



AMERICAN ASSOCIATION *of* GEOGRAPHERS

September 25, 2020 – Making the Case for Geography, 3pm EDT

Resources/suggestions:

From Sarah Bednarz to Everyone: 02:07 PM
Geography: Why It Matters (politybooks.com) is an excellent resource.

From Mark Welford to All Panelists: 02:12 PM
Checkout <https://www.rgs.org/geography/>

From Marie Price to Everyone: 02:51 PM
Does your Department have a YouthMappers Chapter? If not, think about it.
<https://www.youthmappers.org/>

From Rebecca Theobald to Everyone: 03:08 PM
Please remember that the upcoming electoral redistricting process will also provide an excellent opportunity for non-geographers to spend time looking at maps. Educational materials are available on the GeoCivics website: <https://geocivics.uccs.edu/>

Questions:

From Beth Schlemper to All Panelists: 02:18 PM
We have relatively strong graduate programs in our department at University of Toledo, but we struggle with keeping up strong numbers of undergraduate majors. I believe one of our obstacles is the existence of other majors at the university, such as urban studies, global studies, and environmental studies. Any recommendations for "making a case" to undergraduates to major in geography. Any recommendations for resources to help us with a variety of strategies for enhancing our undergraduate program?

From LaDona Knigge to All Panelists: 02:25 PM
@ David, Can the drop in geography graduates be partially attributed to the names of departments (for example departments that do not use the term geography in department name not counted)?

From Solomon T. Marlee to All Panelists: 02:26 PM

Are there plans to extend opportunities to students, like myself, to enter geography graduate programs/postgraduate programs where available? Such opportunity, I think, will be a great help to geographers at this side of the globe (Liberia, West Africa)

From Alec Brownlow to All Panelists: 02:39 PM

Can you envision harnessing the AAG's regional divisions, which tend to play rather marginal roles within the institutional structure of the AAG itself, into leadership arms of the discipline? What would that look like?

From Alan Johnson to All Panelists: 02:44 PM

At what grade level do you suggest that Geography should be introduced? Some districts wait until high school—what about earlier?

From Jonathan Leib to All Panelists: 02:47 PM

This is likely a question for the next webinar, but....do you have good strategies for how to get geographers and geography courses into other programs on campus when, in times of budget cuts, programs are so jealously protecting FTE's and majors?

From Forrest Bowlick to All Panelists: 02:49 PM

Will the questions from the chat be shared at some point? All of these questions that went just to panelists sound so fascinating!

From John Gray Williams to All Panelists: 02:51 PM

When trying to recruit high school students, what's your 30-second elevator pitch for geography when talking to a 17-year old in trying to convince them to consider majoring in geography?

From Jodi Vender to All Panelists: 02:54 PM

Also staff who have access to university Data Warehouse data should be able to get access to AP data

From Sarah Bednarz to All Panelists: 02:55 PM

The university registrar usually can provide a list of who applies for college credit.

That should have been a list of...

From Jodi Vender to All Panelists: 02:55 PM

And the AP Ledger can show which high schools are offering APHG

From Jacqueline Housel to All Panelists: 02:55 PM

One newer area certainly is UAS/drones. We have built collaborations with the UAS group and now we are getting UAS students to take and even shift to geography/GIS. Is geography missing something by not building as many linkages here?

From Alec Brownlow to All Panelists: 03:01 PM

GEO leadership at DePaul spends too much time attempting to keep GIS in Geography; it is one of our key pull factors to introduce 'outside' students to Geography and, perhaps, lure them to the major; there are regular attempts by other departments and programs to start up their own GIS curriculum, thereby ensuring that their GIS students remain in house. Any common wisdom around how to handle this? Surely we are not unique in this capacity.

From Tom Crawford to All Panelists: 03:03 PM

How important is BS vs BA and how important is STEM CIP code for a GIS degree?

From Luz Agudelo to All Panelists: 03:03 PM

I have a question to the panelists please: what strategies do you have to engage and retain Latino/Hispanic students?

From Kayla Hotvedt to All Panelists: 03:04 PM

What advice would you give academic advisors to share with their students that may major in other majors from business, marketing, engineering, social sciences? I like to encourage my Criminal Justice majors and Forensic Science majors to consider the Geospatial Information Systems minor we offer that help think about how we find people, etc.

I'm the lead academic advisor in the College of Arts & Sciences at the University of North Dakota (Kayla Hotvedt)

From Beverley Wemple to All Panelists: 03:05 PM

here's another thought -- my institution (Vermont) is moving increasingly towards professional advisors (not faculty) for 1st and 2nd year students. We've invited the professional advisor for "undeclared" students to our faculty meeting to learn about what Geography is and why they should direct undecided students toward Geog courses

From Mei Harrison to All Panelists: 03:05 PM

What might you suggest to double majors in geography and something else (international affairs, Econ, etc) to do after undergraduate graduation to keep up with the geographic field if potentially their graduate studies are in something else?

From Justin Stoler to All Panelists: 03:05 PM

Perhaps someone could highlight the need to better understand whether the growth of AP Human Geography is inadvertently undermining undergraduate geography recruitment. There are many plausible reasons why this may be true (many students fail the exam and are scared off, or they perceive as less rigorous because they take it so young, etc.), but we just don't know. It's a huge blind spot in our understanding of high schoolers' perceptions of the discipline.