to Crime Prevention through Environmental Design” Blacksburg, VA. April, 1996

Professional Memberships:

• Member, Construction History Society of America 2011 - Present
• Member, Building Technology Educators Society (BTES) 2008 – Present
• Member, Industrial Design Society of America (IDSA) 2012 - Present
• President Architecture Research Centers Consortium 2000 - 2002
• Executive Board Member, Architecture Research Centers Consortium 1996 - 2000
• Tau Sigma Delta, Architecture Honor Society 1993
• Blue Key, National Honor Society 1976

Professional and Academic Service:

Service to an Academic Institution or Professional Association:
• Keynote Speaker, Member of the Scientific Committee, International Association of Housing Science, XXXV World Congress on Housing to convene September 2007, Melbourne, Australia.
• External Reviewer, Virginia Tech, Department of Building Construction, Promotion and Tenure Committee 2010.
• External Reviewer, Oklahoma State University, Department of Architecture, Promotion and Tenure Committee 2010.
• External Reviewer, Kent State University, Department of Architecture, Promotion and Tenure Committee 2006.
• External Reviewer, Mississippi State University, College of Architecture, Promotion and Tenure Committee 2006.
• Co-Chair with Dr. Carlos Martin, “NSF Housing Research Agenda Workshop - Whole House and Systems Interactions”. Session Co-Chair, scheduled for February 2004.
• Developed online database of artifacts contained in the Sullivan Collection for Southern Illinois University – Edwardsville Campus.
• External Reviewer, State University of New York at Buffalo, Department of Architecture, Promotion and Tenure Committee 2003.
• Chair, 2002 Design Awards Jury for the West Virginia Society of the American Institute of Architects. Responsible for selecting additional jury members David Salmela, FAIA, David Diamond, AIA and Robert Gerloff, AIA. Responsible for documentation and presentation of jury critique and for presentation of Honor Award, Merit Awards, and Special Citation at WVAIA Annual Meeting, November 2002.
• External Reviewer, North Dakota State University, Department of Architecture, Promotion and Tenure Committee 2002.
• External Reviewer, Texas A&M University, Department of Architecture, Promotion and Tenure Committee 2000.
• Invited Moderator: Session IV International meeting of ARCC, Raleigh, NC. April, 1998.
• External Reviewer, Catholic University, Department of Architecture, Promotion and Tenure Committee 1998.
• Co-Chair, National Association of Homebuilders Research Consortium, Virginia Tech, 1992 - 1994
• Chair, Technical Session 12, “Local Communities in Housing Development and Management” XX World Congress on Housing, Birmingham, England, 1992
• Judge & presenter for the annual Townscape Civic Beautification Awards, Blacksburg, Virginia, 1992.

Manuscripts and grant proposals reviewed:

Texas A&M University, Committees and public service:
• University W Course Committee, member Fall 2008 – 2011
• Department of Architecture Promotion and Tenure Committee, Chair, Fall 2008 – Present
• Department of Architecture Academic Committee (DAAC), Member, Fall 2010 - Present
• Department of Architecture Academic Committee (DAAC), Chair, Fall 2008-May 2009
• College of Architecture Promotion and Tenure Committee, member, Fall 2009 - Present
• Department of Architecture Visiting Lecture Committee, member Fall 2008 - Present
• Department of Architecture Tech. Committee, member Fall 2008 - Present
• Department of Architecture Design Committee, member Fall 2008 – Present
- Department of Architecture M.Arch. Committee, member Fall 2008 – Present

*Virginia Tech Committees and Commisssion Service:*
- University Academic Advisory Committee for update to University Strategic Plan 2005.
- Provost Committee on University Restructuring 2002.
- Peer assessment review group member for Dean John Eaton of the Graduate School 1997-1998.
- University Strategic Planning and Budgeting Committee 1997-1998.
- Course Program Criteria Committee - Chair 1990-1992.
- Faculty Senate Representative, 1992-1993.
- Faculty Senate Cabinet, 1992-1993.
- Faculty Affairs Committee, 1992-1993.
- Course Program Criteria Committee, 1989.

*College of Architecture and Urban Studies Committee Service:*
- Landscape Architecture Peer Review Committee, 1995-1996.

*Myers-Lawson School of Construction Committees*
- Executive Committee 2005-2007
- Faculty Search Committee 2006-2007
- Honorifics Committee 2006-2007

*Department of Building Construction Committees*
- Peer Review Committee Member 2006-2007.
- Honorifics - Student Awards and Scholarship Committee 2006-2007

*Department of Architecture Committees*
- Architecture Peer Review Committee Member 2001-2003.
- Lathrop Professorship Screening Committee, 2000.

**Listing of Completed Professional Commissions:**

*In Association with James Ritter, Architect*

*As Independent Pracioner:*
- Griffith residence remodeling, Kingsport, Tennessee; “gut to structure” demolition and reconstruction of 3,800 s.f. house on the Holston River. Project design 1990, construction 1990 - 91.
- Pfielfer addition, Blacksburg, Virginia, family room, bedroom addition to 1940's residence, constructed 1989.
As Partner, Twichell, Thompsen, Martens, O'Brien

- St. Andrews Hospital Congregate Housing Bottineau, North Dakota; an adaptive re-use of a 1937 hospital into HUD Section 202 congregate housing. Responsible for physical / financial feasibility, design, construction, construction observation. Constructed in 1986 - 87.
- Rolla Community Hospital remodeling, Rolla North Dakota; remodeling of 1960's hospital wing from acute care to long term care. Responsible for physical / financial feasibility, schematic design, construction documents. Constructed 1987.
- Stern Brothers Apartments, Fargo, North Dakota; a four unit infill prototype for the residential core area of Fargo. Schematic design 1986, constructed 1989.
- Park Company Apartments, Fargo, North Dakota; an eight unit infill prototype for the residential core area of Fargo. Schematic design, construction documents 1986, constructed 1986.
- American State Bank & Trust Co. Williston, North Dakota; addition and remodeling to property adjacent to main banking structure. Project designer, project architect, constructed 1984.
- First Bank Fargo remodeling, Fargo, North Dakota; interior remodeling of twenty-two thousand square feet of banking and operations space, analysis, removal and replacement of failed exterior stone cladding. Project designer, project architect, constructed 1982 - 83.
- First Bank Fargo Skyway link, Fargo, North Dakota; linkage of downtown skyway system around and through existing bank structure. Project designer, project architect, constructed 1983.
- The 400, Fargo, North Dakota; adaptive re-use of National Trust landmark building into HUD Section 8 elderly apartments & restaurant. Author of successful nomination to the National Register of Historic Places, design of restaurant. Constructed 1982.
- Pioneer Manor, Fargo, North Dakota; new construction of 46 Elderly apartment units in six story structure. Responsible for project design, constructed 1981.
- St. Aloysius Apartments, Lisbon, North Dakota; adaptive re-use of 1890's schoolhouse into eight elderly apartments. Project designer, project architect, constructed 1979.
- Casselton State Bank addition and remodeling, Casselton, North Dakota; restoration of 1898 bank building, adaptive re-use of 1899 commercial structures as banking operations spaces. Project designer, project architect, constructed 1978.
- Ulen Elderly Housing, Ulen, Minnesota; twelve FmHA / HUD Section 8 subsidized elderly apartments. Constructed 1977
EDUCATION
Texas A&M University  Master of Urban Planning with
2013  Certificate in Environmental Hazard Management
      Certificate in Sustainable Urbanism
      4.0 GPA
Texas A&M University  Bachelor of Landscape Architecture
2007
LEED Green Associate

RESEARCH INTERESTS
To assess community engagement and the benefits of high-impact service learning and public participation
To evaluate the impact of hazard exposures, physical vulnerabilities, and social vulnerabilities on communities

EXPERIENCE
Texas Target Communities at Texas A&M University  June 2013 - present
Program Coordinator of a community outreach program to foster the transformation of Texas communities from high risk/low opportunity to equitable, resilient, and adaptive.
- Write, compile, and deliver training curriculum on community resilience, vulnerability and asset mapping, city planning, and hazard reduction and mitigation
- Facilitate community engagement workshops on visioning, goal setting, and needs assessments
- Design and create marketing materials, including publications, guidebooks, training materials, websites, and banners
- Engage in social media to provide an active web presence
- Match and coordinate faculty and student academic courses with community needs
- Manage a 5-10 project caseload of communities, incorporated into 4-10 student courses
- Manage 3-7 graduate assistants in developing community reports
- Draft contractual agreements to formalize community partnerships
- Planned and co-chaired a 100 participant symposium for the 25th anniversary of the Hazard Reduction & Recovery Center
- Teaching assistant for undergraduate and graduate applied planning courses.

