

2-4-2010

## Minutes, Arts & Sciences Executive Committee Meeting, Thursday, February 4, 2010

Arts & Sciences Executive Committee

Follow this and additional works at: [http://scholarship.rollins.edu/as\\_ec](http://scholarship.rollins.edu/as_ec)

---

### Recommended Citation

Arts & Sciences Executive Committee, "Minutes, Arts & Sciences Executive Committee Meeting, Thursday, February 4, 2010" (2010). *Executive Committee Minutes*. Paper 51.  
[http://scholarship.rollins.edu/as\\_ec/51](http://scholarship.rollins.edu/as_ec/51)

This Minutes is brought to you for free and open access by the College of Arts and Sciences Minutes and Reports at Rollins Scholarship Online. It has been accepted for inclusion in Executive Committee Minutes by an authorized administrator of Rollins Scholarship Online. For more information, please contact [wzhang@rollins.edu](mailto:wzhang@rollins.edu).

**Approved Minutes  
Executive Committee  
February 4, 2010**

Members Present: Rick Foglesong, William Boles, Thom Moore, Jim Small, Lisa Tillmann, Allison Wallrapp, Laurie Joyner, Roger Casey, Lewis Duncan, Joan Davison

Guests: Thomas Lairson, Jonathan Miller, Bruce Stephenson

- I. Call to order—the meeting was called to order at 12:35 PM.
- II. Approval of Minutes—the minutes of the January 21, 2010 executive committee were approved
- III. Old Business – none
- IV. New Business
  - A. Master’s Program in Civic Urbanism (See Attachment 1.)- Tillmann introduces the proposal and question “Shall we approve this proposal and submit it to the faculty for approval?” Small explains on behalf of AAC that this is a new masters program in planning and civic urbanism. He notes the design of the program is based upon much thought and consideration with other comparable programs. Small notes AAC did not have any particular problems after the discussion of curricular and budgetary issues. Small moves to place the issue on the faculty agenda. Wallrapp seconds. Davison asks about the costs of the program and its relationship with Holt and A&S. She inquires which division will assume the costs and which will receive the revenues. Small states AAC does not decide where to place programs, but believes the costs will be covered by tuition. Foglesong says Stephenson and he worked closely with Eck and Lugo on costs. Stephenson states the tuition rate per course and estimates 22 students are needed to make the program viable assuming a 25% return. Stephenson also emphasizes the master’s offers other types of synergies with the RP and other programs. Duncan asks if it is procedurally possible to grant probationary status to the program because although the numbers look good the question is whether the enrollment numbers reveal pent-up or sustained, long term demand. Stephenson responds they were thinking in terms of a 5 year plan. Casey states the 5 year probationary status should be in writing. Foglesong elaborates there is not much problem in filling the initial demand but rather uncertainty exists in the long term. Miller responds to the issue of budget and the library raised by Small. He states the 2011 budget has not gone to the Board, but he included in the budget a request for support for

