

# Strategic Plan Department of Geography 2008-2013

(with additional reference to the 2008-2018 time frame)

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"May you live in interesting times." -- ancient adage (attributed to various cultures)

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## Preamble

Interesting times are promised in the next five years and, even more, in the 10-year time horizon that is the larger frame of reference of this Strategic Plan. The Department of Geography, the College of Earth and Mineral Sciences, and Penn State University together face accelerated changes within our institutions and in our responsibilities to society. Challenges of multi-scale sustainability loom decisively with respect not only to biogeophysical environments—such as energy and water issues—but also the vital relations to the well-being and health of humans. The emergence of great opportunities for Geography is confounded by fiscal planning that currently includes the need for annual reductions of the base budget.

This Strategic Plan is a response to these challenges and opportunities. It is designed to ensure a dynamic evolution of the Geography Department's trajectory of excellence in *research scholarship* with that of our other principal activities, namely *teaching* and *outreach*. Identifying, implementing, and interconnecting new strategic priorities in these areas will serve as the drivers of academic excellence and our success in the twenty-first century.

## Introduction: Mission, Vision, and Goals

The mission of the Department of Geography is to provide a rapidly changing global society with the original understanding, practical solutions, and pioneering vision of the dynamic interplay of humans and environments.

The Geography Department vision is to create a community that provides the highest levels of geographic education, scholarly research, and outreach, and to improve the human condition through these activities.

This Strategic Plan describes five goals that will guide the Department of Geography. Each goal is multi-dimensional and contains several elements. Major issues such as Distance and e-Education, Needs for Space and Physical Resources, Diversity, and Strategic Learning Outcomes Assessment (SLOA) are addressed specifically within these goals. A detailed Action Plan has been created in conjunction with this Strategic Plan. The Action Plan will be used as means of specifying the mechanisms for implementation including the detailed identification of specific linkages among each the individual elements. (The detailed version will also amplify on the specific institutional synergies of each element.)

### Goal 1: Clusters and New “Borderlands” of Research, Teaching, and Outreach

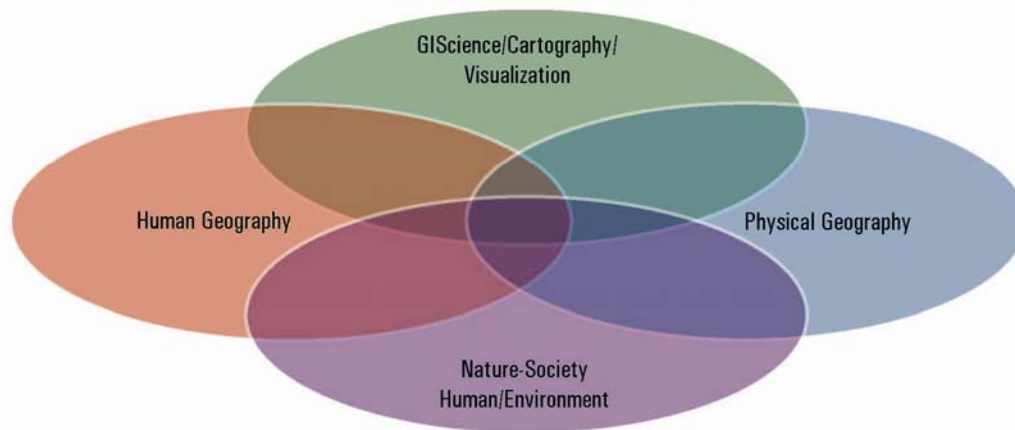
General description and justification: Expanding and strengthening the Department’s existing clusters in the principal sub-fields of Human Geography, Physical Environmental Geography, Geographic Information Science (GIScience), and Human Environment Interaction (also known as Nature-Society Geography). At the same time, this goal also develops new strategic interconnecting clusters of research and teaching through faculty-line hires. Impetus for strategic innovation in these faculty-line hires is heightened by mandatory 1% budget-recycling that is required of the Department during the next five years. These new clusters, which will build upon existing ones, are a response to the major groundbreaking “structural shifts” within discipline of Geography and in related fields. **The two most important priorities are those dealing with Energy and Water; and Landscape and Health (including Environmental Justice).** It is recognized that not all of these options, perhaps several, may not be realistic to fulfill within the 5 year time period (2008-2013). Nonetheless it is considered valuable and advisable to have these strategic options specified here both for the longer time frame (2008-2018) and for the purpose of being able to respond selectively to opportunities that may arise from outside the Department.

