

Amended February 13, 2012

The fifteenth meeting of the Committee of Six for the academic year 2011-2012 was called to order by President Martin in her office at 3:30 P.M. on Monday, January 23, 2012. Present were Professors Basu, Ferguson, Hewitt, Loinaz, Ratner, and Umphrey, Dean Call, President Martin, and Assistant Dean Tobin, Recorder.

At the beginning of the meeting, Kelvin Ma, a photographer with the *Chronicle of Higher Education*, spent a few minutes taking photographs of the Committee at work for a piece that is set to appear in the *Chronicle*.

Under her announcements, President Martin discussed with the members responses to the need to cease the operation of the Little Red Schoolhouse at its current site by summer 2012 to enable construction on the new science center. The College owns the school building (a gift to Amherst enabled it to be built) and the land on which it was constructed and has provided an endowment (through another gift) that has supported the school's operation. While Amherst provides the space to the school, the College does not participate in running it. Conversation turned to how the College plans to address childcare needs moving forward, particularly in light of the anticipated hiring of tenure-track faculty in significant numbers over the coming decade. President Martin said that providing high quality, affordable, and flexible childcare is essential for recruiting, retaining, and supporting faculty who have young children and requires action in the near time. In regard to the Little Red Schoolhouse, she noted that only one faculty member has children enrolled at the school at this time and that Little Red's schedule (Monday through Thursday, 8:45 A.M. to 11:30 A.M., with an optional lunch hour until 12:30, September to mid-May) does not meet the needs of faculty families. Professor Loinaz asked about the status of the study that is being conducted on childcare needs at the College. Dean Call responded that, after consultation with the Committee on Priorities and Resources (CPR), Marian Matheson, Director of Institutional Research and Planning, solicited feedback from faculty and staff about their childcare needs and experiences and has now completed her study. The results will help the administration understand the limitations of current programs and to develop projections about future needs. Dean Call said that the study indicates a preliminary estimate that the College will need roughly ten additional childcare slots. Ms. Matheson will continue to conduct surveys and interviews this spring in an effort to gauge more precisely the future childcare needs of Amherst faculty and staff.

Continuing with her announcements, President Martin noted that the Board of Trustees will meet January 26-28 and that the tenure process, the budget, admission, emergency preparedness, and the process for selecting a new Board chair are among the agenda items. The President said that she would report on the Board meetings at the Committee's next meeting. Dean Call commented that, in preparation for the Board's discussion about the tenure process, his office has been gathering data about tenure decisions, beginning with those colleagues who stood for tenure in 1984 (the beginning of Peter Pouncey's administration) and ending with tenure results for this fall. Records before 1984 are more difficult to gather, he said. The Dean explained that he was interested in learning more about the experience of those hired into tenure-track positions—for example, how many colleagues during this period left the College before standing for reappointment, were denied reappointment, left Amherst following reappointment and before tenure, stood for tenure, and left the College after receiving tenure. Dean Call said that he would be happy to share the results of this research with the Committee. The Dean noted that the data indicate that one can make the following approximation: on average, of those faculty who stood for or were scheduled to stand for tenure between 1984 and 2011, for every five faculty members who were hired into tenure-track positions, one has left the College before standing for tenure, one has been denied tenure, and three faculty members have been granted tenure. The research also revealed that the tenure rate for women during this period is higher

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than that for men. Professor Ferguson asked how the tenure rate for faculty of color compares with the overall tenure rate. Noting that the number of faculty of color who have stood for tenure between 1984 and 2011 is small, the Dean said the tenure rate for this cohort is somewhat lower than the rate of the full cohort. Professor Umphrey asked if the experiences of practicing artists, who have not always been appointed to tenure-track positions, are captured in his study. The Dean responded that the study had focused on tenure-track hires, while noting that it would be interesting to explore the experiences of practicing artists at the College.

Conversation turned to the topic of mentoring tenure-track faculty. The Dean said that, as part of the hiring process, he now often informs candidates about the College's willingness to facilitate mentoring relationships outside home departments or the College, when a candidate focuses on a research area that is outside the scholarly areas of colleagues within the hiring department(s). The Dean said that he has provided funding to offer such mentoring, which colleagues have found helpful. He is pleased to continue to support these opportunities for tenure-track colleagues. Professor Basu asked if the Dean would provide funding to host workshops at Amherst in tenure-track colleagues' research areas. The Dean said that he has provided such funding recently and would be happy to make funds available for this purpose. Dean Call commented on the positive feedback that his office had received from tenure-track colleagues about the workshop that the Dean's office and senior faculty, in collaboration with the Office of Foundation and Corporate Relations, had organized. Sixteen faculty in their first through third year at the College attended the event, which was held on January 20, and eight senior faculty participated. Other events for this cohort are already planned for this spring.

Under "Announcements from the Dean," Dean Call informed the members that Professor Zajonc, who retired from the College in December 2011, has been named the director of the Mind and Life Institute, a nonprofit organization dedicated to building a scientific understanding of the mind through the investigation of contemplative practices. The organization is currently based in Boulder, Colorado, but would like to move to Amherst, at least for the duration of Professor Zajonc's presidency and, perhaps, beyond. The institute has asked whether the College would be willing to provide space for its offices on or near campus, in return for which rent would be paid by the Mind and Life Institute. The Dean said that the College is exploring the possibility of offering a College house for this purpose, and that one colleague would be willing to vacate his home in order to accommodate the Mind and Life Institute's relocation. Dean Call noted that the Mind and Life Institute's move to Amherst may or may not be permanent and that any facilities that are made available to the organization might be used in the future to meet the College's ongoing need for space for short-term visitors, such as Copeland Fellows, and/or other institutes that it may wish to host. Plans are not finalized, and permission from the town may be needed for the organization to occupy a house in Amherst. The Dean said that the institute wishes to relocate to the area as soon as possible so may seek temporary housing while the Amherst house is renovated, should it be allowed to occupy it. Professors Loinaz and Ratner stressed the importance to the College, generally, of offering viable housing options near campus for the Faculty, for rent and purchase, and expressed concern that the effect of providing a College house for purposes other than faculty housing would reduce the number of houses that could be made available to the Faculty and others who qualify for College housing. Professor Loinaz asked if the College has considered renovating one of its vacant, deteriorating properties, such as the Dakin Estate, for use by institutes and/or to house short-term visitors. President Martin said that the College is conscious of the need for housing for faculty and that evaluating how best to meet that need will be part of the planning process. She commented that faculty housing is part of an integrated set of issues and should be considered together. The President agreed that the College should explore uses for the Dakin Estate and

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other vacant properties, including high visibility institutes. Cost will be a factor in whatever decisions are made, she noted. The Dean said that the College has supported the Housing Committee's request to engage a consultant to assess the demand for College housing going forward. This study will be conducted this spring.

Continuing with his announcements, Dean Call provided an update on the search for the College's Chief Information Officer (CIO). He said that he has been impressed with the strength of the applicant pool and of those who have been selected as finalists. The committee that is coordinating the search, which the Dean chairs, will bring three finalists to campus, and the community will have opportunities to meet the candidates and to provide feedback to the committee before an appointment is made.

The Dean next informed the members that proposals for two courses (POSC 106 and POSC 303) that are already under way this semester have been approved by the Committee on Educational Policy (CEP) and now need the approval of the full Faculty. He explained that this is an atypical situation that needs to be addressed as soon as possible. Students have been able to register for these courses, with the understanding that they are "pending faculty approval." The Dean explained that, since the earliest possible Faculty Meeting this spring would occur after the add-drop period, the CEP has recommended that the Faculty vote on these courses via email. The members agreed that this seemed like the best course and asked the Dean to request that the Faculty vote on the proposals by email and decided that the courses should be approved by a majority vote. At least eighty votes would be needed to constitute a quorum, the Dean said. Any serious objection to the courses could prompt a discussion at a Faculty Meeting, it was also agreed. The Committee turned briefly to a committee nomination.

Under "Questions from Committee Members," Professor Hewitt said that, during the advising workshop in which she had participated during Interterm, she had been concerned about reports that some international students were isolated, alone, and without meals provided for them during some periods during College breaks. The Committee, the President, and the Dean expressed concern, and President Martin said that she would seek a solution to this problem. Continuing, Professor Hewitt said that the advising workshop had also left her with the impression that some students feel that the information about advising that is provided to prospective students in the College's admission materials does not accurately reflect the experience of advising at the College. Continuing with "Questions from Committee Members," Professor Loinaz asked if the College might consider facilitating the insulation of College-owned housing units that are not well insulated in an effort to reduce heating costs for tenure-track faculty. The Dean said that he would check with Jim Brassord, Director of Facilities and Associate Treasurer for Campus Services, about the possibility of doing so.

