COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT

College	CLASS
Department	Geography & Environmental Studies
Program Unit	
Reporting for Academic Year	2012-2013
Department Chair	David Larson
Date Submitted	8/30/2013

1. SELF-STUDY

AY 2012-13 proved to be a truly momentous year for the Department of Geography & Environmental Studies. Discussions with Anthropology regarding a merger, begun in 2010-11 and continuing through 2011-12, culminated in a unanimous vote of the regular faculty of both departments to merge into a single academic unit, to be called the Department of Anthropology, Geography and Environmental Studies and sporting the acronym A.G.E.S. The merger, approved by the Academic Senate and the President in June, benefits the university by bringing together three compatible disciplines which take the world throughout human history as their subject matter. All three fields of study feature an inherently interdisciplinary approach, integrating science, social science and humanistic curriculum and scholarship. The merger becomes official in 2014, coinciding with the next University Catalog, but the combined unit will become operational in Fall Quarter 2013 with a single chair and one associate chair. The faculty of both departments believes the strategic merger will help address resource depletion issues (most particularly the erosion of full-time faculty in Anthropology) but will also create opportunities for new courses integrating faculty expertise as well as the cross-listing existing courses, enabling their use in multiple majors. In the near term, the department will continue to offer undergraduate degree-granting programs in Anthropology, Geography and Environmental Studies and M.A. programs in Anthropology and Geography.

The just-concluded academic year saw Geography & Environmental Studies further its reputation of being the university's primary address for sustainability studies with three distinct contributions.

- Prof. Michael Lee was the PI in a $50,000 internal grant to advance sustainability at Cal State East Bay under the Provost's Programmatic Excellence and Innovation in Learning (PEIL) initiative. The grant supported a number of student internships, four of which went to Geography & Environmental Studies students and generated a water-wise native plant garden next to Robinson hall; an advisory report with recommendations to the President on the implications of signing the American College and University President's Climate Commitment; and a transportation survey and report designed to support a Sustainable Transportation Plan for the university.
- Prof. Lee, Geography major Kathy Cutting (elected ASI Environmental Affairs Director for 2013-14), and campus Energy Manager (and Environmental Studies alum) Evelyn Lopez-Munoz represented the university at the California Higher Education Sustainability Conference at UC Santa Barbara where they presented on a class project that examined the potential for water savings at Cal State East Bay from retrofitting restroom faucets. The project was conducted as part of a revamped, experiential learning-based GEOG 4350 (Water Resources & Management) class designed to support the ILO on sustainability. A report on the savings is being prepared for Facilities Development and Operations that presents the costs, benefits and recommended actions for 2013-14.
- Students in ENVT 4800 (Senior Seminar) took leadership in designing and implementing the first Campus Recycling/Clean-Up Day on May 30, 21013. Following-up on a suggestions made by the President, the class planned, promoted and carried out a campus-wide effort that allowed faculty and staff to efficiently recycle and thus free their offices of accumulated papers, books, furniture and confidential materials. The

books were set aside for donation to the Friends of the Hayward Public Library for resale as part of their fund-raising to support library services in Hayward.

Two other faculty members were engaged in university service beyond their home department. Prof. Gary Li spent 2012-13 in the Office of Faculty Development as the Faculty In Residence for *Diversity, Multicultural Learning & Social Justice*, while Prof. David Larson completed his fifth year as the *Faculty Athletics Representative*, a position that reports directly to the President. And one of our graduate students, Andrew Jack, represented the university at the CSU-system-wide Student Research Competition, presenting a condensation of his thesis on Low-Impact Development Siting Methodology.

A. Five-year Review Planning Goals

In 2008 the Department of Geography and Environmental Studies identified 7 planning goals.
1. Implement a significantly revamped Environmental Studies major.
2. Contemporize elements of the Geography major.
3. Design and implement a Certificate in Sustainable Resource Management and a Certificate in Global Studies.
4. Increase the total number of undergraduate majors and M.A. students.
5. Seek a tenure-track position in Urban-Cultural Geography.
6. Increase the number of work stations in the department's G.I.S. Lab.
7. Secure up-to-date equipment and instruments for our field courses.

