2-25-2010

Minutes, Arts & Sciences Faculty Meeting, Thursday, Feb. 25, 2010

Arts & Sciences Faculty
Rollins College

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Approved Minutes
Arts & Sciences Faculty Meeting
Thursday, February 25, 2010
12:30 – 1:45pm
Galloway Room


I. Call to Order – the meeting was called to order at 12:37 pm.

II. Approval of Minutes – the minutes of the January 28, 2010 meeting was approved. Foglesong asks about the approval of the February 16, 2010 meeting. Lauer questions the legitimacy of the vote given the lack of a quorum. Foglesong states the procedure of the Rollins’ faculty has been to presume a quorum exists until a quorum call is made. He explains he consulted with two past presidents about the quorum issue. Carnahan asks if the voting record on the last vote would constitute a count of faculty members in attendance. Various faculty members voice concern they did not receive the minutes of February 16. The decision is made to delay consideration of approval of these minutes until the next meeting.

III. Committee Reports
A. Student Life Committee – Boles reports on the Learning Green Initiative and explains SLC has been working with facilities to find a space on campus that can be considered as a dedicated outdoor learning space available for faculty to use for class. Two spaces have been identified—one behind McKeans on the lake and one between Faculty Club and Reeves Lodge. Boles states the McKeans space, which has natural shade, is being tested as a classroom by Creston Davis and Denise Cummings. If successful, the space will be converted using sustainable materials, it will have wireless capabilities and should be available in the fall. He notes no decision has yet been made
about the space between the Faculty Club and Reeves Lodge because it is without shade.

Boles continues that SLC met with Jim Eck to talk about the student affairs overlap between Holt and Day. He states the big question is if there are no Holt Faculty, only A&S, does it then follow that there are no Holt students, but only A&S? The immediate plan is to examine how sanctioning takes place for Holt students vs. A&S students. Boles explains currently Holt misbehavior is sanctioned under a different system than day students. Yet, in other areas Holt students and A&S students are not differentiated; for example, they pledge fraternities and sororities, are members of OSIL groups, and go on trips. Boles concludes the question then reemerges whether they should go through the same process of sanctioning as their day school peers, and if so, how would that work.

Boles announces a recommendation is being brought to SLC by the students of the committee to create a policy that will excuse students from class/tests/work that fall on a religious holiday, with the understanding that that work must be made up at the professor’s discretion.

Boles reminds faculty that March 1st is the deadline for Residential Organizations seeking housing.

Boles mentions SLC held an Honor Code Drop By so people could come by and ask questions and provide feedback about the new proposed Statement of Honor, but no one came. He concludes SLC now awaits the SGA’s approval of the Statement of Honor before bringing it to EC.

Finally Boles states OSIL will survey faculty members to determine possible advisor matches based upon faculty members’ interests.

B. Professional Standards Committee – Moore states PSC continues to work on the evaluation of teaching, but notes this is a difficult process with many issues. He mentions PSC additionally is looking at course evaluation forms for graduate programs. Moore reminds faculty members PSC will begin evaluating collaborative research proposals. He concludes that PSC is completing its discussion with administration concerning administrative feedback.

C. Academic Affairs Committee- Small explains AAC is working on a revision of internship requirements and soon will post a document to clarify issues. He notes AAC continues to consider blended learning and is developing a temporary proposal and guidelines to proceed with a pilot programs. Small notes there is a proposal for an Asian Studies major for which AAC seeks additional information, as well as proposals for changes to the anthropology and history majors.

D. Finance and Services Committee- Tillmann announces FSC continues its collaboration with SGA for ethical production of Rollins branded goods. FSC also is consulting with IT on a data security policy. Tillmann also notes FSC
is undertaking consideration of the hourly and contract employees wage status relative to a living wage.

