

Sabbatical Leave Application

Submit electronically to
Provost's Office

*****The SaLe Committee will not consider incomplete applications*****

Checklist

Please make sure you have included the following:

- Dates of Proposed Sabbatical
- Years of services/eligibility points
- Department chair and dean signatures
- Applicant signature

Attachments

- Curriculum vitae—*Must not be longer than 8 pages.*
- Budget—*See application for details on when a budget should be included.*
- Letter(s) of support—*See application for details on when letters should be included.*

Narrative

Please make sure all sections have been completed and that the proposal is written in language that is understandable to an educated layperson.

For any questions, please contact the co-chairs of the SaLe Committee:

Rachel McMullin rmcmullin@wcupa.edu and Kate Stewart kstewart@wcupa.edu



West Chester University of Pennsylvania
APPLICATION FOR SABBATICAL LEAVE
Submit electronically to Provost Office

First and Last Name: **Jongwoong Kim**
College: **Business and Public Management**
Department: **Geography and Planning**

Sabbatical Request (select one)

- 1 semester at full salary (requires 7 years of service as calculated below)
- 1 year at ½ salary (requires 7 years of service as calculated below)
- 1 year at full salary (requires 14 years of service as calculated below)

Semester(s) that sabbatical will be taken: **Fall 2026 and Spring 2027**

The semester(s) should take place the academic year following the application (i.e., applications submitted in fall 2025 are for fall 2026 and/or spring 2027)

Eligibility

The general rule of thumb is that you need 7 years of full-time service as a faculty member in the PASSHE system for each sabbatical (including at least 5 years continuous service at WCU), but you do not need to wait 7 years between sabbaticals. You cannot, however, apply any earlier than three (3) semesters following the semester in which a previous sabbatical has been taken. To help ensure that you have enough years of service to qualify for a sabbatical, please complete the following steps:

1. Semester and year that you began as a full-time faculty member in the PASSHE system: **Fall 2019**
2. Give yourself one (1) seniority point for each semester of service **14**
Do include semesters that fall between the time of application and the start of the proposed sabbatical. For instance, if you are applying fall 2025 and the sabbatical would start fall 2026, include two points for fall 2025 and spring 2026. Three points would be added for a sabbatical starting spring 2027.
3. Calculate points for any prior sabbaticals you have taken **0** (number of sabbaticals) X 14= **0**
A full-year, full-pay sabbatical counts as 2 sabbaticals and equals 28 points.
4. Then subtract that number from the total seniority points calculated in step 2 **14**
5. Divide the number in step 4 by two (2) to convert that number into years **7**
This number must be at least 7 (years) to meet the minimum requirement for a 1 semester, full salary or 1 year, ½ salary sabbatical. It must be at least 14 (years) for a 1-year, full salary sabbatical.

The faculty member is responsible for ensuring that Chairperson's and Dean's comments and signatures are obtained on time, and that the completed proposal (PDF) is emailed to the Provost's Office by the published deadline. Incomplete applications or applications received after the published deadlines will not be reviewed by the SaLe Committee.

1. Project Abstract

(Maximum 150 words)

Please provide a short abstract summarizing your project and its outcomes.

This one-year sabbatical has two projects. First, I will conduct a research study on how housing costs, job opportunities, and local politics shape where young adults choose to move. I will share the results as an article, a set of easy-to-use interactive maps, and a short guide for local leaders. Second, I will complete UCLA's online MAGIST master's program in GIS (36 credits in mapping, databases, Python/R, imagery/A.I., and web mapping). Those skills will flow into refreshed versions of GEO 326, GEO 509, GEO/PLN 318, and PLN 528, with updated labs, assignments, and datasets. Altogether, this plan will strengthen my research and teaching, expand WCU's hands-on data analysis and application courses, and help students graduate with the practical skills employers want in planning and analytics.

GIS	Geographic Information Systems
MAGIST	Master of Applied Geospatial Information Systems and Technologies
GEO 326	Quantitative Analysis in Geography and Planning
GEO 509	Quantitative/Geospatial Methods
GEO/PLN 318	Economic Geography and Development Planning
PLN 528	Economic Development Planning

2. Merit of Project

(Maximum 150 words)

Please describe how you think your project meets the standards of merit described in Section C of the WCU Sabbatical Policy.

This plan moves three things forward at once--research, teaching, and community service. On the research side, I will build a clear, data-based picture of how housing costs, job access, and local politics shape where young adults choose to live, and I will share the results through open datasets, easy-to-read dashboards, and short briefings for regional partners (local governments, housing authorities, and economic development councils). On the teaching side, I will upgrade four courses with fresh labs, assignments, and real-world datasets. This work draws directly on my background in planning and GIS and meets our department's growing need for spatial analytics and applied policy research. Completing UCLA's MAGIST program will keep my toolkit up to date with the latest practices (e.g., advanced spatial statistics, coding for data analysis and mapping, and working with Machine Learning/A.I.), so classes will become stronger, and students will graduate with skills employers are actively seeking.

3. Description of the Project and its Outcomes

(Maximum 1,500 words excluding references)

Please include:

- a. A discussion of the background and significance of your project(s).
- b. A detailed description of how the project(s) will be carried out (i.e., discussion of methodology, procedures, and/or activities) and the time commitment required to complete the work.
- c. A description of the outcomes of the project(s), including, but not limited to, any scholarly/creative outputs and any competencies developed via professional development.

Project 1 (Research): Housing Affordability, Job Access, and Ideological Sorting

[Time commitment: 20 hours/week]

The study investigates how housing affordability, job opportunity, and political ideology jointly shape young-adult (18–44) relocation and what these patterns imply for local planning. Core questions: (1) Where are young adults moving, and how does ideology shape those flows? (2) How do affordability and job access interact with ideological alignment? (3) Can we classify metros by “affordability-opportunity-ideology” types to guide policy? (4) Which levers (e.g., zoning, production/development, branding, and workforce) fit each type?

Background and Significance

Housing affordability and job opportunity are two of the most influential economic factors in location decision-making. At the same time, drawing on multidisciplinary insights from geography, psychology, and sociology, evidence suggests that political ideology is meaningfully linked to residential preferences and career choices in the United States (Bishop, 2008; Cho et al., 2013; Gimpel & Reeves, 2024; Motyl et al., 2014; Tiebout, 1956). Using migration flow modeling and spatial data analysis, this project will develop a composite relocation suitability index to identify which U.S. metropolitan areas are attracting ideologically aligned young movers. The goal is not only to analyze these patterns but also to generate actionable guidance for local governments in planning, housing, and economic development.