The members next set the Committee's meeting time for the Spring semester (3:30 P.M. on Mondays) and discussed its calendar of meetings. The Dean next noted the possible dates (February 7, February 21, March 6, April 3, April 17, May 1, and Thursday, May 17, which will be the Commencement Faculty Meeting) for Faculty Meetings this spring. The members agreed that they would decide whether there was sufficient business to have a Faculty Meeting on February 7 after discussion of the items on today's agenda.

Discussion turned to the [proposal for a Five-College Sustainability Studies Certificate Program](#), which has been endorsed by the CEP and about which the Committee had had a brief conversation in the fall. The members raised the following questions and asked that the Dean share them with Professor Dizard, who could discuss them with the other proposers of the program:

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1. Would capstone projects be developed across the campuses, or would each campus work to develop capstone projects for its own students? Some members of the Committee felt that distinctions among the experiential elements of the program are not fully articulated. What are the differences between an internship and an independent research project or capstone project that “addresses a contemporary, ‘real world’ problem”?
2. Would there be any limit on the number of courses that Amherst students would be permitted to take on other campuses?
3. Some concern was raised about the following: “An approved internship, independent research project, or upper level course within the area of concentration may be counted toward fulfillment of the advanced course requirement.” Some members expressed the view that an experiential offering should not be substituted for a requirement for an advanced course. It is noted that students will “take at least three courses within their declared concentration area (at least one at the advanced level).” Will the advanced course mentioned above be in addition to the other required advanced course?
4. Some of the courses for the program seem quite “applied.” Will courses selected by Amherst students be vetted on a case-by-case basis, under regular procedures (a review by the Dean of the Faculty’s office and the Registrar), to ensure that they meet the College’s standards for a liberal arts course? Or, since it was noted that the courses are “approved,” would Amherst pre-approve (under regular procedures) all of the “approved courses” that its students will be permitted to take within the certificate program? Please clarify the meaning of “approved” in this context?
5. Some members of the Committee felt that more details should be provided about the administration of the internship portion of the certificate.
6. It was noted that there is a typo on page five of the proposal. It says “...please see Appendix A,” but should say Appendix B.

Professor Umphrey, noting the proliferation of Five-College certificate programs, asked if the programs are reviewed regularly. She wondered whether it might be advisable to have the CEP consider the implications of the growing number of Five-College certificate programs. The Dean responded that the Five-College Deans regularly review the certificate programs and have established a schedule for these reviews. The Committee agreed to review the history of participation of Amherst students in the certificate programs over the past decade and to discuss this issue further at a future meeting.

Discussion turned to the [proposal for a Five-College major in Architectural Studies](#), which has been endorsed by the CEP. Professor Basu raised concerns that the major might lead to an emphasis on early and excessive specialization, which might lead students not to explore other potential areas of interest. She also commented that the proposed requirements for the major do not include courses in mathematics or in the “hard” social sciences. The Committee, the President, and the Dean also noted that the major, as described, appears to have a pre-professional focus; questions were raised about the large number of courses that would be

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required for the major, the “fit” and coherence among the courses, and whether Amherst students would be ensured access (noting that access to courses in the arts and design on other campuses has been problematic in the past) to the courses. The Committee also noted that most of the proposed courses are Europe-centered and that the more global elements of the major’s curriculum would be provided through courses by Amherst faculty. Professor Ratner said that the amount of course credit that would be granted for the capstone project, which appears to be a one-semester project, is not clear, but seems minimal. President Martin also found the designations of which courses would be introductory and which would be advanced to be unclear. The Committee noted that the proposal stressed that the advisory role of the Faculty would be of tremendous importance for the major. In light of the demands that would be placed on the faculty as a result, the Committee wondered whether the proposers’ view that additional resources would not be needed to support the major is realistic. Some members asked whether it might be useful to add to the curriculum a certificate program in architecture, rather than a major, to test possibilities and hone the program, before launching a major. Professor Loinaz wondered whether students, through their course selections, are currently putting together programs of study that essentially allow them to map a path through the curriculum to a major that is similar to the one being proposed. The Committee agreed that it would be helpful to know more about the New York Institute for Architecture and Urban Studies, since engagement with this institution appears to be a centerpiece of the major. The members decided that it would be helpful to have a conversation about the proposal and asked the Dean to arrange a meeting with the Amherst proposers of the major. He agreed to do so.

The meeting ended with a conversation about the [College Housing Committee’s proposed changes to the *Faculty Handbook*, \(Section V. Salaries and Fringe Benefits, C. Fringe Benefit Programs for Full-time Faculty, 1. The Housing Program, a-j\)](#). The Committee discussed whether the changes represent clarifications to existing policy or substantive policy changes. The members agreed that the Committee’s changes are an attempt to make the existing guidelines, some of which reflect changes made in 2010 that have been put in practice but are not reflected in the current language, clearer and more explicit. The Committee praised the Housing Committee for its work to make the guidelines more transparent and agreed that revising the language in the *Faculty Handbook*, as recommended by the Housing Committee, does not require a vote of the Faculty. The Committee decided that it would be helpful for Professor Cox, chair of the committee, to make a presentation at the next Faculty Meeting about the revisions and requested that the Dean invite him to do so. After completing its agenda, the members agreed that there was insufficient business to have a Faculty Meeting on February 7.

The meeting adjourned at 6:20 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty

October 5, 2011

The Committee of Six
Amherst College

Dear Colleagues:

The Committee on Educational Policy has voted unanimously to endorse the proposed "Five College Sustainability Certificate," and we ask that you consider this proposal and forward it to the Faculty for a vote in the near future.

The proposed certificate program offers a structured way for students to integrate work on sustainability across a range of disciplines. The program is carefully constructed and rigorous, and its approval will increase opportunities for our students at essentially no cost. There is no expectation that participation in this program will lead to staffing requests in the future. It will, however, enhance collaborations at Amherst and with the other colleges in a way that will benefit both faculty and students in the years ahead.

CEP discussion of the proposal appears in the minutes of our meetings of September 21 and 28. Please let us know if you have questions or if we can help in any way.

Best regards,

Lyle A. McGeoch, for the Committee on Educational Policy:

Anthony Bishop
Gregory S. Call
Carol Clark
Javier Corrales
Matthew deButts '14

Pranay Kirpalani '12
Rick Lopez
Lyle A. McGeoch, Chair
Jacob Ong '14



AMHERST COLLEGE
Environmental Studies Program

21 March 2011

Professor Lyle McGeoch, Chair
The Committee on Educational Policy
PO Box 2239

Dear Colleagues:

I write to ask the CEP to review the proposed "Five College Sustainability Studies Certificate." The proposal was reviewed by the Five College Deans and Deputies in January and they approved it. It is now being reviewed by curriculum committees at each of the five campuses.

A little background: Over the past decade, in campuses across the nation, sustainability has become a focus of campus planning. Many colleges and universities have staff exclusively devoted to making the operations of the institution "green." Efficient use of resources can relieve pressures on chronically tight budgets but more is involved. Many institutions have sought to become models for how all sorts of institutions can affect energy-saving technologies. The five colleges have been no exception. More than energy saving is involved. Each of the colleges have begun participating in the "be a local hero" campaign, pursued active recycling programs, etc.

Not surprisingly, sustainability has begun to find its way into our curricula. Two years ago, a group of five college faculty began meeting to discuss ways integrate the various course offerings that bear on sustainability. As we began comparing notes, we were surprised by the range and depth of courses that were being offered across the five colleges and we were also struck by how this range and depth had been largely invisible to us and, by implication, to our students. Hence the proposal for a Five College Certificate in Sustainability Studies. Professor Kate Sims and I were participants in the planning group, as noted in the proposal. Subsequent to submitting the proposal, Professors Temeles and Melillo have agreed to join Sims and myself as Amherst's "program advisors."

In general, the approved certificate programs are similar but I would like to call the Committee's attention to one, so far as I know, unique feature to this Certificate's requirements. We propose requiring students pursuing a certificate to do a summer internship, a culminating research project, or an advanced seminar that expects independent research. The reason for this requirement arises from our shared sense that "sustainability" can easily become a "feel-good" posture. We are

of a mind to reject that idea. In all likelihood, sustainability will not “feel good,” and will, as a result, require deep preparation, clear analytic skills, and an unblinking empiricism. As designed, this is not a certificate for students who think sustainability is uncomplicated, just a matter of minor adjustments in “life style.”

Needless to say, I am willing to come to one of our meetings to answer questions. Given the calendar, it may be too much to hope for, but it would be helpful if this could be put before the faculty before the end of this academic year.

