

## MARTHA J. BIANCO

### SUMMARY LIST OF SPECIALIZED AND GENERAL SKILLS

(traditional *vita* begins on p. 4)

#### Teaching Experience & Interests

- Developmental Reading, Writing, and Mathematics
- Adult Basic Education / GED Preparation for at-risk/corrections and traditional students
- ESOL (English for Speakers of Other Languages) for at-risk/corrections and traditional students
- Study Skills / College Survival, emphasis on nontraditional and difficult-to-serve populations
- Job-Search Skills, Speaking and Presentation Techniques
- Undergraduate & Graduate Subject Matter:
  - Social Sciences: Urban Studies, History, Sociology, Political Science, Economics
  - Humanities: English (Writing, Reading, Grammar, Punctuation, Vocabulary); Film, Gender, Popular Culture, Community, and American Studies
  - Statistics, Research Methodology, and Data Analysis
  - Computer Applications

#### Degrees and Certifications

- Ph.D., urban studies (history, policy analysis, education, transportation)
- PowerPath Basic Learning, with ESOL specialization (training completed)
  - Hearing and vision testing; scotopic testing
- Certificate, modern and jazz dance

#### Languages

- English: advanced reading, writing, speaking
- Spanish: intermediate reading, writing, speaking
- French: high-beginning reading, writing, speaking
- Greek (modern): high-beginning reading, writing, speaking
- Rudimentary phrases in Cantonese and Arabic

#### Technological Competencies

- Higher education managerial/administrative applications (Banner, myCollege, WebCT/Blackboard)
- Computer applications use & instruction (MS-Office, HTML/web design, statistics, GIS)
- Computer laboratory management (budget prep, purchasing, personnel supervision, documentation)
- Multiple platforms (PC, Unix, Macintosh)
- Typing 70 wpm
- Word processing software (MS-Word, WordPerfect, Works, etc.)
- Spreadsheet, database & mapping (Excel, Lotus 123, Quattro Pro, Access, GIS)
- E-Mail software (Outlook, pine, etc.)
- Bookkeeping software (Quicken)
- Presentation, graphic, desktop publishing (PowerPoint, Photoshop, Publisher)
- Web design (HTML coding, Dreamweaver, Nvu, etc.)

#### Security Clearance

- Passed and maintained security training/clearance for work in county community corrections teaching environment, 2006-2007.

## Occupational Skills

### **Teaching and Communication**

#### **apply**

- FERPA, ADA, and institution mission-specific policies and procedures
- active listening techniques
- integration of technology and learning
- classroom management techniques, using collaborative problem solving methods
- cultural and religious awareness
- connection between classroom and “real-life” work
- best practices-based research to specialized educational pedagogies
- disabilities theory
- field experience to classroom teaching
- language theory (Orton-Gillingham, Laubach, etc.)
- motivational techniques
- multidisciplinary, multisensory, learner-centered teaching techniques
- safe environment for high-risk students
- Oregon ABE Functioning Level Descriptors
- CASAS, COMPASS, and ACCESS competencies

#### **assess, evaluate, and recognize**

- educational potential and need
- educational outcomes
- student performance
- student learning levels
- student problems, including learning differences/disabilities

#### **communicate**

- technically complex material in an easy-to-understand manner
- student progress
- with children and adults, across educational, cultural, and language differences

#### **design and develop**

- instructional materials and syllabi
- technology-integrated and web-based curricula
- classroom presentations
- educational activities

#### **teach and/or use**

- MyCollege; Blackboard; Banner; and other course-specific technologies
- computer applications (MS-Office suite, web authoring, SPSS)
- résumé, interview, and general job-search skills
- developmental education, adult literacy, and GED skills
- English to Speakers of Other Languages
- post-secondary non-college and college courses (social sciences, statistics, research methods)
- K-12 general alternative ed
- basic math, algebra, geometry, statistics
- reading, college-success skills, vocabulary, Internet use, writing, grammar, punctuation
- medical terminology
- hip-hop dance, music, culture, history
- community, popular culture, American, and gender studies content