Understanding the relocation decisions of young adults is essential for anticipating and shaping the nation’s demographic, economic, social, and political future. As the most mobile--though significantly less so than before--and economically active age group, young adults remain key drivers of population growth and labor force productivity (Bureau of Labor Statistics, 2017; Fry, 2017, 2018). Their location choices determine where the future workforce, tax base, and housing demand will concentrate. While relocation decisions are typically driven by prominent economic factors such as housing costs and job access, they might also be complicated by less tangible factors, including

personal values and sociopolitical identity (Parker et al., 2018). In the meantime, the United States is experiencing sharp ideological polarization (Pew Research Center, 2014), and younger generations increasingly chose to live in communities that reflect their political and cultural identities (Pew Research Center, 2007) although they are now less likely to feel that political parties adequately represent them (Gómez & Daniller, 2021).

This research argues that housing and job choices are not isolated from ideological migration, in which like-minded individuals cluster in specific regions, as distinct ideological patterns often emerge in policy attitudes that are interrelated to those stereotypical housing preferences and job selections (e.g., liberals more likely to support pro-housing, inclusive zoning, and transit vs. conservatives to support zoning autonomy, property rights, and low tax). Further, regional migration patterns are becoming increasingly distinct, contributing to geographic polarization and reinforcing regional differentiation across the country, which underpins local political majorities, influences governance, and reshapes the built and sociopolitical landscapes.

Despite these emerging trends, the influence of political ideology on relocation decisions remains largely underexplored in conventional urban and regional planning frameworks. While researchers and journalists have highlighted the geographic clustering of individuals with similar political beliefs, ideology remains rarely incorporated as a formal variable in spatial planning research. This is surprising, given that foundational theories in urban and regional planning often embraced ideologically driven perspectives aimed at fostering a more equitable society and advancing democratic placemaking (Fainstein, 2010; Friedmann, 1987; Harvey, 1973; Marcuse & van Kempen, 2000). Nevertheless, most planning scholarships and practice continue to focus on affordability, land use, and access to jobs/services while overlooking how political and cultural alignment shape perceptions of livability, particularly for younger cohorts.

This project addresses this gap by integrating ideological geography with planning theory and practice, particularly in housing policy and economic development (e.g., job creation, talent attraction), challenging planners to reframe the concept of “livability” not only in terms of affordability and access but also in terms of ideological and cultural fit--a lens that may be increasingly used by young adults to assess place suitability. By illuminating the complex interplay among values, housing, and jobs, this research will also help local governments craft planning strategies that are place-sensitive and generationally responsive, and perhaps ideologically inclusive as well.

Methodology

This project employs a multi-step GIS workflow to examine how housing affordability, job access, and political ideology shape young-adult migration across the United States:

1. County-level net migration is mapped using ACS flows, ACS PUMS, and IRS SOI data, then overlaid with 2020/2024 presidential election returns to visualize ideological sorting; spatial autocorrelation (Moran's I) and cluster statistics (LISA/Gi*) assess the geography of these patterns for 3,244 counties.
2. A housing affordability index is constructed from HUD's Location Affordability Index, HUD FMR, Zillow, Apartment List, and ACS incomes (rent-to-income and price-to-income), producing county surfaces and clustering diagnostics.
3. A complementary job opportunity index is derived from BLS OES and Census LEHD/LODES, J2J, and QWI, measuring jobs per capita and sectoral mix; outputs are rasterized and evaluated for spatial clustering.
4. To test relationships, logistic and multinomial models estimate how ideological alignment, affordability, and job access jointly predict destination choices (e.g., urban/suburban/rural or red/blue/swing), controlling for age, income, and education; a binary model confirms whether ideological alignment increases the odds of relocating to politically similar places.
5. These results feed the Young Adult Relocation Index (YARI), a weighted overlay of ideological alignment, affordability, and job opportunity (initially equal weights and then refined by model findings), and a metro typology that distinguishes places such as "talent-retention zones" (high match, job-rich, and affordable), "housing-policy priorities" (high match, job-rich, and unaffordable), "strategic branding opportunities" (affordable, job-rich, and ideological mismatch), and areas at risk for young out-migration.

Deliverables include a public web atlas/StoryMap (migration and ideology hot spots; affordability and job overlays; and YARI and typology maps), a 10-12-page policy brief with typology-specific recommendations, and a peer-reviewed article submission.

Implications, Limits, and Contribution

Findings will help local governments align land use and housing programs with observed young-adult demand. In job-rich but unaffordable metros, the typology can guide gentle-density and mixed-use reforms, targeted gap financing, and expedited approvals; in markets with ideological mismatch, economic-development strategies can pair employer recruitment with housing delivery and civic "branding" that improves attraction and retention. Housing agencies can calibrate affordability tools to job access

and service proximity rather than price alone, improving net livability for young workers. Because the analysis relies on quantitative county/metro indicators, however, it captures macro patterns but not neighborhood-level nuance or subjective motivations, and vote share and rent burden may imperfectly proxy lived experience. Future work can add qualitative interviews or surveys to surface values and narratives and pursue finer-scale studies (tracts or precincts) or single-state (e.g., PA) deep dives to inform municipal implementation. Overall, the project adds ideology as a formal dimension to spatial planning analysis, bridging political geography with housing and labor markets, while producing implementable tools for local decision-makers.

Project 2 (Degree): UCLA MAGIST for Upskilling and WCU Curriculum Improvement [Time commitment: 20 hours/week]

UCLA's MAGIST is an online, professional 36-credit curriculum combining advanced spatial analysis, geospatial databases, programming in Python/R, imagery/remote sensing, web/cloud GIS, and Machine Learning/A.I. applications, culminating in a two-part capstone (GEOG 498 & 499). The program can be completed in one academic year at full pace, and courses integrate asynchronous lectures and applied labs. I plan to follow the one-year planner (401/410/411; 412/413/498; and 414/415/499) and design the capstone to revise/prototype my WCU course modules below.

- GEO 509 Quantitative/Geospatial Methods
 - Spatial Regression (Lag/Error): Compare OLS vs. spatial models
 - Mini-Project: Apply 2-3 methods to a student-chosen question (a short paper)
- GEO 326 Quantitative Analysis in Geography and Planning
 - Spatial Patterns (Intro Moran's I): Conceptual W matrices and intuition
 - Final Mini-Project: Pose a question, analyze, and present (a brief talk and a map)
- PLN 318/528 Economic Geography / Economic Development Planning
 - ED Dashboard for Decision Makers: Build a web dashboard and publish an app
 - Capstone Local ED Strategy: Synthesize 3-4 labs for a locality (PPT slides)
 - New/Revised Labs: Trade Areas & Leakage (memo), Retail Gravity (map and note), Job Accessibility (map), Site Readiness (map and note), and Workforce & Wages (map and brief)

These courses may ladder up from foundations (GEO 326) > methods (GEO 509) > applications (PLN 318/528) and other professional practice-oriented courses in the department (e.g., GEO 325/425 Business GIS Introduction/Applications).