this program. Miller explains because of the budgetary situation the request was denied and the library will not receive the dollars to support the program at this point. Casey states the Provost's Office and Holt will swallow the costs of the program in the first year until the revenues begin to arrive. Miller notes the costs he proposes and the additional budget items would be continuing, not one year, but the idea of not adding resources in the first year and reviewing demand at the end of the year was sound. Casey responds the budget for the program seems sound but perhaps tuition should be set at a higher level. Boles asks about the number of courses and requirements for the degree. Stephenson responds the degree requires 12 courses with 3 hour courses, with the intent to also take advantage of half courses. Boles also asks about whether for a master's degree it is desirable to have so many adjuncts. Stephenson responds half the people are adjuncts but emphasizes these are people with a high pedigree in terms of degrees and experience. Salaries for the adjuncts will be \$4750 per class. Stephenson also emphasizes these adjuncts are committed to the program and want to invest in the students. Tillmann summarizes these questions should come up at the faculty meeting but it seems there are not ideological issues with the degree so the proposal probably should go to the faculty. Joyner asks about the review process, whether this will be external, and whether it will be solely focused on the program or review the relationship of the program to the institution. Duncan asks how many other similar programs exist. Foglesong states he is uncertain but they looked at approximately 25 programs. Casey replies no program exactly like the Rollins program currently exists. Duncan suggests GE would not go into a new market unless it could be number 1 or number 2 in this market, and perhaps Rollins should apply the same test. Duncan asks, "Will this enhance the national reputation of Rollins?" Stephenson mentions the *New York Times* recently ran an article on new urbanism, and this is a topic which Rollins is addressing before other institutions. He notes desire exists in the community for this type of program with a heavy academic rigor. Boles asks whether there is a final project, and Stephenson answers that is the studio project. Casey again refers to the desirability of a probationary status. Tillmann asks whether all programs should be reviewed, and Small says AAC just passed a proposal to this extent. Stephenson emphasizes he desires review. Casey asks about clarification of the evolution of the name. Foglesong explains they first considered New Urbanism but the field is not new any longer and the term may go out of use. He continues they selected Civic Urbanism because he and Stephenson have a plan for an article on civic urbanism and the name highlights the creation of community. Foglesong finally notes Stephenson and he learned unless the term 'planning' is in the degree name it becomes difficult for graduates to be hired in planning position. Therefore the name is Masters in Planning and Civic Urbanism. Casey thanks Foglesong and notes the agenda item does not

match the actual name. Casey states it is possible that before the faculty vote on the proposal, the issue could be discussed at the February meeting of the Education Committee of the Board. Casey asks if he can take the proposal provisionally to the Board of Trustees although he seeks the faculty's acceptance. Casey elaborates the Education Committee could discuss the issue and empower the Executive Committee to act on the proposal in March because it meets monthly. Small suggest the option of moving the next faculty meeting forward. Boles asks whether faculty would have an issue with the question going to the Board prior to going to the faculty. Davison concurs with this concern. Foglesong suggests the proposal can move on two tracks with the Education Committee of the Board and also to the faculty. Duncan states the Board will focus different issues than the faculty. He notes the Board will consider the costs of creating programs at a time many institutions are engaged in cost-cutting. Duncan elaborates the faculty's decision is substantive and curricular while the Board's focus is on high altitude issues when adding degrees. Duncan also explains some faculty must go to the Board to discuss the program. The motion passes. Foglesong abstains.

- B. Proposal for an Open Access Policy (See Attachments 2 and 3.) Moore states PSC wants to move forward an open access policy which means that Rollins will keep an electronic copy of all articles published by members of the faculty that will be available world wide over the web (not including those for which an author might reasonably expect to be financially compensated, e.g. monographs, textbooks, musical works). Moore notes many journals now permit this practice and it results in increased availability and citation of publications. Moore elaborates he does not see any issue because the faculty member retains the right to refuse an article be placed in open access. Duncan states this summer Miller encouraged him to support the practice, and he certainly does favors all government funded research be open access. Yet, Duncan notes an issue - once everything is free will there be journals. Moore concurs this is a potential issue. Foglesong inquires about the commitment that books be treated differently and asks for the sentence in the document which guarantees this point. Miller responds articles excludes books; both Miller and Moore note Strom included a definition of terms which states "does not include books for which author expects compensation." Moore reiterates the faculty member always can say no. Duncan asks about conference proceedings and whether the policy includes power point. Miller says open access refers to published. Duncan responds some patentable ideas are considered public when presented at a conference. Miller states a difference exists between patent and copyright, and the intention of the policy is to include published conference proceedings, not materials that have received limited distribution, like power point slides and lecture notes at a professional meeting. Davison moves "Shall we approve this proposal

and submit it to the faculty for approval?" Tillmann seconds and the motion passes.