### Occupational Skills

<b>Research and Editing</b>	<b>Managerial</b>
<p><b>analyze/evaluate</b></p> <ul style="list-style-type: none"> <li>▪ social data</li> <li>▪ economics data, charts, graphs</li> <li>▪ computer-based technical output</li> <li>▪ editorial sources</li> <li>▪ primary and secondary sources</li> <li>▪ fact versus opinion</li> <li>▪ statistical data</li> <li>▪ theoretical, observational, and experimental data</li> </ul> <p><b>apply/use/understand</b></p> <ul style="list-style-type: none"> <li>▪ mathematical principles in social research</li> <li>▪ economics theory and data</li> <li>▪ computer terminology &amp; technology</li> <li>▪ basic computer code logic/language</li> <li>▪ ethnographic data</li> <li>▪ geographic knowledge</li> <li>▪ historiographical techniques</li> <li>▪ statistical methods</li> <li>▪ copyright laws</li> <li>▪ proofreading, editing, and revision techniques</li> <li>▪ acute attention to detail</li> <li>▪ grant proposal techniques</li> </ul> <p><b>conduct</b></p> <ul style="list-style-type: none"> <li>▪ field research</li> <li>▪ historical research</li> <li>▪ qualitative analysis</li> <li>▪ quantitative analysis</li> </ul> <p><b>prepare</b></p> <ul style="list-style-type: none"> <li>▪ research reports</li> <li>▪ multimedia presentations</li> <li>▪ benefit-cost analyses</li> <li>▪ grant applications</li> </ul>	<p><b>apply</b></p> <ul style="list-style-type: none"> <li>▪ business economics &amp; budgeting</li> <li>▪ motivational techniques</li> <li>▪ teamwork techniques</li> <li>▪ policies and procedures</li> </ul> <p><b>plan</b></p> <ul style="list-style-type: none"> <li>▪ project development and execution</li> <li>▪ duties to be assigned to employees</li> </ul> <p><b>prepare</b></p> <ul style="list-style-type: none"> <li>▪ contracts</li> <li>▪ budgets</li> <li>▪ diagrams and charts</li> <li>▪ reports</li> <li>▪ technical papers</li> <li>▪ policy recommendations</li> <li>▪ historical reports</li> </ul> <p><b>manage</b></p> <ul style="list-style-type: none"> <li>▪ employee hiring, supervising, and assessing</li> <li>▪ budgets</li> <li>▪ policy application</li> <li>▪ time lines</li> </ul> <p><b>analyze and assess</b></p> <ul style="list-style-type: none"> <li>▪ economics data, incl. historical trends</li> <li>▪ cost-benefit analyses</li> <li>▪ statistical output</li> <li>▪ student/employee application materials, incl.                             <ul style="list-style-type: none"> <li>• test scores, including GED tests/pretests</li> <li>• GPAs</li> <li>• essays</li> <li>• transcripts</li> <li>• letters of reference/recommendations</li> <li>• specific skill abilities (English proficiency, etc.)</li> </ul> </li> </ul>

## EDUCATION

Ph.D.	1994	Urban Studies	Portland State University
B.S.	1975	History	Portland State University

### Dissertation

“Private Profit Versus Public Service: Competing Demands in Urban Transit History and Policy, Portland, Oregon, 1872-1970,” 1994, Sy Adler, Chair.

## EMPLOYMENT

### Teaching Positions Held

**Faculty**, Developmental Education: reading and writing community college credit courses at the developmental level. Responsibilities include teaching a culturally diverse student body using lecture-, group-, and technology-based pedagogical methods. Apply best practices-informed teaching techniques, including one-on-one individualized work that encourages student-directed independence, mentoring, and participation in an active learning community. Portland Community College, Southeast Center, 2008 to present.

**Faculty**, Adult Basic Education and GED Preparation: social studies and grammar instruction for college and high school-age ABE/GED students. Responsibilities included group content-specific lecture as well as team-based lab instruction, GED preparation, and placement and practice testing. Portland Community College, Cascade Campus, winter term, 2008.

**Adult Basic Skills Educator and ESOL Instructor**, multidisciplinary, multisensory GED math and language arts for native and non-native English speakers; English for Speakers of Other Languages; some Spanish GED instruction. Worked with culturally diverse students with a corrections and/or drug and alcohol abuse background. Specialized in multisensory teaching methods, serving students with learning differences/disabilities. Londer Learning Center, Multnomah County Department of Community Justice, 2006-2007.

**Associate Professor**, Sophomore Inquiry, second-tier multidisciplinary inquiry course; cluster: "Community Studies"; course: "Understanding Communities." Nohad A. Toulan School of Urban Studies and Planning, Portland State University, 2004-2006.

**Assistant Professor**, Freshman Inquiry, a year-long multidisciplinary team-based general education course; course theme: "Forbidden Knowledge: The Sacred and the Profane." University Studies, Portland State University, 2005-2006.

**Instructor**, History & Language Arts. Village Home Education Resource Center, Beaverton, 2003-2004.

**Assistant Professor**, School of Urban Studies and Planning, Portland State University, 2000-2001. See "University Courses Taught" (below) for complete listing of teaching experience.

**Research Assistant Professor**, School of Urban Studies and Planning, Portland State University, 1998-2000. See "University Courses Taught" (below) for complete listing of teaching experience.

**Adjunct Assistant Professor**, School of Urban Studies and Planning, Portland State University, 1994-1997. See "University Courses Taught" (below) for complete listing of teaching experience.

**Adjunct Assistant Professor**, Statistics and Research Methodology I, II, and III. School of Education, University of Portland, 1996.

**Adjunct Faculty**, Statistics and Research Methodology I, II, and III. Department of Counseling Psychology, Lewis and Clark College, 1990-1994.

**Lecturer**, Computer Applications; Urban Social, Economic, and Political Systems. Department of Urban Studies and Planning, Portland State University, 1992-1993.

**Graduate Research and Teaching Assistant**, Computer Applications. Department of Urban Studies and Planning, Portland State University, 1988-1992.