Feasibility of Completing the Projects

Across Projects 1 and 2, the sabbatical will yield: (1) one peer-reviewed article submitted; (2) public web maps/StoryMap and a YARI typology; (3) a policy brief; (4) four revamped syllabi with revised labs and new assignments; and (5) a conference presentation on the research. The degree program (Project 2) is online, with asynchronous lectures and labs and a published one-year sequence, providing time-zone flexibility throughout the sabbatical. The degree (tuition and fees) will be personally funded by the applicant. For the research (Project 1), all data and tools are already available; data are public, and analyses will use ArcGIS Pro (software licensed at both WCU and UCLA). The research does not depend on external funding, and human subjects/IRB review is not required because it uses aggregated public data.

References

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List of Abbreviations

AAG	American Association of Geographers
ACS	American Community Survey
ACSP	Association of Collegiate Schools of Planning
AICP	American Institute of Certified Planners
APA	American Planning Association
APPAM	Association for Public Policy and Management
ArcGIS	A geographic information system software by Esri
BLS	Bureau of Labor Statistics
ED	Economic Development
FMR	Fair Market Rent
GEE	Google Earth Engine
GIS	Geographic Information Systems
HUD	U.S. Department of Housing and Urban Development
IRB	Institutional Review Board
IRS	Internal Revenue Service
J2J	Job-to-Job Flows
LAI	Location Affordability Index
LEHD	Longitudinal Employer-Household Dynamics
LISA	Local Indicators of Spatial Association
LODES	LEHD Origin-Destination Employment Statistics
MAGIST	Master of Applied Geospatial Information Systems and Technologies
ML	Machine Learning
OES	Occupational Employment Statistics
PUMS	Public Use Microdata Sample
QWI	Quarterly Workforce Indicators
SOI	Statistics of Income
YARI	Young Adult Relocation (Suitability) Index

6. Projected Work Plan

(Maximum 400 words)

Please include:

- A detailed timeline that shows when project activities will be completed, including relevant work to be completed before or after the sabbatical period. A table or list format is fine.
- A brief discussion of the likelihood of project completion.
- A discussion of contingency plans, if project completion is dependent on outside factors.

Timeline and Tasks

Period	Project 1 (Research)	Project 2 (Degree)
Summer 2026 (Pre-leave)	Finalize data inventory and analysis scripts; outline article and policy brief	Map MAGIST course calendar to sabbatical schedule
Fall 2026 (Sep-Dec)	Build migration & election overlays; run spatial autocorrelation and initial cluster maps; draft methods section	GEOG 401 (Applied Spatial Data Science); GEOG 410 (Geospatial Databases); GEOG 411 (Imagery)
Winter 2027 (Jan-Mar)	Estimate logistic/multinomial models; run sensitivity tests; begin YARI weighting	GEOG 412 (Python); GEOG 413 (Applied Spatial Statistics); GEOG 498 (Capstone I: Methods & Proposal)
Spring 2027 (Apr-Jun)	Finalize YARI and metro typology; produce ArcGIS web maps/StoryMap; draft policy brief and manuscript	GEOG 414 (Web GIS); GEOG 415 (Spatial Data Science Futures: GEE/ML); GEOG 499 (Capstone II: Final Product)
Summer 2027 (Post-leave)	Submit article; schedule fall talks/presentations	Update course syllabi (new/revamped modules); integrate capstone artifacts into labs/assignments; deploy enhanced GEO 509, GEO 326, and PLN 318/528 (AY 2027–28)

Project 1 uses only public data and the same software we already use on campus. The work moves in clear steps (gather data>build models>group places into types>create an online map atlas>write the paper) with specific targets each term and no IRB review required. Project 2 follows UCLA's published one-year, online MAGIST plan, and I will line up its two-part capstone with new materials for my WCU courses. Because I am adapting from existing syllabi and past offerings, the development risk/delay is low. Each term I will block out about 20 hours/week for analysis and writing and 20 hours/week for coursework, with monthly check-ins to stay on schedule. Together, I believe these conditions make completion*** highly likely.

If Project 1 runs behind, I will prioritize the most valuable pieces such as finished course materials and the public web atlas and shift the journal submission to early summer without delaying classroom rollout. If a MAGIST course fills or moves, I will (a) swap in an approved equivalent, or (b) push it to the next term while keeping research

milestones on track. If I must defer MAGIST, I will complete a comparable graduate-level GIS sequence through UCLA Extension or Esri Technical Certification, so the planned teaching materials are still delivered on time.

*** Completion Milestones (P1=Project 1, P2=Project 2)

Milestone	Target Date	Deliverables
M1	Oct 2026	Baseline maps complete (P1)
M2	Feb 2027	Models & robustness done (P1); capstone proposal approved (P2)
M3	May 2027	YARI map & typology (P1); web maps online (P1)
M4	Jun 2027	Manuscript & policy brief drafted (P1); capstone delivered (P2)
M5	Aug 2027	Talk materials ready (P1); updated syllabi and labs/assignments (P2)

7. Letter(s) of support

Please include letter(s) of support if appropriate. Examples include:

- a. To document the value and nature of a collaboration or of a location, the availability of resources, or the feasibility of the project.
- b. To document access to a restricted space, such as an archive, library, or lab facilities needed to complete the project.

Are any letters attached?

- a. Yes _____ b. No V

8. Budget

Please complete the sabbatical budget form if your proposed project depends on self or outside funding beyond the award of the sabbatical itself, including for any of the following:

- a. travel/lodging
- b. purchase of equipment/materials or other operating expenses
- c. paying student workers or consultants
- d. fees for conferences, presentations, workshops, etc.

Budget is:

- a. Attached V b. Not applicable to project _____

Budget Elaboration (Provide any contextual information that would aid the committee in understanding your budget):

Expense Type	Estimated Cost	Personal Contribution	Departmental or College Funding	Other Funding Sources
MAGIST (tuition & fees)****	36,640	36,640		
Total Project Cost	36,640	36,640		

**** According to UCLA Geospatial (<https://magist.gis.ucla.edu/tuition-and-financial-aid/>), “Tuition for the MAGIST program is charged at a rate of \$981 per unit for all incoming students (California residents AND non-residents) who first enroll in MAGIST during the 2024-25 academic year. Assuming this per-unit rate, a typical four credit MAGIST course costs \$3,924. Tuition and fees are billed every quarter corresponding to the number of units in which a student is enrolled. In the interest of ensuring predictable costs for continuing students, tuition for all continuing MAGIST students will be billed at the same rate that was in place during the student’s first term of enrollment after admission. Students who have been readmitted to MAGIST after participating previously should be aware that they will be assessed tuition at the rate in place at the time of their most recent readmission. Additional mandatory campus fees will be assessed in addition to tuition. Student service fees of at least \$418 per quarter (2024-25 academic year rate; subject to change) will be assessed during all terms in which a student is enrolled in MAGIST courses. Students who complete MAGIST in one academic year can expect to pay total tuition and fees of **\$36,640** (36 units at \$981/unit = \$35,386; three quarters of student service fees at \$418/quarter = \$1,254).”