B. Planning Goals Progress

The department has achieved several of the above goals and is progressing toward several others.
1. The Environmental Studies major was indeed revamped in two phases between 2009 and 2011. The total number of units was reduced (to 93 from 107) and the number of Options was reduced and restructured to better reflect the availability and frequency of courses taught by affiliated departments.
2. While a few pragmatic changes have been made to the Geography major, the more thorough revamp envisioned in 2008 has not been accomplished. Uncertainty over how many units to assign to the major and how much of a focus there should be on sustainability along with wanting a new tenure-track faculty (of which there have been none) to be part of the redesign all have slowed progress toward this goal.
3. A Certificate in Sustainable Resource Management (28 units) is now attainable and was earned by ten students in the past year. The Certificate in Global Studies has not been created.
4. Undergraduate majors increased from 50 to 81and graduate students from 13 to 23 between 2008 and 2012. The upward trend will continue into 2013-14. Based on the number of new majors in Winter and Spring quarters, the two undergraduate programs should have close to 100 majors in Fall 2013.
5. A proposed tenure-track search for Urban-Cultural Geography in 2008-09 was ranked highly and endorsed by CLASS but was not one of the small handful of approved positions university-wide. In Fall 2011, after rethinking its long-term goals, the department identified two tenure-track positions that would be needed in the five-year period 2012-13 through 2016-17. Position #1 was for Human-Cultural Geography (including urban geography, migration studies, demography); Position #2 was for Environmental Geography (focusing on climate change and environmental or urban planning). The latter received more support from CLASS and apparently fell just short of the cut-off for the total number of searches university-wide.
6. The GIS Lab now supports 21 workstations and is capable of accommodating a half-dozen more students who own laptops with appropriate speed and memory to run sophisticated GIS software.
7. Thanks largely to funding derived from A2E2, the department has been able to significantly enhance the quality, quantity and variety of equipment and instruments used in field courses. More and better equipment has allowed us to increase the enrollment capacity of our field courses and thereby remove one potential obstacle on a student's path to degree.

C. Program Changes and Needs

The huge changes have already been identified above in the Self-Study section. Beginning Fall 2013 as a merged department, the Geography and Environmental Studies faculty will revisit its intermediate needs and goals in the context of our new academic unit. In discussions leading to the merger proposal it was clear that A.G.E.S. would

feature a focus on sustainability, on human-environment interactions, and on human diversity. Some curricular adjustments would seem to be called for, particularly those which would identify courses (existing and new) that can be used across the three undergraduate majors and other courses shared by two of them.

Yet the freshness and excitement that naturally comes with starting a new venture has been dampened somewhat by the realization that Anthropology arrives with less than a full deck. Two significant personnel moves, the resignation of Prof. Laura Nelson, the department's multi-year chair, who accepted a position at U.C. Berkeley, and the decision by Prof. Laurie Price to enter FERP means that Anthropology is down to two full-time regular faculty members – and one of them will be on sabbatical in Fall Quarter. It would seem that a primary objective of A.G.E.S. would be rebuilding the Anthropology faculty to a level sufficient to maintain the quality and integrity of the program. The Geography and Environmental Studies programs will be bolstered by the return, in Fall 2014, of Prof. Karina Garbesi, who has been on extended professional leave serving as a Visiting Research Scientist at the Lawrence Berkeley National Laboratory since 2010.