IV. Old Business
A. Proposal from the Finance & Services Committee regarding faculty representation on the Board of Trustees – Tillmann presents the proposal for faculty representation on the Board of Trustees: 1) Two faculty participants (the A&S faculty President and one at-large representative, elected to a 3-year term) on the Board itself; 2) Two faculty participants (the chair of the Academic Affairs governance committee and one at-large representative, elected to a 3-year term) on the Education subcommittee; 3) Two faculty participants (the chair of the Finance and Services governance committee and one at large representative, elected to a 3-year term) on the Business and Finance subcommittee; 4) Two faculty participants (the A&S faculty President and one at-large representative, elected to a 3-year term) on the Committee on Trustees. The status of these faculty would be non-voting participant-observers. (See Attachment 1.) Tillmann explains that there is a revised peer and aspirant group analysis. The analysis shows 1/11 peer schools has non-voting faculty participation on the Board of Trustees, 9/11 peer schools have faculty presence on one or more of the standing committees, and 6/6 aspirant schools have faculty presence on one or more Board of Trustees’ standing committees. Gunter asks about the faculty representative’s three year term compared to the faculty president’s role. Tillmann confirms the at-large representative is elected to a three year term while the faculty president serves a two year term, and committee chairs probably serve only a year. O’Sullivan states the proposal calls for a non-voting participant observer status despite the fact groups never want to expand the right to vote. He elaborates that it took over 100 years for black males to obtain the right to vote and longer for women. He suggests the Rollins’ Board is no different than the US, and given Rollins has been in existence for over 125 years then perhaps it is time for faculty representatives who can vote on issues which profoundly concern their lives. Tillmann answers there is no ideological disagreement among faculty on the desirability to vote but rather some faculty members see the question of the vote as a political issue related to how much the faculty requests from the Board. There is some concern about asking for too much at one time and being denied. I. Alon says the faculty should ask for voting rights because the representation of labor leads to better governance and representation of stakeholders also leads to more sustainability. Sullivan moves to ask for voter participation on each of committees. He presents a motion: “Point 5: the faculty believes these representatives should be full voting members of the Board and committees.” The motion is seconded. J. Davison argues if faculty are voting then the vote should be en bloc as is used in many legislatures, notably the upper house in Germany, so that the faculty vote...
is unified and representative of its membership. The question is called. The motion passes to include point 5. Miller asks what kind of work load does Board responsibilities create for faculty members. Casey states the work load varies depending upon committees and individuals and some members contribute considerable work. He notes the Board meets three times a year for two half day sessions. Cohen asks a procedural question regarding the possibility to vote separately on the proposals. Foglesong states that is possible and Cohen proposes a separation of the issue. Small seconds. Foglesong says a simple majority is required to divide five proposals. The motion fails. Davison moves that the faculty representatives must vote en bloc and explains they are to represent the faculty not themselves and should vote the faculty interest. Goj seconds. Harris suggests that the Board of Trustees probably does not vote based on consensus and so faculty need not reach a consensus, and individuals have a right to vote as they wish. The question is called and the motion is defeated. Discussion ends and the motion carries to seek voting representation on the Board and the designated committees.

