GARP DEPARTMENT ANNUAL REPORT 2008-2009

Submitted by Stephanie Kelly, Chair

I. Introduction

Karl Leiker effectively served as acting chair for fall 2008, while Stephanie Kelly was on sabbatical. Spring 2009 marks the ninth year of Stephanie’s stint as chair, and Karl was voted in as our new chair for 2009-2010. Thank you, Karl, for your service to the department. We look forward to changes and innovations in the year ahead. We are currently collaborating with the new Ethnic and Gender Studies (EGST) Department and the proposed Environmental Science (ENVS) Department to place two of our GARP professors in their departments as joint or shared appointments. We will explore how to utilize the expertise of the professors in interdisciplinary, innovative ways to enrich cross campus connections. As we consider the shared/joint arrangements, we will be focusing on how GARP can support the interdisciplinary model, while at the same time achieving our goals for the GARP Strategic Plan. We will determine projected resources that GARP will need to implement five-year action plans, and request these resources from the administration.

The vision of the GARP Department continues to be the education of regional planners who will solve urban and environmental problems, and shape and protect our communities for a sustainable future. We continue to strive to provide the best coursework, equipment and mentoring to reach our goals. The goals of the GARP Department for 2009-2010 are:

- Maintain our contribution of geography and planning courses in the common core to meet geographic literacy and sustainability knowledge standards for all students;
- Expand recruitment efforts to solicit new majors from area high schools in Springfield, and Holyoke, and HCC and STCC;
- Develop new courses and revise the regional planning major to meet the criteria for accreditation for the Regional Planning Program;
- Collaborate with the Admissions Department and Public Relations to advertise our new concentration in Environmental Planning.

Specific action plans to achieve our goals are:

- Develop new courses in sustainability and integrate sustainable best practices in current coursework;
- Revise the regional planning major requirements to include two concentrations: Social and Urban Planning, and Environmental Planning;
- Assist and mentor our GIST Technology Center Coordinator, Pat Guiberson, to establish inroads in GIS on campus and in the surrounding communities;
- Maintain cross-registered GARP/ PADM courses to support the MPA graduate program;
- Develop J-term and other international courses, including a regional planning concentration for foreign exchange students;
- Design a foreign exchange fieldwork component for our interdisciplinary minor in Recreation and Tourism with the Business Department, and;
- Develop courses in political ecology and environmental problems in Latin America to support the new Latin American Studies minor.

II. Academic Year Accomplishments

The GARP Department had a very productive year with two new professors on board,
Lorena Munoz and Brian Conz. Lorena taught cultural and urban geography, and *Cities of the Global South*. Lorena was awarded an Innovative Pedagogical Initiatives (IPI) grant from WSC to develop her area of pedagogy in Participatory Action Learning. The sponsoring organization is the Center for Metropolitan Studies, Technical University Berlin, where she attended the conference in May.

Brian Conz, a cultural and political ecologist, taught physical geography, *Regional Geography of New England* and *Global Issues of the Future* this past year. Brian focuses his research on the contested terrain of the indigenous Mayan peoples, documenting forest change and protected area management in Totonicapán, Guatemala. Brian is developing a course in *Environmental Issues in Latin America*, and is participating in an effort to create a Latin American studies minor. Brian will be resurrecting our Western MA Geographic Alliance, which served for many years as a resource center for K-12 teachers in the region. Brian will be organizing a new advisory board to oversee the center, and developing new coursework for professional development credits for educators in geography education.

The GARP Department is extremely excited about the opening in the spring of our new Geographic Information Systems Technology Center (GIST Center). The GIST Center is a dedicated GIS/remote sensing laboratory in Bates Hall 22. Carsten Braun developed the GIST Center proposal and worked diligently to get the center approved. Up and operating successfully, the GIST Center provides computer work stations and ancillary facilities to support GIS/remote sensing teaching, research and projects for faculty and students in the regional planning major and other disciplines across campus. The mission of the GIST Center is to provide a central focus for the study of GIS across disciplines on campus and to establish linkages with planning agencies and community groups in the region.

We had a very successful search for our GIScience professor/ coordinator of the GIST Center. We have hired Patrick Guiberson who comes to us with vast academic teaching experience in GIS, and administrative experience coordinating GIS Centers. We look forward to optimizing our GIS potential within the department and externally with cross-disciplinary GIS coursework and GIS community outreach.

Carsten and Marijoan Bull represented GARP on the Sustainability Committee for WSC. With Carsten serving as chair, the Sustainability Committee developed a WSC Sustainability Plan with sustainable, best practice action plans. Campus sustainability events included a campus Green Day Fair. Marijoan attended a sustainability conference to learn how to integrate sustainable concepts into the curriculum, and will be teaching *Planning Green, Sustainable Cities* in the fall09.

Regional planning students worked on downtown revitalization plans for the city of Westfield this past year. In the fall several students supervised by Marijoan drafted a downtown survey to measure resident and WSC community attitudes about downtown redevelopment. The students also collected data for a condition assessment of buildings in the downtown. In the spring Marijoan and Stephanie served on the Downtown Westfield Revitalization Advisory Board, which oversees the Gateway Grant that Westfield was awarded. The Gateway Grant, awarded by the Department of Housing and Community Development (DHCD), will develop action strategies for economic development in the downtown. The Gateway Grant is a collaboration of the Pioneer Valley Planning Commission (PVPC), UMASS Department of Architecture, WSC Regional Planning Program, and Northeastern University Center for Urban and Regional Planning. Several students worked as interns at PVPC to design and analyze the survey, and generate GIS maps for the downtown target area.

