

Angela Larson

From: Webmaster
Sent: Monday, June 10, 2019 5:48 PM
To: CityClerk; Adrianna Hernandez; Connie Green; Coleen Wisniewski; Manuel Medrano
Subject: City of Chula Vista: Sustainability Commission Application - Web form

A new entry to a form/survey has been submitted.

Form Name: Sustainability Commission Application
Date & Time: 06/10/2019 5:47 PM
Response #: 17
Submitter ID: 63638
IP address: 172.24.96.110
Time to complete: 37 min. , 44 sec.

Survey Details

Page 1

Application for membership on the Sustainability Commission

1. Prefix

(o) Ms.

2. First and Last Name

JoEllen Baugh

3. E-mail

[REDACTED]

4. Home Address

[REDACTED]

5. City

Chula Vista

6. ZIP code

91913

7. Primary Phone

[REDACTED]

8. Secondary Phone

Not answered

9. Are you registered to vote in Chula Vista?

Yes

10. Do you live within the City limits of Chula Vista?

Yes

11. How Long?

15 years

12. Present employer

Target CW

13. Occupation

Landscape Architect

14. Are you currently serving on a Chula Vista Board/Commission?

No

15. Which one(s)?

Not answered

16. Have you previously served on a Chula Vista Board/Commission?

No

17. Which ones?

Not answered

18. Per Chula Vista Municipal Code Section 2.25.030, I understand:

-If I am currently serving on a board or commission, I must resign from my current board or commission if I am appointed.

-I must have served at least 12 months on my current board or commission in order to be appointed to another board or commission.

I have read and acknowledged the above statement.

19. Are you or have you been involved in any local, civic or community groups?

No

20. Which ones?

Not answered

21. What are your principal areas of interest in our City government, and what experience or special knowledge can you bring to those areas?

I am a landscape architect. I retired from the City of San Diego and currently work part time at the San Diego County Water Authority as a temporary assignment through Target CW (Contingent Workforce). My work has focused on sustainability for the past 12 years. I work in Water Conservation developing and leading programs that promote conservation of all resources including water. I have overseen staff that evaluate water use at the residential and commercial level. I developed guidelines, workbooks and classes to teach sustainable principles which include soil conservation, storm water pollution principles and water conservation and have written proposals for funding sources and prepared reports.

In addition I have taught as an adjunct professor at Cuyamaca College and Ball State University courses with an emphasis on Sustainability. I am a licensed Landscape Architect, Certified Landscape Irrigation Auditor, Qualified Water Efficient Landscaper (QWEL) and EPA certified Watershed Wise Landscape Professional. I completed the Compost Course offered by the City of Chula Vista (have not completed my volunteer hours to claim certification, yet).

On a personal level I have maintained an interest in recycling and energy conservation, seeking to reduce my footprint on society.

22. What would you hope to accomplish in the role of a Resource Conservation Commissioner? (250 words or less)

I believe that the City of Chula Vista has tried to be a leader in a variety of sustainable issues and I would like to continue this progressive and forward looking approach. Issues such as sustainable design in both landscapes and architecture should be promoted and strengthened through education and regulation. The environment is changing in the world of energy and the City of Chula Vista should be considering our relationship with SDG&E and alternative energy suppliers. Other cities in the region are moving forward on this.

I am advocate for composting and reuse of the green waste and would like to see the local compost and mulch program expanded. The landfill recycling program must develop its full potential and ensure that recycled materials continue to have a market for reuse. As the local landfill comes to the end of its life, I would like to see closing and re-landscaping of the area carried out in a thoughtful manner.

I am not sure if this commission addresses all of these issues, but I am willing to learn and listen to the issues that are brought before it and offer my input for the best outcome for all of Chula Vista.

23. You may upload a resume in addition to your application (optional).

24. The City understands meeting schedules and individual's availability may change. We ask that you consider the meeting schedule when submitting an application.

(o) I have reviewed the Resource Conservation Commission regular meeting date, time and frequency.

25.

(o) I am familiar with the responsibilities of the Resource Conservation Commission. I attest that the information I have provided is accurate and true.