Hazard Reduction and Recovery Center at Texas A&M University  January 2012 – May 2013
Research assistant to Dr. Walt Peacock and Dr. Shannon Van Zandt.
- Worked in collaboration with professors to redesign and reformat research document on coastal resilience for lay-person audience.
- Developed curriculum and trained planners and community leaders across the country on coastal resilience and newly prepared research document.
- Assembled, provided creative guidance, and published training curriculum with Island Press

Dewberry  October 2012- March 2013
Emergency Management Specialist to conduct literature reviews on quantifying mitigation. Review and summarize methodological approaches and results from technical reports and academic publications.
- Conducted and wrote literature reviews
- Consulted on technical methodological approaches
- Investigated flood mitigation strategies
Brazos County Emergency Operations Center in Bryan, TX  June 2012 – August 2012
Led Dam Safety Program for Brazos County.
• Evaluated, analyzed, and compiled Texas Commission on Environmental Quality designated dam sites in the county
• Generated needed documents for emergency response personnel.

McKinney North High School in McKinney, TX  August 2008 - June 2011
Designed and taught differentiated and student-centered curriculum as a Co-teach Science teacher and a Vocational and Life Skills instructor for students entering the job market.
• Organized, managed, conducted, and facilitated ARD (Annual, Review, or Dismissal) meetings for a 20 student caseload.
• Assistant Coach of Boys and Girls Varsity Swim Team from 2008-2010.
• Organized and operated schools recycling program.

Talley Associates in Dallas, TX  February 2008 - August 2008
A landscape architecture and urban planning firm.
• Collaborated with a diverse team on coordination and implementation of projects.
• Assisted in analysis, problem solving, documentation, and presentation of projects.

Huitt-Zollars, Inc. in Dallas, TX  May 2007 - February 2008
Worked closely with engineers and landscape architects on tasks, including, construction documents, task management, OPC’s (Opinion of Probable Cost), construction specifications, hand rendering, material and product research, design, client communication, computer graphics, grading and drainage of sites, and on-site analysis.

PRESENTATIONS
Planning for Community Resilience at AIA San Francisco hosted by Island Press, February 2015.
Planning for Community Resilience at SPUR San Francisco hosted by Island Press, February 2015.
Planning for Community Resilience at Palo Alto Community Center hosted by Island Press, February 2015.
Planning for Community Resilience at SPUR San Jose hosted by Island Press, February 2015.
Design in Disasters at the Planning for Disaster Resilience Symposium hosted by the Hazard Reduction & Recovery Center at Texas A&M University, April 2014
University Community Partnerships at the American Planning Association Texas Chapter in Galveston, TX, Oct 2013
American Planning Association Conference 2013, Poster Submission: Measuring Resilience at Multiple Scales
National Conference on Science, Policy, and the Environment: Disasters and Environment: Science, Preparedness, and Resilience, Poster Submission: Growing Vulnerable- Development in the 100 year floodplain
Natural Built Virtual, College of Architecture Research Symposium 2012, Poster submission: A Vulnerable Built Environment- Development in the 100 year floodplain
Natural Hazards Research and Applications Workshop 2012, presented the University of Colorado Boulder and the Natural Hazards Center, Poster submission: An Analysis of Development Encroachment inside Houston MSA floodplains

GIS Day 2011, presented by Texas A&M University Libraries, Poster Submission: Assessing Risk in Houston - An evaluation of land use patterns within the 100 year floodplain

PUBLICATIONS


AWARDS & HONORS
Jesus Hinojosa Endowed Urban Planning Scholarship, April 2013
Awarded to students within the Department of Landscape Architecture and Urban Planning who have shown academic excellence in the program.

Department Head Award, April 2013
Awarded to students who have shown academic excellence and have earned a 4.0 GPR in the program.

1st Prize at Student Research Week Graduate Student Poster Competition, Engineering/Architecture Category, March 2013
The 16th annual Student Research Week enlists hundreds of students at both the graduate and undergraduate levels, who represent all academic colleges, during three days of poster and oral competition. It showcases student research at Texas A&M and honors excellence in research.

Melbern G. Glasscock Humanities Award, March 2013
Awarded to the top Humanities oral and poster presentations in the undergraduate and graduate competitions at Student Research Week. http://srw.tamu.edu/

2nd Prize Vice President of Research Diversity Award, March 2013
The 16th annual Student Research Week enlists hundreds of students at both the graduate and undergraduate levels, who represent all academic colleges, during three days of poster and oral competition. It showcases student research at Texas A&M and honors excellence in research. http://srw.tamu.edu/

Southern Texas Section of the American Planning Association 2012 Graduate Scholarship

Awarded the Master of Urban Planning Professional Advisory Council Excellence Endowed Scholarship for the 2012-2013 academic year
Ulrich Prize in 2007 - Awarded to the best healthcare-related 3rd or 4th year undergraduate landscape or urban planning studio project
CURRICULUM VITAE

Philip R. Berke

Office:
Department of Landscape Architecture and Urban Planning
Texas A&M University
College Station, TX  77843-3137

Academic/Research Experience
2014-present: Professor, Department of Landscape Architecture and Urban Planning, Texas A&M University
1995-2013: Professor (2003), Associate Professor, Department of City & Regional Planning, University of North Carolina
1995-present: Fellow, Center for Urban & Regional Studies, University of North Carolina
1998-present: Adjunct Professor, Curriculum in Ecology, University of North Carolina
2008-present: Fellow, Center for Galapagos Studies, University of North Carolina
2013-present: Collaborative Faculty Affiliate, Plan Evaluation Lab, School of Community & Regional Planning, University of British Columbia, Canada
2000-2010: Collaborative Research Scholar, International Global Change Institute, University of Waikato, New Zealand
1995-2002: Faculty Fellow, Lincoln Institute of Land Policy, Cambridge, Massachusetts
1987-1994: Associate Professor, Assistant Professor, Department of Landscape Architecture and Urban Planning, Texas A&M University
1982-1986: Assistant Research Scientist, Texas Engineering Experiment Station, College Station, Texas A&M

Administrative Experience
2014-present: Director, Institute for Sustainable Coastal Communities, Texas A&M University at College Station
2008-2013: Deputy Director, Interim Director, UNC Institute for the Environment.
2007-2013: Director, Center for Sustainable Community Design, UNC Institute for the Environment.
2004-2008: Chair Environmental Studies Curriculum, Carolina Environmental Program
1999-2002, 2005-2006: Director Master of Regional Planning Program, UNC Department of City & Regional Planning
1993-1994: Coordinator, Ph.D. Program, Department of Landscape Architecture and Urban Planning, Texas A&M University
1988-1994: Associate Director, Interim Director, Hazard Reduction and Recovery Center, College of Architecture, Texas A&M University

Academic Background
1981 Texas A&M University, Urban and Regional Science, Ph.D.
1977 University of Vermont, Natural Resources Planning, M.S., U.S. Department of Agriculture Research Fellowship Award
1974 Empire State College, Economics and Environmental Science, B.A.

