

PATSY EUBANKS OWENS
STATEMENT ON RESEARCH AND CREATIVE WORK, TEACHING AND SERVICE
MERIT ACTION - EFFECTIVE JULY 1, 2014

Since the submission of my materials for promotion to Full Professor in July 2011, my work at UCD has shifted toward greater administrative responsibilities including serving as the inaugural chair of Human Ecology. I've maintained my research program on the relationship between the physical environment and the needs of adolescents as well as the broader community, and have also initiated new efforts in this area. In addition, I have continued an active teaching schedule, including undergraduate and graduate courses, and graduate advising.

My UC Davis appointment is 75% I&R and 25% OR.

I. RESEARCH AND CREATIVE WORK

My research and creative activities are focused in two general areas – youth environments and cultural landscapes. Building upon the research results and engaged activities associated with the Healthy Youth – Healthy Regions project, I have established a new initiative within the Center for Regional Change. This initiative, Healthy Youth – Healthy Environments (HYHE), seeks to bring together researchers across campus with youth-serving community organizations and focuses on the examination and promotion of supportive settings for youth development. Through CAES programmatic initiative funding, I was able to bring several world-class youth researchers to campus to build our UCD connections. In an effort to reach UCD county advisors and specialists, I invited Louise Chawla, Professor at University of Colorado, Boulder, and lead investigator of “Growing up in Cities,” to speak at the September 2012 ANR – Healthy Families and Communities convening. This presentation sparked discussions among attendees regarding research collaborations and the opportunity to engage faculty researchers in community efforts.

Philip Cook, Director of the International Institute for Child Rights and Development at the University of Victoria, joined us in December 2012 for an all-day workshop with UC faculty, county advisors, researchers, and others to discuss youth and future research directions. The workshop resulted in a research proposal on which I was co-PI that was submitted to UOIP for initial funding. While funding was not granted, the group has continued to discuss other avenues for completing this research. In addition, Prof. Cook provided a well-attended campus lecture.

Our last expert visitor, Susan Bissell, UNICEF's Chief of Child Protection, was the impetus for reaching out to a larger UCD cohort of researchers. In conjunction with her visit and in addition to her public lecture, I prepared a HYHE Research Atlas that features youth-focused research completed and in-progress at UC Davis, worked with graduate students on a poster session and reception with Dr. Bissell, and held a research discussion with CRC affiliates. After Dr. Bissell's visit, the HYHE team has continued discussions with UNICEF including presentations of HYHE and CRC research to a larger UNICEF team in anticipation of future research collaborations.

I have also continued my work on the Youth Voices for Change project included in my last review. Based upon the research and the participatory research methods utilized in that effort, I have written a guidebook for youth engagement. The book, geared toward other academics and community groups conducting youth-engaged research, is currently in final editing.

Drawing upon my many years of research on the role of the physical environment on the healthy development of adolescents, I was invited to present an online learning seminar for the ASLA Professional Practice Network. More than 80 viewers participated in the webinar and more than 12,000 members have access to it through the organization's website - <http://www.asla.org/ContentDetail.aspx?id=41402>. This invitation is a significant acknowledgement of my research contributions to the profession. In addition, I developed a manuscript in collaboration with my research partners at Cornell and the University of Edinburgh on youth affordances. We received comments back from the journal, *Environment & Behavior*, and I am awaiting revisions from my co-authors.

I have also been working with graduate students on a number of other research projects during this review period. Three of those show promise for publication. Maggie La Rochelle and I have analyzed data from her Master's thesis and have developed a manuscript on the presence and interpretation of sense of place by adolescents. This

manuscript is currently out for review. Jennifer McHenry and I have developed a first draft of a methodological paper exploring the use of transects in understanding the cultural landscape. The abstract and presentation of this project has been accepted for presentation at the 2014 Environmental Design Research Association conference. Lastly, I have been working with Erica Van Steenis on an analysis of school gardens and the role the physical design plays on student, teacher and community engagement.

II. TEACHING AND ADVISING ACCOMPLISHMENTS

Throughout my teaching, I strive to integrate my research and outreach activities. I regularly teach lower- and upper-division undergraduate courses, graduate courses, and sponsor independent studies, group studies and internships. Student evaluations of my teaching consistently show appreciation of my teaching abilities, subject knowledge and course content.