V. New Business
A. Proposal from Academic Affairs to establish a Master’s of Planning in Civic Urbanism degree program – Foglesong asks Moore to chair the meeting because he has an interest in the proposal. Moore asks Small to discuss the proposal in Academic Affairs. (See Attachment 2.) Small states AAC reviewed the proposal and asked if the program is a valid academic endeavor, and whether its impact on the college and staffing is desirable. Small notes AAC found the proposal desirable. Duncan says there is a question of whether the prospective student interest in the program is pent-up or sustainable demand, and consequently a need to reassess in a few years to consider the continuation of the program. Stephenson explains the importance of development issues for Central Florida. He emphasizes that Rollins tradition is one consistent with planning based upon a particular vision. I. Alon question who will teach in the program. Stephenson answers Lewin, Gunter, Lairson, Simmons, Chambliss, Harris and Houston. He explains only Foglesong requires one release a year to teach in the program. Cohen states he likes the program and its premise but he is concerned about situating it in Holt especially when limited marketing, development and recruitment support exists, and there is uncertainty about the direction of the strategic plan in Holt. Stephenson responds there is synergy with existing programs in Holt as well as with its marketing and development. He notes they held a Holt alumni meeting to discuss the program and 250 people attended. He contends the program would hurt itself if it was not associated with Holt. Foglesong explains they met with Lugo and Eck who developed a budget and are ready and willing to support the program. Foglesong states Holt possesses the infrastructure for recruitment and outreach at the graduate
level. He concludes this program, like other graduate programs would shift to a new location if the strategic plan requires. Mesavage inquires about employment opportunities and a placement service for the students. Foglesong states this is under consideration and the program has community contacts and support. Carnahan asks about the name the degree, why it is not urban planning, and whether graduates will be recognized as holding an urban planning degree on the job market. She also inquires about the degrees of faculty who will teach in the program. Foglesong answers they had an initial inclination to name the program Principles of New Urbanism but worried that new urbanism soon will be an old name. He explains civic urbanism emphasizes the civic with walkability and central placement of public facilities. The decision to add planning to the name came in response to the second question because this then qualifies graduates as eligible in urban planning. Foglesong notes Stephenson holds a masters in urban planning and the adjuncts are cutting edge professionals. Foglesong explains the use of adjuncts makes it possible to shut down the program easily if necessary. Tillmann states she supports the program particularly as she looks through lenses of interdisciplinarity, sustainability, and civic responsibility. Strom asks what plans exist to help graduates find positions and whether adjuncts will go through AAC for approval. Foglesong responds yes to the process of AAC approval, and then explains students will complete a series of internships which offer networking through leading planning firms. Homrich comments this is a fresh and innovative graduate program and occupational placement should not be the most important emphasis in the decision. J. Davison asks about the different roles of developers and urban planners in the program. Foglesong states both developers and urban planners would feel comfortable in the program. He elaborates we live in a capitalist economy and developers would learn how to make money. He notes, however, developers might make money and simultaneously do the right thing. Lairson calls the question and this passes. The faculty vote to approve the motion.

B. Proposal from Professional Standards to create an Open Access Policy – (See Attachment 3.) Moore explains open access will give Rollins’ research more extensive visibility and put into open access immediately. Valiente asks whether the request for publishers to sign over copyright will lead to huge discussions and debates. Strom says this already is a frequent issue, but journals are finding openness tends to increase their subscriptions. She notes MIT and Harvard forbid publication unless open access is granted and thus journals are becoming aware of this requirement. Harper questions about specific journals which might deny access or have a particular process for granting open access. Moore acknowledges various journals have a specific protocol. Strom responds an exclusion policy exists but faculty members must let PSC know in
order to keep data. Moore reiterates this is an opportunity to get publications out to the world. Sardy mentions some institutions use a working paper series which publishes faculty members’ drafts and then these drafts can be placed into open access before journals publish the final draft. Strom says pagination belongs to publishers and Rollins wants pre-pagination papers. Miller says papers are not placed in open access until after publication. McLaren states often sign contracts in advance for encyclopedia articles and wonders whether it is a problem to sign a contract. She also asks whether contracts will require changes and who administers the changes. Miller responds the library is developing the paperwork. Duncan states open access is coming and Rollins already is a signatory to a statement that federal legislation requires all federally funded research be placed in open access. Duncan elaborates that as open access becomes common many questions and issues will be settled. Lairson calls the question and this passes. The motion passes.

VI. Adjournment at 1:47pm.

Respectfully submitted,

Joan Davison, PhD
Attachment 1

Proposal for A&S Faculty Presence on Board of Trustees

History of Initiative

**Spring 2008:** Finance and Services charged by A&S faculty to study faculty presence on Boards of Trustees

**Fall 2008/Spring 2009:** F&S faculty collect data

**10/2/2009:** faculty colloquium reveals unanimous support for faculty presence on BoT

**10/7/2009:** faculty lunch with Trustee Jon Fuller reveals openness to more faculty/BoT interaction

**11/2/2009:** F&S presents research and proposal to Crummer faculty to ascertain their interest in pursuing a joint or parallel proposal; Crummer declines.

Research Questions:

1. How many full-time teaching faculty serve on your Board of Trustees?
2. If full-time teaching faculty serve on your BoT, do they have voting status?
3. On what BoT committees do full-time teaching faculty serve?

