

University of Washington
Department of Geography



Self Study – 2007

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(Cover photo: Floor in Shatruanjaya Temple Complex in Palitana, Gujarat State, India, 18th Century, Photo by Bill Beyers)

Preface

This self study is the result of efforts on the part of the entire Department of Geography, including staff, faculty, and students. The primary responsibilities for drafting and revising the main sections were undertaken by Bill Beyers, Sarah Elwood, Kim England, Craig Jeffrey, Steve Herbert, Vicky Lawson, Katharyne Mitchell, Tim Nyerges, Rick Roth, Matt Sparke, Mark Ellis, and Suzanne Withers. But many others, including our graduate student representatives, have also contributed invaluable input.

Our strategy in this document is to respond to the *Graduate School Guidelines for Preparing a Self Study* in a way that simultaneously allows us to articulate our deep and diverse responsibilities as geographers to a rapidly changing world. We have found this collective process of reflection on our intellectual, pedagogic and service responsibilities to be important for developing a clearer vision of how we can be even more effective as a unit at the University of Washington. The underlying emphasis on accountability to place that was the touchstone for our 1996 Self-Study continues to underpin our work. We remain very much a department that is committed to real world relevancy and robust reflection on what it means to make our research and teaching accountable to the people and places within which we work. But building on these commitments, we have also sought to describe how we are responding to the increased demand for the geographic insights and analyses we bring to some of today's most pressing social, political and economic concerns. Whether it is international migration, global health and globalization, or regional labor markets, regional inequalities and rural-urban transformations, or community concerns with policing, education, urban development, environmental change and sexual and racial justice, we are a department that provides state of the art research combined with ongoing reflection on the methodologies, geographical frameworks and geovisualization technologies with which we and our research and community partners work.

We are very proud of the accomplishments of our program, but we see many ways that we can improve what we do in all of our areas of responsibility. We look forward to the review process that grows out of this document, and we want to have it help us take this department to even higher levels of accomplishment in the University, the community, and in the larger profession. For the same reasons we eagerly anticipate working with the review committee, the Graduate School Council, and the University administration in order to make the review process itself another generative example of our ability to respond efficiently, creatively and ethically to a fast changing world.

Department of Geography Self Study Report 2007

Unit authorized to offer degree programs: Department of Geography, College of Arts and Sciences, Division of Social Sciences

Exact Titles of Degrees Granted: Bachelor of Arts, Master of Arts, Doctor of Philosophy

I. **Resurgent Geography: Responding to the Demands of a Changing World**

Geography is the art and science of understanding the relationships among people, spaces, and environments as they take place and shape place around the world. In the 21st century these spatial relationships have become more globally integrated, more globally consequential and more globally contested than previously, compelling renewed demands for understanding about the complexity of spatial relations. In this context Geography has enjoyed a resurgence as a discipline, providing important insights into the spatial transformations associated with globalization, global environmental change and migration as well as the geographic reordering of governance, geopolitics, health, population, regional economic development and rural and urban transformation. Data from the National Center for Educational Statistics shows that undergraduate degrees in geography at U.S. institutions of higher education grew by 58% between 1987 and 2004. During that same time period, masters degrees in geography grew by 39 % and doctoral degrees grew by 53%. These rates of growth outpace most other disciplines, a reflection of increased public awareness of Geography's relevance in an age of globalization, international instability, accelerating environmental change and the related explosion of interest in geospatial technologies and geographic information science.¹ But relevancy has to be repeatedly demonstrated as well as noticed, and in this respect our department at the University of Washington has proven itself a national and global leader at responding rigorously and responsibly to the renewed demands for geographic understanding about our rapidly changing world. We have positioned ourselves to contribute this understanding through our undergraduate and graduate teaching, as well as through research and service. The pages that follow describe these contributions through the framework of the formal Self-Study requirements, while also providing a benchmark statement for our own ongoing departmental deliberations on how to continue responding creatively to new demands over the course of the next decade.

As a reflection of the wide-ranging and fundamentally integrative aspects of geography, our department is deeply interlinked with work across the university from Global Health, to International Studies, to Demography, to Public Affairs, to the Humanities. It is linked through teaching at the undergraduate and graduate levels, as well as through faculty research and service, much of which also moves between the campus and the wider community. In this latter regard, our sense of accountability to place – of making our research and teaching accountable to the places and people with whom we work – remains just as important as it was when we conducted our last Self-Study a decade ago.

¹ A detailed discussion of the growth in geography degrees in U.S. colleges and universities can be found in Murphy (2007).

Today we further emphasize how we understand this accountability, and all it means in terms of rigor, relevancy and methodological reflexivity, through the lens of responsibility to a fast changing and increasingly interdependent world. For these reasons we seek to underline here how we see ourselves responding to the resurgence of interest in geographic understanding and analysis of global change. Whether it is spatial variations in food security, health disparities or ecological processes, or the potential for sustainable cities, or the human dimensions of climate change, or the territorial expansion of market-based governance, we are contributing to some of the most pressing debates of our age. We do so based on research that is as globally grounded as it is locally relevant, with considerable area-studies expertise in East Asia, South Asia, Latin America, North America, Europe, Russia, Canada, and Ghana. Meanwhile, we continue to provide widely respected quantitative insights to our own local city and state governments on issues such as the spatial economics of sports venues, labor market conditions, the demography of school demand, and the potential future impact of health related institutions on our regional economy. And at the same time we have become widely seen by our academic peers as intellectual leaders on topics ranging from participatory GIS, to the uneven geography of neoliberalism, to longitudinal spatial statistics.

In addition to our areas of intellectual leadership, the UW geography department is also distinctive nationally and internationally in focusing purely on human geography. The absence of physical geographers from our ranks goes back to 1935, when the Geography and Geology Department at UW split into two units, and Geography made a strategic decision to focus its expertise in areas of significant strength.² In the subsequent years that decision has repeatedly worked to the benefit of the department, freeing us from the often rancorous ‘human-versus-physical’ divisions and resource conflicts that bedevil many of our peers, while also enabling us to concentrate more coherently and collaboratively on some of the central economic, political and social concerns that bring human geographers together. This focus also means that we are a department that continually strives to make the human in ‘human geography’ more meaningful. Our recent research record clearly shows our leadership in representing the geographies of underrepresented racial and sexual minorities, in the geography of care for the vulnerable, and in the geographical imagination and mapping of community more generally. But as well as enabling politically and socially inclusive forms of accountability to place in our work, we are also committed to fostering more humane ways of living and acting in the academy too. This is something that one of our colleagues and former Chairs, Vicky Lawson, upheld as a model for ‘healthy departments’ when she was President of the Association of American Geographers. In our own department it means, amongst other things, promoting racial and sexual diversity, deliberating democratically, working cooperatively and sharing in each others’ successes.

Our successes in terms of research, teaching and outreach to the community have been many. We continue to build on the legacy of the ‘quantitative revolution’ when UW emerged as a global intellectual leader in the discipline. Having been ranked among the top 10 graduate geography departments in the US in 1965 we have remained in this top

2 See Velikonja (1994) for more detail on the Department’s history.

ten ever since (a record that is all the more impressive given the automatic low ranking we receive for physical geography). One important reason for this is ongoing work in developing and refining geographic theory and methodology, with particularly pioneering recent work in participatory GIS, ethnographic reflexivity and demographic statistics. Another indicator of our excellence in research are the large number of grants won by our faculty: including a Guggenheim, a MacArthur, a Ford Foundation award, a German TransCo-Op award, a Hong Kong Research Foundation award, a British ESRC award, a Henry Luce grant, multiple NSF awards, including two sought-after NSF Career awards, and numerous grants from within UW that range from RRFs to the Simpson Center for the Humanities awards and a Simpson Center Professorship. This wide range of external and internal funding points in turn to the ways in which the faculty's research is methodologically diverse, often incorporating both quantitative and qualitative elements, crossing social science-versus-humanities divisions, and demonstrating an expanding ability to speak to interdisciplinary audiences with epistemological sensitivity. The many complementarities among the faculty's research interests also makes researching and teaching together more feasible; the recent collaboration between Dick Morrill and Michael Brown on electoral geography being exemplary in terms of research, and a recent summer workshop led by Sarah Elwood on geovisualization in the non-GIS classroom being a memorable illustration on the teaching side. More generally we are an intellectual community that finds it easy to communicate and collaborate, and we feel very proud of the ways in which our inclusiveness models an alternative to the schisms and methodological misapprehensions that preoccupy too many other departments. In contrast, a hallmark of our department is our ability to create intellectual synergies around core interests in social power and decision-making, questions of social justice, and, the basic need to provide top quality geographic insight into processes of economic, social, environmental, and political change. So far we have only spoken about these responsibilities to a changing world in broad outline. Next, in Section II, our specific responses to the formal requests for information detail and document what we think geographic responsibility actually means in terms of teaching, research and service. Subsequently in Section III we provide our own reflections on the goals and needs stemming from data presented in Section II and the appendices included at the end of this document.

II. Self Study Main Text

Section A. General Self Evaluation

A1. Unit strengths and characteristics The Department of Geography is one of the strongest human geography programs in North America. We play a vital role in graduate education and basic research, producing scholars who over the years have played a pivotal role in the development of modern geographic thought. We have chosen to specialize so as to create clusters of excellence, in economic, social, cultural, population, political geography, GI-Science, and area studies. Within the University of Washington we are the leading academic unit offering undergraduate instruction, graduate education and training, and the leading research unit in these areas of specialization. Faculty in the

department have also played a role in service and consulting over the years, both within the university and in the broader community from the local to the international scale. It is our goal to enhance our position in the years to come, through robust new faculty appointments, and continued program innovations.

A2. Measures of success Over the last several decades we have ranked in the top ten doctoral programs, as measured by National Academy of Sciences assessments. Quantitative measures of success include: annual rates of publication of refereed articles and books by faculty in leading academic journals, annual dollars of grant and contract income per faculty member, annual rates of graduation of masters and doctoral students per faculty member, and annual rates of citations to articles and books written by faculty members. Another measure of success is the rate of acceptance of offers for graduate admission or graduate student support per faculty member.

We regard the schools in Table 1 in North America to be our primary peers and competitors vis-à-vis graduate recruitment and faculty retention. There is no annual ranking of geography programs by organizations such as U.S. News. We want to maintain a position of excellence with regard to these competing schools, through types of programmatic improvement that we describe in this self-study.

Table 1 Primary competitive programs ranked alphabetically

University of Arizona
University of British Columbia
University of California, Berkeley
University of California, Los Angeles
Clark University
University of Minnesota
University of North Carolina
Ohio State University
Pennsylvania State University
University of Toronto
University of Wisconsin - Madison

A3. Unit challenges Like many other units at the University of Washington, we face challenges due to state funding levels for all aspects of our undergraduate and graduate programs. These challenges take the form of shortages of materials and software for instructional programs, lack of travel funds for graduate students, lack of recruitment funds for graduate students (especially for recruiting underrepresented minorities), the lack of competitive multi-year recruitment offers for graduate students, and poor office space for graduate students. We continuously seek resources from the University, through the Graduate School, and through programs such as the Student Technology Fee, to improve our position. We have received partial support because we make a strong case and we have been fortunate to benefit from good leadership in the College of Arts and Sciences. Nevertheless, the level of support we receive remains below our needs. Unless the University has dramatically increased levels of state support, it is unlikely that these fundamental problems will be overcome in the near future. We remain particularly

concerned about the state of information technologies (IT), for undergraduate instruction, graduate student training, and faculty teaching, research, and service support. Programs such as the STF and FWI have helped us, but we remain concerned about the level of support from such programs for our competitiveness. One way of addressing these support needs is through enhanced development efforts, and we are working with the College to expand income to the department through development activities.

We have fewer undergraduate majors than we would like, and some faculty and graduate students have commented on the “unimpressive” median qualifications of the majors we do attract. That said, many of our classes are filled with very impressive students from other Majors (especially International Studies and Comparative History of Ideas), we have increasing numbers of high quality Minors in Geography (24 last quarter), and we are committed to finding better ways to communicate these non-Major, but certainly not insignificant teaching contributions to the administration.

Like most graduate programs which emphasize student-based initiative, our MA and Ph.D. programs present challenges for students who come from undergraduate programs and family backgrounds that have not prepared for this degree of self-reliance. However, with our close-knit community and commitment to mentoring we continue to work on a case by case basis to address these challenges and help our students succeed to the best of their ability.

A4. Changes since our last review Our last self-study was completed in 1996. Since that time 8 of our 17 faculty are new. This dynamism in our faculty has had associated changes in undergraduate curriculum, changes in graduate program specialization, changes in our relationships with other units, and changes in our “face” to the profession. These changes have been brought about in part by retirements or resignations, and replacement hires. They have also been brought about by strategic moves to develop our faculty in new directions. Over the next decade we can anticipate several retirements, including in areas where we would want to make replacements to maintain program strengths.

The department has become ever more connected with other units in the University (see Table 3 below), through joint and adjunct appointments. We are now closely interlinked with, amongst others: CSDE; Global Studies (formerly International Studies); South Asian Studies; Canadian Studies; EU Studies; China Studies; Woman’s Studies; the Simpson Center for the Humanities; Law, Society and Justice; and the West Coast Poverty Center. We have also supported the development of Certificate Programs (such as the GIS and GTTL program), but have not had active faculty instructional involvement with these programs. In general, the impact of changes in faculty and their institutional ties since our last review has been to integrate the department more deeply with other units.

We have recently revised our website (<http://depts.washington.edu/geog/>). The changes reflect our sense of ongoing renewal amidst increasing responsibilities to a changing

world. But they also in turn provided new opportunities for communicating more effectively with our many constituencies both inside and outside the university. The website is designed so that we can alter content more easily, and thereby update information about departmental programs quickly.

Over the next decade we hope to make dynamic new appointments as retirements occur in areas critical to the Department's teaching, research, and graduate training missions. Given our track record of excellence in research and teaching, we expect that the College will be supportive of the Department in these requests for new faculty lines. We also expect continued integration with other units, as we work hard with the College to integrate our own departmental development with evolving University priorities such as global health and the study of environmental change.

A5. Role in the college and university The College and the University expect excellence in teaching, research, and service for all units, and that is our goal. There is no difference between what we perceive to be our role, and College and University expectations of us.

A6. Self-governance This department is run in a collegial manner. We have an elected Executive Committee that works closely with the Chair (three elected faculty, the Administrator, and the Assistant to the Chair), and decisions of unit-wide importance are made by all faculty. We have an annual fall retreat in which we discuss issues of strategic importance to the department. We caucused last spring to identify elements that we wanted to be present in this self-study, in addition to those requested by the Graduate School. We are using this process as a strategic planning vehicle. After our last program review, we used comments from the review committee and the Graduate School Council to shape our program's development in succeeding years. We hope to develop our collegial approach to self-government in the same way following this new Self-Study.

A7. Mentoring Although formal faculty mentoring has not been supported by the College and University for some years, we regularly and carefully mentor our junior faculty informally. There are few faculty in geography at the rank of Assistant Professor, and they have worked closely with senior faculty on career trajectories and movement towards tenure and promotion. Faculty at the rank of Associate Professor have also had informal mentoring processes, and we work collegially to help them towards promotion to the rank of Professor.

Graduate students are mentored through several channels. Their faculty committees provide direct advice, but we have such an open framework for communication with our graduate students that we do not need to have a highly bureaucratized framework for graduate student mentoring. At the same time we provide specific opportunities and training in professionalization with the course innovations such as how to write a grant proposal and how to get published. This is serious professional mentoring that is not available at many other universities. In addition our graduate students mentor each other, and they work closely with faculty to gain capabilities in their areas of expertise that are critical in their professional development. We will continue to nurture the development of these mentoring relationships with graduate students.

Undergraduate students receive significant mentoring opportunities in geography, given the structure of our curriculum. We build into the undergraduate curriculum classes that provide lab opportunities for all majors, where TA's help students work in teams, to solve problems and create images. Our collaboratory (Smith 415C) was specifically designed to facilitate this process, while our class structure in the major also aims at providing many students with opportunities for a mentored learning environment. In some cases this involves the use of TA's, while in other cases mentoring is undertaken on a 1:1 basis between faculty and students (this is particularly the case in our 400 numbered courses). In addition, we have our senior essay and honors program tracks, which provide individualized assistance to our undergraduate students. We have engaged in extensive assessments of our undergraduate program (see section F1), and as we implement recommendations from these assessments, we will improve mentoring programs for our undergraduate students.

Section B. Teaching

B1. Scheduled courses, credits, and student credit hours Geography faculty teach a substantial number of student credit hours. Many of our undergraduate courses are widely-popular, and thus attract students from a range of disciplines. Table 2 below shows the 2006-2007 teaching schedules. That year's number of student credit hours, although impressive, is actually somewhat depressed, due to higher than average number of sabbaticals, buy-outs, and start-up agreements.

Yet even these significant numbers underestimate the level of faculty involvement with students; most carry a significant load of undergraduate independent study (Geog 499), graduate student independent study (Geog 600), and thesis and dissertation registrations (Geog 700 and Geog 800).

Table 2 2006-7 teaching load & SCH, by faculty (excludes GEOG 499, 600, 700 & 800)

<u>Faculty Member</u>	<u># Courses</u>	<u># Credits</u>	<u>SCH</u>
Beyers	4	20	1225
Brown	4	20	1150
Chan	4	20	1080
Ellis	4	20	1080
Elwood	3	15	450
England	4	20	1200
Harrington	2	10	280
Herbert*	2	10	550
Jarosz	4	20	1190
Jeffrey*	4	20	1080
Lawson	3	15	1025
Mayer	4	17	2010

Table 2, continued			
Mitchell	3	15	280
Nyerges	4	20	1000
Sparke*	3	15	2375
Withers	4	20	1050
ZumBrunnen	4	20	1240

*Faculty with joint appointments. In some cases their courses are cross-listed with geography, while in other cases they are not.

B2. Teaching responsibilities Each faculty member typically teaches three undergraduate courses and one graduate course per year, with one of the undergraduate courses a larger-enrollment “service” course. Specific responsibilities are negotiated with individual faculty, often in consultation with other units, as is especially the case for faculty with joint appointments. We are proud of our tradition of ensuring equitable teaching loads across the faculty, regardless of rank or area of expertise.

B3. and B4. Undergraduate learning outside scheduled courses and undergraduate research and scholarship Education in geography extends well outside the classroom. About one-third of our majors – 65 students -- do internships each year, and most do so with faculty supervision. Beyond this, faculty mentor students in research projects, either by involving them as research assistants (about one-third of majors have this experience) or by supporting them in conducting their own independent work. These projects range from literature reviews to surveys to full-blown GIS, database-driven mapping projects. This work is showcased each June at the Undergraduate Research Symposium, an event in which more than 60 students participate. Given the interdisciplinary orientation of our faculty, as well as their visible profile around campus, most are actively involved with mentoring undergraduates and graduates from other departments. In addition, this year in the Winter Quarter we are launching a new study abroad program. Titled *Rome, Space and Power*, the program will put the old tradition of the geography field trip back into practice in the Eternal City by being based at the UW Rome Center.

B5.-B8. Evaluating instructional effectiveness, improving instructional quality, tracking and promoting innovation in learning Faculty instructional effectiveness is evaluated by teaching ratings and exit surveys. All faculty are evaluated by students in at least one course annually, and undergo peer assessments at regular intervals; the frequency of the latter varies by rank. We pay particular attention to junior faculty and to teaching assistants; the former are actively mentored by their senior colleagues, the latter attend an orientation workshop in September and enroll in the faculty-led Geog. 599, “Effective Teaching In Geography”, in each of their first two years. This support has in turn enabled many of our faculty to become successful teachers: two of them winning the University of Washington Distinguished Teaching Award and a number of others being repeatedly nominated for these and other teaching prizes by our students.

Section C. Research, Productivity, and Service

C1. Faculty research, promotions, and salary adjustments Individual faculty in this unit freely pursue their chosen scholarly work, often developed through dialog with others within the department, or within the larger scholarly community. In the process of hiring we have attracted individuals with strong commitments to cutting-edge research, and our recruitment decisions have been ratified by steady progress through the ranks by faculty recruited at the Assistant or Associate Professor level.

The Department has faced several retention cases in recent years, and we have had very strong support from the College and other units in the University for these (successful) retention efforts. The excellence of the scholarship of those retained, and their centrality to the teaching, research, and service missions of the department and the university, made it easy for the Department to argue successfully for these retention efforts. These cases also had strong internal support.

Each year all faculty at the rank of Assistant and Associate Professor have a review for possible promotion consideration. If we believe that an individual faculty member is a candidate for possible promotion, we establish an internal committee (typically two faculty) to write a draft report to the faculty (to the tenured faculty for Assistant Professors, and to the Professors for Associate Professors) regarding the case for promotion. If the relevant faculty agree that it is time to consider an individual for possible promotion, we seek outside letters (typically five) from a slate of reviewers. The faculty member being considered for promotion prepares a statement regarding their professional accomplishments and is invited to nominate outside reviewers. The slate of reviewers typically includes some suggested by the candidate for promotion, and typically includes some identified by the faculty. If the external reviews are supportive, and consistent with our internal evaluation of the candidate, then we place the recommendation for promotion before the College Council and Dean's Office.

Salary adjustment recommendations typically follow instructions from the Dean's Office. This year the Department received both merit pay and unit adjustment funds. (The unit adjustment funds were to be targeted at reducing salary differences between our unit and peer departments). Faculty complete a departmental annual review document to assist in the merit review process. Tenured faculty meet and recommend the level of merit pay change for each untenured faculty member. Faculty at the rank of Professor meet and recommend the level of merit pay for Associate Professors. The Chair meets with individual Professors, to obtain their advice regarding merit pay for other Professors. The Chair uses these recommendations, along with instructions from the Dean's Office, to make recommended salary changes. Retention cases constrain these allocations because the merit (and unit adjustment) pools are also used to address retention case salary adjustments, as directed by the Dean's Office.

