Updated Program Maintenance Outcomes – May 2021

**PMO 1: Critical Coverage in Applied Human Geography**

Expand TT Faculty Line – An Applied Human Geographer

1. Convert a Full-Time Lecturer Position to a TT Faculty Position who will:

* Focus on *Migration*, *Human Response to Environmental Degradation/Climate Change*, *Human Aspects of Sustainable Tourism*, *Vulnerable Populations, Demographic GIS,* and *Network Analysis GIS*.
* Collaborate with the development of the Urban and Community Studies, Social-Science concentration in Stockton.
* Expand the Center for Applied Spatial Analysis (CASA) to the Stockton Campus and develop a Geography/GIS lab at the Stockton Campus
* Partner with the Stanislaus State Community Equity Research Center

As demonstrated in this self-study, the Geography program has maintained several lecturer lines throughout this APR review-cycle, even during the 2008-2011 economic recession. The program however, is under-continual stress for much of the past ten years, due to our uncertain faculty staffing. It is difficult to maintain a program with few TT/T faculty members. Throughout this APR cycle, part-time lecturers taught 58 percent of the FTES and composed of 44 percent of the FTEF. We need to increase our TT/T faculty.

To improve the integrity and the strength of the Geography-Environmental Resources program, we request an expansion in our tenure-track faculty line. We are asking to convert a long-term, full-time lecturer position to a tenure-track faculty position.

This position would focus on the Applied Human Geography curriculum of the revised Geography-Environmental Resources program **(PMO 2)**. This TT/T Geographer would teach human geography courses on *Migration*, *Human Response to Environmental Degradation/Climate Change*, *Human Aspects of Sustainable Tourism*, and *Vulnerable Populations.*  The TT/T Geographer also would teach GIS/Geospatial course on *Introduction to Geospatial Applications* (GE Area E), *Introductory GIS* (GE Area UD-D)*,* *Demographic GIS,* and *Network Analysis GIS*. To uphold our program learning outcomes, the courses must integrate service-learning and community-engagement. The TT/T Geographer would collaborate with the development of the Urban and Community Studies Social-Science concentration in Stockton. The faculty member would be expected to work with the San Joaquin Delta Community College’s Geography program (now part of the Science, Engineering, Computer Science, and Math TrAC).

The candidate would be expected to provide leadership in the Center for Applied Spatial Analysis (CASA) at the Stockton campus **(PMO 4)** and develop a Geography/GIS lab at the Stockton campus. The TT/T Geographer would engage in research, and develop private/public partnerships with regional government agencies (e.g. San Joaquin County, San Joaquin Council of Governance, etc.), nonprofit organizations, and businesses related to the candidate’s areas of expertise. The TT/T Geographer would be expected to partner with the Stanislaus State Community Equity Research Center. As the most diverse and contemporary city in our service area, the broad scale of Stockton provides exciting opportunities in curriculum, projects, research, and student outreach for our program.

**PMO 2. Revise the Geography Curriculum**

1. Develop our revised degree in Geography and Environmental Resources, BS
   * Implement our new Program Learning Outcomes
   * Develop a concentration in Applied Geography
   * Develop a concentration in Environmental Resources
2. Modify Affiliated Minors
   * Revise Environmental and Resources Studies Minor
   * Integrate the Social Science Urban & Community Studies Concentration into Geography
   * Develop a minor in Geospatial Technology

To better serve the students and the university the Geography program has just revised the Geography Major. Following the trends of other California State Universities, the Geography program intends to develop a revised degree in Geography and Environmental Resources, BS with concentrations in Applied Geography and Environmental Resources. A revised major would better fit our faculty expertise and our current curriculum. We have developed two new class to serve the revised major. Currently, our most popular concentrations, in terms of number of majors, are *Geospatial Technology* and *Physical Geography & Environmental Studies*. During the recent program revision we updated our program learning outcomes, curriculum map, and roadmaps. An additional TT Applied Human Geographer would support our revised curriculum **(PMO 1)**.

**PMO 3: Secure and Improve Instructional Lab Space and Equipment**

* + Return the Geography/GIS Computer Lab to a permanent building
  + Maintain the Physical/Environmental Geography Lab, The Bio-Ag Dome and Center, and the Sustainable Garden for instructional and research use by Geography faculty and students.
  + Replace/Upgrade the Geography/GIS Computers and Field Equipment
  + Maintain the Keck Lab Manager Position

Specialized instructional space is of significant interest to us since our course enrollments are limited by the availability, timing, number of seats, and computer and lab access. We rely heavily on technology. The Geography computer lab is a hands-on, exploration-based, multimedia-learning environment where students gain personal experience with spatial ideas, concepts, and problem solving from a variety of disciplines. The Physical/Environmental Geography lab and the Bio-Ag Dome are the only lab spaces available to our program (with lab sinks and fume hoods), since we are not in the College of Science.

With the renovations of the Library and the potential renovations of Bizzini, the Geography faculty would like to stress the importance of maintaining our instructional lab spaces facilities. The Geography/GIS Computer Lab was moved out of the Library, after more than two decades. It is not slated to return to the Library, instead it will remain in the temporary buildings until a new permanent space in built. We urge the university to include the Geography/GIS Computer Lab in a new academic building, when the next one is built. We also urge the university to build a Physical/Environmental Geography Lab (B-203) in a new academic building, when the next one is built. The Physical/Environmental Geography lab and Geography/GIS Computer Lab are critical to offering our revised major **(PMO 2)**.

**PMO 4: Develop the Center for Applied Spatial Analysis (CASA)**

**CASA Website:** [**https://www.csustan.edu/casa**](https://www.csustan.edu/casa)

CASA offers geospatial consulting services to the campus and regional community. In this capacity,

it also serves as a conduit for outreach to our larger regional community. CASA coordinates

internships, facilitates grant development, and conducts projects in partnership with campus and

community members. These projects improve student learning by providing applied

experiential learning and professional development opportunities. CASA offers an alternative

space with the potential for self-sustainability to foster applied spatial analysis in the Central Valley

and beyond, stimulates transdisciplinary and collaborative geospatial research among faculty

members, research, and professional experience for undergraduate and graduate students, and acts as a

venue to attract external funding through grant writing proposals and the offering of professional

services for both public and private sectors that are key to the development of student service

learning. In addition, CASA offers support to local community groups who can benefit from

geospatial application and analysis.

1. Secure external grant and contract funding to support the center

CASA has aggressively been working on external grants and contracts, securing in its first 3 academic years around $82,000. CASA has the potential to continue growing if properly supported.

1. Secure funding for a CASA Director and student assistants and continue to build financial resources of CASA to support full-time employment for Director, and full and/or part time employment of student assistants.

CASA’s first steps have focused on attracting external funds. This work is based on the

labor of 2 co-directors who are full-time faculty. CASA looks to continue working to attract external funds and looks to relieve the director or co-directors’ workload (i.e. teaching) to support grant-writing and work. CASA looks to hire 2 part time student assistants (note: student assistant is different than research assistant and we want to have both functions.)

1. Secure office space for the center in a permanent building. Office space should be able to support faculty and student researchers in CASA, as well as equipment necessary to conduct research and meet with clients. Space should also be easily accessible for visitors from the campus and community.

CASA is currently in a temporary space that has significant limitations. The Language lab shares the same building with minimal sound barrier. When in classes are in the Language Lab, CASA cannot be used. Additionally, the air condition controls are in the Language Lab which is empty during the summer. CASA staff and students can not turn on the air condition during the summer.