Research Results

<table>
<thead>
<tr>
<th>School</th>
<th># of faculty BoT participants</th>
<th>BoT committees with faculty presence</th>
<th>Presence through by-laws or invitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colorado</td>
<td>0</td>
<td>Advisory status on Budget and Finance; Investment</td>
<td>Invitation</td>
</tr>
<tr>
<td>Elon</td>
<td>0</td>
<td>Chairs of Academic Council; Student Life; Curriculum attend corresponding BoT committee but do not participate</td>
<td>Invitation</td>
</tr>
<tr>
<td>Franklin &amp; Marshall</td>
<td>0</td>
<td>Non-voting faculty liaisons on Academic Investments; Advancement; Art Collections;</td>
<td>“a matter of tradition”</td>
</tr>
<tr>
<td>Institution</td>
<td>Committee Memberships</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Furman</td>
<td>Career Services; Civic Engagement; Enrollment; External Relations; Facilities Planning and Public Safety; Quality of Campus Life</td>
<td>1 different non-voting faculty member on Athletics; Student Life; Enrollment and Marketing; Academic Affairs; Development; Grounds &amp; Buildings; Investment; Strategic Planning</td>
<td></td>
</tr>
<tr>
<td>Gettysburg</td>
<td>Academic Affairs; College Life; Development &amp; Alumni Relations; Enrollment &amp; Educational Services; Endowment; Fiscal &amp; Personnel Management</td>
<td>Committee appointments allowed but not required of BoT chair</td>
<td></td>
</tr>
<tr>
<td>Kenyon</td>
<td>Sit in on Curriculum; Faculty</td>
<td>Undetermined</td>
<td></td>
</tr>
<tr>
<td>Lafayette</td>
<td>Development and Alumni Affairs; Educational Policy; External Affairs; Financial Policy; Grounds and Buildings; Information Technology; and Student Life</td>
<td>“The Statutes state that the committee membership may include ‘such number of non-Trustees as the Board may determine.’ The Board approved a policy in September 1970 to include one faculty representative (elected by the faculty) on each of the committees as well as one student representative.</td>
<td></td>
</tr>
<tr>
<td>Rhodes</td>
<td>Student Life; Student Learning; Finance</td>
<td>By-laws</td>
<td></td>
</tr>
<tr>
<td>Southwestern</td>
<td>None but sponsors faculty/trustee lunch between 4 faculty division representatives, BoT officers and chair of education committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stetson</td>
<td>Enrollment Management; Student Life; Religious Life; Finance Committee; Investments; Facilities</td>
<td>Enrollment Management; Student Life; Religious Life in by-laws</td>
<td></td>
</tr>
<tr>
<td>Trinity</td>
<td>None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Aspirant Schools**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Committee Memberships</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bowdoin</td>
<td>Executive; Academic Affairs; Admission; Development; Facilities; Financial Planning;</td>
<td>By-laws</td>
</tr>
<tr>
<td>Institution</td>
<td>Faculty Participation</td>
<td>Committee Attendance</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Bucknell</td>
<td>0</td>
<td>Unspecified</td>
</tr>
<tr>
<td>Carleton</td>
<td>0</td>
<td>Faculty President</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sits on Administrative Council and participates on Academic Affairs</td>
</tr>
<tr>
<td>Colby</td>
<td>2</td>
<td>Education; Compensations; Budget &amp; Finance; Physical Plant; Student Affairs</td>
</tr>
<tr>
<td>Davidson</td>
<td>0</td>
<td>Unspecified presence on 7 of 8 committees</td>
</tr>
<tr>
<td>Macalester</td>
<td>0</td>
<td>Academic Affairs; Admissions; Advancement; Campus Life; Finance; Infrastructure</td>
</tr>
</tbody>
</table>

Summary of Research Results:

1) 1/11 peer schools (Rhodes) has non-voting faculty participation on BoT
2) 9/11 peer schools have faculty presence on one or more of the BoT standing committees (3—Furman, Rhodes, Stetson—institutionalized through by-laws)
3) 2/6 aspirant schools (Bowdoin, Colby) have non-voting faculty participation on BoT
4) 6/6 aspirant schools have faculty presence on one or more BoT standing committees (2—Bowdoin, Colby—institutionalized through by-laws)

