

ENVIRONMENTAL STUDIES PROGRAM

ACADEMIC PROGRAM REVIEW

SELF-STUDY

COLLEGE OF ARTS & SCIENCES
UNIVERSITY OF SAN FRANCISCO

October 15, 2013

Table of Contents

I. MISSION AND HISTORY

Mission

Learning Goals and Outcomes

II. CURRICULUM

General Overview

Undergraduate Program

2013 Curriculum Redesign

Rationale

New Program Elements

Environmental Studies Pathway

Nature Immersion + Campus and Community Projects

Student e-Portfolios

Curriculum Map

Table 1. Environmental Studies Curriculum Overview

Table 2. Hypothetical 4-Year Course Schedule (hypothetical)

Environmental Studies Summary of Requirements

Substitutions for Transfer Students

Enrollment and Retention

Affiliated Minors: Urban Agriculture

Graduate Program

International Program(s)

Admission and Transfer Policies

Advising

Credit Hour Policy Compliance

III. STUDENT LEARNING ASSURANCE

Summary of Assessment Results

Changes to Program Based on Evidence

New 3-Year SLA Plan

e-portfolios

IV. FACULTY

Demographics

Faculty Development and Practices

Challenges of Interdisciplinarity

Teaching Assignments and Teaching Loads

Curricular Decisions

Junior Faculty Development and Support

Faculty Research

Service

Relationship with other Departments and Programs

Recruitment and Development

Faculty and Our Future

[V. GOVERNANCE](#)

[VI. STUDENTS](#)

[Recruitment](#)

[Demographics](#)

[Intellectual and Social Climate](#)

[Academic Expectations and Progress](#)

[VII. STAFF](#)

[IX. TECHNOLOGY & INFORMATIONAL RESOURCES](#)

[Technology](#)

[Distance Learning](#)

[Library](#)

[X. FACILITIES](#)

[Classrooms, Labs and Field Facilities](#)

[Classrooms](#)

[Community Garden](#)

[Future Field Facilities](#)

[XI. CONCLUSIONS AND COMPREHENSIVE PLAN FOR THE FUTURE](#)

[The Future](#)

[Hiring](#)

[Administrative Structure: Program vs. Department](#)

[Space](#)

[Conclusions](#)

[Appendix A: Environmental Studies New Program Proposal](#)

[Appendix B: Old/New Major/Minor Checklists](#)

[Appendix C: Faculty Bios/CVs](#)

[Appendix D: June 2009 ENVA Assessment](#)

I. MISSION AND HISTORY

Mission

Although the Environmental Studies Program has not formally adopted a mission statement, we operate in accordance with the following statement on our homepage:

The Environmental Studies Program is interdisciplinary in nature, reflects the current state of the field, recognizes the relationship between human behavior and nature in ecological issues, and responds to the Jesuit call to promote environmental justice and ethical stewardship of the natural world.

This orientation is also captured in our learning goals, which emphasize that students should be able to:

1. Integrate perspectives of multiple disciplines to understand the complexities of human-environment interactions.
2. Demonstrate an understanding of the range of environmental issues and the roles of humans and institutions in responding to them.
3. Analyze critically and develop socio-culturally appropriate strategies to resolve environmental problems.
4. Connect environmental problems to issues of social justice through study and community engagement.
5. Apply scientific principles to develop solutions for environmental problems.

History

In Fall 1997, an idea for forming a new environmental studies degree was formed through conversation between Jim Brown (Biology/Environmental Science; retired) and Tom MacDonald (Environmental Science). The idea arose out of the realization that "a large fraction of the students who initially show an interest in an environmental science major decide to major in another discipline. The reason for this switch is almost always that they are not only interested in a pure science approach to the environment but also other disciplines that are important to the environment including the politics, sociology, and ethics" (Environmental Studies New Program Proposal; Appendix A).

Tom MacDonald contacted chairs in the College of Arts & Sciences to invite representatives to a meeting to discuss and gauge interest. Attendees at the first meeting in spring 1998 included Jim Brown and Tom MacDonald, Gary Stevens (Biology), Mike Webber (Sociology), Patrick Murphy (Politics), and Lois Lorentzen and Vijaya Nagarajan (Theology and Religious Studies). The group agreed on a curriculum in Fall 1998, one based entirely on the existing resources. A

New Program Proposal (Appendix A) was submitted to Associate Dean Gerardo Marin in Spring 1999. The curriculum committee approved the proposal at end of Fall 1999. The proposal then went to the trustees who requested more math and science courses before approving the curriculum. It was agreed to add another new course on environmental data analysis, which Tom MacDonald developed for review. A revised proposal was then approved by the trustees. The program started in Fall 2000.

From 2000 to 2003 Jim Brown Chaired Environmental Science and served as the de facto Environmental Studies (ENVA) Program Chair. In 2002, Sociology was filling a position in sociology of culture. Steve Zavestoski, an Environmental Sociologist, applied for the position. Sociologist Mike Webber Chaired the search and persuaded Dean Stanley Nel to make a second hire so that Steve Zavestoski could contribute to the nascent Environmental Studies Program. From 2003 to 2006 Jack Lendvay (Environmental Science) served as the Environmental Studies Program Chair and then strategically sought a successor from outside of the Department of Environmental Science. Steve Zavestoski took over and served as ENVA Program Chair from 2006-2009. In the absence of any faculty outside of Environmental Science able or willing to serve as the next Chair, Jack Lendvay resumed as Chair in 2009. In January 2011, Steve Zavestoski and Gerard Kuperus took over as Co-Chairs. The 2013 Academic Program Review is the first review in the Program's history.

Learning Goals and Outcomes

As part of our 2009 Assessment (see Appendix D), the Environmental Studies Program developed the following learning goals and outcomes:

1. Environmental Studies majors should be able to draw on various disciplinary perspectives to describe a range of environmental issues and their human causes and consequences, such that the student will be able to:
 - a. Describe how at least three of the following disciplines approach the understanding of environmental problems: anthropology, economics, history, philosophy, political science, sociology, religious studies.
 - b. Draw on one or more disciplinary perspectives to compare/contrast the causes/consequences of local, small-scale and global environmental problems.
 - c. Give examples of how three of the following factors shape the human causes of, and responses to, environmental problems: cultural beliefs, historical precedent, market forces, public policies, social institutions, social norms.

2. Environmental Studies majors should be able to develop socio-culturally appropriate strategies to address environmental problems and their socially unequal outcomes, such that the student will be able to:
 - a. Explain what makes an approach to an environmental problem socio-culturally appropriate using a concrete example from a specific place.

- b. Describe the environmental injustices that can result from focusing on any one of the following approaches to solving environmental problems: market solutions, public policies, education/awareness, scientific/technological solutions.
 - c. Propose socio-culturally appropriate solutions to environmental problems that integrate at least three of the following approaches: market solutions, public policies, education/awareness, scientific/technological solutions.
3. Environmental Studies majors should be able to apply scientific principles and use quantitative skills to develop solutions for environmental problems, such that the student will be able to:
 - a. Identify the relevant fields of science, and their main concepts, from which knowledge should be drawn to understand a particular environmental problem, from the following list: atmospheric science, biology, chemistry, hydrology, ecology/ecosystem science, physics.
 - b. Assess the relevance and quality of environmental data for making environmental decisions.
 - c. Identify relevant sources of existing data, design research to collect necessary data, and integrate various types of data to propose solutions to an environmental problem.

The Environmental Studies learning goals and outcomes situate the Program to carry out the University's mission. We anticipate that the Environmental Studies learning goals and outcomes will continue to be consistent with the University's Institutional Learning Outcomes, which are currently in development.

II. CURRICULUM

General Overview

The Environmental Studies major and minor were approved in 1999 and launched in Fall 2000. Modest curriculum revisions took place in 2004 and 2008, but the Program was limited in its ability to diversify its offerings by its dependence on full-fledged departments, with hiring privileges, to hire faculty with expertise in environmental fields (e.g., environmental economics, environmental policy, etc.).

The original proposal for the Program, crafted by a committee of Environmental Science faculty and faculty from Politics, Theology and Religious Studies, Sociology and Biology, observed that "The environmental studies major is a unique opportunity to bridge the gap between the sciences and the arts disciplines at USF.....[A]n additional benefit to the university is that it will also bring together professors from diverse departments, which often have little communication with each other." However, until the most recent curriculum redesign, many of the disciplines and perspectives central to a diverse environmental studies curriculum were inadequately represented within the major's core requirements. While the curriculum still requires three

environmental science courses with labs, and one math course, it also now includes an Environmental Justice requirement (with a recommended Ethics prerequisite), a humanities requirement (The Commons: Land, Air and Water), and the interdisciplinary “Environment & Society” and “Nature Immersion/Community Engagement” courses.

These additions, as well as the restructuring described below, make the curriculum more balanced across the disciplines while providing the breadth and depth necessary to prepare students to become critically thinking environmental problem solvers and professionals.

As in interdisciplinary program entirely depending upon faculty from other departments and programs, we face a real challenge when it comes to scheduling. Many of our courses are cross-listed courses and we have no control whatsoever over when these courses are offered. We thus often end up with a schedule in which elective courses that are of interest to our students are offered at the same time. Although we can request that courses are offered in a particular semester, in reality we have no control over this either.

The courses that we do offer ourselves depend upon the availability of faculty. In most cases we only have one person who can offer a particular course. Some required courses are taught by adjunct professors. Although the quality of our adjuncts is undisputed, a part time instructor, who often teaches at other institutions in addition to teaching at USF, cannot provide the same kind of resources that a full time instructor can offer.

Undergraduate Program

Appendix B includes major checklists for the old and current major requirements.