Stephanie and Julian Fleron of the Math Department taught linked courses this spring that provided students an opportunity to participate in the downtown planning process. GARP0105-001 Intro to Community Planning taught by Stephanie, focuses on community development theories and practice. MATH0111-007 3-D Community Modeling, which was taught by Julian, focused on teaching the students how to use Google Sketch-Up to construct the buildings...
downtown on the web. Community planning students provided planning background, data collection handouts and historical perspectives on buildings. Math students put all the downtown buildings on Google Sketch Up and developed models of the buildings. These computer renditions and models will be part of the design phase for the plan.

GARP Department faculty continue to participate in many outreach projects with students. Several independent studies dealt with GIS research projects and zoning revision bylaws for communities in the region. Carsten sponsored several students who presented their research at the New England Environmental Research Symposium at Bridgewater State College. Carsten and Lorena sponsored several students who presented their research at the UMASS Undergraduate Research Conference, and Brian submitted an essay for a regional planning major who won the student essay contest.

III. Faculty Accomplishments: See individual faculty reports in the appendix.

IV. SWOT ANALYSIS

STRENGTHS

The GARP Department stands in the forefront in educating students in globalization trends and sustainable practices. Our department educates students across campus to become geographically literate. As the only state college Regional Planning Program in New England, we continue to educate our majors in updated planning theories and case studies and the latest technical GIS and statistical programs. Our graduates continue to get planning jobs in various sub specialty planning areas including economic development, housing, transportation and GIS. Our faculty members are committed to department goals and continue to conduct research and participate in conferences related to their specialty areas in geography and planning.

WEAKNESSES

Throughout the history of the Regional Planning Program, we have had difficulty recruiting students at the freshmen/sophomore level. Students join the major after their second year. An especially frustrating statistic is our lack of minorities from Springfield, Chicopee, Ludlow and Holyoke. Even with articulation agreements such as the Environmental Science/ GIS associates degree program at HCC, and speaker forums with Urban Education at WSC and other colleges to recruit majors, the number of regional planning transfer students from area community colleges is extremely low. The regional planning major is an exceptionally marketable major for a minority applying for a job in an inner city. We are hoping that the new recruitment program for growth majors will assist us in efforts to recruit at high schools and colleges across the state.

OPPORTUNITIES

The GARP Department stands to benefit tremendously from the new GIST Center. We are in the enviable position of offering updated GIS, remote sensing, and other technically advanced geospatial skills to students across campus. Statistics show that there is high student interest in GIS techniques in related disciplines including environmental science, biology, business/ marketing and economics, and communications. With our new GIS coordinator on board making connections across campus and in communities in the region, we should see dramatic increases in numbers of majors and enrollment in GARP courses.
With the current national emphasis on revitalization and sustainable development, GARP is at the forefront in capitalizing on the new concentration in *Environmental Planning*. Coursework in planning green, sustainable communities is part of our curriculum. With added courses in environmental law and policy, and renewable energy alternatives, we will be in the position of offering a strong concentration in sustainability. In collaboration with the new Environmental Science Department, we will have the support to hire professors with environmental law and renewable energy expertise. The proposed international fieldwork component for the sustainability concentration will teach our students how cultures in emerging countries practice sustainable development methods. Learning how resources are allocated in emerging countries, prepares our students to develop sustainable community plans.

**THREATS**

The name recognition and popularity of other new programs could further erode our ability to attract new majors.

**V. Plans**

(a). GARP will continue to support the Community Planning Track of the Master’s in Public Administration (MPA) graduate program. GARP participated in the revision process of the MPA degree this spring. Starting in spring 10, GARP will offer three online courses. Two courses, physical geography and world regional geography, are core courses. One other course, Intro to Geographic Information Systems (GIS), an elective, will be offered in fall 09.

The GARP Department will be submitting a revised structure for the regional planning major. The regional planning major will now have two concentrations: *Urban and Social Planning*, and *Environmental Planning*. The joint minor in Recreation and Tourism with Business will be revised to include potential international field experiences.

(b). On the international front, several GARP faculty have initiated international exchanges for students and faculty. Stephanie conducted a site visit to Thailand to establish an exchange program at Chulalongkorn University in Bangkok. Stephanie met with education, and architecture and planning deans and students to discuss different exchange models. Several professors on campus have shown interest in developing courses for exchange. Lorena will be teaching a J-term course in Puerto Rico in January 2010. Marijoan participated in exchange discussions with regional planning educators in Kenya.

(c). GARP Programmatic outcomes are posted on the WSC website.

**Summary of Progress on Program Assessment**

a. The department has developed programmatic outcomes that measure student learning. Outcomes have been linked with specific assignments embedded in courses or as part of the students’ overall program. Examples of outcomes are:
   - “Demonstrates spatial analysis by indicating geographic placement in physical, social, and cultural geography” is an outcome for geographic foundations for the student. Assignments for place location are embedded in the geography core courses to measure this skill: GARP 101, GARP 102, GARP105 and GARP210.
• “Identifies relationships among the various systems of the earth” is an outcome for geographic foundations. Assignments in classification, organization and pattern recognition measure this skill and are embedded in GARP 101, GARP102 and GARP210.