Rationale for faculty presence on Board of Trustees:
1) diversify perspectives (academic and corporate; micro details of teaching, scholarship, and service at Rollins and macro-level visioning; current opportunities/challenges and long-term sustainability)
2) potentially improve decision-making.
3) promote transparency and demystify policy-making.
4) humanize the relationship between faculty and the Board.
5) follow models established by our peer and aspirant schools

Draft Language of A&S proposal:
The Arts and Sciences faculty request presence on the Board of Trustees in four venues:
1) Two faculty participants (the A&S faculty President and one at-large representative, elected to a 3-year term) on the Board itself

2) Two faculty participants (the chair of the Academic Affairs governance committee and one at-large representative, elected to a 3-year term) on the Education subcommittee

3) Two faculty participants (the chair of the Finance and Services governance committee and one at large representative, elected to a 3-year term) on the Business and Finance subcommittee

4) Two faculty participants (the A&S faculty President and one at-large representative, elected to a 3-year term) on the Committee on Trustees.

The status of these faculty would be non-voting participant-observers.

Description of Rollins BoT Committees:

**Audit**: elected by Board; reviews College’s financial statements as prepared by external auditors; communicates with College auditors

**Business & Finance**: reviews/recommends annual operating budget; oversees physical plant

**Committee on Trustees**: elected by Board; nominates Board members

**Compensation**: determines President’s salary; reviews/approves President’s recommendations for VP compensation

**Development**: reviews financial needs of College; recommends programs for raising funds to meet those needs

**Education**: reviews/recommends new degree programs; candidates for tenure and promotion; candidates for promotion to full professor; candidates for emeritus; assures/protects academic freedom

**Executive**: elected by board; acts on behalf of Board when Board is not in session

**Investment**: oversees College’s fund managers
EXECUTIVE SUMMARY

We—Bruce Stephenson and Richard Foglesong—propose creating a Master’s program in Civic Urbanism at Rollins. The degree would be a Master’s of Planning in Civic Urbanism. Students could complete the 36-hour degree program in two years. They would take a Core in Civic Urbanism and then specialize in one of two subfields: Place Making or Green Infrastructure. The Core would link civic ideals to planning practice; Place Making courses would focus on physical design; Green Infrastructure would address natural lands and energy conservation.

Professor Stephenson would direct the program. He and Professor Foglesong, who are recognized scholars in planning, would teach three core courses plus several electives. At least five other A&S faculty would contribute to the program: Mike Gunter and Tom Lairson would teach sustainable development; Rachel Simmons, drawing; and John Houston and Paul Harris, the psychology of place. Other courses would be taught by local practitioners with advanced degrees and teaching experience. National-level experts would come to campus and teach short courses.

Studio projects would be integral to the program. In the Place Making subfield, students might work on the urban infill opportunities associated with the Sanford
commuter rail (Sunrail) station. As part of the Green Infrastructure program, they might work on the Samsula Site in southeastern Volusia County. We are invited to teach both projects as studios. Students would also intern with planning agencies and planning consultant firms and take field trips to Portland, Singapore, and possibly Paris. In addition, we would organize civic forums in conjunction with nonprofit associations such as the Urban Land Institute to address important planning issues.

This would be a boutique program, not a comprehensive everything-for-everyone program. The focus would be on Sustainable Urbanism, which emphasizes energy-efficient design, and New Urbanism, which promotes well-designed public spaces, walkability, public transit, and mixed-use development. The program would be grounded in the liberal arts, supplemented by hand-on learning through internships and studio projects. It would be flexible and forward-looking, drawing upon the expertise of cutting-edge professionals to keep the program current and reduce downside costs if the program proves unsustainable. It would also involve numerous partnerships—with the regional planning and development community, other schools that might send students here for part of the year, and planning firms that would provide technical assistance, learning tools, and intern opportunities.

Concerning goals and assessment, our learning goals center on the connection between the built environment and the human experience. For the program overall, we seek to teach (1) knowledge of both the forces (political, economic, cultural, ecological, and technological) that shape the urban built environment, and the impact of that environment on the quality of the human experience at work, residence, and play; (2) the skills to produce a different and better built environment, and (2) the attitudes or values to discern why one environment is better than another. More particular goals and corresponding means of assessment will be developed for individual courses.

