

Instructionally Related Activities Funds Request Spring 2020

▼ Submitter

Submitter Name

Amy Denton

Submitter Email

amy.denton@csuci.edu

▼ 1. Basic Details

Activity Title

University 392: International Experience (Evolution in Darwin's Galápagos: Past and Present)

Activity/Event Date

1/7/21 - 1/23/21 (12 days within this window)

Date Funding Needed By

1 January 2020

Previously Funded?

- ☐ No
☒ Yes

▼ Previously Funded Proposal

Semester/Year

Spring 2009, Spring 2012, Spring 2014 (previously funded proposals were for two different UNIV 201 courses, the

Proposal # (if known)

284, 456, 599

Report submitted for previously Funded Activity?

- ☐ No
☒ Yes

Please upload a copy of the report

Denton_Frisch_IRA_Report2009.pdf

Additional Report #1

Denton_Frisch_IRA_Report_2012.pdf

Additional Report #2

Denton_IRA_Report_2014_Yellowstone.pdf

Additional Report #3

Additional Proposers

Ruben Alarcón, Associate Professor of Biology

Academic Program/Center/Organization Name

Estimated total Course Fee revenue

\$20,400

Amount Requested from IRA

\$52,142.40

Estimated Number of Students Participating

12

▼ 2. Brief Activity Description

Describe the activity and its relationships to the educational objectives of the students' program or major

Brief Activity Description

The Channel Islands are often called "California's Galápagos" due to high number of endemic species which evolved in isolation through processes similar to those that have governed diversification in the Galápagos islands. In addition, issues such as conservation, sustainable development, climate change, and the impact of tourism on marine and terrestrial environments are currently affecting both the Channel Islands and the Galápagos. IRA funding is requested for the international travel component of a new UNIV 392 course (Evolution in Darwin's Galápagos: Past and Present), which will use the Galápagos as a model by which students of all majors can develop a broader understanding of concerns facing both global and local island groups. This course has been approved for UNIV 392 at all administrative levels.

The class will meet in-person, 2.5 hours per week, during the Fall 2020 semester. Students will investigate the history, geology, ecology, and evolutionary biology of the Galápagos archipelago, as well as the socioeconomic and environmental issues that arise when a small developing nation is responsible for protecting a region of enormous global recreational and economic value. The proposed funds will support a culminating 12 to 13-day trip to Ecuador and the Galápagos during the winter break (January 2021). Students will be immersed in the biology, geology, and culture of the islands and the Parque Nacional Galápagos (PNG), and they will have opportunities to discuss the impact of tourism on ocean and terrestrial ecosystems and local human populations (e.g., competition with international cruise companies, environmental degradation from large-scale tourism, difficulties attracting visitors due to poor infrastructure for inter-island travel). The class will spend two days in Quito, Ecuador, the gateway to the Galápagos designated a UNESCO World Heritage site for its 16th century colonial architecture. Quito's volcanic landscape will also provide an introduction to the history of human presence in the Galápagos and Ecuador's independence and annexation of the archipelago in 1832. From Quito we will fly to the Galápagos and explore four very different islands (three of which were visited by Darwin), sleeping in three of the four permanent settlements and spending our days in the vast PNG, which comprises 97% of the islands. Most days in the PNG we will be actively experiencing the geological and biological diversity of the park. Early in the trip we will spend more time studying the connection to Darwin's visit, and on specific days we will address tourism, sustainability, and conservation directly by speaking with local research scientists, park administrators, and tourism operators. We will visit coastal and upland sites, historical sites, research institutes, and conservation facilities (e.g., tortoise hatcheries), and activities will include hiking, snorkeling, and possibly kayaking. We will eat most meals as a group, but students will have opportunities for independent meals as well. Following dinner on most evenings we will have a group recap to prepare for the next day, answer any questions, and share our daily observations and impressions. A detailed daily itinerary can be found in the attached course syllabus.

Please provide a list of administrative support work needed to fulfill the goals of the proposal. Indicate the estimated time of year and amount of time needed for each work item to the best of your ability:

Administrative Time

Dr. Alarcón and I will make all of the travel arrangements ourselves, the only major administrative assistance we anticipate requiring will be some help with purchasing/international payments, travel authorizations, setting up the UNIV 392 for registration and student fees (Spring 2020), and post-trip travel-expense form processing for faculty (Spring 2021). I honestly have no idea how to calculate the time required, but we will work to minimize the amount of administrative help we need.

▼ 3. Learning Outcomes and Relation of IRA to Course Offerings

All IRAs must be integrally related to the formal instructional offerings of the University and must be associated with scheduled credit courses.