C2. Faculty mentoring for research All faculty at the ranks of Assistant and Associate Professor have an annual conference with the Chair. Many faculty at all ranks consult closely with a peer group of faculty regarding their scholarly efforts. These close mutual

mentoring relationships illustrate our good fortune in having a closely-knit faculty who care about each other and realize the importance of helping colleagues progress smoothly through the ranks.

C3. Impact of our research on the field This department has been one of the leading programs in shaping directions for research in the field of human geography for 50 years. Since the days of the “quantitative revolution,” we have been a pioneer in the development of theory, method, and empirical knowledge in the field of geography. We have constantly reinvigorated this position through brilliant faculty appointments. Key indicators of this impact are: (1) almost all faculty being on editorial boards of prominent international journals, (2) all faculty publishing in leading international journals in geography and related fields, (3) almost all faculty obtaining highly competitive research grants from national and international sources, (4) and all faculty participating in service responsibilities that are central to the growth and development of the discipline.

There are multiple other qualitative indicators that this department is and has been a leader in the field of human geography, many of which are narrated in other parts of this document. The summary of research contributions included on page 4 illustrates the tremendous breadth of human geography research that is engaged through the key contributions of our faculty. The CVs in Appendix G provide more detailed data on individual faculty contributions. Another significant indicator of the impact of our faculty’s research upon the field of geography is the continued rise in the number of applications for our graduate program (See Appendix A), even as we have been admitting small cohorts of students. This rising demand for admission to our graduate programs demonstrates the centrality and significance of our faculty’s and students’ research contributions in the field.

C4. Dynamism in research Faculty in this unit are constantly evolving their research trajectories, and have been particularly agile in responding to new program opportunities from public, non-governmental, and philanthropic funding sources such as the National Science Foundation, the U.S. Department of Education, the Mellon Foundation, and the MacArthur Foundation. Through their work, our faculty have often initiated new research directions in the discipline as a whole, and their leadership in shaping research trajectories has been critical for other geographers and for scholars in related fields. Our faculty have pioneered new modes of quantitative analysis; developed new ways of theorizing critically important phenomena and processes such as neoliberalization, the role of migrants in development, changing norms of citizenship, and poverty. We have also developed conceptual and methodological innovations that dramatically reconfigure how geospatial representation technologies are used by individuals and social groups. This list of contributions is partial, but illustrative of our role in shaping the basic research agendas of the discipline. The brief CVs included in Appendix G further document these dynamic contributions.

While we are leaders in the development of research paradigms, we are also responsive to changes in the external research environment. We are particularly interested in ways that we can use new information technologies to develop new approaches to our research,

teaching, and service. For instance, a growing number of faculty now rely on new Internet-based services for data acquisition, analysis, and dissemination, and closely follow the continued development of related server-system innovations that can enhance their teaching, research, and service.

C5. Methodological diversity We see as one of our greatest strengths the diversity of approaches that our faculty take to their research, teaching, and service. Some faculty rely primarily upon qualitative methods, others rely principally on quantitative methods, and a growing number are participating in a recent resurgence of interest in mixed-methods approaches in geography. This methodological diversity and innovation illustrates our faculty's collective appreciation of the importance of a wide variety of methodologies to the continued vitality of research in geography. Our commitment to rigorous and diverse research methodologies is evident in the breadth and number of methods courses we offer, and in our efforts to incorporate multiple methodologies and paradigms in our research and teaching. Some faculty are very engaged with fields such as political ecology or regional science, while others draw on political economy, cultural studies or sustainable development theories. One of the great strengths of this department is its community of human geographers who have different methodological perspectives and can come together to address interesting research questions. As indicated elsewhere in this self-study, this diversity of approaches has led us to be strongly linked to other departments via joint and adjunct appointments. These synergies will continue to be developed in coming years, and one of the joys of working in this department is seeing how these relationships unfold over time. The process of new faculty appointment that has so renewed our faculty since last self-study must be one of the primary bases for where we head as a department in the next decade. It is not easy to explain why we have been so successful in bringing scholars with divergent approaches together into a top-notch academic unit. But clearly our commitment to only hiring scholars with the highest qualifications AND caring and collegial character has been instrumental. We will not abandon this commitment nor our parallel commitment to diversity in the years to come.

Shared service on graduate committees is a key example of how faculty with different substantive research interests and methodological specializations work together. Often graduate students seek committees that include faculty with quite different approaches, precisely because they want to span methodologies or paradigms, strengthen their own research capabilities, or forge new research directions in geography that require these intersections. In another example, the field of GIS a decade or two ago was largely a technical endeavor focused on the mechanics of making such systems "work", but today is centrally connected to social, economic and political geography, a conceptual and methodological reconfiguration in which several of our faculty have played a key role. These and other dialogues that promote inter-methodological collaboration have emerged because we work together well as a community of scholars. We are especially committed to having our graduate program serve as an ongoing foundation for such collaborations.

C6. Impediments to research productivity Our faculty are in enormous demand for service by the College, University, and external constituencies (Association of American Geographers, National Science Foundation, National Academy of Sciences, National Institute of Child Health and Human Development etc.). Some faculty are in great demand for service as members of editorial boards or on panels for foundations and government granting agencies. Some are engaged deeply in University service. Others have a heavy load of graduate student advising, including both ad-hoc meetings with advisees and as committee members, as well as participation in examinations and thesis and dissertation reading and editing. The faculty are highly productive in spite of the many demands on their time, and we expect that this high rate of research productivity will continue, especially if the University can do more to address backlogs in sabbatical requests. See Appendix B for statistics related to faculty productivity. While we are dedicated to the teaching mission of this public university, we try to schedule our faculty's teaching so that their research productivity can be sustained. This sometimes involves Intensive Research Quarters, as well as developing a class scheduling grid that concentrates instruction in an efficient manner. Meanwhile, we continue to collaborate informally to help one another and our students be as effective as individuals want to be in winning external funding.

C7. Staff productivity and training Our professional and classified staff are encouraged to take courses to improve their skills. The department pays for training for these staff. We have nominated our professional staff for awards, and some years ago the Assistant to the Chair won a university-wide professional staff award. We review staff productivity when it is appropriate and are always prepared to reevaluate how well job descriptions fit with staff skill-sets and performance.

Section D Relationship With Other Units

D1. Collaboration with other units The Department of Geography is engaged deeply in collaboration with other units on campus. Table 3 below lists for each of our faculty a summary of appointments and program involvement. This table makes it clear that almost all of our faculty have interdepartmental appointments. However, it is not just these formal appointments that are a measure of our collaboration with other units, as individuals also develop ad hoc relationships related to a research or teaching opportunity with faculty in other units. Clearly, most of our faculty are engaged in interdisciplinary research, and this is a long-standing hallmark of geography as a discipline. The fact that we have such a rich set of linkages to other units strengthens our opportunities for recruitment of not only new faculty, but also of graduate students with interdisciplinary interests. For example, one of our newest faculty members has a joint appointment with the South Asia Studies program, and was explicitly attracted to the University of Washington because of the strong human geography and area studies programs. One of our entering graduate students last year specifically wanted to join our graduate program

Table 3 Interdepartmental and Interdisciplinary Ties of Geography Faculty

Beyers	Adjunct Faculty & Steering Committee, Interdisciplinary Ph.D. Program in Urban Design and Planning, Program on the Environment
Brown	Adjunct, Women's Studies, Board Member Q-Center
Chan	China Program; Affiliate CSDE
England	Director, Canada Studies Center (2002-5); Adjunct Canadian Studies and Women's Studies; Affiliate Center for Communications and Civic Engagement, Center for Research on Families, and the Harry Bridges Center for Labor Studies
Ellis	Faculty Associate Center for Studies in Demography and Ecology
Elwood	Affiliate Faculty, CSDE
Harrington	Faculty Legislative Representative; Graduate Opportunities & Minority Achievement Program Advisory Board, Global Trade and Transportation Logistics Advisory Board, Interdisciplinary Ph.D. Program in Urban Design and Planning, Graduate School Advisory Board
Herbert	Joint appointment Law, Society & Justice
Jarosz	Adjunct Women's Studies, Faculty Associate Center for Studies in Demography and Ecology, Resource Faculty International Health Program and International Studies; Director Program on Africa
Jeffrey	Joint appointment in Jackson School of International Studies, South Asian Studies and Global Studies, Graduate Program Coordinator at the South Asia Center
Lawson	Adjunct Women's Studies, Latin American Studies, Romance Languages, UW Honors
Mayer	Epidemiology and International Health. Adjunct Medicine, Family Medicine, and Health Services. Associate WWAMI Rural Health Research Center and Center for Studies in Demography and Ecology. Affiliate Center for AIDS and STD Research (CFAR), Clinical Consultant Travel and Tropical Medicine Center and Infectious Disease Clinic
Mitchell	Simpson Professor in the Public Humanities 2004-2007; Adjunct Women's Studies, Canadian Studies, China Studies, and Affiliate Center for Studies in Demography and Ecology
Nyerges	Member, Interdisciplinary Ph.D. Program in Urban Design and Planning; Advisory Board, UW Certificate Program in GIS (University Extension)
Sparke	Joint appointment in Jackson School of International Studies, European Studies, Canadian Studies, SE Asian Studies and Global Studies; Member Theory and Criticism Faculty, Dept. of Comparative Literature; Board member of the Simpson Center of the Humanities (2002-6); Chair of Comparative History of Ideas Standing Committee.
Withers	Affiliate, CSDE and Center for Statistics and Social Sciences
ZumBrunnen	Member, REECAS & Middle East Programs of Jackson School of International Studies; Member Interdisciplinary Ph.D. Program in Near and Middle Eastern Studies; POE Environmental Management Graduate Certificate Program; Member, Interdisciplinary and Policy Dimensions of the Earth Sciences, Faculty member, Graduate Certificate in Urban Ecology; Co-Director Program on the Environment (2000-2004)

because of the same strengths. We also have undergraduate students who are pursuing interdisciplinary tracks, and the rich interdepartmental ties of the faculty are an attraction for these students as well.

Joint appointments certainly facilitate interdisciplinary teaching and research, but there are also impediments to interdisciplinary connections as well. Historically, student credit hour "bean counting" did not act as an incentive for faculty to reach out to teach courses jointly, as the home unit did not receive student credit hour (SCH) credit for such efforts. Getting course reductions in a home department to teach elsewhere in an interdisciplinary environment has not been easy. It is clear that program innovations are possible that can facilitate the development of greater interdisciplinary connections for research and teaching. The Provost's current initiative with regard to the College of the Environment may be structured so as to deal with some of these historic impediments to interdisciplinary activity.

D2. Strengthening ties with other units If the university had ways of compensating units for faculty participation in interdisciplinary programs, then faculty would have a greater incentive to engage in such activities. For example, if one of our faculty wanted to teach a course in another unit as a part of their annual teaching load, at the present time we have little incentive to support their desire to do this, as we would lose the enrollment from the course that they would have taught in our department. This would lower our SCH (or entitlement). However, if we received funding from the College or the central administration to allow another person to teach the course (or a substitute) that the professor would not teach due to interdisciplinary teaching in another unit, then we would have an incentive to support his or her request. There are undoubtedly other pathways to facilitate such arrangements for undergraduate and graduate education. In a budget and SCH driven environment, these incentives are not there. New institutional structures that support this type of teaching for both undergraduates and graduate students should be considered. This has been an issue at the University of Washington for decades, and thus far the central administration has not found a model to foster such creativity in teaching and graduate education.

D3. Faculty participation in department, college and university governance. Our faculty are involved in governance of the department, as well as in the College and the University. At the departmental level, we described aspects of these relationships in Section A6. In addition to the structures described there, we also have departmental committees that help with graduate admissions, the undergraduate programs, curriculum, and awards. Outside the department our faculty are in demand for committees of various sorts, such as chair searches, Graduate School reviews, certificate program committees, special committees named by the Graduate School, College, or Provost, and in the Faculty Senate (see CV's for detail). We recognize that we have a responsibility to participate in these external committees, and take pride in the commendations given to our faculty for their service in these capacities.

Section E Diversity

As a department that strives to be fully inclusive we are not only interested in researching a wide set of human relationships to space, but also in fostering more humane and inclusive ways of living and acting in the academy too. We aim to provide an accommodating, supportive environment for all faculty, staff and students in the geography community. We work hard at creating a climate where all people, including those of underrepresented minority backgrounds, have a strong sense that they are respected, valued and heard in ways that benefit their educational and professional development and success. The geography department upholds a broad definition of diversity to include gender, race, ethnicity, sexual orientation, economic disadvantage, and first-generation college students.

E1. Inclusion of underrepresented students, faculty and staff

Table 4 reports the percentage of our undergraduate and graduate student majors that self-declare as ethnic minorities. The undergraduate percentages are based on our spring

quarter major counts, while the graduate student percentages are based on the data reported in Appendix A. Approximately 40% of our undergraduate majors are female, while about 50% of our graduate students are female.

Table 4 Ethnic Minority Majors

Undergraduate	2005	2006	2007
African-American	3.0%	2.1%	5.6%
Native American	0.0%	0.5%	0.0%
Hispanic	3.8%	5.8%	4.5%
Pacific Islander	0.0%	0.0%	0.0%
Graduate			
Ethnic Minority	6.0%	8.3%	11.7%

Table 5 reports the gender and ethnicity of our faculty and staff. Six of our seventeen faculty are female, which puts us well above the mean of 25% for U.S. geography departments according to a 2004 survey (we also rank well in terms of raw numbers).³ One member of our faculty is African American and another is Hong-Kong Chinese (not included in Table 5). These two colleagues put us at about the mean for US geography.⁴

Table 5 Gender and Ethnicity of Faculty and Staff

	% Female	% Ethnic Minority	Number
Assistant Professor	100.0%	0%	1
Associate Professor	60.0%	0%	5
Professor	18.2%	9.1%	11
Professional Staff	66.7%	0%	3
Classified Staff	100.0%	0%	2

E2. Teaching loads and duties of underrepresented groups

We do not have differences in teaching loads or other duties of members of underrepresented groups in our unit, compared to others of comparable professorial rank.

E3. Ensuring an environment that values diversity

An important goal for us as a department as well as individuals is continuing to create a supportive environment where everyone is respected, valued and heard. We are acutely aware that the sense of belonging varies across socially diverse groups (indeed this is a key concern in the research of several colleagues). It is therefore important to us that the department be a place where people from diverse social groups feel comfortable and able to achieve success. Beyond teaching on themes about diversity, our colleagues have and continue to play important mentoring roles for individual undergraduates from underrepresented groups. In some instances this has been through formal programs housed in the Office of Minority Affairs. For example, a number of us have mentored undergraduates who are McNair Scholars. Among these are Jennifer Devine who is now

³ Association of American Geographers, Final Report, An Action Strategy for Geography Departments as Agents of Change: A Report of the AAG Diversity Task Force, October 2006. Hereafter AAG 2006.

⁴ AAG 2006.

pursuing doctoral work in geography at the University of California-Berkeley, having received a Marshall Scholarship to study at the London School of Economics; and Natasha Rivers who was also a Mary Gates Scholar and is now in the geography PhD program at UCLA. For many of us, our own strong commitment to valuing diversity drive us to make informal mentoring of under-represented undergraduates a priority. As just one example, Kim England informally mentored a group of three undergraduate ethnic minority women geography majors (two of whom had returned to university in their late 20s) from the time they took one of her classes together to their graduation years later. Others volunteer their time to campus initiatives aimed at diversity. For example, Michael Brown is on the Board of Q-Center which offers support and resources to bisexual, lesbian, gay, queer students, faculty, and staff. It is our opinion that these informal and less easily documented efforts greatly contribute to ensuring an environment that values diversity.

E3.1 Outreach and recruitment Outreach and recruitment start with getting the word out about geography as a “discipline of choice” that aims to improve well-being in the world. We do this by way of our teaching, research and participation in the community beyond the university. We recently spent a good deal of time updating our website as we recognize that this is a primary source of information for prospective undergraduate and graduate students as well as other academic and the general public. Statements about commitment to diversity appear on our website. Prominent places include the recruitment pages we use to describe graduate education, the statement on the gateway page (titled ‘People’) to web pages about faculty and graduate student news, and to faculty, staff and students’ individual web pages. Our intent is that our website reiterates our commitment to a range of diversities.

Following up our publicity work, there is strong encouragement for prospective students to contact current graduate students via email. Geography grad students welcome visiting, prospective graduate students to campus. The recruitment diversity committee is informal at this time, and we are working toward more formal recruitment efforts because of the success we have had. Geography grad students set up informal discussion sessions, although the prospective students are commonly well prepared, having made advance contacts. Geography grad students provide over night accommodation for prospective students. The Department colloquium also often provides an introduction to academic activity to prospective grad students.

Furthermore, in regards to recruitment, from time to time a faculty member has an opportunity to leverage a service role within the discipline, and deepen our effectiveness with recruitment. A good example is Vicky Lawson’s role as the President of the Association of American Geographers (AAG) over the last three years. In that capacity she gave numerous presentations at colleges, universities and conferences, and in every case she discussed issues about diversifying geography. The AAG President also conducts a ‘past-president project’ and in this way Lawson developed a Healthy Departments Initiative and a Diversity Task Force, both of which advance knowledge and concrete practices to diversify geography, including our own department. The AAG

Diversity Task Force focuses on geography departments as agents of change for diversifying the discipline⁵. This report contains several key recommendations which we are committed to pursuing. These include the development of recruitment plans, engaging in outreach to local community colleges, an active program of recruitment of minority graduate students, training via summer workshops for minority teachers, the development of policies indicating the importance of diversity in faculty searches, reviewing curricula to make them relevant to today's racially and ethnically diverse society, assessment of our "departmental climate" to make sure that it is inclusive for all groups, and having a commitment to diversity present on the departmental website.

One of the major ways the Department sustains a diverse culture is through diverse committee appointments. Each year the Department Chair appoints a graduate program committee representing diverse research interests of the Department. The committee is responsible for the graduate curriculum and the graduate admissions. With the addition of a graduate student, this committee is also now our graduate student diversity committee. The committee makes use of the explicit Department policy posted on our website for fostering diversity in the admissions process. The policy widens our target of recruitment and broadens the effectiveness of recruitment efforts. The committee strives to represent the Department's research and teaching interests, as well as the diversity of its faculty and students. This diversity committee prepared our most recent GOP-RA application and the diversity plan that accompanied it.

Our graduate applicant instructions request a personal statement. We ask applicants to highlight their economic and educational disadvantages, first generation college status, cultural awareness, steps taken to overcome personal adversity, and special achievements. This request reflects the value that the UW and the Department of Geography places on diversity. We use this statement for the admissions process and for financial award consideration. Early in a recruitment year our GPA emails prospective minority candidates seeking their applications, based on contact information provided by GO-MAP and more recently the additional the more recent .

E3.2 Retaining students and faculty Retention of graduate students and faculty is an important component of success in the Department. The Department works to maintain graduate student motivation that fosters progress from quarter to quarter. All RA offers link faculty and student interests in significant and engaging ways. RA funds are made available from external research grants when available. Students who enter our program on a Graduate Opportunity RA are then offered TA support if RA funds are not available. We have found that regularly scheduled discussions with faculty go a long way to foster comfort and confidence in student progress. From time to time a few students drop away from the program because of their outside interest(s); they simply find a home elsewhere, whether in the University or outside the University.

The Department has had considerable success in retaining faculty in underrepresented groups. We have lost only two faculty members over the past twenty years, both for personal reasons, despite numerous efforts to lure colleagues away. This is an

⁵ AAG 2006.

extraordinary record of faculty retention that speaks to the quality and collegiality of our program. Making good hires and then working to create a climate where all faculty are included in the successes of the department is an important component of the overall health of a department.

E3.3 Factors impeding geography efforts for recruitment and retention Perhaps the biggest influence on the Department's ability to retain faculty and students is its inclusiveness. The overall culture of the Department is welcoming of all individuals, and supports the acculturation through interaction, translating into retention. Faculty retention has also been supported by both the College and the Provost's Office and this support has been crucial to maintaining the quality of our department.

Our peer universities with geography programs continue to outpace the UW in the size of funding packages awarded to graduate students (e.g., the amount, the length and the type we can offer). We are currently working on a program development strategy to ameliorate this gap in funding that leverages funding from outside the department with our monies to increase what we can offer. Not only does this short-fall affect recruitment, but it also influences retention as well. Graduate students must be able to make a decent living to support themselves and this is a big challenge in a very expensive city. We try to provide as many opportunities as possible to graduate students, so they have choices, which also enhances their commitment to our program.

E4 Relations with the Office of Minority Affairs and Diversity

E4 Relations with GO-MAP and OMA

We have a good track record of working with GO-MAP and the Office of Minority Affairs and Diversity. We are very proud of the fact that one of our PhD graduates (Gabe Gallardo) now works in OMA as assistant vice president for new initiatives.

E4.1 Recruitment The Geography Department participates in the GO-MAP research associate fellowship application process every year. This participation provides us a yearly update on the directions of the GO-MAP. At one point the Department participated in the Western States names exchange initiative, but we have found that the discipline is so small, that this program provides little help. However, it should remain a part of our program of recruitment. Departmental faculty (graduate program coordinator, chair) makes strong efforts to attend the out-reach dinners and days sponsored by the Graduate School and the Office of Minority Affairs.