Awards
2013: Faculty Award for Excellence in Doctoral Student Mentoring, UNC Graduate School
2011: Outstanding Alumni Award, Texas A&M University, College of Architecture
2011: Clarkson Visiting Chair, University of Buffalo, School of Architecture & Planning, March
2004: Article selected as one of the 50 most influential articles for inclusion in The Economics of Natural Hazards (The International Library of Critical Writings in Economics), for “Recovery After Disasters: Achieving Sustainable Development, Mitigation, and Equity

2001: Best Article Award, Annual Best Article Award, American Planning Association

2000: Honorable Mention, Annual Best Article Award, American Planning Association

2000: Silver Award (2nd place), Society of National Association of Publications in “feature article” category

1993: Senior Fulbright Scholar, Centre for Environmental and Resource Studies, University of Waikato, New Zealand

Courses Taught:
University of North Carolina:
PLAN 641 Ecology and Land Use Planning
PLAN 704 Planning Theory
PLAN 723 Land Use and Environmental Planning Workshop
PLAN 740 Land Use and Environmental Policy
PLAN 741 Environmental and Land Use Planning
PLAN 745 Development Impact Assessment

Memberships of Professional Societies:
American Planning Association
Association for Environmental Studies and Sciences
Southern Law Poverty Center

Refereed Articles:


   -Selected as one of the 50 most significant papers published in the hazards field, reprinted in Kunruether, Howard, Adam Rose, eds. *The Economics of Natural Hazards*. Surrey, UK: Edward Elgar Publishers, 2004.


-2000 Honorable Mention Best Article Award, American Planning Association.
-Silver award (second place) from the Society of National Association Publications in the “feature article” category, 2000.


-2001 Best Article Award, American Planning Association.


2010 Berke, Philip, John Cooper, David Salvesen, Danielle Spurlock and Christina Rausch. Disaster


2015 Berke, Philip, John Cooper, Meg Aminto, Shannon Grabech, and Jen Horney. Adaptive Planning for


Chapters in Book


Books:


1999 Godschalk, David, Timothy Beatley, Philip Berke, David Brower and Edward Kaiser, Natural Hazard Mitigation: Recasting Disaster Policy and Planning. Island Press, Washington: 573 pp. -Declared by the American Planning Association to be one of the “100 Essential Books in Planning” over past 100-years (see http://www.planning.org/centennial/greatbooks/)


Ph.D. Students:
Maria Manta-Conroy, Ph.D. 2001, Assoc. Prof., Ohio State University
Lucie Laurian, Ph.D. 2003, Assoc. Prof., University of Iowa
Sam Brody, Ph.D. 2003, Full Prof., Texas A&M University
John Cooper, Ph.D. 2005, Assoc. Professor of Practice, Texas A&M University
Joseph McDonald, 2006, Senior Analyst, Am Planning Assoc., Washington, D.C.
Mark Stevens, 2008, Assoc. Prof., University of British Columbia, Canada
Danielle Spurlock, 2014 (January), Assist. Prof., University of North Carolina-Chapel Hill

Current students: Fayola Jacobs, Mathew Malacha

Editorial Services:
- Special Issues Editor, Climate Change, Journal of Planning Education & Research, 2014-15
- Editorial Board, International Review of Civil Engineering, 2011-present
- Editorial Board, Journal Land, 2011-present
- Special Issue Editor, Green Communities, Journal of the American Planning Association, 2007-08
- Editor, Architectural Research Centers Consortium Research, ARCC Newsletter, 1986-1989

Participation on Major Programs and Committees:
- 2014: National Science Foundation Review Panel, Geography and Spatial Sciences Program, Washington, D.C.
- 2013-14: Member, ACSP John Friedman Book Award Committee for Planning Sustainability
- 2013-14: Member, Committee on Carolinas Climate Resilience, National Oceanic and Atmospheric Administration
- 2013 (March): International Program on Climate Change (IPCC) Review Panel, ch. 12: Human Settlements, Infrastructure and Spatial Planning
- 2013 (March): National Science Foundation Review Panel, Coastal SEES Program
- 2012 (May-October): Co-Chair: Urban Sustainability Advisory Committee, Environmental Protection Agency, Research Triangle Park, NC
- 2010-12: Member, Science and Engineering Board for 2012 Update of Louisiana’s Master Plan for Coastal Protection and Restoration, LA Office of Coastal Protection and Restoration
- 2010-11: Member, Steering Committee for a Proposed Cross-Directorate Program on Disaster Resilience, Vulnerability, and Risk Reduction, National Science Foundation
- 2009 (October)-present: Member, Test Specification Task Force, American Institute of Certified Planners (AICP), Advanced Specialty Certificate Project, Environmental Planning Division, American Planning Association, Washington, D.C.
- 2009 (June)-present: Member, NC Sea Level Rise Risk Management Study Advisory Committee, Raleigh, NC

2008 (Jan. to June): Member, Steering Committee on Resiliency and Vulnerability Observatory Network (RAVON), National Science Foundation, Washington, D.C.
2006-11: Member, Scientific Advisory Council, French Association of Disaster Prevention (AFPCN), Paris, France
2006-09: Member, Conservation Thresholds Advisory Committee, Environmental Law Institute, Washington, D.C.
2006-present: Member, Land Use and Growth in the West Research and Policy Roundtable, Sonoran Institute, Phoenix
2005-present: Member, Steering Committee on Southeast Regional Planning and Sustainability, Department of Defense, Washington, D.C.
2006-08: Coastal Land Use Policy Work Group, Department of Natural Resources, Raleigh, NC.
2005: Chair, Committee on Best Book Review Award, Journal of the American Planning Association
2004-present: Vice Chair, Town of Chapel Hill Stormwater Utility Advisory Board.
2003-05 Member, Committee on Disaster Research and the Social Sciences, National Research Council of the National Academy of Sciences, Washington, D.C.
2004 Member, Biocomplexity Review Panel, National Science Foundation, Washington, D.C.
2003 Member, Natural Hazards Review Panel, National Science Foundation, Washington, D.C.
2003 Member, Stream Classification Advisory Committee, Environmental Services Division, Town of Chapel Hill
2001 Chair, Committee on National Planning Award for Best Article, American Planning Association.
2001-02 Advisory Board Member, Center for Disaster Management and Humanitarian Assistance, University of South Florida, Tampa, Florida.
2000-02 Member, Regional Greenspace Technical Advisory Committee, Triangle J Council of Governments, Research Triangle Park, NC
2000-02 Co-chair, Stormwater Utility Task Force, Town of Chapel Hill, NC
2000-01 Member, Technical Advisory Group for the Cary Open Spaces and Historic Resources Plan, Town of Cary, NC
1999-00 Member, Ad Hoc Advisory Committee for the National Plan Quality Improvement Project, Ministry for the Environment, Wellington, New Zealand
1999 Member, Heinz Foundation Review Panel on Disaster Information and Communication, Washington, DC
1999-00 Member, Smart Growth Working Group, assisted Lieutenant Governor’s staff in developing growth development legislation for state.
1997 Member, Sustainable Development Network Working Group, Research Triangle Metropolitan Area, NC
1997 Member, Regional Development Scenarios Committee, Triangle J Council of Governments, Research Triangle Park, NC
1996 Governor’s Task Force on Hurricane Fran, Raleigh, NC
1995-97 Member, two National Hazard Research Assessment Panels on Disaster Recovery; and Land Use Planning and Mitigation, Natural Hazards Research and Applications Information Center, University of Colorado (supported by the National Science Foundation)
1995 Member, Conference Program Committee, North Carolina Planning Conference
1993 Member, Environmental Ethics and Sustainable Development Advisory Group, Ministry for the Environment, Wellington, New Zealand
1993 Member, Sustainable Development and Natural Hazards Mitigation Roving Seminar Advisory Committee, UNESCO, Guadeloupe, Caribbean
1992 Panelist, Partners of the Americas Urban Infrastructure Renewal Program, Guadalajara, Mexico
1991 Panelist, National Center for Earthquake Engineering Advisory Group on National Earthquake Policy
1990-91 Panelist, National Earthquake Hazard Reduction Program, U.S. Geological Survey
1989 Member, Natural Hazards Advisory Group, South Carolina Sea Grant Consortium
1988  Panel reviewer, National Research Council Panel on Seismic Safety Policy, National Academy of Sciences
1988  Member of Advisory Group, Crisis Management Program, American Institute of Architecture, Washington, DC
1987  Panel reviewer, Earthquake Systems Integration Program, National Science Foundation