1. Please list all classes that directly relate to the proposed activity.
2. For each class listed, describe in detail how exactly the IRA activity will be integrated with the class's activities, how often/ on what expected date(s), and to what extent

Learning Outcomes and Relation of IRA to Course Offerings

IRA funding is requested for a field trip to Ecuador and the Galápagos, which is an integral component of a new UNIV 392 course. All learning outcomes, listed here, will be met by students who participate in the travel activity. Students who complete this international travel experience course will be able to:

1. Describe Darwin's 1835 visit to the Galápagos and its contribution to the development of his seminal ideas on evolution by natural selection.
2. Explain the basic geological and biological processes that have governed the evolution of biological diversity on the Galápagos.
3. Discuss the ecology of flora and fauna of the Galápagos, terrestrial and marine. Emphasis on ecological processes unique to island archipelagos (endemism, island biogeography, gigantism/dwarfism, etc.).
4. Identify a scientific question of interest pertaining to the history, natural history, or current conservation status of the Galápagos islands and find appropriate primary research and popular media resources with which to address it.
5. Describe current threats to Galápagos biodiversity.
6. Discuss the impact of tourism on marine and terrestrial environments and local human populations (e.g., competition with international cruise companies, environmental degradation from large-scale tourism, difficulties attracting visitors due to poor infrastructure for inter-island travel).
7. Evaluate current conservation and sustainable development efforts in the Parque Nacional Galápagos and compare these to similar efforts in the US (emphasis on Channel Islands National Park).

The attached UNIV 392 proposal provides an annotated itinerary where each day's activities are specifically mapped to these seven learning objectives, as well as the University's mission-based outcomes.

4. Activity Assessment

Describe the assessment process and measures that the program will use to determine if it has attained its educational goals.

Please note that a report will be due at the end of the semester.

Description of Assessment Process

Students must attend all course meetings and participate in all trip activities. Students are expected to complete assigned readings before class and to participate in each class session by actively engaging in classroom discussion (asking and answering questions), which will require them to take notes and to read the material carefully. Each student will submit an annotated bibliography based on 10 peer-reviewed articles at the end of the Fall semester, prior to the trip (described below). During the final weeks of class each student will give a 10-minute presentation on his or her topic. To assess students following the trip, they will be required to keep a careful journal during the trip (see description below), to be turned in at the end of the trip to the Galápagos (at LAX).

Grades will be calculated as follows:

Attendance/Participation 20%; Annotated Bibliography 60% (First set of 5 - 20%, Second set of 5 - 20%, Introduction/discussion - 10%, Presentation - 10%); Travel Journal 20%.

Annotated Bibliography:

An annotated bibliography is a list of citations, with each citation followed by a one-page summary and critical review of the article in question. Students will locate 10 peer-reviewed articles that relate to your particular topic (submitted in two batches of 5). Students are free to choose any topic as long as it is tied to the history, natural history, or current socioeconomic/environmental issues in the Galápagos. For example, a student interested in marine iguanas may want to

focus on their evolution/distribution/conservation; a student interested in sustainability, may want to focus on current Parque Nacional Galápagos practices (recycling, regulation, permitting, etc.) and the science behind them. All students will be required to meet with Dr. Alarcón and Dr. Denton in week 2 to discuss topics prior to beginning annotations. The completed annotated bibliography should have a 1-2 page introduction of the topic/question, where students explain why it is of interest to biologists, conservationists, or policy-makers. Students must also discuss what further knowledge about their topics they hope to gain on the trip. Annotated bibliographies should end with a 2-3 page discussion/summary as to what the readings revealed about the chosen topic. For example, if the topic was the biogeography of giant tortoises, a student could discuss why tortoises are only found on some islands in the Galápagos.

Travel Journal:

Students will be required to keep a daily written journal during the Galápagos trip, either hand-written or electronic. We will set up a group Google Photos page to share pictures from the trip, but your journal should be written thoughts only.

Required daily journal entries should include:

1. A brief summary of the day's activities.
2. Reflections on the day's activities in connection to what we discussed in the classroom during the fall semester.
3. Favorite and least favorite activities/experiences that day and the day's event/experience that made the greatest impact on you, and WHY.

Students must keep up-to-date on their journals, which will be collected when our flight lands at LAX.

▼ 5. Activity Budget

Please enclose a complete detailed budget of the entire activity. Indicate specific items that you are requesting IRA to fund.

You should use either the Regular Activity budget (for events on campus) or -- if your event involves any travel-- you MUST use the IRA Travel Budget Form.

You can download both of the IRA Excel Budget sheets at <http://www.csuci.edu/ira/application.htm>.