9. Project Benefits

(Maximum 500 words):

Please describe how your project will:

- a. Enhance your own teaching or professional responsibilities and/or scholarly/creative competencies.
- b. Benefit your students, the university, your discipline, and/or the broader community.

The two projects work together to strengthen my research and teaching while delivering clear benefits to students, the department/college, and the university. Project 1 will build and test practical tools for understanding where young adults move and why. In plain terms, I will combine maps and simple models to see how housing costs, job options, and political/ideological fit relate to migration. The results (clean datasets, a metro “typology” chart, and an online map atlas) will create a strong base for future grants (e.g., state policy labs or federal programs on affordability and mobility). Sharing the data and maps openly also invites collaboration. I plan to publish a journal article, write a short practitioner brief, and present at a conference (e.g., AAG, APA, ACSP, and

APPAM). Those briefs will help build relationships with regional agencies and employers, which in turn supports student internships and job placements. Further, public-facing StoryMaps, briefs, and dashboards will help position WCU as a regional hub for planning, development, and location analytics.

Project 1 can also enrich the classroom. The steps I use (e.g., spotting patterns on maps, finding hot spots, estimating the odds of choosing one place over another, and building a simple suitability score) will translate into hands-on labs for GEO 326, GEO 509, PLN 318/528, and potentially new offerings in Business GIS/Real Estate Analytics. Students will work with real data such as Census/IRS flows, affordability, jobs, and voting and an ArcGIS StoryMap, not “canned” examples. By following the full path of question > model > validation > policy memo, students practice scoping a problem, diagnosing a model, and explaining results clearly. The metro “types” (e.g., high-opportunity/affordable vs. mismatch) will also anchor case discussions in other courses I teach, such as PLN 354/554 Housing and Planning in America and PLN 214 Introduction to Planning.

Project 2 will align our courses into a clear skills ladder: GEO 326 (foundations) > GEO 509 (methods) > PLN 318/528 (applications), with Business GIS/Real Estate Analytics as professional practice. The sequence makes internship and entry-level analyst pathways easier to see, whether in public planning and economic development or in private-sector real estate, location intelligence, consulting, and engineering. For the department/college, refreshed cores (GEO 326/509) will lift quantitative and geospatial readiness across majors, while PLN 318/528 will gain up-to-date location-analytics modules. Potentially updating Business GIS and launching Real Estate Analytics will attract students interested in local business and development, strengthening ties with regional employers.

10. Description of Meritorious Service

(Maximum 800 words)

Please see the description provided in Section D of the WCU Sabbatical Policy.

Note: If you have previously had a sabbatical, only include activities that have occurred since your last sabbatical.

Since 2019, my service at WCU has focused on leading programs, doing steady committee work, advising students, and building partnerships beyond campus. The goal has been simple: strengthen our programs and create more opportunities for students, the department, the university, and our wider community.

Accreditation Leadership

I served as the Planning Accreditation Board (PAB) Accreditation Coordinator for our Undergraduate Planning Program, co-authoring the Self-Study Report and helping guide the multi-year review that earned our initial accreditation (Jan 2023-Dec 2027). This recognition (one of only 16 accredited undergraduate planning programs nationwide) raises our profile, improving students' job and graduate school prospects and keeping our curriculum aligned with national standards. In 2023, I also earned the AICP credential, which strengthens our standing under PAB criteria that value AICP-certified faculty.

Program Coordination and Department Service

I coordinate two programs: the MURP graduate program (2023-present) and the Real Estate Program (minor and certificate; 2024-present). That work includes curriculum planning, assessment, recruitment/admissions, advising, and industry outreach. I chaired the Adjunct Faculty Evaluation Committee (2022-2024) to support teaching quality, and previously served as Assessment Coordinator (2020-2023) for learning outcomes across three degrees (B.S. Planning, B.S. Geography, and M.S. Geography). I have represented the department on CAPC (2020-2023), contributed to the Planning Program Committee (2020-present), served on three faculty search committees (2021-present), and sat on the George Fasic Scholarship Committee (2019-present) to recognize student excellence.

College and University Service

At the college level, I serve on the Graduate Council (2023-present) and previously served on the CBPM Faculty Scholarship Committee (2019-2023). University-wide, I was the first Faculty Advisor for the Out-of-State Student Association (OSSA) (2023-2024), mentoring student leaders and helping build a stronger sense of belonging for this group. I also worked on the CAPC Undergraduate Programs Committee (2020-2023) to help maintain curriculum quality across campus.

Community Partnerships and Professional Engagement

Beyond WCU, I partnered with the National Fair Housing Alliance (NFHA) to create a public GIS dashboard that makes national housing-discrimination data easier to understand, bringing our academic skills to a real public need. I serve on the Lincoln Institute of Land Policy/ACSP Award Task Force (2023-present), recognizing strong work in planning and land development internationally. I am also collaborating with colleagues (Drs. Dottie Ives-Dewey and Amy Lynch) on a "Planning in Pennsylvania 101" course proposal for the Pennsylvania Municipal Planning Education Institute (PMPEI), which is supported by APA Pennsylvania and the PA State Association of Boroughs.

WCU's sabbatical policy highlights leadership, committee service, student support, partnerships, and ongoing professional development as examples of meritorious service. My roles in accreditation, program coordination, assessment and curriculum governance, student advising and organization mentorship, and external professional work align with those goals and are aimed at one outcome: stronger programs and better opportunities for our students and community.

Endorsements and Comments

a. Chairperson

Please indicate your recommendation regarding the funding of this application and comment below on the relevancy and potential benefits of the described project:

Approve

Chairperson signature:



Date:

9/12/25

b. Dean

Please indicate your recommendation regarding the funding of this application and comment below on the relevancy and potential benefits of the described project:

I strongly endorse this sabbatical proposal, which seeks to examine issues relating to housing demographics and locational mobility. In addition, Dr. Kim seeks to complete his training in Geographical Information Systems through an online master's program at UCLA. These are two important projects for different reasons. The first project will utilize our GIS resources along with Dr. Kim's extensive research track record to address an issue that is particularly important to housing, labor economics and the demography of work. I am confident he has the expertise and track record to bring this project to a successful completion. The second project will reinforce Dr. Kim's skillset to continue to develop and provide specialized coursework utilizing GIS technology as well as to continue his research in this vein. GIS technology is evolving, and this type of expertise is particularly valued as his department seeks to refine their curriculum. Both projects align with CBPM's mission as well as Dr. Kim's departmental teacher scholar model. His goals and deliverables are realistic and have a high probability of success. I believe this is a project of high importance that will contribute to Dr. Kim's field as well as his department and our programs in GIS, Real Estate and Geography and Planning.