With thanks in advance for your consideration,


Jan Dizard

ENCL: FIVE COLLEGE SUSTAINABILITY STUDIES CERTIFICATE PROGRAM

PROPOSAL: FIVE COLLEGE SUSTAINABILITY STUDIES CERTIFICATE PROGRAM

Rationale

In 2009, the U.S. National Science Foundation's (NSF) Advisory Committee for Environmental Research and Education (AC-ERE) issued a "call for action" to researchers, educators and policy makers to foster research and education that improves our ability to live sustainably on Earth and to work to strengthen our understanding of the links between human behavior and natural processes. Because many critical current environmental challenges are global in scale with concomitant consequences of broad scope, it is crucial to consider solutions from an interdisciplinary perspective. Concurrently, many students seek academic programs that train them to address contemporary environmental and sustainability problems by combining scholarly pursuits and engagement with "real world" issues using interdisciplinary approaches. Despite current student demand and societal calls for students trained in sustainability studies, relatively few sustainability studies majors or minors exist at undergraduate institutions similar to ours—and there are no sustainability studies programs at consortia. A Five College certificate program in Sustainability Studies will attract prospective students, address current student demand, and strengthen a community of interdisciplinary scholars who address sustainability in their research and pedagogical activities.

The goal of the proposed Five College Sustainability Studies certificate program is to create opportunities for students: to pursue a structured course of study drawing on coordinated offerings across the campuses while completing their majors; engage in contemporary sustainability issues through an internship, independent research project or advanced course work; participate in an annual seminar speaker series, capstone student symposium, and other associated activities. Through the FCSS certificate, students will:

- Gain a firm grounding in the foundations of sustainability studies by taking courses in the core areas of Environmental Sustainability, Sustainable Economics and Politics, and Sustainable Society and Culture.
- Focus study in a concentration area (*proposed concentration areas include: Agriculture and Food Systems; Energy, Climate, and Water; Culture, History, and Representation; Politics and Policy; Green Infrastructure, Design, and Technology*).
- Engage actively with a contemporary "real world" problem through an internship, thesis, Division III project, independent study, or advanced study. (In addition to funded internships on each campus, opportunities for a Five College Sustainability internship program will be explored.)
- Participate in a capstone symposium, which will highlight student projects with an emphasis on the ways in which projects address the core areas of sustainability.
- Join a community of students, scholars, and professionals in the Five College area through participation in annual seminar speaker series, the capstone symposium, and other associated activities.

In addition to providing varied and important opportunities to students, the FCSS certificate program will provide many benefits to the Five College community. The FCSS certificate program will:

- Strengthen partnerships among scholars by creating and maintaining a searchable inventory of research interests and facilities on the five campuses.
- Compile and maintain a searchable database of course offerings, internship opportunities, sustainability-related events, and campus sustainability initiatives.

- Articulate the certificate program with the Master of Science in Sustainable Systems proposed at the University of Massachusetts.

Comparison with existing programs at the Five Colleges

The proposed FCSS certificate differs from or complements existing majors and minors, generally serving different student populations than those served by existing programs. As in the case of other Five College certificate programs, there will be no bar to students fulfilling certificate program requirements with courses also taken to fulfill requirements of their majors (except in the case of Mount Holyoke students using the certificate to fulfill the College's minor requirement).

AMHERST COLLEGE: The Environmental Studies major was added to Amherst's curriculum three years ago. Enrollments have been robust (nearly forty majors) and if there is one concern that brings students to the major, it is a concern over sustainability. The ES program is developing courses that specifically address this concern. But this is a slow process since faculty members don't consider themselves "experts" in the field. The Five College Sustainability Studies certificate will enhance the Environmental Studies major by offering additional courses at other colleges, with concurrent course development at Amherst College. It will also give the ES faculty increased contacts with colleagues at sister institutions. This will enhance course development. Beyond the ES faculty and majors, the proposed certificate will attract many students who, for whatever reason, will not major in environmental studies but are nevertheless very concerned about systems of food production, green architecture, and sustainable development. This certificate will enable them to pursue their concerns in a focused but limited fashion while completing a major in some other field.

HAMPSHIRE COLLEGE: Hampshire College students will benefit from the Five College Sustainability Certificate Program in numerous ways. Hampshire students negotiate a custom concentration contract with a team of two faculty members, so the FCSS certificate will not conflict with predefined major and minor programs. Many students would welcome the guidance offered by the structure of the program, particularly the list of courses and other resources. Establishment of the program is likely to result in the creation of new courses in this field at other member institutions, expanding offerings available to Hampshire students. On the faculty side, the program will make it easier to advise students who are forming their concentrations, and it will also provide a valuable lever for encouraging students to move past self-imposed boundaries of interest and comfort. The certificate, by recognizing and acknowledging focused study in sustainability studies, will strengthen the transcripts and resumes of Hampshire students completing the certificate, making their expertise more apparent to potential employers and graduate programs. Approximately 30-50 students graduate from Hampshire College each year with Division III projects related to sustainability, and we expect that about half of them would pursue the FCSS certificate.

MOUNT HOLYOKE COLLEGE: The FCSS certificate is similar to a minor in Environmental Studies at Mount Holyoke College. However, the FCSS certificate allows students to focus course work in a particular concentration area; and it requires that students complete an engagement component. The FCSS certificate program will assist ES faculty in advising students by compiling and maintaining a list of research interests, course offerings, internship opportunities, and campus sustainability initiatives across the Five Colleges. At MHC, a large number of students completing a major in a particular discipline are interested in sustainability issues. The FCSS certificate will appeal to these students, especially as they can use the certificate to fulfill the College's requirement for a minor. The Mount Holyoke College Nexus minor in Sustainable Development consists of 4 courses and an engagement component. Because the FCSS certificate requires more course work, it will draw a different population of students. Also, like the ES program, the Nexus minor in Sustainable

Development will be enhanced by the availability and delineation of courses, research expertise, and internship opportunities compiled by the FCSS certificate program.

SMITH COLLEGE: The Five College Sustainability Studies Certificate is similar in spirit to the Landscape Studies and Environmental Science and Policy minors offered at Smith College. These programs recognize the importance of integrating knowledge across disciplines for the study of the environment. The strength of FCSS certificate program is that it identifies clearly for our students the richness of environmental courses and resources available across the Five Colleges. The Certificate program also provides a framework for faculty communication related to environmental education and scholarship. The program will be particularly attractive to Smith students who are seeking to diversify their educational experience by taking courses across the Five Colleges.

UMASS AMHERST: UMass Amherst has increased its commitment to sustainability over the last five years through the establishment of new courses, efforts to conserve energy, construction of “green” buildings, and involvement of students in sustainability-related projects across the campus. While there are many academic majors, minors, and programs that have some focus on sustainability, no single academic unit fully encompasses the three central tenants of sustainability: the environment, the economy and the engagement of all people. Also, unlike many Research I institutions around the country, UMass Amherst does not offer students the option to major or minor in sustainability. The collaboratively created FCSS certificate program would provide opportunities for students from every major to engage in a concise and holistic academic program that focuses on sustainability. The popularity of transdisciplinary programs such as the Bachelor’s Degree with Individual Concentration (BDIC), through which many students have crafted degrees around an aspect of sustainability, and the Eco-Rep Program, illustrate the strong desire of UMass students to pursue academic options involving sustainability. The FCSS certificate program will make this pathway more apparent to students, while facilitating advisement and expanding opportunities by facilitating course coordination across the campuses and encourage development of new courses.

Recently proposed, the Master of Science in Sustainable Science would allow students who are interested in environmental, social, and economic sustainability to pursue an advanced degree at UMass Amherst. The FCSS program at the undergraduate intuitions, Amherst, Hampshire, Mount Holyoke, and Smith Colleges, is designed to articulate with the MS-SS, which will create the opportunity to earn a Master’s degree by attending UMass for one additional year. This cross-campus promotion will also bring a diverse and interested pool of applicants to the MS-SS Program.

Faculty Development

The FCSS certificate program has been designed to leverage existing capabilities at the Five College campuses. By strengthening an existing community of scholar-teachers, it will also increase options for course development across the campuses. We expect, too, it will expand opportunities for seeking external grants in support of scholarship, professional faculty development, and development of new courses.

In summary, a Five College certificate program in Sustainability Studies will provide opportunities for students, scholars, and the larger Five College community to address important environmental and sustainability problems in an interdisciplinary, multi-institutional setting. It will also provide the foundation for pursuing many of the initiatives regarding sustainability that have been proposed in the draft Five College Strategic plan. The following pages provide details about the logistics of the FCSS program, lists of approved courses, and a compilation of faculty and staff members with research interests, course offerings, or other interests related to sustainability.

THE FIVE COLLEGE SUSTAINABILITY STUDIES CERTIFICATE PROGRAM

Summary: Sustainability will be essential to the formulation of sound environmental, economic, and social progress in the 21st Century. Academic institutions must provide students with broad opportunities to pursue their interest in this pivotal topic. The Five College Sustainability Studies Certificate program (FCSS) is designed to engage students in a structured course of study that will draw on courses from across the campuses in a range of disciplines. Students will also complete an internship, independent research project, or advanced course work in sustainability studies. On each participating campus, program advisors will work with students to design a course of study tailored to students' interests and faculty strengths at the Five Colleges. The FCSS program has identified three core course areas and five concentration areas for elective study based on current student interest as well as Five College faculty expertise. These elective concentration areas are: 1) Agriculture and Food Systems, 2) Energy, Climate, and Water, 3) Culture, History, and Representation, 4) Politics and Policy, and 5) Green Infrastructure, Design, and Technology.