**Instructor**, Language Arts and Job Preparation Skills. College of Legal Arts, Portland, OR, 1982-1989.

**Instructor**, English as a Second Language. Adamopoulos Schools, Athens, Greece, 1978-1981.

### Teaching Interests and Philosophy

My teaching interests include (a) basic and remedial education (language arts, quantitative literacy, research and computer skills, etc.) for “difficult-to-serve” adult populations, including developmental education, ABE/GED preparation, GED-to-college transition, high school-to-college transition, job preparation, and English to speakers of other languages; instruction methods consist of technology-based, interdisciplinary and multisensory “real-life” applications, emphasizing a student-led and student-centered learning environment that is relevant and meaningful to student-defined interests; (b) undergraduate- and graduate-level social sciences, including urban and community development, economics, history, policy, and problems, with a multidisciplinary approach drawing from history, sociology, political science, social justice, economics, and science; (c) urban ethnic communities, with emphasis on Hispanic and Black street life, art, music, dance, history, and culture; (d) computer applications, statistics, and research methodology, including design, qualitative and quantitative methods, and computer-based data analysis and presentation techniques. My teaching philosophy emphasizes treating students as *individuals*, who are partners with me in the learning process. I place a special emphasis on recognizing multiple ways of learning and knowing and on stimulating creative and critical inquiry. To this end, I look forward to diverse classrooms – including, in particular, ethnic minorities, international students, and a mixture of ages and skill levels – in which students can question the points of view of one another, themselves, and me. I often ask students to consider a range of cultural, historical, and global perspectives, challenging them to struggle with questions of ethics and diversity.

### Post-Secondary Courses Taught

#### Undergraduate

Developmental Reading and Writing  
Social Studies and Grammar (ABE courses)<sup>§</sup>  
Forbidden Knowledge (UNST frinq course)  
Understanding Communities (UNST sinq course)  
Dynamics of American Cities (UNST sinq course)  
History of American Cities (UNST cluster course)  
Urban Crisis<sup>§</sup>  
Urban Physical & Social Environment  
Gender and the City\*  
Job Preparation Skills (vocational)

#### Graduate

Conflict and Community in Film\*  
Urban Transportation Problems & Policy\*\*  
Urban Political Structure  
Qualitative Research Methods  
Research Design and Advanced Data Analysis  
Computer Applications<sup>§</sup>  
(Internet skills, html, web design,  
statistical applications [SPSS and SAS],  
word processing and spreadsheet applications  
presentation and graphic design techniques)

#### Doctoral Level

Regional Transportation Policy, Policy Implementation, and National Urban Policy\*\*\*

#community partnership class; cosponsored by City of Portland

\*combined undergraduate and graduate

§team-taught course (I taught Computer Applications as a team member three times and then thereafter individually)

\*\*combined undergraduate, master’s, and doctoral

\*\*\*combined master’s and doctoral

### Teaching Strengths and Successes

- familiar with nontraditional community college student body and developmental education student needs
- experience teaching in community corrections, with corresponding security clearance
- familiar with and trained in basic skills and ESOL instruction using Orton-Gillingham and Laubach approaches to language; PowerPath certification (pending), with special training in ESOL and learning disability approaches
- familiarity with application of Oregon Adult Basic Skills Functioning Level Descriptors; CASAS competencies and skill levels; English and Spanish GED instruction using Steck-Vaughn and other common resources
- have special interest in and experience with teaching diverse, special, and “at-risk” populations, including minority students, student-athletes, international students, ESOL students, students with learning disabilities, and returning students
- challenge students with relevant and accessible curriculum while maintaining rigor and responding to remedial needs
- have years of experience with technology- and web-based teaching, including instruction of student electronic portfolios
- have taught double loads, with an average of 74 student credit hours per class
- able to prepare for and deliver quality instruction for new-prep courses, with very little advance notice
- consistently receive student evaluations above departmental averages and have won or been nominated for several teaching awards, including an award for innovative diversity curriculum design (see <http://www.ratemyprofessor.com/ShowRatings.jsp?tid=639669> for unsolicited student assessments).
- always focus on and provide specialized instruction in historical context, writing, and critical thinking, with frequent feedback and evaluation
- regularly integrate multidisciplinary learning approaches to accommodate multiple learning styles and levels
- encourage student-to-student mentor relationships
- facilitate development of learning community within the classroom
- regularly incorporate diversity, ethics, international perspectives, and issues of globalization
- consistently incorporate multimedia and technology-based instruction
- frequently initiate creative community-based learning experiences
- combine praxis with pedagogy through the involvement of students in meaningful research and “real-life” experiences
- conduct own early-term assessments and make appropriate modifications
- have a reputation as strict, but fair; demanding, but funny; organized, but flexible
- have experience leading and working as member of teaching teams