• “Explains connections between regional planning theories and problems in the field” is an outcome for regional planning foundations. Assignments in individual and group site plan reports, and evaluation and condition studies measure this skill and are embedded in GARP317, GARP344, GARP346 and GARP 391, and ENVS 391.

• “Matches appropriate tools and techniques to solve community planning problems” is an outcome for regional planning foundations. Assignments in the use of census data and condition survey are embedded in GARP391, GARP346 and ENVS391 teach this skill.

Programmatically, students are assessed for geographic and regional planning foundations at the beginning of the program through map analysis, and at the end during a jury in GARP391.

b. We are not required by an external program organization to aggregate student data. The department does sample student evidence in spatial analysis and classification through map portfolios in the geographic core courses. The regional planning problem solving evidence is gathered through jury review at the end of their program in GARP391. Evaluation of performance of geographic and regional planning standards is used to determine effectiveness of course assignments. Curricular revisions are made when it is determined a large percentage of students did not meet performance standards.

c. Results/findings on map placement assessment have been collected for GARP101 and GARP102 classes. Analysis shows 80-90% pass rate. Students who do not pass map location/spatial analysis tests are given interactive exercises to improve their skills. Data have been collected on problem solving skills to match tools and techniques with community problems. The analysis of this data indicates that students who do not conduct a comprehensive literature review of model tools, techniques and bylaws, and case studies do not apply appropriate tools to solve community problems. Program improvement involved revising assignments in GARP105, GARP219 and GARP315 to include individual site assignment work in case review and problem solving.

VI. Resources

(a). Space: The GARP Department needs two more offices for incoming faculty.

(b). Faculty/ Staff: To replace the gap that will occur with the joint/ loan of two of our professors, Lorena Munoz to Ethnic and Gender Studies (EGST) and Carsten Braun to Environmental Science (ENVS), GARP needs to have the gap filled with the coursework, advising and committee work that will follow losing these two full-time department members. If Lorena Munoz is placed full-time in the EGST Department in the coming year, GARP needs an immediate, full-time, one-year temporary position. It is extremely difficult to find adjuncts for GARP courses: a full-time professor would give us the support and continuity we need in
advisement and recruitment. Even if the appointment for EGST is half-time, GARP is still losing a full-time hire that we just had come on board this year. Substituting with an adjunct will not provide the legitimacy we need in strengthening our name and reputation. Coupled with the fact that Carsten Braun will be loaned in a year to ENVS, we will be struggling to show a force of uniformity and commitment to the GARP Department.

(c). The GARP Department needs upgraded meteorology and climate change software and weather equipment. With the increased online courses that will be offered through the day division and DGCE (GIS certificate), GARP faculty plan to focus on technical assistance to communities. These courses require assistance from CIT to improve access of courses in municipalities across the state and potential satellite sites for workshops and special group project research.

VII. GARP Strategic Planning Goals for 2009-2010

The vision of the GARP Department is to educate planners who will shape, design and plan our communities for the future. Our majors graduate with effective problem solving skills to solve serious urban and environmental problems we now face globally. The curricular goals are to provide a strong foundation in geography and theoretical and practical skills in regional planning. The GARP Department’s vision is closely aligned with the WSC Five-Year Strategic Plan mission and vision to contribute to community service. As a department we offer opportunities for student group research and studies to assist area communities in technical planning. The internship program is structured around community outreach and technical assistance.

The GARP Department supports the “Top Ten” Strategic Planning goals for 2009-2010:

- Foster Student Success: Assess students’ needs for academic and personal support, and enhance advising, tutoring, and other academic and administrative services. Actions: Group advisement sessions with senior students as advisers and mentors have been organized and held within the department during advising time. Graduate school talks have been conducted. Action: Coordinate presentations and workshops and update articulation agreements for the major at the surrounding community colleges;
- Expand and Enhance Recognition: Promote signature programs. Action: Develop an Environmental Planning concentration.
- Embrace Diversity: Recruit diverse faculty and students. Actions: GARP will propose an international fieldwork component to the Environmental Planning concentration. GARP has proposed a J-term foreign course, and GARP faculty have set up several international exchanges.
- Revitalize and Develop Facilities: Upgrade and maintain campus infrastructure according to ongoing needs assessment and sustainable practices. Actions: Condition surveys of campus buildings were conducted as a component of the land use planning and site location analysis courses. In support of a Sustainable Campus Plan, the department participated in several green events on campus.
- Enrich Resource Development: Increase fundraising initiatives including grants and contracts. Actions: Follow-Up with grant-writing to extend the Center for Community Planning grant; expand outreach activities with group project/land trust and GIS grants, including the GIST Center; and application for international education and training.
APPENDIX

FACULTY ACCOMPLISHMENTS

WILLIAM BENNETT

Courses taught:

Fall 2008

- GARP 101-001 World Regional Geography 75 students
- GARP 101-002 World Regional Geography 75 students
- GARP 346-001 Quantitative Methods 23 students

Spring 2009 SABBATICAL

Dr. Bennett continues his genealogy studies on the Bennett families from western Massachusetts and beyond in the region. He conducted his genealogy research for his sabbatical spring 09.