2013 Curriculum Redesign

In 2012 and 2013 the ENVA board redesigned the curriculum of the ENVA program. Although the program had gone through some minor changes in 2004 and 2008, this is the first redesign that aims at a truly interdisciplinary major. The 2013 redesign was motivated, in part, by a realization that students in the senior-year Capstone Practicum in Environmental Studies were ill-prepared to engage in the type of advanced integrative thinking the course requires. Prior versions of the curriculum required that students take a range of courses from various disciplines, but there were no courses preceding the Capstone Practicum that actually taught students how to synthesize perspectives to arrive at comprehensive and innovative approaches to environmental challenges. The new curriculum now includes five courses, three of them new, designed from the ground up as interdisciplinary courses for Environmental Studies majors.

A growing number of majors and a strong dedicated group of faculty made these changes possible. Additionally, the support of the Dean in negotiating an agreement with the Sociology Department to shift on a trial basis Steve Zavestoski’s teaching responsibilities into Environmental Studies ensured that the Program would be able to staff the new courses. Due to the temporary nature of this arrangement, it is essential either that it become permanent, that one or more new full time faculty are hired to fill the teaching needs, or both.

Rationale

The new curriculum accomplishes three main objectives: (1) It ensures all students receive a genuinely interdisciplinary and integrative grounding in the three primary areas of environmental studies: natural sciences, social sciences, humanities and arts; (2) It builds in more structured opportunities for reflection on the learning experience and immersion in both community projects and nature; (3) It balances disempowering analysis of environmental problems with empowering visions of environmentally sustainable future societies and strategies for creating them.

New Program Elements

Features of the new curriculum aimed at accomplishing these three objectives include:

- Environmental Studies Pathway (a student-defined series of electives)
- Nature Immersion + Campus and Community Projects (2-unit requirement)
- Student e-portfolios
- New courses:
 - Environmental Studies Cornerstone Seminar
 - The Commons: Land, Air and Water
 - Quantitative Skills for Environmental Studies
 - Methods and Approaches in Environmental Studies

Environmental Studies Pathway

The most significant feature of the curriculum is the “Environmental Studies Pathway.” All students in the major follow the same sequence of eight courses over their first two years, culminating in the Environmental Studies Cornerstone Seminar, or “Cornerstone Seminar,” in Spring of the Sophomore year. The Cornerstone Seminar gives students the opportunity to reflect on their learning experience, receive training in preparing an e-portfolio to document their intellectual growth, and prepare a proposal for the 16-unit academic path they intend to follow to complete the major requirements over their final two years.

Students develop their Environmental Studies Pathway proposal during the Cornerstone Seminar through intensive reflection, dialogue and research with their peers and instructor on the range of topics and problems within the environmental and sustainability fields, and on the types of knowledge and skills relevant to a student’s self-identified interest area. Templates will be provided to students as examples of logical course groupings around topics relevant to environmental sustainability.

Students submit their Pathway Proposal at the end of the Cornerstone Seminar, fulfilling a major course requirement. The proposal includes an overview of the problem or topic area on which they have chosen to focus and a list of four courses students propose to take to further their understanding of the problem or topic area. The proposal also includes a “statement of purpose” in which students explain why they have chosen a particular focus, and how the courses in their proposal will prepare them to pursue a career in their chosen area.

Students spend their junior and senior years completing their chosen path before enrolling in the Capstone Practicum in Environmental Studies, or “Capstone.” During the Capstone course, e-Portfolios are polished and presented and students engage in a community-based project requiring integration of the wide range of knowledge and skills acquired across the curriculum.

Nature Immersion + Campus and Community Projects

The new curriculum presents opportunities to integrate environmental knowledge with immersion experiences in the natural world and applied campus and community projects. Learning in nature as well as in the urban human habitat are essential features of the major. All majors will be required to take at least one course fulfilling the “Nature Immersion + Campus and Community Projects” requirement. Qualifying courses will be added over time. Current courses fulfilling this requirement include:

1. ENVA/ANTH 280 Culture, Environment and Tourism: Sitka, Alaska
2. ENVA 390 Sustainable Agriculture in Cuba
3. ENVA 390 Special Topics
4. ENVA 397 Environmental Studies Internship
5. Courses in the proposed Sierras to San Francisco Semester Away Program
6. Study Abroad courses (upon approval of Chairs)

In addition, all of the new required courses described below will have built into them nature immersion and/or community-based learning experiences.

Student e-Portfolios

E-portfolios are widely used in higher education to enhance the student learning experience through reflection and self-assessment. A digital repository, usually in the form of a website, an e-portfolio documents a student’s intellectual growth and development. E-portfolios empower students to take greater ownership of the learning process and to link personal learning goals to career aspirations and goals. The e-portfolio will be a tool students can utilize for both reflecting on their learning experiences and conveying their skills, expertise and knowledge to potential employers.

Students will be introduced to the e-Portfolio requirement during the Cornerstone Seminar in the sophomore year, a major requirement of which is the creation of a personalized e-Portfolio. Students will receive hands-on website design instruction and opportunities for reflection, investigation and dialogue on a range of potential themes and focus areas before settling on a structure and format for their e-Portfolios. Students will also document the Environmental Studies Pathway, created during Cornerstone Seminar, in their e-Portfolios. This will enhance academic advising as advisors can follow a student’s progress along their path and keep students focused on their objectives. Advisors will also consult with students on what to add to their portfolios as they make their way through the Pathway. Completion and evaluation of each student’s e-Portfolio will take place during the Capstone Practicum in the senior year.

Finally, the Environmental Studies Program will assess its effectiveness in achieving student

learning goals by evaluating e-portfolios.

Curriculum Map

The following tables convey the requirements and sequences for the new curriculum (Table 1) and a hypothetical 4-year course schedule for a major (Table 2).

Table 3 at the end of this section presents the old curriculum. We provide it for comparison purposes and because current sophomores, juniors and seniors continue to follow the old curriculum.

Table 1. Environmental Studies Curriculum Overview

<i>Course</i>	<i>Number</i>	<i>Prereqs</i>	<i>Offered</i>	<i>Core</i>	<i>Units</i>
Environment & Society	ENVA 109		Fall	E	4
Introduction to Environmental Science	ENVS 110		Fall	B2	4
Ecology & Human Impacts	ENVS 210	110	Spring		4
Air & Water	ENVS 212	ENVS 110	Fall		4
Quantitative Skills for Environmental Studies	ENVA 255		Spring	B1	4
Nature Immersion + Campus and Community Projects	ENVA 290	ENVA 109	Any		2
The Commons: Land, Air and Water	ENVA 310	109	Fall		4
Environmental Studies Cornerstone Seminar	ENVA 311	ENVA 109	Spring		4
Methods and Approaches in Environmental Studies	ENVA 355	ENVA 255	Spring	CD	4
Environmental Justice	ENVA 367	Recommend Core D3	Spring		4
Student-designed ENVA Pathway					16
Capstone Practicum in Environmental Studies	ENVA 450	ENVA 367	Spring	SL	4
TOTAL 58					

Table 2. Hypothetical 4-Year Course Schedule (hypothetical)

Fall Year 1 (16 units)	Spring Year 1 (16 units)
<ol style="list-style-type: none"> 1. Environment & Society (109) (E) 2. Intro to Environmental Science (110) (B1) 3. Rhetoric and Composition (A1) 4. First Semester Language 	<ol style="list-style-type: none"> 1. Ecology & Human Impacts (210) 2. Rhetoric and Composition (A2) 3. Quantitative Skills for Environmental Studies (ENVA 255) (B1) 4. Second Semester Language
Fall Year 2 (16 units)	Spring Year 2 (16 units)
<ol style="list-style-type: none"> 1. Air & Water (212) 2. Ethics (D3) 3. The Commons: Land, Air and Water (ENVA 310) 4. Third Semester Language 	<ol style="list-style-type: none"> 1. Environmental Studies Cornerstone Seminar (311) 2. Methods and Approaches in Environmental Studies (355) 3. Literature (C1) 4. Philosophy (D1)
Fall Year 3 (16 units)	Spring Year 3 (16 units)
<ol style="list-style-type: none"> 1. Pathways course 1 2. Environmental Justice (367) (CD) 3. Religion (D2) 4. Free Elective 	<ol style="list-style-type: none"> 1. Pathways course 2 2. Pathways course 3 3. Fine and Performing Arts (F) 4. History (C2)
Fall Year 4 (16 units)	Spring Year 4 (16 units)
<ol style="list-style-type: none"> 1. Pathways course 4 2. Pathways course 5 3. Free Elective 4. Free Elective 	<ol style="list-style-type: none"> 1. Capstone Practicum in Environmental Studies (450) 2. Free Elective 3. Free Elective 4. Free Elective
To be taken at any time:	Nature Immersion + Campus and Community Projects (290) (2 units)

Environmental Studies Summary of Requirements

ENVA-related University Core Requirements to Complete (16 units):

Core E: Environment & Society (ENVA 109) (4 units)

Core B2: Introduction to Environmental Science (ENVS 110) (4 units)

Core B1: Quantitative Skills for Environmental Studies (ENVA 255) (4 units)

Service Learning: Capstone Practicum in Environmental Studies (ENVA 450) (4 units)

Environmental Studies Requirements (26 units):

Ecology & Human Impacts (ENVS 210) (4 units)

Air & Water (ENVS 212) (4 units)

Nature Immersion + Campus and Community Projects (ENVA 290) (2 units)

The Commons: Land, Air and Water (ENVA 310) (4 units)

Environmental Studies Cornerstone Seminar (ENVA 311) (4 units)
Methods and Approaches in Environmental Studies (ENVA 355) (4 units)
Environmental Justice (ENVA 367) (4 units)

Environmental Studies Pathway (16 units)

Students will develop for faculty approval a Pathway proposal in Environmental Studies Cornerstone Seminar. During the course, students will be provided with templates, or model pathways, to help them begin to think about the possible approaches to organizing a Pathway.