E4.2 Collaborating with GO-MAP The Department participates in collaborative and University-wide efforts to increase diversity in multiple ways. Several faculty in the department are invited to give talks about diversity (both on and off campus), because it has such a strong role in our Program. This leads to personal contacts with colleagues in other departments. Geography is a relatively small discipline so our networks for interaction are actually tighter than larger disciplines. At another level we were very

excited by the recent addition of the Ronald E. McNair Fellowships for graduate students. Over the years we have received enquires from prospective and enrolled graduates students (including one currently in-house) about these as they were McNair scholars as undergraduates. We are adding this opportunity to our suite of potential funding to attract graduate students from under-represented groups.

E5 Diversity influences on curriculum

E5.1 Increasing diversity Diversity has long been an important research and teaching topic within the geography discipline, especially in this department. Questions of diversity and social justice inform the academic perspectives of our colleagues, and thus research and teaching is influenced in a major way. We are proud to have several faculty members who are research leaders in what might broadly be described as the field of ‘geographies of diversity’ (including Brown, Ellis, England, Herbert, Lawson, Mitchell Sparke and Withers), and they (among others) teach about diversity in their undergraduate and graduate offerings. For example, here is a list of departmental courses and faculty who teach them that *explicitly* focus on social diversity and equity issues:

Table 6 Selected Course Titles Related To Diversity

GEOG 230 Urbanization and Development: Geographies of Global Inequality	Lawson
GEOG 245 Geographic Perspectives on U.S. Population Diversity	Withers
GEOG 310 Immigrant America: Trends and Policies from a Geographic Perspective	Ellis
GEOG 342 Geography of Inequality	England
GEOG 344 Migration in the Global Economy	Mitchell
GEOG 403 Modern European-Islamic Migration, Integration, and Citizenship	Mitchell
GEOG 431 Geography, Gender and Sexuality	Brown
GEOG 439 Gender, Race, and the Geography of Employment	Ellis
GEOG 476 Women and the City	England
GEOG 479 Race, Ethnicity, and the American City	Ellis
GEOG 541 Research Seminar: Feminist Geographies	England
GEOG 543 Research Seminar: Immigration, Ethnicity, and Employment	Ellis

This is not an exhaustive list of courses addressing diversity. Other faculty embed discussions of diversity in their courses where the explicit focus is not on matters of social difference. For example, issues of diversity run through Sparke’s “Introduction to Globalization” and “Geopolitics” classes, Jeffrey’s “Comparative Geographies of Youth”, and Herbert’s “Policing the City”. Our strong commitment to Area Studies and internationalizing the curriculum also means diversity is addressed in even more courses than those mentioned here.

Our diversity curriculum has evolved out of the research interests of our faculty, and the offerings have only been expanded by some key hires in the last ten years (including

Brown, Ellis, Elwood, England, Herbert and Jeffrey). Their recruitment has allowed us to offer a wider array of courses addressing diversity aimed at both undergraduate and graduate students. Combined with the teaching emphases of the many other faculty mentioned above we are working to attract students from under-represented groups to all our classes and, in this way, into the geography major itself. Our undergraduate teaching also reflects a belief that all students regardless of their background need to have a grasp of the ways diversity shape our world in order to become informed citizens ready to contribute to society. Our department considers these courses on diversity to be at the core of our curriculum and they will remain so in coming years.

As a department that excels in research contributions as well as teaching, we strongly believe that there is a symbiotic relation between the two. The following ongoing faculty research projects on diversity issues underpin these curriculum offerings, keeping the content of these courses current and connected to cutting edge research:

History of Gay and Lesbian Spaces in Seattle	Brown
Geographies of Mixed-Race Households	Ellis
Employment Equity Policies about Gender, Race and Disability	England
Poverty and Racialization in the Pacific Northwest	Lawson and Jarosz
Geographies of Identity, Multiculturalism, and Transnationalism	Mitchell

These faculty research projects have also helped fuel graduate students to work on diversity issues. For example, the following graduate students have completed their degrees working on the topics that explicitly address diversity:

MA: 2002-2007

Maria E FANNIN	Birth as a spatial process: Themes of control, safety, family and natural in "homelike" birthing rooms
Marcia Rae ENGLAND	Who's afraid of the dark? Not Buffy! A feminist examination of the paradoxical representations of public and private space in Buffy the Vampire Slayer
Nandini Narayani VASLAN	Conceptualization and perpetuation of identity among middle class Indian women in Washington state
Caroline FARIA	Gendering roles and responsibilities: Privileging prevention in the Ghanaian fight against HIV/AIDS
Steve HYDE	Discursive strategies of displacement: a revisionist History of the anti-Chinese movement in the Puget Sound region of North America, 1885-1886
Naheed Gina AAFTAAB	Developing educated Afghan women: a critical case study
Victoria BABBIT	Embodying borders: trafficking, prostitution and the moral (re)ordering of Sweden
Megan TONEY	Media representations of women and credit card debt: a context analysis of two Seattle newspapers
Erica SIEBEN	Patterns of racial partnering of mixed-race individuals
Sarah IVES	Contesting 'National' Space: Soap Operas in Post Apartheid South Africa
Serin HOUSTON	Spatial Stories: The Racial Discourses of Mixed-Race Households in Tacoma, Washington
Rebecca BURNETT	Relocating the welfare mother: Neoliberal discourses on women in the culture of poverty

David MOORE	Equity: Environmental justice and transportation decision-making processes
Tricia RUIZ	Exploring the links between school segregation and residential segregation: A geographical analysis of school districts and neighborhoods in the United States, 2000

PhD: 2002-2007

Pervin Banu GOKARIKSEL	Situated modernities: Geographies of identity, urban space and globalization
Carolina KATZ REID	Achieving the American dream: A longitudinal analysis of the homeownership experiences of low-income families
Meredith REITMAN	Race in the workplace: Questioning whiteness, merit and belonging
Amy FREEMAN	Contingent Modernity: Moroccan women's narratives in "post" colonial perspectives
Catherine VENINGA	The transgressive geographies of integration: school desegregation in Seattle
Jamie GOODWIN-WHITE	Placing progress: contextual inequality, internal migration and immigrant incorporation
Maria FANNIN	Birthing subjects: midwifery and the politics of self-determination
Elizabeth BROWN	Crime, culture and the city: political geographies of juvenile justice
Matt SOTHERN	The extraordinary body and the limits of (neo)liberalism

E5.2 College and university support for diversity The Department of Geography is deeply committed to diversifying because of the ways in which this strengthens our research and teaching endeavors. College and University funds for the support of underrepresented groups are an enormous help in our work and we hope that these funding levels could be meaningfully expanded in coming years. With expansion of support, the Geography Department will aggressively pursue these resources to recruit graduate students from underrepresented groups.

Section F Degree Programs

We have chosen to present information about degree programs in the following order: (1) bachelors degrees, (2) masters degrees, and (3) doctoral degrees.

F1. Bachelor's degrees

This self-study includes a relatively extended discussion of our Bachelor's degree program. Not only is most of our SCH by undergraduates, but this program has also been the subject of extensive analysis by our department in recent years. Our research on our undergraduate program is relatively unique within the UW, and we regard ourselves as pioneers. We have responded to requests to section F1 of the self-study in a somewhat different format than requested. We speak to the items requested for the self-study, but we report them in a way that resonates with our own research of our undergraduate major.

Undergraduate Education: A Resurgence of Curriculum and a Geographic Identity

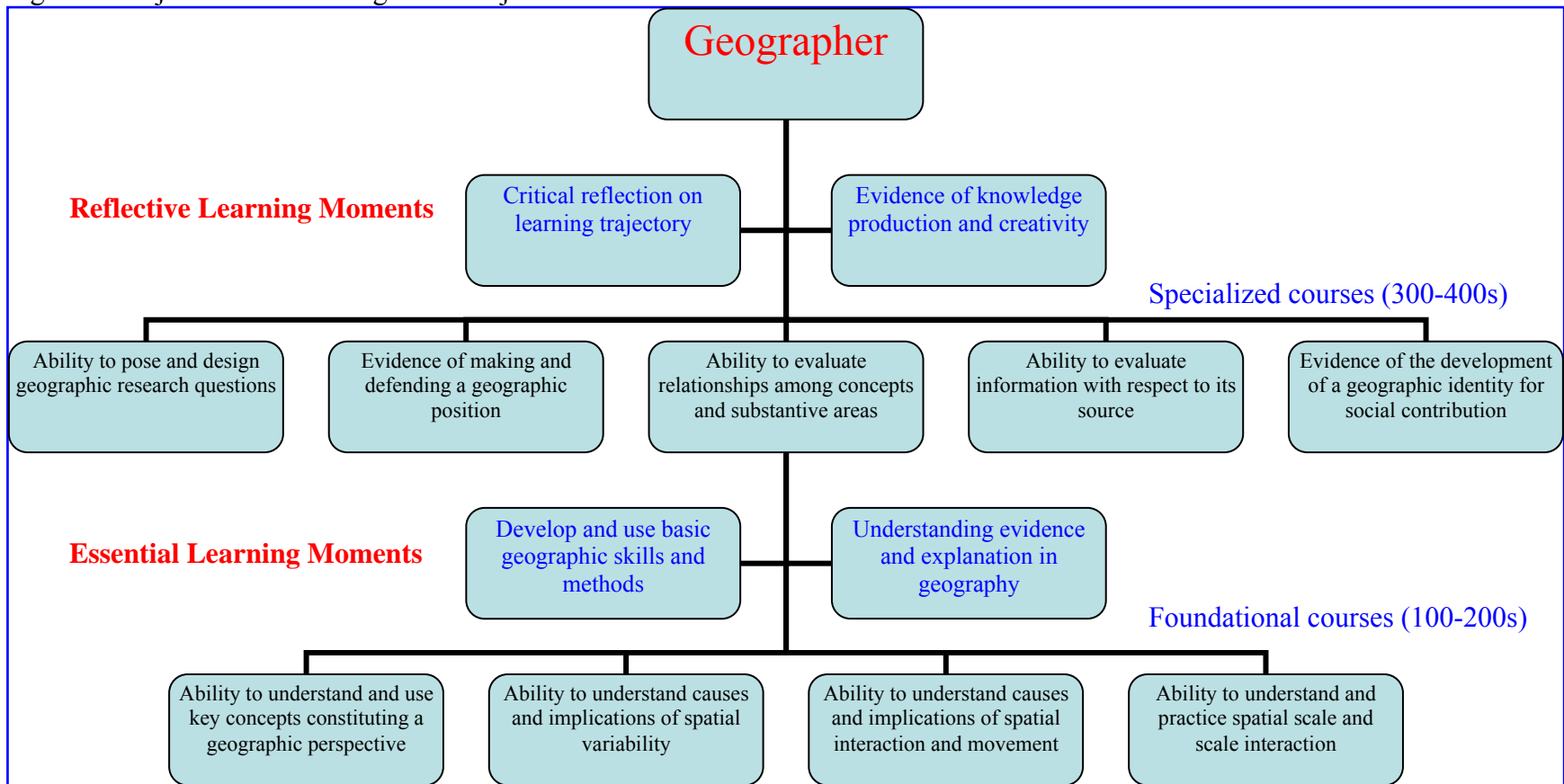
Over the past decade, the Department has been recognized across the campus as an incubator for innovation in undergraduate education. In 1996, the Geography department initiated a meaningful assessment of learning outcomes with a project called G-LOOP (Geography Learning Objectives and Outcomes Project). G-LOOP was funded solely by departmental funds from 1997-2000, and a small Tools-for-Transformation grant in 2000. Since the inception of G-LOOP the geography department has completed several phases in the process of creating a *sustainable culture of assessment*. Learning goals have been generated for every course and for every program concentration. Throughout our curriculum learning goals have been integrated into the design of assignments and courses, and in many instances student course assessments are being used to monitor whether learning goals are being realized. We have redesigned our curriculum and major requirements to help us achieve these learning goals. We have been recognized as a campus leader in assessing undergraduate learning, having twice (in 1997 and 2005) been invited to describe our G-LOOP project to the Board of Regents, been the first winners of the Brotman Award for Excellence in Undergraduate Education (1999), and received a Tools for Transformation Grant in 2000. As well, student perceptions of intellectual development in the major have been gauged by the Geography SOUL (Student Outcomes in Undergraduate Learning) Project, directed by Rick Roth and funded by the UW Office of Educational Assessment⁶. This longitudinal study has assessed how well the department learning goals are being met from the *student's perspective*. As well, faculty has conducted an assessment of student learning portfolios to determine the extent to which our learning goals are being met subsequent to curriculum innovations.

We have implemented greater rigor in the undergraduate curriculum. Drawing on themes of increased departmental accountability, enhanced student agency, and a strong sense of accountability to place from the global to the local, we have moved toward a problem-based learning model which cuts across individual courses, and many of our courses now integrate substantive research experiences into the existing course structure. Lab exercises on current issues, service-learning components of courses, internships, and capstone courses are all ways of bridging theory and practice, developing students' accountability through the lenses of Geography. We are committed to developing an undergraduate environment that engages students actively such that they perceive and experience their education as far more than information acquisition and manipulation. In contrast students are encouraged to understand their education as a journey during which they are acquiring and developing critical thinking skills, informed judgment and an appreciation of knowledge as relational. Figure 1 depicts this structure.

F1a. Geography learning outcomes Our Geography learning outcomes include, sequentially, the ability to 1) understand and use key concepts constituting a geographic perspective; 2) understand the causes and implications of spatial variability; 3) understand the causes and implications of spatial interaction; 4) understand and practice spatial scale and scale interaction (ways in which localized, regional, national, and global

⁶ http://depts.washington.edu/geog/undergrad_final_report.pdf

Figure 1 Trajectories of learning in the major



processes interact); 5) develop and apply basic geographic skills and methods such as map reading and analysis; 6) map making and landscape analysis via use of multiple analytical methods; 7) information literacy (evaluate information with respect to its source); 8) evaluate relationships among geographic concepts such as community and economy, society and environment, and citizenship and globalization; 9) pose and design geographic research questions; 10) make and defend a geographic position; 11) evidence of knowledge production and creativity; and ultimately, 12) evidence of development of a *geographic identity*.

The structure of our undergraduate curriculum is designed to create trajectories through the major that provide foundational learning moments and essential learning moments. We see these as the essential scaffold of learning. Figure 1 depicts the connection between the structure of our curriculum and the departmental learning goals. Trajectories through our major include 1) foundational courses (cartography, research methodology and philosophy, basic social statistics, and physical geography); 2) 200-level introductory courses in each of the five concentrations within the major (GIS; economic geography; urban, social and political geography; development studies, and society and the environment), and 3) upper-division specialized courses in each of these concentrations. Our courses are counted toward major requirements in several units, including the Jackson School of International Studies, the Program on the Environment, Public Health, Community and Environmental Planning, Forestry, Urban Planning, and CHID.

We are producing spatially literate citizens who combine knowledge about our world at a range of spatial scales, with a range of analytical skills that bring concepts of space, scale, relative location, pattern and spatial change to bear on key questions. By illustrating methods, theories and analytical approaches to society, and engaging our students first-hand in comparative studies of societies in terms of both commonalities and differences, the faculty enable our students to analyze large-scale questions of social structure and public policy. One curricular innovation that speaks to the way in which we are integrating research and teaching is the development of learning communities within our Tutorial for Majors. We organized students and faculty into learning communities to disentangle timely societal questions. Those with an interest in global patterns of social inequalities wrestled with understanding how the concept of 'globalization' helps us to understand the production of inequality and poverty. Those with an interest in urban watersheds asked what are the benefits and impediments to urban stream restoration, and who gains and who loses from these efforts. Those with an interest in access to healthcare interrogated who has access to healthcare and questioned the geography of the underserved. How might these communities be better served? Our urban politics community questioned how should the police share power in urban communities. These are just a selection of the many opportunities created for undergraduates to engage with peers, faculty and the curriculum as active geographers accountable to a larger global environment.

The impact of our courses may in part be gauged by the breadth of career paths carved out by our alumni, who include urban, transportation, environmental and economic planners; GIS specialists; demographers; location analysts in real estate, finance and

retailing; airline route planners; marketers using geo-demographics, health care planners and analysts; consultants with non-governmental organizations; social service providers and analysts; and community organizers.

F1bc. Assessing student learning and undergraduate research and teaching innovations
 Since the inception of the Geography Learning Objectives and Outcomes Project (G-LOOP) we have a rich history of articulating departmental learning goals and assessing our students' success at meeting those goals. Too numerous to narrate, Table 7 provides a chronological account of our assessment of student learning. With every iteration we have implemented curricular and program changes from lessons learned. The process has transformed our undergraduate program.

Table 7. Ten-year chronology of Geography's Resurgence of Undergraduate Learning

1997	Beginning of Geography Learning Objectives and Outcomes Project (G-LOOP), a unique and innovative ethnographic and qualitative approach to the representation of learning, entailing collecting a set of nuanced narratives of a series of interrelated learning outcomes for each course
1998	Creation of new staff position, Career Development Coordinator, responsible for keeping students abreast of current trends in internships, employment, and linking these trends to learning outcomes Creation of Careers Web Site, linking learning outcomes to career planning
1999	Creation of new departmental web site organized around conceptual and narrative themes linked to learning outcomes
1999	Geography wins the first Brotman Award, for undergraduate program excellence.
2000	Geography awarded \$37,000 Tools-for-Transformation grant from UW Provost's Office for further development of G-LOOP.
2001	Faculty has a full-day retreat devoted to assessing our undergraduate curriculum, a culmination of the G-LOOP. Collectively restructure the major to deemphasize Geog 100, and emphasize 200-level courses, and require Geog 315 of all majors. Created senior reflexive learning course Geog 493: Assessing Geographic Learning.
2002	Offered new 200-level course offerings: Geog 208: Geography of the World Economy, Geog 245: Geographic Perspectives on U.S. Population Diversity, Geog 271: The Geography of Food and Eating. Created Geog 123: Introduction to Globalization.
2003	Initiated Learning Communities in our Tutorial for Majors Developed departmental learning goals
2003/7	Created additional 200-level classes: Geog 208, Intro to the World Economy; Geog 236: Geography of Greater China; Geog 270, Geographies of International Development and the Environment; and Geog 276, Introduction to Political Geography
2004/7	GEOG SOUL PROJECT (Study of Undergraduate Learning) – a longitudinal qualitative study of student perspectives of learning in the major

Table 7, continued

2005	Learning in the Majors Project – a faculty review of student learning portfolios Geography invited to present learning assessment project to the UW Board of Regents
2007	Geovisualization Curriculum Integration workshops

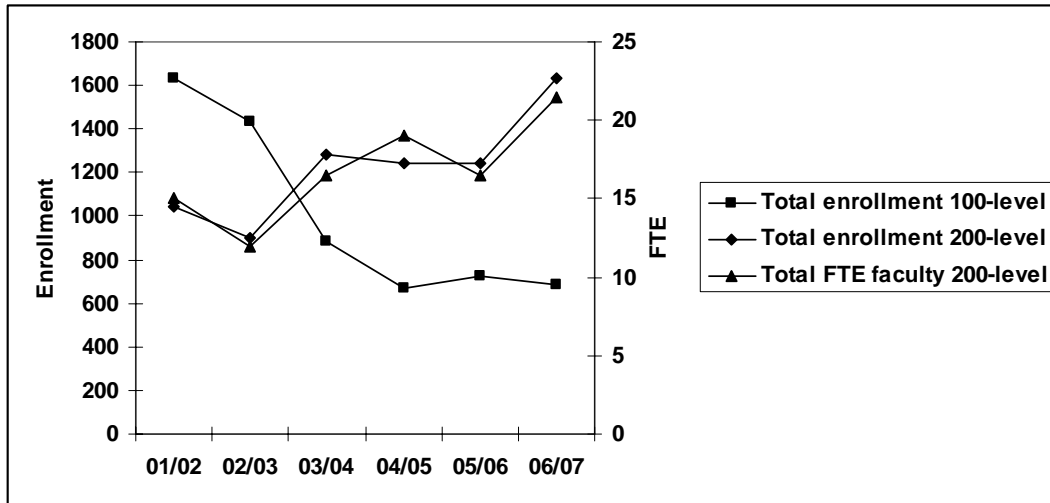
Clearly, the department has been innovative and extremely active in the assessment of student learning. We have also been active in implementing changes to enhance student learning, changes which have had an enormous impact on the quality of the undergraduate major and the rigor of the program. In particular the following program and curricular changes have been exceptionally instrumental and effective:

1) Requiring Geog 315: Explanation and Understanding in Geography of all majors, and taken within two quarters of entering the major. This requirement evolved as a direct result of prior learning assessment efforts (exit surveys, learning objectives analysis, development of departmental learning goals, etc.). It was evident that students needed a clearer sense of the “rules and tools” for asking researchable questions, identifying and qualifying evidence, and making acceptable arguments within the discourse conventions of the discipline. This course enables students to see the connections between method, theory and substantive content in all of their Geography courses, and develop library research skills and “writing in the major” skills.

2) Requiring Geog 326 Quantitative Methods in Geography, of all majors. With Geography 315 in place, Geography 326 now provides a more thorough introduction to quantitative methods and reasoning.

3) Developing thematically-focused lower-division courses (e.g., Geographies of International Development and the Environment, Introduction to Globalization), to replace Geog 100 (Introduction to Geography) as gateways into the major. The G-LOOP process revealed that Geography 100 was too diffuse to effectively embody the department’s learning goals. These foundational courses are designed in concert with our departmental learning goals (See section F1a). By design, we have shifted the majority of our lower-division enrollments from the 100- to the 200-level with NO loss of productivity, as measured by enrollment/faculty. Figure 2 shows the trend in enrollment at the 100 and 200 level in the department over the past six years.