Thank you,
City of Chula Vista

This is an automated message generated by the Vision Content Management System™. Please do not reply directly to this email.

Leah Larrarte

From: Webmaster
Sent: Friday, January 05, 2018 2:27 PM
To: CityClerk; Adrianna Hernandez; Julie Lindsey
Subject: City of Chula Vista: Sustainability Commission Application - Web form

A new entry to a form/survey has been submitted.

Form Name: Sustainability Commission Application
Date & Time: 01/05/2018 2:26 PM
Response #: 8
Submitter ID: 35883
IP address: 172.24.96.110
Time to complete: 22 min. , 5 sec.

Survey Details

Page 1

Application for membership on the Resource Conservation Commission

1. Prefix

(o) Dr.

2. First and Last Name

Christos Korgan

3. E-mail

[REDACTED]

4. Home Address

[REDACTED]

5. City

Chula Vista

6. ZIP code

91915

7. Primary Phone

[REDACTED]

8. Secondary Phone

[REDACTED]

9. Are you registered to vote in Chula Vista?

Yes

10. Do you live within the City limits of Chula Vista?

Yes

11. How Long?

Not answered

12. Present employer

University of Saint Katherine

13. Occupation

Professor and Administrator

14. Are you currently serving on a Chula Vista Board/Commission?

No

15. Which one(s)?

Not answered

16. Have you previously served on a Chula Vista Board/Commission?

No

17. Which ones?

Not answered

18. Are you or have you been involved in any local, civic or community groups?

No

19. Which ones?

Not answered

20. What are your principal areas of interest in our City government, and what experience or special knowledge can you bring to those areas?

While my principal areas of interest span several commissions and boards, sustainability and sustainability planning represent my paramount interests. At a time when resources grow increasingly finite and legislation sits in the U.S. Congress that threatens the existence of protected areas, coupled with the fact that Millennials' civic engagement remains stagnant, my participation in this very important area is fitting. As an educational psychologist, academician, and university administrator, much of my work with students and communities has circled back to issues of environmental, social, and economic sustainability. It is my hope that I can bring voice to the area to positively impact my community.

21. What would you hope to accomplish in the role of a Resource Conservation Commissioner? (250 words or less)

While community needs will ultimately refine my ambitions and aspirations, I hope to foster a realist and intentional methodology to address issues of growth and mobility while preserving the health of our environment and city. I see this unfolding across the areas of transit and infrastructure, education, and land conservation. I aspire to mobilize community efforts to raise the issue of sustainability in schools and public forums, to better understand the needs of the underrepresented or disenfranchised, and to develop guidelines for future work. These issues are of a social justice nature and are critical to development of our community.

22. You may upload a resume in addition to your application (optional).

[CKorgan CV USK.pdf](#)

23. The City understands meeting schedules and individual's availability may change. We ask that you consider the meeting schedule when submitting an application.

(o) I have reviewed the Resource Conservation Commission regular meeting date, time and frequency.

24.

(o) I am familiar with the responsibilities of the Resource Conservation Commission. I attest that the information I have provided is accurate and true.

Thank you,
City of Chula Vista

This is an automated message generated by the Vision Content Management System™. Please do not reply directly to this email.

Christos Korgan, Ph.D.

Academic History

University of California, Los Angeles (UCLA) <u>Doctor of Philosophy (Ph.D.) in Education</u> <i>Specialization in Higher Education and Organizational Change (HEOC)</i> Dissertation Title: “A Marginalized Status: Toward Greater Understanding of How Contingent Faculty Compare to Their Full-time Counterparts on Measures of Educator Effectiveness” <ul style="list-style-type: none">• <i>Dissertation was awarded UCLA’s Dissertation of the Year Award</i>	Completed
University of California, Los Angeles (UCLA) <u>Master of Arts (M.A.) in Education</u> <i>Specialization in Higher Education and Organizational Change (HEOC)</i>	Completed
California State University, Northridge (CSUN) <u>Master of Arts (M.A.) in Educational Administration</u> <i>Emphasis in Educational Psychology</i>	Completed
California State University, Northridge (CSUN) <u>Bachelor of Arts (B.A.) in Psychology</u>	Completed

Professional Profile and Specific Areas of Expertise

Higher Education Management and Leadership

- *Analyzer-Persuader* leadership style, The Effectiveness Institute.
- *People- and Relations-Oriented* Leadership.

substantive and structural change application development.