#### Dynamic Evolution of the Core Sub-Fields of Geography

The single most vital strategic priority is building and strengthening the four principal sub-fields that are the Department’s foundations (**Illustration A**). We must continue to nurture and innovate in our areas of strength in each individual sub-field, which, taken together, are the

core areas of the leading Geography Departments in the country and internationally. Top priority is, therefore, the strategic evolution and core support of the four primary sub-fields: Human Geography, Physical Environmental Geography, Geographic Information Science (GIScience), and Human Environment Interaction. These clusters require continued strategic investments in human capital (such as faculty and students) as well as in the new materials and resources for labs and field studies, curricular design, and outreach activities. The Department presently faces the prospect of a number of faculty retirements during the next 5 years. Several additional retirements are likely if we consider the planning horizon of 5-10 years hence. In order to actively keep our Department established as this country’s number one program the foremost strategic priority must be to guide and guarantee the strength of each of the core sub-fields (**Illustration A**). This building of each of the core sub-fields must occur through active evolution and innovation in which Penn State is a world leader in the discipline of Geography. It must occur through multi-faced support of the faculty, student, and staff clusters in each of the core sub-fields. It will occur also through the Department’s multi-faculty research centers that include GeoVISTA, the Cooperative Wetlands Center, and the Gould Center. The centers are highly active and dynamics and have well-defined and successful trajectories with geographic sub-fields. Strategic evolution of these centers will hinge on the activities of synergistic clusters of multiple faculty members and students within the Geography Department (along with extensive interactions with faculty and students in extra-Department units).

**Principal Sub-Fields (four labeled clusters) and “Borderlands” (darkened, overlapping areas) of Geography**



**Illustration A**

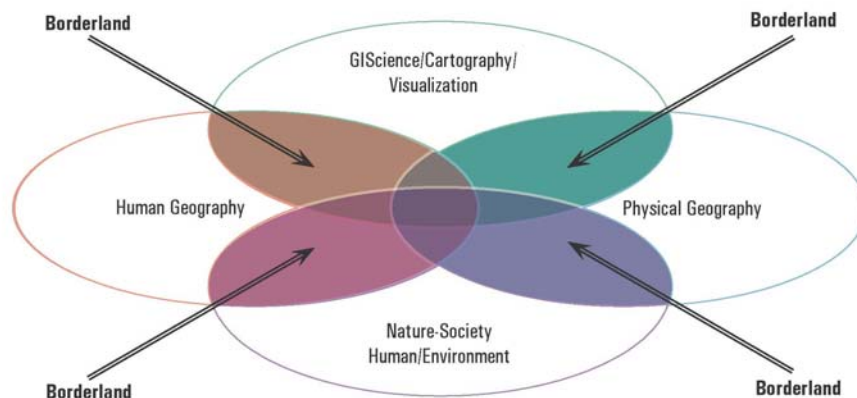
### **Geography and Energy Policy**

One top priority is developing expertise and an emphasis in Geography and Energy Policy. This strategic priority will position the Department as a leader in one of the world’s most pressing problems—energy availability and policy. In this era of scarce and contested resources, geographic analysis is critical in order to understand the organization and interconnections of the development and extraction of resources (ranging from hydrocarbons to renewable resources and biofuels, and hence issues such as land acquisition) on the one hand, and

transportation, distribution, and energy-related land use and landscape dynamics, on the other hand. The area of Geography and Energy Policy is one of several vital ones in the borderland among two or more core sub-fields (**Illustration B**). A faculty member who can integrate a geographic perspective into this specialization strengthens the Department’s capabilities and capitalizes on the College emphasis on energy. International relations has been a key perspective in geographic analyses of resource extraction and use since the beginning of the 20<sup>th</sup> century and continue to shape modern statecraft and international policies in the U.S. and other countries. By creating a faculty position in Geography and Energy Policy, either with or without the emphasis on International Relations, the Department will break new ground in the integration of a geographic perspective into the critical areas of resource use, management, sustainability, and society-environment interactions. These areas represent a “borderland” of increased importance in Geography as a result of paramount global issues and structural shifts within the discipline of Geography (**Illustration B**).