CARSTEN BRAUN

Fall Semester 2008 (Assistant Professor, tenure-track appointment)

Teaching Responsibilities (10.5 credit hours)

- GARP 0102-001 Intro. To Physical Geography (Lecture) 32 Students
- GARP 0102-01A Intro. To Physical Geography (Lab) 18 Students
- GARP 0102-01C Intro. To Physical Geography (Lab) 14 Students
- GARP 0244-001 Introduction to GIS 21 Students
- GARP 0399 Independent Study (Derek Strahan, 3 credits)
- GARP 0399 Independent Study (Jonathan Peters, 3 credits)

- Added two new outdoor labs to the GARP 0102 Introduction to Physical Geography: Lab 1 explores the physical geography and ecology around Westfield State College, Lab 2 investigates fluvial processes in Stanley Park. Replaced the commercial lab manual available from the textbook publisher with individually-designed lab exercises.
- Added a new theme to the GARP 0244 Introduction to GIS course that focuses on Google Maps and Google Earth as useful alternatives to ArcGIS for creating open-source 3-D animations.¹

¹ http://www.wsc.ma.edu/garp/faculty/cb.html
Took on advising responsibilities for Environmental Science majors.

**College Service Activities**

- Continued to serve as *Chair of the Special Committee on Sustainability*, including WWW-site creation and maintenance. The Sustainability Committee has committed to host a Faculty Center Coffee Hour on 24 September 2008.
- Continued to serve as the campus *GIS Coordinator* for Westfield State College, specifically coordinating between the Department of Information Technology and the rest of the campus community in all matters related to GIS. In addition, organized, coordinated, and facilitated the construction of the *GIST Center* (including meetings with staff and administrations, architects, facilities and operations, etc.).
- Member of the *Environmental Science Advisory Committee*.
- *Webmaster* for the Geography and Regional Planning Department WWW-site.
- Represented Westfield State College at the *2nd Biennial Conference of the Association for the Advancement of Sustainability in Higher Education* (AASHE, November 9-11, Raleigh, NC)
  - Facilitated and supervised the participation of two students: Emily Leveille and James Maxwell.
- *Member of Search Committee*: Director, Institute of Homeland Security (Department of Graduate and Continuing Education).
- *Chair of Search Committee*: GIScience Assistant Professor (full-time, tenure-track), Geography and Regional Planning Department.
- Interviewed candidate for adjunct faculty position (Spring 2009, GARP 0344, Advanced Geographic Information Systems).

**Support of Student Research**

- Mentored four student research presentations at the *7th Annual New England Environmental Research Symposium* (15 November 2008) at Bridgewater State College.

  Derek Strahan and Carsten Braun: *Invasive Plants of Stanley Park: A GIS Analysis*.
  Jonathan Peters and Carsten Braun: *Westfield State College Microclimate Analysis*.
  Nicholas Frugale, T. Allan Comp, and Carsten Braun: *The Appalachian Coal Country Watershed Team: Taking on Environmental Issues at the Grassroots Level*.
  Laura Settle and Carsten Braun: *No Time to Waste: Sustainability in Higher Education*.

- Supervision of student research as independent studies:
  a) Derek Strahan: *A comprehensive Geographic Information System for Stanley Park, Westfield*.
  b) Jonathan Peters: *GIS Teaching Assistant and Microclimatolgy Network around Westfield State College and Stanley Park*.

**Outreach Activities / Community Service**

- Began a new collaboration with Stanley Park (Carl Quist, Executive Director, and Jeffrey Glaze, President of the Board) and Westfield State College students to create a Master Plan for Stanley Park. Initial activities include: GPS trail mapping, Development

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3 [http://www.bridgew.edu/Environmental/](http://www.bridgew.edu/Environmental/)

of a comprehensive, publically-accessible GIS for Stanley Park (Independent study Derek Strahan), Microclimatology Network (Independent Study Jonathan Peters), and possibly a traffic volume/optimization study.

- Discussion facilitator for climate change awareness event entitled ‘What on Earth are We Doing?’ organized by Amy Stiles (Sunday, 26 October 2008).
- Collaboration with Prof. Brian Conz and the Duggan Middle School\(^5\) in Springfield to create a GIS-based map of Forest Park. Fall 2008 activities included basic GPS mapping around the school (see picture) and creation of Google Earth maps. The Duggan Middle School in Springfield is a Pilot School of Expeditionary Learning.
- Represented Westfield State College at WGBY’s\(^6\) Party of Ideas (Saturday, 04 October 2008). This event gathered ‘some of the brightest and most influential people in Western New England’ to discuss energy and sustainability issues in the region and beyond.
- Presented lecture about *Climate Change and Global Warming* at the Campus Sustainability Day activities (10/22/2008) organized by MASSPIRG.
- Member of the Stanley Park Nature Committee.
- Braun, C., ‘Climate Change, Processes, and Feedbacks’. Presentation to 7\(^{th}\) and 8\(^{th}\) grade math/science students, Pioneer Valley Performing Arts Charter Public School, South Hadley, MA (18 December 2008).