This program is tailored to fit Rollins. It is founded upon a commitment to the liberal arts, and more specifically, to the concept of pragmatic liberal education that we embrace at Rollins, as well as the humanistic principles embodied in the physical design of our campus. The focus on New Urbanism and Sustainable Urbanism reflects a commitment to global citizenship and responsible leadership, and we seek to extend the college's commitment to civic engagement by emphasizing community-based research,
mentored internships, collaborative projects with external clients, and connecting scholarship to public questions. Finally, we are committed to involving our own faculty, as evident above, and to creating linkages with other Rollins programs, specifically the Florida Studies RP and the Growth Management major in the Holt School.

This initiative originated with a proposal for a Cornell Innovation Grant in spring 2008. After meeting with Rollins administrators, we were tasked with carrying out a due-diligence study. As part of it, we organized a series of focus-group meetings with developers, planning consultants, and public-sector planners. We studied and made site visits to other planning programs, and we consulted with leading figures in the field of planning. From these consultations we received many helpful suggestions and universal support for creating such a program.

DEGREE REQUIREMENTS:
Thirty-six (36) hours required: four (4) three-hour core courses and twenty-four (24) hours of electives (3-hour and 1.5-hour short courses). Students are required to specialize in one of two subfields: Place Making and Green Infrastructure. Specialization consists of nine (12) hours of courses, ideally including an internship, in addition to a studio project consisting of a short course combined with a regular course. At least one (1) three-hour course must be taken in the other specialization.

DEGREE ELEMENTS:
- Core in Civic Urbanism (four courses)
  
  - Specializations:
    
    o Green Infrastructure
    
    o Place Making
  
- Design Studios
• Internships

SAMPLE CURRICULUM:
A. Place Making Specialization

Year 1
Fall:
• *Urbanism: From the Renaissance to the New Urbanism* (B. Stephenson)

• *Planning Theory and Civic Urbanism* (Foglesong)

January:
Urban Form and Place Making (Mouen and Arendt)

Spring:
• *Economics of Urbanism* (Logan)

• *Land Use Law* (Consalo/Geller)

• *Short course: Drawing the Urban Landscape* (Simmons)

Summer:
• *GIS and Land Analysis* (Sinclair)

• *Politics of Place and Plan Implementation* (Foglesong)

Year 2
Fall:
• *New Urbanism: Place-Making in the 21st Century* (Tyjeski and Mouen)

• *Transportation and Place* (Sinclair)

January Term:
• *Studio Project: Place Making*

Spring:
• *Politics of Place and Plan Implementation* (Foglesong)

• *Psychology of Place* (Houston) or Internship

• *Place-Making Design Studio* (Tyjeski and Foglesong)
B. Green Infrastructure Specialization

Year 1

Fall:
- *Urbanism: From the Renaissance to the New Urbanism* (B.Stephenson)
- *Planning Theory and Civic Urbanism* (Foglesong)

January Term: *Green Neighborhood Design* (Arendt)

Spring:
- *Economics of Urbanism* (Logan)
- *Land Use Law* (Consalo/Geller)
- *Drawing the Urban Landscape* (Simmons)

Summer:
- GIS and Land Analysis (Sinclair)
- *Urban and Metropolitan Green Spaces/Travel Portland, OR* (B.Stephenson)

May Term:
- *Florida’s Vernacular Architecture* (Schulman)

Year 2

Fall:
- *Ecological Planning and Water Resources* (Exum)
- *The Green Infrastructure* (Johnson)

January Term: *Sustainable Urbanism, Travel Course: Singapore* (Gunter)

Spring:
- *Politics of Place and Plan Implementation* (Foglesong)
- *Internship*
- *Green Infrastructure Design Studio* (B.Stephenson and Exum)
Course Offerings: First Two Years

Fall 2010
- *Urbanism: From the Renaissance to the New Urbanism* (B.Stephenson)
- *Planning Theory and Civic Urbanism* (Foglesong)

January Term 2011

Short courses:
- Green Infrastructure: *Green Neighborhood Design* (Arendt)
- Place Making: *Urban Form and Place Making* (Mouen and Mouzon)

Spring 2011
- *The Economics of Urbanism* (Logan)
- *Land Use Law* (Consalo/Geller)
- *Drawing the Urban Landscape* (Simmons)

May Short Course
- *Florida’s Vernacular Architecture* (Schulman)

Summer 2011
- *GIS and Land Analysis*
- *Urban and Metropolitan Green Spaces/Travel Portland, OR* (B.Stephenson)
- *The Politics of Place and Plan Implementation, Travel to Singapore* (Foglesong)

[At minimum, students will have completed the four-course Core and an additional 4.5 hours of courses by the end of their first year.]