Program Advisors: On each campus, program advisors will work with students to design courses of study fulfilling program requirements while tailored to students' special interests. The following faculty members will serve as Program Advisors for the FCSS certificate program. For a list of all faculty and staff members who are affiliated with the FCSS program through course offerings, research interests, or other related activities, please see Appendix A.

Amherst College: Jan Dizard, Katherine Sims

Hampshire College: Alan Goodman, Steve Roof, Michael Klare, Fred Wirth

Mount Holyoke College: Lauret Savoy, Martha Hoopes, Beth Hooker, Jill Bubier

Smith College: Drew Guswa, L. David Smith, Ann Leone

University of Massachusetts, Amherst: Craig Nicolson, John Gerber, Eve Vogel, Henry Geddes, Dan Gordon

CERTIFICATE PROGRAM REQUIREMENTS

Course requirements: A minimum of seven courses are required for the Five College Sustainability Studies certificate program. At least five of the courses must be above the introductory level, and two of those courses must be at the advanced level.

Students will complete **3 core courses** in the areas of "Environmental Sustainability", "Sustainable Economy and Politics", and "Sustainable Society and Culture" (one course from each area). Students will also complete a minimum of **3 courses in one of five concentration areas** (Agriculture and Food Systems; Energy Systems, Climate, and Water; Green Infrastructure, Design, and Technology; Politics and Policy; Culture, History, and Representation); another **1 course should be chosen from a different concentration area**. (One of the required core courses may also be counted toward fulfillment of the concentration requirement.) At least one of the concentration area courses must be at the advanced level.

Core Courses (3): The core courses are intended to expose students to the interconnectedness and significance of economic, environmental, and social aspects of sustainability. All students are required to complete three core courses, one from each of the following areas: (1) Environmental Sustainability; (2) Sustainable Economics and Politics; and (3) Sustainable Society and Culture. (*See Appendix A for representative course offerings*).

Concentration Area Courses (4): Students pursuing a Five College Certificate in Sustainability Studies must choose an area of concentration from the following five areas of study (*see Appendix A for*

representative course offerings). Students will take at least 3 courses within their declared concentration area (at least one at the advanced level) and one other course chosen from a different concentration area. The following descriptions place the concentration areas in the broad context of sustainability and detail how inquiry in these areas is vital to understanding sustainable systems.

- I. **Agriculture and Food Systems:** By its very nature, food is central to society, culture, and basic survival. However, our current, predominantly industrial agricultural system takes a reductionist approach to growing food, with minimal concern for the resulting environmental, economic and societal impacts. In order to maintain our agricultural and food systems into the future, an integrated approach which takes environment, economy, and equity into account is critical. In this concentration, students will integrate the science, technology, policies, and ethics of agriculture and food systems, and will examine the relationships among agriculture, food choices, nutrition, and economic and social well-being.
- II. **Energy, Climate, and Water:** More than ever before, society is coming to appreciate the complex inter-relationships between energy use, climate change, and global water availability. The production and consumption of fossil fuels is the leading source of greenhouse gases promoting climate change, which affects not only temperature but also precipitation patterns. Any effort to slow or reverse the process of global warming requires a fundamental shift to cleaner energy technology; likewise, any effort to adjust to global warming requires improved water management in order to ensure adequate water supplies. This concentration explores the changing nature of global climate and the solutions required for sustainable energy and water management in the 21st century.
- III. **Culture, History, and Representation:** Nature was once autonomous but at least for the past fifty thousand years, humans have dramatically affected nature. We cannot understand and promote sustainability without understanding the ways humans have constructed nature, both symbolically and materially. Indeed, the social construction of both nature and sustainability has given rise to conflicts over meaning and policy in the wake of growing environmental awareness and activism. This history has often been portrayed as elegy--what we have lost. But we also have to acknowledge what we have gained. This concentration invites students to explore the tension between notions of progress and loss, a tension which itself promotes the desire for sustainability. It challenges the student to consider the constitutive role of culture in defining nature and sustainability across a range of public discourses and practices.
- IV. **Politics and Policy:** In many parts of today's world, people and environments suffer from ecological degradation, resource scarcity, economic decline and social exploitation -- none of which promotes sustainability. Transitioning to sustainability will require societal and political action at local, regional, national, international and global levels. New norms, laws, treaties and institutions will need to be crafted and enforced in order to improve environmental and other standards. But these changes will threaten current practices and the livelihood of many, leading to resistance and forcing the need for accommodation, negotiation and transformative political practice at both global and local levels. The politics of sustainability will be full of contest and conflict, but it carries the transformative potential to build a far better world. This concentration will examine the role of governments, businesses, non-governmental organizations, community groups and others in devising, supporting, fighting over, negotiating and enacting sustainable policies and practices.

- V. **Green Infrastructure, Design, and Technology:** For the first time in history, more than half the world's population now lives in cities. A sustainable future for 7 billion people therefore requires sustainable urban systems, buildings and infrastructure. The aim of this concentration is to provide a broad understanding of the challenges, strategies and opportunities that face modern society as we seek to move toward more sustainable built environments. The concentration includes the study and practice of design, as well as planning policy. The course selections and project work in this concentration will examine the interrelationships between urban design and planning, ecosystem processes, green building technologies, policy-making and social equity.

EXPERIENTIAL COMPONENT

Internship, Independent Research Project, or Advanced Study in Sustainability Studies: Students will work with their campus program advisor to identify and complete an internship or independent research project that addresses a contemporary, "real world" problem. Alternatively, students may work with their program advisor to identify a suitable advanced course within their concentration area. An approved internship, independent research project, or upper level course within the area of concentration may be counted toward fulfillment of the advanced course requirement. The experiential component of the FCSS certificate may be completed through an internship, thesis, Division III project, independent study, or other suitable activity approved by their campus program advisor.

Internship opportunities: The FCSS program will work with campus committees and offices to compile a list of available internships on each campus as well as a list of internships (domestic and international) available to Five College students. In addition to funded internships on each campus, opportunities for a Five College Sustainability internship program will be explored.

Capstone Symposium: Advanced students will present work fulfilling this component at an annual symposium. For these presentations, students will be encouraged to consider the ways in which their projects address the core areas of sustainability and their linkages.

CERTIFICATE LOGISTICS

Certificate Application Form/Declaration of intent: Students will submit to their campus program advisor a Declaration of Intent, outlining a potential course of study, by the second semester of their sophomore year. They will complete and submit Applications during Fall of sophomore year. Completed applications will be reviewed and approved by a committee composed of program advisors from each participating campus.

APPENDIX A: AFFILIATED FACULTY AND STAFF FOR THE FIVE COLLEGE SUSTAINABILITY STUDIES CERTIFICATE PROGRAM

<p>Jan Dizard, Professor of Sociology Katherine Sims, Associate Professor of Economics Anna Martini, Associate Professor of Geology Edward Melillo, Assist. Professor of History and Environmental Studies Ethan Temeles, Professor of Biology Joseph Moore, Professor of Philosophy</p>	<p>Andrew Guswa, Director of the Center for the Environment, Ecological Design, and Sustainability (CEEDS), Professor of Engineering Joanne Benkley, Coordinator Environmental Science and Policy Program, CEEDS L. David Smith, Director of Environmental Science and Policy Program, Professor of Biological Sciences Ann Leone, Director of Landscape Studies Program, Professor of French</p>
<p>Dula Amarasiwardena, Professor of Chemistry Christina Cianfrani, Assistant Professor of Hydrogeology Charlene D'Avanzo, Professor of Ecology Rayane Moreira, Assistant Professor of Organic Chemistry Steven Roof, Associate Professor of Earth and Environmental Science Brian Schultz, Associate Professor of Entomology and Ecology Lawrence Winship, Professor of Botany Frederick Wirth, Associate Professor of Physics Myrna Breitbart, Professor of Geography/Urban Studies Robert Rakoff, Professor of Politics and Environmental Studies Susan Darlington, Professor of Anthropology and Asian Studies Elizabeth Hartmann, Professor of Development Studies Michael Klare, Five College Professor of Peace and World Security Studies Stan Warner, Professor of Economics Peter Kallok, Assistant Professor of Theatre Design Colin Twitchell, Director of the Lemelson Assistive Technology Development Center Donna Cohn, Visiting Assistant Professor of Applied Design Karen Koehler, Associate Professor of Architectural History Thom Long, Five College Assistant Professor of Architectural Studies Omar Dahi, Assistant Professor of Economics</p>	<p>Jill Bubier, Professor of Environmental Studies Lauret Savoy, Professor of Environmental Studies Catherine Corson, Assistant Professor of Environmental Studies Beth Hooker, Visiting Assistant Professor of Environmental Studies Martha Hoopes, Associate Professor of Biological Sciences Doug Amy, Professor of Political Science Robert Schwartz, Professor of History Holly Hanson, Professor of History Jens Christensen, Professor of Economics Girma Kebede, Professor of Geography</p>
<p>Steve Goodwin, Dean of the College of Natural Sciences Guy Lanza, Associate Dean of the College of Natural Sciences Craig Nicolson, Professor of Environmental Conservation Henry Geddes, Professor of Communications Eve Vogul, Professor of Geosciences John Gerber, Professor of Sustainable Agriculture and Sustainability Studies Dan Gordon, Director of BDIC and Professor of History Josh Stoffel, Sustainability Coordinator</p>	<p>Paul Fiset, Department Head of Environmental Conservation David Kastor, Professor of Physics Lee Badgett, Director of the Center of Public Policy and Administration Mark Leckie, Department Head of Geosciences Victoria Matthew, Director of Winter/Summer Session; Continuing and Professional Education Dave Damery, Professor of Building and Construction Technology Steve Schreiber, Professor of Architecture Jack Ahern, Professor of Landscape Architecture and Regional Planning</p>