- C. Merit Pay Colloquium- Foglesong introduces two questions: "What should be the format for the colloquium scheduled for February 5? When should we schedule the special faculty meeting to address this issue?" Foglesong says regarding the colloquium two merit pay proposals currently exist, one is the new set and the other is the case for the status quo and existing protocol. He suggests providing twenty minutes of discussion to each set of proposal. Foglesong says discussion then might move toward compromise. Small asks who will present the case for the new proposals and who will present the status quo. Foglesong answers Smither will present the new proposal. Lairson says he will talk about the status quo. Tillmann asks whether Joyner will be present. She responds yes but notes the existing protocol is not an administration proposal but rather a faculty plan which a faculty committee created and the whole faculty adopted. Foglesong states he will e-mail the faculty both the existing protocol and the proposals. Boles suggests sending to the faculty the issues identified by Moore's Merit Appeal committee. Joyner suggests it also is important to send the initial FSC report which Cohen prepared. Foglesong states he intends to preside at the colloquium. Smither explains he desires someone to preside who is not associated with any of proposals. Foglesong elaborates his intention is to first focus on explanation of the proposal. Smither asks if the intention is for each presentation to last twenty minutes. Foglesong responds no, that the presentation should be for a short time and then time for questions. Tillmann inquires whether there will be any conclusion or resolution to the meeting and suggests a sense of the faculty is important for CAMP to reconsider its proposal. Foglesong states that after the colloquium CAMP would affirm or refine its proposal, and then return the proposal to EC. Joyner asks whether faculty members who created the original protocol should speak. Smither says CAMP sees the colloquium as a method to solve a problem. Duncan suggests the point is to improve the system. Davison comments the language is important, that is whether one perceives a problem to solve or a system to improve. She states that the existing system is not without inadequacies but that many people are content with the current system and so a compromise seems desirable. Foglesong suggests what one thinks of the current system probably is related to whether one received merit pay. Boles notes the presentation of the proposal at the faculty meeting led to a lot of people shaking their heads and grumbling. Boles states the proposal does not need to be re-presented but rather discussion should focus on contentious issues. Foglesong concurs the time length for introduction of the proposal should be tighter. Joyner states the review process for merit pay began in January last year and changes to the existing protocol can only be

incremental in order to complete a merit pay review this semester. Joyner notes Lairson introduced the resolution to review the existing process and she asks him to clarify his intent. Lairson states “my intent, one, was the process needed a review by an independent panel and two, the panel would come up with a set of specific modifications to make the merit pay process work better.” Lairson elaborates he did not think the committee would come up with a new system. Lairson emphasizes the intention of his proposal was tweaks and modifications to make the current system work better and to be implemented so merit pay could proceed.

- D. Provost Search Committee – Foglesong asks “When should we schedule this colloquium? What should be the format for this colloquium?” He notes Bernal and Jones are not available simultaneously. Duncan notes two main questions exist: what qualities do we desire in a provost and do we wish to change the role of the provost in the administration. Duncan states he will use his first open forum to discuss the provost search.
- E. Proposal for faculty representation on the Board of Trustees – Foglesong identifies the concern as “How should we present (or separate) the proposals for faculty discussion and vote?” Foglesong notes due to the time the EC cannot undertake this issue, but given that the next faculty meeting is dedicated to merit pay the EC will have time to return to the issue at the EC’s next meeting. Before adjournment Foglesong mentions he received an e-mail from Marvin Newman about the way he spoke to Newman at the last faculty meeting. Foglesong notes his tone and remarks were inappropriate and he apologized to Newman and will apologize to the faculty.

V. Adjournment—The meeting was adjourned at 1:59pm.

Respectfully submitted,

Joan Davison  
Vice President/Secretary

ATTACHMENT #1

**MASTER’S PROGRAM IN CIVIC URBANISM**



## 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 would teach sustainable development; Rachel Simmons, drawing; John Houston and Paul Harris, the psychology of place; and Paul Stephenson, natural lands preservation. 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 Miracle Mile project in Vero Beach. 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:
  - Green Infrastructure
  - 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 21<sup>st</sup> 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.