Grants

1983  Ruch, Carlton (principal investigator), Norris Stubbs and Philip Berke (co-principal investigators). Vertical Evacuation, funded by the National Science Foundation, $250,000 (September 1983 to 1987).
1984  Berke, Philip (principal investigator). Decision Processes and Risk Analysis-Siting of Critical Facilities in High Hazard Coastal Zone, funded by the Office University Research, Texas A&M University, $2500 (Summer 1985).
1986  Berke, Philip (principal investigator), and Jesus Hinojosa (co-principal investigator). Earthquake Risk Management and Land Use Planning. Funded by the National Science Foundation, $91,000 (January 1986 to 1989).
1988  Berke, Philip (principal investigator), Benigno Aguirre and Timothy Beatley (co-principal investigators). Reconstruction Following Hurricane Gilbert in Jamaica and Mexico, Funded by the National Science Foundation, $50,000 (December 1988 to 1990).
1989  Hull, Bruce (principal investigator), Philip Berke, Dennis Wenger, and Dan MacGilvray (co-principal investigators). Reconstruction After Hurricane Hugo: An Assessment of the Mitigation and Long-Term Recovery Process in Relation to Prior Seismic Mitigation Activities and Place Specific Sense of Community, funded by the National Science Foundation, $50,000 (December 1989 to 1991).
1990  Berke, Philip and Dennis Wenger (co-principal investigators). Post-Disaster Response and Reconstruction After Hurricane Hugo in the Eastern Caribbean, funded by the United Nations Division o Humanitarian Affairs, $18,000 (June 1990 to 1990).
1991  Burby, Raymond, University of North Carolina (principal investigator and director), Berke, Philip (principal investigator) and others. The Use of Land Use Planning and State Planning Mandates in Hazard Mitigation: A Comparative Evaluation of State and Local Experience, funded by the National Science Foundation, $263,500, $43,000 subcontracted to Texas A&M University, (September 1990 to 1993).
1991  Berke, Philip (principal investigator). Land Resource Suitability Analysis for the Guadalupe River Corridor, Kerrville, Texas, Department of Planning, $12,000, (Spring 1993).
1991. New Zealand Foundation for Research, Science and Technology, $600,000 with $70,304 subcontracted to the University of North Carolina (July 1995 to 1998).


1998 Burby, Raymond (principal investigator), Philip Berke and David Godschalk (co-principal investigators), Public Involvement in Planning and Local Government Commitment, National Science Foundation, $294,303; $86,888 subcontracted to the University of North Carolina, (August 1998 to 2001).

2000 Berke, Philip (principal investigator) and Nancy White (co-principal investigators), Water Quality and Quantity Impacts of Urban Development: A Comparative Analysis of Compact and Low-Density Developments, North Carolina Water Resources Research Institute, $80,000, (July 2000 to 2003).


2004 Berke, Philip (principal investigator), and Yan Song and David Salvesen (co-principal investigators), The Effects of New Urban Developments Compared to Conventional Low Density Developments on Natural Hazard Mitigation, National Science Foundation, $398,000 (September 2004-2007).

2005 Berke, Philip (principal investigator), Stephanie E. Chang, William Rees, Jackie Al (co-Principal investigators), The Role of Coastal Ecosystem Degradation in Tsunami Damage, National Science Foundation, $95,000 (January 2005-2006).

2005 Berke, Philip (principal investigator), Jim Fraser, and David Salvesen (co-principal investigators), Emergency Demonstration Project for Disadvantaged Communities, Federal Emergency Management Agency, $2.0 million with $900,000 subcontracted to the University of North Carolina (May 2005-August 2009).

2008 Berke, Philip (co-principal investigator) and Dave Salvesen (principal investigator), Wildlife Conservation in Coastal and Floodplains, American Biological Sciences Foundation $210,000 (June 2008-May 2010).

2008 Berke, Philip (principal investigator), Todd Bendor, David Salvesen and Yan Song (co-principal investigators), Building Local Capacity to Plan: An Evaluation of Land Use and Impact Assessment Models for Application to Eastern North Carolina, Southeast Regional Partnership for Planning and Sustainability, $137,000 (July 2008- August 2009).

2008 Berke, Philip (one of 13 co-principal investigators), Rick Luetich (principal investigator), Science and Technology Directorate of the Department of Homeland Security, $17 million, with $1,030,000 for Coastal Resiliency and Land Use Planning, (Berke, principal investigator) (July 2008-June 2014).

2009 Berke, Philip (co-principal investigator) and Larry Band (principal investigator), Reconciling Human and Natural Systems for the Equitable Provision of Ecosystem Services in the Triangle of North Carolina, National Science Foundation, $300,000 with $93,000 subcontracted to the University of North Carolina (September 2009-2011).


2010 Berke, Philip (one of 3 co-principal investigators), Jen Horney (principal investigator) Understanding Rural Vulnerability to Natural Hazards: Mitigation Plans, Planning Processes and Outcomes. National Science Foundation, $377,000 (2010-13)

2011 Berke, Philip (co-principal investigator), Jennifer Horney (principal investigator), The Effects of Pre-Disaster Recovery Plans on Post-Disaster Recovery Among Socially Vulnerable
2014  Berke, Philip (principal investigator), Local Planning Networks and Neighborhood Vulnerability Indicators to Floods and Sea Level Rise, Science and Technology Directorate of the Department of Homeland Security, $100,000 (July 2014-15).

Books Reviewed:


Selected Research Reports and Papers in Proceedings of Symposia (past 10 years):


2005  Community Engagement in Disasters and Development, U.S. Department of State Delegation
Position Paper, World Conference on Disaster Reduction, January 18-22, Kobe, Japan.


Selected Presentations (past 12 years):
2002* Creating Disaster Resilient Communities, Plenary Speaker, Workshop on Natural Hazards and the Sustainable City, May 11, Taipei, Taiwan
2002* Natural Hazards and Housing Recovery In North Carolina, Conference on Coastal Hazards, Coastal Resource Management Program, East Carolina University, Greenville, NC.
2003* Linking Recovery and Reconstruction Planning to Sustainable Development: Lessons Learned in the Caribbean, Pointe-a-Pitre, Guadeloupe, French Caribbean
2003  Future Directions of Urban Land Use Planning, 5th Edition, Speaker, Joint Conference of the Association of the Collegiate Schools of Planning and the Association of European Schools of Planning, Leuven, Belgium

2004* Creating Disaster Resilient Places: The Role of Citizen Participation in Guiding the Process of Reconstruction, Association Francaise Pour La Prevention Des Catastrophes Naturelles, Paris, France

2004  Planning's Big Ideas, Moderator and Speaker, Plenary Session, American Planning Association 2004 National Planning Conference, April 27., Washington, D.C.

2005* Mitigating Natural Hazards: Are Form Based Codes Creating More Risk?, Natural Hazards Workshop, University of Colorado, Boulder, Colorado

2005* Mitigating Natural Hazards: Is New Urbanism An Answer?, MAE Center, University of Illinois, Urbana-Champaign, Illinois

2005* Tsunami Impacts and the Role of Coastal Ecosystem Degradation in Thailand, (with Stephanie Chang) National Science Foundation Workshop on Human and Social Dynamics, September 20, Washington, D.C.


2006* Disaster Recovery Planning and Ecosystem Management: The Forgotten Link, Institute of Behavioral Sciences, July 10, Natural Hazards Workshop, University of Colorado, Boulder, Colorado

2006* The Role of Biodiversity in Protection of Human Settlements from Natural Disasters, Environmental Protection Agency Workshop on Biodiversity and Public Health, September 14, Washington, D.C.