Dean signature:



Date: 09/15/2025

Signature of applicant

I certify that the information I have presented is accurate and contains no omission of fact.

Faculty applicant signature:



Date: 9/10/25

N.B. The application will be submitted electronically in PDF form. Please follow the procedures for submission as outlined under [Sabbatical Leave](#) on the Provost's webpage.

JONGWOONG KIM, PhD, MUP, AICP

Associate Professor and Coordinator of MURP and Real Estate Programs
 Department of Geography and Planning | Center for GIS and Spatial Analysis
 West Chester University of Pennsylvania, West Chester, PA 19383, United States
 Email: JKim@wcupa.edu | Voicemail: (610) 436-2646

1. EDUCATION AND CERTIFICATIONS

University of North Carolina, Chapel Hill, NC BA, Economics (Minor: Business Administration)	2006
University of Michigan, Ann Arbor, MI MUP, Urban Planning (Concentration: Housing, Community & Economic Development)	2011
University of Cincinnati, Cincinnati, OH PhD, Regional Development Planning (Minor: Planning Methods & Geospatial Analysis)	2018
American Planning Association (APA), Chicago, IL AICP (American Institute of Certified Planners)	2023-Present

2. ACADEMIC AND ADMINISTRATIVE POSITIONS

West Chester University (WCU), West Chester, PA Associate Professor, Department of Geography and Planning	2024-Present
Assistant Professor, Department of Geography and Planning	2019-24
Program Coordinator, Real Estate Minor and Certificate	2025-Present
Program Coordinator, Master of Urban and Regional Planning	2023-Present
Assessment Coordinator, Department of Geography and Planning	2019-23

3. RESEARCH PROGRAMS AND GRANTS (underlined: student/advisee)

Co-PI HUD Addressing the Housing Affordability Crisis Grant Program (under review), “The WCU-HACC Joint Center for Housing Affordability and Policy Evaluation,” with Coutu, G. (Co-PI), Ives-Dewey, D. (Co-PI), and Walker-Smith M. (Co-PI).
Co-PI CRPA Targeted Research Grant (under review; LOI accepted), “Solving the ‘Missing Middle’ in Housing,” with Crossney, K. (PI), Guido, G. (Co-PI) and Kelly, K. (Co-PI).
Co-PI CPF Congressional Research Earmark on behalf of the 6 th District of PA (on hold), “WCU Research on Modeling Technology for Affordable Housing,” with Coutu, G. (Co-PI) and Ives-Dewey, D. (Co-PI).
PI CRPA Targeted Research Grant (2025-26), “Preservation and Improvement of Manufactured Home Communities in Rural Pennsylvania: A Comprehensive Vulnerability Assessment and Policy Response,” with Lynch, A. (Co-I) and Nein, B. (Co-I).
Co-PI Provost’s Research Grant (2024-25), A GIS-Part of “Evaluating Hospital Consolidation and Sustainability in Rural Pennsylvania,” with Holt, H. (PI) and Stone, R. (Co-PI).
PI PHFA Housing Policy Fellowship (2023-24), “A Geospatial Analysis of Pennsylvania's Locally Varying Property Tax Components and Their Implications for the Aging in Place of Older Pennsylvanians.”
PI Provost’s Research Grant (2022-23), “A New Redlining in the Digital Era? A Geospatial and Statistical Analysis of Redfin Service Locations in the Context of Historically Redlined Areas in the U.S.,” with Heckert, M. (CL).

- PI CRPA Micro Research Grant (2021-22), “A Geospatial Analysis of Community Conditions and Hospital Access in Rural Pennsylvania,” with Harrison, Q. (Co-I).
- PI Campus Sustainability Research Grant, (2021-22), “Developing a 3D GIS Model to Visualize Campus Building Energy Consumption,” with Ahner, H. (Co-I).
- PI CBPM Research Scholarship (2021-22), “Flood Impact Analysis of Philadelphia’s Low-Income and Minority Communities,” with Bristowe, A. (Co-I).
- Co-I Provost’s Research Grant (2020-21), “Ensuring Equitable Neighborhood Change: Assessing Gentrification Pressures on the Historic East End in West Chester,” with Ives-Dewey, D. (PI) and Coutu, G. (Co-I).

4. AWARDS AND FELLOWSHIPS

Innovation in Teaching Award, WCU College of Business and Public Management	2024
Outstanding Faculty Award, WCU Honors College	2023
UAA Economic Inclusion Research Network, E. M. Kauffman Foundation	2023
K. A. Possinger Housing Policy Fellowship, PA Housing Finance Agency	2023
Digital Case Study Library Award, Lincoln Institute of Land Policy/ACSP	2018
Excellence in Teaching Award, UC Graduate School	2017
Student Travel Award, Global Planning Education Association Network	2016
Undergraduate Research Mentoring Award, UC Graduate School	2015
Graduate Incentive Award, UC School of Planning	2015
PhD Workshop Scholarship, Association of Collegiate Schools of Planning	2015
Graduate Student Research Fellowship, UC Research Council	2014
Summer Research Fellowship, UC Graduate Student Governance Association	2013
School Service Award, UC School of Planning	2012
University Graduate Scholarship, UC Graduate School	2011-13
Ginsberg Center Service Recognition, University of Michigan	2009

5. MANUSCRIPTS UNDER REVIEW (*corresponding author, underlined: student/advisee)

Hong, A.*, Gebresselassie, M., Biglieri, B., Bogra, B., Cochran, A., Kim, J., & Li, S. (under review), Building Bridges: Collaborative Research on Accessibility for Aging and Disability, *Journal of the American Planning Association*.

6. PUBLICATIONS (*corresponding author, underlined: student/advisee; BC: book chapter, BR: book review, MA: media/magazine article, RJ: referred journal, RR: research report, and WP: working paper)

- MA1. Kim, J (2025). Unlock Suburban Housing Potential and Put Empty Offices to Work: Five tips for transforming unused corporate campuses into modern, high-quality multifamily projects, *PLANNING*.
- WP1. Kim, J* & Ives-Dewey, D. (2024). Two Birds with One Stone? Suburban Office-to-Multifamily Conversion Trends in the U.S., *Digital Commons @ West Chester University*.
- RJ3. Kim, J.* & Harrison, Q. (2024). Rural–urban disparities in community conditions and hospital access: a geospatial analysis of Pennsylvania (companion: web map 1 and web map 2), *Middle States Geographer of the Association of American Geographers (AAG)*.