**Research Activities**

- Deployment of microclimatology network around Westfield State College and Stanley Park in collaboration with Westfield State College students.
- Development and planned submission of a proposal to the National Science Foundation to quantify the three-dimensional geometry of the Arctic ice shelves along the northern coast of Ellesmere Island, Canada (in collaboration with the Climate System Research Center and Microwave Remote Sensing Laboratory at UMass Amherst).
- Planning and organization of a research expedition to the Venezuelan Andes in December 2008 / January 2009 to map the extent of glaciers in the Sierra Nevada de Merida.
- Abstract submission for the 2009 Workshop on the Dynamics and Mass Budget of Arctic Glaciers / GLACIODYN\(^7\) (IPY) Meeting, organized by the IASC Network on Arctic Glaciology (16-19 February 2008, Barrier Lake Station, Alberta, Canada).
- Analysis of GPS data collected in June 2007 and June 2008 around the Quelccaya Ice Cap (Peru) to quantify changes in ice extent over the last few centuries.
- Expert reviewer of research proposal ‘Climatic Sensitivity of Andes Glaciers and Water Resources’ (€ 387,759) for the Austrian Science Fund.

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\(^5\) [http://sps.springfield.ma.us/schoolsites/duggan/default.asp](http://sps.springfield.ma.us/schoolsites/duggan/default.asp)

\(^6\) [http://www.wgby.org/](http://www.wgby.org/)

\(^7\) [http://people.uleth.ca/~sarah.boon/IPY_page/index.html](http://people.uleth.ca/~sarah.boon/IPY_page/index.html)
January 2009

- Independent research expedition to survey the remaining glaciers in the Venezuelan Andes and their effect on the high-mountain landscape over the last tens of thousand of years.
- Chair of Search Committee: GIScience Assistant Professor (full-time, tenure-track), Geography and Regional Planning Department. Screening and evaluation of 50+ applications for the GIScience faculty position in the Geography and Regional Planning Department.

Spring Semester 2009 (Assistant Professor, tenure-track appointment)

Teaching Responsibilities (13.25 credit hours)

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<td>GARP 0399</td>
<td>Independent Study (Emily Leveille, 3 credits)</td>
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- Added a Google Sketch-Up section\(^8\) (2 weeks) to the GARP 0344 Advanced Geographic Information Systems course in collaboration with Professor Julian Fleron (Department of Mathematics). Outcome: Westfield State College in 3D (Google Earth Animations of campus buildings) available at: [http://www.wsc.ma.edu/garp/faculty/wsc3d.html](http://www.wsc.ma.edu/garp/faculty/wsc3d.html)
- Advising for Geography and Regional Planning and Environmental Science majors for the Fall 2009 semester.

College Service Activities

- 29 January 2009: Invited Keynote Presentation ‘Local, Regional, and Global Impacts of Climate Change’ to Middle School science teachers (organized by Professor Frank Guiliano, Department of Physical Science).
- Continued to serve as Chair of the Special Committee on Sustainability, including WWW-site creation\(^9\) and maintenance.
- Continued to serve as the campus GIS Coordinator for Westfield State College, specifically coordinating between the Department of Information Technology and the rest of the campus community in all matters related to GIS.
- Member of the Environmental Science Advisory Committee.
- Webmaster for the Geography and Regional Planning Department WWW-site\(^10\).
- Chair of Search Committee: GIScience Assistant Professor (full-time, tenure-track), Geography and Regional Planning Department.
- Represented the Geography and Regional Planning Department at the Westfield State College Open House Information Sessions for incoming First Year Students (03/31 and 04/02 2009).

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\(^8\) [http://www.wsc.ma.edu/garp/faculty/wsc3d.html](http://www.wsc.ma.edu/garp/faculty/wsc3d.html)
\(^9\) [http://www.wsc.ma.edu/garp/sustainability.html](http://www.wsc.ma.edu/garp/sustainability.html)
\(^10\) [http://www.wsc.ma.edu/garp/index.html](http://www.wsc.ma.edu/garp/index.html)
• Organized *Ecological Footprint Interactive Exhibit* (as collaboration with Professor Marijoan Bull) for our Sustainability Earth Day Fair\(^{11}\) (Wednesday, 04/22/2009). More than 50 students and guests calculated their Ecological Footprints and explored options to become more sustainable.

• Participated in Faculty Focus Group I for the Redesign of the college’s Web Site (Thursday, 04/30/2009).

• Collaborated with the Department of Public Safety on an updated flood zone and parcel map for the college.

• Initiated *Westfield State College in 3D* (see above).

**Support of Student Research**

• Faculty sponsor/mentor for student presentation at the 15\(^{th}\) Annual Massachusetts Statewide Undergraduate Research Conference\(^ {12}\) (Friday, 01 May 2009, UMass Amherst)

  Emily Leveille
  *Less Gas, More Grass: A GIS-Based Transportation Model Calculating the Carbon Footprint of Commuter Students at Westfield State College.*

**Outreach Activities / Community Service**

• Represented Westfield State College at a live radio panel discussion: *Eggs & Issues: Biomass Energy* \(^{13}\) (04/23/2009).

• Presentation on deforestation, biofuels, and climate change as part of a community awareness dinner in Chicopee organized by Amy Stiles\(^ {14}\) (04/23/2009).