Substitutions for Transfer Students

In order to make the major still possible for transfer students and students who add the ENVA major after already having taken many core courses, may substitute the following courses if they have already taken a course in the corresponding core area:

Required Course - Substitution

ENVA 109 – Any core E course
ENVS 110 – Any core B2 course
ENVA 255 – Any core B1 course
ENVA 367 – Any core course with a CD attribute

Enrollment and Retention

Over the last 7 years the major has more than doubled in size, developing from 30 majors in 2006 to more than 75 majors in 2013. Over the last 4 semesters the program had between 75 and 95 students enrolled as majors. With these numbers ENVA is the second largest interdisciplinary program at USF (behind International Studies). Although the most recent data suggest a decline to about 50 majors, we suspect that the actual decline is far less and what appears to be a decline is a result of cracks in recordkeeping during the switch to the new curriculum. We intend, however, to monitor the situation closely and determine whether the increased number of units required in the major might be deterring some students.

To put this in perspective: in terms of the numbers of students ENVA is comparable to a more traditional department such as history (who graduate about the same amount of students each year and have at this time 11 tenured/tenure track lines as well as a dedicated PA). Several departments with full-time faculty and dedicated PAs have fewer majors than ENVA.

Although overall enrollment shows a positive trend, students tend to enroll late in the major. We often start with 10 to 15 Freshmen, whereas the senior class is double that size. Students often sign up in their sophomore and sometimes even in their junior year. Late enrollment creates certain problems for the students and for the chairs. In rare cases a student has to stay an extra semester, or substitutions need to be made. Study abroad plans sometimes create even more problems. Class enrollment is sometimes hard to predict even while we keep track of how many

students still need to take a required course.

While not uncommon for a college student to change course, we do experience quite a few changes of course between Environmental Science and Environmental Studies. We have had conversations with the Environmental Science faculty who sit on the ENVA Advisory Board about how to advise students early in their academic careers into the most appropriate major given their interests and skills. We intend to continue the discussion in order to improve in our communication to students about the differences between the majors.

The few students that we fail to retain are either switching to Environmental Science or International Studies (and in some cases come back again) or they transfer to a different university. In a few cases students indicated that they transferred because they found a lack of community and commitment to environmental causes among students. The lack of a physical “home” for the Program leaves some students feeling disconnected. Without a Program home, for example an office with adjacent social space, students lack a place to socialize informally with their peers in the Program.

Our current strategy for improving recruitment and retention of students is the Environmental Studies Peer Advisor Program. Each year we will hire two junior or senior Environmental Studies majors who will conduct outreach (e.g., orientation events, major/minor fairs, etc.) and build a sense of community among existing majors through social events. They will also provide preliminary advising to help new students navigate through the University’s many requirements and the new major requirements before they meet with a faculty advisor. Though we anticipate these efforts will help, they would be bolstered by a physical space for Environmental Studies majors to call home.

Affiliated Minors: Urban Agriculture

In fall 2007, Professors Melinda Stone (Media Studies, ENVA) and Seth Wachtel (Art and Architecture, ENVA) launched The Garden Project, a first-year living-learning community revolving around a yet-to-be-built organic garden on campus. The Garden Project combined classes in food justice, organic gardening, and community building, and offered 10-15 students an exciting and engaged first-year experience.

During its four-year span, the Garden Project grew into a thriving living-learning community. We designed and built an 1/8-acre organic garden on campus; launched a student-led campus farmstand; forged an ongoing collaboration with the food bank of Booker T. Washington Community Service Center; and established collaborative relationships with Bay Area community and commercial gardens and farms, including Allemany Farms, Freewheelin’ Farms, Garden for the Environment, Hayes Valley Farm, Little City Gardens, Occidental Arts & Ecology Center, Pie Ranch, and UCSC’s Farm.

The problem with The Garden Project was that it only enrolled 10-15 first-year students a year. Each year, more and more freshmen, sophomores, juniors, and seniors were expressing

interest in enrolling the the Garden Project.

The solution was to transform the First-Year Living Learning Community into a minor in Urban Agriculture. Launched in Fall 2012, the Urban Ag minor focuses on three integrated areas: food systems and food justice; food production and distribution; and community-building and collaboration. To fulfill the minor, students take five courses: Intro to Urban Agriculture; two courses in organic gardening (Urban Ag: Fall and Urban Ag: Spring); and two electives from a list of interdisciplinary courses that includes The Anthropology of Food (ANTH 235), Community Design Outreach (ARCD 400), Advanced Culinary Skills (BUS 389), Feast and Famine: A History of Food (HIST 341), and Green Media (MS 301).

Upon completing a minor in Urban Ag, students will be able to:

1. Integrate diverse disciplinary perspectives to understand today's complex food systems – both dominant and alternative;
2. Demonstrate an understanding of the food/environmental movement and contribute to various efforts taking place within San Francisco and the Bay Area;
3. Master advanced skills in organic gardening and urban homesteading and demonstrate ability to grow, harvest, prepare, and preserve food grown in San Francisco; and
4. Demonstrate ability to work collaboratively with others within USF's Garden Project and in community gardens and kitchens across the Bay Area.

Due to the founding faculty's involvement with Environmental Studies, and the natural connections between an Urban Agriculture minor and Environmental Studies major or minor, the Urban Agriculture minor is housed within Environmental Studies. The Director of the Urban Ag minor coordinates with ENVA to ensure that courses are cross-listed and do not conflict with required courses in either the major or minor (to the extent possible). The Urban Ag Director is responsible for staffing all Urban Ag courses. Students are permitted to combine a major in ENVA and minor in URAG but may double count no more than two courses.

Graduate Program

Currently there is no graduate program affiliated with Environmental Studies. The Masters of Science in Environmental Management is run exclusively out of the Environmental Science Department with no involvement from the Environmental Studies Program.

There is, however, interest in the possibility of a new Masters program attached to, and/or administered by, Environmental Studies. Several faculty in Environmental Studies, in collaboration with the Program Director and Program Manager of the Masters in Environmental Management, are exploring possibilities such as a masters in Sustainable Cities. The Dean has expressed an interest in developing a new masters program that could be housed in a new Center for Sustainability and Social Justice once funding to launch such as center is secured.

International Program(s)

There are a number of study abroad programs focused on environmental studies in which the students may participate. These include the Arrupe Justice Program in Sustainable Agriculture in Cuba (proposed to be offered through the USF Urban Agriculture Program in Summer 2014), the SIT Study Abroad programs focused on Natural Resource Management, Biodiversity, and Environmental Policy in Australia, Brazil, Ecuador, Madagascar, Panama, and Tanzania, University of Notre Dame in Fremantle, Australia's program in Australasian Ecology, and Boston University's Tropical Ecology Program in Ecuador. The Environmental Studies program has also developed a relationship with the School for Field Studies, which offers environmental field studies abroad in Australia, Bhutan, Cambodia, Vietnam, Costa Rica, Kenya, Panama, Peru, Tanzania, and Turks & Caicos.

The new Environmental Studies Pathway element of the curriculum can be utilized by students interested in studying abroad. During the Cornerstone Seminar in the sophomore year, students intending to study abroad in the junior year will be encouraged to design a Pathway integrated with the study abroad experience.

Admission and Transfer Policies

Any student admitted to the University of San Francisco may enter the Environmental Studies major. Students are required to maintain a minimum 2.0 GPA to stay in the major. Transfer students are handled on a case-by-case basis by the chairs. In most instances, transfer students who have taken comparable coursework at another institution are given credit toward the equivalent required courses in the major. Courses transferring toward major core requirements are typically limited to two in order to ensure that majors are completing the majority of their major requirements at USF.

Advising

Chairs have historically handled the majority of advising responsibilities. As the major has grown, more and more advising is being taken on by members of the ENVA Advisory Board. This practice creates challenges as AB members have heavy advising loads in their home departments and are often unable to take on significant numbers of ENVA majors. Additionally, AB members will often "take leave" from the Board as their responsibilities to other departments, programs and committees become burdensome. This might mean that an AB member, usually for a designated period of time such as a year, is no longer attending meetings or teaching ENVA courses. In some of these cases, students must be reassigned to new advisors.

Credit Hour Policy Compliance

All faculty are expected to submit syllabi for their courses reflecting the combination of seat time and out-of-class requirements that comply with the credit hour policy. Last year, co-chair Gerard Kuperus has signed the appropriate forms regarding the credit hour policy compliance for all courses that count toward the major.

III. STUDENT LEARNING ASSURANCE

Summary of Assessment Results

Environmental Studies last completed an assessment cycle in June 2009 at the end of Steve Zavestoski's tenure as Chair (see Appendix D). Continuation of the assessment process stalled in the transition between Chairs. By the time Gerard Kuperus and Steve Zavestoski took over as co-Chairs in January 2012, planning for the curriculum redesign was well underway and the Advisory Board agreed, in consultation with the Associate Dean for Faculty Scholarship and Academic Effectiveness, to delay further assessment steps until implementation of the new curriculum was complete.

As part of the 2009 assessment process, the Program assessed the first of its three learning outcomes:

Environmental Studies majors should be able to draw on various disciplinary perspectives to describe a range of environmental issues and their human causes and consequences, such that the student will be able to:

- i. Describe how at least three of the following disciplines approach the understanding of environmental problems: anthropology, economics, history, philosophy, political science, sociology, religious studies.
- ii. Draw on one or more disciplinary perspectives to compare/contrast the causes/consequences of local, small-scale and global environmental problems.
- iii. Give examples of how three of the following factors shape the human causes of, and responses to, environmental problems: cultural beliefs, historical precedent, market forces, public policies, social institutions, social norms.

All members of the Environmental Studies Advisory Board participated in discussions of how to carry out this initial assessment effort and were appraised of the assessment plan and progress. Dr. Zavestoski carried out assessment of this learning outcome during Spring 2009 through observations of ENVA majors in the Capstone Practicum in Environmental Studies and through evaluation of final exams of first-year ENVA majors enrolled in "Humans & Environmental Change" (ENVA 109; now called "Environment & Society").