- RR3. Kim, J. (2023). Preserving Home and Independence: The Geography of Pennsylvania's Real Estate Tax System for Aging in Place (companion: online dashboard and web map), *Pennsylvania Housing Finance Agency*. Harrisburg, PA: PHFA.
- RJ2. Kim, J. (2022). A Reflective Account of Instructing Remote Planning Studios in the Era of COVID-19, *Planning Practice & Research*, DOI: 10.1080/02697459.2022.2077895.
- RJ1. Kim, J. (2022). The Age-Friendly Community Policy Movement and the Residential Location of U.S. Older Adults: The Case of Hamilton County, Ohio, *Journal of Applied Gerontology*, DOI: 10.1177/07334648221085462.
- RR2. Kim, J.* & Harrison, Q. (2022). A Geospatial Analysis of Community Conditions and Hospital Access in Rural Pennsylvania (companion: web map 1 and web map 2), *Center for Rural Pennsylvania*. Harrisburg, PA: Center for Rural PA.
- RR1. Ives-Dewey, D.*, Heckert, M., Kim, J., Katirai, M., & Katirai, W. (2022). Planning in Rural Pennsylvania in 2020: Analysis of the Use and Effectiveness of Municipal Land Use Tools, *Center for Rural Pennsylvania*. Harrisburg, PA: Center for Rural PA.
- BR2. Kim, J. (2021). The right to an age-friendly city: Redistribution, recognition, and senior citizen rights in urban spaces, by Meghan Joy, *Journal of Urban Affairs*, DOI: 10.1080/07352166.2021.1982617.
- BR1. Kim, J. (2018). International perspectives on age-friendly cities, edited by Francis G. Caro and Kelly G. Fitzgerald, *Journal of Urban Affairs*, 40:1, 154, DOI: 10.1080/07352166.2017.1292081.
- BC2. Kim, J. (2018). Informal Settlements and Rights in Conflict: An inquiry case of Guryong Village Land Development in Seoul, South Korea. *Case Study*. Cambridge, MA: Lincoln Institute of Land Policy.
- BC1. Kim, J.* & Kim, S. S. (2015). Moran Market, Seongnam in South Korea in *Informal Market Worlds ATLAS & Other Markets READER*, by T. Cruz, P. Mörtenböck, & H. Mooshammer. Rotterdam: nai010 publishers. ISBN 978-94-6208-194-4.

6. PRESENTATIONS (*corresponding author, underlined: student/advisee; CP: conference presentation with referred abstract, and IT: invited talk)

- IT6. "Two Birds with One Stone: Suburban Office-to-Multifamily Conversion Trends in the U.S.," *2025 UN-PRME Scholarship Series*, College of Business and Public Management, West Chester University, May 2025.
- CP20. Kim, J. (2024). A Geospatial Analysis of Pennsylvania's Locally Varying Property Tax Components and Their Implications for the Aging in Place of Older Pennsylvanians, *Pennsylvania Housing Finance Agency Housing Forum* in Harrisburg, PA, May 2024.
- IT5. "A Geospatial Analysis of Pennsylvania's Locally Varying Property Tax Components and Their Implications for the Aging in Place of Older Pennsylvanians," *Board Meeting of the Pennsylvania Housing Finance Agency*, Harrisburg, PA, April 2024.
- IT4. "Preserving Home and Independence: The Economic Sustainability of Pennsylvania's Property Tax System for Aging in Place," *2023 Sustainability Research and Practice Seminar Series*, Office of Sustainability and Sustainability Council, West Chester University, October 2023.
- CP19. Kim, J. (2023). A Geospatial Analysis of Pennsylvania's Locally Varying Property Tax Components and Their Implications for the Aging in Place of Older Pennsylvanians, *Association of Collegiate Schools of Planning Conference* in Chicago, IL, October 2023.

- CP18. Choi, J.* & Kim, J. (2023). Defensible yet inclusive space? Community members' perceived effectiveness of CPTED on crime and fear of crime via instrumental and expressive perspectives, *Association of Collegiate Schools of Planning Conference* in Chicago, IL, October 2023.
- IT3. "A Geospatial Analysis of Community Conditions and Hospital Access in Rural Pennsylvania," *Board of Directors Meeting*, Center for Rural Pennsylvania, Harrisburg, PA, December 2022.
- CP17. Kim, J. (2022). A New Redlining in the Digital Era? A Geospatial and Statistical Analysis of Redfin Service Locations in the Context of Historically Redlined Areas in the U.S., *Association of Collegiate Schools of Planning Conference* in Toronto, Canada, November 2022.
- CP16. Quinten, H. & Kim, J.* (2022). Presentation of Results: A Geospatial Analysis of Community Conditions and Hospital Access in Rural Pennsylvania, *Middle States Division of the Association of American Geographers* (virtual), October 2022.
- CP15. Kim, J. (2022). Methodological Discussions: A Geospatial Analysis of Community Conditions and Hospital Access in Rural Pennsylvania, *World Planning Schools-Asian Planning Schools Association Congress* (virtual), August 2022.
- CP14. Kim, J. (2022). Smart Growth & Age-Friendly Communities: A comparison of two key policy movements for a better future, *Urban Affairs Association Conference* in Washington, D.C., April 2022.
- CP13. Bristowe, A. & Kim, J.* (2022). Flood Impact Analysis of Philadelphia's Low-Income and Minority Communities, *Urban Affairs Association Conference* in Washington, D.C., April 2022.
- CP12. Kim, J. (2022). Developing a 3D GIS Model to Visualize Campus Building Energy Consumption, *American Association of Geographers Annual Meeting* (virtual), February 2022.
- CP11. Kim, J. (2021). Older Adults' Perceptions of Smart City Initiatives to Age in Community, *Annual Scientific Meeting of the Gerontological Society of America* (virtual), November 2021 (Abstract available in *Innovation in Aging*, Volume 5, Issue Supplement 1, 2021, p.557-558, DOI: 10.1093/geroni/igab046.2143).
- CP10. Kim, J. (2021). A reflective account of instructing remote planning studios in the time of COVID-19, *Association of Collegiate Schools of Planning Conference* (virtual), October 2021.
- CP9. Heckert, M.*, Fritschle, J., & Kim, J. (2021). Bringing social justice and COVID-19 into the virtual classroom: Lessons from pandemic teaching, *Association of Collegiate Schools of Planning Conference* (virtual), October 2021.
- CP8. Ives-Dewey, D.*, Heckert, M., Katirai, M., Katirai, W., Kim, J., & Neal, S. (2021). Growing smarter and greener together: Evaluating the implementation and influence of Pennsylvania's smart growth agenda, *Association of Collegiate Schools of Planning Conference* (virtual), October 2021.
- IT2. "The Aging Population's Perception of Smart City Initiatives for Aging in Place," *CBPM Faculty Research Seminar*, College of Business and Public Management, West Chester University, December 2020.
- CP7. Kim, J. (2020). The Aging Population's Perception of and Attitude toward Smart City Initiatives, *Association of Collegiate Schools of Planning Conference* (virtual), November 2020.
- CP6. Kim, J. (2019). Silver Friend: A Smart Speaker Project to Assist Low-Income Older Adults Living Alone in South Korea, *Annual Scientific Meeting of the Gerontological Society of America* in Austin, TX, November 2019 (Abstract available in *Innovation in Aging*, Volume 3, Issue Supplement 1, 2019, p. 250, DOI: 10.1093/geroni/igz038.938).