Figure 2 Enrollment Change in 100 and 200 Level Courses



The new courses and courses we have emphasized over this period have shown the most enrollment growth:

- Geog 123, Intro to Globalization, from 126 to 504
- Geog 208, Intro to the Global Economy, a new course, averaging around 150
- Geog 270, Geographies of International Development & the Environment, from 87 to around 125
- Geog 271, Geographies of Food eating, from 90 to 223
- Geog 280, Intro to Geographies of Health, from 88 to 243.

Students are more conceptually and analytically prepared to proceed through our curriculum.

- 4) Several faculty have re-worked their courses to better integrate methods and substantive content (see for example, Tim Nyerges' Geog 360 & Geog 461 courses) as a direct result of course evaluations as well as analysis of student learning outcomes.
- 5) Suzanne Withers has changed Geog 426 (Advanced Quantitative Methods in Geography) to include more advanced spatial analysis techniques as a direct result of our re-configuring Geog 315 and 326. This course integrates geo-visualization, and advanced statistical methods with spatial statistical analysis.

We believe that through early exposure to concepts of research philosophy, method and design, we are preparing the students in the research process in ways that enable them to do sounder, more ambitious research in many of our upper-division courses. Students acquire an identity as active scholars producing knowledge. As one student phrased it,

“Before Geography 315, I had no idea what it meant to produce a real research question and design a research project. Previously, my experience with research consisted of analyzing a mainstream topic without contributing anything new to

the knowledge surrounding it. Geography has taught me the true purpose of research, and I think this is incredibly valuable."

Our annual Undergraduate Research Symposium includes about 65 majors a year, making both group and individual presentations of research projects either done in class or independently. Faculty evaluate these presentations and give awards for outstanding work. This also serves as a very public “accountability moment” for the department since these ambitious projects require the integration of many analytical techniques, tools, and methods, as well as written and oral communication skills. In addition, about 25 undergraduates per year work with faculty on extended individual research projects, many of whom compete for the Senior Project Award.

Complementing these structural changes in our undergraduate program are many creative teaching innovations on the part of all faculty. Too numerous to itemize, the following narratives serve as examples of the faculty’s creativity and recent innovations in teaching:

Lucy Jarosz 1) A thematic course on the geography of food and eating that introduces basic concepts in cultural geography, introduces a commodity chain analysis of food and considers the political economy of food that is designed for first and second year students; 2) In collaboration with three other faculty drawn from comparative literature and English, philosophy and film, she developed an intensive undergraduate summer research seminar focused upon the varieties of environmental understandings across the disciplines sponsored by the Simpson Center for the Humanities and the Office of Undergraduate Programs.

Sarah Elwood 1) Community-linked map projects in Geography 360, so that some students can choose to work on a 'real world' project for a community partner as their final assignment. Last fall 2 students worked with a local author to prepare maps for her book. This fall, there are more such possibilities – including work with the City of Seattle's DOT, and Facing the Future, an environmental education non profit that Geog. 463 students worked with last spring. 2) A new field-based urban geography course starting in 08-09 adds new activities to an already-successful course on the Seattle Region.

Michael Brown 1) Research-design class (Geog 315) for our majors to complement our longstanding strengths of teaching quantitative and qualitative analyses; 2) Responding to calls for a greater emphasis on writing in lower-division courses, and seeking a way to personalize a large class, instituted a large independent research project in Geog. 100. “A Geography of Home” asking students to work the concepts and issues from Intro to Human Geography through their own hometowns. Three 10 page papers—on the economic, political, and cultural geographies of home respectively—allow students to practice inductive and deductive research skills, and to make the material more meaningful and student-centered. They then revise each of these mini papers into an integrated 30-page regional geography of their hometown.

Tim Nverges The Geography Department’s Learning Objectives and Outcomes Project motivated Nverges to further detail learning objectives and “close the loop” between

learning objectives and expected learning outcomes in all his courses. Nyerges developed learning objectives, commonly about 3-5, for each lecture, and has over time developed these objectives to be presented as a series of working questions. Students are now given the review questions 10 days before each of the mid-term and final exams. From the total set of review questions, he selects 6 of them for the mid-term and in the 2nd half of the course, 8 for the final exam. This innovation of making the learning objectives, review questions, and exam questions the same set of questions provides total transparency of the knowledge and skills learning expected of students. As such it links learning objectives directly to learning outcome assessment. Formative assessment using a set of review questions for every lecture is now directly linked to summative assessment in the form of mid-term and final exams. Nyerges has continued to use this strategy for the past seven years in all courses. The students appreciate this integrative approach to making course objectives *and* exam questions better linked and transparent at the same time.

Craig ZumBrunnen In the introductory physical geography class (Geog 205) a new group/team-based poster project has been added in which student teams articulate relationships between natural process and societal issues and problems, and new conceptual content cognitive mapping (3CM) activities will be added this year to facilitate environmental learning objectives in both Geog 205 and Geog 370.

F1d Accountability measures

Our efforts in curriculum assessment and innovation have led to greater accountability in a variety of ways. We have increased students' societal accountability by re-framing the curriculum concentrations around issues, problems, and modes of inquiry which integrate several branches of the discipline. The increased rigor across the curriculum along with the revamped 400-level courses have increased accessibility to a capstone experience. The increased rigor from implementing geography 315 has greatly enhanced our honors program expectations and the students are rising to the challenge. We have become more involved with the Freshman Honors Program and Freshman Interest Groups in an effort to increase the quality, number and diversity of students we reach. We have increased opportunities for students to write and improve their writing with innovations such as The Geography of Home project. We have increased students' accountability for their education by implementing GLOOP within each course, across all concentrations in the major and across the discipline in our undergraduate program. We have increased students' accountability for their education by encouraging the creation of electronic student learning portfolios and awarding recognition for these efforts. We have assisted students in the development of their professional identity by implementing the senior course Assessing Geographic Learning. We have produced a thorough representation of career options within our website to increase students' accountability for their education. We have created and embraced a sustainable culture of assessment. Geography remains the site of undergraduate innovation on the UW campus. Our portfolio assessment project has been distributed all over the world by the office of student assessment as an exemplar of creative student assessment, and the Geography SOUL project promises to make a strong contribution to creative approaches to assessing student learning outcomes.

The Geography SOUL project is our most recent innovation in assessing student learning. The project gives voice to the students about learning in the major. To some extent there is no tougher metric of accountability than to ask students of their perception of learning in the major. The SOUL study concluded the following:

“Our majors’ perceptions of themselves as burgeoning and successful learners offers an encouraging picture of students increasingly confident and sophisticated in their analytical abilities, and eager to apply these skills in engagements with real-world issues. By becoming immersed in framing researchable questions, learning to locate and use evidence, and developing multiple ways of answering those questions, our students’ found the ability to “think spatially like a geographer”. In much the same way as our faculty, our students become members of the geography discourse community by engaging with the world through the lens of spatial analysis and reasoning. They develop an accountability by learning to carefully ask and answer certain questions in certain ways. We are a cohesive, distinctive discourse community committed to questions of civil society, citizenship and identity, equity and social justice, health and well-being, and sustainability, and that engagement with those themes emerges in our research, teaching & learning.”

The SOUL study results are encouraging and paint a picture of success and excellence in our undergraduate program. In the future, we hope to revamp the five “concentrations” students must choose among as part of the major requirements. Our aim is to create more hybrid, less-static categories (for example, globalization studies rather than political geography or economic geography), thus allowing students more flexibility in course choice.

Flie Career options We use alumni surveys, alumni careers panels, and a visiting committee to keep track of student career options and career advancement. We have used feedback from alumni to increase the emphasis on writing in many of our courses, to introduce students sooner to the scientific method as a way to produce more professional student projects, and for innovations in our GIS curriculum, such as a course in web editing and programming. We also regularly send out job and internship listings on an undergraduate ListServe, publish lists of where our students have had recent internships, and put our current undergraduates in touch with our many alumni working throughout the region. Moreover, by exposing students to our departmental learning goals in advising sessions, on course syllabi and in course evaluations, we help them better articulate what they have learned and what they can do with the major, thus making them more competitive in the job market.

There is robust and growing demand for geographers across academic, governmental, private and non-profit sectors. Contemporary geographical training involves a set of critical thinking, writing, and presentation skills which, when combined with substantive knowledge of particular places or geographic phenomena, are very appealing to employers. Geography majors find their way to positions ranging from foreign policy analyst to travel agent, from forest conservation monitor to weather broadcaster, from map maker to planner, and from elementary school teacher to surveyor and many more as well⁷. The department uses the AAG careers website⁸ to provide one valuable resource

7 (Murphy, 2007)

to our majors. It provides a searchable careers database for students and graduates, providing information on the broad range of careers calling for geographical skills. This site also provides information on employment and salary trends for geographers since 1999⁹, as well as information on the kinds of employment available by state, and a series of resources to assist students in finding employment using their geographical skills.

Typically, about 65 of our 200 undergraduates report having had internships, ranging from the public sector (state, county, and municipality) to the private sector (chiefly in international trade and import/export, real estate appraisal, location analysis, geo-demographics and airlines) to non-profits (food banks, environmental advocacy groups, refugee and immigrant advocacy groups, HIV/AIDs support groups, community groups). We promote these internship opportunities through a ListServe, careers website, bulletin board, and alumni contact lists.

Graduate Programs

The graduate degree programs in geography are designed to educate geographers for academic research and teaching at research universities and colleges, and for careers in government agencies, research institutes, consulting firms and international organizations. Students are prepared for conducting theoretically informed geographic research on contemporary problems and trends with both global and local significance – a program focus for over a decade.

F2. Master's Program

F2a. Objectives of the Masters program The Master's program mission is to provide professional training for students intending to work in occupations requiring the development of liberal arts educational skills at a level beyond the baccalaureate degree. In addition, the MA degree serves as preparatory to students entering the doctoral program. The MA degree prepares students for careers in a wide range of employment opportunities from government agencies to communication services to planning and environmental management consulting firms. Although the MA degree does not demand the level of specialization sought from Ph.D. students, nevertheless, the MA degree program in geography is still organized as a research-framed process. For students continuing into the PhD program and for those who come to work specifically in the doctoral program, a far deeper level of specialization is required.

We intentionally do not separate matriculation in the masters degree program with that in the doctoral program. Both the doctoral and masters degree programs are research-centered, as critical thinking at both levels is very important. The Doctoral program is simply more intensive, and thus PhD students get a more in-depth training in topics such as research scoping and grant writing.

8 (<https://communicate.aag.org/eseries/scriptcontent/custom/giwis/cguide/>)

9 (<http://www.aag.org/Careers/viewresults2.cfm?career=Geographers>)

Although there are a number of required credit hours that students must fulfill at the graduate level by selecting various courses, the number of specific required courses in which all geography graduate students must enroll is small. Faculty members believe that a graduate education is best designed by the faculty supervisor and the student. *Geography 512 History of Geographic Thought* is the single course required of all masters students. A description is presented below in the section on the doctoral degree. The Department feels that this course is important for all masters students to give them an appreciation of the breadth of the discipline, as masters students commonly focus their studies early. At the masters levels we require only one methods courses for graduation. These methods can be statistical analysis, qualitative (content analysis) techniques, and/or GIS. Writing skills are also very important, and thus we always encourage thesis projects with a research component.

The structured classes taken by graduate students are at the 400 and 500 levels. Courses at the 400-level are also taken by senior undergraduates. The mix of undergraduate and graduate students allows the faculty to offer intensive training, without having to split the time between the undergraduate and graduate students. In a Department with 17 faculty this option has given us the flexibility to offer more courses than would normally be the case if we were to have separate classes on a similar topic for both undergraduate and graduate students. Most of the 500 level courses are research seminars, giving graduate students an in-depth learning experience with faculty. As described elsewhere, the Geography 600 Independent Study course is very useful for individualized student interests, where faculty can interact on a one-on-one basis. However, we realize that new regulations about the registration of graduate students in 300 and 400 numbered courses will lead to a revision in our course numbering system, to facilitate this instructional strategy.

Department faculty members explicitly discuss how to educate good citizens, as it is part of the general discussion of citizenship and citizenry related to research activity. We highly encourage academic or community service be performed by graduate students to help them learn about “life at the margin” of society, whether this concern social-economic standing, immigration status, and/or health which are often connected.

Because many of the masters level training topics involve community connections, the Department derives benefits in the form of increased social capital among the students and faculty. The University benefits as the Department tries to be a “good citizen” among Departments by contributing to the well-being of the University on various service activities. Service learning within Geography has been a way of life for more than 15 years within the Department, and this extends to masters level. This approach to learning has made links with community organizations across the Region on a yearly basis. These links foster community well-being. Such projects have included food network enhancement to public school curriculum development in GIS.

F2b. *Achieving objectives* As mentioned earlier, the Department Masters program is not entirely separate from the PhD program. However, neither is it fully integrated such that it is possible to offer graduate students an education as a terminal masters. The

objectives of the masters program are much the same, and thus the measures of success are similar to the PhD degree. Unfortunately, we do not have separate survey data to address our overall progress. Nonetheless, we do have certain common expectations among faculty members as a collective.

The faculty is very conscious of the time to masters degree, as we consider this the first step in possible progress toward Ph.D. The assessment of graduate students in the spring quarter of each year includes the masters students in the same manner as the PhD students. Our expectation is that masters students will take two years to accomplish a masters degree. However, our program does accept students with strong social science backgrounds, but sometimes with little background in geography. These students commonly take a bit longer to complete a masters degree, and the Department recognizes this situation.

Masters candidate supervisory committees require at least two faculty from the Department as members of the committee. The committee members, but particularly the supervisor, establishes the expectations for the student in regards to intellectual content of the masters thesis.

The department provides modest support for students to travel to meetings to present papers as mentioned previously. As a faculty we make a point of recognizing the individual accomplishments of students at our departmental commencement ceremony each June. The faculty honor the success of an outstanding graduate student teaching assistant based on undergraduate student nominations as well as faculty evaluation of TA performance.

The Department gives masters level Ullman awards. The Masters Ullman award is given for overall contribution of a masters student to scholarship and service. The yearly nomination process encourages faculty to consider how they are doing both as individuals and as a collective in educating masters students.

F2c. Career options The Department's approach to staying abreast of masters career options is related to but slightly different than that for PhD, because masters degree career options tend to be linked to the broader trends in the economy. The opportunities for masters levels students commonly involves skill-based activities.

This is particularly true in the arena of geo-spatial technologies (but not exclusive to this subfield) in recent years. The rise in these technologies has increased demand for a geographically literate work force and citizenry. This range of technologies includes Geographic Information Systems, Global Positioning Systems, satellite imaging, and rapidly expanding satellite and photographic technologies for acquiring and analyzing spatially referenced data. These technologies are proving increasingly central to a range of crucial arenas including agricultural development, land use decision-making, environmental protection, navigation on land, sea and in the air, marketing analysis, disaster management, understanding the spread of disease, among many other applications. Use of these technologies requires not only specific technical skills, but

also a deep understanding of underlying geographical concepts. Geography clearly focuses on the acquisition, analysis, and display of spatial information or data. Any layer in a GIS (for example) involves decisions about data prioritization and spatial representation that are rooted in geographical principles and concepts.

The Department of Labor points to the emergence of geospatial technology as a field in high demand with enormous employment growth. Geospatial professionals work in all levels of government, as well as both private and non-profit sectors. The DOL website describes the geospatial industry as one which ‘... acquires, integrates, manages, analyzes, maps, distributes, and uses geographic, temporal and spatial information and knowledge. The industry includes basic and applied research, technology development, education, and applications to address the planning, decision-making, and operational needs of people and organizations of all types’. Geospatial technologies have a wide range of applications across fields as diverse as ‘...agriculture and soils; archeology; biology; cartography; ecology; environmental sciences; forestry and range; geodesy; geography; geology; hydrology and water resources; land appraisal and real estate; medicine; transportation; urban planning and development, and more¹⁰’.

The Department continues to monitor these overall trends, and has in the past few years decided to encourage students to complete more skill-based training as part of their master degrees.

F3. Doctoral Program

Throughout the following discussion of the doctoral program, we integrate recent information compiled by the UW Center of Innovation and Research in graduate education that draws from the Ford Foundation study of Social Science Ph.D.s (geography is one of five disciplines studies) five+ years after Ph.D. The study sheds light on the nature of the geography graduate programs across American Association of Universities (AAU), comparing the UW Geography Department to thirty-two programs surveyed in the study, as well as information about the nine programs (often thought of as our peer programs) that are part of the 2nd quartile within the 1995 National Resource Council ranks.

F3a. Objectives of the geography doctoral program The primary aim of the Ph.D. program is to educate students for positions as faculty members in research universities, as college teachers, and as highly-skilled researchers in some of the most competitive sectors of the global economy. As such, the Department continues to strive to educate scholars who will continue to be recognized as high-performing contributors by their peers. Our vision of the Department is that it will increasingly be seen as one of the top-five graduate programs in the US (in human geography), and a Department that will continue to attract the best and the brightest graduate students from around the world.

In regards to student learning outcomes, each Supervisory Committee establishes the guideline for what is expected on an individual student in their chosen area. The topic of

10 See <http://www.careervoyages.gov/geospatialtechnology-main.cfm>

interest for each student is different, such that their learning outcomes can be expected to vary. Each student strives to make a contribution to knowledge in a tradition of expectation set by the Department as exemplified in previous dissertation topics.

Although the Department encourages highly individualized programs, there are commonalities about objectives based on the collective expertise of the faculty. The Department educates graduate students to the most advanced levels in a complementary range of both quantitative and qualitative research methodologies. Techniques ranging from econometric spatial analysis, participatory geographic information systems, to fieldwork ethnography and critical media analysis are taught, with no methodology being institutionally elevated as the only source of academic insight. Instead, we encourage Geography students to appreciate the perspectives and significance of philosophical debates about epistemology by educating them in the actual debates and by promoting research as the view where method itself becomes accountable to the geographies of place.

Fostering a climate of collegiality and collaboration, the faculty in geography confront the tensions among epistemological approaches and tease out new approaches to provide students with a mixed-method approach to research. An emphasis on triangulating methods to enhance research effectiveness is pursued not only in research projects, but is a part of graduate courses from introductory seminars about faculty research to publishing practices and research proposal writing. Overall, the Department seeks to enable students as self-questioning researchers, skilled practitioners of a variety of techniques, and theoretically sophisticated analysts with a positionality who recognize and situate their responsible research endeavor within a globally interconnected world.

Although faculty members encourage wide debates about approaches to research, we also expect graduate students to contribute to specialized and cutting-edge fields of knowledge production. The following thematic specializations pursued by faculty ground and center students within their individual research interests:

- access
- area studies
- the city
- development
- globalization
- health
- mobility
- nature-society
- public participation
- social justice
- sustainability

The depth of specialization in one or more of those key themes depends upon the degree program in which students enroll.

Although there are a number of required credit hours that students must fulfill at the graduate level by selecting various courses, the number of specific required courses in which all geography graduate students must enroll is small. Faculty members believe that a graduate education is best designed by the faculty supervisor and the student. There are two required courses of all PhD students, and two other methods courses depending on the student's interest.

Geography 512 History of Geographic Thought is a course required of all PhD students if they have not had such a course during their masters program. This course addresses the historical development of modern geography. It emphasizes various philosophical and methodological debates in geography and the contexts from which they emerged. Students investigate geography's foundational concepts and institutions; and how those concepts have influenced geographers in the world around them.

Geography 515 Evidence and Explanation in Geography is a course required of all PhD students, but students can petition to be excused if they have already had such a course in previous graduate work. This course introduces the main strands of philosophical debate shaping the discipline of human geography, including description, prediction, explanation, abstraction, structuration, representation, and institutionalization. It focuses on ways theories from outside the discipline have shaped the questions and concerns of geographers, and the ways geography in turn reworks such theories.

A third course, *Geography 513 Research Grant Workshop*, is not required, but highly recommended to the doctoral graduate students because it is a source of knowledge and insight that propels students toward independent scholarship. Being able to raise funds to direct and support their own research is an enabling knowledge that provides a basis for self-sufficient research activity.

F3b. *Achieving success in the doctoral program* The Department "standards" for measuring success are more informal than formal, given the approach to graduate education in the discipline. Nonetheless, the informal standards suggest certain levels of success to which we aspire as a graduate program. The informal standards for achieving success in the graduate program include: time to degree, research publications, participation in professional conferences, grants and fellowships received, and overall quality of the program. We also require doctoral students to have either publication(s) accepted in peer-reviewed media, or to have a successful grant proposal. These requirements ratify what has become the norm for students in the doctoral program.

Every year the Department undertakes a graduate student progress assessment (see section G4a). This assessment is used principally for prioritizing graduate student funding awards for the next academic year, but it also provides an overall sense of how and what kind of scholarly progress is being made. As such, we are very conscious about time to degree in the Department. According to the AAU survey the median time to award of PhD in UW geography is 7.8 years, whereas time to degree for all 32 programs

studied was 7.9 years, but for those nine programs in the National Research Council 2nd quartile the time was 8.0 years – hence our program is slightly faster.

The Department has an interest in improving the gender split, increasing the number of women graduates. The Department PhD graduates were 33.3% female in the Ford Foundation study. In this study the graduates for 32 programs were 34.0% female, and for the NRC 2nd quartile group the per cent was 39.3%. Thus, we are not doing quite as well as we would like. However, as reported in Appendix A, currently approximately half of our graduate students are women, a larger share than was the case ten years ago. This should indicate that future cohorts of doctoral graduates will have a higher proportion of women.