The highest levels of understanding were demonstrated in the areas of economics, sociology, religious studies, and philosophy. The weaker understandings of political science and anthropology reflects that absence of courses in these disciplines in the curriculum. Observations suggested that all students have at least an average grasp of at least three different disciplinary perspectives and their applications to environmental issues. As expected, the seniors' grasp was deeper and fuller than students in the introductory class.

In “draw[ing] on one or more disciplinary perspectives to compare/contrast the causes/consequences of local, small-scale and global environmental problems,” strengths included student ability to link consequences of a global problem like climate change to specific outcomes for specific localities, and the ability to explain the spatial and temporal dislocation between the causes and consequences of such problems. One area of possible improvement identified through the observations is in understanding what options exist at the local level for addressing environmental problems stemming from actions taking place at a distance. The conclusion drawn was that the curriculum could use more emphasis on strategic problem solving, a feature designed into the recently redesigned curriculum.

Across all the measures, the conclusion was drawn that the Program needed to find a way to offer the environmental policy courses that are part of the curriculum but that are virtually never offered. As a result, between Fall 2009 and Fall 2013, environmental policy courses, sometimes with the support of adjunct instructors, were offered with much greater frequency.

In the Program’s June 2009 assessment report, it was also noted that conducting assessment in the Capstone course is problematic on account of the Program lacking any full-time faculty dedicated to teaching Capstone. Without a full-time faculty member to teach it regularly, the Program depends on volunteers whose home departments permit them to teach a course that does not serve any of the department’s majors. Professor Stone taught the course for consecutive years between 2010 and 2012 and suffered the consequences in terms of internal relations within her home department of Media Studies.

The assessment report concluded that “In the future, the Program will need the commitment of the College to hire a full-time faculty member whose responsibility will be to teach the Capstone Practicum in Environmental Studies annually. This continuity and the opportunity for course preparation well in advance of the course being offered will ensure that the necessary assessment components are designed into the course and carried out in the manner intended.” This request becomes especially salient now given that Capstone will be linked pedagogically to the sophomore year Cornerstone Seminar and utilization of the e-Portfolio will become central to assessment efforts.

Changes to Program Based on Evidence

Initial changes to the Program included the securing of part-time faculty to teach Environmental Policy courses, and commitments from full-time faculty to get approval from their home departments to teach policy-related courses. More significantly, the 2009 assessment cycle, as well as ongoing consultation with Professor Stone whose observations over three years of teaching Capstone proved invaluable, shaped the aims of the curriculum redesign that was completed in 2013. This included the addition of the Cornerstone Seminar to give students an initial introduction to hands-on, community engaged learning that will better prepare them for the Capstone Practicum. Additionally, Professor Stone reported, and other faculty concurred, that too many ENVA majors were graduating without a clear idea of what their special skills and knowledge are, and how to utilize these to develop a job search strategy and career path. The

Cornerstone Seminar, where students will develop an Environmental Studies Pathway, was a direct outcome of the Advisory Board's concerns with student preparation to enter the workforce. Furthermore, from Cornerstone all the way to Capstone, students will now develop and then follow a particular intellectual trajectory that will give them a greater sense of the range and level of their knowledge and skills, and the types of jobs for which they are prepared.

New 3-Year SLA Plan

We intend to re-launch a three-year Student Learning Achievement Plan at the end of the first year of implementation of the new curriculum based on our current learning outcomes:

1. Integrate perspectives of multiple disciplines to understand the complexities of human-environment interactions.
2. Demonstrate an understanding of the range of environmental issues and the roles of humans and institutions in responding to them.
3. Analyze critically and develop socio-culturally appropriate strategies to resolve environmental problems.
4. Connect environmental problems to issues of social justice through study and community engagement.
5. Apply scientific principles to develop solutions for environmental problems.

In the coming 3 years we will assess these learning outcomes as follows:

Year 1 - Fall of 2014: LO's 1 and 2

Main question: Are our students able to integrate perspectives, and which perspectives are integrated (and which ones are not)?

Year 2 -Fall of 2015: LO's 3 and 4

Main question: What evidence do we find of critical analysis and problem solving?

Year 3 - Fall of 2016: LO 5 + an evaluation of the effectiveness of the process

Main question: Do our students integrate scientific principles in problem solving, and if so, how do they use these principles?

Methods of Assessment

Capstone

In the last year we have assessed student learning through our Capstone course, ENVA 450. Since it is in principle the final class for our students, it is a natural point to use this course for this purpose. We will collect a variety of assignments in Capstone in order to assess student learning.

e-portfolios

Beginning in Spring 2014, students enrolled in a new and required course, Cornerstone Seminar in Environmental Studies (ENVA 300), will create "e-portfolios." The e-portfolios will become the primary basis for future assessment activities. David Silver (Media Studies, ENVA, and Urban Agriculture) is currently developing the Cornerstone course and e-portfolios with advice and input from Shirley McGuire, Associate Dean for Faculty Scholarship and Academic Effectiveness.

ENVA will be, we believe, the first department or program in Arts & Sciences to integrate e-portfolios into its curriculum.

There are three main goals for the e-portfolios. First, having students upload and share their profiles, research interests, works in progress, and bibliographies will, we hope, bring their work and ideas into larger, more public conversations. Second, having them learn and practice on various social media platforms will expand their digital literacy and develop and hone their online professional voices or “brands.” And third, having them post and share their resumes, internship and job experience, and connections to environmental/sustainable communities and organizations will increase their chances of finding relevant and satisfying jobs and internships by the time they graduate.

Although Dr. Silver has not yet decided on a precise platform or set of platforms, he plans to integrate public, open source platforms like WordPress with social media that many of our students are already on, including twitter, Facebook, instagram, and LinkedIn. Above all, the e-portfolios will be *public*, moving students’ work beyond the classroom and into larger communities and conversations.

Models of e-portfolios at other institutions include:

- [University of Washington–Tacoma](#) eportfolio guidelines for Environmental Studies majors
- St. Olaf College’s Center for Integrative Studies [web portfolios](#) ([sample student eportfolio](#))
- Clemson University’s [ePortfolio requirement](#)
- [Georgetown ePortfolio Initiative](#)
- San Francisco State’s [eportfolio website](#) ([sample student eportfolio](#))

Since the e-portfolios will be implemented in the Spring of 2014, we intend to use them for the first time in the 2014 SLA report (due in October). For the first couple of years this will only provide a midpoint assessment. Eventually as students graduate in the new curriculum we can develop this into a very effective longitudinal assessment tool.

IV. FACULTY

Demographics

For full bios and curriculum vitae see Appendix C.

ENVIRONMENTAL STUDIES FACULTY: RESEARCH BACKGROUNDS

TRACY BENNING

Current research interests include riparian ecology and management, development of landscape metrics and methodology for assessment of ecosystem processes and spatially explicit modeling of ecosystem dynamics. Her current research activities are

focused on examining vegetation dynamics in the Hawaiian Islands and carbon storage in high elevation meadow ecosystems in California.

JOHN CALLAWAY

Research focus: restoration and ecology of San Francisco Bay Tidal wetlands. My research has incorporated a number of students, although I think that all of them have been ENVS students not ENVA.

MARILYN DELAURE

I have published research on consumption and popular culture, including essays on Adbusters Media Foundation (in the book *Confronting Consumption*) and the book and documentary film *No Impact Man* (in the journal *Environmental Communication*). I am also conducting an ethnographic and archival study of the San Luis Obispo-based group Mothers for Peace, who are active opponents of nuclear power. I have published two short essays on Mothers for Peace to date, and have long-term plans for a larger project.

MORGAN FITZGIBBONS (Adjunct Professor)

I'm developing a book entitled *The Revolution Will Be Organized*. It's mostly a guidebook for resilient community organizing, but will include some evolutionary cosmology philosophy for context. It should be done by the middle of the semester and should be published sometime in 2014.

GERARD KUPERUS

Focuses on Kant and 19th Century Philosophy, and Philosophy of Nature. He has published in different areas of the history of philosophy (among others Kant and Plato), aesthetics, and human-animal distinctions. He is currently working on an edited volume (with Marjolein Oele) on the history of the concept of nature, and on a manuscript on technology and nature.

LOIS ANN LORENTZEN

My past research focused on environmental movements grounded (in part) in religion in Latin America. I published the book *Etica Ambiental* (Environmental Ethics). I have also published on gender and the environment, including two co-edited books: *Ecofeminism and Globalization: Exploring Culture, Context, and Religion* and *The Gendered New World Order: Militarism, the Environment and Development*. I was also Associate Editor for *The Encyclopedia of Religion and Nature*. Although most of my current research concerns immigration, I a forthcoming essay, "Christianity and Ecology in Latin America"

will be published in 2104.

TOM MACDONALD (not currently a member of the board)

Environmental engineering/modeling
environmental data analysis
human health risk
and recently environmental management/policy.

VIJAYA Nagarajan

I have published several essays on research involving embedded ecologies in Hinduism. These have appeared in two different edited volumes, *Purifying the Earthly Body of God* (SUNY Press) and *Hindism and Ecology* (Harvard University Press). These essays and others of mine are used and have been used in syllabis at several universities including Harvard University, Emory University, Stanford University, Montreal University, among others. I have conducted original research on tree temples, sacred groves, mangroves and temple forests during two field research excursions to southern India of six weeks each (Dec.2005-January 2006; Dec.2010-January 2011). I have received the National Endowment of Humanities Chair Humanities Award at USF for the Project, On the Languages of the Commons, during 2006-2--7. I have submitted an article for the *Journal of Nature, Culture and Religion* on the subject of On the Languages of the Commons and am currently working on revisions.

STEPHANIE OHSHITA

energy and carbon analysis, climate and environmental policy design and implementation, strategies for low-carbon cities, emissions inventories and action plans, and environmental risk and sustainability.

DAVID SILVER

For the last two years, I have been researching the history of the farm at Black Mountain College (1933-1956), perhaps the most influential arts college in the history of U.S. higher education. By tracing the college farm, its various foodways and its many sustainable practices, I am establishing a key and early model of what we now call a “green campus.”