- CP5. Kim, J. (2019). Does Mixed-Use Development Help U.S. Older Adults Age in Place?, *Association of Collegiate Schools of Planning Conference* in Greenville, SC, October 2019.
- CP4. Kim, J.* & McLaughlin, S. (2019). Finding Affordable, Convenient, and Safe Places to Live in Florida Using the Place Database, *Association of Collegiate Schools of Planning Conference* in Greenville, SC, October 2019.
- IT1. “Urban Planning and Crime: Toward More Livable and Just Cities and Communities,” *Department of Political Science, Criminal Justice & Organizational Leadership*, Northern Kentucky University, Highland Heights, KY, February 17, 2017.
- CP3. Kim, J. (2017). Investigating Perceptions and Realities of Living in an Aging-Friendly Community in the U.S., *Association of Collegiate Schools of Planning Conference* in Denver, CO, October 2017.
- CP2. Kim, J. (2016). Individual and Community Determinants of Aging in Place: A Case of Cincinnati and Its Planning Implications for an Aging-Friendly City, *Association of Collegiate Schools of Planning Conference* in Portland, OR, November 2016.
- CP1. Kim, J. (2015). Millennials in Gentrification: Cincinnati’s Over-the-Rhine (OTR) in the Millennium, *Association of Collegiate Schools of Planning Conference* in Houston, TX, October 2015.

7. COURSES TAUGHT AND DEVELOPED (UG: undergraduate, G: graduate, C: combined, and IS: independent study)

West Chester University, West Chester, PA

C5.	Instructor, <i>Planning & Design Studio B</i>	2021
C4.	Instructor, <i>Planning & Design Studio A</i>	2020
C3.	Instructor, <i>Housing and Planning in America</i>	2019-Present
G5.	Instructor, <i>Economic Development Planning</i>	2022-Present
G4.	Instructor, <i>Independent Research (IS)</i>	2022-Present
G3.	Instructor, <i>Quantitative Methods in Planning/Geography</i>	2022-Present
UG9.	Instructor, <i>Economic Geography</i>	2022-Present
UG8.	Instructor, <i>Internship in Planning/Geography (IS)</i>	2022-Present
UG7.	Instructor, <i>Quantitative Analysis in Planning/Geography</i>	2021-Present
UG6.	Instructor, <i>Urban Geography</i>	2020
UG5.	Instructor, <i>Introduction to Planning</i>	2019-Present
UG4.	Instructor, <i>World Geography</i>	2019-Present

University of Cincinnati, Cincinnati, OH

C2.	Instructor, <i>Urban Application of Economic Concepts</i>	Spring 2017
C1.	Teaching Associate, <i>Foundations for Planning Urban Economies</i>	Fall 2014
G2.	Teaching Associate, <i>Housing Systems</i>	Spring 2017
G1.	Teaching Assistant, <i>Fieldwork in Rio de Janeiro, Brazil (IS)</i>	Spring 2013
UG3.	Instructor, <i>Special Topics in Asian Studies: South Korea</i>	Spring 2018
UG2.	Teaching Assistant, <i>Comprehensive Plan of Colerain Township (IS)</i>	Spring 2012
UG1.	Teaching Assistant, <i>Global Perspectives in Urban Planning</i>	Spring 2012

8. PROGRAMS DEVELOPED (UG: undergraduate, G: graduate, and C: combined)

West Chester University, West Chester, PA

UG1.	<i>Real Estate Minor</i> (with Ives-Dewey, D. and Coutu, G.)	2025
C1.	<i>Real Estate Certificate</i> (with Ives-Dewey, D. and Coutu, G.)	2023

9. SERVICES (WCU: West Chester University; UC: University of Cincinnati)

Departmental Services

- Program Coordinator, Real Estate Program (Minor and Certificate), WCU 2025-Present
- Chair, Dept. Committee for Tenure & Promotion (Dr. Y. Lyu) 2024-Present
- Member, Dept. Committee for Tenure & Promotion (Dr. A. Lynch) 2024-Present
- Member, Dept. Committee for Tenure & Promotion (Dr. C. Morales-Ramirez) 2024-Present
- Program Coordinator, Master of Urban and Regional Planning (MURP), WCU 2023-Present
- Chair, Adjunct Faculty Evaluation Committee, WCU 2022-2023
- Assessment Coordinator, Student Learning Outcomes Assessment, WCU 2020-23
- Accreditation Coordinator (PAB), Undergraduate Planning Program, WCU 2020-23
- Dept. Rep., Curriculum and Academic Policies Council (CAPC), WCU 2020-23
- Member, Planning Program Committee, WCU 2020-Present
- Member, George Fasic Scholarship Committee, WCU 2019-Present
- Member, Faculty Search Committee, WCU 2021-22
- Program Assistant, School of Planning International Programs, UC 2012-13

Collegiate Services

- Member, CBPM Graduate Council, WCU 2023-Present
- Member, CBPM Scholarship Committee, WCU 2019-23

University Services

- Faculty Advisor, Out-of-State Student Association (OSSA), WCU 2023-24
- Member, CAPC Undergraduate Programs Committee (UGPC), WCU 2020-23
- President and Vice-President, Korean Students Association, UC 2013-15

Services to Scientific/Professional Organizations

Committee/TF Services

- Member, Lincoln Institute of Land Policy/ACSP Award Task Force 2023-Present

Editorial Services

- Editorial Board (inaugural), Jeju Forum Journal 2022

Referee Services

- Manuscript Reviewer, Journal of Rural Health 2025-Present
- Manuscript Reviewer, Journal of Housing and the Built Environment 2025-Present
- Manuscript Reviewer, Middle States (AAG) Geographer 2024-Present
- Manuscript Reviewer, Planning Practice and Research 2023-Present
- Manuscript Reviewer, Australasian Journal on Ageing 2023-Present
- Manuscript Reviewer, Journal of Aging and Environment 2019-Present
- Abstract Reviewer, APA National Planning Conference in Philadelphia, PA 2022-23
- Abstract Reviewer, GSA Annual Scientific Meeting in Indianapolis, IN 2022
- Poster Judge, WCU Research and Creative Activity Day 2022