When considering an evaluation of the overall geography program quality, 75% of the UW geography grads responded with an “excellent” rating whereas 52.1% of the grads in the 32 programs responded with excellent, and 57.4% of the NRC 2nd quartile grads responded with an excellent rating. This suggests that the Department is doing quite well with the overall objectives in the Ph.D. program.

Another way of assessing success of the doctoral program is through the awards process each year. The Department makes an *Edward L. Ullman* award given for excellent in written scholarship as evidenced by peer-referred publications. This award process allows the faculty to assess the current overall success we are having in preparing PhD level students for engaging in written scholarship. The number of nominees is an indication of such success. We commonly have 2-3 nominees in any given year, but the process of determining how many awards are made, and the discussion that ensues, keeps the faculty aware of the need to continue to emphasize student publication activity.

In addition to the Ullman award, the Department awards a Howard Martin medal for outstanding contribution to research, teaching and service, that is a combined all-around contributor to the geography community. The nomination process for this award highlights the Departments success with overall PhD graduate student education.

The single most significant factor impeding the geography graduate program is the low level of graduate student funding available. Of course, this is not only in geography, but when comparing the competitiveness of our Department to other peer institutions, our peers usually “out bid” our level of graduate student support. Better graduate student support is likely to translate into better graduate students, as many of the best and the brightness of our applicants are going elsewhere. Nonetheless, the Department continues to make strategic strides in improving the program. Over the past ten years the Department continues to even the diversity balance and particularly gender balance in faculty. The majority of faculty hires over the past ten years have been women, and we hope this will in turn further bolster female graduate student enrollment and retention.

F3c. *Preparing students for careers* Because our department prides itself on the diverse perspectives it provides, we encourage our students to consider a full range of options for career goals. Geography is in a different position from a number of other disciplines

because the demand for trained geographers exceeds the supply. Awareness of the potential supply-demand imbalance was one of the impetuses behind the National Research Council's 1997 *Rediscovering Geography* report¹¹. Three years later Dr. Philip Suckling showed that, just within academia, there were more open positions than new geography Ph.D.s¹². As the revolution in geospatial technologies gains momentum, the demand for geographic expertise continues to grow. Investment in geographical training and research is clearly critical if the possibilities of the geospatial technology revolution are to be realized. There is also a growing societal appreciation for the importance of geographical work, we already noted the growing importance of geo-spatial technologies, but also consider:

- Geographical concepts have influenced social theory across a broad range of disciplines over several decades. Extra-disciplinary recognition accelerated in the mid-to-late 1980s, as geographical scholarship achieved greater prominence as other disciplines drew more explicitly on geography in their work. These include sociology where Anthony Giddens looked to the work of Torsten Hagerstrand to ground his formulations of structuration theory¹³. Anthropologists draw on geographical work such as Arturo Escobar's reliance on concepts of place in his analysis of social movement activism and Timothy Mitchell's use of Gibson-Graham's work for deconstructing notions of an Egyptian economy. In English and literary theory, Priscilla Wald draws on theorizations of scale and the ghetto in her effort to develop metaphors of contagion and Susan Jeffords theorizes the narrative construction of rural places. Political scientist, Nancy Hartsock's work draws on David Harvey and Neil Smith to theorize the globalized spaces of political-economy and Neil Smith's ideas about scale have been picked up by the Ford Foundation in their initiatives to rethink Area Studies. Feminist theorists have drawn extensively on the work of Doreen Massey, Gerry Pratt, Linda McDowell, Gil Valentine, and Liz Bondi. Historians also draw on geographical thinking and research as evidenced by David Hollinger's work on post-ethnic America, which is influenced by David Harvey's work on time-space compression. Also the strong support of historians such as Peter Bol have been pivotal in bringing geographical inquiry back to Harvard (noted above). Geographical thinking has also reached into economics with Paul Krugman's arguments for geographical economics and with globalization researchers drawing on geographer Peter Dicken's seminal book *Global Shift*¹⁴.
- The turn toward postmodernism in the humanities and parts of the social sciences led to a wave of interest in the role of context—cultural and geographical—in the production of ideas and meaning. Michel Foucault's call for an archeology of geographical knowledge stood as just one—albeit high profile—example of extra-disciplinary engagement with geography as a fundamental element of human

11 NRC Report 1997

12 Suckling, 2000

13 Giddens (1984)

14 Krugmann (1991); Dicken (2007)

perception and understanding¹⁵. Yi-Fu Tuan's humanistic writings about space and place have also diffused throughout the humanities¹⁶.

- Geographers have been visible, influential contributors to environmental change research initiatives, including large-scale, international, multidisciplinary projects, including several environmental change focused NSF-funded IGERT grants. Geographers have played a leading role in initiatives such as the Cooperative Holocene Mapping Project and the Paleoclimate Modeling Intercomparison Project, which have significantly advanced understanding of long-term climate change¹⁷. They were also instrumental in bringing a human dimension to international research efforts focused on environmental change, most notably through their leadership role in creating and steering the Land-Use/Cover Change (LUCC) initiative. As Turner explains, prior chairs of the LUCC Science Committee have been geographers, Dave Skole (Michigan State University) and Eric Lambin (University of Louvain)¹⁸. The work of the LUCC has influenced research all over the world.
- Geographers are playing an increasingly influential role in non-governmental and quasi-governmental organizations. This is particularly the case with regard to the U.S. National Academy of Sciences, National Research Council (NRC). Between 1992 and 2003, “geographers have served on thirty-eight boards, commissions, and standing committees (of the NRC), seven as chairs or co-chairs, and 133 ad hoc committees, eighteen as chairs”¹⁹. In addition, geographers have helped to shape initiatives launched by organizations such as the Center for International Forestry Research, the Nature Conservancy, and the Yosemite Institute (to name just a few).
- Geographers are making growing contributions to public debate through the publication of broad-ranging books. Examples include Harm de Blij's (2005) *Why Geography Matters*, David Harvey's (2005) *A Brief History of Neoliberalism*, Derek Gregory's (2004) *The Colonial Present: Afghanistan, Palestine, Iraq*; Neil Smith's (2003) *American Empire*; Mark Monmonier's (2002) *Spying With Maps: Surveillance Technologies and the Future of Privacy*; Peter Hall's (1998) *Cities in Civilization*; and Donald Meinig's (1986-2004) *The Shaping of America* series. Two books by UCLA Geography Professor Jared Diamond (2005; 1997), *Collapse* and *Guns Germs and Steel*, have topped the best seller lists.
- The ideas of geographers are also appearing with increasing frequency on the commentary pages of major newspapers. A sampling of these can be found at the

15 Foucault (1980), p. 67.

16 Murphy (2007)

17 Wright, H. E., Jr. et al. 1993; Joussaume, S., et al. 1999

18 Turner (2005a), p. 175.

19 Turner 2005b, 464

websites of the American Geographical Society and the Association of American Geographers²⁰:

The Department encourages doctoral (and undergraduate and masters) students awareness about the kinds of impacts that their education can have on the world. As the world comprises many kinds of organizations, this is a rather broad-based undertaking. We encourage presentations to professional and community groups alike. As such, we get our students “into the world” at every chance. The faculty provide diverse reading assignments to expose students to authors not only in the academic sector, but the non-academic sector as well. In a more structured format, in each week during the Autumn quarter, 1-3 faculty members participate in a “get to know faculty” seminar (Geography 597). Faculty members discuss with students what it means to be a faculty member working in the field of teaching and research chosen by the faculty member. This course provides insights to students that faculty are actually “human beings having made choices”, and that some of these choices involve work outside of the university at times. As such, the seminar is a “parade of faculty” that gives all new students insights into the diverse interests of all of the faculty members, making non-academic contacts. Last, but not least, from time to time the Department invites non-academic speakers to talk in the Colloquium series, as these speakers provide insight about the possibilities of PhD.-level non-academic work.

To gain a sense of Department success, in the Ford Foundation Survey, it was found that over 50% of our graduates had career goals outside of academic institutions, whereas across the 32 geography programs the per cent was 21.8%, and the NRC 2nd quartile was 33.3%. These numbers indicate that our encouragement is working. This sets a basis for job satisfaction. The Ford Foundation survey reports that 66.7% of geography graduates find that they are “very satisfied” with the intellectual challenge of their work, whereas only 49.% of the PhD grads in 32 programs were very satisfied with the intellectual challenge and the NRC 2nd quartile reported 49.2% were very satisfied. While the Ford Foundation data report this large cohort of doctoral students in non-academic programs, the data in Appendix E show a very different picture for recent Ph.D. graduates. A strong majority of our recent Ph.D.’s have taken academic positions.

F3d. *Staying current on career opportunities* Information about geographer career opportunities over the past decade has come from a variety of sources. Some of it comes at the national level from the federal government agencies like the Bureau of Labor Statistics (treated in the masters program section for balance), some from studies by individual faculty or groups like Suckling 2000, and other information comes from our own faculty with insights to the bigger picture of geography, like Victoria Lawson, a recent president of the Association of American Geographers, and J. W. Harrington who had a National Science Foundation grant about the training opportunities.

We have faculty members whose research interests are in training and labor, as well as in the emerging impacts of GIS on society. As such, we receive informal reports from these faculty by sectors of employment to keep us abreast of the changes.

20 See: <http://www.amergeog.org/media.htm> and <http://www.aag.org/Press/bibliography.cfm>

G. Graduate Students

G1. Recruitment and retention

G1a. *Recruitment* Our primary strategy for recruitment is the reputation of our faculty. We list our requirements for graduate admission on our website, where there is considerable information about the department and individual faculty. We do not use strict numerical standards for determining which applicants are admitted to the graduate program. Rather, we are interested in attracting students with excellent records who are also interested in working with particular faculty in our program. The top applicants each year contact individual faculty, and often come to visit the program. We provide limited travel funds to these top applicants (some provided to us by the Graduate School), and we frequently meet with them at venues such as the AAG meetings.

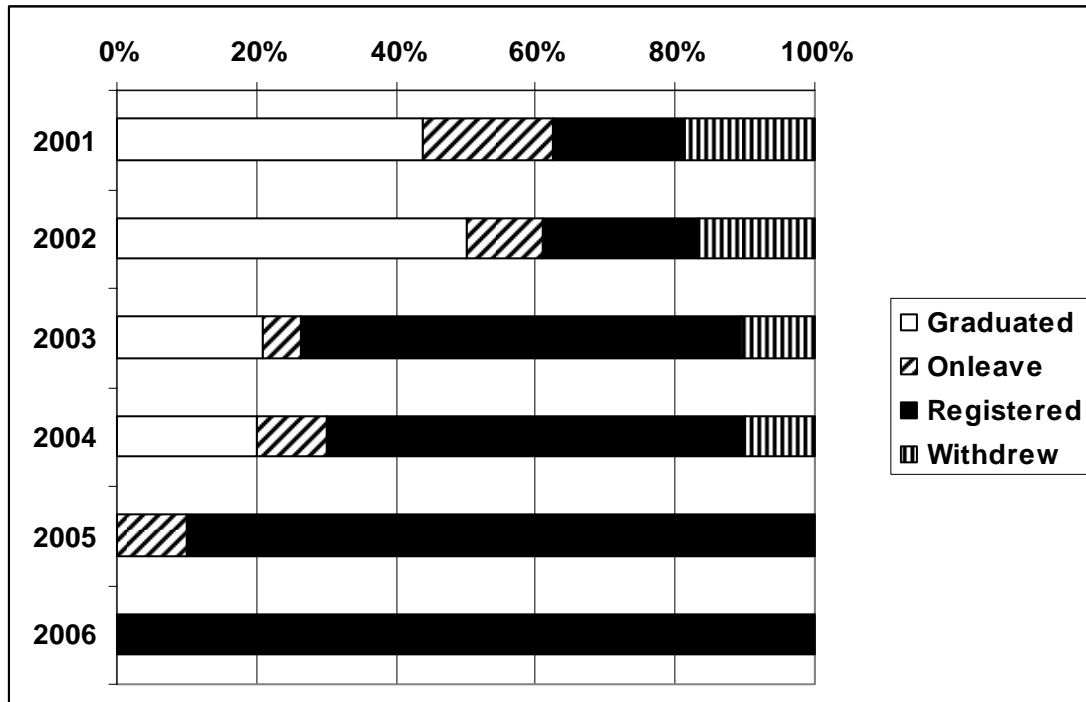
We try to identify people who are in underrepresented groups in the admissions application process, although this is often difficult to do. We have found that programs such as the Western States Name Exchange List has not produced for us a good body of applicants from underrepresented groups. We think that geography is such a small discipline, that the pool of applicants in this program is too small, given our specialization.

We do not have a formal method of assessing our success at recruitment. The number of graduate student applicants has continued to grow gradually; last year it was about 145 completed applications. This is up from about 120 five years ago. We have had a target new enrollment of 7-10 new graduate students, and last year admitted 30 students hoping for a class of 7. Our goal last year was to fund all of those coming, and we have met this goal. These students were all within the top cohort of applicants, as has been the case over the past five years. However, it should be noted that many of the students that we have made offers to, and who have turned us down, have done so because they had a superior offer of financial support from one of our competitors. The support from the Graduate School for graduate students is too low monetarily and in duration for us to be competitive with many of the schools listed in Table 1. Many students who really want to work with our faculty agonize over the fact that we make them either 2-year offers for MA work, and 3-year offers for post-MA work, while other institutions are able to provide 5-year offers for students just finishing their BA.

G1b *Retention* Our retention rate is high, because our standards for admission are high, and the students that come here have a good fit with their faculty mentors. We estimate that 90% of the students who have been admitted over the past 6 years are still actively involved with the graduate program. We have had some attrition of students shifting to other programs with more financial support, or students moving due to spousal or personal considerations. The best strategy for us to have a low attrition rate is to only admit students with strong records, a good fit with the faculty, and the passion to obtain the degree that they came to get at the University of Washington. Figure 3 shows the

distribution of graduate student status for the 2001-2006 entering cohorts. Of the 90 students entering over this time period, 81 are still active in the program or have obtained their degree. Eight of the nine who left were MA students, while the one Ph.D. student who left returned to his native country (Japan) for personal reasons, and earned a Ph.D. there.

Figure 3 Graduate Student Status by Entering Cohort 2001-2006



G2 *Advising, Mentoring and Professional Development*

Autumn orientation Every autumn quarter the Department assembles an orientation program to assist new graduate students with transitioning into the scholarly world of geography at the UW. Graduate students play a significant role in organizing this orientation program. We couple teaching assistant workshops with a general introduction to the Department, and include discussion with faculty and graduate students about program requirements and mechanics, as well as several social sessions with returning graduate students and faculty to foster a “bonding” process among all.

Graduate requirements Today these requirements are posted on the departmental website. The document describes program requirements for MA and PhD students, a listing and description of all courses, links to faculty research themes, and time lines for typical graduate student progress. The web-document is fully searchable – adding an accessibility dimension beyond the hardcopy form.

Colloquium The Department assembles on Friday afternoons each week for a one-hour presentation called a colloquium consisting of a 45 minute presentation and 15 minutes of discussion. Speakers in a colloquia series are visiting scholars, UW faculty, and graduate

students with a special research activity on which to report. Colloquia are organized by graduate students, in cooperation with a faculty member, as a series of presentations across a quarter (for which students enroll for 1-credit in each of three quarters required). Modest support is provided by the Graduate School and the Department to help with travel costs of speakers. Attendance on average is about 35 people. Each session is followed by a reception at which beverages and snacks are provided.

Interdisciplinary training Graduate students should be exposed to multiple perspectives and be comfortable with presenting their own ideas in various settings. As such, faculty members encourage graduate students to participate in courses outside of the Department, and to engage in professional meetings as paper presenters and attendees. Each graduate student has individual needs for knowledge growth. On a student by student basis the faculty recommend various courses outside the department that coincide with the interests of the student. Graduate education can be an individualized experience using this approach. Students engaged in foreign area studies often take several quarters or a year of language training to obtain the requisite skills needed to conduct thesis and/or dissertation research in the field. Doctoral students who do not take language training are required to identify and pursue training in a cognate field. This requirement provides training in areas such as natural resource economics, computer science, demography and ecology, epidemiology and community medicine, or history, and serves to add depth and breadth to the students primary research field in geography.

Graduate students are made aware of our program expectations, guidelines, phases, benchmarks, committee formation timelines and procedures, curriculum, examinations, and standards for scholarly integrity in several different ways. Each fall as the new cohort of students enters the program we have sessions in which the Graduate Program Coordinator, the Chair, and the Assistant to the Chair outline these details to the entering students. Many of them are already familiar with aspects of these regulations, as they were made clear in the admissions process. This information is also clearly posted on the departmental website. We also typically have a meeting during Winter quarter in the Colloquium time slot to discuss the funding process, and expectations about student performance.

It is a fundamental responsibility of the faculty working with each individual student to discuss with that student on a 1:1 basis these program details, and to work out a schedule that is relevant to that student. This often takes the form of ad-hoc meetings of the Supervisory Committee, or meetings with the Graduate Program Coordinator. Our program places considerable responsibility on the student to be on top of these details, given the relatively unstructured nature of our graduate curriculum. It is good that students have to take leadership on these details, but it is also important for the Graduate Program Coordinator and for individual faculty to see that each student is making timely progress.

All graduate students admitted to our program have at least two faculty identified at the time of admission who have expressed an interest to work with that student. These faculty constitute an initial committee. However, students often change their interests,

and committee membership frequently changes. Faculty members and graduate students work in a one-on-one relationship quite frequently, often through independent studies – Geography 600, but of course for Master theses and Doctoral dissertation activity in Geography 700 and 800, respectively. This interaction is critical to the success of the graduate program, providing scholarly advice directed individually at a student’s interest. These sessions provide an opportunity for the faculty to serve as mentors; encourage creativity, innovation, and personalized articulation of directions for the diverse student body.

G2a1 Masters program pathway Masters students typically form a committee towards the end of their first year of studies, and this committee helps guide them through the Master’s thesis process. After the Master’s thesis has been completed, we have an oral examination. The student defends their thesis at this examination, and often other material is covered as well. This examination also serves as a decision-point for continuation into the Ph.D. program, or exit from our graduate program. Students indicate to their committee whether they would like to continue in the Ph.D. program. If the Supervisory Committee is supportive of their continuing, they indicate this by recommending to the GPC that the student become a post-Masters student. If the Supervisory Committee is not supportive of continuation, they also indicate this on a form (See Appendix I for a copy of this document). There is generally prior agreement between the student and the Supervisory Committee regarding these decisions.

G2a2 Ph.D. program pathway Post-Master’s students also enter with an initial faculty committee. Within several quarters after their admission, a departmental “Preliminary Examination” is undertaken. This examination should have three faculty participating in it, two of which must be from Geography. Students write a statement identifying their areas of scholarly interest before this examination; typically this would be three areas or fields. Faculty then write questions based on this statement, and an oral examination is held after the student writes their answers to this examination. There are usually several outcomes from this examination. First, it typically leads to the recommendation that a formal doctoral Supervisory Committee be established by the Graduate School. Second, it leads to the identification of a “cognate field,” an area of expertise to be developed prior to the General Examination outside of Geography. These cognate fields are tailored to the specific interests of each student, and typically comprise about twenty credits of work in one or more departments outside Geography.

The doctoral Supervisory Committee is established with a Graduate School Representative (GSR). The doctoral student helps identify the GSR. The doctoral committee is composed of at least four faculty, including the GSR, of which two must be Graduate Faculty within the Department of Geography. The doctoral Supervisory Committee is typically established in the quarter of the Departmental Preliminary Examination, or shortly thereafter. Typically, towards the end of the second year of post-Master’s work the General Examination is scheduled. The exact timing of the General Examination is worked out between the student and his or her Supervisory Committee. The student prepares a statement describing their areas or fields of expertise that they want examined, and the faculty on the Committee are asked to write draft questions. The

committee chair typically edits these draft questions into the questions used in the examination. The student usually has several days to a week to write answers to the questions, and they are then distributed to the Supervisory Committee. The General Examination occurs at a time agreed to by the members of the Supervisory Committee, and a warrant is issued by the Graduate School for use at this examination. Students either (1) pass this examination and are admitted to Candidacy for the doctoral degree, (2) are recommended to be re-examined at a later date in specific areas, or (3) are recommended to not continue in the doctoral program. If option (2) is selected, after a period of study the student again undertakes written responses in the areas of re-examination, and either passes the examination and is admitted to candidacy, or is recommended for termination in the doctoral program.

Once a student is admitted to Candidacy, they prepare a dissertation proposal. The Supervisory Committee meets to discuss and approve this proposal. In many cases the initial proposal is modified as a result of discussions with the Supervisory Committee, and there may be several meetings before the dissertation proposal is agreed upon by the Supervisory Committee. The student then engages in their dissertation research, which varies in length of time. Nominally, Graduate School requirements call for 3 quarters of work on the dissertation, and some students complete it in this time. However, in many cases field research is required, and this can extend the length of time required to prepare a draft dissertation. When a draft dissertation has been completed a Reading Committee (three committee members) is appointed to read the dissertation, provide comments on it, and recommend revisions. When the Reading Committee is satisfied with the dissertation draft, a Final Examination is scheduled. A warrant is issued by the Graduate School for this examination. All members of the Supervisory Committee are provided with copies of the dissertation. The student typically makes a public presentation of their dissertation, with other graduate students and faculty invited to attend this presentation. After this public presentation, the Supervisory Committee and the student meet to engage in an oral discussion of the dissertation. The result of this examination is to (1) pass the student and recommend that their doctoral degree be awarded, or (2) to request changes in the dissertation. If the second option is selected, after the student addresses the concerns of the Supervisory Committee, then the student is recommended to file their dissertation with the Graduate School and to have their doctoral degree awarded.