APPENDIX B. REPRESENTATIVE COURSES FOR THE FCSS CERTIFICATE PROGRAM

CULTURE, HISTORY, AND REPRESENTATION		AGRICULTURE AND FOOD SYSTEMS	
AC Psych 46	Environmental Psychology (3)	AC ES52-01	Sustainable Agriculture (1)
AC Soc 40	The Social Construction of Nature (3)	HC NS0150	Agriculture, Ecology, Society (1)
AC HIS20	Environmental Issues in the 19th Century (3)	HC NS0256	Soil Science (1)
AC HIS 27	Global Environmental History in the 20th Century	HC NS0239	Agriculture, Food, and Health (1)
AC ENST 50	Sustainable Agriculture (1)	HC NS0374	Food and Water
HC NatSci 01	Sustainable Living (3)	HC SS154	Food/Health/Law
HC SocSci 07	Readings in Environmental History (3)	HC NS0294	Sustainable Agriculture
HC SocSci 28	Environmental Social Justice (3)	HC SS0336	Local Food Systems
HC INTDIS 338	Art/Nature/Technology	MHC ENVST321	Agroecosystems
MHC ARCH 280	Old is New Again? Dir in Sustainable Practice (3)	MHC ANTH316	Gender, Food, Agriculture
MHC ENVST 210	Political Ecology (2)	MHC REL260	Food, Eating and the Sacred (3)
MHC ENVST 240	The Value of Nature (3)	MHC ECON207	Political Economy of Food (2)
MHC ENVST 267	Reading and Writing in the World (3)	MHC HIS321	Food and Famine in African History
MHC PHIL 240	Environmental Ethics: Nature/Culture/Values (3)	SC ECON213	The World Food System
MHC ENGL 373	Nature and Gender: A Landscape of One's Own	SC ANTH342	The Anthropology of Food
MHC ENVST 333	Landscape and Narrative	UM PLSOILIN105	Soils
MHC HIST 284	History, Ecology and Landscape (3)	UM PLSOILIN115	Plant, Soils, and the Environment
MHC HIST 256	Interpreting Nature: Environmental	UM PLSOILIN140	Plagues: The Ecology of Disease
SC Soc 216	Thinking/Practice in Europe (3)	UM PLSOILIN197	Healthy Food: Disease, Agriculture and Ecology
SC Phil 238	Environment & Society (3)	UM PLSOILIN265	Sustainable Agriculture
SC Phil 304	Environmental Ethics (3)	UM PLSOILIN342	Pesticides, Public Policy and the Environment
SC LDSTUD 255	Colloquium in Applied Ethics: Sustainability	UM PLSOILIN375	Soil and Water Conservation (1)
UM COMM297SS	Art and Ecology (3)	UM PLSOILIN397C	Community Food Systems
UM COMM397M	Communication for Sustainable Social Change (3)	UM PLSOILIN510	Management and Ecology of Plant Diseases
UM COMM497K	New Media Technologies and Social Change	UM PLSOILIN590B	Project Development in Sustainable Food and Farming
	Communication, Ecology, and Sustainability		
HC NS-106	Earth Resources (1)		
HC NS-107	Sustainable Living (3)		
HC NS-157/357	Sustainable Water Resources (1)		
HC NS-181	Sustainable Technologies (1)		
HC NS-195	Pollution and Our Environment		
HC NS-276	Elements of Sustainability (1)		
HC SS-xx	Resources, Climate, and Security		
MHC Geology 101	Environmental Geology (1)		
SC Physics 100	Solar Energy and Sustainability		
UM Physics 190E	Energy and Society (3)		
UM CHMENG290A	Intro to Energy Engineering		
UM GEO-SCI 354	Climatology		
UM GEO-SCI 458	Climatic Change		

These courses are representative of courses that will satisfy core requirements: (1) Environmental Sustainability, (2) Sustainable Economy and Politics, (3) Sustainable Society and Culture

APPENDIX B. REPRESENTATIVE COURSES FOR THE FCSS CERTIFICATE PROGRAM

GREEN INFRASTRUCTURE, DESIGN, AND TECHNOLOGY				
AC	ES40269	Environmental Risk & Choice	HC NS385	Sustainability Seminar
AC	INTREL 241	Global Resource Politics (Five-College Course) (2)	HC NS276	Elements of Sustainability (1)
AC	ENST 53	Race, Gender, and Class in US Environmentalism	HC NS157	Sustainable Water Resources Design (1)
AC	HIST 27	Global Environmental History in the 20th Century	HC NS184	Topics in Renewable Energy Architecture + Design
AC	COLL22-01	The Resilient Earth	HC HACU289	Biotechnology for Beginners
HC	SS0129	Saving the Planet	HC NS143	Sustainable Practice
HC	NS0155	Earth Science Frontiers	MHC ARCH280	Introduction to the Physical Environment
HC	SS 125	This Land is Your Land (2)	MHC GEO 107	Mapping and Spatial Analysis
HC	SS 256	Framing Climate Change	MHC GEO 205	Reading and Writing in the World (3)
HC	SS 285	Environment and Social Justice (3)	MHC ENVST 267	Architecture and the Built Environment
HC	SS 314	Environment and Community (3)	SC ARH 150	Introduction to Landscape Studies
MHC	ENVST241	Environmental Issues (2)	SC LSS105	Studio: Landscape and Narrative
MHC	ECON203	Environmental Economics (2)	SC LSS 250	Rethinking Landscape
MHC	POLIT 366	Environmental Politics (2)	SC LSS 300	Environmental Engineering Principles Practicum
MHC	HIST 284	History, Ecology, and Landscape (3)	UM CE-ENGIN370	Environmental Health Practices
MHC	PHIL 240	Environmental Ethics: Nature/Culture/Values (3)	UM ENVIRDES398	City Planning
MHC	ENVST 317	Perspectives on American Environmental History	UM PUBHLTH565	Env&Water Resource Eng Design
MHC	ENVST 340	Political Economy of International Conservation	UM ENVIRDES574	The Built Environment
MHC	GEOG 304	Regional and Town Planning	UM CE-ENGIN770	Sustainable Aspects of CE-ENG
MHC	GEOG 311	Seminar: Geographies and Globalization	UM BCT191 A	Environmental Remote Sensing
MHC	GEOG 313	Seminar: Third World Development	UM CE-ENGIN490	Open Space and Parks planning
MHC	POLIT 345	Memories of Overdevelopment	UM LARP397	Landscape Planning
SC	PP222-01	Colloquium: U.S. Environmental History and Policy	UM LARP497	Urban Design
SC	ECON284	Environmental Politics (2)	UM LARP497	Energy Efficient Housing
SC	EVS 205	Environmental Policy: Economic Perspectives (2)	UM ENG211	Environmental Problem Solving in the Community
SC	GOV 254	Colloquium: Politics of the Global Environment	UM ENVIRSCI445	Applied Marketing: Green Industry
SC	PPL 222	US Environmental History and Policy (2)	UM PLSCI397 M	Marketing for Sustainability
SC	GOV 306	Seminar in Politics and the Environment	UM SCH-MGMT797	
UM	RESECON263	Natural Resource Economics (2)		
UM	POLISCI252	Globalization & Governance (2)		
UM	POLISCI382	Environmental Policy (2)		
UM	POLISCI253	International Environmental Politics and Policy (2)		
UM	ECON308	Political Economy of the Environment		
UM	LEGAL497	Environmental Justice		
UM	PUBADM197B	US Environmental Policy		

These courses are representative of courses that will satisfy core requirements: (1) Environmental Sustainability, (2) Sustainable Economy and Politics, (3) Sustainable Society and Culture



AMHERST COLLEGE
Department of Computer Science

December 28, 2011

The Committee of Six
Amherst College

Dear Colleagues:

The Committee on Educational Policy has voted to endorse the proposed Five College major in Architectural Studies, and we ask that you consider this proposal and forward it to the Faculty for a vote in the near future.