• Continued to serve on the *Stanley Park Nature Committee*. Continued the collaboration with Stanley Park and Westfield State College students to create a Master Plan for Stanley Park. The trail mapping in the Frank Stanley Beveridge Memorial Wildlife Sanctuary was completed and the maps have been installed in a variety of places throughout the Wildlife Sanctuary. Trail mapping work is continuing with Westfield State College students to complete the mapping of Stanley Park.

**Research Activities**

• Analysis of GPS data collected in January 2009 during a research expedition to the Venezuelan Andes to survey the extent of current and former glaciers in the Sierra Nevada de Merida.

**Professional Development/Other**

• Attended the 2009 *Westfield River Symposium* organized by the Westfield River Watershed Association\(^ {15}\) (Saturday, 28 March 2009, Westfield State College).

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11 [http://www.wsc.ma.edu/Calendar/earthday.pdf](http://www.wsc.ma.edu/Calendar/earthday.pdf)
12 [http://webapp.comcol.umass.edu/msc/](http://webapp.comcol.umass.edu/msc/)
• Invited expert review of GIS textbook ‘Getting to Know ArcGIS Desktop: The Basics of ArcView, ArcEditor, and ArcInfo, Updated for ArcGIS 9.3’ (ESRI Press).
• Wrote a successful Innovative Pedagogical Initiatives (IPI) Grant for attending the Environmental Systems Research Institute (ESRI) Education User Conference (July 11-14 2009, San Diego, CA)\textsuperscript{16}.

\textbf{MARIJOAN BULL, AICP}

Fall 2008 (Assistant Professor, tenure-track appointment)

Teaching Responsibilities

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<td>GARP 599-501</td>
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College Service Activities

• Member of Sustainability Committee
• Member of the Faculty Center
• Presentation at Faculty Center: Integrating Sustainability in the Curriculum
• Organized Department Mixer- New Majors, Potential Majors, Seniors, Faculty, and Alumni

Support of Student Research

• Supervised a team of four students in gathering background information for the City of Westfield’s downtown planning effort. This work included completing a conditions survey of downtown buildings; summarizing planning documents; and drafting a resident survey. This work carried over into the spring with a student preparing GIS maps, and student and faculty involvement in the visioning and charrettes conducted on downtown revitalization. This was a great opportunity for students to see planning in action—and to put energy into strengthening the community that serves as their home for a few years.

• Supervised a student who met several times with the Russell Conservation Commission to customize a Wetlands Bylaw for the town. The final product was presented to the Commission after the semester break.

• Supervised a student who studied public participation methodologies and critiqued the downtown Westfield revitalization efforts.

\textsuperscript{16} http://www.esri.com/events/educ/index.html
- Supervised Independent Study work of 2 MPA students in the Community Planning & Development Track— one did research on bicycle planning and the other on Green Roofs.

**Outreach Activities**

- Worked closely with the Westfield City Planner and the Pioneer Valley Planning Commission (PVPC) on the downtown revitalization work.

**Research Activities and Presentations**

- In January 2009, completed final part of 3 part series on the use of Transfer of Development Rights in southeastern Massachusetts, through contract with the Commonwealth of Massachusetts Executive Office of Transportation/SRPEDD.

**Spring Semester 2009**

**Teaching Responsibilities**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>GARP 101-003</td>
<td>World Regional Geography</td>
<td>36</td>
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<tr>
<td>GARP 101-004</td>
<td>World Regional Geography</td>
<td>35</td>
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<tr>
<td>GARP 204-001</td>
<td>Housing in America</td>
<td>21</td>
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<tr>
<td>GARP 219-001</td>
<td>Land Use &amp; Natural Resource Planning</td>
<td>19</td>
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<tr>
<td>GARP 399-002</td>
<td>Independent Study GIS Downtown Revitalization</td>
<td>1</td>
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<tr>
<td>GARP 599-501</td>
<td>PADM/Independent Study MPA</td>
<td>1</td>
</tr>
<tr>
<td>GARP 690-503</td>
<td>PADM/ Capstone Project</td>
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</table>

**College Service Activities**

- Member of Sustainability Committee—The Committee helped with an expanded campus Green Fair in April 2009, where the GARP sponsored interactive Ecological Footprint display was well visited.
- Member of the Faculty Center
- Member Department Search Committee, Assistant Professor GIS
- Member MPA Program Revisions Group
- Submitted to Graduate School Council and had approved, new course for MPA program— *Sustainability and Governance in the 21st Century.*
- Represented GARP at Westfield High School Career Day (June 1, 2009)
- Contributed to the development, under the leadership of Presidential fellow Michael Konig, of Civic Engagement initiative at WSC.

**Support of Student Research**

- Supervised capstone work of 2 MPA students in Community Planning & Development Track. One project involved completing a bicycle plan for Enfield CT and the other developed recommendations for expanding the use of green roof technology through case study research in western Massachusetts.

**Outreach Activities**

- Students in *Housing in America*, spent a Saturday working at a house site of the Greater Springfield Habitat for Humanity.
- The 20 students of *Land Use and Natural Resource Planning* class prepared a Bicycle Plan for the campus with the added intent of connecting the campus with the downtown.
This included extensive field work – assessing bicycle friendliness of different routes; walking the proposed Columbia Greenway; and meeting with the City Engineer, Westfield Police, and WSC Public Safety.