2008* Greening Development to Protect Watersheds: Can Urban Land Use Planning Make a Difference?, presented at the American Water Resource Association Workshop, North Carolina State University, Raleigh, NC


2008* To Heal the Landscape: Linking Urban Land Use Planning with Conservation Sciences, Workshop on the Galapagos and Biodiversity, May 2008, Universidad de San Francisco, Quito, Ecuador

2008* Bio-conservation and Land Use Practices at Multiple Scales, NC Environmental Professionals Association, September 21, 2008, Raleigh, NC.


2009* Building Capacity in Disadvantaged Communities Vulnerable to Natural Hazards, January 31, 2009, Resiliency in the 21st Century: Hazard Reduction & Recovery Center, 20th Anniversary Celebration, Texas A&M University, College Station, Texas.

2009* National Science Foundation (NSF) Civil, Mechanical and Manufacturing Innovation (CMMI) Engineering Research and Innovation Conference, June 22-25, Honolulu, Hawaii.


2009* Sustainable Transportation: The Land Use Connection, w Daniel Rodriguez, December 9, NC Board of Transportation, Raleigh, NC.


2010* Resiliency and Vulnerability Observatory Network, with Walter Peacock, National Science and Technology Council, Subcommittee on Disaster Reduction, White House Conference Center, April 1, 2010, Washington, D.C.

2010* Coastal Resiliency Starts with Planning: How are the States Doing?, May 25, 2010, Rice University, Houston, TX.

2011* How Plans Advance Eco-Cities, Philip Berke, May 2011, Department of City Planning, Peking University, Beijing, China.


2012* Sustainable Houston: Demographic Trends, Impacts and Future Plans, January 18, 2012, National Academies Workshop, Rice University, Houston, TX.

2012* Rising to the Challenge to Create a Sustainable Coastal Louisiana, February 9, 2012, Coastal Sustainability Studio, Louisiana State University, Baton Rouge, LA.


2012* Building a Wealth of Knowledge about Planning for Community Resiliency, November 12, 2012, Department of Urban & Regional Planning, Florida State University, Tallahassee, Florida.


2013* A National Assessment of State and Local Hazard Mitigation Planning, Institute of Behavioral Sciences, July 2013, Natural Hazards Workshop, University of Colorado, Boulder, Colorado.


*Invited presentation

University of North Carolina:

University:

Member, Chancellor’s Subcommittee on Use of Open Spaces, 1996 (September)-1997
Member, Environmental Advisory Committee, UNC Master Plan, 2000-2001
Member, Selection Committee for Environmental Consultant, UNC Master Plan, 2001
Member, Stormwater Advisory Committee, UNC Master Plan, 2001-2002
Member, Provost’s N.C. Botanical Garden Personnel Review Committee, 2006-07
Member, N.C. Botanical Gardens Faculty Advisory Committee, 2006-present
Member, Faculty Advisory Community, Carolina Environmental Program, 2002-08
Member, Carolina Climate Change Steering Committee, 2008-09
Member, UNC Galapagos Initiative Steering Committee, 2008-present
Co-Chair, UNC Vice Chancellor of Facilities’ Sustainability Advisory Committee, fall 2008-present
Member, UNC Provost’s Community Partnership Committee, summer-fall 2008
Member, UNC Center for Hazards and Disaster Studies, Steering Committee, 2008-present
Member, Environmental Sub-committee, Provost’s UNC Tomorrow initiative, 2008-spring
Member, Faculty Search Committee, Curriculum of the Environment and Ecology, 2009-spring
Member, Provost’s Women’s Center Personnel Review Committee, Spring 2011
Member, Department of Environmental Science and Engineering Chair Review Committee, School of Public Health, Spring 2011
Member, Administrative Board, NC Botanical Gardens, 2010-present

Department:

Member, Ph.D. Policy Committee, 1995-1997
Chair, Faculty Search Committee, 1997-1998
Member, Diversity Committee, 1999
Member, Faculty Search Committee, 1998-1999
Equal Opportunity Officer, 1999-2001
Director, Masters of Regional Planning Program, 1999-2002
Chair, Curriculum Committee, 1999-2002 (June)
Summer School Coordinator, 1999-present
Chair, Diversity Committee, 2000-2011
Chair, Faculty Search Committee, 2004-05
Member, Faculty Search Committee, 2005-06
Director, Masters of Regional Planning Program, 2005-06
Chair, Environmental Studies Program, Carolina Environmental Program, 2004-07.
Chair, Faculty Search Committee, 2006-07, 2007-08
Member, MRP Curriculum Review Committee, 2006-08
Chair, Faculty Search Committee, 2006-07, 2007-08
Member, MRP Curriculum Review Committee, 2006-present
Co-chair, Strategic Planning Committee, 2011-12
Member, Teaching Evaluation Committee, 2012
Course Syllabi
Class: Class Title: LAND 602 - Design Theory Application
Class Hours: Mon., Wed.: 1:50pm-5:11pm + Fri: 2:41pm - 5:11pm
Location: MW – ARCA 303
F – ARCA 300C
Course Credits: 5

Professor: Galen Newman, PhD, ASLA, APA
Office: Langford Architectural Center A334
Email: gnewman@arch.tamu.edu
Office Hours: T-R – 10:00am-12:00pm

COURSE DESCRIPTION:
Introduction: This design studio is the second studio in the first year of the MLA curriculum. As such, it is
designed to begin to apply the knowledge and skills you have acquired over this year and
demonstrate your command of these skills through a semester long studio. You are expected
to bring to this class an understanding of expectations required of an emerging landscape
architect such as creative thinking and expression, the discipline and camaraderie fostered in
the design studio, professionalism, and skills required during the process of preparing suitable
communications products. Your expectation for quality of work from the studio should be
that your products will provide suitable and professional quality material for you to use in your
design portfolio as you search for an internship next summer. Presentations and products
developed during the semester will facilitate a deeper understanding of the processes and
procedures of professional design services.

This studio builds applies the theoretical knowledge and design skills you have learned thus far
in reference to architecture, urban design, and landscape architecture, and introduces new skill
sets on how to design using Low Impact Development strategies. This studio will be a series
of service learning project on the site planning scale which takes an approach to design which
engages the site as an integrated design problem which is best solved through a multi-scalar
design process. Drawing on multiple disciplines, you will study the process of exploring
alternatives for site visions and master planning in an effort to promote Low Impact
Development based design which emphasizes water quality and hydrological sensitivity. The
studio is also intended inform your understanding of designs in relation to an existing context.
Students explore multicultural and ecological layers of existing spaces, as well as the role of
landscape management and the creative design process to compose and arrange these elements
in an effective manner.

Objectives: Upon completion of the course the student should be able to:
• Have demonstrated knowledge of the planning/design process by producing a site
inventory, site analysis, project program, design concepts, master plan, and detailed
drawings.
• Develop creative problem-solving skills (including creative attitude, way of thinking,
and basic techniques);
• Develop learning and research skills (application of research to design);
• Apply and improve design communication skills (e.g. graphic, written and verbal communication);
• Explore the contexts to which landscape design processes must respond;
• Refine form-making and space-making skills in outdoor environments (i.e., to apply design elements and principles to transform an abstract idea or concept into a concrete 3-dimensional spatial form);
• Become well versed about Low Impact Development strategies and innovative techniques for creating living systems

Expectations: In this studio certain information, as appropriate, will be delivered through lectures, presentations, or demonstrations. However, much of the actual learning will occur through interactions with your professors, visiting professionals, clients, and colleagues. *There is a high expectation that you will explore the subject matter on your own—read current articles in professional publications, browse the library for books, bring questions and observations to the studio. Be diligent and stay current with reading assignments, be prepared to discuss them in class, or write a summary, or respond to a quiz.*

You are expected to make productive use of your studio time, to attend class punctually and regularly, and to meet deadlines. To work in the studio is especially important as it fosters the interaction among students that is vital to the studio experience. *You are responsible for presenting design ideas in the form of drawings, models and questions as necessary for discussion for each day of studio. Initiative and self-motivation is highly valued.*

Phases:
I – Define the Scope of the Project/Issues to be Addressed
II – Gathering Information/Analysis and Case Studies (Context and Site)
III – Design Scheme/Conceptual Development
IV – Design Development /Master Plan Development
V – Detailed Design/Design implementation
VI – Graphic Refinement

Principles for Success:
1. Executing a design strategy from conception to final design
2. Intensively researching your site, subject, and design investigation
3. Intelligently incorporating criticism from faculty into your design response
4. Developing an internal criticism methodology
5. Utilizing carefully constructed drawings to communicate ideas

Field Trips: Students are expected to participate in scheduled field trips. These will be announced well ahead of time and incorporated as closely as possible into class schedules. Excuse letters will be provided requesting students be allowed to make up any missed work due to absences from other courses.