The proposed major would offer our students a unique opportunity to study architecture in a liberal arts context. The advisory committee describes the special character of the major in the following way:

There is no other major program in the nation remotely like this one. Unlike pre-professional programs in architecture, this Five College major draws from faculty and resources from an extraordinary range of disciplines in order to explore topics associated with architecture and the built environment. These disciplines include philosophy, cultural studies, history, literature, economics, urban studies, visual and media arts, gender studies, physics, sociology, and environmental studies, among many others. The proposed Five College major can only function within a liberal arts environment.

The major has rigorous requirements based on foundational and intermediate courses and on a capstone project. The CEP believes that the proposal is intellectually compelling and would be an exciting addition to the College's offerings. Students would have a structured way to complete an interdisciplinary major that takes advantages of opportunities going far beyond what Amherst can offer on its own. Some Amherst students already complete an informal version of this major.

Approval of the major would not require the allocation of new FTEs, at least in the near term. All of the Amherst faculty who would contribute to the major are already teaching the relevant courses. The CEP is aware that new programs often, perhaps invariably, need more resources within a few years. We believe that the case for creating this major is strong, with benefits that outweigh the potential costs.

The CEP vote was six in favor, with one recusal and one abstention. The abstention was based on uncertainty about whether completion of a formal major in architectural studies would work for or against students seeking admission to graduate school in architecture, given graduate schools' stated preference for non-specialized undergraduate training. The rest of the committee, while noting that architecture schools discourage narrow training at the undergraduate level,

believed that the proposed program would offer the kind of robust liberal arts preparation sought by graduate programs.

CEP discussion of the proposal appears in the minutes of our meetings of November 9 and 16. Please let us know if you have questions or if we can help in any way.

Best regards,

Lyle A. McGeoch, for the Committee on Educational Policy:

Anthony Bishop
Gregory S. Call
Carol Clark
Javier Corrales
Matthew deButts '14

Pranay Kirpalani '12
Rick Lopez
Lyle A. McGeoch, Chair
Jacob Ong '14

September 27, 2011

To: The Committee on Educational Policy

From: Heidi Gilpin, Associate Professor of German; Chair of European Studies (on leave Fall 2011)
Thom Long, Five College Assistant Professor of Architectural Studies

on behalf of the Amherst College Architectural Studies Advisory Committee:

Carol Clark, William McCall Vickery 1957 Professor of the History of Art and American Studies

Nicola Courtright, Professor of the History of Art

Ronald Rosbottom, Winifred L. Arms Professor in the Arts and Humanities and Professor of French
and European Studies

Kevin Sweeney, Professor of American Studies and History

Re: Proposal for a Five College Architectural Studies Major at Amherst College

Attached please find the proposal for a new Five College Major in Architectural Studies. This interdisciplinary major firmly places the study of architecture in the liberal arts, in that it encompasses the history, theory, philosophy, design and science of the built environment. This proposal was unanimously approved by all of the Five College Deans in October 2009, formally approved by the faculty of Hampshire College in October 2010, and approved by the faculty of Mount Holyoke College in February 2011. Of all students in the Five Colleges, Amherst students have the most to gain from this major, as we will outline below.

This major is the formal acknowledgement of a program that Amherst students have pursued under the guise of a number of different majors for more than a decade. Our current and recently graduated students have been accepted for graduate study in the country's top programs in architectural history, theory, design, and landscape architecture, including Harvard, MIT, the University of Pennsylvania, Princeton, University of Virginia, UC Berkeley, UCLA, the Southern California Institute of Architecture, Columbia, Cooper Union, and others. Amherst students have a long tradition of pursuing architectural studies during and after their time at Amherst. Since 1927, alumni records indicate that more than 126 Amherst graduates have subsequently worked in the field of architecture as architects, theorists, historians, urban planners, professors, journalists, and critics. Of these, 68 have worked in the field since 1980, and more than 23 have gone on to work in the field since the class of 2000. There is an evident interest on the part of Amherst students for a formalized interdisciplinary curriculum in architectural studies. In the last ten years, however, Amherst students have had difficulty enrolling in already over-enrolled Five College architecture courses. The proposed Five College major will, among many other benefits, offer Amherst students prioritized access to these courses.

The Five College major in Architectural Studies is cost-neutral. All faculty and staff participating in the major already currently teach the required and elective courses, and the additional administrative funding requested (\$1000 from each of the Five Colleges) has already been approved by the Five College Deans. The major offers a concrete framework for an already existing course of study, helps students and their advisors better plan course selections, alerts students to an already existing course of study about which they may be unaware, enables them otherwise restricted access to courses, and recognizes student efforts and coursework in this particular area of study.

The Five College Architectural Studies (FCAS) committee (including Michael Davis, MHC Art; Heidi Gilpin, AC German; Ray Kinoshita-Mann, UM Architecture + Design; Karen Koehler, HC Humanities, Arts, Cultural Studies; and Thom Long, HC Humanities, Arts, Cultural Studies, AC European Studies, and MHC Art) has collaborated organically and with tremendous success for more than a decade, to the benefit of all institutions. Faculty have collaboratively strategized the high-visibility Five College Architecture + Design Lecture series, maintained a faculty seminar that has linked to other faculty institutes, established no cost faculty sharing among the institutions, and supported Five College positions. With this major, we are asking that the history and existence of the active

cooperation and collaboration among colleagues and students be formally acknowledged.

There is no other major program in the nation remotely like this one. Unlike pre-professional programs in architecture, this Five College major draws from faculty and resources from an extraordinary range of disciplines in order to explore topics associated with architecture and the built environment. These disciplines include philosophy, cultural studies, history, literature, economics, urban studies, visual and media arts, gender studies, physics, sociology, and environmental studies, among many others. The proposed Five College major can only function within a liberal arts environment.

The major includes 9 courses, plus a capstone semester in the senior year. Students are required to take 4 foundation courses focused on architectural history and design, and 5 intermediate courses (in their sophomore and junior years) to be determined with their advisor, in which they develop their particular field of concentration. In the senior year, students are required to complete a capstone project: this can be pursued in the context of an already existing course, or in an independent study course. If Amherst students choose to complete an honors thesis, that will serve as the capstone project (in this case, the major will be ten courses). (Please see Addenda 1-2 for sample course offerings and selected contributing faculty in the attached FCAS Major Proposal.)

There are at least 50 faculty members in the Five Colleges who currently teach the design and history/theory of the built environment, and a significant number of core faculty committed to directing the program and advising students. Currently, the five institutions together support upwards of 150 undergraduate concentrators in architectural studies. Under the plan proposed, the current architecturally-focused majors at Amherst, Hampshire, and Mount Holyoke will become Five College Architectural Studies majors, even as our strong record of collaboration with Smith and UMass continues. Because our program is based on each student “mapping a concentration,” students can create divergent but interconnected tracks—from sustainable design to urban planning to architectural history and criticism—in some cases by drawing upon existing courses and faculty from a single institution, in others by drawing upon them from multiple campuses. The new major would also identify and reinforce our work over the years to support the student and faculty community in architectural studies: our Five College Architecture student group “arc5” was recently incorporated with faculty support; we look forward to further expanding our faculty seminar; and we are currently participating in a variety of national and international grants related to architectural studies (including a large “Riverscaping” grant from the European Union; see riverscaping.org).

The creation of this Five College major consolidates resources in technology, space, and materials. Collaborative use of our classrooms and equipment already underway, as well as consortial use of hardware and software, has already resulted in considerable savings. We look forward to using new technologies to link our campuses together, particularly in the area of introductory courses in architectural history. By offering a major, we will be able to grow our affiliation with the New York Institute for Architecture and Urban Studies (now a Five College program with Hampshire as the school of record), and with other junior year abroad programs in architectural studies in which Amherst students have recently participated. We have collaboratively designed and constructed our own Five College website (arc5.org): it describes our program to prospective and current students while providing a virtual, social community for both students and faculty across the schools.

The major requires no additional faculty or resources, minimal funding already approved by the Five College Deans, and only the few already existing dedicated faculty to support and advise new majors as they choose to declare their major and complete their capstone project (and honors thesis if desired). Such equivalent major and thesis support has existed to date for Amherst students working in architectural studies under the aegis of a variety of majors including Interdisciplinary, European Studies, American Studies, and Art History. Outlined below is the process for the declaring and completing the major.