2. **SUMMARY OF ASSESSMENT**

2012-13 CLASS FACT Assessment Year-End Report, June 2013

Program Names: Geography & Environmental Studies

FACT Faculty Fellow: Professor Gary Li

A. Program Student Learning Outcomes

GEOGRAPHY BA/BS
SLO 1: Demonstrate a broad and deep understanding of the fundamental concepts and techniques of the discipline of Geography (ILO 6)
SLO 2: Prepare, use, and interpret maps and other spatial data with and without the aid of computers (ILO 6)
SLO 3: Communicate geographic ideas, perspectives and conclusions clearly and persuasively orally, in writing and through maps and graphics. (ILO 2)
SLO 4: Think critically and apply analytical and quantitative reasoning to access problems across local, national and global geographic scales and to effect practical and sustainable solutions both as an individual and within a team. (ILO 1+4+5)
SLO 5: Demonstrate their knowledge of the characteristics and cultures of two world regions in addition to their own (ILO 3+5)
GEOGRAPHY MA
SLO 1: Demonstrate advanced written and oral communication skills (ILO2)
SLO 2: Independently formulate and conduct thorough and insightful research using a range of literary tools, computer skills, and/or field methods (ILO 1)
SLO 3: Demonstrate advanced research skills leading to the completion of one or more mentored research projects or a research thesis (ILO 1+6)
SLO 4: Exhibit their substantial expertise concerning a particular geographic problem, process and/or region (ILO6)
ENVIRONMENTAL STUDIES BA
SLO 1: Demonstrate the knowledge, skills and sensitivities needed to perform effectively as an environmental professional individually and in a team setting (ILO 4+6)
SLO 2: Demonstrate a basic understanding of politics, law, economics, ethics, biology, chemistry, geography and geology as they apply to the environmental studies field (ILO 6)
SLO 3: Communicate clearly and persuasively concerning a range of environmental issues orally and in writing and to critically analyze environmental impact reports, statements and assessments (ILO 2+3)
SLO 4: Apply scientific reasoning and quantitative and statistical methods applicable in the environmental field (ILO 1+6)
SLO 5: Understand the practical/field dimensions of a range of Bay Area environmental issues and their linkages to regional, national and global processes critical to sustainable development (ILO 5)

B. Program Student Learning Outcome(s) Assessed

No SLOs were assessed in AY 2012-13, Year 1 of a five-year plan which was developed and approved to assess one SLO in each of the degree programs over next four years, AY 2013-14 through AY 2016-17. Assessment of the Geography programs, for example, is discussed in C. Summary of Assessment Process.

C. Summary of Assessment Process

As the discipline that examines the spatial relationship between humans and their environment, Geography is an essential element of global literacy. Our Geography programs seek to further this literacy by rigorously examining, from both a physical and cultural perspective, the past and ongoing trends in local, regional, and global interdependency. Our BA/BS programs provide students with a broad-based education in liberal arts and science that requires them to acquire, synthesize, and critically weigh facts and opinions concerning human habitations of Earth.

Year 2: 2013-14. SLO 4 will be assessed using the "direct" indicator (oral presentations and observations) in GEOG 4350 (Water Resources and Management) in Fall 2013. Scoring of presentations will be reported and the loop will be closed by checking the results against the goals laid out in the syllabus.

Year 3: 2014-15. SLO 3 will be assessed using the "direct" indicator (weekly assignments, GIS maps and term project paper) in GEOG 3030 (Fundamentals of Geographic Information Systems) in fall 2014. The term project report will be scored and the loop will be closed by checking the results against the goals laid out in the syllabus.

Year 4: 2015-16. SLO 2 will be assessed using the "direct" indicator (oral presentation, paper and observations) in GEOG 3410 (Air-Photo Interpretation) in Fall 2015. Interpretative mapping assignments will be scored and checked against the goals laid out in the syllabus.

Year 5: 2016-17. SLO 5 will be assessed using the "direct" indicator (oral presentations, paper, field observations) in GEOG 4325 (Field Course in Cultural-Urban Geography) in Fall 2016. Field-based assignments and term paper will be scored and checked against the goals laid out in the syllabus.