Accreditation, Planning, and Assessment

- *WSCUC accreditation leadership and liaison work*, with expertise in spearheading self-studies and evaluation work.
- Expert *strategic planner*, with focus on consensus building and goal, priority, and objective mapping.
- Developed, implemented, sustained, and evaluated *outcomes assessment processes*.
- *Enrollment management* and service area analysis and estimation, with emphasis on best practices in benchmarking.
- Staff consultant services for several higher education institutions in *self-study writing*,

Program Evaluation and Enhancement

- Advanced inferential techniques and predictive analytics with “*big data.*”
- Expert transformer of *data to information*, and *information to knowledge*.
- Mixed-methodological *program evaluation* and reporting.
- Database *querying*, *code/syntax* writing.
- Best practices in *database administration*.
- Data querying, analysis, and visualization tools: *SPSS, Stata, MS Access, SQL, Tableau*.
- *Data management systems*, reporting tools, and business intelligence analytics.
- *Benchmarking* and comparative data for decision-making.

Administrative Experiences

Office of Institutional Research and Effectiveness, San Marcos, CA *April 2015 – Present*
Director of Institutional Research and Effectiveness and Accreditation Liaison Officer
at the University of Saint Katherine

Under direction from the college's president, I plan, manage, and conduct applied research investigations to fulfill reporting requirements, meet the institution's needs for timely and relevant information, and inform organizational planning. My responsibilities include: spearheading the college's strategic planning and accreditation agendas, managing academic- and administrative-unit review efforts, coordinating university assessment, overseeing federal and state reporting of institutional data, leading the institution-wide survey research program, cleaning and manipulating data, developing major reports, fulfilling cyclical and ad-hoc data requests, presenting findings in narrative and graphic forms to the executive team and board of trustees, serving as the university's liaison with our regional accreditor, publishing and presenting scholarship, and serving as university's the IPEDS key holder and data validation officer for all federal and state reporting agencies.

Office of the President, Stockton, CA *July 2016 – Present*
Accreditation Consultant at Christian Life College

Under general direction from the college's president, I serve the College as an active accreditation consultant and senior accreditation officer to inform executive decision-making, educational effectiveness, and planning. My other general activities centered on student services, assessment, institutional research, strategic planning, organizational change, and enrollment management to offer specific WSCUC compliance recommendations across the standards for accreditation and criteria for review. My consultative activities, which have also included heavy self-study writing and subsequent iterative editing, inform the work of the organization's accreditation steering committee.

Office of Planning, Research, and Accreditation, Mission Viejo, CA *June 2014 – April 2015*
Senior Research and Planning Analyst at Saddleback Community College

Under general direction of the Vice President of Instruction, I led, planned, trained, and reviewed the work of staff responsible for implementing research activities related to program and administrative unit reviews, outcomes assessment, and program evaluations, as well as various survey activities associated with student success and institutional effectiveness agendas. My responsibilities included: participating in the most complex work of the unit; training assigned employees in their areas of work including current software practice, research design, program evaluation, and statistical analysis techniques; verifying the work of assigned employees for accuracy, proper methodology, techniques, and compliance with applicable standards of practice and specifications in the areas of analysis, report preparation, and dissemination of information/results related to statistical, demographic, and empirical studies used in College programs and services; querying and analyzing the district's data warehouse; mining and cleaning large datasets in response to pressing questions; IPEDS key holder and data validation officer for the college for all federal and state reporting agencies.