Note: The above courses will also be offered in the second year, 2011-12. In addition, the following courses will be offered.

Fall 2011
- *New Urbanism: Place-Making in the 21st Century* (Tyjeski and Mouen)
- *Transportation and Place* GIS Prerequisite (Sinclair)
- *Ecological Planning and Water Resources* (Exum)
- *The Green Infrastructure* (Johnson)

January Term 2012

Three short courses, including:
- *Studio Project Place-Making*
- *Studio Project Green Infrastructure*
• Sustainable Singapore; Travel to Singapore (Gunter and Lairson)

Spring 2012:
• Psychology and Place (Houston and Harris)
• Florida Forever: Acquisition, Management, and Restoration (B.Grey)
• Place Making Design Studio (Foglesong and Tyjeski)
• Green Infrastructure Design Studio (Stephenson and Exum)
PRINCIPALS

BRUCE STEPHENSON is Director of the Environmental & Growth Management Studies Program and Professor of Environmental Studies at Rollins. He has worked as a public planner, consultant, and professor, and is author of Visions of Eden, which analyzes the evolution of city planning in Florida since John Nolen drew the state’s first plan, in 1923, for St. Petersburg. Stephenson has written extensively on the intersection of city planning and environmentalism, and has published articles in academic and professional journals, including the Journal of the American Planning Association, Planning, the Journal of Urban History, and the Journal of Planning History. He is currently completing a book entitled, John Nolen and the Promise of a New Urbanism, with support from Rollins and Cornell University. Professor Stephenson has worked as a consultant on the Winter Springs Town Center Plan, the Central Park (Winter Park) Master Plan, and the proposed Commuter Rail station in Winter Park. For the past five years, he has worked as a partner with the Elizabeth Morse Genius Foundation in the landscape restoration of the Genius Reserve, a 50-acre parcel of Old Florida located in the heart of Winter Park. The Genius Reserve was awarded the 1000 Friends of Florida “Community Betterment Award” in June 2008. Finally, Stephenson is a scholar for the Florida Humanities Council, and is currently working with the Council on a PBS documentary on the role of “community” in the state, and how it is apt to be redefined in the future. Dr. Stephenson earned a master’s degree in City and Regional Planning from Ohio State University and a Ph.D. in Urban Studies and Environmental History from Emory.