DECLARING A FIVE COLLEGE ARCHITECTURAL STUDIES MAJOR

In order to be admitted to the FC major program, each student (in close consultation with one or more of the program advisors) will put together a proposed plan of study including a statement of purpose and a list of projected courses, to be evaluated by a review committee made up of representative members of the FCAS faculty. Applications will be reviewed twice per year. The progress of the major, and any possible rerouting or changes in direction, can be made in consultation with the campus advisor, who will consult with the FCAS committee as

necessary. Students can propose to join the major at any time during their first, second, or third years—but their proposed concentration and eight of the required courses must be completed by the end of their junior year.

The required semester-long capstone project can be in any area of architectural studies, and might be a design project, research paper, exhibition/installation, urban plan; it may take any number of creative forms and formats. When the required courses are met, each student will submit a proposal describing the specific capstone topic, working project outline, and research strategies, and include a significant working bibliography. This proposal will be read and evaluated by the FCAS faculty committee.

The intention of the FCAS program is to expose our students to as many interpretations and conceptual theories about architecture as possible. Students will be highly encouraged to spend a semester abroad in one of many of our international programs focused on architecture and the built environment. One of the centerpieces to our major is our collaboration with the New York Institute for Architecture and Urban Studies (NYIAUS) in New York City—a Hampshire based program (directed by Amherst alumnus and architect Kevin Kennon '80) open to students from Amherst, Mount Holyoke, and a pending cooperative arrangement with the University of Massachusetts. There are several study abroad programs at each institution already in place in which students will be encouraged to participate.

We look forward to discussing the full proposal (dated September 2010 in the form as it was submitted and approved at Hampshire and Mount Holyoke) and answering any questions you may have. Thank you for your time and consideration.



www.arc5.org

Proposal for a Five College Major in Architectural Studies September 2010

Project Steering Committee (2002-2010):

Michael Davis, Art Department, Mount Holyoke College
Heidi Gilpin, German; Chair of European Studies, Amherst College
Ray Kinoshita-Mann, Architecture + Design, University of Massachusetts
Karen Koehler, Humanities, Arts, Cultural Studies, Hampshire College
Thom Long, Five College Assistant Professor of Architectural Studies, Hampshire, Amherst, and Mount Holyoke Colleges
James Middlebrook, Art Department, Smith College

Project Advisory Committee:

Amherst College:

Carol Clark, Art and the History of Art, and American Studies
Nicola Courtright, Art and the History of Art
Ronald Rosbottom, French and European Studies
Kevin Sweeney, History and American Studies

Hampshire College:

Myrna Breitbart, Geography and Urban Studies, School of Social Sciences
Jason Tor, Environmental Studies, School of Natural Sciences
Norman Holland, Dean of the School of Humanities, Arts and Cultural Studies
Colin Twitchell, Lemelson Center for Design and Assistive Technology

Mount Holyoke College:

Ajay Sinha, Art Department
Joseph Smith, Art Department
Thomas Millette, Geography
Karen Remmler, German Studies and Critical Social Thought

Smith College:

John Moore, Art History
Reid Bertone-Johnson, Landscape Studies
Nina Antonetti, Landscape Studies

University of Massachusetts:

David Damery, Building Materials and Wood Technology
Joseph Krupczynski, Art Department, Architecture + Design
Stephen Schreiber, Director of Architecture + Design program
Timothy Rohan, Art History

Five Colleges, Inc.

Nate Therien, Director of Academic Programming

Proposal for a Five College Major in Architectural Studies

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INTRODUCTION:

A Five College Major in Architectural Studies

For over a decade, faculty members from across the Five Colleges have pursued a collaborative program in Architectural Studies. After years of curricular and resource planning with new tenure-track faculty already in place at all five institutions, we are now proposing the creation of a Five College Major in Architectural Studies.

We have confirmed that the student body, courses, and resources are already in place in the history, theory, and practice of architecture and environmental design. We have over 100 students in the Five Colleges pursuing some form of a liberal arts, architecture-based curricula. The establishment of a Five College major will bring a sense of structure and cohesion to our efforts, while offering what will be the first consortial undergraduate degree in architectural studies in the country. This new FC major will be built with existing resources and faculty, and requires no significant additional funding or hires at this time.

We began with a committed group of historians, theorists, and designers, from a wide range of departments and programs, representing all five institutions. In 2002 we received a planning grant from the Graham Foundation, with matching funds from the Felicia Fund, from programs throughout the colleges, and from Five Colleges, Inc. The result of that year-long process was a clear sense that we needed at least one full time position in studio architecture in order to offer a complete program. In 2006 we were awarded a Five College Mellon Foundation grant for an FTE to be shared among Hampshire College, Mount Holyoke College, and Amherst College. We hired Thom Long as Assistant Professor of Architectural Studies and as a result we now have the ability to offer at least one design course at all these schools every year, to complement the courses in studio arts, history and theory at these institutions.

There have been other noteworthy developments in the field of architectural studies: The Architecture + Design program at the University has been accredited and now offers a Masters of Architecture degree, and with it, there has been a consequent expansion of their faculty and facilities; The Architecture major at Smith College—the longest continuous architecture program for women in the U.S.—has grown with a new tenure-track faculty member in studio architecture and maintained strong ties to the program in Landscape Studies; Mount Holyoke College began to offer a major in Architectural Studies in 2004 and has developed strong ties to their programs in Environmental Design and Critical Social Thought. Amherst College has actively promoted the place of architecture in its majors in Art and the History of Art and in European and American Studies. At Hampshire College, the offerings in architectural history and studio in the School of Humanities, Arts, and Cultural Studies have greatly expanded, and the linkages to the Lemelson Center for Design in the School of Interdisciplinary Arts, courses in environmental sustainability in the School of Natural Sciences, and urban studies in the School of Social Sciences, have been made stronger. The Hampshire exchange program with the New York Institute for Architecture and Urban Studies has now opened up its program to students from Mount Holyoke and Amherst Colleges. This program, alongside other opportunities in Copenhagen, London and Berlin, allow our students to spend a semester studying architecture in urban contexts.

The Numbers

Across the campuses, courses in studio architecture, architectural history, landscape architecture, landscape studies, planning, public history, urban studies, etc., are consistently enrolled to capacity with extensive waitlists. Among the most telling examples:

- At the University of Massachusetts, the number of undergraduate majors in Architecture + Design has grown significantly from 35 (2001-2002) to 120 (2008-2009). The program is able to accept only a small percentage of its applications for first-year students in Architecture + Design. Many of these students choose to study art or design in other capacities, and will be channeled into the Five College Architectural Studies major upon the University's future approval of the Five College major.
- In the School of Landscape Studies and Regional Planning at UMass, a number of students major in Environmental Design. It is anticipated that our FC major could incorporate those students into our FC major.
- At the University of Massachusetts, their Graduate program in Architecture + Design was accredited in 2008 (with 50+ students), allowing for the collaboration of our undergraduate majors with a professional masters program. A number could feed directly into the University's Accredited Master of Architecture program.
- The number of majors in Architecture at Smith has grown from 28 to 50 over the past several years reaching the maximum capacity for an internal program. The program in Landscape Studies has also grown dramatically. Although at this time Smith will not offer the Five College degree, there will continue to be important and significant sharing of resources and curricular enhancement, benefiting students in both the Smith and Five College majors. The studio

courses in Landscape Studies and in Architecture, as well as courses in Architectural History at Smith will form a major component of the Five College offerings. Conversely, students in the architecture major at Smith will continue to participate in courses and activities at the other institutions.

- There are currently over 30 students pursuing a major in architectural studies at Mount Holyoke College. In order to meet their Major's goals, MHC students already take advantage of the FCAS program courses and the courses offered around the valley. It is imagined that the Five College major will replace the MHC Architectural Studies major, particularly since the existent Mount Holyoke major is contingent on taking courses off campus.

- At Hampshire the number of students concentrating in architectural history and practice at the Division II and Division III levels has grown steadily in the past several years from 8 to 25. Our students are advised to study architecture in a manner similar to that laid out in the major already—a process that pushes students to explore FCAS courses to build the skills and knowledge necessary to execute an effective Division III thesis.

- At Amherst, where there is currently no major in architectural studies, the number of students focusing on architectural theory and history has increased dramatically in the last decade. Amherst students have complemented their major in Art and the History of Art, European Studies, English, Interdisciplinary Studies, American Studies, or Environmental Studies with work in architectural studies. Often this has required taking courses in the Five Colleges, which has been difficult, because Five College non-architecture majors were often turned away due to space limitations and the prioritization of local campus students. Visiting professors who have sporadically taught architecture studios at Amherst have always had more students applying for course admission than space could accommodate. With Thom Long's arrival and the now annual offering of a studio architecture course at Amherst, student interest for admission to his studio course continues to far exceed the class size limit possible (an average of 30 applicants for 8-12 positions). The FCAS Major will enable Amherst students to pursue research and practice in architectural studies in a more formal and organized fashion, with greater access to architecture courses in the Five Colleges.