### Administrative

**Director**, College of Urban and Public Affairs Computer Lab, Portland State University, 1994 to 2000.

**Assistant Director**, Center for Urban Studies, Portland State University, 1996 to 2000.

**Assistant Director of Research Administration**, Center for Urban Studies, Portland State University, 1994-1996.

**Research Associate**, Center for Urban Studies, Portland State University, 1994 to 2000.

**Department Chair**, Language Arts, College of Legal Arts, Portland, Oregon, 1982-1989.

**Director**, Job Placement and Student Recruitment-Retention, and College of Legal Arts, Portland, Oregon, 1982-1989.

## Administrative Strengths and Successes

- have supervised up to ten student employees per academic year
- six years' experience preparing and never exceeding departmental budgets
- worked closely with upper-level administrators as assistant director of the Center for Urban Studies and as director of the CUPA computer lab
- initiated and implemented departmental policies
- contributed to departmental self-assessments for accreditation
- worked as a member of diverse research teams
- took a lead role in expanding CUS research agenda and in identifying ways to decrease gender gap in research activities
- worked under deadlines, completing high-quality projects in a timely manner
- designed and implemented student recruitment, retention, and job placement programs, managing related statistical reporting activities (data collection, analysis, and report preparation)

## RESEARCH

### Research Interests and Philosophy

My research interests have included urban policy and history, with a focus on transportation, education, social welfare, and community development. As a result of my most recent teaching experience, I am currently developing a research agenda around pedagogical theory and practice to address the special needs of college-age adults who come from diverse backgrounds, with complex needs. These include ethnic minorities and lower-income students who faced challenges in high school and elsewhere; international students or others for whom English is not a native or first language; and special student populations, such as student-athletes, first-generation college students, "returning" students, the "learning disabled," and students in recovery or transition from a troubled past. Increased research and practical experience in this area is crucial, as our public institutions of higher learning admit growing numbers of such students in an era of constrained resources. My immediate goal is to continue to expand my experience teaching such student populations and to produce scholarship for peer-reviewed journals; in the longer term, I hope to access grant moneys to implement innovative reform programs.

### Refereed Publications

#### Articles

Bianco, Martha J., and Sy Adler, "The Politics of Implementation: The Corporatist Paradigm Applied to the Implementation of Oregon's Statewide Transportation Planning Rule," *Journal of Planning Education and Research*, Vol. 21, No. 1, Fall 2001: 5-16.

<[http://www.marthabianco.com/politics\\_implementation.pdf](http://www.marthabianco.com/politics_implementation.pdf)>.

Bianco, Martha J., "Robert Moses and Lewis Mumford: Competing Paradigms of Growth in Portland, Oregon," *Planning Perspectives*, Vol. 16, No. 2, 2001: 95-114.

<<http://www.marthabianco.com/moses.pdf>>.

Bianco, Martha, J., "Effective Transportation Demand Management: Combining Parking Pricing, Transit Incentives, and Transportation Management in a Commercial District of Portland, Oregon,"

*Transportation Research Record 1711*, 2000: 46-54. <<http://www.marthabianco.com/trb00-11-18.pdf>>.

Dueker, Kenneth J., and Martha J. Bianco, "Light Rail Transit Impacts in Portland: The First Ten Years," *Transportation Research Record 1685*, November 1999: 171-180.  
<[http://www.marthabianco.com/lightrail\\_impacts.pdf](http://www.marthabianco.com/lightrail_impacts.pdf)>.

Bianco, Martha J., "Technological Innovation and the Rise and Fall of Urban Mass Transit," *Journal of Urban History*, Vol. 25, No. 3, March 1999: 348-378. <<http://www.marthabianco.com/juh.pdf>>.

Bianco, Martha J., "The Decline of Transit—Corporate Conspiracy or Failure of Public Policy?: The Case of Portland, Oregon," *Journal of Policy History*, Vol. 9, No. 4, Winter 1997: 450-474.

### Chapters in Books

Bianco, Martha J., "Franklin Julian Sprague: The Father of Electric Urban Mass Transit in the U.S.," *The Human Tradition in Urban America*, ed. Roger W. Biles. Wilmington, Del.: Scholarly Resources, 2002.

### Grant-Funded Research Reports

Dueker, Kenneth J., James G. Strathman, and Martha J. Bianco, *Strategies to Attract Auto Users to Transit*, TCRP Report 40, Transit Cooperative Research Program, Transportation Research Board, National Academy Press, 1998. Served as principal author and research associate on this \$300,000 contract. <[http://gulliver.trb.org/publications/tcrp/tcrp\\_rpt\\_40.pdf](http://gulliver.trb.org/publications/tcrp/tcrp_rpt_40.pdf)>.

### Book Reviews

Forsyth, Ann, *Reforming Suburbia: The Planned Communities of Irvine, Columbia, and The Woodlands* (Berkeley: U of California Press, 2005). For *Technology and Culture*. Upcoming.

Luccarelli, Mark, *Lewis Mumford and the Ecological Region: The Politics of Planning* (New York: The Guilford Press, 1995). For *Technology & Culture*, October 1997: 990-992.