Class Routine:
Workday: Critically important work time for you to independently produce your project without distraction. I will be available during this time for questioning.

Crit: More informal desk interactions/studio pin-ups where you can engage a single faculty member in a longer design dialogue. Normally, these are performed for pre-specified specific
students during workdays. Each student/group is required to pin-up/show work, at minimum, TWICE A WEEK.

**Interim Reviews:** These will be pre-final review pin-up sessions in which you will present to myself and your studio colleagues.

**Final Reviews:** Formal assessments of projects by a jury of faculty and professionals.

**Groups:** Each term will consist of work done in group efforts. Each group will be assigned a particular area of interest for analysis/design. These areas will be distributed during the semester.

**Final Course Submission Requirements**
All text, drawings, photographs of models, images, and boards are to be saved onto a disk and submitted to the instructor. Exact specifications for saving format will be issued after final presentations. **No final passing grade will be issued without the project saved per the instructor's requirements.**

**ASSESSMENT Evaluation:**
Projects will be evaluated by the instructor and this evaluation will be impacted by visiting critics. **Evaluations will include the thoroughness of research and analysis, the quality of the design premise, the process used in originating and developing design ideas, the final design drawings, the craftsmanship exhibited in drawings, models or other products, and the effectiveness of graphic and oral communication.** Specific elements to be evaluated include project background, problem statement/rationale, site, setting, contextual analysis and existing trends, research and/or case studies, design framework or concept, design process/response to criticism and work ethic, and the final product. Students are expected to engage in all of the following:

- Independent work ethic and a through design process
- Critical and creative thinking skills
- Contributing to the knowledge of the studio
- Clear understanding and general grasp of the issues at hand (project substance)
- Rigorous work effort and diligence in questioning and exploring
- Creativity and exploration of ideas (insight, originality, innovation)
- Development of specific design strategies which address an existing issue
- Craftsmanship which displays care, interest, and skill in learning mediums

**Evaluation Criteria:** The following standards will be used in grading project work:

- **A (89.50 - 100) Distinction.** Work that is truly superior and demonstrates original insights, extraordinary depth of research, professional quality, or a highly creative and convincing design resolution.
- **B (79.50 – 89.49) Above Average.** Work that is above the norm and goes beyond the stated requirements, but lacks extraordinary insights or has aspects which are not fully resolved.
- **C (69.50 – 79.49) Average.** Work that is acceptable and satisfies the stated requirements, though there may be substantial flaws in design resolution, craftsmanship, or presentation.
- **D (59.50 – 69.49) Below Average.** Work that barely meets minimum requirements.
- **F (0 – 59.49) Unsatisfactory.** Work that is unfinished and incomplete or is clearly below program standards.
Grade Components – 1st Term
- 10% - Case Studies (5% per case study)
- 20% Representation Skills (Diagrams, Plans, Perspectives, Models, etc…)
- 50% Master Plan Designs (25% per project)
  - 10% design evolution and process
  - 10% research, analysis, and work effort
  - 10% conceptual strength, clarity, and project substance
  - 10% graphic refinement/presentation
  - 10% graphics and representation skills
- 15% Critical Response/Weekly Pin Ups
  - 10% criticism incorporation and design development
  - 5% professional attitude and studio activity
- 5% - Participation (Attendance + Interaction)

POLICIES

Class Policy: You are enrolled in one of the top Landscape Architecture programs in the world at a world class university. We will regard each and every one of you as adults and treat you as such. We will also require that you conduct yourselves as adults and will hold you to the highest academic standards. You are, by association, Ambassadors of the College of Architecture at Texas A & M University and carry with you the responsibility of that representation. Also, respect must be maintained at all class times. Thus:
- No cell phone conversations/no ringtones
- Be ready on time (prepare before)
- Inter-student learning is highly encouraged
- Criticism must be incorporated or answered

Attendance: Your presence is required and expected in class at all designated times. As a student, you are already aware of the role of the studio as a microcosm for timeliness, deadline meeting, thought and filtering, and as a venue for information obtainment.

Your attendance is critical to your success in this course. We will cover an extensive amount of material at a very fast pace. If you have an unexcused absence, you will not be permitted to make up the material you missed. Punctual and regular attendance is necessary and mandatory.

Disability Access: The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability which requires special accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637. For additional information please visit http://disability.tamu.edu.

Work Obtainment: Noteworthy work may be retained by the Dept. of LAUP for future display and review by the Landscape Architecture Accreditation Board. Please document your work for your records.

Academic Integrity: “An Aggie does not lie, cheat or steal, or tolerate those who do.” For additional information, please visit: http://aggiehonor.tamu.edu/
Expectations: Students are expected to engage in self-motivated questioning, critical and creative thinking, rigorous exploration, and personal position making and a willingness to engage in dialogue, exchange ideas, and contribute to the collective growth of the studio. All students are expected to exhibit courtesy to all others working in the studio, including, but not limited to avoiding excessive noise, sharing in the maintenance and use of shared resources such as the light table and computers, and maintaining the studio space in a clean and safe manner.

Special Requirements: Full size boards, models, and other project work may be retained by the Program for future display and review by the Landscape Architecture Accreditation Board.

All students are expected to supply their own standard drafting equipment and supplies. For funded public service projects, some funding may be available for travel and supplies.

Equipment: You are responsible for the project costs associated with providing the materials and services listed below and any other costs associated with completion of your individual project:

- Drafting and model media (sketch paper, boards, markers, pens, etc.)
- Various materials for assignments (common and easily found items in stores)
- Computer and Software (i.e. - Adobe Illustrator, Adobe Photoshop, AutoCAD, GIS)
- Digital storage media as needed (such as DVDs or Flash Drives)
- Reproduction and photography costs (this includes plotting and printing costs/copying/mounting/binding, etc.)
- At least one role of tracing paper (30”). You may want a smaller one as well or the ability to 2. Use smaller sizes for sketches.
- Sharpie brand markers (some of each): ultra fine, fine and super sharpie black markers.
- Scales: engineers and architects.
- Digital camera or access to one.
- Laptop with Adobe Photoshop, Acrobat, Auto CAD, PowerPoint, Word, SketchUp, Excel.

Syllabus Changes: Both the syllabus and the attached course calendar are tentative. The instructor reserves the right to make changes in the syllabus or schedule throughout the course as it may become necessary.

Course Schedule: See Attached
Applied Planning

PLAN 662 Credit 3

MW 9:10-11:00 am ARCA 348

Dr. John Cooper, Jr.; jcooper@arch.tamu.edu; 979.862.2272

TTC program coordinator- Jaimie Hicks Masterson; jmasterson@arch.tamu.edu; 979.458.1295

Applied Planning I - Abstract

Acquisition, analysis, and management of information pertaining to urban and regional planning in a case specific scenario; issue analysis; formulation of goals and objectives, and policies; consensus building; includes all tasks leading up to the preparation of an urban, regional or strategic plan.