These requirements largely mirror Graduate School degree requirements, and we have no reason to wish to change them. Our students understand these degree requirements, and our hands-on approach to advising helps them to navigate these pathways to the masters and doctoral degree. The GPC and Assistant to the Chair play an important role in helping interpret these program requirements for students and individual faculty. This narrative has described the typical pathway. However, it should be noted the Supervisory Committees have considerable power to articulate alternatives to the pathways described here that satisfy Graduate School degree requirements.

G2b Graduation and placement, time to degree, completion rates, employment opportunities We have not systematically conveyed information to our students about graduation and placement records, average time to degree, degree completion rates, and

employment patterns of graduates 2 to 5 years after graduation. We do receive annually data on the time to degree from the Graduate School, but we do not have data on our placement record, nor employment patterns of our MA graduates 2 to 5 years after degree. See Appendix E for placement data on our Ph.D. graduates for the last three years.

G2c Mentoring We do not have a written mentoring advising plan. The closest to this are statements on our website about degree program requirements. We do have our annual review of graduate student progress, in our relatively small program. The faculty advising students can and do tell their advisees how the faculty have evaluated their performance. One of the results of this annual review is identification of students who have failed to make adequate progress, and the Graduate Program Coordinator is instructed to inform these students of their lack of progress, and its implications for their continuance in the graduate program. The Graduate Program Coordinator monitors each quarter academic progress of our graduate students, and those who fail to make adequate progress are informed of this by the Graduate Program Coordinator, and in cases agreed upon by the faculty, the Graduate School is asked to warn or place on probation students who have had repeated quarters with a lack of progress. It should be noted that these procedures are used for a very small fraction of our graduate students.

G2d Professional development plan We do not currently have a written professional development plan. We use individual meetings between students and their faculty mentors (chairs) and/or Supervisory Committee to communicate these matters. Our program and discipline is small, and we can accomplish these goals through an informal and decentralized process. The most common conference that our students attend is the AAG meeting, usually held in March or April. Students are given assistance with preparation of presentations to these meetings (today typically Powerpoint presentations), and they network before the meetings to make presentations of drafts of their papers.

G3a Inclusion in governance Graduate students are involved in various aspects of departmental governance. They play an important role in shaping the schedule for our weekly Colloquium, and have a member who serves as a representative to faculty meetings. They have also been active in getting STF resources for graduate student use, and have helped each year with the orientation of new students. The graduate students are organized in the Geography Graduate Students Association (GGSA) have officers for this association, and have roles and responsibilities identified to help with activities such as post-Colloquium food, representation on faculty search committees, etc. They commented on the draft of this self-study, and we have incorporated their suggestions into the document. We try to involve our graduate students to the maximum possible degree in departmental affairs, as allowed under the faculty and student code. In the coming years, we anticipate continued expansions of the inclusion of our graduate students in departmental governance, to the extent allowed by University regulations. This includes expanded roles with graduate student recruitment, acquisition of IT equipment, faculty hiring, and other aspects of strategic planning undertaken by the department.

G3b. Grievances We do have a specific grievance procedure in place; it is posted on the departmental website. We have not had cases where grievances have been lodged in the past three years.

G4. Graduate Student Appointments

G4a. Graduate student appointment process This is a complex process, and we should describe several phases of it. The first phase is with regard to students in residence, the second phase is with regard to new applicants, and the third phase relates to how we simultaneously consider both groups of students.

Students in residence The graduate student appointment process needs to be viewed in an annual context, as well as from a short-run perspective. As described above, in section G2c all graduate students in residence are reviewed by the faculty each spring. The result of this review is creation of a ranked list of students. A copy of the evaluation form used in 2007 is included as Appendix J. Students who were made initial recruitment offers and who have remaining quarters or years on their recruitment offers are sent letters of reappointment shortly after this review. We also make some offers at this juncture to other students, based on our supply of graduate student appointments, the position of individual students in the ranked list, and curricular needs. These appointments are made in the context of offers also made to new students. This review typically takes place in March or April, and we usually cannot send letters regarding support for the coming academic year until late April or early May, as we need to know the results of our recruitment efforts for new students. The decisions of new students are typically not made until April 15. As soon as we can do so, we write all students in residence (or on leave) who have applied for support, indicating the status of their request for support.

New students We make offers to new students typically in late February, and ask them to make their decision with regard to support by April 15. Many do let us know well before April 15 as to their decision. We have a ranked list (from the Graduate Admissions Committee) that we use to make offers to new students, constrained by factors such as students eligible for particular types of support (such as GO-MAP).

Merger of lists of current and new students As soon as possible we merge the ranked list of new students with the ranked list of students in residence. We typically know which new students that we have admitted (and have not funded) are planning to enroll in June. The Graduate Admissions Committee assists in merging the slate of new students into the ranked list with our students in residence. This merged list is used by the Chair and the Executive Committee to make additional graduate student appointments as positions become available. There are changes in the roster of graduate student appointments on almost a weekly basis. There are many reasons for these changes in appointments, such as temporary TA positions from the College, new RA positions from faculty grants or contracts, new fellowships obtained by our students, decisions by students to go on leave, and occasional decisions by students to leave the program.

G4b. Average duration of appointments Students in the Master's Program receiving initial offers are given a two year offer of support. Students in the Post-Master's program receiving initial offers are given a three-year offer of support. Students who are not made an initial offer, but who obtain graduate student support, are also held to these norms. The average duration of appointments is actually probably longer than these targets, but we lack longitudinal data that would allow calculation of actual levels of total support.

G4c. Mix of funding types The majority of departmental graduate students support lines are for teaching assistantships, typically about 17 to 20 positions per quarter. We typically have two or three lines for independent teaching of classes, and several students on fellowships such as GO-MAP, Top Scholar, FLAS, or Fulbright. Depending on funding to faculty for research, we may also have half a dozen or more research assistant lines. We receive one advising position from the College, and a line for a lead TA. We also seek support for our students outside the department, and it is not uncommon for our students to obtain TA or RA positions in other units. We can count on one such position at CSSCR, and often obtain support from the IWC and CSDE for our students. In a typical quarter, we probably have half of our students who are on a graduate student appointment as TA's, and the balance in a mix of RA, fellowship, independent instructional, and other types of support positions.

G4d. Salary basis The department uses rates negotiated in the collective bargaining agreement for Academic Student Employees. The lowest level goes to MA students, the mid-range to those admitted to the post-MA program, and the highest range to those who have passed their General Examination for the doctoral program.

G4e Supervision of graduate student appointments Faculty supervise graduate students holding teaching appointments. Those who are TA's are asked to fill out a form describing the type of use of their time. We also assign faculty to supervise students engaged in independent teaching. Graduate students on research positions are supervised by the faculty member with whom they are engaged in research.

G4f Training for specific roles As described above, we run a TA training session each fall quarter before classes, and we also have a seminar in TA training each autumn quarter. However, TA's also work closely with the instructors of the classes in which they are TA'ing to make sure that they are ready to meet their students in discussion sections or laboratories in an effective manner. RA's are typically selected by the faculty because of particular expertise or skills that they have that is relevant to a particular research project. TA's asked to teach independent sections are selected given their background and possession of skills appropriate to teach independently.

III. Summary: Present Condition and Future Goals and Needs

A. Present condition

This self-study finds the department in excellent condition. We are productive in the areas that count: teaching, research, and service. Faculty are deeply committed to creating strong links between their research and their teaching at all levels, and there is a growing interdependence between them. These interlinkages are evident across the curriculum, and are exemplified in innovations such as the newly reconfigured GIS track, where faculty members Nyerges and Elwood tie in their respective NSF research projects to exciting new community engagement projects for students in areas such as transportation, housing, and community mapping. These kinds of synergies promise to continue, with a recent MacArthur proposal by Elwood and Mitchell which involves both undergraduates and graduates with K-12 community projects in underprivileged areas of the city.

The enthusiasm and effectiveness with which the department makes these types of synergies is reflected in the ongoing strength of our teaching programs. Our level of graduate student production has remained constant over the last decade, a reflection both of our efforts at maintaining graduate student target enrollment and the desirability of a degree from our department. Undergraduate majors have increased overall, with some fluctuations in numbers over the recent years. In addition, we are serving very large numbers of non-majors in our lower-division undergraduate classes, as well as a growing cohort of non-majors in our upper-division undergraduate classes. Several geography faculty also mentor undergraduate students outside of the geography program, e.g. on qualifying or honors papers for the International Studies Major.

Measures of program effectiveness are also positive. Our cost per SCH is low, and our teaching load is relatively high per FTE. Grant and contract income has risen markedly over the last decade, reflecting our continued strength in research, and the quality of our recent faculty hires.

B. Future goals and needs

The present condition of the department is strong and our forward trajectory is excellent. This positive outlook could be greatly enhanced with further support from the College and the University. Indeed, we are now at a critical juncture, where even a small amount of outside support could launch us into the position of the premier human geography department in North America. Where might this valuable assistance go?

B1 Undergraduate program

First, we would like to address the undergraduate program, where there are a number of opportunities for future improvement that became clear with the G-LOOP and SOUL projects, including the compilation of a handbook for majors which will include annotated examples of student work; the creation of a series of online learning modules which could include glossaries of keywords in the discipline, and annual faculty reviews of student learning portfolios. Modest grants from the Arts & Sciences Learning In the Majors initiative to fund such projects would go a long way toward helping us maintain

and further develop our culture of assessment, which is often cited as a “best practice” among accountability efforts across campus.

The numbers of majors in the program remain strong and will be augmented with the implementation of new strategies we are currently devising. In addition to the recent creation of our large introductory course, Geography 123, which is integrated with the FIG program and draws 500 plus students per year (thereby helping with recruitment into the major and minor), we are also in the process of reorganizing our first and second year classes. These include an increase in popular 200-level classes, especially Geog 280 (Introduction to the Geography of Health and Health care), Geog 271 (The Geography of Food and Eating), and the pending introduction of another class on youth in a changing world by a recent departmental hire, Dr. Craig Jeffrey, who has already proven himself as a superb teacher by being nominated for a distinguished teaching award after just one year on campus. In addition to being a strong draw for new majors, our teaching on these important cross-disciplinary themes is also providing a huge service for the university through their analytical training of vast numbers of non-majors. Additional aid in the form of consistent TA positions for these popular and acclaimed courses, would benefit the department and the university immensely.

In this effort we have begun curricular innovations in our undergraduate program, such as the introduction of exposure to GIS in lower division courses. We are also positioning ourselves in relation to other new programs that are currently being developed at the UW, such as Global Health, a possible College of the Environment, and study abroad programs.

Many of these programs have the potential to attract underrepresented minority students and those with lower economic means, two student constituencies we would like to do a better job of attracting to our major. Through proposed community involvement and outreach programs, the development of new curricular areas with demonstrable applications to “real world” issues and commitments to giving students useful analytical tools (GIS, statistical analysis, etc.), we intend to work with various campus organizations and communities to make geography a more visible and viable major to these underrepresented groups. We find that often students are unaware of geography or of these initiatives, or feel anxious about potential costs associated with them (particularly study abroad programs). As we continue our efforts to link up with these programs, support from the College in helping us to recruit and aid minority students in their quest to join these initiatives would be invaluable.

B2 Graduate program

We are now in the early stages of reworking our graduate program, especially with respect to the transition from 400 to 500 level courses. Historically, the vast majority of our graduate courses have been taught as research seminars, usually numbering between 5 and 15 students. However, in the past we also allowed graduate students to obtain credit for certain 400 level classes that were not always designed as research seminars, but which provided necessary information that was useful to both graduates and undergraduates. We are now poised to require all graduate student credit to be obtained

from 500 level classes only. This is requiring some shifting of departmental resources and time, but is a process that will be completed within the next two years.

Our department is one of the top graduate programs in North America. Each year we are besieged by prospective students, including the very best in the country and the world. Unfortunately, many, indeed most, of our top picks do not ultimately attend the University of Washington because they find far better financial support elsewhere. This is not an unusual story for the university as a whole, yet we feel that we are in a particularly poor position because of the combination of our paucity of resources juxtaposed with an especially vibrant, enthusiastic and committed faculty. We have taken a number of steps on our own to improve our prospects for attracting the brightest and best. These include reducing the numbers of students admitted and “packaging” what few resources we have into longer term offers. We are also now meeting regularly to figure out how we can team up with the Graduate School to provide packages that might be of greater interest to minority and Top Scholar candidates. Finally, we are working hard (and with some recent successes) on the development front to attract private funding for our students. This said, we would like to restate that ***our single most pressing need in the department is additional graduate student funding***. We are willing to work closely with the College, the development staff, and the University to make this happen.

B3 Faculty

While we currently have an outstanding faculty, we are down four FTE from our long-term norm, and we can anticipate flux in our faculty over the next decade. Thanks to the College and to our colleagues, we have managed to retain the many faculty who have had competitive offers over the past decade. Owing to the high profile of many of our faculty we anticipate that there will be other offers of this kind, in addition to retirements over the next several years. We ask for the support of the College and the University to fend off these ongoing offers and to help us continue to remain a vital unit in the College of Arts and Sciences, and a leader in the profession globally. In addition, we will need to move forward in a positive manner after the retirements of those faculty now approaching retirement age.

We have many opportunities for faculty renewal in the next decade and we look forward to the possibility of hiring specialists in new areas of economic geography (such as global transportation, global labor market and global poverty research), environmental analysis, nature-society studies, and the geographic study (including geovisualization) of global health disparities. Where some of these research specializations overlap – especially where environmental, health and economic geography overlap – we also see exciting interdisciplinary opportunities to contribute to some of the key campus-wide initiatives being prioritized by UW’s President and Provost. These include the newly established Global Health Department, the proposed College of the Environment, and the integration of the research and teaching missions of the Office of Global Affairs. With the right hires in the upcoming years, geography will be able to play a central research and teaching role in all these important interdisciplinary areas.

B4 Development

We have an engaged and productive faculty, a strong graduate and undergraduate student body, and a committed staff. We would like to support the activities of all of these groups, but state funding is limited. Clearly we must upgrade our development efforts, as described in earlier parts of this section. How can we do this?

Many parts of this self-study emphasize the need for more funding in order to make the kinds of changes and improvements we envision. We may be able to reorganize front office positions and/or re-deploy our classified and professional staff to help to a greater degree with these goals. However, in the long term we will need to have a part-time staff position dedicated to these efforts. We ask the College or the University to provide us with some resources to leverage this area for the next several years. We realize that baseline state resources are not there to provide this kind of investment in our program. Nevertheless, a relatively small investment could reap huge benefits to the department.

C. Anticipated results

We look forward to partnering with the College to achieve the objectives we have outlined in our report. For more than fifty years we have been a vital and creative unit on campus, with funded and innovative research, vibrant teaching, and a strong legacy of service both inside and outside the university. This partnership should, and will continue, as we seek to augment our already strong role at the university, in the region and within the profession in the coming decade.

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Appendix A. Graduate Student Statistical Summary

Graduate Student Statistical Summary * The Graduate School * University of Washington

Printed: 21-Nov-06

Geography

C	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Autumn Quarter Enrollment										
Enrollment History										
Total	62	64	68	62	62	63	76	67	72	60
Full-Time	54	54	60	52	51	51	67	57	63	53
Part-Time	8	10	8	10	11	12	9	10	9	7
Male	31	29	29	25	28	31	37	34	36	34
Female	31	35	39	37	34	32	39	33	36	26
Ethnic Minority	6	8	10	7	6	6	5	4	6	7
International	13	11	13	14	15	14	13	11	11	11
Wash. Resident	31	30	29	33	34	32	43	38	41	33
Non-Resident	31	34	39	29	28	31	33	29	31	27
New Student Enrollment	14	13	20	5	17	18	18	9	19	6
Continuing	46	49	46	55	43	45	58	58	53	54
Annual Applications (Sum-Spr qtrs)	123	114	122	113	97	121	140	130	149	
Autumn Quarter	120	110	120	112	95	121	139	130	145	144
Autumn Quarter Denials	77	65	82	73	34	93	100	95	110	121
Autumn Quarter Offers	41	33	38	19	31	26	33	30	34	18
Autumn Quarter Percentages										
% Denied (of Applications)	64.2%	59.1%	68.3%	65.2%	35.8%	76.9%	71.9%	73.1%	75.9%	84.0%
% Offers (of Applications)	34.2%	30.0%	31.7%	17.0%	32.6%	21.5%	23.7%	23.1%	23.4%	12.5%
% New Enrollees (of Apps)	11.7%	11.8%	16.7%	4.5%	17.9%	14.9%	12.9%	6.9%	13.1%	4.2%
% New Enrollees (of Offers)	34.1%	39.4%	52.6%	26.3%	54.8%	69.2%	54.5%	30.0%	55.9%	33.3%
Autumn Minority Admissions										
Application	7	8	8	6	3	6	14	16	13	8
Denials	4	3	3	4	1	4	10	10	8	5
Offers	3	4	5	1	1	1	4	5	5	3
Autumn International Admissions										
Application	24	31	38	39	35	47	34	25	25	36
Denials	17	23	31	22	8	45	26	18	19	30
Offers	7	0	7	3	7	1	4	4	5	3
Applicant Average GPA										
Denied	3.42	3.41	3.35	3.46	3.38	3.54	3.52	3.62	3.61	3.68
Accepted But Not Enrolled	3.68	3.79	3.68	3.69	3.68	3.70	3.77	3.76	3.70	3.76
Accepted and Enrolled	3.54	3.70	3.66	3.64	3.63	3.63	3.71	3.69	3.65	3.83
Applicant Average GRE										
Denied										
Verbal Score	545	553	547	539	513	538	558	564	552	552
Quantitative Score	590	635	624	608	592	628	646	648	651	656
Analytical Score	603	599	610	621	611	603	617	653	662	
Accepted But Not Enrolled										
Verbal Score	632	634	633	621	600	602	607	620	614	611
Quantitative Score	664	683	648	679	628	657	639	666	655	668
Analytical Score	674	686	649	696	671	646	675	717	705	663
Accepted and Enrolled										
Verbal Score	584	625	604	596	605	609	590	601	621	579
Quantitative Score	609	637	658	696	611	669	628	639	641	701
Analytical Score	626	658	621	684	658	644	699	770	733	675
Annual Degrees (Sum-Spr qtrs)										
Masters:										
	3	10	9	3	4	10	5	13	6	
Doctoral:										
	4	4	3	4	8	4	9	7	6	
Ph.D. Candidates:										
	6	9	10	9	5	5	7	10	7	
Autumn Quarter Financial Support										
Teaching	28	32	32	35	26	28	29	28	30	37
Research Assistants	13	12	16	13	15	12	20	12	13	13
Fellowship	7	8	7	6	6	14	11	14	9	5
Traineeships	0	0	0	0	0	0	0	0	0	0

Appendix B. Academic Unit Profile

Support for this aspect of self-studies appears to have disappeared from the Office of Institutional Support. We have developed these graphs from data on the College of Arts and Sciences website. In no cases could we obtain data for the 2006-2007 academic year. In many cases we were able to develop data for 2005-2006, but some series were only available through 2004-2005.

Staff and Budget

Geography faculty resources trended upward after our last program review in 1996, reaching a peak in FY 2002-2003. Since then our faculty resource level has fallen by about four FTE, as documented below in Figure 1 (the actual decline depends upon which data are used from the College; other series show this to be a decline of about three FTE). This decline in faculty resources is reflected in our undergraduate enrollments, but not in our graduate student productivity.