### ADJUNCT FACULTY

Name	Affiliation	Degree	Course	Teaching Experience
Gregg Logan	Managing Director RCLCO Co. Orlando, FL	UCLA, Anderson School of Management - Entrepreneurial Real Estate	Core: Economics of Urbanism	Georgia Tech: Real Estate Development Methods (3 years)
Karen Consalo	Assistant City Attorney City of Orlando	B.A., Rollins College J.D., University of Florida	Core: Land Use Law	Hamilton Holt (3 Years)
Geoffrey Mouen	Geoffrey Mouen Architects   Celebration, FL	Masters of Architecture, Savannah School of Art & Design	Elective	Hamilton Holt (2 years)
Chris Sinclair	President Renaissance Planning Group Orlando, FL	Masters of City & Regional Planning, Virginia Tech, AICP	Elective	Hamilton Holt (16 years)
Jay Exum	Partner Glatting, Jackson, et. al. Orlando, FL	PhD, University of Tennessee	Elective	
Kevin Tyjeski	Chief Planning Manager, Orlando Planning Department Orlando, FL	Masters of City and Regional Planning, University of Wisconsin, AICP	Elective	Hamilton Holt School (6 years)

## ATTACHMENT #2

**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 and any works for which the faculty member entered into an incompatible licensing or assignment agreement before the adoption of this policy. 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 five 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 appropriate Olin Library personnel to have access to the information recorded in Section II(1) "Research, Scholarship, and Artistic Activity" of the College of Arts & Sciences Faculty Self-Assessment Reports.



Based largely on policies of Harvard, MIT, Stanford, and Trinity College.

## ATTACHMENT #3

**DEFINITION OF TERMS**

**Nonexclusive permission:** After granting nonexclusive permission, the author(s) still retain ownership and complete control of the copyright in the work, subject only to this prior license. As the copyright holder the author(s) can exercise copyrights in any way they see fit, including transferring them to a publisher if so desired.

**Scholarly works:** Faculty's scholarly works are articles that describe the fruits of their research and that they give to the world for the sake of inquiry and knowledge without expectation of payment. Such works are typically presented in peer-reviewed scholarly journals, conference proceedings, and edited volumes. They do not include books, for which an author usually expects compensation.

**Open dissemination / open-access repository:** Works stored and made available on the public internet, permitting any users to read, download, copy, distribute, print, search, or link to the full texts of these works, crawl them for indexing, pass them as data to software, or use them for any other lawful, noncommercial purpose, without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself.

**Irrevocable, paid-up, worldwide license:** The permission granted may not be taken back; there are no fees associated with the permission granted; and the permissions apply worldwide.

**Copyright:** Copyright is a bundle of five rights:

1. the right to reproduce,
2. the right to prepare derivative works (e.g. translations),
3. the right to distribute,
4. the right to display publicly, and
5. the right to perform publicly.

These rights adhere exclusively to the copyright holder (the author of a scholarly work), until/unless the copyright holder transfers them exclusively (a complete transfer, after which the copyright holder no longer has the right) or nonexclusively (an extension of one or more rights to another party, where the right still belongs to the original copyright holder).

In the current system, a Rollins College author signs a publisher copyright agreement, which typically transfers copyright exclusively to the publisher, and in some cases grants back some rights. After signing such a contract, the author has transferred all five of the bundled rights, and the author no longer has any rights to the work — except as described in the publisher contract, or as allowed for under the various exceptions laid out in US copyright law (including Fair Use.)

**Not sold for a profit:** Rollins College could not generate a profit from exercising the rights granted, but could recover costs for a service related to the articles, such as printed course packs.

**Authorize others to do the same:** The copyright holder has the sole right to authorize others to exercise any of the five rights under copyright, and the right to authorize others to exercise rights. This language transfers the nonexclusive right to Rollins College to allow others to use the articles in specified ways and contexts, such as other Rollins College faculty members who want to use an article in teaching.

**Final version of the article:** The author's version with any changes made as a result of the peer-review process, but prior to publisher's copy-editing or formatting.