This strategic priority is incorporated into Department-level interest in Geography and Environmental Policy, which includes the potential for a proposed mini-series of speakers on this topic during 1-2 years near the beginning of the planning period (2008-2010). This mini-series would be directed to the general community of Geography and EMS, and would also include an emphasis on the Geography graduate program.

**Increased Emphasis on Multi-Field Spaces or “Borderlands” in Geography  
(result of structural shifts in the discipline and the restructuring academy)**



**Illustration B**

### **Water-Land Ecosystem and Landscape Geography**

A second top strategic priority is the Water-Land interface in ecosystem and landscape geography. It is also a “borderland” area of important new research (**Illustration B**). This priority has strong foundations in Geography and in related interdisciplinary fields. Examining the geographic dynamics of ecological fluxes and structures is critically important when addressing issues of water quantity and quality, magnitude and pattern of land use changes, and

biodiversity of water-land ecotones. Garnering additional faculty expertise and Department capacity will further enhance our strong presence in this research arena. This position would contribute a superb linkage within the Geography Department, the College of Earth and Mineral Sciences, the Earth and Environmental Systems Institute (EESI), and across the Penn State campus and beyond.

### **Land Use/Cover Change**

A third leading priority, on the same level as those above, is the area of Land Use/Cover Change (**Illustration B**). During the past 5-10 years this research area and corresponding faculty positions have burgeoned as an increasingly essential geographic contribution to the analysis of social-environmental sustainability. It integrates the use of advanced environmental sensors, such as remote sensing, analysis, and monitoring, with much-needed analysis of the geographic patterning of land use and cover change. This area of hire might include an emphasis on climate and climate change as well. Creating a faculty position in this area will contribute a vibrant and vital link to research, teaching, and outreach in the Department, the College of Earth and Mineral Sciences, the Earth and Environmental Systems Institute (EESI), AESEDA, and across the Penn State campus and beyond.

### **Environmental Justice**

Environmental Justice has emerged as a major approach toward understanding sustainability and environmental change through the combined perspective of human geography and nature-society geography (thus still another “borderland” area; **Illustration B**). The concentration on environmental justice will provide a unique and highly synergistic contribution to research and teaching in the Department—interest of several faculty extend to this area without any faculty member specializing—and to other Departments in EMS and in other Colleges. Implementing, integrating, and consolidating Department strength is our goal in this area, now that there has been the completion of a faculty hire (Dr. Brian King), thus “jump-starting” this strategic effort. Subsequent strategic priorities in this area include the development of an undergraduate minor in Geography-and-Environmental-Justice within the College of Earth and Mineral Sciences and, also, multiple connections and contributions beyond these immediate settings (e.g., AESEDA).

### **Geo-Informatics and Environmental Health and Disease**

Geo-informatics, with concentration on environmental health and disease, is a prodigiously growing field that combines to advances at the intersection of GIScience and the life sciences (including “borderland”-type intersections with environmental and human-environment interaction approaches in Geography, see **Illustration B**). Understanding the interactions among complex environmental factors and equally complex disease situations and public health outcomes is a major challenge that demands integrated GIScience-based advances in information, environmental, and health sciences. The issues to be faced are fundamentally geographic. Combined developments in GIScience, related geo-informatics technologies, and geo-referenced data availability create an opportunity to achieve fundamental advances in environmental health and disease science as well as associated policy. A faculty-line position will establish the Department as an international leader, given existing strengths, synergies, and

opportunities. Resources and opportunities are perfectly aligned for this opportunity in the Department and at Penn State.

### **Water Resource Management**

This priority is aimed at water resource management and policy through the perspective of environmental social science, with focus on human-environment interactions. Management and policy issues involving the geographic analysis of water resources are increasingly vital to society and sustainability. This area integrates the development of combined social and physical science and technology. It includes an emphasis on climate and climate change as well.