Figure B-1 Staff Levels - FTE

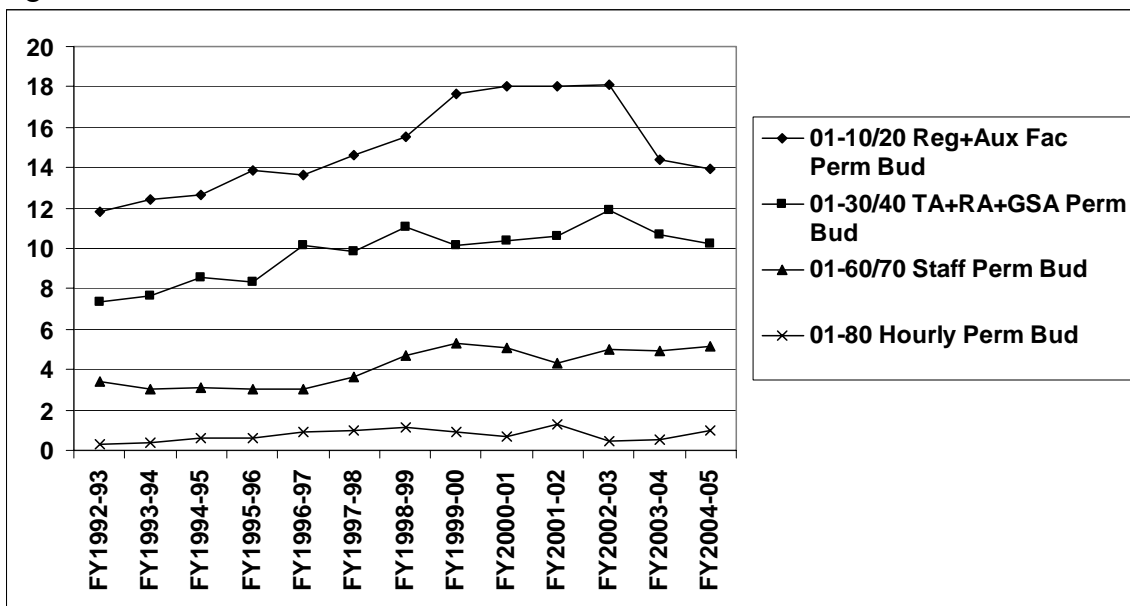
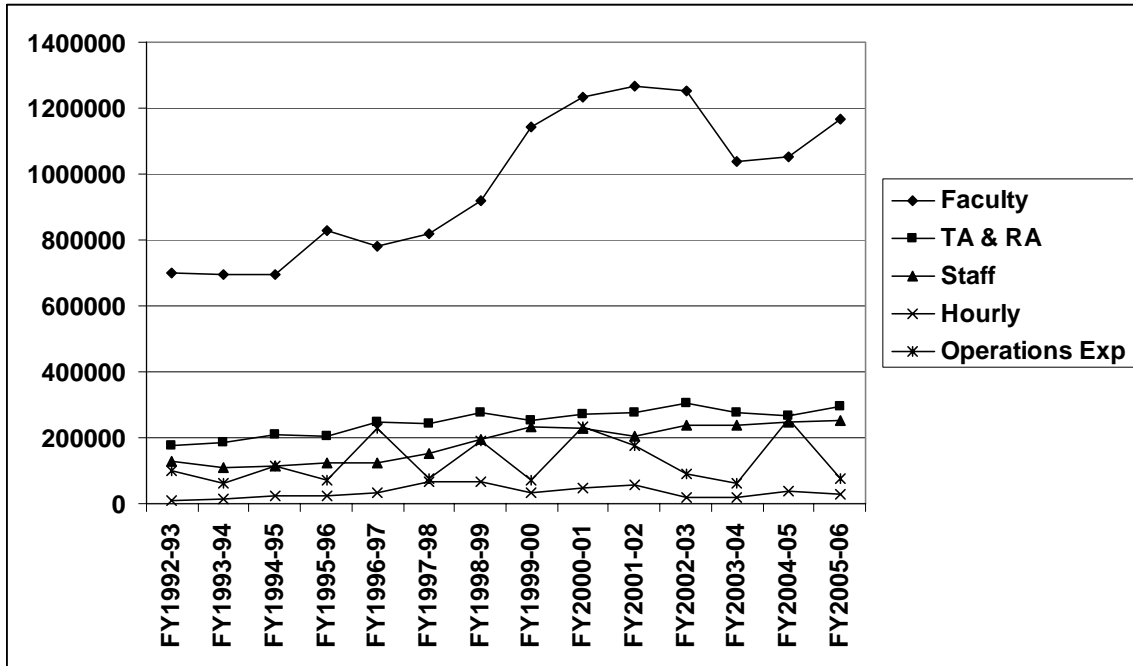


Figure B-2 reports budget levels for faculty, teaching and research assistants, staff, and hourly employees. This figure reports these data in constant \$2005, and it is clear that faculty salaries in real terms have risen over the time period reported in this figure. However, these salary data should be interpreted with caution, as there has been considerable turnover of faculty, with variations in rank between those leaving the department those entering it, and in rank of those hired. Graduate student and staff salaries also show some improvement over time, but there does not appear to be any trend to the real level of operating expenses.

Figure B-2 Budgets in Constant \$2005



Student Enrollment

Figure B-3 documents student enrollment for the department over the last decade. This figure is a bit complex, depicting on the left hand scale undergraduate student credit hours (SCH) and on the right hand scale graduate level SCH. As discussed above we made a major decision to change the mix of our lower division offerings, and these have not dramatically changed the aggregate SCH in these classes (see also Figure 1, p 28). Enrollment in our upper division undergraduate courses shows a gradual upward drift over the last decade, and as shown below we appear to be serving more non-majors in our upper-division courses. Graduate level registrations also appear to have moved upward over the last decade, although our number of graduate student majors has not increased over this time period.

Figure B-3 Enrollment Trends

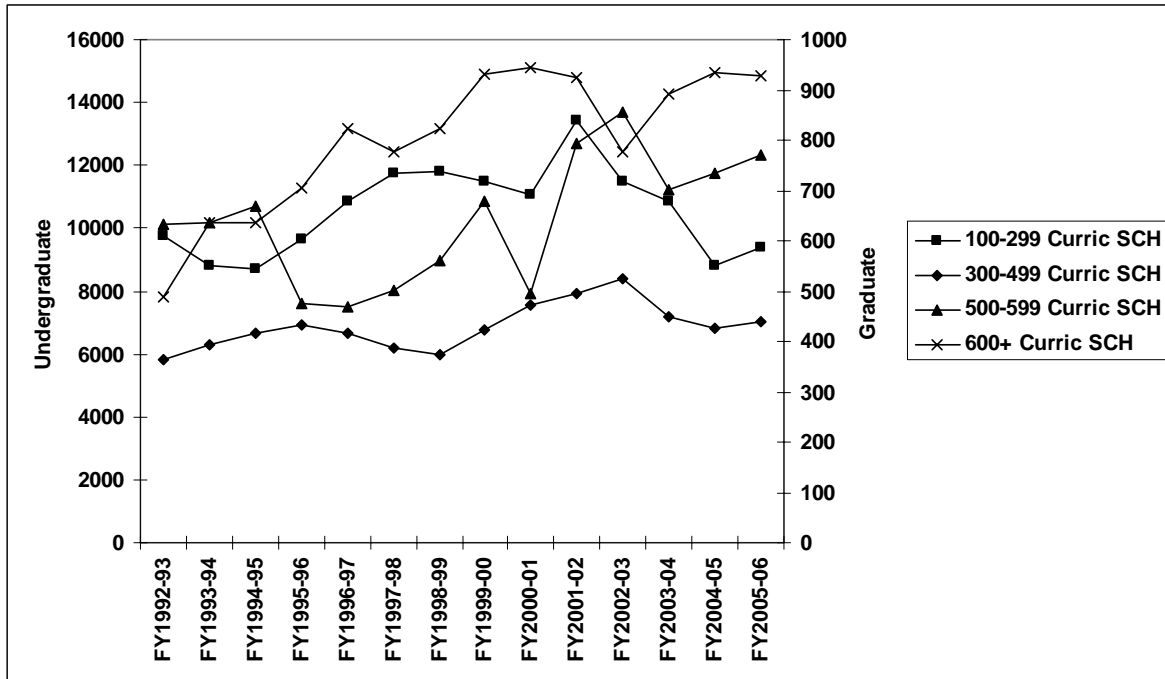
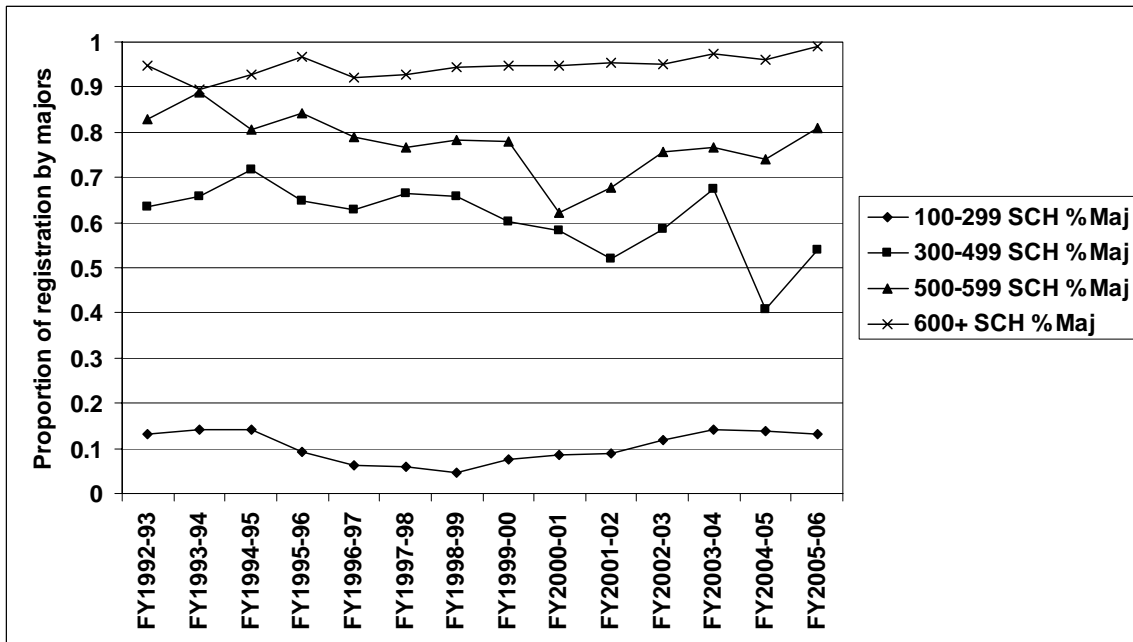


Figure B-4 shows the sources of students in our classes. Most lower division students are from outside the department. At the advanced graduate level they are almost all from within the department. Over the course of the last decade, the share of students in upper division undergraduate and 500-level graduate student classes have come to a greater extent from outside the department. These data show that the department has served non-majors to a greater extent in these upper-division and graduate classes.

Figure B-4 Composition of Majors in Classes



Our major numbers have not changed dramatically over the past decade. Our target enrollment from the Graduate School has remained at about 60 students, and we are near that, as depicted in Figure B-5. Our undergraduate major numbers have hovered around 200 over the past decade, with a slight downward trend in the last several years. As Figure B-1 shows our faculty size has also trended downward in this time period, and enrollments in undergraduate classes are likely tightly correlated to the number of faculty course offerings (that are in turn tightly correlated with faculty size).

Figure B-5 Major Numbers

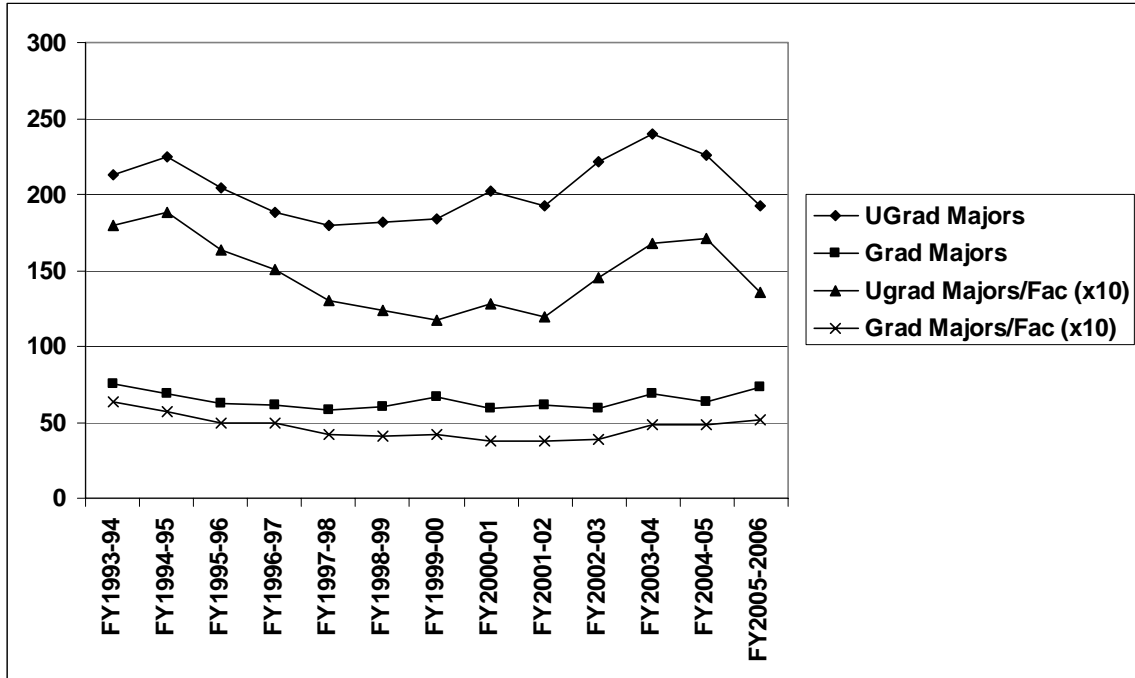


Figure B-6 documents the number of annual graduates. The number of undergraduates obtaining their BA's tracks closely Figure B-5. The number of graduate students obtaining degrees fluctuates considerably from year to year, but averages out to a number similar to our average annual admissions, as we have a low drop-out rate for our graduate students. We average about six MA's and about six Ph.D's per annum.

Figure B-6 Annual Graduates

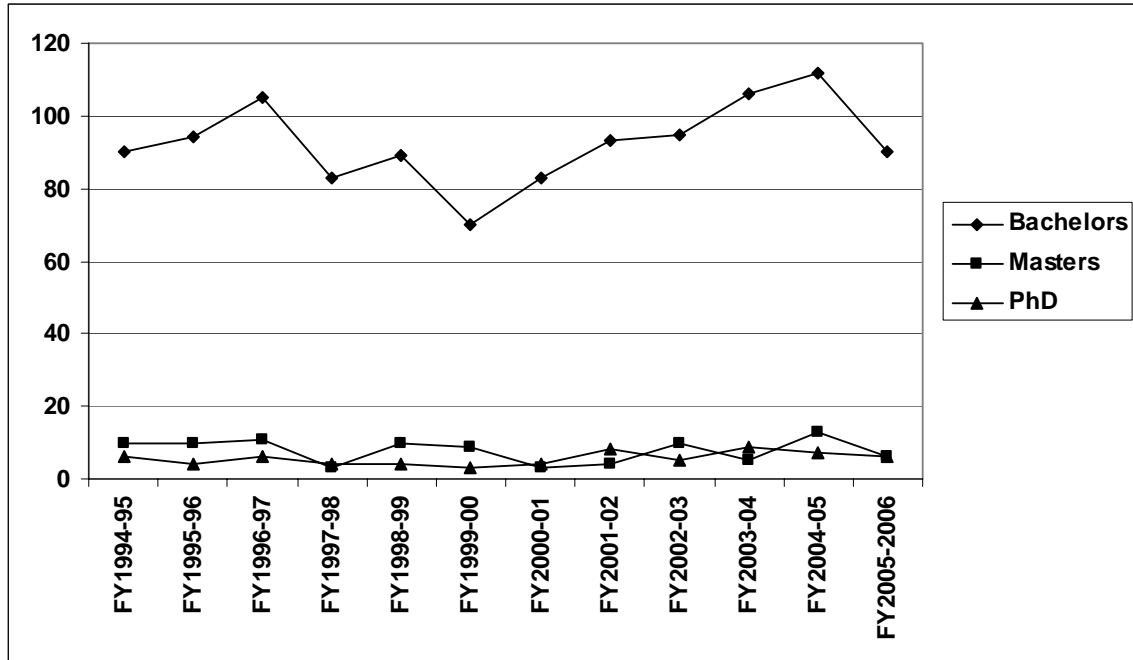
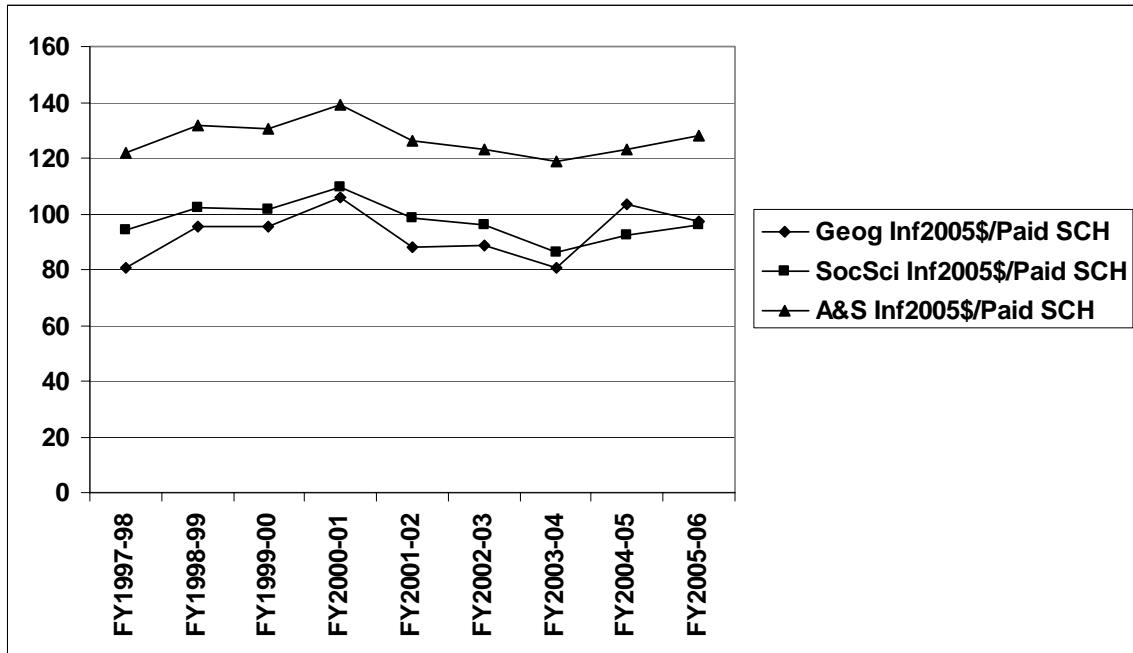


Figure B-7 documents the cost effectiveness of geography compared to other programs in Social Sciences and the College of Arts and Sciences. This figure shows that our cost per student credit hour (SCH) is well below the College average, and has trended below the Social Sciences average for the last decade.

Figure B-7 Cost of Dept. Performance relative to other units



Another measure of performance for our program is the concept of entitlement. This is a measure of our theoretical level of staffing compared to our actual level of staffing. This measure was computed as follows (Data were not available for 2005-2006). The measure is the ratio of our theoretical staff size divided by our actual staff size. Staff are measured as faculty and graduate students (teaching assistants), and their actual value is calculated in FTE terms. Theoretical staff levels are calculated by using ratios of FTE related to registration in classes at different levels. One FTE is assumed for every 300 SCH in 100 and 200 level classes, for every 160 SCH in 300 and 400 level classes, every 70 SCH in 500 level classes, and for every 50 SCH in 600+ classes. The lower the ratio of actual to theoretical staff size, the higher the pressure on the actual level of staffing to provide instruction and education to undergraduate and graduate students.

Figure B-8 indicates that our entitlement ratio has tracked very similar to the social sciences in recent years. Data were not available for the arts or humanities. However, it is clear that the social sciences and geography have lower entitlement ratios than the natural sciences.

Figure B-8 Entitlement Ratio

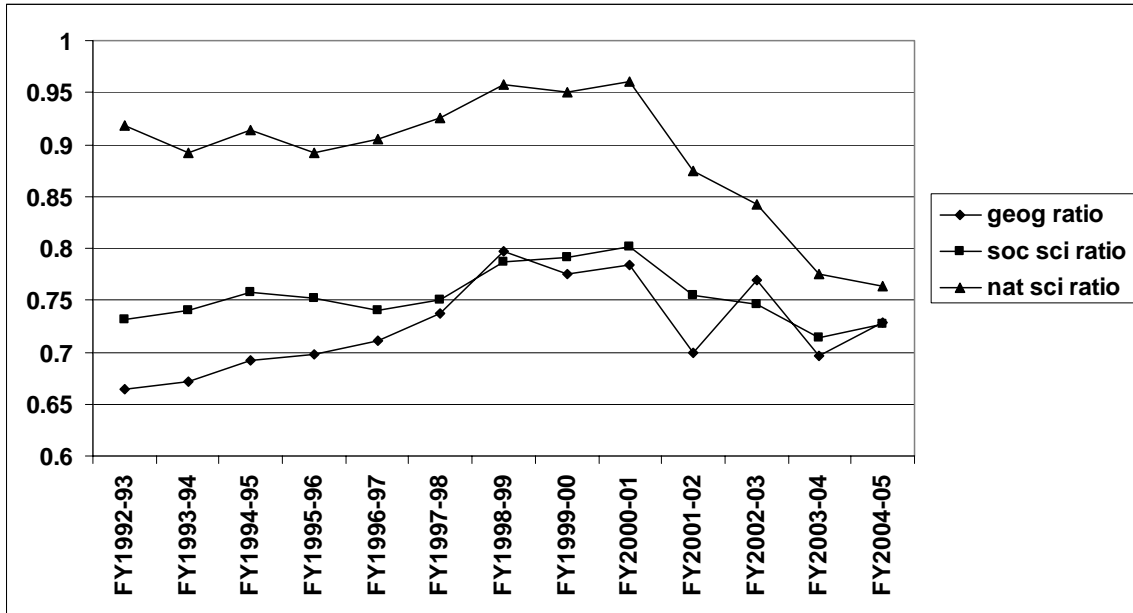
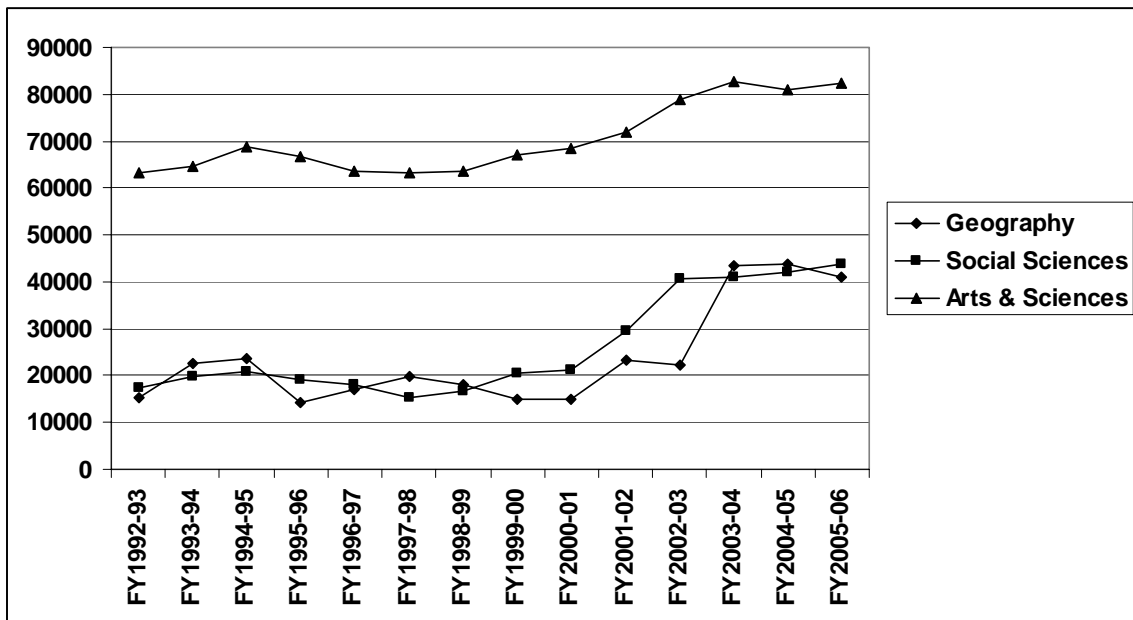


Figure B-9 reports grant and contract income for the department per permanent faculty FTE, as well as for the social sciences and the entire College of Arts and Sciences. Geography shows a trend that closely tracks average income to social science departments. The absolute level of annual grant and contract activity in the department has risen over the FY 1992-93 to FY2005-06 time period, from \$179,000 to \$573,000 (in constant \$2005).