- Hosted 2 guest speakers in *Land Use and Natural Resource Planning* —Don Poldolski, a bicycling advocate, and Jeff McCollough, Transportation and Bicycle Planner for PVPC
- Hosted 3 guest speakers in *Housing in America*: the volunteer coordinator for the Greater Springfield Habitat for Humanity, Alison Cook, explained the sweat equity approach perfected by this organization, while Ruth-Ann Stutts, the Deputy Director of Springfield NHS, talked about the homeownership and foreclosure prevention programs of that successful organization. In addition, Lawyer Meris Bergquis, of the Massachusetts Fair Housing Center, spoke to the class about protections from discrimination under federal and state statutes.

**Presentations**

- Presenter and organizer for session at the national American Planning Association Conference, April 2009 in Minneapolis MN, titled, “Engaging Citizen Planners through the Humanities.”
- Presentation to Overseas Educational Advisors on Regional Planning Program, WSC, June 1, 2009.

**Professional Development and Research**

- Completed 23 credits for AICP Certification Maintenance including units in Ethics and Health Impact Assessments.
- Awarded WSC STARS grant for spring 2010 research work in Kenya on Public Participation Methodologies.

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**BRIAN CONZ, Ph. D.**

**Teaching**

Fall 2008

- GARP 102 Introduction to Physical Geography with lab sections—48 students
- GARP 305 Regional Geography of New England—15 students

Spring 2009

- GARP 102 Introduction to Physical Geography with lab sections—47 students
- GARP 217 Global Issues of the Future—25 students

**Advising and student research**

- Initiated advising activities with students from GARP and Environmental Science majors during the spring semester, 2009.
- Advised and wrote graduate school letters of recommendation for Emily Leveille.
- Collaborated with Emily in the revision, submission and presentation of her research paper on the whaling industry in New England (a term paper for GARP 305) for which she won first prize in the Phi Kappa Phi Essay Contest.
- Designed and initiated an independent study on political ecology with Nicholas Langone for fall of 2009.
• Initiated discussion and design of independent studies in collaboration with the Trustees of Reservations at their new site, the urban farm Nuestras Raices and adjacent properties in Holyoke, MA.

Service
• Tenure hearing note-taker, November 26, 2009.
• GIST position search committee member. February 2009.
• Initiated (with professor Stephanie Kelley) the re-establishment of a Massachusetts Geographic Alliance center and associated program for geography education at WSC. This included the purchasing of teaching and instructional resources in preparation for a GARP DGCE course “Skills and Themes in Geography Education” to be taught in Spring of 2010.
• Participated in the initiation of a Latin American Studies Minor with faculty from other departments.
• Sustainability committee (Fall 2009)

Outreach
• Conducted GPS workshop at Duggan Middle School, Springfield, MA. October 24, 31, 2008.
• Conducted trail-mapping activity with students from Duggan at Forest Park in Springfield. June 10, 2009.
• Hosted Duggan students at WSC for campus visit and GIS lab activity. June 12, 2009.

Scholarship
• Made site visit to research sites in Guatemala to conduct follow-up interviews and to get updates. January 2-6, 2009.
• Reviewed an article on Maya Immigration to New Bedford for the Historical Journal of Massachusetts. April 1, 2009.
• Reviewed an article written by Rob Bristow and colleagues on medical tourism in Costa Rica for Northeastern Recreation Research. June 1, 2009.

STEPHANIE KELLY

FALL 2008 Sabbatical Report:
My sabbatical was divided into two parts, writing at home, and traveling and working in Thailand.
Sustainability Modules

I developed sustainability modules that will be included in my textbook, *Community Planning: How to Solve Urban and Environmental Problems*. There are six modules on the CD dealing with the concept of sustainability and how it impacts higher education. Module 1 covers the history of sustainability as it relates to the concept of allocation of resources. Module 2 introduces case studies of effective sustainable college campus plans, and climate change efforts in higher education. Module 3 explains the steps involved in developing a sustainable campus plan—a “How to Green Your Campus” guide. The process of evaluating sustainable practices at your campus is covered in this module. Module 4 describes how to reach consensus across campus on sustainable practices that should be included in the college sustainability vision. Module 5 explains how to develop a sustainability index for the campus. The goal is to establish indicators of sustainability practices. Module 6 is a template to determine baseline indicators of energy usage, and how to develop policies and action plans. The goal is to develop policies and action plans that follow LEED (Leadership in Energy and Environmental Design) design building practices. This module covers the implementation and monitoring process for sustainability plans. The modules include readings, web site links, discussion boxes and exercises for the classroom and student group projects.

The modules are a “best fit,” series of teaching tools to develop a Sustainable Campus Plan. The modules can be integrated into community planning courses focusing on city planning theories and the history of city planning.

While I stayed on the home front to develop the modules, I participated in several kayak races and 5K road races. Following are links for the results of my kayak race: The Great Josh Billings RunAground Triathlon, 14 September, 2008: [http://www.plattsys.com/results/res2008/josh08.htm](http://www.plattsys.com/results/res2008/josh08.htm) (our team, 145, finished 3rd in the 50+ division).