### **Economic and Social Geographic Analysis of Environmental Risks and Shocks**

Livelihood risks and “shocks” in conjunction with energy-related environmental change and impacts on developing economic and social systems are the core areas of this strategic priority. It could draw on one or more highly active fields in the environmental social sciences, including ecological and resource economics, livelihood analysis, and human-environmental change (e.g., risks and “shocks” of energy-related environmental change and impacts on developing economic systems)

### **Environment and Gender**

Human-environment interactions and gender analysis. Gender analysis has emerged as a primary approach within human-environment and nature-society geography and related environmental social sciences. It offers the potential for an important contribution to research and teaching the Department---interest of key faculty extend to this area (both from the perspectives of gender analysis and human-environment analysis, without any faculty member specializing)---and to other Departments in EMS and in other Colleges. Extra-Department synergies include the Women’s Studies Program (through the College of Liberal Arts), which has established this area as one of its strategic priorities and which shares a close working relationship with Geography via joint faculty appointments and the dual Ph.D program.

With a couple additions to the faculty that emerge from strategic hires there will be a critical shortage of **faculty office and lab space** in Walker Building. This space shortage will require expansion into one or more new quarters, since currently there is no capacity for the additional sub-division of existing spaces. Lab space is already in short supply, and thus will top the list of space needs along with office space. Strategically we must plan also for the addition of shared lab and/or group-research area within Walker Building, presumably on one of the lower floors.

## **Goal 2: Strengthening and Innovating in Undergraduate Education**

General: Carefully designed innovation and a continued commitment to excellence will guide the strategic development of undergraduate Geography education. Two of the strategic priorities described below are underway although still being designed and implemented, while others represent strategic opportunities that will begin from scratch.

The central goal is to design and implement an **undergraduate capstone course** that will be required of all Geography majors in their senior year. This course will provide Geography students a culminating experience from across the four fields of the discipline. Similarly important to the Department is that this course will serve as a cornerstone of planned Student Learning Outcomes Assessment (SLOA). It will contribute, moreover, to the increased involvement of Department alumni. It might be desirable to link part of this capstone experience to those of other EMS Departments in order to provide an interdisciplinary capstone course. Existing capacity should enable us to meet this strategic opportunity.

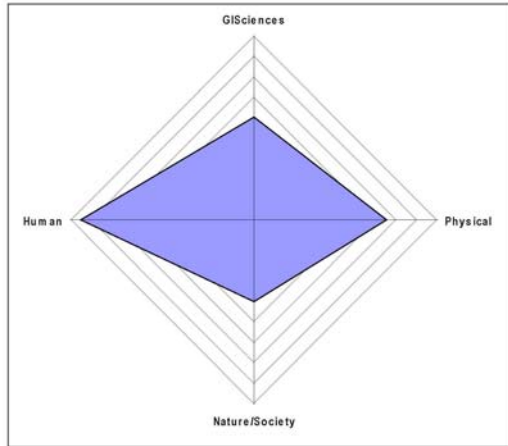
Strategic curricular innovation also includes the selection and design of 1-2 **introductory level (0-level) “blended courses”** on (i) world regional sustainability and human-environmental change; (ii) geography of global environmental change management; and/or (iii) physical environmental systems and global environmental change. These “blended courses”, which include an on-line component, will be designed to serve as “exploratory courses” that provide instruction for large numbers of students. The blended courses will contribute to Earth and Mineral Sciences Academy for Global Education (EMSAGE) and to the EMS on-line undergraduate major in Energy, Society, and the Environment. The Department sees the potential for these blended courses as an important element of our plans for the future in e-Education and the Dutton Institute. The resources needed for this initiative will depend on teaching availability associated with faculty specializations and curricular innovation.

Strategic maintenance and renovation of the **Department’s teaching laboratories and specialized teaching facilities** is an important priority within this goal. The need for crucial updates of this physical infrastructure, especially the computer and GIScience Laboratories, is crucial to our continued capacity to offer the strongest possible opportunities and training in our undergraduate programs.

Channeling resources to the above goals will require the strategic **consolidation and integration of each option of the undergraduate curriculum around core 100- level course or courses (especially needed in the options in Human Geography and Nature-Society Geography)** and advanced-level courses (including support for advanced-level Physical Environmental curriculum). Development of the Nature-Society/Human-Environment option will offer students an undergraduate curriculum that will benefit from unique strengths in this area in the Department (**Illustration C**), which resemble the overall configuration of teaching strengths at our major competitors (the 2<sup>nd</sup> and 3<sup>rd</sup> ranked Departments). Penn State along with the other leading Departments is increasingly capitalizing on strengths in the Nature-Society/Human-Environment area in order to create curricular options that reflect four-field geography. This Nature-Society/Human-Environment option will provide a new element in the Department’s undergraduate curriculum, with a uniquely Penn State training, that we will be able to use to compare favorably to the ones that exist in other leading Geography programs.