Office of Residential Life in Student Affairs, Los Angeles, CA *January 2013 – May 2014*
Research Analyst (Graduate Student Researcher) at the University of California, Los Angeles

Under direction of the executive director, my primary tasks included overseeing and managing the development, implementation, and analysis of two large-scale, annual surveys administered to over 10,000 students living in UCLA housing, studying students' educational experiences and making recommendations to senior executives for student affairs programming, working interdepartmentally with the First Year Experience (FYE) and other student affairs offices to foster healthy student development, analyzing large datasets in alignment with department priorities, producing standardized reports to inform programming and planning, utilizing descriptive and advanced multivariate statistics as appropriate, and communicating findings to both technical and nontechnical audiences.

Office of Supported and Institutional Research, Whittier, CA

February 2012 – May 2014

Faculty Research Coordinator at the Southern California University of Health Sciences

Under direction of the Chief Research Officer, my primary tasks included directing, expanding, and overseeing all faculty research projects and university scholarly activity; supporting accreditation and strategic planning efforts, developing institutional databases for purposes of data-driven decision-making and university policy formation; improving the quantity, quality, and sophistication of campus scholarship pursued and engaged by the faculty; preparing oral and written reports for various executives, co-leading evaluation of university effectiveness with regard to achieving strategic planning priorities; and IPEDS key holder for the university.

Counseling and Psychological Services, Northridge, CA

June 2011 – February 2012

Research Analyst (Graduate Student Researcher) at California State University, Northridge

Under direction of the director of counseling services, my primary tasks included leading and managing a large-scale, funded investigation exploring the development of academic self-efficacy in underrepresented, minority students; maintaining confidentiality of data and FERPA requirements; interviewing research participants; transcribing and analyzing qualitative data; and disseminating research findings to large audiences.

Instructional Experiences

Statement on Instructional Approach: I teach courses using high-impact, evidence-based practices. Specifically, I employ a variety of student-centered instructional techniques to foster students' conceptual understanding of technical and non-technical information. Likewise, my approaches to assessment and student-faculty interactions are learner-centered, and guided by a thick literature on promising practices.

University of Saint Katherine, San Marcos, CA

April 2015 – Present

Assistant Professor

Instructor of Record for Listed Courses:

Managerial Psychology: People In Organizations (PSY 350) – This baccalaureate-level course is a survey of the fundamental intra- and interpersonal psychological processes inherent within managerial dynamics in organizations. The course calls upon and deconstructs essential concepts and theories for understanding, analyzing, and working effectively with diverse personnel. Other topics include perspectives on power and coercion, as well as the inherent need for people to control and manage.

Introductory Statistics (MTH 105) – This baccalaureate-level course explores fundamental principles and theories of statistical methods and is organized by descriptive and inferential themes. Topics include methods for data visualization, sampling distributions and probability theory, bivariate correlation, statistical inference for means and proportions, one- and two-sample hypothesis tests, one- and two-way ANOVA, and simple and multiple linear least-squares regression.

Social Psychology (PSY 345) – This baccalaureate-level course is a survey of phenomena that affect individual behavior. Topics include attitudes, affiliation, aggression, altruism, person perception, liking, social interaction, social influence and group dynamics.

Physiological Correlates of Human Behavior (PSY 250) – This baccalaureate-level course Development of a greater understanding of the relationship between human behavior and human physiology. Includes basic information about the anatomy and function of the nervous and endocrine systems.

Quantitative Business Analysis (BUS 210) – This baccalaureate-level course covers descriptive and inferential topics with real-life business applications addressing managerial and organizational problems. Specific topics include: measures of central tendency and variation, probability distributions, estimation, hypothesis testing, regression and correlation, decision theory, linear programming, transportation and assignment models, and inventory management and queuing theory models.

Adjunct and Assistant Professor*Instructor of Record for Listed Courses:*

Introductory Research Methodology (CRE 0201) – This doctoral-level course developed students' practical skills in clinical problem solving through reading and appraising published health sciences literature for its validity (closeness to truth) and usefulness (clinical applicability). Key concepts were introduced, including clinical epidemiology, clinical study design, and biostatistics.

Advanced Inquiry into Research Methodology (CRE 0468) – This doctoral-level course explored methods for conducting research, locating and synthesizing research literature, planning an empirical investigation using a quasi-experimental methodology, and formally reporting research findings. The summative assessment of the course was a completed research proposal.

