

HSU Academic Program Criteria
Academic Program in Master of Arts in Social Science Environment & Community
Graduate Program

Note: The interdisciplinary Environment and Community (E&C) M.A. in Social Science Program is administratively housed in the Department of Politics; however, participating faculty are based in more than ten departments distributed across all three colleges. In response to the question of whether or not the E&C Program should file a separate department report, Task Force Committee Chair Dale Oliver agreed with our suggestion that the Department of Politics' department report include discussion of its relationship to the E&C Program, and that the E&C Program's report would include key elements asked for in the department report, e.g. history, mission, learning outcomes and assessment, and list of participating faculty. The following program report includes that information; consequently, some narrative sections exceed the indicated page limits. Thank you for your understanding.

I. The Vision for Humboldt State University (Limit: 2 pages) [15%]

Describe up to 5 curricular or co-curricular features of the program that are consistent with the Vision of HSU, and indicate which aspect(s) of the Vision align with that particular feature. Please provide sufficient information such that an individual unfamiliar with your program will clearly understand the feature's relevance.

The Environment and Community Master of Arts in Social Science Graduate Program fully embodies seven of the eight elements that comprise the university's Vision Statement. The Environment and Community (E&C) Program's mission and curriculum, the graduate work students undertake for their culminating experience, and the diverse research interests of its interdisciplinary faculty, are all oriented towards realizing almost all of the Vision Statement's elements. The program, initially developed in 2000/2001, was designed to offer graduate students the opportunity to pursue rigorous interdisciplinary study focusing on applied problems and challenges within the arena of community-environment interrelationships. The program is populated by a self-selected group of faculty from all three colleges who, while rooted in their respective disciplines, have a shared commitment to interdisciplinary analysis of applied problems and issues in the environment and community realm. The program espouses a normative perspective that prioritizes applied research and actions that promote social change and advance social and environmental sustainability. Below are described five features of the program that are consistent with the Vision of HSU.

1) **The E&C Program's Mission and Learning Objectives.** The Environment and Community Program's mission is: "to prepare students to understand the relationship between

communities and their environment, to analyze environment-community issues at different scales, and to act effectively in situations where values and interests conflict.” This mission statement is further elaborated by a description (in our program handbook and on our website), which summarizes the program’s learning objectives. The description reads:

Students in the Environment and Community Master of Arts in Social Science Program at Humboldt State University engage in a dialogue between academic analysis and social change. Students in the program gain:

1. Skills to analyze the environmental consequences of economic and political structures and decisions
2. Tools to address issues of race, class, and gender in environment-community relationships
3. An understanding of community, place, and sense of place
4. Knowledge and experience of diverse approaches to social science research and action
5. Insight from case studies that offer a problem-oriented approach to learning
6. Preparation for careers in teaching, government, community and environmental organizations
7. An ethic of service and civic engagement

Taken together, our program’s mission statement and the above bullets clearly invoke many elements of the university’s Vision Statement. The program’s mission statement and points 4 and 5, which reveal the program’s normative bias towards action and problem solving, directly relate to those elements of the university Vision Statement that speak to improving human and environmental conditions (#1), environmental responsibility and action (#4), and being stewards of learning to make a positive difference (#8). Points 1 and 4, concerning the development of diverse approaches to the analysis of the environmental consequences of economic and political structures, invokes one of the hallmark characteristics of the E&C Program – its interdisciplinary nature. The program’s interdisciplinary focus on society-environment interactions closely tracks element #2 of the Vision Statement, which calls for the interdisciplinary study of the environment and its natural resources. With program faculty rooted in both the social and

natural sciences, the E&C Program brings interdisciplinarity from the margins to the center. Lastly, point 7 above, which speaks to the importance of service and civic engagement, echoes element #5's call for citizens to engage in informed action that advances our common future.

2) **The E&C Program's Interdisciplinary Curricular Structure.** The program's curricular structure organizes all E&C graduate seminars into one of three categories of curricular emphasis: 1) *political and economic*, 2) *socio-cultural*, and 3) *ecological*. Working together, program faculty have defined each of these areas of emphasis and identified the topics that seminars in these categories address. Students in the E&C program must select at least one seminar from each category, plus two more seminars from any category of their choice. Seminars in the *Political and Economic* area of emphasis include: a) Rights, Politics, and the Environment, b) Globalism, Capitalism and Environment, c) Dispute Resolution, d) Race, Class, Gender and the Politics of Environmental Security, e) Political Ecology, and f) Environment and Community in Latin America. Seminars in the *Socio-cultural* area of emphasis include: a) Environmental Justice, b) Community and Place, c) Race and Community Formation, d) Art/Culture/Nature, and e) International Development. Seminars in the *Ecological* area of emphasis include a) Ecosystems and Society, and b) Environment and Ecosystem Analysis. These diverse seminars have been or are taught by faculty in a variety of departments, including Anthropology, Ethnic Studies, Environmental and Natural Resource Sciences, Geography, History, Native American Studies, Politics, Sociology, Theatre Film and Dance, and Women's Studies. This highly interdisciplinary set of course offerings is strong testament to the interdisciplinary nature of the program, and is evidence of the synergy between the program and points 1, 2, 3, 6, and 8 of the university vision.

3) **The Sustainable Futures: Energy, Environment and Society speaker series.** The Environment and Community Program's sponsorship of the *Sustainable Futures: Energy, Environment and Society* Annual Speaker Series is a co-curricular feature of the program that aligns with points 1, 2, 3, 5, 6, and 8 of the university vision. Since its inception in 2001, the Environment and Community Program has sponsored this high profile speaker series (since Fall 2006 we have co-sponsored the series with the Schatz Energy and Research Center). Each semester the series presents five or six speakers to address issues of contemporary concern and interest within the intersecting arenas of environment and community and energy, environment

and society. Our speakers include people from across the country (and indeed, occasionally from other countries), from both academia and the public and private sectors, who are recognized leaders in their field. We also provide an important forum for one or two HSU faculty each year to present their current research. The series is a high profile, on-going event that regularly attracts 100 or more individuals from the campus and local community for an evening of lively discussion and debate. The series itself has been successful on several levels. First, it has exposed the campus community to new ideas presented by nationally prominent leaders, activists, and scholars. Given Humboldt's geographic isolation, and so the relative dearth of outside speakers available to us, this exposure seems particularly valuable. Second, the speakers have fostered a significant degree of interdisciplinary and intercollegiate conversation on the campus. Third, we have succeeded in maintaining this quality series on a modest budget, because of the willingness of many different departments and offices of the University to support it, and the willingness of many speakers to visit our campus for less than their usual speaking fees.

4) Graduate Student Theses and Projects. A recent analysis of all the master's theses or projects completed since the program's inception in 2001 reveals remarkable synergy between the work of our graduate students and the university vision. Every E&C master's thesis or project aligns with points 1, 4, 5, and 8 of the university vision. That is to say, every thesis or project author seeks to "improve the human condition and our environment," contributes to the university's effort to be renown for "social and environmental responsibility and action," seeks to "act in good conscience and engage in informed action," and strives to "be stewards of learning to make a positive difference." Furthermore, almost fifty percent of all E&C theses and projects align with points 6 and 7 of HSU's vision, namely to increase our diversity of people and perspectives (46%) and to be "exemplary partners with our communities, including tribal nations" (49%). Lastly, 37% of all theses and projects contribute to the realization of the vision's second point - the "interdisciplinary study of the environment and natural resources." While this extremely high level of consonance between the work of our graduate students and the university's vision is remarkable, it is also an anticipated outcome of the synergy between the E&C Program and the university's focus on social and environmental sustainability.