Figure B-9 Grant and Contract Income Per Faculty FTE (\$2005)



Appendix C. List of special pathways, options, certificates within degree

We have no special pathways, options, or certificates within our degree programs. However, often our students participate in programs of this type, including some of our undergraduate students.

Appendix D. List of faculty by rank, list of dissertation committees in Geography chaired in the past five years (This list excludes committees chaired by Geography Faculty of students whose home is in other academic units).

Professor by Name	Student Name	Start Date	End Date	Comments
Full Professors:				
Brown 5	Donovan, Courtney	5/24/04		
Brown	Falit-Baiamonte	1/17/01		Left program
Brown	Fort, Sarah	11/15/2000		Left program
Brown	Sothorn, Matt	10/30/02	6/9/06	
Brown	Veninga	11/27/00	6/10/05	
Beyers 4	Wenzl, Andy	5/26/05		
Beyers	Garneau, Jeff	2/24/98	3/17/00	
Beyers	Ferguson	2/17/98	1/19/99	
Beyers	Fossum	2/6/95	8/17/01	
Chan 8	Weng, Guilan	8/30/07		
Chan	Buckingham, Will	5/9/07		
Chan	Wang, Man	4/19/05		(Co Chair)
Chan	Cerny, Astrid	3/12/04		
Chan	Leung, Angela	10/07/03		
Chan	Magee, Darrin	2/11/04	8/18/06	
Chan	Wang, Enru	3/23/01	8/19/05	
Chan	Boland, Alana	12/12/97	12/2001	
Ellis, Mark 4	Wang, Man	4/19/05		(Co Chair)
Ellis, Mark	Fowler, Chris	9/20/04	Su07	
Ellis, Mark	Goodwin-White, Jaime	11/18/02	8/19/05	
Ellis, Mark	Reitman, Meredith	1/9/01	6/11/04	
Harrington, JW 5	Andreoli, Derik	9/6/07		
Harrington, JW	Kim, Nan-Joo	10/22/01		Left
Harrington, JW	Velluzzi, Nick	2/4/99	Su07	
Harrington, JW	Kim, Hyung-Joo	4/27/01	12/17/04	
Harrington, JW	Ferguson, Deron	1/19/99	3/18/05	
Lawson, Vicky 8	Corva, Dominic	5/25/05		
Lawson, Vicky	Bonds, Anne	3/15/05		
Lawson, Vicky	Hickey, Maureen	10/30/02		
Lawson, Vicky	Hossain, Seema	6/4/02		Left
Lawson, Vicky	Wright, Sarah	3/30/01	8/20/04	
Lawson, Vicky	Newstead, Clare	2/23/99	3/19/04	
Lawson, Vicky	Freeman, Amy	12/14/98	12/17/04	
Lawson, Vicky	Van Eyck, Kim	6/4/98	6/14/02	

Mayer, Jon 9	Pearson, Amber	2/8/07		
Mayer, Jon	Paige, Sarah	9/01/05		
Mayer, Jon	Aggarwal, Sunil	5/23/06		
Mayer, Jon	Moore, Katrina*	10/6/06		Public Health
Mayer, Jon	Perry, Lester	3/8/00		Left program
Mayer, Jon	Johnson, Karin	11/3/00	6/13/03	
Mayer, Jon	Paschane, David	10/17/00	12/10/03	
Mayer, Jon	Agot, Kawango	3/11/98	10/24/00	
Mayer, Jon	Fordyce, Meredith	3/15/93	12/16/05	
Mitchell, Katharyne 4	Ellis, Rowan	1/5/07		
Mitchell, Katharyne	Atia, Mona	2/8/05		
Mitchell, Katharyne	Gokariksel, Pervin	4/26/99	12/10/03	
Mitchell, Katharyne	Hammer, David	4/26/99	12/16/05	
Nyerges, Tim 10	Wilson, Matt	11/16/06		
Nyerges, Tim	Ramsey, Kevin	9/26/06		
Nyerges, Tim	Wu, Jie	7/3/06		
Nyerges, Tim	Zhou, Guirong	10/30/03		
Nyerges, Tim	Martin, Gene	3/7/01		
Nyerges, Tim	Miles, Scott	6/6/00	3/19/04	
Nyerges, Tim	Drew, Christina	11/18/98	6/14/02	
Nyerges, Tim	Hedley, Nick	10/27/98	6/13/03	
Nyerges, Tim	Peet, James	2/6/98	8/22/03	
Nyerges, Tim	Hendrickson, Charles	2/1/96	8/23/02	
Sparke, Matt 6	Ruddy, Lydia	4/14/06		
Sparke, Matt	Young, Steven	2/2/06		
Sparke, Matt	Corva, Dominic	5/25/05		
Sparke, Matt	Sparks, Tony	3/15/05		
Sparke, Matt	Edwards, Thomas	12/28/04		
Sparke, Matt	Heyman, Richard	2/16/99	12/17/04	
ZumBrunnen, Craig 6	Duncan, Robert (Ian)	1/17/06		
ZumBrunnen, Craig	Garrett, Steven	6/9/05		
ZumBrunnen, Craig	Newell, Josh	8/24/04		
ZumBrunnen, Craig	Simon, Greg	5/4/04	Su07	
ZumBrunnen, Craig	Graybill, Jessica	11/21/03	8/18/06	
ZumBrunnen, Craig	Trumbull, Nat	4/28/00	8/18/06	
Associate Professors:				
England, Kim 3	Starkweather, Sarah	10/20/04		
England, Kim	Fannin, Maria	10/29/02	8/18/06	
England, Kim	Restall, Shana			Left Program
Herbert, Steve 5	Carmalt, Jean	2/6/07		
Herbert, Steve	Babbit, Victoria	11/29/06		
Herbert, Steve	Erickson, Kris	1/24/05		
Herbert, Steve	Carr, John	1/5/05		
Herbert, Steve	Brown, Elizabeth	7/1/03	6/9/06	
Jarosz, Lucy 6	Faria, Caroline	1/10/06		

Jaros, Lucy	Ramanathan, Muthatha	2/24/03		On-leave
Jaros, Lucy	Yamamoto, Britt	3/20/02	W07	
Jaros, Lucy	Hannah, Joe	3/11/02	3/07	
Jaros, Lucy	Surgeoner, Joanna	2/18/00	3/19/04	
Jaros, Lucy	Agot, Kawango	10/24/00	8/17/01	
Jeffrey, Craig 3	McKinney, Kacy	9/20/07		
Jeffrey, Craig	Bartos, Ann E.	6/1/07		
Jeffrey, Craig	Simon, Greg	1/11/06	Su07	(Co-)
Withers, Suzanne 4	Bowditch, Elise	4/3/07		
Withers, Suzanne	Glick, Jonathan	4/26/05		
Withers, Suzanne	Reid, Carolina Katz	1/31/01	6/11/04	
Withers, Suzanne	Tempalski, Barbara	3/7/00	6/10/05	

Appendix E. Placement of graduates, last 3 years, including placements outside the academy.

Data are for Ph.D. students graduating in 2004, 2005, and 2006

NEWSTEAD, Clare. Lecturer, Human Geography, Nottingham Trent University (UK)

SURGEONER, Joanna Engaged in teacher training at Bristol University (UK)

MILES, Scott Assistant Professor, Western Washington University

KATZ-REID, Carolina Senior Community Affairs Specialist, Community and Housing Research, Federal Reserve Bank of San Francisco

REITMAN, Meredith Assistant Professor, University of Wisconsin-Milwaukee

WRIGHT, Sarah Lecturer, Development Studies, University of Newcastle (UK)

HEYMAN, Richard Lecturer, Rhetoric and Writing, University of Texas, Austin

FREEMAN, Amy Adjunct Appointment, Vassar College

KIM, Hyung-Joo (Julie) Korean Science and Technology Policy Institute, Seoul

FERGUSON, Deron Senior Forecast Analyst, Washington State Office of Financial Management, Olympia

TEMPALSKI, Barbara Project Director, Center for Drug Use & HIV Research, National Development & Research Institutes

VENINGA, Catherine Assistant Professor, Political Science, College of Charleston, SC

WANG, Enru Assistant Professor, Dept. of Geography, University of North Carolina

GOODWIN-WHITE, Jamie. Lecturer, Social Statistics, University of Southampton (UK)

HAMMER, BRIAN, Director, Shanghai Programs Alliance for Global Education, LLC (Partner Institutions: Fudan University and Shanghai University of Finance and Economics)

FORDYCE, Meredith Research Associate, Northwest Center for Health Workforce Studies, University of Washington

TRUMBELL, Nathaniel Assistant Professor of Geography, University of Connecticut/Avery Point

FANNIN, Maria Lecturer, Dept. of Geography, Bristol University (UK)

BROWN, Elizabeth Assistant Professor, Criminal Justice Studies, San Francisco State University

SOTHERN, Matt Lecturer, Geography, St. Andrews University (UK)

GRAYBILL, Jessica Assistant Professor, Geography, Colgate University

MAGEE, Darrin Assistant Professor, Environmental Studies, Hobart and William Smith Colleges, Geneva NY

SIMON, Greg. Post-Doc, Stanford University

Appendix F. Academic Unit Mission Statement

These statements appear on the departmental web site and approximate a unit mission statement. See the departmental website for additional statements, related to particular components of the departmental programs.

We are a department that strives to make the human in 'human geography' more meaningful. Intellectually we are interested in accounting for a very wide set of human relationships to space. But as well as enabling economically, socially and culturally inclusive forms of accountability to place with our work, we are also committed to fostering more humane ways of living and acting in the academy too. Amongst other things, this means promoting racial and sexual diversity, deliberating democratically, working cooperatively and sharing in each others' successes. The links from this page document these commitments by pointing to the many and varied human lives that make our human geographies possible.

Geography is more than place names! Geographers address some of the world's most urgent challenges, asking such questions as: Is the environment bad for your health? Who works where and how did they get their jobs? Who grows your food? How does globalization affect you? How do businesses make location decisions? How is identity linked to where people live and work? Can growth be managed? Is there a geography of inequality? Are maps political? What can we do about the traffic mess? Answers to such questions are complex and not "fixable" by one-dimensional solutions. Geography's contribution to these public issues and solutions is spatial analysis and accountability to place. We study the locations of things and people and the processes that brought them there. In all of our work we hold ourselves accountable to the things and the people in our community.

In geography classes you will learn how to conduct interviews, use statistical and demographic analysis, and interpret data in order to construct models, maps, and other tools for understanding. In addition to providing our students with the analytical tools and habits of mind to assess these problems, we also encourage our students to combine classroom study with internships, community service, apprenticeships, and independent research to develop an integrated learning experience. This learning experience not only provides students with critical and analytical skills, but also offers a sense of hope that these daunting problems can be solved and that individuals can make a difference.

Appendix H. HEC Board Summary

- a. *Name of unit authorized to offer degrees:* Geography
- b. *School or college:* Social Science Division, College of Arts and Sciences
- c. *Exact title of degrees offered:* Bachelor of Arts, Master of Arts, Doctor of Philosophy
- d. *Year of last review:* 1996

e. *Brief description of the field and its history at the University of Washington*
The Department of Geography was established in 1935, when the department was separated from a combined Department of Geography and Geology. The first MA degree was awarded in 1929, and the first Ph.D. degree was awarded in 1930. Since the department was established, 491 Master's degrees and 283 Ph.D. degrees have been awarded (through September 2007).

The graduate program in the department gained international prominence in the 1950's, when under the leadership of Chair Donald Hudson a series of key appointments were made of cutting edge faculty who pioneered theory and statistical methods in geography. The emphasis on human geography was solidified in this time period, and the department has for the last half-century continued to develop its international reputation as a leading source of scholarship in human geography. Important areas of specialization in the 1950's and 1960's were in economic and urban geography, transportation, area studies with a focus on Japan, China, and the Soviet Union, cartography, and natural resource management. The department developed close ties in this time period with the Jackson School, Civil Engineering and Urban Planning, as well as with economics, the business school, sociology, and political science.

Over the course of the last several decades the focus of the department has remained in human geography, but new faculty appointments have developed new areas of expertise. While cartography (and maps) remain important in geographic research and teaching, the development of geographical information systems (GIS) and computer technologies have dramatically changed how spatial information is displayed and analyzed. Departmental faculty have been appointed with expertise in GIS and spatial statistical techniques. Our faculty has also developed capabilities in critical approaches to development, as well as to questions of race, gender, and sexuality. Qualitative approaches to research have also been developed, along with political economy and political ecology approaches to teaching and research. Our regional focus has extended to Latin America, Africa, and South Asia, as well as Canada and Western Europe.

The department is called upon for service to the university and the larger community continuously. Faculty have been asked to provide consulting assistance to a wide range of governments, both on a contract basis and as experts participating in committees outside the university. Faculty are also regularly asked to participate in

national or international organizations as members of panels distributing research awards, as members of editorial boards, or as members of expert panels.

f. Documentation of continuing need for your program

The demand for people trained with a spatial perspective continues to grow, and Geography is the discipline that provides training in this area. For our undergraduate students in recent years, the most common job opportunities were associated with GIS skills. National assessments forecast continuing strong demand for people with GIS skills, not just at the bachelors level, but also for those with advanced degrees. Other areas of geographic training are also in demand, and will continue to grow in coming years. This includes people with foreign language skills (such as Chinese), quantitative and qualitative analytical skills, and critical approaches using economic, social, political, and historical methods. The ongoing development of information technologies is enhancing the power of spatial analysis, both within the public sector and in private industry. Geographers with training at the bachelors as well as the graduate level can be expected to play an increasingly important role in types of spatial analysis, not just using GIS, but also relying on other spatially-oriented types of analysis.

g. Assessment information relating to student learning outcomes and program effectiveness

The department has engaged in extensive analyses of student learning at the undergraduate level. It spent considerable time developing learning objectives for our courses, and then pioneered ways of measuring the degree to which these learning objectives were perceived by our students, and were embedded in the ways in which students approached work in their courses. We continue to develop these assessment tools, and are actively engaged in feedback processes whereby the results of these assessments of portfolios by faculty lead to changes in the way instruction is undertaken to improve the learning process. At the graduate level we judge our program effectiveness by measures such as the quality of programs that our doctoral graduates are hired into in tenure-track positions, or the quality of the non-academic positions that they obtain.

h. Student statistics – numbers of degrees awarded

	2004	2005	2006
Undergraduates	112	90	86
Masters	13	6	10
Doctorates	7	6	5

i. Plans to improve the effectiveness of the program

Our overall goals are discussed annually when we consider our request for hiring, that we transmit to the College. We use this program review to help us define our goals for the next decade, and we have in the past reviewed the goals stated in the program review approximately five years after the review, with the goal of developing a revised vision of our direction. We do not see a fundamental shift in our long-time focus on human geography in the next decade, but as we have faculty turnover, we will seek to make new appointments that continue our international reputation as a center for graduate

study, research, and undergraduate instruction. In this process we recognize that we cannot clone faculty who retire or leave the program, but will instead make strong arguments for continued investment in the development of this program. We will take advantage of new disciplinary developments, we will contribute to the development of new theories and paradigms, and we will work to participate actively in new programs being developed at the University. By having this commitment to excellence, we expect to maintain or enhance our reputation as a leading center for scholarship in geography.

In order for us to achieve our aspirations for the next decade, we will require support from the College and the University. This includes support in the number of faculty lines, as retirements or departures of existing faculty occur, as well as for infrastructure and the capacity for research, teaching, and service. In the past we have been clever in leveraging resources so as to improve enrollments, support for graduate students, and faculty productivity. By partnering with other units we have been able to expand our capabilities, and we will continue to find such opportunities in the coming years.

Appendix I **Master's Committee Program Recommendation Form**
Department of Geography
Admission to Post-Master's Status

Date: _____

We, the Supervisory Committee for

Recommend to the Geography faculty

Continuation in the Geography graduate program as a post-Master's student

Termination of matriculation in Geography graduate program.

Program completed. The student has the option to continue at a later date.

_____ (Chair)

_____ (member)

_____ (member)

_____ (member)

NOTES AND DISSENTS:

Department of Geography
Admission to Post-Master's Status

Date: _____

I agree to supervise the post-Master's committee for

(student name)

(faculty signature)

Appendix J FACULTY ASSESSMENT OF TEACHING ASSISTANT APPLICANTS Used in Spring 2007

Graduate students who requested a Teaching Assistantship for 2007-08 are listed in the accompanying spreadsheet.²² We discussed these students at our April 3 faculty meeting. Please assess each student indicating your rank for academic performance and rank for knowledge (and comments, if desired) in the spreadsheet. Return the **digital** spreadsheet to Tim Nyerges (nyerges@u) via email by **Monday April 9 5PM**. Note: Hardcopy is not acceptable because we compile this digitally. **Please append your last name at the filename end to allow us to identify your assessment for purposes of checking the data.**

Use the following rubric as an assessment guide.

ACADEMIC PROGRESS PERFORMANCE ASSESSMENT

- 5 = outstanding performance, among the most productive and promising graduate students in the department at the current time to my knowledge (knowledge index will address this).
- 4 = very good performance, pleased with this student's work and progress; (s)he should complete her/his program in very good time, and should be very successful thereafter.
- 3 = good performance, (s)he performs at acceptable level (meaning similar to the **majority** of graduate students); should be successful (s)he should complete her/his program in good time
- 2 = fair performance, may take longer than usual, and/or has some trouble identifying and pursuing a focused program of study²³, concerns about the student's performance and progress toward the degree; but should be able to complete the degree; the student's committee and/or the GPC should more firmly guide him/her toward more productive activities;
- 1 = this student is in trouble; their progress is slow; the student has more than one fairly long-standing Incompletes and/or X grades; the student has not performed well in classes

KNOWLEDGE OF STUDENT'S ACADEMIC PROGRESS

- 5 = I am a very active mentor or committee supervisor for student; I meet with the student often outside of class meetings to discuss progress and thus have outstanding knowledge of progress. 'Mentor' is referring to a person who is not the primary supervisory, but who for example, is able to write detailed letters of reference for the student, and is very involved in specific ways in the student's training through

²² If you know of an omission on this list, please let Tim Nyerges know immediately. If someone on this list has found alternative funding for 2007-08, also let Tim Nyerges know as soon as possible, but we will still assess the student.

²³ Of course, this should be judged against the standard of other students in that student's entering class. See the summary personal data sheet from the graduate student annual review to confirm their entering year. Be sure to take into account that a student's entering year might have been for the MA, and now they are in the PhD program. In those instances take the entering year as the one in which they began their PhD work.

- independent study, or reads their grant proposal, or has worked with the student on a technique, literature or research problem related to the student's project.
- 4 = I am a mentor/supervisor for the student, and/or have had the student in a fairly small class (or directed reading) in the past 12 months, and have had a substantive discussion with the student (about twice per quarter), and thus have very good knowledge of progress.
- 3 = I am a mentor/supervisor for the student and have good knowledge about the student's progress, and have had a substantive discussion with the student once per quarter.
- 2 = I am a distant or new member of the student's supervisory committee, and/or have had the student in a larger (>15 students) class, and/or in a class earlier than Spring 2006, and/or have had one substantive conversation with the student this academic year about their progress and productivity; and thus have fair knowledge of progress.
- 1 = I have read through the student's TA-request file, and recall the April 3 discussion of the student's progress, and thus have only limited knowledge of progress, but still wish to comment on this student
- 0 = I have very little, if any knowledge of the student's progress and/or recall a conversation about student progress, may have looked at the student's TA-request file. (Note: all instances where numerical assessments do not appear are assumed to be zero).

TEACHING ASSESSMENT (*complete student teaching **only** for those with which you've worked during 2005-06 and/or 2006/07*)

- 5 = might be a candidate for a departmental or university teaching award
- 4 = a very effective and reflective teacher. Would gladly work with them again.
- 3 = a good TA; works quite hard and is reasonably effective
- 2 = an adequate TA; I had some concerns but they were not extensive.
- 1 = I had concerns about the student's performance as a TA; (s)he needs to consult with CIDR.
- X = a code to be used for all entries where no teaching assessment is assigned. All uncoded entries will assumed to be coded "X".