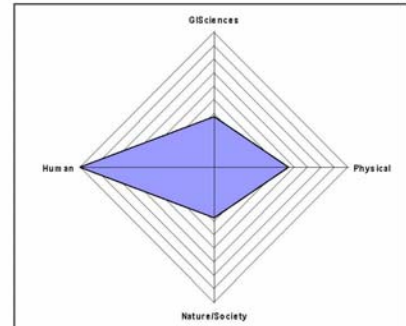
Illustration C

**Sub-Fields within Departments of Geography  
Penn State (2007-2008) and 2nd and 3rd ranked  
Geography Departments**

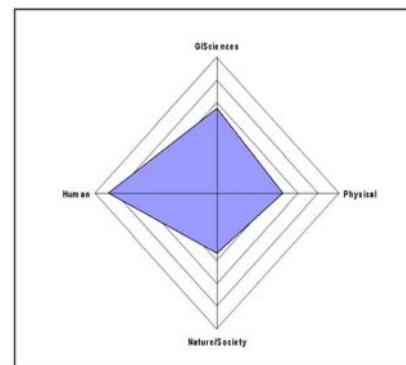


← Penn State  
Geography

A top department,  
second ranked →



A top department,  
third ranked →



Development of a new **undergraduate minor in “Geography and Environmental Justice”** is a strategic emphasis that will build upon and bring together existing Department strengths into a cohesive curricular design. It represents an exciting and feasible development (under current budget scenarios) in which truly the “sum will be greater than the parts” since existing interests in this area are presently neither integrated within the Geography nor made available in a structured curriculum to students in other departments. The goal in this area will be to develop and offer to students an approach toward environmental justice that incorporates the analysis of justice and ethics with that of landscape and human-environment interactions.

Strengthening of **field courses and Honor’s courses** is an important strategic priority for the Department. This priority, including an emphasis on international field courses, is matched nicely with the international emphasis of the EMSAGE initiative being undertaken by the Dean of Undergraduate Education in the College of Earth and Mineral Sciences. Strengthening of special opportunities within the Department also include a strategic commitment to maintain and to strengthen as possible the Honor’s courses and Honor’s curriculum.

Finally, our strategic view of undergraduate education in the Department is to plan for **increase in the number of undergraduate majors in Geography (10-15% over five years)**, provided there is the availability of some of the key resources described above as strategic priorities. In this way the Department will be able to contribute to the goal of increasing the number of undergraduate majors in the College.

### Goal 3: Strengthening the Graduate Program in the Department

General: This area has been a notable success for the Department. Befitting the nation's number one ranked Department, the Graduate Program has exerted an important influence within the discipline of Geography and well beyond its boundaries. Still we envision and plan strategically to increase the success level of the graduate program and the Department's graduate students.

One top priority, and one that is feasible with existing resources, is the one-time development and strategic use of a **pair of Graduate Assistantships (GAships)**, funded through the Department. These GAships will offer support and resources for rapid innovation in two key emerging clusters of advanced-level research and teaching among graduate students and faculty members, which are referred to above in **Goal 1**. This strategy represents a mechanism through the support of graduate students financed via temporary funds that have become available in the Department. Initially the two areas well-suited to use of these Department-funded GAships are (i) Water/Land Ecosystem and Landscape Geography and (ii) Environmental Justice.

**Another top priority is the financial support for increased graduate funding, especially including field studies and international travel and training.** Several funding mechanisms potentially fit into meeting this Strategic Priority. One sort of funding that is strategically prioritized is the addition of 1-2 Graduate Fellowships (currently the Department offers a higher percentage of GAships, however relatively fewer fellowships are offered to the most sought-after graduate students for whom the Department competes with the other top-ranked programs). Obtaining this funding will enable the Department to recruit and support, each year, several of the most exceptionally qualified top-notch students that are entering graduate programs in Geography anywhere in the world. Another goal within this priority is building and maximizing the availability of topping-off funds used for the funding of graduate student packages. Funding for field studies and international travel and training are key elements to meeting this goal---many of the new and growing directions of research in the Department require graduate-level field studies, including international experience and expertise.