Course Evaluation Detail for Dr. Christos Korgan*

<u>Course Title and Item Label</u>	<u>Percentage Student Respondents</u>				
	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
Social Psychology					
<i>Instructor works hard to communicate ideas and concepts.</i>	100%	-	-	-	-
<i>Instructor is knowledgeable about course content.</i>	100%	-	-	-	-
<i>Instructor encourages student contribution and discussion.</i>	100%	-	-	-	-
<i>Instructor notices when students need help.</i>	100%	-	-	-	-
<i>Instructor is available to meet outside of class.</i>	100%	-	-	-	-
Statistics					
<i>Instructor works hard to communicate ideas and concepts.</i>	74%	17%	9%	-	-
<i>Instructor is knowledgeable about course content.</i>	100%	-	-	-	-
<i>Instructor encourages student contribution and discussion.</i>	82%	9%	9%	-	-
<i>Instructor notices when students need help.</i>	74%	17%	9%	-	-
<i>Instructor is available to meet outside of class.</i>	92%	8%	-	-	-
Managerial Psychology					
<i>Instructor works hard to communicate ideas and concepts.</i>	100%	-	-	-	-
<i>Instructor is knowledgeable about course content.</i>	100%	-	-	-	-
<i>Instructor encourages student contribution and discussion.</i>	100%	-	-	-	-
<i>Instructor notices when students need help.</i>	56%	44%	-	-	-
<i>Instructor is available to meet outside of class.</i>	78%	22%	-	-	-

*Items were selected at random from the full course evaluation and were then applied to three instructional experiences. The full student course evaluation is available for consumption.

Service Work**Service to the Institution**

2015 – present	<i>Member, Faculty Senate, University of Saint Katherine</i>
2015 – present	<i>Member, Academic Affairs Committee, University of Saint Katherine</i>
2015 – present	<i>Member, Library Advisory Committee (LAC), University of Saint Katherine</i>
2015 – present	<i>Member, President's Cabinet, University of Saint Katherine</i>
2012 – 2014	<i>Member, Research Review Committee (RRC) at the Southern Ca. University of Health Sciences</i>

2012 – 2013 *Member, Faculty Development Committee (FDC) at the Southern Ca. University of Health Sciences*

Service to the Field and Professional Memberships

2017 – present *Peer Evaluator, Distance Education Accreditation Commission (DEAC)*
2016 – present *Peer Evaluator, WASC Senior College and University Commission (WSCUC)*
2016 – present *Research Associate, Association for Higher Education Effectiveness (AHEE)*
2014 – present *Ad Hoc Reviewer, Community College Journal of Research and Practice (CCJRP)*
2011 – present *Member, Association for Institutional Research (AIR)*
2011 – present *Member, American Educational Research Association (AERA)*
2011 – present *Member, Association for the Study of Higher Education (ASHE)*
2014 – 2015 *Peer Evaluator, Accreditation Commission for Community and Junior Colleges (ACCJC)*
2012 – 2015 *Ad Hoc Reviewer, InterActions, UCLA's Refereed Journal for the Graduate School of Education and Information Studies (GSEIS)*
2010 – 2012 *Member, Association for Psychological Science (APS)*