5) Programmatic links with tribal nations. Our program faculty's research interests, the work of our graduate students, and the career trajectories of our post-graduates reflect myriad connections between the E&C Program and tribal nations. For example, several of our graduate students, some of whom are members of local tribes, have chosen research topics that entail partnerships with tribal nations. These topics include a) the effects of U.S Forest Service resource management on Karuk religious and cultural practices, b) the politics and cultural issues surrounding the Smithsonian Institution's collection of Karuk baskets and other items, c) the effects on Yurok natural resource use of the Klamath dams, d) water rights deliberations in the Klamath Basin, e) cultural resource management and wildland fire suppression and control, f) the importance of place-based fisheries to the Karuk Tribe, and g) an environmental justice analysis of a proposed ski-area expansion onto Native American sacred sites in northern Arizona. This focus on topics of tribal interest and relevance often leads to related employment; at least four program graduates have or still do work for local tribes. At least three of our core program faculty maintain working relationships with local tribes, conduct research in collaboration with local tribes, and/or have published peer reviewed articles and books concerning Native American issues.

II. Demand (Limit: 1.5 pages per option, not including tables) [20%]

A. Internal demand for the degree program and courses in the degree program

1. Headcount Data

| E&C Graduate Student Academic Year (Fall/Spring/Summer) Headcount Summary | | | | | | | | |
|--|--------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Major Code | Major Description | AY 01/02 | AY 02/03 | AY 03/04 | AY 04/05 | AY 05/06 | AY 06/07 | AY 07/08 |
| | E&C Graduate Students | 23 | 21 | 35 | 29 | 44 | 34 | 55 |
| Total | | 23 | 21 | 35 | 29 | 44 | 34 | 55 |

| Environment and Community Graduate Students by Sex and Ethnicity | | | | | | | | |
|---|------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| SEX | Ethnicity | AY 01/02 | AY 02/03 | AY 03/04 | AY 04/05 | AY 05/06 | AY 06/07 | AY 07/08 |
| Female | Asian | 0 | 0 | 1 | 1 | 1 | 0 | 1 |
| | Hispanic | 0 | 1 | 1 | 1 | 3 | 3 | 5 |
| | Native Amer | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| | Pacific Is | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | White | 9 | 9 | 16 | 13 | 15 | 12 | 16 |
| | Other | 2 | 0 | 1 | 1 | 3 | 3 | 3 |
| | Unknown | 4 | 3 | 10 | 9 | 11 | 8 | 14 |
| Sum | | 15 | 13 | 29 | 25 | 34 | 27 | 41 |
| Male | Black | 1 | 1 | 0 | 0 | 1 | 1 | 1 |
| | Hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| | Native Amer | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | White | 5 | 5 | 4 | 3 | 6 | 3 | 6 |
| | Other | 1 | 1 | 1 | 0 | 0 | 0 | 1 |
| | Unknown | 1 | 1 | 1 | 1 | 3 | 3 | 5 |
| | Sum | | 8 | 8 | 6 | 4 | 10 | 7 |

| Social Science-Grad (Environment and Community Program) Degrees Awarded | | | | | | | | |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--|
| MAJOR | AY 01/02 | AY 02/03 | AY 03/04 | AY 04/05 | AY 05/06 | AY 06/07 | AY 07/08 | |
| Social Science-Grad (E&C) | 2 | 11 | 5 | 5 | 9 | 5 | 5 | |
| Sum | 2 | 11 | 5 | 5 | 9 | 5 | 5 | |

| Social Science-Grad (Environment and Community Program) Degrees Awarded by Sex and Ethnicity | | | | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| SEX | Ethnicity | AY 01/02 | AY 02/03 | AY 03/04 | AY 04/05 | AY 05/06 | AY 06/07 | AY 07/08 |
| Female | Asian | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| | Hispanic | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| | Native Amer | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | White | 1 | 2 | 3 | 2 | 3 | 2 | 1 |
| | Other | 0 | 1 | 0 | 0 | 0 | 1 | 2 |
| | Unknown | 0 | 3 | 1 | 1 | 3 | 1 | 0 |
| Sum | | 1 | 7 | 4 | 3 | 7 | 4 | 3 |
| Male | Black | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| | Hispanic | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| | Native Amer | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | White | 0 | 0 | 1 | 1 | 2 | 1 | 1 |
| | Other | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| | Unknown | 1 | 3 | 0 | 0 | 0 | 0 | 0 |
| Sum | | 1 | 4 | 1 | 2 | 2 | 1 | 2 |

2. FTES by Course Code

| FTES taken in Environment and Community Graduate Courses (AY 01/02 - AY 07/08) | | | | | | | | | |
|--|--------------|---------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| SUBJ | Course Level | Student Major | AY 01/02 | AY 02/03 | AY 03/04 | AY 04/05 | AY 05/06 | AY 06/07 | AY 07/08 |
| E&C | graduate | Social Science-Grad (E&C) | 21.0 | 16.7 | 35.3 | 19.7 | 26.8 | 10.5 | 31.0 |

3. Service to other HSU program/options

Document other HSU programs/options (including, GE) with required coursework from your program

| Other HSU program/option name | Courses required List course number and units | Restricted elective courses List number and units |
|-------------------------------|--|--|
| | | |
| | | |

No other HSU programs/options have required coursework from the E&C Program.

4. Comment on the internal demand **FOR EACH OPTION** of the Major. Explain any significant changes in internal program demand over past 7 years. Provide any additional relevant information of internal demand.

Note on data: There are no course designations for Environment and Community Program graduate seminars. Graduate seminars are offered through the home departments of participating faculty. The major code (Social Science Grad) also includes the Master of Arts Teaching History graduate program. Other tables were populated with information from programs that have nothing to do with the E&C program. For these reasons, after discussion with Dale Oliver and John Filce and ongoing conversations with Taskforce Committee member (and E&C Program faculty) Betsy Watson, our program took on the task of compiling the information for the tables in this section using course load data reports from the Analytic Studies Group and data available on Banner. The great majority of this work was done by our administrative support staff, Gretchen Stadler, in the Department of Politics. Ms. Stadler logged more than 19 hours compiling this information. FTES were calculated using the same method employed by the Analytic Studies Group. We summed the number of student credit units in core E&C graduate seminars and divided by 12 units, the fulltime course load for a graduate student.

The **steady increase in the headcount for every other year beginning in '01-'02** correlates with our biannual admissions cycle (which lasted until Fall '08) and reflects our program's growth over this time period. The fact that students take courses for three semesters and then register for thesis and fieldwork units in their fourth semester accounts for the dips in headcount in even academic years.

The Environment and Community Program's graduate student population is slightly less diverse than the HSU average of 21% nonwhite. The headcount data indicate that between AY '01-'02 and '07-'08, **18.7% of our graduate students were people of color**. I'm not sure how this figure compares with other graduate programs on campus. However I do know that promoting a diverse graduate student body within our program is one of the criteria that our Admissions Committee employs when evaluating applications.

The **Environment and Community Program generates significant FTES**. The formula for calculating FTES for graduate students is slightly richer (12 units = 1 FTES) than for undergraduates. The E&C program produces a significant number of FTES. Again, the three semester coursework cycle accounts for much of the yearly variation in the FTES numbers, because every third semester students shift from coursework to thesis or project research and writing. Focusing on the years when new graduate students began the program ('01, '03, '05, '07), there is a steady increase in FTES from 21.0 to 31.0. As Fall '08 is the first semester of consecutive annual admissions, the FTES do not yet reflect a full cycle of annual admissions.

Therefore, the FTES our program generates will continue to increase a bit more and then level off.

There are **four other indicators of internal demand** for the Environment and Community Program. The first concerns student enrollment figures in our graduate programs. Between Fall '01 and Fall '08 the **average number of graduate students in our graduate seminars was 17**. This number greatly exceeds the minimum enrollment required for a graduate seminar. Five of the last thirteen seminars had more than 20 enrolled graduate students. Those seminars with the highest enrollment levels (20 and above) are approaching, and some would say, exceeding, the maximum effective size of a graduate seminar. Clearly, there is sustained and significant internal demand for our graduate courses. Part of this demand comes from graduate students in other programs, such as sociology and natural resources master's programs. Secondly, **a significant proportion of our applicant pool is comprised of HSU graduates**. For example, in 2005, 2007, and 2008, 31%, 34%, and 26% of our applicant pool, respectively, consisted of recent HSU graduates. This pattern suggests that there is a relatively high internal demand for our program from within the community of HSU undergraduates and recent graduates. Thirdly, our **recent shift from biannual to annual admissions reflects the sustained interest, support, and demand for our program** from within the campus community. This broad-based demand for the program has enabled our shift to annual admissions, both in terms of financial resources and the continuing campus-wide spirit of cooperation and collaboration that is essential to the success of a cross-collegiate, interdisciplinary program such as this. Fourthly, I would like to note the centrality of the Environment and Community Program to the recruitment of new students. Simply put, **our program attracts students to HSU who would otherwise not come here**.

B. External demand for "graduates" from the program

Imagine you are answering a parent's question about job prospects and the demand for graduates of your program/option. Describe evidence of external demand for this program. Evidence may be cited from one of the following sources: the State of California <http://www.labormarketinfo.edd.ca.gov/>, the US Department of Labor <http://www.bls.gov/OCO/>, the National Association of Colleges and Employers, <http://naceweb.org>. Evidence may be cited from an additional source from, for example, a professional society relevant to your discipline.

Our graduates are able to secure fulfilling and meaningful employment. Program graduates are well prepared to craft meaningful careers or to pursue further graduate work. Program alumni work in research and activist-oriented profit and non-profit organizations, including cultural resources management, environmental planning, environmental stewardship and conservation, education-oriented, international humanitarian, land trust, and alternative energy firms and organizations. They also work for local and state government agencies and tribal governments, including county and city planning departments, county and regional municipal water agencies, local tribal governments. Alumni have also gone on to pursue Ph.D. degrees in disciplines such as history, political science, anthropology, and area studies. Our program's **unique blend of robust social science theory and natural science** accounts for much of its internal and external demand. There are very few interdisciplinary graduate programs that focus on the intersection of environment and community in a manner that incorporates rigorous social science AND graduate level natural/ecological science within an applied, solutions and social change-oriented framework. For example, most environmental studies and environmental science M.A. programs include policy and economics, but perhaps none incorporates the political and social theory, critical focus on globalization, and intersectional analysis of race, class, and gender that are hallmarks of the Environment and Community Program. Our program's **unique curriculum and normative focus** is reflected in the fact that a significant number of our applicants are from outside California. For example, in 2005, 2007, and 2008, 41%, 25%, and 32%, respectively, of our total applicant pool was comprised of out-of-state applications. That this large a segment of our applicant pool consists of people willing to pay out-of-state tuition and move to Humboldt County from other parts of the country in order to enroll in the Environment and Community Program attests to the program's reputation and uniqueness.

Lastly, our program **prepares graduate students for careers in growing fields related to social and environmental sustainability.** While the current and future career trajectories of our graduate students are exceedingly diverse, almost without exception, they all relate in some fashion to positive social and environmental change. Whether working with the Yurok Tribe on watershed restoration efforts, the international humanitarian organization Action Against Hunger on U.N.-sponsored safe drinking water supply programs, or the environmental education

curriculum of local nonprofit Friends of the Dunes, our graduates are prepared for diverse forms of employment in growing fields related to sustainability.

III. Program Quality (Limit: 6 pages, not including tables) [30%]

A. Students

1. For graduate and post-baccalaureate professional programs

| Total Fall Applications received | | | | | | |
|---|--------------|---------------|---------------|---------------|---------------|---------------|
| Explicit major | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
| Social Science-Grad (E&C Program) | 98 | 0 | 68 | 0 | 57 | 45 |
| Total | 9,057 | 10,047 | 11,000 | 10,958 | 12,193 | 13,197 |

| Total Fall Applicants who enrolled | | | | | | |
|---|--------------|--------------|--------------|--------------|--------------|--------------|
| Explicit major | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
| Social Science-Grad (E&C Program) | 29 | 0 | 23 | 0 | 29 | 14 |
| Total | 2,374 | 2,281 | 2,319 | 2,477 | 2,708 | 1,471 |

Provide an explanation of the above data, if necessary, and/or provide additional evidence indicative of program quality related to student achievement.

E&C Program faculty and graduate students have developed an outreach plan aimed at boosting the number of applicants. We chose to offer admission to fewer students for Fall '08 in order to allow for a more coherent and orderly shift to annual admissions, which began that semester.

Examples of **Environment and Community Program student achievements** that reflect program quality include 1) Robert Holmlund's 2006 M.A. Thesis "Fish, Forests, Fire, and Freedom: Infringements of Karuk Religious Freedom Through Federal Natural Resource Management, which won the Patricia O. McConkey Outstanding Thesis Award, 2) current E&C graduate student Lenya Quinn-Davidson's successful effort to win a prestigious Ford Foundation Community Forestry and Environmental Research Masters Fellowship for her research on community-based fire management in Trinity County, and 3) current E&C graduate student (and Yurok Tribe member) Ruthie Maloney's successful effort to secure a significant Federal Work Study grant for applied research with E&C faculty member Marlon Sherman of the Department of Native American Studies on environmental justice along the lower Klamath River. All three

of these research endeavors reflect our program’s focus on interdisciplinary, applied research that examines pressing issues at the interface of environments and communities.

B. Faculty

1. Provide evidence of teaching effectiveness and commitment to continuous improvement of teaching. Include, for example, engagement in professional development for teaching (including around campus themes on learning outcomes and diversity, and on accessibility training), program approaches to ensure quality, and/or recognitions, honors, and awards for excellence in the classroom as appropriate for your program.

E&C Program faculty regularly participate in professional activities to enhance their effectiveness in the classroom. Our faculty have attended regional and national teaching and learning conferences, and almost all program faculty have participated in multiple on-campus workshops and training sessions such as those offered through the Faculty Technology Office (on Moodle and accessibility), the Writing Across the Curriculum Program, the Office of Faculty Development, and the GE Pilot Program. Most program faculty have also availed themselves of the mid-semester evaluation program on campus. In recognition of teaching effectiveness, at least one of our program faculty has been nominated HSU Professor of the Year and course evaluations for all program faculty consistently attest to their teaching excellence.

2. Evidence of faculty engagement in scholarship/creative activities and service. (Express as a percentage of full-time or FERP faculty members **affiliated with the program**. For example, if 9 of 10 faculty affiliated with your program gave a paper at a professional meeting in 04/05, then enter 9/10 = 90%.) This table is to be completed by the department.

| Scholarship/Creative Activities/Service | 05/06 | 06/07 | 07/08 |
|---|-------|-------|-------|
| At least one peer-reviewed publication or creative product | 70% | 50% | 80% |
| At least one funded grant or contract related to scholarship | 40% | 50% | 60% |
| Invited participant or leader of workshops, expert panels, or task forces | 50% | 70% | 80% |
| At least one presentation (paper, poster, exhibition, etc.) given at a professional society meeting | 90% | 90% | 90% |
| Professional service activities at a regional or national level | 70% | 60% | 50% |
| Service on at least one university or | 80% | 90% | 80% |

| | | | |
|---|--|--|--|
| college-level committee (at least 1 hour/wk avg.) | | | |
|---|--|--|--|

3. Provide explanations of the data above and/or descriptions of the patterns of faculty engagement in scholarly and/or creative activities and service as appropriate for your program.

The data presented in the above table reflect the **outstanding scholarship/creative activities/service of core E&C Program faculty**. Core program faculty are defined as those faculty members who currently teach E&C graduate seminars and have chaired at least one master’s thesis or project committee. This definition was developed through discussion with Betsy Watson and other members of the Taskforce Committee. There are ten faculty who meet these criteria and whose work populates this table.¹ The relatively lower percentages for grants and contracts reflects the disciplinary approaches to research and knowledge production within the social sciences, which often do not require as high a level of funding as research within the natural sciences. The overall high levels of scholarly/creative activities/service indicate that faculty who participate in the E&C Program tend to be quite active professionally. In addition to the numerous peer-reviewed publications that have been published, four faculty have published full length, peer-reviewed academic books. The vital professional life of E&C Program faculty is, in part, what brings them to this graduate program as it provides opportunity for engaging with graduate students and involving them in faculty research endeavors.

4. Provide evidence for faculty mentoring of students. Include, for example, approaches to advising, directed study or research, and/or clubs or student professional chapters that involve faculty mentorship.

The **primary mentoring of students by E&C Program faculty takes place through serving on thesis or project committees, either as committee chair or member**. This mentoring is in addition to the undergraduate advising and mentoring that faculty undertake in their home departments. Since the first cohort of E&C graduate students began the program in Fall ’01, 35 have successfully completed the program requirements, including writing a master’s thesis or project. E&C faculty have successfully mentored all of these students. There are close

¹ These faculty are: Joy Adams (Geography), Mark Baker (Politics), Yvonne Everett (Environmental and Natural Resource Sciences), John Meyer (Politics), Marlon Sherman (Native American Studies), Llyn Smith (Anthropology), Sheila Steinberg (Sociology), Jesse Urban (Women’s Studies), Betsy Watson (Sociology), Noah Zerbe (Politics).

to sixty graduate students currently working on their master's degree. All of these students have or will have committees comprised of E&C Program faculty. This represents a substantial time commitment on the part of program faculty as they guide and mentor our graduate students towards completion of their degree. Many of our program faculty also mentor students in other contexts. These include serving as faculty advisor for student clubs and the Campus Center for Appropriate Technology (CCAT). On several occasions our faculty have also received recognition for their outstanding student mentoring (John Meyer received the '05-'06 Outstanding Club Advisor Award for his work as CCAT advisor and Mark Baker received the '07-'08 Certificate of Merit Award for his work as the E&C Club Advisor).

5. Other evidence of quality indicators related to faculty that may not be listed elsewhere, including, for example, faculty diversity within the program.

E&C Program **faculty regularly involve graduate students in their research** as paid research assistants. These faculty-student collaborative endeavors produce co-authored peer-reviewed publications that advance our students' professional career and contribute to successful faculty progress through the RTP process. Seven of our ten core program faculty have worked with E&C graduate students in this manner; this collaborative work has resulted in approximately six peer-reviewed, co-authored publications and numerous reports.

E&C Program **faculty also take on all the work of recruiting potential graduate students** and reviewing/prioritizing the applications we receive. This work entails developing publicity materials (website and brochures), conducting outreach and publicity work at conferences and through professional networks, responding to requests for meetings and conference calls with prospective graduate students, and reviewing applications to determine to whom admission should be offered.

C. Curriculum (differentiate by option, if appropriate)

1. Writing and oral communication learning outcomes
Describe how written and oral communication skills are included in your program.

Environment and Community Program **graduate students acquire written and oral communication skills** in a variety of ways, including: 1) oral presentations and research papers required in graduate seminars, 2) presentations about their own research at conferences and to

their peers in the E&C graduate colloquium, 3) the successful completion of the thesis or project, and 4) the successful oral defense of their culminating experience to E&C faculty and graduate students.

2. Assessment

Provide 2 examples of how you have used results of assessment of your program's student learning outcomes to adapt, enhance, or affirm your program's curriculum.

Example 1. One of our learning outcomes is: "Students can apply diverse approaches to social science research and action." After assessing the extent to which our graduate students were indeed acquiring adequate knowledge of diverse research methodologies and methods, E&C faculty decided that we needed to develop a new, two-part approach to teaching approaches to social science research and action. The first part consists of a new graduate seminar called *Environment and Community Research* that all E&C graduate students take their first semester. This course provides a foundational framework for understanding "environment" and "community" and for gaining an understanding of the variety of research approaches (epistemology, methodology, and methods) for investigating different aspects of the environment-community relationship. The second part of the approach entails the requirement that graduate students take an approved research methods course (from any department or program) that meets their particular research method needs.

Example 2. Three of our learning outcomes are:

- 1) Students can analyze the environmental and social implications of political and economic institutions, discourses, organizations, and movements.
- 2) Students can analyze issues of race, class, gender, culture, and power in environment-community relationships.
- 3) Students can demonstrate a basic understanding of biophysical processes and their relevance to environment and community relationships.²

In order to ensure that our graduate students achieve minimum levels of proficiency across these three broad and distinct learning outcomes, program faculty took the following steps

² In addition to the four learning outcomes listed above, our other learning outcomes are:

1. Students are able to articulate the relevance of community, place, and sense of place.
2. Students gain experience in service and civic engagement.
3. Students are prepared for careers in educational, governmental, community and environmental organizations.

in 2007: 1) we developed and defined three curricular areas, a) ecological dimensions, b) economic and political dimensions, and c) socio-cultural dimensions: race, class, gender and place; 2) we categorized all our graduate course offerings into the appropriate curricular category; 3) we instituted the requirement that all E&C graduate students must take at least one graduate seminar from each curricular category (and two more seminars from any category of their choice). Our next step is to assess the extent to which the content and structure of our graduate seminars enables our graduate students to successfully achieve competence in these learning outcome areas.

3. Accreditation (if applicable)

If the program is accredited, describe the need for this accreditation and its impact on the quality and composition of the curriculum of the program.

Not applicable

4. Relevance and innovation

Provide evidence through examples that demonstrate a curriculum that is relevant, innovative, forward looking, responsive to changing trends, and equips students to function in a diverse, global context.

Our program's curricular categories (described in "2. Assessment" above) illustrate how the **Environment and Community Program is relevant, innovative, and forward looking**. There are very few graduate programs that combine 1) cutting edge graduate work on intersectional (race, class, gender) analysis of systems of oppression, 2) theories of political economy within a context of the time-space compression and expansion associated with globalization, and 3) an understanding of at least one biophysical process or cycle. This approach responds to changing trends as our society recognizes ever more deeply the intertwined nature of our socio-ecological challenges and the compelling need for transdisciplinary approaches to effectively address the complex multidimensional problems that confront us. Our curriculum is also innovative in the ways in which it approaches research methodology. As noted above (in the discussion of assessment), we have recently developed a new graduate seminar called *Environment and Community Research*. Realizing the diverse disciplinary roots of our graduate students (natural science, social science, and even some humanities), and the wide ranging interests of our student in different aspects of the environment and community arena, we have shifted away from a "one-size fits all" approach to teaching research

methodology and methods. Instead, our two part approach to research methods (the proseminar combined with an appropriate research methods elective from any department or program on campus) integrates critical and self-reflective analysis of the process, ethics, and politics of knowledge creation and production, along with an assessment of the broad range of potential research methodologies, with proficiency in those research methods that are most appropriate given the student's research interests and methodological aptitude. Our interdisciplinary focus (as suggested by our curricular categories) and our critical and multidisciplinary orientation towards knowledge production and consumption, combined with the program's commitment to social and environmental change, prepares students to not only function in a diverse global context, but equally if not more importantly, to engage with that global context in a manner that renders it more socio-ecologically sustainable.

5. Interactions between graduate and undergraduate programs (if applicable)

If this is a graduate program, what opportunities for undergraduates result (or are lost) by virtue of the graduate program.

There are several ways in which **the Environment and Community Program enhances undergraduate programs and enriches the experiences of undergraduate students**. Some of these include:

- **Graduate students working as teaching assistants** in undergraduate courses. Graduate student TAs enrich the classroom experience of undergraduate students by complementing, not substituting for, the teaching expertise of the course instructor. One or two E&C graduate students work as teaching assistants for HSU faculty each year.
- The E&C program provides a means whereby top notch **undergraduate students** who graduate from HSU **can pursue graduate studies** with a faculty member or members with whom they developed solid working relationships while an undergraduate. There are usually one or two students in each cohort who are in this situation.
- **Graduate students often take one or two undergraduate courses** for their course electives. Undergraduate students benefit by having graduate students in their classes because it exposes them to the thinking and written and oral competencies of someone who has been in school a longer period of time and yet who, in the classroom, is still a peer.

- **Exceptional undergraduate students may enroll in graduate seminars.** The presence on campus of E&C graduate seminars provides opportunity for gifted undergraduates, with the instructor's permission, to register for a graduate level seminar.
- **Graduate students work as tutors for undergraduate courses.** Environment and Community graduate students struggle to make ends meet. One way they do, is by making their expertise available to undergraduates by working as tutors through the university's Tutorial Lab. Usually one or two E&C graduate students work as tutors every year.

6. Program uniqueness

If your program provides unique educational opportunities or course content that is found at few or no other CSU institutions, please describe this uniqueness.

Based on a review of the websites of all of the other CSU campuses, it is evident that **no other CSU campus has a graduate degree program similar to the Environment and Community Program.** Our interdisciplinary focus on environment-community interactions, rigorous curricular structure and approach to the culminating experience, combined with our numerous links with public, private, and nonprofit entities here on the north coast, enables us to provide a unique educational experience and course content that is not replicated by any other CSU campus.

7. Opportunities for undergraduate scholarship/creative activities/service

Estimate the percentage of your undergraduate majors that participate in scholarship/creative activities/professionally-related service, and provide some illustrative examples of such activities. Can students receive academic credit for these activities and have them counted toward undergraduate major requirements?

Our program does not have undergraduate majors. As discussed above, **undergraduates benefit in numerous ways from our program.**

D. Affiliations/Equipment/Facilities/Environment

1. Affiliations

Some academic programs are affiliated with on-campus or off-campus centers, units or institutes that bring important benefits to programs. For any such center/unit/institute, please provide (1) the name of such center/unit/institute, and very brief descriptions of (2) the purpose of the center/unit/institute, (3) the nature of your program's affiliation with the center/unit/institute, and (4) the benefits accruing

*to your program/major from your affiliation with this center/unit/institute.
Units/centers/institutes may be public (HSU, CSU, local, state, federal) or private.*

On-campus centers

1) **California Center for Rural Policy (CCRP).** Mission statement: “The California Center for Rural Policy conducts research to inform policy, build community, and promote the health and well-being of rural people and environments.” E&C graduate students work at the CCRP as paid research assistants. This professional work contributes to students’ curriculum vitae, advances the work of the CCRP, and is an important learning opportunity that feeds into their thesis or project work. Two of our current graduate students have worked or currently work at the CCRP: Ruthie Maloney and Jyoti Rawal.

2) **Institute for the Study of Alternative Dispute Resolution (ISADR).** ISADR is a widely recognized center for the study and promotion of alternative dispute resolution, in the belief that alternative dispute resolution improves the quality of public decision making and creates a culture of cooperation. E&C graduate students work at the institute as paid professionals. This work builds their resumes in important ways, enables them to acquire applied, marketable skills, and often feeds into their thesis or project research. Seven current E&C graduate students are involved with the Institute. Prior E&C graduate students have also worked at the institute.

3) **Institute for Spatial Analysis.** The Institute for Spatial analysis (ISA) advances spatial research, innovation and application across disciplines and the full spectrum of real world issues. The facility serves as the focal point for students (undergraduate and graduate) and faculty from across campus to effectively utilize geographic information systems (GIS) and image processing technologies in a wide variety of projects and research. Current E&C graduate students Sarah Keeble and Dimitra Zalarvis-Chase have worked at the ISA. Their work with the ISA helps build their resume, teaches them applied, marketable skills, and contributes towards the ISA’s research projects.

4) **Campus Center for Appropriate Technology (CCAT).** CCAT is a live-in laboratory for sustainability. Student funded, student staffed and student directed, CCAT provides information and hands on experience about appropriate technologies and methods for living lightly on the earth. Past and present E&C graduate students have worked at CCAT as grant writers and in other capacities. These activities have contributed to their career-related

employment history and have helped CCAT acquire grants to develop their diverse programs. Additionally, John Meyer, an E&C Program core faculty member, has served as CCAT's faculty advisor for several years.

5) **Humboldt Energy Independence Fund (HEIF)**. Funded through student fees, HEIF is a relatively recent funding source for supporting student and student-faculty proposals for reducing HSU's energy dependence. The HEIF review committee designs the RFP, evaluates submitted proposals, and determines which proposals to support. Two E&C faculty members, John Meyer and Arne Jacobson, are members of the committee; they contribute their leadership skills and expertise in this area to HEIF deliberations.

6) **Office For Economic and Community Development (OECD)**. Also known as the university's Economic Development Portal, the OECD, under the leadership of Maggie Gainer, has for five years worked to link HSU with local communities and businesses to advance sustainable forms of community and economic development. Approximately 10 E&C students have worked with the Portal on their thesis or project research topics. The research conducted in this manner has been applied, designed to answer immediate questions of interest to our local communities and businesses. For some students, the relationships formed with off-campus people and organizations developed into meaningful employment once they graduated from the E&C Program.

Off-campus centers

1) **Friends of the Dunes**. Friends of the Dunes is a local nonprofit organization dedicated to conserving the natural diversity of coastal environments through community-supported education and stewardship programs. Environmental Education is a popular research interest amongst our graduate students. Several E&C graduate students have linked their thesis or project research with FOD and at least three graduates currently work at FOD.

2) **Yurok Tribe**. Current E&C graduate student Ruthie Maloney, Yurok Tribe member, will be working on Yurok environmental justice issues related to the Klamath River, specifically the public health effects and subsistence natural resource use impacts of the upstream dams. Ms. Maloney is also a recipient of a federal work study grant. Through this grant she is working with Dr. Marlon Sherman, (Native American Studies Department and E&C Program faculty member) on a community project called the Blue Creek/Ah-Pah Traditional Yurok Village Project. This

project seeks to recreate, as nearly as possible, a traditional Yurok village on the Klamath River. At least two other E&C Program graduates have worked for the Yurok Tribe.

3) **Redwood Roots Farm.** Redwood Roots is an organic farm in Bayside that is part of the local Community-Supported Agriculture movement; Redwood Roots Farm also has a strong farm-based environmental education program. Previous and current E&C graduate students interested in sustainable agriculture, community food sovereignty, and environmental education intern at the farm, performing a variety of farm management tasks, helping to develop farm-based educational curriculum, and teaching K-4 children who come to the farm on fieldtrips.

4) **Watershed Research and Training Center.** The Watershed Research and Training Center (WRTC), a community-based nonprofit organization, was started in 1993 to promote healthy communities and sustainable forests through research, education, training, and economic development. This work centers around the belief that the relationship between local communities and the public forest must change so that the economy can rebuild itself based on an ethic of land stewardship. Based in nearby Trinity County, WRTC provides rich opportunities for participatory and applied graduate student research. Current graduate student, Lenya Davidson-Quinn is working with WRTC with support from a Community Forestry and Environmental Research Masters Fellowship, and several faculty members have long standing research relationships with WRTC.

5) **North Coast Growers' Association.** The North Coast Growers' Association, one of the 1st four Certified Farmers' Markets in the State of California, was established in 1979 by a handful of local farmers. The NCGA promotes direct marketing of organic produce from the field to the consumer; it is the longest continuously running certified market in California. The NCGA organizes and hosts the farmers markets in Arcata, Eureka, and McKinleyville. One of our current E&C Program graduate students, Portia Boni, is the Interim Executive Director of the NCGA. Ms. Boni's research interests are in sustainable, community-based agriculture and community food sovereignty. Her work with the NCGA will directly inform her research for the master's thesis.

6) **PlanItGreen.** PlanItGreen is a local group of planners, engineers, contractors, builders, architects and other professionals dedicated to green planning, design, and building. The group, co-founded by a E&C Program graduate, seeks to encourage the adoption of economically, socially, and environmentally sustainable practices in Humboldt County and to

facilitate their implementation through education, collaborative partnerships, and technical assistance. Among other things, PlanItGreen hosts an annual “Building Green Communities” conference that focuses on sustainable community development in the Humboldt area. E&C Program graduate students have participated in the conference in the past and will no doubt continue to do so in the future.

7) **Sierra Institute for Community and Environment.** The Sierra Institute for Community and Environment, located in the northern Sierra Nevada, advances rural community well-being and sustainable ecosystems through applied, community-based social science research, education, and community collaboration. The current E&C Program Coordinator spent seven years as a research associate with the Sierra Institute and maintains strong ties with the institute’s Executive Director, Jonathan Kusel. We have submitted joint research proposals and anticipate doing so in the future. This organization is an ideal place for E&C Program graduate students to work as interns and from which to conduct research for their culminating experience.

2. Facilities and resources

Provide a brief listing of your most important facilities, equipment and information/library resources, and describe the degree to which the current facilities, equipment and information/library resources affect program quality.

One of our most important facilities for the E&C program, and one that directly affects program quality, is the HSU library. The lack of an adequate book buying budget, combined with declining journal and database subscriptions, has made it increasingly difficult for our graduate students to undertake the research they must do for their graduate seminars and culminating experience. Without a library that has an active and robust acquisition program, we are challenged to provide the resources that our graduate students need.

3. Unique local and regional environment

Describe how the program takes advantage of the unique local or regional social, cultural and/or natural environment available to students and faculty at HSU. (Do not include items listed under D1.)

There are few regions more exciting than the north coast to examine environment-community interrelationships. Our rich history and current diversity of cultural working landscapes, the strong Native American presence, the myriad forms of livelihood strategy linked

to natural resources, the rich historical legacy and current robust environmental and natural resources restoration movements, the vital sustainable and community-based agricultural sector, the exceedingly dense network of nonprofit organizations focused on environment-community interactions, and the multitude of public agencies (local, state, and federal) that address environment-community issues, together render this region an ideal place for our program to be located. **Our program takes advantage of this unique environment in numerous ways. One primary way is the project option for the culminating experience.** Many of our graduate students choose to do a project rather than a more traditional thesis. A project entails developing an affiliation with a local organization (public, private, nonprofit, or tribal) around an applied issue or question of common interest. The graduate student focuses their research around this issue or interest and produces a project that satisfies both the student's committee as well as meets the need of the organization with which the student is affiliated. The number of organizations and the interesting projects that have emerged from this approach to the culminating experience are too numerous to enumerate here. **A second way our program takes advantage of this environment is through the relatively high percentage of our graduates who stay in the region and work for a local organization;** this contributes to the network of relationships between the E&C Program and the broader social/institutional landscape of the north coast. **A third way concerns E&C Program faculty whose research involves environment-community interactions on the north coast.** The great majority of E&C faculty have research interests in this region. These faculty generally hire graduate students as research assistants. The resulting research is often applied and of local relevance. **A fourth way is through fieldtrips to visit innovative organizations and public and private initiatives** concerning environmental and social sustainability in northwest California. Fieldtrips (from one to several days in length) are an extremely popular and effective way to show graduate students the application of concepts discussed in graduate seminars and to build program-community linkages that often yield productive thesis and project research topics.

IV. Investments, Revenues, and Efficiencies (Response Limit: 2 pages of narrative, not including tables) [20%]

A. Program Investments

1. Program Investment – Degree Requirements

Enter the total number of required course units (as listed in the catalog) for this academic program, and then the number of required course units for this academic program that are from the primary course code associated with your program. Provide a total for each option if appropriate.

Student Units

| | | | |
|-----------------------------|----|--|----|
| Total required Program SCUs | 39 | Required Program SCUs in the primary Course Code | 30 |
|-----------------------------|----|--|----|

Note: There is no primary course code for E&C courses. Course codes for E&C courses are those of E&C faculty members’ home departments. The 30 SCUs indicated here are E&C specific courses. The balance of 9 course units are comprised of research methods and general electives that E&C students can take from any unit on campus.

Weighted Teaching Units (WTU’s)

Total the number of WTUs required to teach 1 section of each of the required courses in the program. If there are lists of restricted electives (e.g., take 1 of the following 3 courses), then choose a representative course from the list. For required S-factor courses, estimate the typical number of WTU’s assigned to a faculty member who teaches the course. Again, differentiate by option if appropriate.

| | | | |
|-----------------------------|----|--|----|
| Total Required Program WTUs | 30 | Required Program WTUs in the primary Course Code | 30 |
|-----------------------------|----|--|----|

2. Program investment – by Minimum Weighted Teaching Units required to offer coursework so students can make reasonable progress toward their degree.

Complete the table below using the definitions that follow. Include additional columns as needed for additional options.

| Total WTU in Course Code | WTU for GE and service to other academic Programs | WTU for Major Option 1 | WTU for Major Option 2 | WTU for Major Option 3 |
|--------------------------|---|------------------------|------------------------|------------------------|
| 32 | 0 | 48 | | |

Note: The 48 WTUs listed in this table reflect the fact that due to the recent shift to annual admissions we need to offer an increased number of graduate seminars, compared to our course offerings under biannual admissions. We plan to offer five graduate seminars every Fall semester and three graduate seminars every Spring semester. We offer fewer seminars in the spring semester as our graduate students do not register for graduate seminars in their fourth (spring) semester, which is reserved for research and writing.

Total WTU in Course Code: Sum up the total number of WTU that were used to teach courses in the primary course code associated with your academic program over the past two academic years. Exclude remedial courses.

Service to GE and other Academic Programs: Enter the total number of WTU that were used over the past 2 years to meet service demands imposed by students outside the major. (In other word, if 8 sections of Egyptology 301 have been offered over the past 2 years, but if 2 sections over the past 2 years would have been sufficient for the Egyptology majors, then count 6 sections of Egyptology, and the associated WTU, in this category.)

WTU for Major Option (s): Sum up the non-service WTU for the set of courses in the course code associated with your program that you would need to offer over a two year period to accommodate progress toward degree for your program students.

Notes: 1) In programs with multiple options, courses common to the multiple options should be included in all options. Hence the entries to the right of the "Total" entry will not sum to the total. 2) Do not pro-rate WTU's by the percentage of students in a particular section of a course that are majors. Include the course in the count if it must be offered during a 2-year period for students to make progress toward their degree. The 4-year major plan for Freshmen may be useful.

3. Program Investments – by staff allocations.

Estimate the percent of departmental expenditures for staff positions that can be attributed to this academic program. Provide an explanation, as appropriate.

| | Major Program |
|-----------------------|---------------|
| Percents of Staff FTE | .25 |

The Department of Politics, through its support for the E&C Program, absorbs a variety of E&C-related administrative costs. These include costs and expenditures related to website updates, course scheduling, tracking finances, use of office equipment and supplies, creation of publicity & outreach materials, managing the application and admissions process, responding to requests from prospective applicants, and working with current graduate students. Without these diverse forms of support, our program would not be able to function.

4. Program Investments – Other annual costs.

Provide dollar estimates for other program costs by the following categories. Annualize periodic costs (equipment purchases or facilities upgrades) as necessary. Include an explanation, if appropriate. Do not include costs for commonly used items (smart classrooms, faculty workstations, etc.).

| Category | Estimated Cost |
|--|-----------------------|
| Equipment (including maintenance) | 0 |
| Instructional Supplies | 0 |
| Temporary Help (graders, lab assistants, GA's, etc.) | 0 |

There is a Colloquium Room, over which the Department of Politics exercises jurisdiction (Founders Hall 143), but which the E&C Program also uses on a regular basis for program meetings, oral defenses, and graduate student group project work.

5. Program Investments – accreditation [if applicable]

If this program is accredited, describe how this accreditation effects program costs.
Not applicable.

B. Gross Revenues

| Revenue | | | |
|--|---------|-----------|-----------|
| DEPARTMENTS COMPLETE THIS SECTION | 05/06 | 06/07 | 07/08 |
| Fundraising/donations | \$50 | \$110 | \$1,535 |
| Extended Education | \$293 | \$218 | \$689 |
| Student fees | | | |
| Instructionally Related Activities (IRA) | | | |
| Instructionally-related grants | | | |
| Grants and contracts to P.I.s | \$3,600 | \$132,000 | \$433,318 |
| Other revenues | | | |

Provide an explanation for how these revenues support the academic program.

The **fundraising and donations** the E&C Program has received are primarily used, along with the Program's OE allocation, to **support the Sustainable Futures Speaker Series**. In AY 07-08 we received a grant from the Diversity Programs Committee to bring two speakers (Betsy Hartmann and Zoe Hammer) to campus for the speaker series. Revenue from Extended Education has also been used to support the Speaker Series. Expenses incurred for the Speaker Series include airfare, food, and lodging for the speaker as well as a modest honorarium. Our program generates significantly more revenue through Extended Education than this table indicates because our graduate students sign up for graduate continuous enrollment through the home department of their committee chairs. I estimate that at least three times the amounts indicated in this table accrues to other departments as a result of E&C graduate students registering for one unit of 693 through the home departments of their committee chair.

Grants and contracts support our academic program primarily through the provision of research opportunities for our graduate students who are hired with these funds. All of the grants and contracts that contribute to the revenue listed above involved hiring E&C graduate students as research assistants. These professional opportunities provide students with important, resume-building experience, enable them to co-author peer reviewed journal articles and reports, and support our program faculty through their own RTP process. The trend of increasing grant and contract revenue continues into the current ('08-'09) academic year, as evidenced by the fact that three program faculty are project senior personnel in a \$625,000 USDA grant whose PI is Rob Van Kirk in the Math Department. This is a three year grant that begins Spring '09 and that includes full support for one E&C graduate student.

C. Efficiency

1. Efficiency – By SFR for course code

| Academic Year Averages | Subject | 02/03 | 03/04 | 04/05 | 05/06 | 06/07 | 07/08 |
|------------------------|---------|-------|-------|-------|-------|-------|-------|
| SFR | E&C | 22.9 | 20.4 | 29.3 | 20.6 | 12.2 | 23.5 |
| FTEF | E&C | .73 | 1.73 | .67 | 1.3 | .86 | 1.32 |

| SFR SUMMARY | 02/03 | 03/04 | 04/05 | 05/06 | 06/07 | 07/08 |
|--------------------------|-------|-------|-------|-------|-------|-------|
| AHSS | 20.36 | 22.05 | 21.94 | 20.61 | 21.19 | 22.91 |
| CNRS | 15.66 | 16.90 | 17.17 | 16.04 | 16.82 | 18.28 |
| CPS | 15.12 | 16.29 | 15.68 | 15.22 | 20.80 | 25.33 |
| UNIVERSITY TOTALS | 17.28 | 18.65 | 18.57 | 17.52 | 19.32 | 21.43 |

Explain any substantial changes in SFR. Also explain why this SFR differs from the college and/or university SFR. What efforts have been made over the past few years by the program to improve this measure of efficiency? Use the data under part IV.E. as appropriate.

Note: SFR and FTEF for the E&C Program were calculated from enrollment data for the core E&C graduate seminars in the course load reports available on the Analytic Studies Group website. Consistent with the definition employed by Analytic Studies, FTEF identifies the fractions of faculty positions used to teach the FTES taught; it does not include faculty time not used for teaching, such as department chair administrative time. The SFR was calculated by dividing the FTES taught in an academic year by the FTE Faculty positions used to conduct the instruction. As noted above, because our graduate students take graduate seminars for three semesters, until our recent shift to annual admissions, there has historically been a significant drop in the FTES and FTEF every third semester. This drop is visible in the above FTEF calculations. This calculation does not include the 10 thesis advising and fieldwork units that E&C graduate students register for in their fourth semester. While in some (but not all) departments serving as a thesis or project committee chair does count as part of one’s instructional load (usually .5 WTU/committee), serving as a 2nd or 3rd committee member represents an essentially unpaid contribution because such work is not included in faculty instructional loads. These represent significant unpaid costs that our program faculty incur.

The SFR ratio for the E&C Program is higher than the university average for every year except one. The higher than average SFR ratios are little short of remarkable considering that this ratio describes graduate seminars, which are generally considered to have lower enrollments than undergraduate courses. This relatively high SFR reflects the fact, discussed under the “internal demand” section above, that our graduate seminars often have between 18

and 22 enrolled graduate students. While these high SFRs indicate that our program operates at a high level of efficiency, it is also clear that at times our graduate seminars are over-enrolled; this is an issue that will be addressed in Section V. Lastly, I would like to note that the relatively low SFR for the 06/07 academic year is driven by the fact that in Fall '06 two E&C faculty co-taught a three unit graduate seminar for which they each received three WTUs of teaching credit. This doubled the FTEF deployed for the course, which had a modest enrollment of 8 students.

2. Efficiency – Other views.

The Prioritization Task Force will examine the data given under section IV.A and B in terms of the overall production (e.g. number of majors, number of graduates) in the program. Please comment if appropriate.

E&C Program faculty recognize that a higher than desirable portion of our graduate students do not graduate within the desired time frame of four to five semesters. To facilitate progress to completion we have, over the last two years, instituted a variety of measures. These include: 1) establishing a page limit for the culminating experience (75 pages); 2) allowing graduate students to register for thesis or project units in their third semester rather than waiting until their fourth semester; 3) requiring that graduate students identify their thesis or project committee by the end of their second semester and advance to candidacy early in their third semester. These measures seem to be having the desired affect on the ability of the '07 cohort to progress towards timely completion of their degree.

D. Budget cut impacts

Indicate how your program has been affected by recent (since 2002-2003) budget cuts that have directly affected resources for your program (faculty, staff, operating expense) and course offerings (class size, reduced course offerings or options for the major.) Refer to the data included under section IV. E. or in the departmental report as appropriate.

Considering the FTES generated, the E&C Program has a relatively small budget. The primary direct costs of the program are that part of Mark Baker's position devoted to coordinating and teaching in the E&C Program (approximately .60 FTEF) and the program's OE allocation (which for AY 08'09 is \$855). The indirect program costs are dispersed throughout the university because they are embedded in the course offerings of the home departments of our

participating faculty. Our graduate courses are folded into the suite of courses that each of these departments plans to offer and for which their respective colleges provide the necessary funding. While it is certainly true that the FTES each of our courses generate return to the instructors' home departments, it is also true that our program is entirely dependent on the cooperation and willingness of these departments to support faculty who want to participate in the program and on the college offices to agree to pay for our graduate seminars. **During periods of budget retrenchment, the interdisciplinary nature of our program can become a challenging liability because when funding is tight departments are less likely to support faculty engagement with "outside" programs,** especially if such engagement may take away from their ability to teach core home department courses and cover advising responsibilities. Last year this dynamic contributed to the 11th hour cancellation of one of our core graduate seminars. It was only because of the considerable flexibility of other participating departments and program faculty that we were able to offer a substitute graduate seminar. While this enabled us to offer the requisite number of courses, many graduate students were understandably angry that they would not be able to take the seminar they had expected to.

E. Additional Data

Note: there are no course offering profiles for the E&C Program on the Analytic Studies Group website.

V. Potential (Please complete this section for each option. Limit: 2 pages per option) [15%]

A. Program capacity with existing resources:

1. What is your program's maximum capacity with current resources? Use two metrics to define “capacity”: The number of graduates per year, and the number of FTES generated by courses that are unique to this option, per year.

| (Completed by the department) | Graduates per year | FTES in the major option per year |
|--|--------------------|-----------------------------------|
| Existing | 10-12 | 30 |
| Maximum capacity with existing resources | 10-12 | 30 |

2. If your program is at maximum capacity, proceed to question 2. If you have capacity to grow with existing resources, what steps have been taken to increase enrollment? What have been the effects of these steps, and what results are still anticipated?

Partly as a result of the recent shift to annual admissions and partly due to faculty retirements and resignations, **the E&C Program is currently operating at or slightly beyond maximum capacity.** The shift to annual admissions, for which we have been planning for more than two years, took effect this semester. The size of the '08 cohort was kept purposely smaller (at 14 incoming graduate students) than future new cohorts will be and, as planned, we have been able to increase our repertoire of graduate seminars. However, due to a variety of factors including 1) the retirement or resignation of 5 E&C faculty members over the last three years, 2) the relatively slow progress to completion of a large portion of the '05 cohort, and 3) the campus budget retrenchments of the last two years, our program is at or beyond maximum capacity. Indicators of this include enrollment levels in many of our graduate seminars that exceed optimal numbers and faculty whose graduate advising (as thesis or committee chair) burdens preclude them from working with new graduate students. In order to address these constraints, we have sought to attract new faculty to our program. As a result of these efforts four new faculty have recently joined the program. Other resource issues related to being at or over capacity are discussed below.

B. Opportunities for future growth or substantial curricular changes

1. What opportunity does the program have for future expansion? Provide evidence for your response.

Before discussing future expansion, it is appropriate to comment on the effective doubling of the E&C Program that we are currently in the midst of. Several years ago it was widely recognized that the E&C Program had the potential for significant growth and expansion. Due to strong student interest in the E&C Program, its close alignment with the university's Vision Statement, and support from the administration, the decision was made in 2005 to expand the program from biannual to annual graduate admissions. This programmatic expansion necessitated the development of a thematically driven curricular structure to organize the program's graduate seminars. At two faculty retreats and over several faculty meetings, a new curricular structure was developed to guide graduate students' choice of seminars. This new structure is discussed in Section I above.

In order to solidify the shift to annual admissions, and to be able to ramp up our admissions from the 14 whom we admitted this year to the anticipated 18-20 new students each year, we need to 1) continue to expand the number of HSU faculty who participate in the program, and 2) increase the diversity and number of graduate seminars within the program.

In order to achieve our full potential the E&C Program needs: 1) support for research assistantships and teaching assistantships that could be offered to our graduate students; 2) a dedicated budget for our Sustainable Futures Speaker Series (which is currently supported through fundraising efforts); 3) support for our students to travel to professional conferences (to be exposed to new perspectives and to be able to share E&C program perspectives with others outside our region); 4) financial support for organizing more extensive fieldtrips in our bioregion; 5) release time for program faculty to develop new graduate seminars whose content and structure are determined through the collective deliberation of our curriculum committee; 6) a uniform policy that enables program faculty to receive WTU credit for chairing thesis or project committees; 7) the ability to provide input on faculty position descriptions and job searches for positions that could include participating in our program (the ability to work with graduate students is often perceived as an important benefit by prospective candidates).

2. Describe the curricular changes and/or staffing increases required to accomplish such an expansion?

The steps outlined above that are needed for our program to reach its potential do not require significant curricular changes. We have already developed a solid curricular foundation to guide the shift to annual admissions.

Our program relies heavily on the staff support we receive from within the Department of Politics. The burdens our program places on the department's administrative support staff, detailed above under "program investments", have increased as a result of the shift to annual admissions. Further staff support, e.g. for website revisions and upgrades, is necessary for us to achieve our potential.

C. Impact of augmented resources

Suppose that your program were ranked in a category that recommended augmentation of resources. What would be the impact of augmented resources? (Answer for a 10% augmentation and a 20% augmentation.)

A 10% augmentation would probably enable us to meet our curricular requirements related to the shift to annual admissions; specifically, it would enable us to increase our graduate seminar course offerings to the levels necessary to accommodate the course needs of a graduate student body that consisted of 18-20 new incoming graduate students each year.

A 20% augmentation, along with supportive policy and administrative initiatives, would enable us to more fully reach our program's potential. It would provide the resources to meet the program needs detailed in B1 above. Both levels of augmentation would enable the university to develop new and innovative ways to realize its vision. As described in section 1 of this report, there is remarkable synergy between the E&C Program and the university's vision. Enabling the E&C Program to reach its full potential will contribute to the realization of HSU's vision through the work of our graduate students and faculty.

D. Impact of reduced resources

Suppose that your program were ranked in a category that recommended reduction of resources. What would be the impact of reduced resources? (Answer for a 10% reduction and a 20% reduction.)

A 10% reduction of resources would destabilize our current shift to annual admissions to the extent that maintaining annual admissions would no longer be a viable option. We would have to revert back to biannual admissions. A 20% reduction in resources would be the equivalent of program elimination. We would no longer be able to offer the minimum repertoire

of graduate seminars, even at the reduced level required for biannual admissions. The integrity of our curriculum would be lost.

E. Impact of program elimination

Suppose that your program were recommended to be discontinued. What would be the impact of program elimination?

Program elimination would significantly undermine the university's ability to realize the core elements of its vision statement (see section 1 for how the program advances the vision). It would seriously weaken the collaborative, mutually beneficial networks and relationships that the E&C Program has forged to link the university with the communities, nonprofit organizations, tribal governments, public agencies, and private sector businesses in the north coast region. It would result in a significant loss of graduate student enrollment. Fewer students would come to HSU. The elimination of productive research collaboration between faculty and E&C graduate students would negatively affect faculty progress through the RTP process. Program elimination would negatively affect the university's ability to attract top flight candidates for faculty positions, who would otherwise be attracted by the opportunities to teach graduate seminars and work with graduate students.

VI. Additional Information (Limit: 1 page) [up to 5 extra credit points may be assigned to the overall score]

Provide crucial information that is not provided under the previous categories.

The E&C Program models interdisciplinary pedagogy, research, and teaching. It is widely recognized, both within academia and outside, that the intractable challenges and issues our global society currently faces will not yield to disciplinary approaches and ways of thinking. The E&C Program is founded on the principle that only a transdisciplinary approach to current challenges has the potential to make real headway. In this respect, it serves as an exemplar of how to organize the production of knowledge in a manner that will bring us collectively closer to realizing our goal of social and environmental sustainability.

E&C Program faculty participate in the program because of their passion and commitment to the program's mission and vision. The E&C Program's success centrally depends on faculty willingness to volunteer for a wide variety of program tasks including participating in faculty meetings and retreats, serving on one of more of our several committees (e.g. admissions, publicity, curriculum, speaker series), and advising graduate students. These tasks are, almost without exception, taken on in addition to the full complement of home department responsibilities. E&C Program faculty also must actively negotiate with their home departments for the ability and latitude to participate in the E&C Program. They are generally, but not always, successful in this regard (see discussion under "budget cut impacts").

The E&C Program functions on a relatively limited budget, especially considering the robust FTES levels that it generates. While a clear argument for why resource augmentation is important has been provided in this report, it is important to consider this request in light of the modest levels of funding for this program since its inception.

The E&C Program, due to the extensive congruence between its mission and the HSU vision statement, is one of the university's flagship programs. However, other programs also share the E&C Program's emphasis on social and environmental sustainability. It may be a good idea to **consider the notion of establishing an institute that would become the institutional home for the various programs on campus that share a common commitment to social and environmental sustainability.** Such programs, e.g. the E&C Program and the Environmental Studies Major, are currently positioned in various parts of the university's college and

departmental structure. Given the university's high profile espousal of environmental and social sustainability, there are several advantages that could obtain from locating these institutionally disparate but thematically integral programs together in a common location. An Institute for Environment and Community, for example, could help build on the potential synergies (including attracting financial support) that are currently difficult to realize due to these programs' dispersed organizational location.

Faculty who participate in the E&C Program. Core program faculty may be defined as those program faculty who currently teach E&C graduate seminars and chair thesis or project committees. They include: Joy Adams (Geography), Mark Baker (Politics), Yvonne Everett (Environmental and Natural Resource Sciences), John Meyer (Politics), Marlon Sherman (Native American Studies), Llyn Smith (Anthropology), Sheila Steinberg (Sociology), Jesse Urban (Women's Studies), Betsy Watson (Sociology), Noah Zerbe (Politics). Other faculty who participate in the program include: Manuel Callahan (Ethnic Studies), Steve Hackett (Economics), Richard Hansis (Environmental and Natural Resource Sciences), Arne Jacobson (Environmental Resources Engineering), Corey Lewis (English), Judith Little (Sociology), and Steve Steinberg (Environmental and Natural Resource Sciences).

APPENDIX

HSU *Vision* Statement

1. Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human condition and our environment.
2. We will be the premier center for the interdisciplinary study of the environment and its natural resources.
3. We will be a regional center for the arts.
4. We will be renowned for social and environmental responsibility and action.
5. We believe the key to our common future will be the individual citizen who acts in good conscience and engages in informed action.
6. We will commit to increasing our diversity of people and perspectives.
7. We will be exemplary partners with our communities, including tribal nations.
8. We will be stewards of learning to make a positive difference.