Texas Target Communities Overview:

The mission of the Texas Target Communities program (TTC) is to provide training, tools, and assistance necessary to facilitate the transformation of communities from high-risk/low-opportunity to equitable, resilient, adaptive, by mitigating the threats to the economy, environment, and culture. The values of TTC include:

- We uphold principles of participatory and collaborative governance
- We believe in nurturing the capacity of people and places
- We seek to promote informed development decisions
- We believe in the preservation and restoration of environmental systems
- We value the community fabric and respect local knowledge
- We desire strategic and equitable community growth

TTC has partnered with the cities of Dickinson and Nolanville to develop the following deliverables:

1. **State of the City Report** The report will include an assessment of current population characteristics, economic conditions, land use, infrastructure capacity, road conditions, housing conditions, parks and recreational facilities, community facilities, and environmental hazards, accompanied by projections of current and future needs in each area. This will begin on June 1, 2014.

2. **Community Vision and Goals** TTC staff will design a process and facilitate meetings to engage the public in determining, a vision for the future as well as set of goals and objectives based on the vision the community has set.

3. **Future Development Strategies and Plan** The plan will include a future land use map, community facilities, parks and recreational facilities, infrastructure, transportation, an economic development strategy, and an environmental hazards strategy based on the goals and objectives. The plan may also provide recommendations for urban design standards and potential districts or activity nodes within the city.

4. **Implementation Plan** The implementation plan will specify recommended policy changes to the CITY’s code of ordinances and recommended actions and/or practices, along with an annotated
timeline, with responsible parties involved. A Capital Improvements Plan (CIP), or schedule of implementation will be recommended. The plan will also identify potential opportunities to finance implementation of the CIP.

To accomplish Deliverable 1 graduate student interns were hired during the summer of 2014. The remaining deliverables will be incorporated into four (4) courses over the fall of 2014 and spring of 2015, as seen below:

FALL 2014
- PLAN 662—Applied Planning (Deliverable 3)
- PLAN 665—Participatory Plan-Making (Deliverable 2)

SPRING 2015
- PLAN 678—Transportation Capstone (Deliverable 3)
- PLAN 658- Plan Implementation (Deliverable 4)

Course Deliverable:

This course will address components of Deliverable 3. You will develop alternative scenarios for growth in these communities and— based on community input and the vision and goals from PLAN 665— a preferred plan for future development including a land use map, expected demand for community facilities, parks and recreational facilities, infrastructure, an economic development strategy, and an environmental hazards strategy.

This project is a practical exercise devoted to letting you put into action what you have learned during your studies in planning. The class will operate much like the staff in a planning consulting firm. This studio experience will give you hands-on opportunities to develop and apply planning skills at the community level. The course is intended to permit graduate students to experience the complexities of planning practice while working within the university environment. Project management and accountability will be maintained through intensive interaction between the course instructor and the students. Students will be presented with problems and develop solutions to those problems. They will develop critical analysis and information synthesis skills through working on this project. They will develop their writing skills through assignments on planning and through writing reports on the projects for the clients. Finally, they will develop presentation skills through preparing and making a presentation of their project to LAUP faculty and the client.

Purpose:

To understand the full breadth of issues in developing land use plans.

Objectives:
- Be able to analyze data and determine urban issues or problems that are presented
- Provide planning solutions and design recommendations based on pertinent problems
- Effectively communicate problems and solutions to engage the public

Expectations:
You will be expected to attend and actively participate in EVERY class session. Class sessions will serve as project meetings to outline strategies, assign and adjust tasks, and review progress. This is a real project, and attendance at class meetings is mandatory. If you must miss a meeting, notify an instructor in advance by phone or email. This class will consist of very few lectures and a lot of discussion, collective thinking, and facilitation. We will discuss issues as needed and will collectively come to closure on each substantive issue as it arises. Do not expect to complete your assignments during class time. We have a great deal of work to do and very little time to do it. You will need to budget your time outside of the classroom accordingly.

**Writing:**

For this course you should use a technical writing style, memo format, or other accessible and easy to understand format. Your final products will be read and used by the city and its citizens.

**Reading:**


**Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
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<tbody>
<tr>
<td>Plan Evaluation Protocol (Individual)</td>
<td>10</td>
<td>9/8</td>
</tr>
<tr>
<td>State of the Community KWR (Individual)</td>
<td>5</td>
<td>9/10</td>
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<tr>
<td>Fact Basis Addition Report (Individual)</td>
<td>15</td>
<td>9/22</td>
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<tr>
<td>Land Supply &amp; Capacity Calculation (Individual)</td>
<td>10</td>
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<tr>
<td>Alternative Scenarios (Group)</td>
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<td>11/3</td>
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<tr>
<td>Final Plan (Group)</td>
<td>25</td>
<td>12/1</td>
</tr>
<tr>
<td>Participation Grade (including Peer Evaluations)</td>
<td>15</td>
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**Plan Evaluation Protocol**

Read through the assignment comprehensive plan and evaluate the plan using the Plan Quality Evaluation Protocol in this google form:

https://docs.google.com/forms/d/1SHfdMq3wjmapYd1MKon0of3wR8FKBiNjiXZ4nYmO1tY/viewform?usp=send_form

**State of the Community KWR**

Read through your city’s State of the Community Report on Basecamp. Write a one page report on (1) KNOW after reading it, what you (2) WANT to know more about, and what are some initial (3) RECOMMENDATIONS or ideas you have for the community. *Please print and bring to class AND fill in Google Form provided for you.*
You will be graded on:

- Writing quality
- Quality of observations of what you now KNOW
- Quality of observations for what you still WANT to know
- Quality of recommendations and whether they meaningfully contribute to idea generation

**Fact Basis Addition Report**

After performing the SoC KWR you will identify one pre-approved area to investigate. You will gather secondary data and in a 2 page report write up your analysis. *Please place in google drive folder ‘SoC Additions (Assignment due on 9/22)' (along with separate image files).*

Guidelines for Fact Basis Addition Assignment:

The purpose of the assignment is to further illuminate the state of the community report.

- A brief introductory paragraph explaining the issue and why it’s worth investigating. Specifically:
  - how would investigating this issue improve the state of the community,
  - who in the community is most impacted by this issue,
  - who needs to be involved in determining solutions,
  - what is the range of possible ideas or solutions (the purpose of this question is not to focus on solutions, but to begin brainstorming possible solutions)

- In addition to the above, please account for this general checklist of things to do:
  - Location of report content in the SoC
  - Be based on guidelines developed in the Manuscript Checklist in Basecamp
  - Journalist style writing—where main findings and/or main points are stated in the beginning, with additional detail following.
  - Sue maps and graphs where appropriate
  - Maximum of 2 pages

- The report will be graded on:
  - Organization- Create and organize paragraphs that flow in a logical fashion throughout the paper
  - Content Depth and Quality of Research
  - Writing quality and style- Use language that is specifically tailored to the audience; proofread to eliminate careless errors in grammar, punctuation, and spelling.
  - Level of appropriateness for context
  - References and citations (APA format)
Land Supply & Capacity Calculation

You will be divided into land use types and will calculate the land supply, demand, and capacity in the community. Further instructions will be given. Please print and bring to class.

Alternative Scenarios

Focusing on your land use type from the Land Supply & Capacity Calculation, you will work to develop 3 alternative future land use scenarios. As a city team, you will discuss some preliminary visioning findings and determine three possible development scenarios. GIS maps showing development patterns by land use type and full write ups on the scenario with images, pictures, and examples will be required. Alternative Scenarios will be presented to the city Task Force. They will engage in a charette to determine preferred future development patterns.

Final Preferred Plan

Based on the Task Force meeting with alternative scenarios, the city team will develop a final preferred future land use plan. Requirements include a GIS map, specific discussions and recommendations on each particular land use type/topic. Your final plan should be written like the example Comp Plan evaluated at the beginning of the class and should take into consideration internal and external plan quality. You should evaluate your plan with the Plan Quality Evaluation Protocol and submit it with your final report. You will be graded on the plan quality evaluation, your writing quality, effectiveness of recommendations, alignment with community vision and goals, and overall innovation within the plan.