During this review period I have continued to teach the lower-division, general education course, "Place, Community and Culture." The enrollment of the course has grown from 30+ students to 70 in the first four years. I have continued to refine lectures and assignments. Most successfully, last year I added an observation walk that was led by students from the previous year's class. The walk was a dry-run of what the students would be expected to observe and discuss in their major paper. The students (both those in the course and those leading the tours) responded positively to the experience and the improved quality of the papers reflected a greater understanding of the material.

I also continue to update and refine my design studio teaching. Two studios I taught during this review period exemplify my integration of real-world challenges into the classroom. In LDA 170, the junior-level design studio, students were asked to analyze the physical environment of West Sacramento in terms of how it supported healthy living. They then had to select one project area that they would design as a healthy contribution to the community. We worked closely with community members, groups, and local government representatives. Our design recommendations were presented at a very well attended public meeting. A number of the projects were identified by the city officials as feasible and in keeping with current plans, and are continuing to be referenced by the City. The second studio, LDA 180/181 K, focused on social factors in design and incorporated research into a design-build project in downtown Davis. Inspired by the nation-wide event PARK(ing) Day, the students designed and installed temporary parklets along a three-block stretch of E Street. The parklets were the outcome of extensive behavior observations throughout downtown and an analysis of use patterns. The project exhibit day was well attended by community members, including the mayor, council members, and business owners, and received local media coverage. The project inspired some business owners to claim parking areas for expanded outdoor seating.

I also taught a new required graduate course (GEO 200 DN) in the Geography Graduate program during this review period. The course provides students with a broad understanding of qualitative research methods used by geographers as well as the development of research questions and proposals. I have developed this course in collaboration with Chris Benner and will be teaching it alternating years.

In addition to these regularly scheduled courses, I have lead group studies with undergraduate and graduate students, supervised internships and independent studies, and advised numerous senior thesis projects, masters' theses, and Ph.D. dissertations. Notably I worked closely with a group of students on the EPA's Campus Rainworks Design Competition in 2012. I helped to assemble a team of students from several majors, held weekly desk critiques, and organized other faculty advisors to the project. In fall 2013, three graduate students asked me to lead them in a study of youth and the physical environment issues. I directed the students in a background research survey, as well as a detailed examination of school environments and school closure implications.

During this review period I have chaired six Master's students thesis committees and served on three others. I have chaired five Ph.D. dissertation committees and serve on two others. I have been very pleased with the progress of these graduate students with nine degrees being awarded during this time. Along with advising approximately 12 undergraduate students on the landscape architecture senior thesis projects, I also advised a MURALS student and served as the faculty advisor to UC Davis' Student ASLA (American Society of Landscape Architects) chapter.

III. SERVICE CONTRIBUTIONS

A significant portion of my efforts during this review period falls within service contributions. During 2010-11, I served as chair of the Department of Environmental Design. During 2011-12, I served as chair of both the Department of Environmental Design and the Department of Human & Community Development (and chair designee of the new “to be named” Department). During 2012-2013, I served as chair of the new Department of Human Ecology. This was an exciting and challenging time to be in such an important position. With the consolidation into a new department, I was responsible for many discussions and negotiations among our faculty and with the Dean’s office. Deliberations on our new name, development of a new academic plan, formulating faculty search plans, and developing new voting procedures were some of the most difficult, but satisfying accomplishments during this period. Along with these tangible results, I believe one of the more important impacts I’ve been able to facilitate is a growing sense of understanding, respect and trust among the various disciplines in our new department. Although by no means a fully accomplished goal, I do believe that we have made great strides in building a greater sense of community among the faculty and the staff. Efforts undertaken to help build this trust included a departmental seminar series and discussions sessions, cross-discipline planning committees and faculty search committees, and social events.

In an effort to replace recently retired faculty and in anticipation of upcoming retirements, our department has had an unprecedented number of faculty searches. We have hired five Senate and one Federation faculty members, one POP Senate faculty hire, and two Senate searches are currently underway. Along with the typical chair duties associated with faculty searches, I have also been active in assuring that our new recruitments contribute to the goals of our newly formed department and will contribute to cross-disciplinary collaborations. In addition to our academic clustering, I have been very engaged in the administrative clustering of our department with Environmental Science & Policy and Agricultural Resource Economics.