D. Summary of Assessment Results

Program improvements are already in progress in advance of results obtained from the process described above. Exit interviews with graduating seniors the past two years provided valuable feedback on ways the curriculum could be modified to strengthen the programs. The department has acted on student-generated suggestions by eliminating one lower-division requirement, GEOG 2410 (Introduction to Maps), and incorporating into GEOG 3600 (Cartography and Graphic Communication) the most significant material from 2410. One additional upper-division course in either a world region or a natural resource has been added to the major. The department has explored making further improvements to the curriculum by introducing a lower-division course on sustainability and by drawing a sharper distinction between the BA and BS programs.

3. STATISTICAL DATA

California State University, East Bay

APR Summary Data

Fall 2008 - 2012

Geography & Environmental Studies					
	Fall Quarter				
	2008	2009	2010	2011	2012
A. Students					
1. Undergraduate	50	56	55	63	81
2. Post baccalaureate	1	2	1	1	1
3. Graduate	13	19	20	19	23
4. Total Number of Majors	64	77	76	83	105
	College Years				
B. Degrees Awarded	07-08	08-09	09-10	10-11	11-12
1. Undergraduate	9	16	11	17	13
2. Graduate	0	3	0	4	5
3. Total	9	19	11	21	18
	Fall Quarter				
	2008	2009	2010	2011	2012
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	6	6	6	6	5
2. Part-Time	0	0	0	0	0
3a. Total Tenure Track	6	6	6	6	5
3b. % Tenure Track	75%	75%	75%	75%	62.5%
Lecturer Headcount					
4. Full-Time	0	0	0	0	0

5. Part-Time	2	2	2	2	3
6a. Total Non-Tenure Track	2	2	2	2	3
6b. % Non-Tenure Track	25%	25%	25%	25%	37.5%
7. Grand Total All Faculty	8	8	8	8	8
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	4.7	4.5	4.8	4.0	3.1
9. Lecturer FTEF	0.5	1.1	1.1	1.0	1.4
10. Total Instructional FTEF	5.3	5.5	5.9	5.0	4.5
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	109.2	88.0	105.3	106.1	79.5
11b. % of FTES Taught by Tenure/Track	73.8%	66.4%	75.8%	78.0%	67.7%
12a. FTES Taught by Lecturer	38.7	44.5	33.6	29.9	37.9
12b. % of FTES Taught by Lecturer	26.2%	33.6%	24.2%	22.0%	32.3%
13. Total FTES taught	147.9	132.5	138.9	136.0	117.3
14. Total SCU taught	2218.0	1988.0	2083.0	2040.0	1760.0
D. Student Faculty Ratios					
1. Tenured/Track	23.1	19.7	21.9	26.5	25.8
2. Lecturer	72.6	41.7	31.5	28.8	27.6
3. SFR By Level (All Faculty)	28.1	23.9	23.6	27.0	26.3
4. Lower Division	38.5	34.2	30.9	34.3	36.6
5. Upper Division	24.2	19.3	20.9	24.9	23.8
6. Graduate	8.6	9.4	8.0	11.6	13.5
E. Section Size					
1. Number of Sections Offered	25.0	27.0	26.0	23.0	23.0
2. Average Section Size	29.7	28.2	25.5	29.7	26.9
3. Average Section Size for LD	39.6	45.2	32.9	39.4	41.0
4. Average Section Size for UD	24.2	19.9	22.1	27.1	23.3
5. Average Section Size for GD	10.0	17.0	11.0	15.0	17.0

6. LD Section taught by Tenured/Track	5	4	6	4	3
7. UD Section taught by Tenured/Track	17	14	10	10	9
8. GD Section taught by Tenured/Track	2	7	4	3	4
9. LD Section taught by Lecturer	2	2	2	1	1
10. UD Section taught by Lecturer	3	2	5	5	7
11. GD Section taught by Lecturer	0	0	0	1	0

Source and definitions available at: