

## **HSU Academic Program Criteria**

### **Academic Program in Geography**

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#### **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.

#### **ENTER COMMENTS HERE**

**Vision Statement One: HSU will be the campus of choice for individuals who seek above all else to improve the human condition and our environment.**

The core pursuit of geography is sometimes described as determining "the why of where." Focusing on location, geography seeks to explain the diversity of the human condition by examining the geographical, historical, economic, cultural, and political factors that underlie current circumstances. Geography offers a number of General Education courses that expose students to these core concerns, including *Geography 101: Cultural Geography*, *Geography 300: Global Awareness*, *Geography 301: International Environmental Issues and Globalization*, and *Geography 304: Migrations and Mosaics*. These classes, along with other, more specialized classes offered by the department, help students get a sense of the broad patterns of wealth, poverty, power, inequality, conflict, and cooperation that exist in the contemporary world. This understanding helps them to make informed decisions as citizens, and gives them the tools they need to attempt to improve the human condition.

**Vision Statement Two: We will be the premier center for the interdisciplinary study of the environment and its actual resources.**

The human-environment equation has always been central to geographic inquiry, whether among the ancient Greeks or in the contemporary academy. Geographers were among the first to sound the alarm over the deforestation of the Amazon Basin, the desertification of the African Sahel, and the impact of human activities on global climate. Geography as a discipline exists at the intersection of the social and physical sciences. At HSU, geography majors are required to master not only the cultural and social science aspects of the discipline, but the earth-science component as well. Command of both of these sub-disciplines, combined with powerful new technologies such as satellite imagery, global positioning systems (GPS), computer cartography,

and geographic information systems (GIS), gives HSU geography students a unique perspective and set of skills to analyze and address the environmental challenges facing humanity.

**HSU Vision Statement Four: We will be renowned for social and environmental responsibility and action.**

The Geography Department has sponsored numerous outreach efforts and internships. Students in *Geography 411: Senior Field Research* have partnered with local agencies to produce an environmental plan for the Community of Manila. Students from another *Senior Field Research* class worked with the Army Corps of Engineers, completing a flood plain analysis, complete with maps specifying levels of flood risk. In the spring of 2008, students in *Geography 361: Settlement Geography*, compiled descriptions and collected updated photos of historic properties on behalf of the Historic Sites Society of Arcata. Not limited to the local area, HSU geography students have even worked as far afield as China and Tibet, helping build classrooms, supply power, and donate books to rural schools in remote highland regions.

**HSU Vision Statement Seven: We will be exemplary partners with our community, including tribal nations.**

HSU Geography faculty is heavily committed to community service. Dr. Stephen Cunha serves as State Director of the California Geographic Alliance. He has procured over two million dollars in grants for the state alliance and directs geographic outreach efforts throughout the whole state. Dr. Paul Blank serves as Deputy Director for the Northern California Council on US-Arab Relations. Dr. Dennis Fitzsimons has played the lead role in leading a team of HSU students, an Arcata High History teacher, and HSU faculty in working with the Wintu Nation to create a digital record of Wintu place names, legends and language. Dr. Joy Adams is currently co-Principal Investigator for an interdisciplinary, multi-agency, grant-supported project to assist the Hoopa Valley Tribe in developing an interpretive “tribal corridor” along State Highway 96, to address issues of public safety while enhancing local sense of place and creating a richer cultural experience for travelers.

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

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

*I.* Headcount Data

<b>Major Academic Year (Fall/Spring) Average Headcount Summary</b>									
Majors_overview_GEOG report generated: 16-APR-08									
Major Code	Major Description	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
GEOG	Geography	102	97	97	110	101	111	94	102
<b>Total</b>		<b>102</b>	<b>97</b>	<b>97</b>	<b>110</b>	<b>101</b>	<b>111</b>	<b>94</b>	<b>102</b>

<b>Second Majors by Academic Year (exclusive of primary majors)</b>									
Majors_overview_GEOG report generated: 16-APR-08									
Major Code	Major Description	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
GEOG	Geography	3	1	5	7	11	8	5	7
<b>Total</b>		<b>3</b>	<b>1</b>	<b>5</b>	<b>7</b>	<b>11</b>	<b>8</b>	<b>5</b>	<b>7</b>

<b>Minors enrolled AY Average in Geography</b>								
minors_enrolled_GEOG report generated: 06-MAR-08								
CLASS	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Frosh	1	1	1	0	0	0	0	0
Soph	0	1	1	1	1	0	1	1
Jr	1	1	1	0	3	2	0	3
Sr	8	8	6	6	4	6	6	4
Grad	0	0	0	1	0	0	0	0
	<b>10</b>	<b>11</b>	<b>8</b>	<b>8</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>

<b>Minors enrolled AY Average in Pacific Basin Studies</b>								
minors_enrolled_PBST report generated: 06-MAR-08								
CLASS	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Sr	1	0	1	1	0	0	0	0
Grad	1	1	1	0	0	0	0	0
	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>Majors by Sex and Ethnicity</b>									
Majors_overview_GEOG report generated: 16-APR-08									
<b>SEX</b>	<b>Ethnicity</b>	<b>AY 00/01</b>	<b>AY 01/02</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>	<b>AY 07/08</b>
Female	Asian	0	1	1	0	0	1	1	2
	Black	1	1	0	0	0	0	0	0
	Hispanic	3	3	3	2	1	2	2	2
	Native Amer	1	2	1	1	1	1	0	0
	Pacific Is	0	1	0	0	0	0	0	0
	White	28	27	22	23	29	27	16	21
	Other	5	2	2	2	3	1	1	5
	Unknown	6	6	8	12	8	7	13	12
<b>sum</b>		<b>43</b>	<b>42</b>	<b>35</b>	<b>38</b>	<b>42</b>	<b>37</b>	<b>31</b>	<b>40</b>
Male	Asian	0	0	0	1	0	0	1	1
	Black	1	0	0	0	0	0	0	0
	Hispanic	4	4	2	3	3	2	5	4
	Native Amer	2	2	0	0	0	0	1	2
	Pacific Is	1	1	0	0	0	0	0	0
	White	40	37	49	50	40	52	46	42
	Other	2	2	0	2	3	4	2	6
	Unknown	10	10	12	17	15	16	9	8
<b>sum</b>		<b>59</b>	<b>55</b>	<b>62</b>	<b>72</b>	<b>59</b>	<b>74</b>	<b>63</b>	<b>62</b>

<b>Geography (with options) Degrees Awarded (incl. primary and second majors)</b>								
degrees_awarded_B_GEOG report generated: 25-JUN-08								
<b>MAJOR</b>	<b>AY 99/00</b>	<b>AY 00/01</b>	<b>AY 01/02</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>
Geography	37	41	42	32	33	37	44	50
<b>sum</b>	<b>37</b>	<b>41</b>	<b>42</b>	<b>32</b>	<b>33</b>	<b>37</b>	<b>44</b>	<b>50</b>

<b>Geography Degrees Awarded by Sex and Ethnicity (incl. primary and second majors)</b> degrees_awarded_B_GEOG report generated: 25-JUN-08									
<b>SEX</b>	<b>Ethnicity</b>	<b>AY 99/00</b>	<b>AY 00/01</b>	<b>AY 01/02</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>
Female	Asian	1	0	0	0	1	0	0	0
	Black	0	0	1	0	0	0	1	0
	Hispanic	1	2	0	0	1	0	1	1
	Native Amer	0	0	0	1	0	0	1	0
	White	11	12	11	10	9	9	12	11
	Other	1	2	1	0	0	1	1	1
	Unknown	2	3	2	2	3	3	3	3
<b>sum</b>		<b>16</b>	<b>19</b>	<b>15</b>	<b>13</b>	<b>14</b>	<b>13</b>	<b>19</b>	<b>16</b>
Male	Asian	1	0	0	0	0	0	0	0
	Black	1	1	0	0	0	0	0	0
	Hispanic	1	1	1	2	0	2	0	1
	Native Amer	0	1	1	0	0	0	0	0
	Pacific Is	0	0	1	0	0	0	0	0
	White	14	14	18	14	14	14	14	22
	Other	0	0	1	0	0	2	2	2
	Unknown	4	5	5	3	5	6	9	9
<b>sum</b>		<b>21</b>	<b>22</b>	<b>27</b>	<b>19</b>	<b>19</b>	<b>24</b>	<b>25</b>	<b>34</b>

<b>Minors Awarded by Year in Geography</b> minors_awarded_GEOG report generated: 25-JUN-08								
<b>MINOR</b>	<b>AY 99/00</b>	<b>AY 00/01</b>	<b>AY 01/02</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>
Geography	5	5	6	5	8	6	6	9

<b>Minors Awarded by Year in Pacific Basin Studies</b> minors_awarded_PBST report generated: 25-JUN-08								
<b>MINOR</b>	<b>AY 99/00</b>	<b>AY 00/01</b>	<b>AY 01/02</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>
Pacific Basin Studies	3	3	2	1	3	0	2	1

2. FTES by Course Code

FTES taken in Geography classes by Majors (AY 02/03 - AY 07/08)								
course_ftes_smry_GEOG report generated: 30-JUN-08								
SUBJ	Course level	Student Major	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
GEOG	Lower-div	Geography	5.4	7.1	6.1	7.5	6.0	8.9
		Undeclared	6.8	2.6	6.2	6.7	5.3	5.0
		Environmental Science	4.8	3.9	3.0	3.7	3.1	4.5
		Biology	2.3	1.8	2.4	2.8	3.0	3.1
		Art	3.2	2.9	3.4	2.4	1.7	2.8
		Nat Resources Plng & Interptn	2.5	2.0	2.4	1.7	1.9	2.6
		Business Administration	.9	.3	.5	1.0	1.3	2.4
	<b>Sub-total</b>		<b>51.0</b>	<b>33.1</b>	<b>44.2</b>	<b>44.9</b>	<b>46.4</b>	<b>53.3</b>

GEOG	Upper-div	Geography	37.7	40.6	37.7	44.9	36.0	34.3
		IS-INTL- International Studies	3.2	2.8	4.2	4.6	3.9	5.0
		Liberal Studies-Elementary Ed	10.3	9.9	9.3	5.7	4.8	4.0
		Undeclared	4.1	3.3	2.7	3.2	4.5	2.7
		Liberal Studies	2.3	.9	1.6	1.5	2.9	2.5
	<b>Sub-total</b>		<b>99.3</b>	<b>101.3</b>	<b>105.4</b>	<b>102.3</b>	<b>91.1</b>	<b>82.4</b>

FTES taken in Geography classes by Majors (AY 02/03 - AY 07/08)								
course_ftes_smry_GEOG report generated: 30-JUN-08								
SUBJ	Course level	Student Major	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
GEOG	All Levels	Geography	43.5	47.7	43.8	52.4	42.0	43.2
		Undeclared	10.9	5.9	8.9	9.9	9.8	7.7
		Environmental Science	8.5	5.3	7.4	6.8	6.5	6.7
		IS-INTL- International Studies	3.6	2.8	4.4	5.0	4.7	6.5
		Liberal Studies-Elementary Ed	11.3	10.1	10.2	6.2	5.6	5.0
		Art	5.2	5.1	6.2	4.6	4.0	4.9
		Biology	5.3	4.4	4.4	5.5	5.4	4.7
		Nat Resources Plng & Interptn	4.7	4.1	4.8	3.3	3.5	4.3
<b>Total</b>			<b>150.7</b>	<b>134.5</b>	<b>149.7</b>	<b>147.2</b>	<b>137.5</b>	<b>135.7</b>

2. 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
GE Lower Area D		GEOG 105, 3
GE Lower Area B		GEOG 106, 3
GE Upper Area D		GEOG 300, 3 GEOG 301, 3 GEOG 304, 3 GEOG 309i, 3
Biology		GEOG 106, 3
California Studies		GEOG 322, 3
Chinese Studies		GEOG 309i, 3 GEOG 472, 3
Cultural Studies		GEOG 304, 3
Dance Studies		GEOG 300, 3
Ethnic Studies		GEOG 340, 3
Environmental Science		GEOG/ENVS 301, 3
European Studies		GEOG 335, 3 GEOG 360, 3 GEOG 472, 3
Global Water Resources		GEOG 471, 3 GEOG 473, 3
Globalization Studies		GEOG 301, 3 GEOG 322, 3 GEOG 335, 3 GEOG 340, 3 GEOG 341, 3 GEOG 344, 3 GEOG 360, 3
GIS Certificate	GEOG 216, 3 GEOG 316, 4	GEOG 416, 4
History/SSSE Major	GEOG 105, 3 GEOG 322, 3 GEOG 470, 3	
International Relations		GEOG 300, 3
International Studies		GEOG 301, 3 GEOG 340, 3 GEOG 411, 4
Islamic Culture Studies		GEOG 332, 3 GEOG 335, 3

		GEOG 360, 3 GEOG 363, 3
Latin American Studies		GEOG 341, 3 GEOG 344, 3
Latino Studies		GEOG 304, 3 GEOG 340, 3 GEOG 341, 3
Liberal Studies		GEOG 300, 3 GEOG 304, 3
NRPI		GEOG 105, 3 GEOG 106, 3 GEOG 352, 3
Women's Studies		GEOG 301, 3 GEOG 304, 3

3. 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.

*Geography*

Geography is a highly productive department. We generate between 135 and 150 FTES on a regular basis. Averaging over 30 per year, our student-faculty ratio is among the highest in the university. Despite our small size, Geography also carries approximately 100 majors, graduating close to 50 majors per year. Our major-to-faculty ratio is the highest among geography departments in the California State University System and the University of California System.

Many of our courses are integral to other programs across campus. This is particularly true of International Studies, which has been growing very rapidly and for which geography provides several service courses. We anticipate that HSU Geography will also play a pivotal role in the new Environmental Studies program.

Geography uses its limited resources as efficiently as possible. Our department offers several large enrollment classes (150+ students) as General Education courses. These large classes provide services across campus, and also help to subsidize several of our smaller upper division classes, including *Geography 411: Senior Field Research*, and our cartography/visualization laboratory, which absorbs high levels of teaching and technical resources.

Geography recruits most of its majors from students already enrolled at HSU. Our introductory General Education classes are our most effective recruiting venues, although we also attract majors among upper division students. Our faculty members have also offered lower division geography courses at the College of the Redwoods, and these classes have brought in some of our best students over the years. The presence of HSU Geography students at regional meetings such as those of the California Geographical Society (CGS), and the high performance of our students at these meetings, helps attract students from other junior colleges across the state.

Given the relevance of geography to the issues of globalization, environmental stress, and international conflict, we anticipate that demand for geography will remain strong, and possibly increase in the future. This increase may be abetted by the offerings of our new hire in physical geography, scheduled to commence in 2009-2010.

#### *Geography Minor*

The Geography Minor is relatively straightforward. Students opting for a Minor in Geography are required to take *Geography 105: Cultural Geography*, *Geography 106: Physical Geography*, plus three upper division electives via written contract with the department chair. Minor contracts are designed to enhance the skills and employability of those choosing to minor in geography, and are tailored either to the more technical side of geography (cartography, GIS), physical geography, or social-cultural geography. The HSU Geography Department awards between five and ten minors per year.

#### *Pacific Basin Studies Minor*

This minor was established several years ago as part of an attempt to expand international studies options at Humboldt State University. With the expansion of International Studies, and the appearance of a variety of other closely related options such as Chinese Studies, the demand for Pacific Studies no longer justifies its continuance, and we plan to eliminate it in the near future.

## 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.

### *Geography*

The U.S. Department of Labor defines geographers (SOC code: 19-3092) as those who "study the nature and areas of earth’s surface, relating and interpreting the interaction of physical and cultural phenomena. Conduct research on physical aspect of a region, including landforms, soils, plants and animals, and conduct research in the spatial implications of human activities within a given area, including social characteristics, economic activities and political organizations, as well as researching interdependence between regions at scales ranging from local to global." ([http://www.bls.gov/soc/soc\\_e3j2.htm](http://www.bls.gov/soc/soc_e3j2.htm)).

*The Bureau of Labor Statistics Occupation Outlook Handbook for all Occupations for the Year 2014* pointed out:

- wages and salary opportunities in the managerial, scientific and technical consulting services in industries are expected to grow by 60 percent, ranking it as the fifth fastest growing industry in the economy (after food and health services).
- overall employment of surveyors, cartographers, photogrammetists, and survey technicians is expected to rise five to seventeen percent.

The geography major at HSU reflects the Department of Labor classification. Our students are exposed to a core of human-cultural and physical geography courses, augmented by strong training in cartography and mapping science. In addition, our majors are required to take a sequence of cornerstone and capstone courses that emphasize college level skills in reading, writing, research, oral presentation, and technology. Finally, the department maintains an abiding commitment to getting our students out into the field, whether in the local region, the mountains and canyons of the American West, or the remote reaches of China and Tibet.

Geography students are also required to sign up for a minor, designed to provide an additional specialized skill. This might include GIS (Geographic Information System) training for those specializing in cartography and mapping sciences, a language for those pursuing foreign area studies, statistics, or other topics. This combination of skills puts our graduates in a strong position to succeed in the job markets of the twenty-first century.

The HSU Geography Department keeps track of as many of our graduates as possible. Based on data compiled from 1997 to 2008, we have found our graduates employed as:

- park rangers (various levels from county to state and national)
- planners (statewide, such as in agencies such as Caltrans, as well as at smaller city and rural county levels)
- land use managers
- cartographers (state and local agencies, National Geographic Society, *Washington Post*)
- computer consultants
- service volunteers (Americorps, Peace Corps, and non-governmental organizations)
- GIS (geographic information systems) specialists
- environmental consultants
- educational consultants (National Geographic Society)
- K-12 teachers

Many of our graduates also go on to pursue higher degrees, whether in geography, law, international relations, or other fields.

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

#### A. Students

##### 1. For undergraduate programs

<b>Geography (with options) Mean GWPE Scores (incl. primary and second majors)</b> degrees_awarded_B_GEOG report generated: 25-JUN-08								
<b>MAJOR</b>	<b>AY 99/00</b>	<b>AY 00/01</b>	<b>AY 01/02</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>
Geography	16.6	16.0	16.4	16.3	16.1	17.2	16.7	17.3
Overall	16.6	16.0	16.4	16.3	16.1	17.2	16.7	17.3

Minimum passing score GWPE for English as First Language speakers is 14 points. In data period provided above, Geography majors average GWPE score was 16.6 points. Therefore, geography majors at present exceed the minimum passing score by 2.6 points.

*Provide evidence indicative of program quality related to student learning (e.g., patterns of student achievements in discipline-specific contexts, such as special honors or awards, publications, presentations; passing rates on professional examinations; proportion of students who are admitted to graduate school and/or employed in a disciplinary field; and so on – as appropriate for your discipline).*

HSU geography students excel at state, regional, and national competitions. Every year since 2001, our students have won and/or placed at student research, mapping and/or poster sessions at the Annual Meetings of the California Geographic Society. Our students win awards at the Annual Meetings of the West Coast Model Arab League. Regionally, our majors receive awards at the Annual Meetings of the Association of Pacific Coast Geographers (10 western states). Nationally, our students win awards at the annual meeting of the North American Cartographic Information Society (NACIS).

Two of our majors (Kevin McManigal in 2006, and Michael Boruta in 2008) were named Outstanding Scholars for the College of Arts, Humanities and Social Sciences. Each year the department has nominated at least one qualified student for such honors. Sebastian Araya was named HSU Man of the Year in 2002, before going on the graduate school.

An exceptional measure of student success has been the large number of HSU Geography majors who have been selected (from national competition) to serve as interns with the National

Geographic Society in Washington, D.C. Six HSU geographers have interned with the NGC since 2002, and *all* were offered permanent positions with the Society upon completion of their internships. This is probably a national record, and reflects HSU geography's national cachet.

The table below summarizes major student awards received by geographers from 2001 to 2008:

2001	2002	2003	2004	2005	2006	2007	2008
8	7	12	6	11	13	7	9

## 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.

### Faculty Teaching Awards

- Two faculty have been nominated for Wang Awards (Dr. Paul Blank and Dr. Stephen Cunha). Dr. Stephen Cunha was awarded a Wang Award during Academic Year 07/08, becoming only the second HSU professor so honored.
- Three geography faculty have been awarded Excellence in Undergraduate Education Awards by the National Council for Geographic Education. (Cunha, Fitzsimons and Leeper)
- Chris Haynes was presented with an Outstanding Geographical Educator Award by the California Geographical Society.

### Professional Service

- President, of California Geographical Society (Cunha and Leeper)
- Board of Directors of the California Geographical Society (Adams, Cunha and Leeper)
- Director of California Geographic Alliance (S. Cunha)
- Region One: Northwest California Director for California Council for the Social Sciences (Leeper)

- K-12 curriculum consultants to state educational councils and boards (Cunha and Leeper)
- Cartographic Editor for two leading North American professional geography journals (Fitzsimons)
- National Academic Director for the American Congress of Survey and Mapping (Fitzsimons) Member of Board of Directors of North American Cartographic Information Society (MB Cunha)
- Lecturer Representative for California Faculty Association (Haynes)
- Member of Board of Directors of Ethnic Geography Specialty Group of AAG (Adams)
- Co-coordinator of World Geography Bowl for APCG (Adams)
- Northern California Regional Director for California Council on US-Arab Relations (Blank)

#### Professional Development for Teaching

- Participants at multi-cultural diversity conferences at HSU (Blank, Fitzsimons and Leeper)
- Participants at professional curriculum institutes (Adams, S. Cunha, Fitzsimons and Leeper)
- Attendees at conferences for research and teaching excellence (Adams, S. Cunha, Fitzsimons and Leeper)
- Participants and presenters at annual HSU Diversity Conference (Fitzsimons and Leeper)
- Participants and presenters at state geographic alliance workshops (Blank, S. Cunha) Fitzsimons and Leeper)
- Attendee at state alliance workshop for new CSU faculty (Adams)
- Grader for AP Human Geography exams (Adams).

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.

<b>Scholarship/Creative Activities/Service</b>	<b>05/06</b>	<b>06/07</b>	<b>07/08</b>
At least one peer-reviewed publication or creative product	120	117	60
At least one funded grant or contract related to scholarship	80	50	60
Invited participant or leader of workshops, expert panels, or task forces	360	100	140
At least one presentation (paper, poster, exhibition, etc.) given at a professional society meeting	140	217	200
Professional service activities at a regional or national level	80	117	220
Service on at least one university or college-level committee (at least 1 hour/wk avg.)	60	30	40
Service to Local Community/Area	360	267	320

• **Please Note Category mentions service but explicit in table, so added at the bottom.**

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.

#### HSU Geography Faculty Scholarly Activities

- Dr. Adams: presented at several professional meetings; authored several articles for refereed journals; elected to executive council for CGS; co-principal on Mineta Grant to work with Hoopa Valley Tribe
- Dr. Blank: editor of book on cross cultural exchanges; several papers at professional meetings; several invited articles published in refereed journals
- Dr. Cunha: several grants totaling > one million dollars to support and endow California Geographic Alliance; co-author two geography textbooks; Director of California Geographic Alliance; multiple invited speeches before several regional and national professional groups

- Dr. Fitzsimons: multiple presentations before Teaching American History (TAH) cohort groups in Del Norte and Humboldt Counties; multiple grant recipient for Wintu Nation data base and cultural preservation; several articles and/or presentations dealing with cartography at professional meetings
  - Professor Jones (FERP): multiple public presentations on European Cultural History, European contact in “New World;” multiple public presentations on Mayan culture and hieroglyphics
  - Dr. Leeper (FERP): multiple presentations before TAH cohort groups in Del Norte and Humboldt Counties; wrote initial grant for Wintu Nation Fundings; multiple presentations before California Geographic Society and HSU Diversity Conference
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.

Our student successes would not be possible without faculty energy and mentoring. All our faculty regularly share their research with students, so close contact is normal part of department. The Geography Department stresses field work and sponsors two field trips/year. The Spring trip coincides with annual meeting of CGS, so department facilitates our students attending and competing at professional meetings.

On an individual basis, several special mentors deserve special mention:

- Dr. Adams has founded a local chapter of SWIG (Support Women in Geography)
- Dr. S. Cunha, a former park ranger, often mentors students interested in public service and has successfully helped place many of our majors as summer employees at several national parks
- Professor M.B. Cunha has mentored many student cartographers relative to the production of maps for both publications and professional organizations
- Dr. Blank has been active mentoring students in International Careers, as well as prepping students for their participation at annual meeting of West Coast Model Arab League
- Professor Haynes has led the bulk of our departmental field trips, as well as being long-time advisor to our very active Geographic Society

- Dr. Leeper has provided mentoring to many students who have gone on to become student teachers.

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

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.*

In our majors' handout, both written and oral communication skill development are listed as required skills. Two mandatory classes are central to this development: *Geography 311: Geographic Research and Writing*, and *Geography 411: Senior Field Research*. Most departmental classes require multiple communication skills, including written, oral, and graphic presentation. The department has developed required writers' guide and will embed this into all our classes. This was a product of our assessment efforts, and was formalized at our Fall 2008 department retreat.

2. Assessment

[Data on program progress with assessment tasks will be provided from the Faculty Associate for 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 One: Assess students' abilities to conduct research*

Three required classes were part of this effort: *Geography 216: Introduction to Mapping Sciences*, *Geography 311: Geographic Research and Writing*, and *Geography 411: Senior Field Research*. The department experimented with a number of assessment tools for these classes, including:

- early semester/end of semester questionnaire querying students about learning objectives
- extra credit assignment asking students to develop research topic utilizing geographic skills
- end of semester scenario questions that required students to demonstrate knowledge of and proper use of mappings skills for geographic research

Example Two: Assess students' knowledge of key geographic terms and concepts

The geography department examined some of its regional geography offerings, and experimented with a variety of assessment techniques, including:

- key word analysis of three book reports
- key word analysis of sample essays from three different tests

Major Findings and Uses of Assessments:

- faculty now consult regularly and continue to work on required elements expected from mandatory courses
- faculty have adjusted classes to shore up weaker skills
- learning objectives are now embedded in all departmental syllabi
- will use experiences, both successful and not too successful, for helping assess both Area B and Area D assessments
- procedures, data and results will be stored for future use in program reviews and for institutional history

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.*

- Major has been revised to reflect balanced knowledge of both physical and cultural worlds.
- Faculty members have freedom to develop new courses and experiment with current issues.
- Department has state-of-the-art computer-visualization lab and multiple classes use facility.
- Department actively promotes field experience at multiple levels and scales.

- Many department courses part of rapidly growing International Studies major.
- Three upper division classes focus on world problems as per university mission.
- Geography graduates have to prove problem-solving skills, and many of their projects result of fieldwork outside of Humboldt County, including China and Tibet.

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.*

One faculty person (Dr. Adams) has joined the Environment and Community M.A. in Social Science Program. She currently is serving on eight graduate committees on voluntary basis, as well as teaching class for program. This also would count toward special mentoring since she serves on thesis committees without compensation is special effort.

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.*

*Geography*

- levels of research and scholarship production among both students and faculty is high
- use of computer and visualization lab permeates the curriculum, going beyond technical courses
- high number of degrees awarded and ability of students to graduate in timely fashion
- students get work experience by working with clients directly via cartography institute
- students able to work in local area on regular basis as part of several classes

*Geography Minor*

- allows students to develop global awareness in both physical and cultural sense.
- allows students to develop additional skills in variety of ways including systematic, topical, regional or cartography

*Pacific Basin Studies Minor*

Will either be suspended or eliminated later this year.

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?*

Approximately twenty-five percent of our students participate in scholarship/creative activities and/or professionally related services. Examples include:

- Internships with California Coastal Commission and local planning agencies (City of Arcata, Eureka Redevelopment Agency, Humboldt County Planning and Humboldt County Elections Commission)
- Contract mapping/illustration with book publishers, state agencies, Teaching American History cohorts, California Geographic Society, California Geographic Alliance and Lucas Learning
- Contracts developing place resource data base for Humboldt County Film Commission and data base for Historical Sites Society of Arcata
- Contract work with two tribal nations (Hoopa and Wintu)

Students can earn academic credit in several ways: as part of class; via independent study; via educational assistantship. Dr. Joy Adams is actively working on developing active experiential learning option.

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*

- *California Geographic Alliance*: promotes geographic education (K-12) throughout the state. Department houses Alliance's state headquarters and Dr. Cunha is state director. Besides bringing in a substantial amount of grant monies, continues department's reputation as geographic education center.

- *Institute for Cartographic Design*: provides cartography students with a transition from theoretical to applied map design and to provide a cartographic service to campus and region.
- *National Geographic Society*: inspires people to care about the planet Earth via exploration grants, promote geographic education, promote natural and cultural conservation and inspire audiences via multiple venues. One departmental member (Dr. Cunha) is state coordinator and master of ceremonies for state Geography Bee. All tenured members serve as guest judges at local geography bees at local schools. Promotes HSU's reputation as geographic education center, provides community service and promotes grass-roots geography. Also helps connections with National Geographic Society relative to NGS internships.
- *Teaching American History Project (TAH)*: develops content knowledge and skills for local social science teachers and opportunities for graduate education units and/or advanced degrees for teachers. Department housed first two cohorts of TAH and department faculty have provided numerous contract lectures, workshops and teaching resources. Also facilitated contract map production via Institute for Cartographic Design
- *Barns Again–Humboldt*: Dr. Adams has been invited and has accepted a position on the research team for Barns Again-Humboldt, a local entity devoted to the preservation, documentation, interpretation of local agricultural history/landscapes.
- *Mineta Transportation Institute* (SanJose State University). Dr. Joy Adams, Research Associate.

## 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.*

- *KOSMOS Laboratory*: cartographic lab that has sixteen computer workstations. Will install dual platform Mac Pros in early 09 to allow students to use both PC software as well as Mac software seamlessly. Also has three printers, most

- *Department Map Library*: department has special map room (FH 115) where department's large wall map collection is housed. Maps used by other faculty outside of geography. Also houses special map collection (of Dr. Blank) used regularly in Geog. 300 Global Awareness famous as Walk on World. Local public school classes come to campus for Walk on World as well. Department has outfitted three classrooms in Founders with large wall maps to help in teaching geography.
- *California Geographic Alliance Headquarters*: state headquarters are housed in Founders Hall and state director, Dr. Cunha, is member of department. Besides having alliance office in Founders Hall 107, Founders Hall 116 is used for storage of alliance resources. Founders Hall 116 is also a prep room where slides, videos and maps can be viewed and prepped for classroom use.
- *Founders Hall 109, 111, 118 and 125*: while classrooms available for general classes, all have been equipped with large wall maps and wall mounting brackets to facilitate the offering of classes without having faculty carry large maps to and from storage to classrooms

### 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.)*

- Special English/Geography GE class uses local area as integral part of class in terms of locale, places and literature.
- *Geography 311: Geographic Research and Writing* uses local places as research and writing points.
- *Geography 361: Settlement Geography* uses local area for research and small-scale service learning projects.
- *Geography 411: Senior Field* has used special locales for class projects such as Eel River Flood Plain, Arcata Bottoms and Eureka Slough complex.

- Multiple departmental field trips focus on varying humankind-environmental relations such as Organic Farming, Mt. Shasta/Lava Beds, Trinity/Klamath River systems, Mendocino Coast, Oregon Wineries and housing types in Humboldt County.
- Special maps that focus on special physical features such as Trinity River, Mt. Shasta and trails of Redwood National Park.
- Several weeks ago the department led a walk through Arcata for frosh as part of HUMWEEK and has been invited to present more during other campus visitation activities.

**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	57	Required Program SCUs in the primary Course Code	42
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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	58.2	Required Program WTUs in the primary Course Code	47.2
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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
284.9	33	44.4		

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*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 words, 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 FTEF	100

**Staff FTE**

	1/31/2004		1/31/2005		1/31/2006		1/31/2007		1/31/2008	
GEOGRAPHY	Count	Sum	Count	Sum	Count	Sum	Count	Sum	Count	Sum
R07	1	0.60	1	0.60	1	0.60	1	0.00	1	0.60
R09	1	0.20	1	0.50	1	0.50	1	0.50	1	0.50
Total	2	0.80	2	1.10	2	1.10	2	0.50	2	1.10

- Please note that our majors must complete a minor outside primary area, so HSU geography provides resources across the campus

- Use of minor choice done by department to help with reality of reduced resources since department, like other departments, unable to fully replace retired, resigned and/or FERPers on one to one basis
- Approximately 12 % of our courses provided direct service
- Using four year plan for first time Freshmen yields 44 WTU's/year for person to complete internal degree demands
- Our staff (.5 cartography lab manager and .6 ASC) are both dedicated to academic program

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.).*

<b>Category</b>	<b>Estimated Cost</b>
**** includes lottery funds Equipment (including maintenance)	\$6,000
Instructional Supplies	\$3,000
Temporary Help (graders, lab assistants, GA's, etc.)	\$1,100

- Expenditures for program are modest relative to instructional supplies
- Equipment maintenance is recurring challenge that has been increased due to age of equipment; one fixed cost is \$750/year maintenance contract for copy machine
- Equipment investment includes lottery funds from the college and this varies each year due to varying needs within college and success of department's requests
- Last facilities upgrade was office makeover and paid for by department internally

5. Program Investments – accreditation [if applicable]

Not applicable

B. Gross Revenues

<b>Revenue</b>			
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DEPARTMENTS COMPLETE THIS SECTION	05/06	06/07	07/08
Fundraising/donations	\$1517	\$1568	\$2069
Extended Education	823	635	109
Student fees	-	-	-
Instructionally Related Activities (IRA)	3300	3300	0
Instructionally-related grants	-	-	-
Grants and contracts to P.I.s	-	-	-
Other revenues	-	-	-

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

- Department receives modest but steady amount of revenues of designated donations from loyal alumni; these funds go for equipment, repairs and classroom supplies and are never used for faculty or staff use
- Department does have request for donations on our department web site and when have alumni reunion ticket special needs
- Department does advertise special classes via extended ed and all funds used go directly to enhance student experience
- IRA result of Dr. Blank, who has been successful in helping support students participating at West Coast Model Arab League (Dr. Blank was on unpaid leave during 07/08)
- Department likely to be seeking funds from student body in future
- Our departmental OE has been reduced from \$6400 in 2002-03 to \$5348 in 2008-09

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	GEOG	30.65	27.92	35.38	31.93	24.11	29.24
FTEF	GEOG	4.92	4.82	4.23	4.61	5.71	4.65

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

<b>CPS</b>	15.12	16.29	15.68	15.22	20.80	25.33
<b>UNIVERSITY TOTALS</b>	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.*

- Department has maintained high SFR during six year data period.
- FTEF has fluctuated due to sabbatical leaves, leaves without pay and loss of associate faculty funds.
- Department does not have large pool of qualified associate faculty available locally.
- For the six year period, department averaged 29.9 AFR and 4.82 FTEF.
- When compared to other colleges and university totals, geography averages 39 to 78 % higher on comparative basis.
- Department tries to have successful mix of selected large enrolled classes taught in FH 118 (capacity 154), with smaller, intensive upper division classes.
- When comparing HSU Geography with other CSU/UC Geography departments, we produce largest number of majors and graduates relative to FTEF in both systems.