Downs, Anthony, *Stuck in Traffic* (Washington, D.C.: The Brookings Institute, 1992)  
<<http://www.marthabianco.com/stuck.pdf>>, and

Nadis, Steven J., *Car Trouble* (Boston: Beacon Press, 1993). Paired review for *Journal of Urban Affairs*, Vol. 18, No. 3, 1996: 330-334. <<http://www.marthabianco.com/stuck.pdf>>.

Downs, Anthony, *New Visions for Metropolitan Planning* (Washington, D.C.: The Brookings Institute, 1994). For *Journal of Urban Affairs*, Winter 1995.

Hood, Clifton, *722 Miles: The Building of the Subways and How They Transformed New York* (New York: Simon & Schuster, 1993). For *Journal of the American Planning Association*, Winter 1995.  
<<http://www.marthabianco.com/722.htm>>.

### Encyclopedia Entries

"Ben Holladay," *American National Biography*, ed. John A. Garraty, Oxford University Press, 1998.

"Streetcar Suburbs," *American Cities and Suburbs: An Encyclopedia*, ed. Neil Larry Shumsky, Vol. I & II. Santa Barbara, CA: ABC-CLIO, 1998.

“Frank Julian Sprague,” *American Cities and Suburbs: An Encyclopedia*, ed. Neil Larry Shumsky, Vol. I & II. Santa Barbara, CA: ABC-CLIO, 1998.

## Nonrefereed Publications

### Articles

Bianco, Martha J., “Small Efficient School Rebels Against Possible Closure,” *The Southeast Examiner*, March 11, 2003: 1, 16.

Mildner, Gerard C.S., James G. Strathman, and Martha J. Bianco, “Travel and Parking Behavior in the United States,” *Transportation Quarterly*, Vol. 51, No. 1, Winter 1997: 111-125. <[http://www.marthabianco.com/travel\\_park\\_behavior.pdf](http://www.marthabianco.com/travel_park_behavior.pdf)>.

### Grant-Funded Research and Reports

Bianco, Martha J., principal investigator, “Evaluation of Livability in a High-Density, Mixed-Use District in Portland, Oregon.” \$35,000 contract funded by the City of Portland, Bureau of Environmental Services (Portland: Portland State University, 2000). <<http://www.marthabianco.com/livability9-4-00.pdf>>.

Bianco, Martha J., principal investigator, “Evaluation of the Lloyd District Parking Programs, City of Portland.” \$10,000 contract funded by the City of Portland, Office of Transportation (Portland: Portland State University, June 1999). <<http://www.marthabianco.com/Lloyd.pdf>>.

Bianco, Martha J., principal investigator, “Framework for an Evaluation of the Lloyd District Parking Programs, City of Portland.” \$3,000 contract funded by the City of Portland, Office of Transportation (Portland: Portland State University, June 1998).

Bianco, Martha J., principal investigator, “County Services and Revenues in Oregon: FY 1994-95.” \$10,000 contract funded by Association of Oregon Counties (Portland: Portland State University, September 1995).

Bianco, Martha J., Judy S. Davis, and Vicky Lovell, co-principal investigators, “Neighborhood Livability in Northwest Portland: A Case Study of Portland's Northwest District.” \$10,000 contract funded by the City of Portland (Portland: Portland State University, November 1994).

Bianco, Martha J., principal investigator, “Campus Travel and Parking Study.” Internally funded by the Center for Urban Studies and Auxiliary Services, Portland State University (Portland: Portland State University, November 1990).

### Book and Video Reviews (solicited but not refereed)

Bernick, Michael, and Robert Cervero, *Transit Villages in the 21<sup>st</sup> Century* (New York: McGraw-Hill, 1996). H-Urban, H-Net Reviews, April 1998 <<http://www.h-net.msu.edu/reviews/showrev.cgi?path=13484892144173>>.

Kay, Jane Holtz, *Asphalt Nation: How the Automobile Took over America and How We Can Take It Back* (New York: Crown Publishers, 1997). H-Urban, H-Net Reviews, March 1998 <<http://www.h-net.msu.edu/reviews/showrev.cgi?path=7452891541949>>.

Klein, James, and Martha Olson, "Taken for a Ride." Videotape. (Hohokus, NY: New Day Films). 55 minutes. H-Urban, H-Net Reviews, March 25, 1998.

### **Papers Presented at Professional Meetings**

Bianco, Martha J., "The Argument Against Small Public School Closure," presented to the Portland School Board, Portland, March 6, 2003. <<http://www.marthabianco.com/smallschools.pdf>>.

Bianco, Martha J., "Journey through the Consumption Junction: Gender Differences in Transportation History in the 20<sup>th</sup> Century," panel organizer and commentator, Transportation Research Board, Washington, DC, January 8, 2001.

Bianco, Martha J., "Activism and Mobility in the Global City: Transportation in Los Angeles, 1970-2000," invited moderator and commentator. Conference sponsored by the Smithsonian's National Museum of American History and the Automobile Club of Southern California Historical Archives Department, Los Angeles, December 14, 2000.

Bianco, Martha J., "Learning from the Past: How Planning History Informs Contemporary Planning Practice," roundtable organizer and introductory paper presented at the Association of Collegiate Schools of Planning, Chicago, Illinois, November 1999.