This year I am also launching a new research project, tentatively called “the networked Jesuit garden,” which will provide online platforms for sharing organic gardening skills and swapping seeds among students, faculty, and staff at all US-based Jesuit colleges and universities with campus gardens. It will also offer a “best practices” toolkit for those colleges and universities interested in starting a campus garden.

Melinda Stone

Her research is directly tied to service as she works directly with communities to create working kitchen models that serve the people in the neighborhood. She works with USF students to create community meals for the surrounding neighborhood that are made from gleaning produce from the local farmers markets. These dinners bring eclectic groups of individuals together who live in proximity to each other but don't necessarily engage with one another. The dinners act as a catalyst to create community and instigate relationships that may spark further dialogue about strengthening neighborhood resiliency strategies.

As a filmmaker and artist teaching in the media studies department, Melinda connects ENVA students with student filmmakers and musicians in the media studies to collaborate on short form environmental videos. Her goal is to work with the students to create new forms of visual storytelling that speak to the environmental crisis in ways that are compelling to their generation.

DANA ZARTNER

My forthcoming book includes an examination of state policy toward international environmental treaties. I also have an article I just submitted for publication consideration comparing US and Australia environmental policy. Future research will focus on environmental issues related to ENVA, but I haven't figured out what yet.

STEVE ZAVESTOSKI

My research and scholarly work covers the broad area of health and environment. Specifically, I have studies social movements that form around suspected (or known) links between illness and environmental pollution/contamination. This work examines the role of social movement organizing in transforming dominant understandings of environmental links to illness; the challenges such movements face in mobilizing scientific evidence in support of their claims; and the power relationships that make discovery, definition, diagnosis and treatment of environmental illness so difficult. Recently I have begun to expand this work into the fields of urban planning, transportation planning, food systems, and other facets of cities. Rather than examine the impacts of the industrial legacy on human health, this new direction examines the impacts of urban form on health, and the potential of new urban forms, such complete streets and civic agriculture, to make cities more sustainable and people healthier.

Faculty Development and PracticesChallenges of Interdisciplinarity

Faculty affiliated with the Environmental Studies Program are engaged in research, community engagement, and other creative endeavors that inform their teaching and place them at the

forefront of their fields. At the same time, with each housed in our own home departments, there are barriers to interdisciplinary collaboration. For example, the Dean's Office does not support, much less incentivize, team teaching. As a result, delivering students richly interdisciplinary experiences within a single course is challenging. Our new curriculum now includes three courses rooted in interdisciplinary perspectives across the humanities, social sciences and arts. Yet there is not a single course in which students are exposed to an integration of environmental science and studies. Furthermore, none of the current Environmental Studies faculty have sufficient grounding in the sciences to offer such a course. Hiring faculty from interdisciplinary PhD programs in environmental studies would allow us to develop and deliver a course that merges Intro to Environmental Science (ENVS 110) and our Intro to Environmental Studies course, "Environment and Society" (ENVA 109). Such hires would also be able to teach our newest courses like Methods and Approaches in Environmental Studies, a course for which currently only one faculty member is prepared to teach.

As an interdisciplinary Program closely related to Environmental Science, the Environmental Studies Program has struggled to maintain a positive working relationship with the Environmental Science Department. Factors leading to the occasional tensions that arise include the aforementioned obstacles to team teaching, inadequate communication, misunderstandings about one another's degree programs, and lack of understanding of one another's research and professional activities. Efforts have been made to address these tensions with minimal progress to date. The ENVA Advisory Board intends for the Academic Program Review process to result in recommendations for moving forward.

Another challenge is that the unique interdisciplinary teaching many of our faculty provide is difficult to duplicate. When a faculty member goes on sabbatical, for instance, it can be challenging to find a part-time replacement who can cover a unique upper division course while also offering the breadth of knowledge needed to cover the major's foundational courses (e.g., Environment & Society, The Commons: Land, Air and Water, Environmental Justice). Furthermore, when the Dean's Office provides term replacement positions during a faculty member's sabbatical, it is the home department that receives the replacement line. In 2012-2013, ENVA struggled to cover the courses of four regular faculty members were on sabbatical simultaneously.

Teaching Assignments and Teaching Loads

Without full-time faculty assigned to teach in Environmental Studies, we rely on the goodwill of Chairs in our affiliated faculty members' home departments to allow their faculty to schedule with some regularity the courses we need to offer for our Environmental Studies majors. This includes courses like Environmental History of Africa (History); Environmental Economics (Economics); Literature and Environment (English); and Environmental Law (Politics). There is great inconsistency with which one department to the next, or one Chair to the next within a department, free their faculty to offer Environmental Studies courses. Even when the courses are cross-listed between a faculty member's home department and Environmental Studies, there are often challenges in negotiating seats for Environmental Studies majors. Courses on

Religion and the Environment and Environmental Ethics typically fill fast as they are popular among other students aiming to complete their Theology and Ethics core requirements. Without cross-listing these courses, and designating seats under the Environmental Studies listing as “majors only,” our majors are often unable to register for these classes. Similarly, Environmental Studies majors have difficulty gaining access to popular courses like Green Media and Environmental Communication. In some cases, Chairs have refused to make more seats available to Environmental Studies majors for fear of excluding their own majors. When necessary, we have turned to adjuncts to offer these courses.

All full-time tenure-track and tenured faculty at the University are contractually obligated to teach 18 units a year (or 36 units over two years). This typically results in a teaching load of two courses per semester and every fourth semester a teaching load of three courses. Our faculty report that their Environmental Studies courses are rewarding to teach. Most faculty would like to commit more of their teaching load to Environmental Studies courses, but are obligated to meet the needs of their home departments.

The main challenges with teaching assignments are in staffing the courses that are required for the majors. These courses are either closed to non-majors, or have prerequisites that discourage students in other majors from taking them. Therefore, for example, if a faculty member from Economics taught one of these courses as part of her/his regular teaching load, that would be one less Economics course she/he is able to teach. The other challenge is that sometimes the courses required for our majors are exhausting and faculty would appreciate being able to rotate responsibility for these courses more frequently. For example, Melinda Stone (Media Studies) taught the Capstone Practicum in Environmental Studies for three consecutive years.

Curricular Decisions

The Environmental Studies Advisory Board works collectively to make curriculum decisions. These include curriculum revisions to the major and development and review of new courses. Given that the new Pathway is extremely flexible, faculty have freedom to develop new elective courses as long as they are likely to attract sufficient numbers of students to run.

Junior Faculty Development and Support

Junior faculty generally get mentorship through their home departments. The Environmental Studies Program would like to be able to be more involved in mentoring and supporting junior faculty, but commitments and obligations to home departments mean that developing junior faculty as scholars within Environmental Studies may not benefit them in terms of tenure and promotion. Junior faculty often approach their work with the Environmental Studies Program as a form of service, yet it is service to one’s home department that is typically prioritized in tenure and promotion decisions. Additionally, since there are many other service-related demands on junior faculty, Environmental Studies competes for the “service attention” of junior faculty.

Faculty Research

Although faculty are engaged in a range of research and other scholarly activities, the Environmental Studies Program struggles to find ways to support this research and build collaborations among faculty who are physically distributed across campus and often overwhelmed with commitments to home departments. Past symposia on topics like the Gulf oil spill and Sustainability and Social Justice provide opportunities for faculty to share research and perspectives across disciplines. But without administrative support in the form of a dedicated Program Assistant, and without full-time faculty assigned to the Program, it can be challenging to organize such events.

One advantage of creating more opportunities for exchange of our work is that it would stimulate an “identity” discussion in which we identify the specific strengths and unique contributions of our faculty. This discussion needs to occur so that if, or when, we are able to hire faculty into the Program we have a clear idea of what our strengths are that we want to add to and what parts of our Program need further development.

Service

When Environmental Studies faculty participate on College or University committees, they typically do so as representatives of their home departments. This has created a situation in which Environmental Studies is not always represented in discussions at the College or University level.

Service that Environmental Studies faculty and students perform in the community, meanwhile often goes under the radar or is insufficiently recognized. For example, Melinda Stone (Media Studies) has coordinated a “community dinner” program with a local church as a way of building community while addressing the problem of food waste (ingredients for the dinners are “gleaned” from farmers’ markets). This program, as well as a food bank at Booker T. Washington Community Service Center, have been operated for several years on shoestring budgets. Seth Wachtel (Architecture + Community Design) has run projects ranging from the Quesada Gardens Initiative in San Francisco’s Bayview neighborhood to Community Design Outreach projects in Zambia, Columbia and India.

Other collaborations with community partners have developed through the USF Garden Project and Urban Ag minor as well as through the Senior Capstone Practicum in Environmental Studies.

Relationship with other Departments and Programs

As an interdisciplinary program, Environmental Studies has relationships with a wide range of Departments and Programs. We co-sponsor events ranging from the International Human Rights Film Festival to the annual Critical Diversity Studies Forum. While a major challenge for the Program is the commitments our affiliated faculty have to their home departments, these ties also allow us to build relationships in important ways.

What the Environmental Studies Program lacks is a coordinated or systematic process for maintaining communication with other departments and programs. This would be especially valuable when it comes to scheduling courses. When departments schedule courses of interest to our students that conflict with required courses, students become frustrated. Better and more regular communication might also allow us to do more advanced planning.

A final challenge faced by Environmental Studies concerns our relationship with the Facilities Management Office. Many courses in our major are designed to engage students in active learning. Frequently faculty wish to use the campus as a laboratory. For example, Dr. Ohshita has attempted to have her students conduct a carbon audit of the University and faculty teaching in Urban Ag utilize the garden and other spaces on campus. The Facilities Management Office has not always been cooperative in facilitating these uses of the campus. The Environmental Studies Program could benefit from support from the College in nurturing an understanding within the Facilities Management Office of the learning opportunities available to students in studying and transforming the operations of the University.