Conference Services

- Moderator (How to navigate a career in Real Estate), WCU Real Estate Day 2025
- Panel (Bridging the Gap: Accessibility for Aging and Disability), ACSP Conference 2024
- Moderator (2.Z10-G New Approaches and Methods in Planning), WPSC 2022
- Discussant (2.1 Aging, Mobility, and Health Outcomes), ACSP Conference 2020
- Volunteer, ACSP Conference in Cincinnati, OH (local host/university) 2012

10. STUDENT ADVISEES AND MENTEES (WCU: West Chester University; UC: University of Cincinnati; *with Outstanding Student Award distinction)

Graduate Students

- Ngoc Gaiser (Research Assistant), WCU 2025
- Alden Ritchey (Research Assistant/Co-Investigator), WCU 2025
- Ariel Whaley (Research Assistant/ Co-Investigator), WCU 2025
- Devon Stephens (Internship in Planning), WCU 2025
- Erin Luchetti (Internship in Planning), WCU 2025
- Marta Gintowt (Master's Thesis Committee), WCU 2024
- Madelyn Zaprowski (Internship in Planning), WCU 2024
- Daniel Brown (Independent Research), WCU 2023
- Brandon Wambold (Independent Research), WCU 2023
- Connor Keefer (Independent Research), WCU 2023
- Don Edmonds* (Master's Thesis Committee), WCU 2022-23
- Grace McDonough (Independent Research), WCU 2022
- Amanda Bristowe (Research Assistant/Co-Investigator), WCU 2021-22
- Hadjer Ahner* (Co-Investigator/Research Assistant), WCU 2020-22
- Sean McLaughlin (Research Assistant/Co-Investigator), WCU 2019

Undergraduate Students

- Zakary Reilly (Research Assistant/Co-Investigator), WCU 2023-24
- Brandon Litwin (Internship in Planning), WCU 2023
- Nicholas Neu (Independent Study), WCU 2022-23
- Isaac Gabriel* (Research Assistant/Co-Investigator), WCU 2022-24
- Maria Morresi* (Independent Study), WCU 2022
- Quinten Harrison* (Research Assistant/Co-Investigator), WCU 2022-23
- Riley Nolan (Research Assistant/Co-Investigator), WCU 2022
- Rose Rice (Internship in Planning), WCU 2022
- Corinne Pealer (Mentee, Summer Undergraduate Research Institute), WCU 2021
- Gabriel Sagherian (Research Assistant/Co-Investigator), WCU 2021
- Cierra Carter (Research Assistant/Co-Investigator), UC 2015

11. PROFESSIONAL AFFILIATIONS

Association of Collegiate Schools of Planning (ACSP)

- Faculty Member, POCIG (Planners of Color Interest Group) 2019-Present
- Student Member 2012-18

American Planning Association (APA)

- Member, AICP 2023-Present
- Individual Member, Academic and APA-PA Chapter 2019-Present
- Student Member, Academic and APA-OH Chapter 2012-17

Gerontological Society of America (GSA)

- Regular Member of SRPP (Social Research, Policy, and Practice) Group 2020-23
- Student Member 2019

Urban Affairs Association (UAA)

- Individual Member 2022-23
- Student Member 2018

12. ADDITIONAL PROFESSIONAL EXPERIENCE

Jeju National University, Jeju, South Korea

- Research Associate, *Department of Public Administration* 2011

Seoul National University, Seoul, South Korea Research Assistant, <i>Institute for Peace and Unification Studies</i>	2010
Ministry of National Defense, Seoul, South Korea Secretary to Commanding General, <i>Korea Defense Intelligence Command</i>	2007-09
United Nations Development Programme, Seoul, South Korea ICT Specialist and Media Advocacy, <i>UNDP-Republic of Korea</i> (Currently UNDP Seoul Policy Centre for Global Development)	2007
Korea Research Institute for Human Settlements, Gyeonggi, South Korea Intern (international project report editor), <i>Urban Research Division</i>	2007
ProWorld Service Corps, Oaxaca, Mexico Intern (self-directed micro-enterprise project), <i>ProMexico Service Corps</i> (Currently Intrax Global Internships)	2005

13. COMPUTING AND TECHNICAL SKILLS

<i>GIS/Geospatial Analysis & Visualization</i>	ArcGIS Pro, ArcGIS Online Apps (Business Analyst, Community Analyst, Dashboards, Hub, Insights, Solutions, StoryMaps, Survey123, Urban)
<i>Survey Design & Analysis</i>	Google Surveys, Qualtrics, SurveyMonkey
<i>Quantitative Analysis</i>	SPSS
<i>Qualitative Analysis</i>	NVivo
<i>Data Mining & Visualization</i>	Orange
<i>Remote/Online Teaching & Learning</i>	Zoom, D2L, Teams, Camtasia
<i>Data & Cloud Computing</i>	Google Cloud Platform (Drive, Docs), OneDrive, SharePoint
<i>Assessment & Program Management</i>	TracDat, OnBase, Slate
<i>Graphic/Document Design</i>	Adobe Creative Cloud (Acrobat, InDesign), Publisher
<i>Web Design</i>	Wix, WordPress, Squarespace

14. LANGUAGES

Korean (native), English (fluent)

Budget

Expense Type	Estimated Cost	Personal Contribution	Departmental or College Funding	Other Funding Sources
MAGIST (tuition & fees)***	36,640	36,640		
Total Project Cost	36,640	36,640		

***According to UCLA Geospatial (<https://magist.gis.ucla.edu/tuition-and-financial-aid/>), "Tuition for the MAGIST program is charged at a rate of \$981 per unit for all incoming students (California residents AND non-residents) who first enroll in MAGIST during the 2024-25 academic year. Assuming this per-unit rate, a typical four credit MAGIST course costs \$3,924. Tuition and fees are billed every quarter corresponding to the number of units in which a student is enrolled. In the interest of ensuring predictable costs for continuing students, tuition for all continuing MAGIST students will be billed at the same rate that was in place during the student's first term of enrollment after admission. Students who have been readmitted to MAGIST after participating previously should be aware that they will be assessed tuition at the rate in place at the time of their most recent readmission. Additional mandatory campus fees will be assessed in addition to tuition. Student service fees of at least \$418 per quarter (2024-25 academic year rate; subject to change) will be assessed during all terms in which a student is enrolled in MAGIST courses. Students who complete MAGIST in one academic year can expect to pay total tuition and fees of **\$36,640** (36 units at \$981/unit = \$35,386; three quarters of student service fees at \$418/quarter = \$1,254)."