The Department is placing strategic emphasis on the importance of the **intellectual inter-connections and integration of graduate-level advanced education** (e.g. the organization of regular roundtable discussions of faculty and graduate students on new topical or thematic works of cross-field relevance in Geography related to various elements of this Strategic Plan). This goal is designed to enhance the opportunities for Department graduate students and faculty to interact around issues and discussion in advanced-level research scholarship. This broad-type niche for faculty-graduate student interactions would complement one-on-one and small-group interactions that are already functioning very successfully within the Department.

Another strategic priority is support of a **qualitative methods course**, with emphasis on qualitative research in the areas of (i) environmental resource policy and management, (ii)

justice and equity issues in social, political, and economic geographic analysis; and (iii) landscape analysis and history. This strategy is closely interconnected with potential faculty-line hires and also with the goal to increase field courses. It also offers the potential for additional methodological support to the Department's strengths in (i) feminist geography and Women's Studies and (ii) urban, historical, and landscape geography.

Finally strategic emphasis is also designed to provide the Department's regular contribution toward graduate level teaching and leadership in the **proposed dual degree program on Human Dimensions of Natural Resources and the Environment (HDNRE)**, which is nearing finalization for a start in 2008-2009. The College of Earth and Mineral Sciences and the College of Agriculture have been designated by the Penn State Graduate School as the pair of core Colleges in the HDNRE program. The Graduate School has now identified Geography as one of the two core departments designated to represent the fusion of cross-College leadership. Campus administration's identification of the central role and leadership contributions of Geography carry with them the expectation of the significant and sustained contribution among members of the Geography faculty (to be coordinated through the EMS Graduate Dean) toward the success and viability of the HDNRE programs.

Strategic evolution of graduate training in the Department requires the addition of **one medium-size meeting room** (15-20 persons) to serve as a seminar and small-group room in conjunction with existing room in 319 Walker, which is now regularly over-subscribed and unable to support current space needs. The new room for graduate studies must be seen as an integral element in the kind of research, teaching, and scholarly activity conducted in the Geography Department (lab spaces serve as one important venue, while the need for meeting space outside the laboratory is a vital function in the Geography Department to an extent that equals or exceeds other Departments in the College of Earth and Mineral Sciences). Growth in the size of the faculty, along with the number of the graduate students, presents overwhelming evidence for the need for this space.

#### **Goal 4: Diversity**

The Department has developed existing strengths in this area that now require further expansion along with new directions. In general, the Department's goal is: to build upon these substantial strengths, to innovate new ones, and to work closely with the Office of the Associate Dean of Educational Equity in the College of Earth and Mineral Science. The Department Head is now serving on the Diversity Committee of the College. Since Geography is commonly a "discovery major" (i.e., found out about by undergraduate students after beginning their coursework), one of the prime opportunities for fostering diversity in the Department and the discipline is creating an awareness of Geography degree programs and careers among minority students prior to beginning and during the course of undergraduate studies.

One important strategic priority is the **support and further development of the successful outreach efforts of the Supporting Women In Geography (SWIG)** group of graduate students in

the Geography Department, including the efforts encompassed in SYWIG (Supporting Young Women in Geography). This effort, which is directed at middle school and high school students, has been extended to include locales in Centre County as well as ones in the Philadelphia area that include large numbers of minority students.

Another priority is to **expand Department involvement in the recruiting and support of undergraduate students of under-represented groups** through specific EMS and Penn State programs such as the Sloan Scholars Program, SEEMS, and SROP. These successful approaches and the well-developed mechanisms that exist are prime opportunities for the Department that we can utilize more fully. These approaches resonate with EMS's emphasis on a "grow your own" approach toward student recruitment and retention with respect to diversity and equity issues. Creating awareness of the Department and Geography skills and careers will enhance the number of prospective undergraduate students, including many minority students.

Support of diversity in the Department must involve commitment to the **vitality and potential expansion of Service Learning courses** with a diversity emphasis that are integrated into the Department curricula. These courses include the well-established Philadelphia Field Course and the launching of the Tanzania course in conjunction with the Program in Women's Studies).