145  OLDIES BUT GOODIES  27 3 3:14:24 97 1:15:27 201 1:03:27
131 2:18:54 223 55:30 350 B: Gordy Colby C: Stephanie Kelly / --
-- R: Joseph Kelly


FEMALE AGE GROUP:  60 - 99
1 683 435 Stephanie Kelly 60 Northampton MA 28:55
27:49
2 749 672 Bonnie Parsons 66 Blandford MA 29:48
28:22
3 843 1086 Athleen Zimmermann 66 Florence MA 30:56
29:49

Thailand

The second part of my sabbatical included travel/ stay in Thailand. I participated in several research projects in northern Thailand and on the Thai/Myanmar border. One project involved working with a team of physicians and public health officials from Bangkok to deliver medical supplies to villagers isolated from a cyclone that hit Myanmar. We entered Myanmar from Chiang Mai by motorboat on the Mae Ping River.
I worked in Chiang Mai with the Karen villagers in Mae Hong Son to revise an overlay zone for wet rice farming/ agricultural development. Our mode of transport was by elephant; we learned from the mahouts how to direct them where we wanted to go.

My other commitment in Bangkok was to meet up with the Westfield State College Asian contingent. Drs. Dobelle and Hayes and I met and developed plans for an exchange to Chulalongkorn University. The architecture and planning department at Chula University is extremely motivated to participate in exchange programs with us. I went south to Phuket with some friends from Chula and kayaked in Ko Phi Phi and Krabe Province, a lifelong dream.

I have integrated a case study about resource allocation in the Karen Village in my community planning course. The study provides statistics on the use of resources of the villagers compared to our usage. The sustainability modules showcase how colleges and universities can develop plans to involve students in practicing sustainable activities and programs for their campuses.

**SPRING 2009**

**Courses Taught:**

- GARP0105 Introduction to Community Planning   35
- GARP0391 Seminar in Regional and Environmental Planning  19
- GARP0350/ REPL ENVS Internships*     19

**Internships:** I supervised nineteen internships during the spring semester. Seven students interned at the Pioneer Valley Planning Commission (PVPC) in community development,
transportation planning and land use. Interns worked in the city planning departments in Holyoke, Springfield, West Springfield, Northampton, Granby, CT, and Southeast Regional Planning and Economic District (SRPEDD) in Taunton. Other students did GIS internships for the Holyoke Planning Department, Springfield Water and Sewer Commission, and the City of Westfield Engineering/ GIS Department. An intern worked at Red Fire Sustainable Farm in Granby, MA.

Environmental science interns were placed at Con-Test laboratories in East Longmeadow, Severn Trent Laboratories in Westfield, and the Connecticut River Greenway State Park.

Several interns have been placed in summer internship sites at the Franklin Conservation Office, the Northampton Office of Planning and Development, the Environmental State Police headquarters in Northampton, Huntley Associates in Northampton, Pittsfield Department of Planning, and the Leominster Planning Department.

Research and Outreach:
- Ongoing compilation of medical data for disease management program for Riverbend Medical Group, Agawam, MA.
- Served on the Sustainability Committee for Northampton, MA, which developed a community-wide sustainable plan for the community.

Student Research/ Group Projects:
- Supplied student interns who conducted research for the Gateway Grant for Downtown Westfield
- Coordinated student efforts to contribute historical data for linked courses: GARP0105 Intro to Community Planning and MATH0110 Community 3-D Modeling

Grants:
- Collaborated with planners from the Development of Housing and Community Development (DHCD) in Boston to initiate Phase Two of the I grant, Center for Community Planning. Phase two will involve the creation of a pilot program to evaluate the online course, maCDBG.com.
- Participated in NIH Challenge Grant sessions for medical clinic grants at UF Gainesville

Service to the College:
- Chair, GARP Department
- Served on the GARP search committee

<table>
<thead>
<tr>
<th>Fall 2008</th>
<th>Course</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>GARP 102</td>
<td>Physical Geography Lecture and Three Lab sections</td>
<td>39</td>
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<tr>
<td></td>
<td>Monday lab</td>
<td>20</td>
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<td></td>
<td>Wednesday lab</td>
<td>19</td>
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<tr>
<td>GARP 331</td>
<td>Severe Weather</td>
<td>41</td>
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</tbody>
</table>
DCGE  GARP 102, Physical Geography Lecture and Lab  16

Spring 2009

GARP 102  Physical Geography Lecture and Two Lab Sections  33
  Monday lab  16
  Wednesday lab  17

GARP 230  Intro to Meteorology
  41

Other Academic Activities

  Continued as a member of the Western Massachusetts team for the American Meteorological Societies distance education program: Datastreme, Water in the Environment Systems (WES). This program offers weather related courses (via SUNY Brockport) to K-12 teachers in the Western Massachusetts and N. Connecticut area

  Served as department chair during the Fall 08 semester as a replacement for Dr. Stephanie Kelly, who was on sabbatical

  Attended a workshop on precipitation forecasting during the Eastern US Weather Conference in Washington, DC. The course was taught by West Junker, form lead forecaster for the National Weather Service. The focus of the course was how to use ensemble techniques from numerical weather models, which enables one to estimate precipitation probability.

  Attended Annual Meeting of the Association of American Geographers, March, 2009, in Las Vegas, NV