Recruitment and Development

Hiring adjunct faculty is not a sustainable practice. The process of locating, interviewing, mentoring and assessing adjunct faculty is a major burden on the Program's Chairs, especially given the amount of turnover in part-time faculty. The solution would be to hire full time tenure track faculty into the Program. Previous Deans have refused to create lines for interdisciplinary programs on the logic that all new hires should be appointed to departments. Although not ideal for junior faculty to be housed in interdisciplinary programs without the support of a departmental structure, the precedent has been set with the hiring of full time faculty into the interdisciplinary International Studies major. Granted a full time line, we would most likely want to hire a PhD from an interdisciplinary environmental studies program, or a person with a disciplinary PhD and experience and knowledge ranging from the natural sciences to the social sciences, humanities and arts.

Development of the Environmental Studies Program is currently hindered by our lack of a physical space and lack of full time faculty. Space and faculty would allow us to anchor our already growing presence on campus and attract new students to the University. A strengthened presence, including the administrative support to maintain a website and social media strategy, would also allow us to connect better with potential community partners, the media, public sector partners, and others who are unaware of the resources and expertise available within the University's Environmental Studies Program.

Faculty and Our Future

It should be obvious that we have a strong group of committed faculty. Our faculty are excellent teachers and researchers; in addition they spend countless hours in service to our students, USF and the broader community. This is to their credit because they also shoulder obligations within their home departments. In effect, Environmental Studies faculty workloads are that of a joint appointment; most fulfill full time responsibilities within both Environmental Studies and

home departments. This double workload includes advising, curriculum development, organizing and attending events, attendance at department/program meetings, and service activities.

At times, the dual allegiances and responsibilities of Environmental Studies faculty can cause friction with home departments around scheduling, advising and other responsibilities.

As a result, Environmental Studies is completely dependent on other departments and their good will, which they generally have shown us, for staffing needs. Curriculum development and long-range planning are made more difficult without the ability to hire our own faculty. The situation is simply unsustainable if we intend to grow and strengthen the Program.

We are currently questioning what the best model for an interdisciplinary major such as ENVA might be. One model would be for core ENVA faculty (who are either new faculty hired into the Program or existing faculty whose appointments are partially or fully shifted to ENVA) to anchor the Program and carry primary responsibility for shaping the major, advising, delivering core courses, and all other activities/responsibilities normally expected of traditional department members. Additional faculty who offer courses for the department and are very engaged with environmental studies in their research, teaching, and service would be designated as affiliated faculty.

V. GOVERNANCE

The Program has operated since its inception without formal bylaws. In 2013, the Advisory Board has decided to prioritize adoption of bylaws following a process of reviewing bylaws models from other departments and programs.

Until 2006, Environmental Studies had always been Chaired by a faculty member from Environmental Science, and as such the Advisory Board generally played a strictly “advisory” role, acceding to the Chair in most decision-making situations. Additionally, as an interdisciplinary program, Environmental Studies depended on the Dean’s Office requesting that faculty hired in other Departments be appointed, as a form of service, to sit on the ENVA Advisory Board. When Steve Zavestoski began serving in 2006 as the first ENVA Chair from outside of Environmental Science, following consultation with his predecessor Jack Lendvay he began to establish greater independence from the Environmental Science Department. The Advisory Board began to identify prospective members and seek approval from the Dean’s Office to appoint them to the Advisory Board.

At the same time, Steve Zavestoski began working with Rob Toia (now retired but at the time Chair of Environmental Science) to explore a new governance structure that could group all of the College’s environmental offerings under a single administrative umbrella. The aim was to allow ENVS and ENVA to retain their independence while pooling their resources (e.g., numbers of majors) to become a larger and more prominent presence on campus and to communicate more clearly to students as well as the outside community the functions, similarities and differences among the various offerings. A proposal for the new administrative arrangement were drafted by Steve Zavestoski with input from various ENVS and ENVA faculty. In an internal decision-making process that is not entirely clear to the ENVA Advisory Board, ENVS faculty rejected the proposal with no indication of a willingness to revise and revisit the proposal.

Since that time, the ENVA major has grown significantly and developed its own identity. Its broader presence on campus, both in terms of its faculty members’ involvement in College sustainability efforts and engagement with student sustainability-related organizations and endeavors as well as the USF Community Garden and urban agriculture minor, required revisiting the governance issue. As of earlier this year, the Advisory Board decided to formalize procedures that have been followed for appointing faculty and selecting chairs. These procedures will be institutionalized in new bylaws during the 2013-2014 academic year.

The primary purpose of the by-laws, especially as the Program has grown in size, is to serve as an official reminder of our shared commitment to collective decision-making, and to a consensus process that fosters inclusion and active engagement of all advisory board members. Faculty feel included in the decision-making process, and there is great pride in the decisions that have led to our growth and enhanced presence on campus. As a result, the Advisory Board largely retains a remarkable sense of community and collegiality.

To date, governance has not typically involved the formation of committees. With the growth in the number of advisory board members and the administrative tasks handled by chairs, it might be advisable in the near future to begin utilizing ad hoc committees.

VI. STUDENTS

Recruitment

ENVA faculty try to be present to represent the Program at open houses and other events for prospective students. These events typically take place on the weekend and since we are entirely dependent on faculty whose home departments and primary responsibilities are elsewhere, it is not always possible to staff these events.

The Environmental Justice and Outdoors Club, the ASUSF Sustainability Committee, the annual Earth Day celebration and other environment-related events on campus have all been useful in introducing the Environmental Studies major to students. Beginning this semester, the Program is sponsoring a monthly “Sustainability Cafe” where students and faculty engage in discussion about current sustainability issues, challenges and innovations. This event is open to the entire campus community and may also serve as an outreach tool.

The Urban Agriculture minor, although new, seems to be attracting students who see the value of combining an ENVA major with the Urban Agriculture minor.

Demographics

The Environmental Studies major and minor both draw from a diverse pool of students.

In terms of gender, for the period from spring 2008 through fall 2012, there were a total of 19 male student and 47 female students. A similar gender division is present with the Environmental Studies minor. For the period from spring 2008 through fall 2012, there were a total 6 male and 23 female students.

For the Environmental Studies Major, during the period from spring 2008 through fall 2012, students have self-identified their ethnicity as follows: 2 African American, 5 Asian, 5 Hispanic or Latino, 3 Native American, 38 Caucasian, 1 Pacific Islander, 2 international, and 10 unknown. Of the 56 responses which identified ethnicity, 68% are Caucasian.

For the Environmental Studies Minor, during the period from spring 2008 through fall 2012, students have self-identified their ethnicity as follows: 1 African American, 4 Asian, 1 Hispanic or Latino, 1 Native American, 17 Caucasian, 1 Pacific Islander, 0 international, and 4 unknown. Of the 25 responses which identified ethnicity, 68% are Caucasian.

There also appears to be a positive trend of increasing diversity among majors in the Environmental Studies program. For example, for the calendar year 2009, only 14% of the majors were non-Caucasian. For the calendar year 2012, by contrast, 43.5 % of the majors identified themselves as African American, Asian, Native American, Pacific Islander, and international.

Intellectual and Social Climate

Program expectations are communicated to students in the Orientation to the Major session that is held at the beginning of each year. Students are introduced to faculty members and major requirements, and the advising process is explained.

ENVA students meet at least twice a year, one-on-one, with their faculty advisors prior to registration. Discussions include past performances, next semester's course offerings, and long-term goals for completing the major, finding relevant internships, and landing a job.

In addition to the faculty advising, ENVA is currently implementing a peer advisor system. Two seniors have weekly office hours to meet with their peers so they can help them with following the curriculum, developing their pathway, finding internships and ultimately jobs.

At the individual class level, it is university policy to provide mid-semester grade reports to those students (and their advisors) who are not performing at a satisfactory level (defined as any grade below a C).

Outside the classroom, ENVA students enjoy a number of community-building activities and groups. For the last four years, many ENVA students have actively participated in Back to da Roots, a student organization focused on organic gardening and food activism (one of the group's accomplishments was convincing the campus café, Crossroads, to feature only fair-trade coffee). Likewise, many ENVA students are involved in the USF Community Garden (see facilities) and regularly attend the weekly garden workdays where they work alongside their peers and professors. Further, ENVA students come together informally at our monthly campus farmstand and our monthly free community dinners, both organized by students enrolled in Community Garden Outreach (ENVA 145).

Finally, ENVA students, professors, and staff come together for our annual graduation dinner, held at a local restaurant. Here, the year's accomplishments are recounted, student awards (the Gary Snyder Outstanding Paper Award, the Gold and Green Award for campus or community activity and the Environmental Studies Excellent Student Award) are handed out, and each graduating student is given a book signed by all ENVA faculty.

Academic Expectations and Progress

Students in the ENVA program are expected to maintain at least a GPA of 2.0 to stay in their major. Over the last 5 years majors have maintained an average overall GPA of 3.2 (and an average SAT score of 1174). The major always includes some excellent students, who graduate with honors.

The major also always includes some students who are struggling. When students are struggling they typically struggle across the board, i.e., they fail or have to drop "humanities" courses as well as "social" or "natural science" courses. Their struggles are mostly tied to personal issues common to students in all majors.

It is not the case that ENVA students struggle in science courses. Environmental Science faculty have found that the science and studies students perform similarly. The chairs have even encountered some instances in which struggling students only passed their science courses (and failed all their other courses). The choice of students to study Environmental Studies instead of Science is mostly related to their interests and not to their weaknesses or strengths.

A student who graduates with a BA in Environmental Studies is expected to have a basic understanding of the human, social, philosophical, ethical and scientific processes involved in the major environmental issues we face today. In addition the program seeks to train problem solvers who can work in the private and the public sector, as well as for non-profits. Some students also continue to graduate school.