C. 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.

Geography's numbers speak for themselves, whether in terms of number of majors, student/faculty ratios, or any other measure of productivity.

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.*

- Percentage drop in FTEF in data period mirrors drop in SFR.
- Our OE has dropped from \$6400 in 2002 to \$5348 in 2008.
- All our faculty have taken more students into classes where feasible, and tenured and probationary faculty bear large advising loads.
- Data from numbers of graduates shows that decreased budget has not slowed progress of our majors to their degree.
- Department has lab with 15 dedicated student stations, so lab sizes are restricted; department tries to have at least one student as lab leader to help minimize costs.
- Department provides significant lower and upper division service across campus.
- Higher percentage of service course FTES due to effectiveness of instructors in large size class
- As more departments have gone to selected larger-sized classes, competition for such rooms.
- Will be challenge, and limit potential expansion.

E. Additional Data

<b>Course Offerings Profile in Geography (AY 00/01 - AY 07/08)</b> class_offerings_GEOG report generated: 27-JUN-08								
	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Distinct Courses Enrolled	18	18	16	15	15	16	17	16
Sections Enrolled	25	22	23	21	21	23	23	20
Average Section Enrollment	31	34	35	34	38	35	32	35
<b>Distinct Courses Enrolled in Geography by Level (AY 00/01 - AY 07/08)</b> class_offerings_GEOG report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	3	3	3	2	3	3	3	3
Upper-div	16	15	13	13	12	14	15	13
Graduate	0	1	1	0	0	0	0	0
<b>Total</b>	<b>18</b>	<b>18</b>	<b>16</b>	<b>15</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>16</b>
<b>Sections Enrolled in Geography by Level (AY 00/01 - AY 07/08)</b> class_offerings_GEOG report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08

Lower-div	3	3	4	3	4	4	4	4
Upper-div	23	19	19	18	17	19	19	16
Graduate	0	1	1	0	0	0	0	0
<b>Total</b>	<b>25</b>	<b>22</b>	<b>23</b>	<b>21</b>	<b>21</b>	<b>23</b>	<b>23</b>	<b>20</b>

<b>Avg Section Enrollment in Geography by Level (AY 00/01 - AY 07/08)</b> class_offerings_GEOG report generated: 27-JUN-08								
<b>Course Level</b>	<b>AY 00/01</b>	<b>AY 01/02</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>	<b>AY 07/08</b>
Lower-div	93	87	77	62	68	62	71	70
Upper-div	24	28	28	29	32	29	25	27
Graduate		12	2					
<b>Total</b>	<b>117</b>	<b>127</b>	<b>108</b>	<b>92</b>	<b>100</b>	<b>90</b>	<b>96</b>	<b>96</b>

<b>FTES in Geography by Course Level (AY 00/01 - AY 07/08)</b> class_offerings_GEOG report generated: 27-JUN-08								
<b>Course Level</b>	<b>AY 00/01</b>	<b>AY 01/02</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>	<b>AY 07/08</b>
Lower-div	47.4	43.6	51.0	33.1	44.2	44.9	46.4	53.3
Upper-div	112.6	109.8	99.3	101.3	105.4	102.3	91.1	82.4
Graduate	.7	1.9	.4	.1	.0	.0	.0	.0
<b>Total</b>	<b>160.7</b>	<b>155.3</b>	<b>150.7</b>	<b>134.5</b>	<b>149.7</b>	<b>147.2</b>	<b>137.5</b>	<b>135.7</b>

**NOTE:** In the above tables all class sections have 2 or more students enrolled. This is done to minimize the influence of independent student sections. Distinct Courses count each distinct SUBJ/Course-number combination enrolled. All figures are Fall/Spring term averages. Due to the rounding of average Academic Year counts, the various breakouts may not add to the exact same amounts.

### Other Class Offering Breakouts

These examine independent study sections, and sections by different modes of instruction. The Lecture-only sections have only a C1 through C6 mode. The Lab/Activity-only sections have only a C7 through C-16 mode. Other modes and combinations contain the remaining modes or combinations of lecture and lab/activity modes.

<b>Other Special breakouts in Geography (AY 00/01 - AY 07/08)</b> class_offerings_GEOG report generated: 27-JUN-08								
	<b>AY 00/01</b>	<b>AY 01/02</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>	<b>AY 07/08</b>
Sections with 1 student enrolled	5	4	4	4	4	3	4	2
Lecture only sections	16	14	14	15	14	16	14	13
Lab/Activity only sections	8	7	7	6	6	6	8	7

Other modes and combinations	2	2	2	1	1	1	1	1
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## Service Courses

The following shows sections which are considered service for either General Education, CWT (Communication and Ways of Thinking), DCG (Diversity and Common Ground), or Institutions Requirements.

Service Course Sections Enrolled in Geography (AY 00/01 - AY 07/08) class_offerings_GEOG report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	1	1	3	2	2	3	2	3
Upper-div	3	4	2	2	2	3	3	2

  

Service Course FTES in Geography (AY 00/01 - AY 07/08) class_offerings_GEOG report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	33.2	31.2	46.7	28.5	40.1	40.6	42.2	49.3
Upper-div	44.7	50.5	37.3	37.3	46.8	38.4	45.8	37.8

### 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	39/yr. ave 8 years	144
Maximum capacity with existing resources	50	180

2. If your program is at maximum capacity, proceed to part B. 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?

Our recent history suggests that the number of number of Geography faculty is the primary limit to our potential.

As "No Child Left Behind" legislation continues to devastate K-12 social studies education, there is unyielding collegiate student demand for international environmental and cultural curriculum. Each year 750 students—10 percent of the HSU student body—enroll in geography GE courses (GEOG 105, 106, 300, 301, 304). With 5.58 FTEF, we rank in the top five percent of faculty-major ratios in North America, and these majors have won more California Geographical Society student research paper awards than any other CSU/UC geography program.