RICHARD FOGLESONG is the George and Harriet Cornell Professor of Politics at Rollins, where he has taught urban politics and urban policy since 1984. He has also taught in the graduate school of architecture and urban planning at UCLA, where he was the Harvey Perloff Professor of Urban Planning in 1990. He is the author of a history of American urban planning, Planning the Capitalist City, published by Princeton University Press in 1986; the co-editor of a book on industrial policy, The Politics of Economic Adjustment; and the author of Married to the Mouse: Walt Disney World and Orlando, published by Yale University Press in 2001. His latest book, Immigrant Prince: Mel Martinez and the American Dream, will be published by the University Press of Florida in 2010. Professor Foglesong earned his Ph.D. in political science and his M.A. in Urban Affairs at the University of Chicago, where he was a Ford Foundation Urban Fellow. He has served on the editorial board of the Journal of Planning, Education, and Research and Urban Affairs Review; received grants from the National Endowment for the Humanities; been a Fulbright Fellow at Hong Kong University; was the first recipient of Rollins’ Bornstein Scholar award, which honors a faculty member whose scholarly work has enhanced the college’s national reputation; and currently serves as president of the Rollins faculty. A frequent commentator in the news media on local and national politics, he is also active in the local community, having served on the Ethics Task Force in Winter Park, the Maitland Planning & Zoning Commission, the Governance Structure Study Committee appointed by the Orange County School Board. He currently serves on the Citizens Advisory Committee for Metroplan, Orlando’s regional transportation planning agency.
<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Degree</th>
<th>Course</th>
<th>Teaching Experience</th>
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<tr>
<td>Gregg Logan</td>
<td>Managing Director RCLCO Co. Orlando, FL</td>
<td>UCLA, Anderson School of Management - Entrepreneurial Real Estate</td>
<td>Core: Economics of Urbanism</td>
<td>Georgia Tech: Real Estate Development Methods (3 years)</td>
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<tr>
<td>Karen Consalo</td>
<td>Assistant City Attorney City of Orlando</td>
<td>B.A., Rollins College J.D., University of Florida</td>
<td>Core: Land Use Law</td>
<td>Hamilton Holt (3 Years)</td>
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<tr>
<td>Geoffrey Mouen</td>
<td>Geoffrey Mouen Architects</td>
<td>Savannah School of Art &amp; Design</td>
<td>Elective</td>
<td>Hamilton Holt (2 years)</td>
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<td>Chris Sinclair</td>
<td>President Renaissance Planning Group Orlando, FL</td>
<td>Masters of City &amp; Regional Planning, Virginia Tech, AICP</td>
<td>Elective</td>
<td>Hamilton Holt (16 years)</td>
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<tr>
<td>Jay Exum</td>
<td>Partner Glatting, Jackson, et. al. Orlando, FL</td>
<td>PhD, University of Tennessee</td>
<td>Elective</td>
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<tr>
<td>Kevin Tyjeski</td>
<td>Chief Planning Manager, Orlando Planning Department Orlando, FL</td>
<td>Masters of City and Regional Planning, University of Wisconsin, AICP</td>
<td>Elective</td>
<td>Hamilton Holt School (6 years)</td>
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Attachment 3

OPEN ACCESS POLICY

The faculty of Arts & Sciences of Rollins College is committed to disseminating the fruits of its research and scholarship as widely as possible. In keeping with that commitment, the faculty adopts the following policy: Each member of the faculty of Arts & Sciences grants to Rollins College nonexclusive permission to make available the final, peer-reviewed, manuscript version accepted for publication of his or her scholarly articles (hereafter referred to as “works”) and to exercise all rights under United States copyright law in those works for the purpose of open dissemination. In legal terms, each faculty member grants to Rollins College a nonexclusive, irrevocable, paid-up, non-commercial, worldwide license to exercise any and all rights under copyright relating to each of his or her scholarly works, in any medium, provided that the works are not sold for a profit or used for any commercial purposes, and to authorize others to do the same. The policy will apply to all peer-reviewed scholarly works, including works jointly authored with persons who are not members of the Rollins faculty of Arts & Sciences, written while the person is a member of the faculty except for any works completed before the adoption of this policy, any works for which the faculty member entered into an incompatible licensing or assignment agreement before the adoption of this policy, and any work for which the author might
reasonably expect to receive royalties (including monographs, textbooks, musical, or other creative works.). The Professional Standards Committee will waive application of the policy for a particular work upon written notification by the author, who informs Professional Standards Committee of the reason.

To assist Rollins College in distributing the scholarly works, on or before the date of publication, each faculty member will make available an electronic copy of his or her final version of the work at no charge to a designated representative of Olin Library in appropriate formats (such as Microsoft Word or PDF) specified by the library. Each work will be embargoed until it has appeared either in print or online at the publisher’s web site, whichever comes first.

Olin Library will make the works available to the public in an open-access repository. The Professional Standards Committee will be responsible for interpreting this policy, resolving disputes concerning its interpretation and application, and recommending changes to the faculty. The policy is to take effect immediately; it will be reviewed after two years by the Professional Standards Committee, with a report presented to the faculty.

The faculty of Arts & Sciences calls upon Olin Library to develop and monitor a plan for a service or mechanism that would render compliance with the policy and the waiver procedure as convenient for the faculty as possible. To this end, the faculty authorize the Dean of the Faculty to provide appropriate Olin Library personnel with the information recorded in Section II(1) “Research, Scholarship,
and Artistic Activity” of the College of Arts & Sciences Faculty Self-Assessment Reports.