VII. STAFF

The Environmental Studies Program shares a Program Assistant with Environmental Science. Program Assistants have been competent and very willing to work with Environmental Studies Faculty and Students. However, both Environmental Studies (and we presume Environmental Science) would make the case that both need dedicated Full Time Program Assistants.

The PA works (in theory) 33% for Environmental Studies. In reality, roughly 5-10% of the PA's time is dedicated to ENVA. This is not enough for a program of 80 majors and numerous minors; the program graduates 30-35 students annually. In addition the PA must assist students in the Minor in Urban Agriculture, and work with faculty from half a dozen different departments. Many PA tasks related to budget, event organizing, and webpage updates end up being done by the chairs given the PA workload.

Most recently, it was decided that Wednesday would be the PA's full-time day for ENVA. It remains to be seen whether or not this improves the situation. There are obvious disadvantages: 1) immediate needs may arise that don't occur on Wednesday; 2) ENVA students may need support from the PA on days other than Wednesdays. Additionally, one day a week does not even meet the 33% of the PA's time that ENVA is, in theory, supposed to receive. This is unacceptable for a Program that has more majors/minors some departments that have their own dedicated PAs.

Environmental Studies needs a Full Time Program Assistant for the following reasons:

1. To better serve our students. Currently Environmental Studies has 75 to 90 Majors and 30+ Minors. We have steadily increased our numbers of Majors and Minors and anticipate that this trend will increase. We also have a Minor in Urban Agriculture. We have more Majors and Minors than many departments that have FT Program Assistants.
2. To assist with our off-campus programs. We have developed a semester-long field course, a summer field course, a summer course based in Alaska, and hope to develop international programs. It has been difficult to develop these programs without FT administrative assistance.
3. Outreach. Environmental Studies is connected to the numerous environmental groups in the San Francisco Bay Area through service learning courses, a required internship course, and the research and service of many faculty members. We need administrative help to expand this outreach in order to provide more opportunities for our students and continue to connect ENVA with the greater Bay Area community.

We face limits to growth without adequate administrative assistance. We are grateful for the very able help from current and past Program Assistants, but believe that both ENVA and Environmental Science could benefit from full time administrative help.

VIII. DIVERSITY AND INTERNATIONALIZATION

Diversity

The Environmental Studies Program seeks to further the University mission of creating a supportive environment for all members of the community and ensuring that everyone is included in the life of the University in ways that enhance professional development and academic success. As an interdisciplinary major, it is our hope to draw a diverse group of students and faculty to our program.

Student Diversity

See student section above

Faculty Diversity

As an interdisciplinary program, rather than a department, Environmental Studies draws faculty from across the university. We currently have 12 faculty on the Environmental Studies Board, with a number of other faculty who work within the program on occasion.

Eleven members of the Environmental Studies Faculty Advisory Board responded to questions about diversity. There is currently one full professor who is a Caucasian male. There is one full professor who is a Caucasian female. There are three associate professors who are Caucasian males. There is one assistant professor who is Caucasian male and also who identifies as international. There are four associate professors who are female. Two of these identify as Caucasian, one as Asian American who also identifies as international, and one as Mexican American. There is one assistant professor who is a Caucasian female. One male associate professor lists his ethnicity as Hungarian. One female associate professor lists her ethnicity as Indian. The remainder of the faculty did not identify ethnicity.

Environmental Studies currently shares a program assistant, who is female, with Environmental Science and the MS in Environmental Management.

Diversity Goals & Areas for Improvement

In terms of encouraging student diversity, we face the same constraints that all majors do in that there is a relatively small number of applicants representing minority groups. We continue to work to welcome a diverse group of students with a wide range of interests into the program. We hope that the ability of students to design their own pathway of study in their junior and senior years will be appealing to a diverse range of students.

As an interdisciplinary program whose faculty board is comprised of volunteers, we strive to create a very welcoming environment for individuals from a variety of backgrounds and disciplines. As the Environmental Studies Program has not yet been in the position to hire its own faculty, however, we must rely on the departments for hiring diverse faculty that have an interest in participating in the program. If, in the future, Environmental Studies is able to hire

faculty based in the program, we would work to ensure a diverse applicant pool.

We would also like to suggest that Environmental Studies be considered for a Ethnic Minority Dissertation Fellow (EMDF), which would add to the diversity of the program. This program brings diverse fellows to campus to complete their dissertations while teaching a reduced load. In many cases, dissertation fellows stay on in tenure track positions following completion of their PhDs. Environmental Studies has requested to review candidates applying for the fellowship with specializations in environmental fields. Recently, however, despite our interest in a qualified candidate, we were informed by the Dean's Office that "we still tend to appoint EMDF to a department or well established major program that has a history of hiring dedicated lines, and that "[b]ecause ENVA has not yet hired new faculty, this may put the program at a disadvantage compared to a program that has the history and infrastructure to support its own hires."

Internationalization

The Environmental Studies Program is working to further the University's commitment to providing faculty and students opportunities to add an international dimension to the liberal arts experience. Given the inherently global nature of environmental issues, there is great potential for the inclusion of internationalization in the Environmental Studies Major.

Students have the option of choosing a number of electives in the Environmental Studies Major that are global in scope. These courses include:

ENVA 231 - Introduction to Globalization
ENVA 232 - Environmental Economics
ENVA 310 - The Commons: Land, Water and Air
ENVA 320 - Global Environments and Societies
ENVA 322 - Globalization and Resistance
ENVA 342 - Environmental History of Africa
ENVA 350 - Energy and Environment
ENVA 361 - Religion and the Environment
ENVA 390 - Global Environmental Politics

There are also a number of study abroad programs focused on environmental studies in which the students may participate. See "International Program(s)" in section II. CURRICULUM

Internationalization Goals & Areas for Improvement

We hope to continue to expand the available offerings for students wishing to study abroad in conjunction with the environmental studies major. This will require both the identification of suitable programs, as well as working with students to ensure study abroad fits within their four-year plan of study. We anticipate this will be something students are able to do, and will encourage them to think about study abroad opportunities when it comes time to identify their individual pathways of study.

We will also continue to work to increase the number of international students who choose to major and minor in Environmental Studies. We also hope to expand the number of international faculty working with the program, as well as courses with a global environmental theme. As in the case of encouraging diversity, because the Environmental Studies major is housed in an interdisciplinary program, rather than a department, we have limited control over faculty hiring, including international faculty. We do, however, currently have two faculty who identify as international.

IX. TECHNOLOGY & INFORMATIONAL RESOURCES

Technology

The University's campus support for technology seems to meet the Program's *teaching needs*. All of our faculty use some form of computer medium for teaching. Many use PowerPoint to conduct their lectures, Blackboard or Canvas to post important course content and facilitate online interactions, and integrate Internet-based audio and video into their teaching. These technology-assisted pedagogical tools have enriched the teaching experience for those who use them. Faculty who utilize learning software are adequately supported. Future technological support required by the Program will include development, implementation and assessment of the use of e-Portfolios. This may include setting up a platform for student e-Portfolios as well as backend support in harvesting data from the portfolios for the purposes of assessment.

Additional support may be required for the new courses: Quantitative Skills for Environmental Studies and Methods and Approaches in Environmental Studies. This might include training for students to use statistical and/or qualitative data analysis software.

Finally, the Environmental Studies Program needs Internet communications and social media support. Without a dedicated Program Assistant, our website is seldom updated and has become woefully inadequate at communicating the vibrancy and growth of the Program. Various Environmental Studies courses have produced YouTube videos and launched Twitter, Flickr and other social media accounts, but we have no resources to integrate these efforts into a coherent social media strategy.

Distance Learning

The Program has not been involved in distance learning programs, and at this point has no plans to be.

Library

The Department is for the most part satisfied with Gleeson Library's services, especially with the enhancement of access to electronic holdings over recent years. Few faculty members report relying exclusively on the somewhat modest holdings of the library alone, but instead make much use of interlibrary loan and electronic holdings, which extend the library's reach. The electronic journal holdings in environmental studies are adequate at this point, and as long as they are maintained at their current level we do not expect resource difficulties.

Clarification regarding who the library liaison is for Environmental Studies would help streamline faculty requests in the future. ENVA classes could utilize this person's services for students research assistance and training.

X. FACILITIES

Currently Environmental Studies shares office space with Environmental Science in Harney. This is inconvenient since, with the exception of the Environmental Science faculty who serve on the ENVA Advisory Board, no ENVA faculty have offices in Harney and are at least a 5 minute walk away. Furthermore, ENVA shares a Program Assistant with ENVS and the Masters in Environmental Science, both of which are housed in Harney, right next to the PA. As such, these programs are better situated to utilize the support of the shared PA.

The shared office poses some additional problems. ENVA students don't have a "home" office or place to be and report experiencing their chosen major as an appendage to the Environmental Science major. The office is also far from ENVA faculty offices so there is little to none back and forth between faculty and the PA. The co-chairs of ENVA are also located in a different building than the main office, which makes their administrative tasks more difficult. Student files are located in the office in Harney, which means that prior to heavy advising times files must be distributed to advisors who are outside of Harney. Subsequently, these files need to be returned to the office after advising. When an advisor (mostly one of the chairs) needs to advise a student outside of the scheduled advising times this poses additional logistical problems.

ENVA needs a dedicated office to serve our students and affiliated faculty. As important, the Program needs a recognized space that gives the Program a physical presence and provides students with a sense of place. This would increase both student and faculty morale and facilitate ease in administration. ENVA would greatly benefit from a space that serves as a "home" for EVNA majors/minors and faculty.

Classrooms, Labs and Field Facilities

Classrooms

Environmental Studies majors are benefiting from the opening of the LoSchiavo Center for Science and Innovation where Intro to Environmental Science (ENVS 110), Ecology & Human Impacts (ENVS 210) and Air & Water (ENVS 212) are offered. All other Environmental Studies courses are typically roomed in Kalmanowitz, Malloy, Lone Mountain, School of Ed, or Cowell. These spaces tend to be adequate.