Future financial support is always a concern. Through grants and creative patchwork, our students and faculty continue achieving at the upper echelon of CSU/UC undergraduate geography programs. While the Kosmos Lab is our on-campus epicenter, we lead field studies from Northern California to Tibet and many points between. Off campus initiatives are self and MSN funded. Kosmos funding derives from grant, contract, and CAHSS sources. We expect extramural revenue to increase significantly from our forthcoming physical geography hire, along with the overhead percent from a growing California Geographic Alliance endowment (2.2 million dollars).

Our comparatively small but high-octane operation is extremely sensitive to the addition or subtraction of a single faculty. Our current 5.58 FTEF is working in the short term, but we are unlikely to sustain this rate of teaching, scholarly, and service output. There are simply too many majors to properly instruct and mentor.

## B. Opportunities for future growth or substantial curricular changes

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

Primary opportunities for expansion lie in International Studies, Environmental Studies, and Cartography, GIS, and other techniques. The key to expansion is the ability of the department to offer more GE and DCG courses, especially at the lower division level.

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

- Department could cut back on selected upper division offerings and add section or two of lower division classes, but would impact on current majors
- After new AHSS college was formed in late 90's, then Dean Rocha acknowledged growth potential of Geography and he hoped to increase department tenure track faculty to eight
- Increase of one to one and one-half FTEF would allow more gateway classes to attract more majors
- If department were able to make lab manager position into full-time position, more service to existing classes could be provided and expand technical skills for majors and service areas
- Future job trends, as noted earlier, show growth in technical/computer skills, so new position with technical skills would aid in future expansion

#### 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.)*

10 %:

- Department would be able to cobble this augmentation with upcoming end of FERP, funding a new tenure track position.
- Another possibility would be making lab manager into full-time position.
- Another possibility would be for hiring of graduate students to help in grading of writing-based courses and in teaching sections of lab courses.
- Another possibility would be in cobbling together a full time position in Environmental Studies and/or International Studies to aid in these growth areas.

20 %:

- In addition to above possible scenarios, department would consider addition of new lab and augmented collateral software such as GPS units, technical software.
- Greatest likelihood of additional staffing for Geography classes that service campus as a whole in GE and DCG.

- Department would consider joint hire with College of the Redwoods, or having College of the Redwoods students take Geography on our campus, as this has been most traditional feeder institution for our major.

#### 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.)*

##### 10 % Reduction:

- Dependent on CBA, cuts likely to fall on reduced load or termination of associate faculty
- Likely to limit offering of four unit major classes to maintain courses needed for majors
- Bulk of department resources tied to faculty salaries and benefits
- When able to hire, not able to go after candidates with much real experience

##### 20 % Reduction:

- All associate faculty positions would be eliminated.
- Department would have to cut back on number of real world field experiences.
- Summer Experience in China/Tibet would be offered only through Extended Education.
- Department would need to work more closely with other departments for sharing of resources and cross-listing of classes

#### E. Impact of program elimination

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

If Geography were to be eliminated as a major at HSU, the institution would lose the one discipline on campus that addresses the core issues and questions of our times requiring an integrated approach linking both the physical and cultural worlds.

Recent data from the National Center for Educational Statistics shows demand for geography growing nationwide. Between 1987 and 2004, the number of undergraduate degrees in Geography grew by 58 percent. During the same time periods, masters degrees in Geography grew by 39 percent and doctoral degrees by 53 percent. These rates of growth outpace most

other disciplines. Harvard University recently reinstated Geography, and at the opening of its new Center for Geographical Analysis, Former Harvard President L. J. Summers cited his pleasure in bringing back a discipline that “is increasingly at the center of a very wide range of intellectual concerns.”<sup>1</sup> Without geography, HSU would not be in a position to capitalize on these national trends.

If geography were discontinued at HSU, the institution would lose one of the most efficient departments on campus. The department has long been a major producer of undergraduate majors, maintained a consistently high SFR, and has taken a leadership role in scholarship, Geographic Education, and community service.

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<sup>1</sup> Lawson, V. and Murphy, A., *Making the Case for Geography*

< <http://www.aag.org/healthydepartments/lawson%20murphy%20hd%20final.pdf> >

**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.*

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**ENTER COMMENTS HERE**

The principal national, and state professional geography organizations are:

NACIS	North American Cartographic Information Society
AAG	Association of American Geographers
ACSM	American Congress of Survey and Mapping
NCGE	National Council for Geographic Education
NGS	National Geographic Society
APCG	Association of Pacific Coast Geographers
CGS	California Geographical Society
CCSS	California Council for Social Studies
CGA	California Geographic Alliance
RAHSSP	Redwood Area History-Social Studies Project

HSU Geography has earned a national and state reputation through:

- Ranking in the top 5 % nationally of FTE Faculty to majors (source: *2008 AAG Guide to Geography Departments in the US and Canada*)
- Cartographic excellence through multiple student winners at the NACIS, AAG/NGS, APCG, and CGS student competitions
- More CGS student research paper competition and map competition awardees than any other CSU / UC
- The highest FTE Faculty to majors ratio in California undergraduate geography programs (CSU / UC and private)
- Faculty leadership: CGS President (2), CGS Board (4), NACIS Board, AAG Regional Conciliator, AAG Annals Cartographic Editor, ACSM National Academic Director, AAG Ethnic Geography Specialty Group Board, AAG Geography Education Board, CGA Director, RSSP Director, APCG World Geography Bowl Director, NGS Geography Bee State Coordinator, Northern California Committee on US-Arab Relations Regional Director
- Faculty Recognition: NCGE Distinguished Teaching Award (3), CGS Outstanding Educator (2), CSU Wang (2 nominees; 1 winner), CGA Professional Service Awards (2), CCSS Hilda Taba Award (1)

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## 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.