Activity Budget

[Denton_ira-travel-budget-form-fy19-20.xlsx](#)

▼ 6. International Trips

If your event is an international trip submitted through the Center for International Affairs, you must include copies of:

1. Complete Center for International Affairs/ UNIV 392 proposal
2. The program budget as submitted to the Center for International Affairs (to ensure congruency between the two budgets)
3. as well as a copy of the course syllabus

Center for International Affairs Budget

[Galapagos-budget-rev.xlsx](#)

Copy of Center for International Affairs Proposal

[Galapagos-Denton.pdf](#)

Course Syllabus

[392syllabus_Fall2020.pdf](#)

Certification



✓ I certify that students attending this trip are not previous or repeat attendees of a prior International UNIV 392 Trip

▼ 7. Sources of Activity Support

Please list the other sources of funding (including course fees), and exact expected amounts of additional support for the activity. Please indicate if there are no other sources of funding

Other Sources of Funding

Course fees are the only other source of funding.

▼ 8. Promoting Participation

What is your intended audience and how do you intend to market this to your students?

Channel Islands students from all majors will benefit from viewing the remarkable landscape and biodiversity of the Galápagos directly, and through interaction with local and visiting scientists, island residents, and local tour operators (guides, boat captains, provisioners) in order to explore the issues local operators face (e.g., competition with international cruise companies, environmental degradation from large-scale tourism, difficulties attracting visitors due to poor infrastructure for inter-island travel). ALL CI undergraduates will be encouraged to apply. No science prerequisites are required, but priority will be given to juniors and seniors for reasons of maturity, and breadth of prior course experience.

If funded, details of the course and trip will be disseminated to all CI students before the registration period for Fall 2020 begins. The course will be advertised via flyers, postings on campus green-screens and social media (e.g., CI Biology's Facebook and Instagram accounts, social media accounts for other campus groups and clubs), and direct outreach by faculty (Dr. Alarcón and I will ask department chairs/coordinators to forward a brief informative emails to their students). Prior to Fall 2020 registration we will hold at least two general information sessions on campus.

If this is an event that is off campus, how do you plan to bring back the benefit of this event to campus?

Students will present their Galapágos experiences at campus events such as the International Education Week celebration, and positive impacts can ripple across campus very effectively through simply peer-to-peer communication between participating students and their friends.

▼ 9. Approval and Acknowledgement

Program Chair/Director

Mozingo, Nancy

Dean

Wyels, Cynthia (Arts & Sciences)

Program Chairs and Deans may inform proposer of any staffing capacity needs or limitations (optional comments below):

Conditions and Considerations

- ☐ **Artist/Performer/Speaker Fees & Honoraria:** On the Activity Budget, please indicate whether the vendor's price was set by you/CI Representative, or is a fee that was set by the vendor.
- ☐ **Large Event:** For a large event, consultation with the campus Event Coordinator's office at (805)437-8548 is required.
- ☒ **Field Trip:** Sponsor must comply with all policies found at:

- <http://www.csuci.edu/rm/programs/academic-field-trip-guidelines-and-forms.htm>. If approved, Identified Risks of Participation and Release Agreement must be submitted for each student to the Program Office (Public Folders-HR Forms).
- ☐ **Involves Human Subject Data Collection for Public Dissemination -Requires IRB Approval** : If Project Sponsor proposes to conduct research with human participants, the proposal may be subject to Institutional Review Board for the Protection of Human Subjects (IRB) review. All research that involves any type of interaction with human subjects - from simple surveys to complex biomedical procedures - must be reviewed and approved by the IRB prior to starting the research. Data for "Public Dissemination" indicates interviews/surveys that result in a journal/poster session/newsletter, etc.
- ☐ **IT Requirements:** If your activity has IT requirements, coordination with and approval from IT Administration is required.
- ☒ **International Travel:** Requires International Travel application be submitted to Center for International Affairs. Include copy of CIA budget and course syllabus in your IRA application. Must utilize the University's Foreign Travel Insurance Program (FTIP) and follow all International Travel Guidelines listed at: <http://www.csuci.edu/rm/insurance/foreign-travel.htm>
- ☐ **Risk Management Consultation:** Events that involve or engage students directly with a performer or artist (i.e. in a workshop or other than as a passive audience member) will require consultation with Risk Management. Requires proof of correspondence with Risk Management.
- ☐ **Space/Facilities Services Requirements:** Consultation and coordination with Facilities Services is required.

Acknowledgement

- ☒ I acknowledge that I have reviewed and accepted the Conditions and Considerations herein. Please check off boxes as appropriate. Please note that late applications will not be reviewed by the committee.

▼ Chair Review

Recommendation

- ☒ I recommend approval of the IRA Funds Request described on this page
- ☐ I DO NOT recommend approval of the IRA Funds Request described on this page

Comments

 Nancy Mozingo Nov 3 2019

▼ Dean Review

Recommendation

- ☒ I recommend approval of the IRA Funds Request described on this page
- ☐ I DO NOT recommend approval of the IRA Funds Request described on this page

Comments

Fantastic learning opportunity for the students who participate!

 Cynthia Wyels Nov 22 2019