Community Garden

In Fall 2007, Professors Melinda Stone (Media Studies, ENVA, Urban Ag) and Seth Wachtel (Art and Architecture, ENVA) and eleven students enrolled in The Garden Project Living Learning Community transformed an overgrown lot used by ROTC for war simulations into an 1/8 acre organic garden. Over the next two years, an irrigation system was installed, fruit trees were added, and much effort was taken to improve and amend the soil.

In Fall 2009, Stone and David Silver (Media Studies, ENVA, Urban Ag) began co-directing the project. Also that year, Justin Valone was brought in to teach classes in organic gardening and to manage the garden. Within the next two years, an outdoor kitchen was built in the garden and a water catchment system was installed to help irrigate the orchard. All of these developments were integrated into student learning, whether formally through courses or informally at weekly garden work parties.

Currently, the USF Community Garden serves multiple functions, including an outdoor classroom, a space for urban food production, a living laboratory for multiple courses, and a place for individual and community reflection.

First and foremost, the garden serves as an outdoor classroom, primarily for Urban Ag: Fall (ENVA 130) and Urban Ag: Spring (ENVA 135), where students learn basic and advanced principles and practices of organic gardening, and Community Garden Outreach (ENVA 145), where students harvest fresh produce from the garden and cook meals for our campus farmstand and free community dinners. The garden also hosts field trips for approximately a half dozen USF courses from across the disciplines.

The garden also serves as a vital space for urban food production, producing approximately *** pounds of produce a year, used primarily for our student-run farmstand and free community dinners. The remaining produce is given to the food bank at nearby Booker T. Washington Community Service Center and to students, staff, and faculty attending our weekly garden workdays.

Further, the garden is a living laboratory for multiple classes: architecture students have designed and built a greenhouse, an information kiosk, and a solar panel system in the garden; art students have designed signs and murals for the garden; ecology students have experimented with growing native plants; and urban ag students built an outdoor kitchen primarily out of found materials and cobb.

And finally, the garden is a space of individual, group, and community reflection for students, staff, librarians, faculty, and Jesuits who enjoy logging off for a while to breathe, think, converse, and reflect.

Over the years, the garden has been maintained and expanded through multiple funding sources. Originally, the garden was funded with help from the \$5,000 Living Learning Community budget, which lasted from 2007 to 2011. By 2010, Professors Silver and Stone began applying for Faculty Development Funds (FDF) to build cold frames and toolsheds, to maintain irrigation and water catchment systems, to increase and expand tool selection, and to purchase seeds, starts, compost, and manure. For the last two years, ENVA has pledged \$2,500 to the Urban Agriculture minor to support URAG courses and garden upkeep and expansion. Also during the last two years, Arts and Sciences has funded three summer undergraduate RAs (for a total of about \$4,750) to maintain the garden over the summer and to prepare it for fall classes.

The extensive learning opportunities provided by the garden, and its integration into Environmental Studies through the Urban Ag minor, make it an essential facility not just for Environmental Studies and Urban Ag, but for the College and University more broadly. To continue to function and provide these valuable services, the garden will need to be properly funded by the College, including its own annual budget administered by the Urban Agriculture minor, to support a garden coordinator, maintain both the garden and classroom learning space, and continue developing new enhancements to advance student learning.

Future Field Facilities

The Environmental Studies Program would like to explore the possibility of operating field campuses where students can spend an entire semester or summer immersed in fieldwork. One possible location would be the Sierra Nevada foothills where students would be housed for part of the “Sierras to the Sea” Semester Away Program that has been developed by Environmental Studies. Another possible location would be in Marin, Sonoma or Napa counties where a “Farm Semester” could be offered as part of the Urban Ag minor.

XI. CONCLUSIONS AND COMPREHENSIVE PLAN FOR THE FUTURE

The Future

The Environmental Studies Program at the University of San Francisco is stronger than it has ever been. The continued flourishing the Program, however, cannot be sustained without significant faculty, staffing and administrative changes. Faculty in the Program are committed to advancing Environmental Studies to the next level in terms of its presence on campus and in the community.

Our dream would be for Environmental Studies to be the marquee undergraduate program in a new Center for Sustainability and Social Justice. We have a built-in advantage being in San Francisco where opportunities to collaborate with environmental and sustainability innovators abound. We also see ourselves as one of the innovators, ready to take a leadership role in expanding existing partnerships and building new ones. Under the administrative umbrella of a center, we would also benefit from the presence of visiting faculty and research fellows, association with new graduate programs that might be housed in the center, and stronger connections with campus sustainability efforts. A new sustainability-related center on campus would also be the logical home for the growing Urban Ag minor and the USF Garden, both of which need dedicated budgets to continue providing the outstanding learning experiences they have heretofore provided on shoestring budgets scraped from the Environmental Studies budget.

While efforts to fundraise for such a center are underway, we realize that in the interim we still need the College's support to ensure better coordination of existing programming, partnerships and projects, as well as more effective communication of these efforts both within the University and the broader community. We intend for this self-study and the external review process to provide strategic guidance in addressing the immediate needs of the Program in ways that can help us realize our long-term goals for the Program.

To summarize, the immediate concerns and needs include:

Hiring

The quality of the curriculum we deliver is high, and the faculty members are truly dedicated. However, all of us make this happen purely out of dedication and a commitment to the program, yet without the proper resources. In many ways the program is "cobbled together." This "cobbled together" character is found in (among other things) faculty who barely find the time to teach a course for the program, reliance on adjuncts, and a program assistant who only works one day a week for the program.

As discussed throughout this document, not only do we experience challenges in scheduling the type of cross-listed courses that allow faculty to serve their home departments while also

serving ENVA majors, we also face the seemingly insurmountable challenge of finding Chairs in other departments willing to release their faculty to teach courses that serve only ENVA majors. Steve Zavestoski is slotted to teach three such courses—Environment & Society, Methods and Approaches in Environmental Studies, and Capstone Practicum in Environmental Studies—for the near future. However, his current course release as the College’s Sustainability Director means that he will have to voluntarily teach an overload in order to cover all of these courses.

As problematic, the current temporary arrangement in which Zavestoski’s home department of Sociology receives a term position to replace him while his teaching responsibilities are shifted to Environmental Studies, could end at any time. This situation must be resolved no later than 2015-2016 academic year when Zavestoski’s next sabbatical is scheduled.

Similarly, “The Commons: Land, Air and Water is currently being taught by Vijaya Nagarajan who will be on sabbatical next year. If her home department needs her to teach more courses we also face a problem. Likewise Gerard Kuperus is the only person teaching Environmental Justice.

A solution to this problem would be to hire interdisciplinary scholars who could teach some of our required courses and additional electives. This would further strengthen our program and would have tremendous benefits to our students.

Finally, a shared program assistant with a Masters program and a department is unsustainable. The co-directors, in fact, end up doing a lot of the work a PA is supposed to do. The solution is to hire a full time Environmental Studies Program Assistant, a position that might be combined with administrative support for a new masters linked to Environmental Studies.

Administrative Structure: Program vs. Department

Given the precedent of faculty being hired into the interdisciplinary International Studies Program, we are hypothetically no longer constrained by the inability to hire into ENVA. Whether hiring faculty into an interdisciplinary program with no physical home is desirable or not is another question. Consequently, ENVA faculty have begun discussing the advantages and disadvantages among the options of (a) remaining a program; (b) transitioning to department status; or (c) retaining program status but relocating administratively within a center or other administrative structure.

One downside to remaining a program is that our Program Chairs will continue to do the work of Chairs without the recognition or compensation. While they do the same work as chairs of departments, they are not called “chairs” but “directors,” a diminished status in both material and symbolic terms. The most significant disparity is that the current co-Chairs split four units of course release per year between them whereas department chairs receive four to five units of course release per semester. Yet ENVA has more majors than several full-fledged departments and the ENVA Directors do all the work of chairs with the exception of filling full time faculty lines.

This unequal compensation is not justifiable and will make it difficult, if not impossible, to find faculty willing to step into the role of Program Director.

Faculty in Environmental Studies are intrigued and excited by the idea of a new center on campus that might house Environmental Studies and other related programs and activities. Such a center would seem to have the potential to address at least some of the current challenges the Program is facing (e.g., faculty hiring, administrative support, and a dedicated space). At the same time, there is no certainty that a center will come into existence and certain Program needs require immediate action.

The decision whether to become a department or join a center will require careful examination of certain key questions. Would existing faculty in the Program move their appointments to a new department or center? Would there be joint appointments? If tenure track interdisciplinary PhDs are hired into a new department or center, what would be their decision-making and leadership roles vis a vis existing faculty with appointments elsewhere? In a model where existing faculty with appointments elsewhere become “affiliates” to a new department or center, what would be their roles in terms of governance?

Space

The lack of dedicated space for Environmental Studies impacts student life, Program oversight, faculty communication, and coordination/communication with our part-time Program Assistant. The office of our PA is in a separate building. Students and faculty alike miss a meeting space. Our students have expressed they lack a sense of community. Although the faculty meet once a month in board meetings, we do not see each other or our part-time faculty on a regular basis. A central office/meeting space would aid in building more community among our students and faculty. Perhaps most importantly, dedicated space would help us define and build an identity reflecting our engagement with the campus and broader community.

Concluding Remarks

The Environmental Studies Program at the University of San Francisco is strong and generally thriving. We are fortunate that our challenges are related to sustaining our growth and to continuing to deliver the outstanding curriculum and programs that have helped nurture that growth. We are not plagued by stagnancy or decline, interpersonal problems, or other intractable problems. In this context, we feel we are strongly positioned to ask for and receive the resources and support of the College. Putting resources into Environmental Studies would be a good investment for the College. The Program is positioned to lead not just the College but also the University in its commitment to educating students with the awareness and critical understanding of society’s environmental challenges to become leaders in the transition to a more sustainable and just future.