Refereed Publications

- Korgan, C. (*in preparation*). Undergraduates' susceptibility to distorted data: How effectively does exposure to misinformation influence attitudes, beliefs, and perceptions? *Political Psychology*.
- Korgan, C. & Fregoso, J. (*in preparation*). Academic advising: Are student services distributed to support success? *Journal of Academic Advising*.
- Korgan, C. & Eagan, K. (*under review*). Lifelong learning: How contingent faculty compare to their traditional counterparts in shaping students' habits of mind. *The Journal of Higher Education*.
- Korgan, C. (*under review*). Leadership matters: How community college presidential candidates communicate their agendas in an open forum. *Community College Journal of Research and Practice*.
- Korgan, C., & Nosal, A., Eagan, K. (2017). Educating tomorrow's progressive leaders: Factors affecting the development of students' social progressivism. *Social Identities*, 23(7), 647-668. [Link to Article](#)
- Korgan, C., & Durdella, N. (2016). Exploring capacity for meaning making in relation to educational resilience in first-year, full-time college students. *Journal of The First-Year Experience & Students in Transition*, 28(1), 109-127. [Link to Article](#)
- Kizhakkeveettil, A., Sikorski, D., Tobias, G., & **Korgan, C.** (2014). Prevalence of adverse effects among students taking technique classes: A retrospective study. *Journal of Chiropractic Education*, 00, 1-7. [Link to Article](#)
- Sax, L. J., Berdan Lozano, J., & **Korgan, C.** (2014). Who teaches at women's colleges? A comparative profile of women's college faculty. Report to the Women's College Coalition. Graduate School of Education & Information Studies, UCLA. [Link to Report](#)
- Korgan, C., Durdella, N., & Stevens, M. (2013). The development of academic self-efficacy among first-year college students in a comprehensive public university. *Higher Education in Review*, 10, 11-38. [Link to Article](#)

Scholarly Presentations

- Hong, R. & **Korgan, C.** (2018, April). Engineering institutional narratives: How two campuses go beyond compliance to cultivate sustainable quality. Symposium to be delivered at the annual WSCUC Academic Resource Conference. Burlingame, CA.
- Korgan, C. (2018, March). The silver bullet: How you can leverage academic support services to support an accreditation and compliance agenda. Presentation to be delivered at the 14th Annual Conference of the Association for the Tutoring Profession. Tucson, AZ.
- Korgan, C. (2018, February). Lifelong learning: How contingent faculty compare to their traditional counterparts in shaping students' habits of mind. Symposium to be delivered at 42nd Annual Meeting of the Eastern Educational Research Association. Clearwater Beach, FL.
- Korgan, C. (2016, September). How psychological and social-structural disempowerment impacts employees' performance abilities. Presentation delivered at the Forum Lecture Series. San Marcos, CA.
- Korgan, C. (2015, November). Cultivating habits of mind for lifelong learning: How do part-time faculty compare? Paper presented at the 40th annual meeting of the Association for the Study of Higher Education. Washington, D.C.
- Vosko, A. & **Korgan, C.** (2014, June). Supplying Evidence: Faculty's perceived obstacles for implementing a scholarly project graduation requirement. Presentation delivered at the annual meeting of the Association for the Assessment of Learning in Higher Education. Albuquerque, NM.
- Eagan, M. K. & **Korgan, C.** (2013, November). Stepping away from the podium: Exploring pedagogical differences by faculty appointment type. Paper presented at the 38th annual meeting of the Association for the Study of Higher Education. St. Louis, MO.
- Durdella, N., **Korgan, C.**, & Stevens, M. (2013, June). The development of academic self-efficacy among first-year college students in a comprehensive public university. Paper presented at the 26th International Conference of the First-Year Experience. Waikoloa, HI.
- Korgan, C., Durdella, N., & Levin, A. (2011, June). Coping with war: The university perceptions of United States veterans returning to higher education. Poster presented at the Western Regional Comparative and International Education Society conference. Stanford, CA.
- Patihis, L., Nielsen, Y., & **Korgan, C.** (2010, May). *Effect of exposure to science perspectives on agreement with unsupported psychological claims*. Poster session presented at the 20th Annual Psychological Research Competition Sponsored by Psi Chi, Northridge, CA.
-

Professional References

1. Maggie Bailey, Ph.D.
*Executive Director, Former Provost at the University of Saint Katherine
Higher Education Board and Strategy Development, Inc.*



2. Ben Staff
Educational Effectiveness Coordinator
University of Saint Katherine
[REDACTED]
3. Sharon Valente, Ph.D.
Director of Assessment and Accreditation
University of Hawaii, West Oahu
[REDACTED]
4. Fernando (Fred) Arzola, Ph.D.
Dean of Humanities
Rhodes State College
[REDACTED]
5. Andrew Vosko, Ph.D.
Director of Transdisciplinary Studies
Claremont Graduate University
[REDACTED]