Bianco, Martha J., "Kennedy, 60 Minutes, Roger Rabbit: Understanding Conspiracy-Theory Explanations of The Decline of Urban Mass Transit," presented at the 78<sup>th</sup> Annual Conference of the Transportation Review Board, Washington, DC, January 1999 (Center for Urban Studies, Portland State University: DP 98-11). <[http://www.marthabianco.com/kennedy\\_rogerrabbit.pdf](http://www.marthabianco.com/kennedy_rogerrabbit.pdf)>. This presentation was included in Charles, Dan, "Streetcars," *All Things Considered*, National Public Radio broadcast, January 15, 1999. <<http://www.npr.org/templates/story/story.php?storyId=1031848>>.

Rufolo, Anthony M., and Martha J. Bianco, "The Impact of Congestion Pricing and Parking Taxes on Spatial Competition," presented at the 78<sup>th</sup> Annual Conference of the Transportation Review Board, Washington, DC, January 1999. <<http://www.pnrec.org/1998/papers/trufolo.pdf>>.

Dueker, Kenneth J., and Martha J. Bianco, "Light Rail Transit Impacts in Portland: The First Ten Years," presented at the 78<sup>th</sup> Annual Conference of the Transportation Review Board, Washington, DC, January 1999 (TRB Preprint No. 990929). <[http://www.marthabianco.com/lightrail\\_impacts.pdf](http://www.marthabianco.com/lightrail_impacts.pdf)>.

Bianco, Martha J., and Sy Adler, "The Politics of Implementation: Oregon's Statewide Transportation Planning Rule - What's Been Accomplished and How," presented at the Association of Collegiate Schools of Planning, Pasadena, California, November 1998 (Center for Urban Studies, Portland State University: DP 98-8). <[http://www.marthabianco.com/politics\\_tpr.pdf](http://www.marthabianco.com/politics_tpr.pdf)>.

Bianco, Martha J., Kenneth J. Dueker, and James G. Strathman, "Parking Strategies to Attract Auto Users to Transit," presented at the 70<sup>th</sup> Annual Conference of the Transportation Research Board, Washington, D.C., January 1998.

- Bianco, Martha J., and Catherine Lawson, "Trip-Chaining, Childcare, and Personal Safety: Critical Issues in Women's Travel Behavior," presented at Second Annual Conference on Women's Travel Issues, Baltimore, October 1996 (Proceedings from the Second Annual Conference: 119-143). <<http://www.marthabianco.com/womens.pdf>>.
- Dueker, Kenneth J., and Martha J. Bianco, "Neotraditional Design: Resisting the Decentralizing Forces of New Spatial Technologies," presented at the Spatial Technologies, Geographical Information, and the City Conference, sponsored by the National Center for Geographic Information and Analysis, Baltimore, MD, September 1996.
- Bianco, Martha J., and Kenneth J. Dueker, "Political Feasibility of Using Parking Strategies as a Policy Tool to Attract Auto Users to Transit," presented at the International Congress of the Associated Collegiate Schools of Planning and the Association of European Schools of Planning, Toronto, July 1996.
- Bianco, Martha J., "Moses Versus Mumford: Paradigms of Planning in Portland, Oregon," presented at Society for City and Regional Planning History, Knoxville, October 1995.
- Adler, Sy, and Martha J. Bianco, "Implementing Oregon's Statewide Transportation Planning Rule: Patterns of Conflict and Cooperation within the Community of Planners," presented at the Association of Collegiate Schools of Planning, Detroit, October 1995.
- Bianco, Martha J., "Internet Resources for Planning Educators," presented at Association of Collegiate Schools of Planning, Tempe, Arizona, November 1994.
- Bianco, Martha J., and Sy Adler, "Pushing the Envelope of Planning Practice: Citizen Activists, Professionals, and the Challenge of Modeling," presented at Association of Collegiate Schools of Planning, Tempe, Arizona, November 1994. <<http://www.marthabianco.com/envelope.pdf>>.

### **Research Strengths and Successes**

- published 16 refereed articles, chapters, grant-funded research reports, book reviews, and encyclopedia entries over a five-year period, for an average of three peer-reviewed publications per year
- published 25 nonrefereed articles, grant-funded research reports, solicited reviews, and conference papers over a seven-year period, for an average of 3.5 nonrefereed publications per year
- refereed and nonrefereed publications combined average over 6 per year
- principal or co-principal investigator on approximately \$72,000 in grant projects over a six-year period (includes teaching grants), averaging \$12,000 per year
- principal author and research investigator for one \$300,000 grant project
- author of one unsuccessful \$300,000 and one unsuccessful \$3 million proposal
- my research and expertise
  - have been solicited by scholars and news media, referenced by peers, and funded by public policy-making agencies
  - demonstrate my ability to collaborate with other scholars and to participate on boards, panels, and committees
  - have appeared in reputable, high-quality, and widely used journals that include an international audience
  - have informed a broad audience about local issues

## HONORS, GRANTS, AND FELLOWSHIPS

### Other Funded Work

Facilitator, City of Portland's Portland Traffic and Transportation Class. Principal investigator. \$4,000.  
Funded by City of Portland's Bureau of Traffic Management, September 1998 to June 2000.