Participation Grade

You will be evaluated on class attendance, willingness to speak in class, engagement in group assignments, and the Peer Review. Peers will evaluate you on:

- Preparedness: attends class punctually; comes to class prepared; makes class materials readily available; contributes readily to the conversation
- Sharing sources and resources: brings sources of information to the class to share with lecturer or peers; brings resources that can be used to extend the learning activities of the class.
- Class presence and communication: participates actively and frequently; contributes consistently to discussions and activities; raises relevant questions and shares ideas with peers; offers clear and concise oral & written presentation of ideas; demonstrates attentiveness and good command of unit materials
- Accepts and provides constructive feedback to others: positively accepts constructive feedback; offers viable suggestions for improvement to peers and lecturer
Respect: shows interest in and respect for others’ views; listens to others; does not dominate discussion; helps others to succeed in class.

Late Submission Policy

All assignments are due in class on the due date. In fairness to all students, especially those who work hard to meet deadlines, late assignments will be penalized 5% per day. Assignments more than a week late will not be accepted. Students with University-excused absences will be allowed to make up work. See student rules at http://student-rules.tamu.edu/

The grading scale for the class is as follows:
A=90-100, B=80-89, C=70-79, D=60-69, F=0-59

Course Relevance

You should view this course as a very important part of your degree program. The work that you undertake in this course will be much like the work that you may be required to perform during your first job. Keep in mind that the end products will carry your names. When you seek a job as a professional you will want to use your contribution to these documents as representative samples of your ability and talent. Thus, it makes sense to do your very best on the projects assigned to you. I am confident that the product that we produce this year will be first-rate.

ADA Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall of call 845-1637.

Academic Integrity

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements of the processes of the Honor System.

A student’s work is expected to be his/her own. Academic dishonesty of any kind is unethical and unacceptable behavior and will result in sanctions in accordance with the Student Rules, available on the University Web Site at http://student-rules.tamu.edu/. I highly recommend that you familiarize yourself with this website.

It is very important to read other people’s work and use their ideas in developing theses, professional papers, or otherwise completing academic requirements. This is called scholarship and is highly rewarded because it builds a cumulative body of knowledge. When scholars share their ideas, they
expect that others will give them credit when making use of their ideas. It is critically important for students to understand the rules for properly crediting other people’s ideas when writing a thesis or professional paper or otherwise completing academic requirements.

If you use someone else’s ideas without using his or her specific words, this is called paraphrasing. When you paraphrase, you are expected to indicate the source of the idea (the author and publication date, but not a page number). This allows a reader to find the source of the ideas, verify that you have accurately represented them, and obtain additional information about those ideas if necessary. If you use someone else’s exact words, this is called quoting. When you quote, you are expected to enclose the words in quotation marks, and indicate the source of the quote (the author, publication date, and page number). If you use someone else’s work without proper citation, this is called plagiarism.

Plagiarism also applies to information on the web; it is equally important to cite a web source and the rules above pertain. Consequently, if there are no quotation marks around the text and no source is cited, instructors will assume that you intend for them to conclude that any ideas, especially the specific words, that you presented in your work are your own. If the idea or the exact words are taken from another source and you do not indicate the source of the idea, you are representing another person’s ideas as if they were your own. This PLAGIARISM and is a very serious offense.

If I find any plagiarism in any assignment or exam, the student will receive zero points for that assignment or exam, and will be reported to the Aggie Honor Council. If I find another case of plagiarism by that student, the student will receive an F for the course.

TRAVEL
Traveling on site to the cities is required. We expect to make two trips in this course—one at the beginning of November (date TBD) and the other at the beginning of December (date TBD). These meetings will be in the evening to accommodate community members and Task Force members work schedules. In order to travel you must following the following steps FOR EACH TRIP:

1. Go to the Student Activities website, https://studentactivities.tamu.edu/app/form_travel, and click on the “Start for Class Field Trip” link

2. Fill in all requested information, click “Save and Continue” *(Note: The form asks for personal information that is not accessible by anyone except you.)*

3. Proceed through the remainder of the form, and click “Submit” once they are finished

ORGANIZATION
You will be divided into 2 groups by city (Nolanville and Dickinson), which will be the groups through the remainder of the project (fall 2014 and spring 2015).

We will use two project management online resources to manage and organize materials and tasks. Basecamp is a web-based project-management tool. Basecamp offers to-do lists, wiki-style web-based
text documents, milestone management, file sharing, time tracking, and a messaging system. The faculty members, city staff, and Task Force are also on Basecamp and your professionalism is expected.

Google drive will be used primarily for the production of your materials. TTC graduate interns already have several documents, shapefiles, images, and other files available for your use. Please look carefully through these. *We do not want you to waste time gathering data that has already been gathered!*
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class Topic/Discussion</th>
<th>Reading before Class</th>
<th>Assignment due beginning of class</th>
</tr>
</thead>
</table>
| 1    | 9/1  | Introduction to class and course project.  
  - Discuss cities  
  - Fill in contact sheet  
  - Discuss TTC Course-Skills Survey  
  - Discuss Basecamp  
  - Discuss Google Drive | | |
|      | 9/3  | Plan Making Process and Plan Quality  
  - Explain Evaluation Protocol Assignment: Ch. 1-3  
  Be able to:  
  - Describe the general local planning process  
  - Explain the Core Purposes of a Plan  
  - Know how to evaluate plan quality | TTC Course- Skills Survey: https://docs.google.com/forms/d/1HoyAx9-xxwo-hVcKotCMk9iREMh1YiqoLR6o8WF62U/viewform?usp=send_form | |
| 2    | 9/8  | Compare inter-coder reliability and discuss  
  - City assignments distributed  
  - Explain SoC KWR Assignment | 1. Evaluation Protocol due | |
|      | 9/10 | Discuss what was learned from SoC-KWR. What more needs to be investigated? What additions need to be made to the SoC?  
  Guest: Katherine Barbour  
  - Select Fact Basis Addition topic | 2. SoC- KWR due | |
<p>| 3    | 9/15 | Progress check. What are you learning? | | |
|      | 9/17 | Progress check. What are you learning? | | |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignment/Notes</th>
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<tbody>
<tr>
<td>4</td>
<td>9/22</td>
<td>Discuss what was found as a class. Be ready to talk about your findings and how they relate to the planning process. Explain <em>Land Supply &amp; Capacity</em></td>
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<td>Ch. 7</td>
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<td>3. Fact Basis Addition Report due (2 pg word document with separate image files in google drive and full report on Basecamp[TAG: Fact Basis, 662])</td>
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<td>5</td>
<td>9/29</td>
<td>Progress check.</td>
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<tr>
<td>6</td>
<td>10/1</td>
<td>Discuss findings. What does this tell us?</td>
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<td>- Explain Alternative Scenarios</td>
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<td>- What are some themes from the vision that you are already hearing?</td>
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<td>- Divide groups for Alt Scenarios</td>
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<td>Ch. 10-11</td>
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<td>7</td>
<td>10/6</td>
<td>Progress check</td>
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<td>8</td>
<td>10/8</td>
<td>Progress check</td>
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<tr>
<td>7</td>
<td>10/13</td>
<td>City-wide discussion</td>
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<td>Class discussion</td>
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<td>8</td>
<td>10/15</td>
<td><em>Work day- No Class</em></td>
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<td>Upload materials for city to review</td>
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<td>9</td>
<td>10/20</td>
<td>Progress check</td>
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<th>Action</th>
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<tr>
<td>10/2</td>
<td>Progress check</td>
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<tr>
<td>10/2</td>
<td>Run through presentations</td>
<td>Present Alt Scenarios to class</td>
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<td>10/2</td>
<td>Run through presentations</td>
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<td>11/1</td>
<td>Run through presentations</td>
<td>Present final to class</td>
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<td>11/2</td>
<td>Run through presentations</td>
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<td>Open House/ Final Presentation (Date TBD)</td>
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