### Appendix A: Strategic Priorities in Distance and e-Education

The Department is extremely committed to developing and expanding this area of activities. Distance and e-Education are already especially productive and rewarding for Department students and faculty. In general, the guiding idea for the future is an emphasis on integrated programs connecting Distance and e-Education to (i) Department strengths and goals that make use of the high level of excellence in research scholarship and teaching in the Department, including the general areas of GIScience, environment-society interactions, and global spatial interconnections; (ii) Department strengths with existing personnel and demonstrable markets for distance and e-education courses and programs (e.g., an on-line certificate program in wetlands and water resources and (iii) the distance and e-Education programs that are already established in the Department (e.g., the existing MGIS program, which the Department is committed to evolve strategically given the rapidly changing opportunities and challenges); and (iv) the general goal of reaching Geography students in mid-career.

### Appendix B: Alumni and Development

The Department wishes to continue and expand existing strategies in the area of alumni and development, while we also look to develop selective new innovations. One primary interest is to support, coordinate, and help as needed in the development of the GEMS Geography-Alumni Interest Group (AIG) that has recently been formed. Initiatives to be undertaken by the AIG include creating an alumni page and/or other well-suited presence on the Department web site, mentoring undergraduates in the use of

geography in professions; nominating peers for Departmental, College, and University recognition; and fundraising for the expanded Alumni Scholars Award fund. The goal is to Department alumni and the Geography AIG in internship and mentoring activities with current undergraduate majors, including at the annual Recognition Reception through increased alumni awards to recognize outstanding seniors in each of the undergraduate options. An Alumni Scholars Award fund currently exists to recognize outstanding undergraduate students, but its endowment needs to grow in order to provide significant annual awards for each option. A strategic initiative will be launched shortly to involve Department alumni and emeriti faculty in support of the Department Coffee Hour. In Fall 2008 the Department will celebrate the 40<sup>th</sup> Anniversary of Coffee Hour. It will serve as a strategic opportunity to build the involvement and support of the many former faculty and students that have partaken in the venerable tradition of the Department's Coffee Hour.

## Appendix C: Student Learning Outcomes Assessment (SLOA)

The Department of Geography is designing an Outcomes Assessment process that is continuous, engages the entire faculty, integrates with curriculum development, and has the vision, personnel, and oversight needed to succeed. We view our commitment to Outcomes Assessment as much more than a response to a University mandate; we see it as an opportunity. The Department has developed objectives and outcomes for each course in each of the four options in the B.S. program, the B.A. major, and the minors administered by the Department. This information has been used to determine which objectives and outcomes are addressed by each course and how they fit into each of the undergraduate curricula. A series of three main steps, with multiple sub-steps, is planned for the completion of this planning and for the implementation and monitoring that are needed.

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<sup>1</sup> Ideas, including written inputs, are based on interactions with Geography Department faculty, students, and staff during a series of twelve Department-wide meetings on Strategic Planning that took place in 2007-2008 and, also, in meetings and mini-retreats with the EMS Executive Council—thanks to all for the many comments and helpful suggestions throughout this process. John Murphy and Jodi Vender assisted in the preparation of materials and the final document.

### Department-Wide Strategic Planning Activities including the following:

Meeting 1: Initial Town Hall-Type Meeting for Strategic Planning (September 19, 3:35-5:00 in Room 112)

Meeting 2: Human Geography and Nature-Society Geography (September 26)

Meeting 3: GIScience and Physical Geography (October 3)

Meeting 4: Research Centers (GeoVISTA, Wetlands, Gould, etc...) (October 24, 3:35-5:00 in Room 319)

Meeting 5: Undergraduate and Graduate Studies// Framework for Diversity (October 31, 3:35-5:00 in Room 319)

Meeting 6: Distance and e-Education, Dutton Institute (November 15, 3:35-5:00 in Room 319)

Meeting 7: Student Learning Assessment (December 4, 3:35-5:00 in Room 319)

Meeting 8: (cont'd) Physical Geography, GIScience & Alumni/Development (Dec 5, 3:35-5:00 in Room 319)

Meeting 9: (cont'd) Human and Nature-Society Geography (December 12, 3:35-5:00 in Room 319)

10. Discussion of Elements for Outline of Department Strategic Plan: RegularFaculty Meeting (February 12, 2008)

11. Discussion of Elements for Outline of Department Strategic Plan: RegularFaculty Meeting (March 18, 2008)

12. Discussion of the Circulated Outline Department Strategic Plan: RegularFaculty Meeting (April 22, 2008)

13. Text created, from Circulated Outline, including faculty contributions, and submission (May-June 2008)