I see the restructuring of our department and the hiring of new faculty as an opportunity to examine and revise our academic offerings. I have played an important role in the development of a new major, “Sustainable Environmental Design,” that was just approved by the University. This major has great potential to address incoming student interests and the campus 2020 initiative. In addition, I have asked the Human Ecology faculty to review the curricula of our current majors in an effort to respond more fully to current issues, research and faculty expertise. In the case of the landscape architecture major, a completely revised curriculum was submitted and approved. The new curriculum is being phased in with the final phase occurring during 2014-15. Discussions have begun on revisions to the community development and human development majors as well.

During this review period, I also oversaw the successful review of the landscape architecture major by the Landscape Architecture Accreditation Board in Spring 2012. I wrote many sections of the report, coordinated the collection of student work and course materials, and served as host to the review team. I have also continued to build stronger connections between the landscape architecture program and the professional community. I serve as the faculty representative to the program’s advisory board and am an active participant in the Sierra Chapter of the American Society of Landscape Architects.

IV. AES

My AES project, “Positive Youth Development through Place,” ended during this review period and I began a new project, “Designing Healthy Youth Environments.” This new effort builds upon the research generated in my earlier AES project and has a greater focus on the application of the research findings to place analysis and creation. My earlier project resulted in two high-impact research undertakings as well as several community-based projects. As the lead investigator in the Participatory Action Research component of the Healthy Youth-Healthy Regions project, I planned and oversaw youth-led and youth-engaged projects that identified community factors supporting or hindering healthy youth development. This effort had widespread results and impacts, and included many local, regional and national presentations, traditional and alternative publications including a peer-reviewed journal article, a policy-focused comic book, and a youth-generated, web-based, Youth Voices map. My other significant AES research contribution is a cross-cultural examination of adolescents’ everyday environments. This was a multi-year project conducted in collaboration with colleagues at the University of Edinburgh and Cornell University. During this review period, I gave a number of conference presentations and developed and submitted for review a 40-page manuscript based upon this research. (An earlier publication on the project’s methodology was discussed in my last review.)

My current project examines opportunities for the application of my earlier research findings to design, planning and policy. As noted in my 2013 annual report and described above under my research accomplishments, I have been engaged in a number of activities to promote youth health in the design of communities. Along with establishing the new Healthy Youth - Healthy Environments initiative, I have been engaged with a number of communities on understanding and incorporating youth-specific concerns into longer range planning processes. For example, I am currently working with others on the development of a youth initiative that will bring together youth-serving organizations in Yolo County. The intent is to build a coalition to advocate for youth issues in both short-term and long-range community decisions. I am also partnering with two high schools on the development of campus master plans and the implementation of design components.

V. DIVERSITY

I have been actively engaged in supporting diversity within the Human Ecology student, faculty and staff populations. The landscape architecture major is unique on campus in that students must submit a portfolio and apply for admission to the major. In the last few years, we have had a number of applicants from typically under-represented groups apply to the major that did not have strong portfolios. Instead of immediately denying them entry, I established a mentor program where they were partnered with an upper-division student. This student provided the applicant with assistance on design and drawing skills. This mentorship gave the applicant a skill boost (as well as a confidence builder) needed to gain admission. One of those students is currently a successful senior in our program. In addition, I have hosted student groups, some multiple times, from several high schools (Grant High, Sacramento; Castlemont High, Oakland; and Fremont High, Oakland) on campus. I have arranged UCD student panels, classroom tours, and walking tours for these groups with the purpose of exposing them to higher education options. In a recent Council of Educators in Landscape Architecture (CELA) survey, the UCD Landscape Architecture program was identified as having the greatest student diversity among accredited programs in the U.S. I have had discussions with CELA leaders about how to increase diversity at other schools. While our program is the envy of other Landscape Architecture programs in this regard, we continue to look for ways to attract and support a diverse student population.

In our recent faculty and staff hires, I have ensured that we had a diverse applicant and interview pool. The five faculty hires mentioned above have added four women (three of which are from under-represented groups) to our Academic Senate faculty.