Member, Transportation Research Group. \$50,000. Internally funded university-based interdisciplinary research group, 1997 to 2000. Moderated listserv 1997 to 1999.

### Grant-Funded Teaching

Curricular Innovation for Integrating HIV/AIDS Awareness into the Classroom, \$500, internal Portland State University award, spring 1999.

### Honors, Scholarships, and Fellowships

- Award for Meritorious Service, Multnomah County Department of Community Justice, 2006-2007.
- Nominated for Best Teacher of the Year Award, Portland State University, 1998-1999.
- Best Dissertation of the Year, 1993 to 1995, Certificate of Merit, Society for American City and Regional Planning History, awarded 1995.
- Maurie Clark Fellowship, School of Urban and Public Affairs, Portland State University, 1992-93.
- TransNow Advanced Institute Program Scholarship, 1992.
- Women's Transportation Seminar Scholarship, 1991.
- Nominated for Burlington-Northern Foundation Faculty Achievement Award, 1990-1991.
- Michael J. Frey Fellowship, *The Oregonian*, 1988.

## OTHER ADMINISTRATIVE AND CREATIVE ACHIEVEMENTS

### Administrative

**Field Trips and Events Coordinator**, Village Home Education Resource Center, Beaverton, 2003-2004.  
Also served as owner and moderator of listserv.

**Project Designer and Administrator**, Ethernet and Internet networking of computer lab for College of Urban and Public Affairs; upgrading of all equipment; upgrading and standardizing of all software, 1994 to 2000.

### Creative

**Web Designer and Administrator**, all field trip and events pages for Village Home Education Resource Center, Beaverton, OR, 2003-2004.

**Yearbook Photographer**, Village Home Education Resource Center, Beaverton, OR, 2003-2004.

**Web Designer and Administrator**, all initial web pages for College of Urban and Public Affairs; templates for faculty pages, School of Urban Studies and Planning, 1995.

**Author and Designer**, “The Center for Urban Studies Thirtieth Anniversary Report, 1996,” November 1996.

## OTHER TEACHING, MENTORING, AND CURRICULAR ACTIVITIES

**Basic Skills Instruction** (volunteer position), summer workshop for student-athletes, learning disabled, and academic-hold students, Portland State University, summer 2006.

**Guest Lecturer**, “Children’s Literature as Popular Culture,” guest presentation to Popular Culture Sophomore Inquiry course, Portland State University, winter 2006.

**Portfolio Reviewer**, reviewer of freshman inquiry final term portfolios, Portland State University, spring 2005.

**Special Lecturer**, “Writing Workshop,” a three-hour undergraduate seminar on the writing process for students in PSU’s University Studies’ Sophomore Inquiry program, Portland State University, Portland, Winter 2005.

**Guest Speaker**, “A Nation Left Behind,” education policy presentation, Sisters in Action for Power, Portland, OR, April 2, 2003.

**Leveled Reading Program Librarian** (volunteer position), Jonathan Edwards Elementary School, Portland 2002-2003. Reviewed K-3 reading materials, evaluated and assigned reading standards levels, organized library system and database.

**Kindergarten Substitute Teacher** (volunteer position), Sunnyside Elementary School, Portland, 2001-2002. To relieve regular classroom teacher for ongoing testing, I prepared and presented lessons for classroom of over 30 lower socioeconomic students, including students with autistic-spectrum disorders.

**Thesis and Dissertation Committees**, College of Urban and Public Affairs, Portland State University, 1997 to 2000. Served as member of two USP Ph.D. committees; two PAP Ph.D. committees; two MURP committees; one MUS committee. Also served as member of one MCRP committee, University of Oregon.

**Guest Speaker**, “Case Study and Historical Research Methods,” Urban Studies Ph.D. Research Seminar, School of Urban Studies and Planning, Spring 1999 and 2000.

**Guest Speaker**, “Policymaking from the Grassroots: Brokering and Implementing Oregon’s Needle-Exchange Program,” Urban Studies Program students and faculty, San Francisco State University, 1999.

**Coordinator and Facilitator**, technology workshops for College of Urban and Public Affairs students, faculty, and staff, 1994 to 1998.

**Technology-Based Learning**, integrated into coursework at both graduate and undergraduate level, including syllabi, lecture guides, interactive exam reviews, and online exercises.

**International Student Facilitator**, coordinated international student surveys and social and academic gatherings, College of Urban and Public Affairs, 1996 and 1997.

**Presenter**, MURP and Ph.D. New Student Orientations, “University and College Technological Facilities,” 1994 to 1999.

## RESEARCH AGENDA

Bianco, Martha J., “Engaging the Student-Athlete: Transferring the Team and Coach Model to the Classroom,” for submission to *Black Issues in Education*.

Bianco, Martha J., “Deconstructing Diversity in the Classroom: Celebration or Marginalization?,” for submission to *Journal of Higher Education*.

Bianco, Martha J., “Hip Hop’s the Joint! Using Hip Hop’s History, Rhythms, and Message to Teach a Relevant General Education,” for submission to *Journal of Higher Education*.

Bianco, Martha J., “Serving and Retaining the ‘At-Risk’ College Student,” for submission to *New Directions for Student Services*.

Bianco, Martha J., “Policymaking from the Grassroots: Brokering and Implementing Oregon’s Needle-Exchange Program,” for submission to *American Journal of Public Health*.

## GOVERNANCE ACTIVITIES

### Service Activities

**Author**, “Proposal for a Comprehensive Program to Improve the Educational Environment for Student-Athletes and International Students at Portland State University,” prepared for President Daniel O. Bernstine and Vice Provost Terrel Rhodes, May 2006.

**Principal Author and Lead Investigator**, president-convened committee to prepare a proposal for \$3 million “Institutional Grant to Develop Centers for Community Revitalization, U.S. Department of Housing and Urban Development,” June 1995 (note: despite intensive work done on this project, it was abandoned at the last minute due to time constraints).

**Author**, “Service Section” of Self-Study for Masters of Urban and Regional Planning Accreditation, May 1995.

### Committees

**Undergraduate Executive Committee**, College of Urban and Public Affairs, Portland State University, 2005-2006.

**Ph.D. Admissions Committee**, College of Urban and Public Affairs, Portland State University, 1990-2001.

**Search Committee, Lab Manager**, College of Urban and Public Affairs, Portland State University, 1999.

**Carnegie Campus Teaching Excellence Committee** (college-wide committee), Portland State University, 1999 to 2000.

**College Dean's Technological Advisory Committee** (college-wide committee), co-chair and member, College of Urban and Public Affairs, Portland State University, 1998 to 2001.

**Ph.D. Policy Analysis Field Group Committee**, chair, School of Urban Studies and Planning, 1998 to 2001.

**MURP Transportation and Land Use, Policy and Planning, and Community Development Field Area Committees**, School of Urban Studies and Planning, 1994 to 2001.

**University Deans' Advisory Committee on Teaching and Technology** (university-wide committee), Portland State University, 1997 to 2001.

**Network Administrators Group** (university-wide committee), Portland State University, 1997 to 2000.  
**Transportation Research Group** (university-based interdisciplinary research group), Portland State University, 1997 to 2001.

**Sysop (Computer Systems Operations) Committee**, College of Urban and Public Affairs, Portland State University, 1994 to 1997.

**Methods Faculty Committee**, School of Urban Studies and Planning, Portland State University, 1988 to 1994.

**Faculty Search Committee** (student representative), Regional Science, School of Urban and Public Affairs, Portland State University, 1991.

**Ad Hoc Parking/Transit Committee**, Portland State University, 1991.

## PROFESSIONAL SERVICE

### Committees and Editorial Boards

**Transportation History Committee**, Transportation Research Board, Washington, D.C., 1998-2001.

**Editor**, H-Urban, a scholarly urban history electronic discussion group under the aegis of H-Net, emanating from Michigan State University, 1994-2001. See <http://www2.h-net.msu.edu/~urban/>.

**Editorial Board**, H-Urban, 1994-2001.

## Referee

### Article Manuscripts

- *Journal of the American Planning Association*
- *Journal of Planning Education and Research*
- *Northwest Journal of Business and Economics*
- *Pacific Historical Review*
- *Technology and Culture*

### Book Manuscripts

- Northern Illinois University Press
- Fred Pyczak Publishing (statistics text)

### Membership in Professional Societies

(Note: all memberships active through 2001)

- Association of Collegiate Schools of Planning
- American History Association
- American Planning Association
- Society for American City and Regional Planning History
- Society for the History of Technology
- Urban History Association
- Women's Transportation Seminar, Portland chapter
- Phi Kappa Phi, national honor society

### Subscription to Online Educational Organizations

(Note: current as of 2009)

- Enchanted Learning.com
- edHelper.com
- TeacherVision.com
- LD and ADHD subspecialties of TeacherVision.com
- Adult English Language Learners Discussion List, National Institute for Literacy
- Learning Disabilities Discussion List, National Institute for Literacy
- Focus on Basics, National Institute for Literacy

## COMMUNITY SERVICE

**Board of Directors**, Member, Village Home Education Resource Center, Beaverton, OR, 2003-2004.

**Co-Founder and Member**, SEEK (Save Edwards Elementary Kids) and PPSP (Portland Public Schools Parents), ad hoc committees, which fought to prevent closure of Edwards Elementary School (successfully) and Meek Elementary School (unsuccessfully), 2001-2002.

**Internet Communications Facilitator**, Parents of Gately Academy, a private school associated with Providence Hospital, with the mission of educating special-needs middle school students diagnosed with learning differences and/or autistic-spectrum disorders, 2008.

**ESOL Volunteer Instructor** (English to Speakers of Other Languages), American Red Cross; students included adult Southeast Asian and Hispanic/Latino immigrants, 1976-1977.

## REFERENCES

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