Diversity

Diversity is an enormous challenge still facing the architectural profession. Currently, only 11% of American Institute of Architects (AIA) members are women; 3% are Asian American; 2% are Latino, and 1% are African-American. As the site of two of the premier women's colleges in the country and with a diverse faculty, the Five College Architectural Studies Program has the potential to challenge the existent gender make-up of the architectural, engineering, and planning professions and to racially and culturally diversify the face of its leadership. In addition, we hope to address questions of economics, age, and other forms of cultural difference by forging relationships with regional community colleges. Many local community colleges have vibrant new programs in Sustainable Practices, and we are in the process of exploring ways to transfer those students into our interdisciplinary liberal arts concentrations.

THE MAJOR

Declaring a Five College Architectural Studies Major

In order to be admitted to the FC major program, each student (in close consultation with one or more of the program advisors) will put together a proposed plan of study, made of a short statement and a list of projected courses, to be evaluated by a review committee made up of representative members of the FCAS faculty. Applications will be reviewed twice per year. The progress of the major, and any possible rerouting or changes in direction, can be made in consultation with the campus advisor, who will consult with the FCAS committee as necessary. Students can propose to join the major at any time during their first, second, or third years—but their proposed concentration and nine required courses (see below) must be completed by the end of their third year.

Each student must meet the expectations for the FCAS major that will be **established by each individual institution**. For example, this could mean completing community engaged learning or multi-cultural education expectations, speaking and writing requirements, language requirements, additional course requirements in studio architecture, etc. It is possible to use courses in the FC major to simultaneously meet requirements at the home

institution, and it is fully expected that some students will “double major”, according to the requirements established by the home institution.

Mapping a Concentration: 9 COURSES PLUS A CAPSTONE SEMESTER

Foundation: 4 Courses

At the foundational level, we expect that each student will take core courses, *sequentially*, in architectural design, environmental design and/or architectural history. It is recommended that studio courses be preceded by basic drawing, and that architectural history courses be based on foundational art history courses at the 100 level. Students *must* complete at least one architectural studio and one architectural history course as part of the foundation, and two studios and two architectural history courses are *highly* recommended.

Intermediate: 5 Courses

At the intermediate level, students will be expected to develop particular concentrations. For example, students might choose to work in architectural design; environmental design and sustainability; in architectural history, theory, and criticism; in urban studies, politics, and critical social thought. For some, this might mean that their studio architecture courses are supplemented by a progression of courses in the science of climate change and sustainable practices. For others, it might mean that their concentration in design is matched by courses in applied design and computer modeling, or drawing, sculpture, and installation art. For others their concentration in architectural history and criticism might be complemented by study in literary theory, philosophy or journalism. Still others might study city planning, landscape studies, or economics. To that end, students are required to “map” their concentration, in close consultation with their advisor, identifying courses that will help them develop an interdisciplinary, yet meaningful and cohesive concentration in architectural studies that clearly and decisively engages with the built environment.

Capstone Course

Students are required to complete a semester-long capstone project during their fourth year. This can be in any area of architectural studies, and might be a design project, research paper, exhibition, urban plan, or any number of creative forms and formats. When the required courses are met, each student will submit a proposal that will describe their topic, working project outline, and research strategies, including a bibliography. This proposal will be read and evaluated by the FCAS faculty committee.

Global Studies

The intention of the FCAS program is to expose our students to as many interpretations and conceptual theories about architecture as possible. Students are highly encouraged to spend a semester abroad in one of many of our international programs focused on architecture and the built environment. One of the centerpieces to our major is our collaboration with the New York Institute for Architecture and Urban Studies (NYIAUS) in New York City—a Hampshire based program also open to students from Amherst, Mount Holyoke, and a pending cooperative arrangement with the University of Massachusetts. There are several study abroad programs at each institution already in place and they will be great supplements to the course of study. Many students from Amherst College have already participated in the NYIAUS and Cornell in Rome programs.

Community Engagement

Five Colleges, along with its individual institutions, is committed to establishing strong relationships and promoting public engagement with its regional communities. In particular, architecture, environmental design and urban studies are arenas of practice perfectly matched to certain kinds of community design projects. In addition, our faculty and program reaches out to the local and area professionals through our personal and academic networks to take advantage of professional advice and internship opportunities. We also work with the local AIA and AIAS chapters to connect our majors with other students and professionals throughout their course of study.

RESOURCES

Overall, the entire FCAS program is designed to draw upon the existing strengths of each school in the study of the history, theory, science and design of architecture and the landscape. This interdisciplinary program will continue to promote the extensive architectural culture in the Five Colleges, and will serve as a hub for collaborative teaching and research efforts at both the undergraduate and graduate levels. Faculty in Five College Architectural Studies will serve as advisors to students at their home institutions, and guide their choice of courses, internships, and senior projects within the program outlined by the major.

We are proposing a highly flexible and interdisciplinary course of study that intends to graduate a unique breed of informed, concerned, and well-rounded students. We believe that this program can be rigorous enough to prepare some students for eventual graduate study in architecture, while being open enough to allow other students to liberally explore the impact of the built environment on many areas of inquiry—from philosophy to literature, sociology, economics, geography, and environmental science—to demonstrate the importance of architecture for individuals and communities.

Our Five College major will capitalize on the elements that make our program unique as a result of our diverse faculty, contributing departments and programs, and the history of Five College collaboration. The flexibility and diversity of our program, the variety of courses offered, the number of public lecture and events, our connections to the wider architectural community regionally, nationally and internationally, our extensive physical and digital resources, and many other factors will make our major competitive with many other colleges and universities.

Our major will be based on existing faculty, as well as existing funds for lectures and other programming. Therefore we are requesting only the following resources to begin our major:

1. Coordinator. The FCAS program needs to have one or two faculty members to act as (co)coordinators for a fixed term. At this time, we are NOT requesting course release for coordinator(s), although it is possible that this will become a necessity as the program solidifies and grows.
2. A work-study student, designated solely for the FCAS program, to help with the clerical administration of the program: updating the website, emailing students about deadlines, keeping track of in-coming proposals, forwarding correspondence, scheduling meetings, etc. It is anticipated that this work-study student will be based at the home institution of the FCAS coordinator. At this time we are not requesting permanent administrative assistance.
3. Operating Budget—We propose that each school make a small commitment of \$1000 per year to the program to provide a base operating budget.

NEW RESOURCES

Mellon Postdoctoral Position in Environmental Design

Our request for a new shared Postdoctoral position in Environmental Design submitted on Oct. 15, 2009 was approved. From an international search, Ipek Kaynar Rohloff has been appointed to begin in the Fall of 2010 as our Postdoc in Environmental Design. She is jointly appointed at Hampshire and Mount Holyoke. She will be teaching 6 courses over three years on subjects surrounding Environmental Design. Dr. Rohloff is based at Mount Holyoke and teaching two courses (and providing committee support) at Hampshire College. She is currently teaching "Architectural Studies 280—Topics in Architecture: Design, Technology and Environment" at Mount Holyoke and will continue to teach similar courses over her appointment.

Addenda I. SAMPLE COURSE OFFERINGS (selected from Fall 2008-Spring 2010)

Amherst College

Art and the History of Art 02: Practice of Art, David Gloman
Art and the History of Art 14: Sculpture I, Carol Keller
Art and the History of Art 24: Sculpture II, Carol Keller
Art and the History of Art 32: Art and Architecture of Europe from 300 to 1500 C.E., Joel Upton
Art and History of Art 33/History 37: Material Culture of American Homes, Kevin Sweeney
Art and the History of Art 37: American Art and Architecture, 1600 to Present, Carol Clark

Art and the History of Art 48/Asian Languages and Civilizations 23: Arts of Japan, Samuel Morse
Economics 25: Environmental and Natural Resource Economics, Katharine Sims
European Studies 50: Cityscapes: Imagining the European City, Ronald Rosbottom
European Studies 52/Art and the History of Art 16: Designing Architecture Across Borders and Time, Thom Long
European Studies 56/Art and the History of Art 56: Baroque Art in Italy, France, Spain, Nicola Courtright
European Studies 65/German 65: Making Memorials, Heidi Gilpin
European Studies 64/German 64: Architectures of Disappearance, Heidi Gilpin

Hampshire College:

HACU 203 Architectural Design Fundamentals, Bob Goodman
HACU 267 Space + Phenomenon: Architectural Design Studio (intermediate), Thom Long
HACU 240 The 1950's: Cold War Culture and the Birth of Cool, Karen Koehler
HACU 241 The 1950s: Writing Seminar in Art History, Architectural Studies or Critical Theory, Karen Koehler
IA 122 Designing With Light, Peter Kallok
NS 385 Sustainability Seminar, Fred Wirth
IA 222 Design for the Greater Good, Donna Cohn
IA 338 Art, Nature, Technology, John Slepian
HACU 322 Theory Three: Topics in Cultural Criticism and Theory, Mary Russo
LM 182 Art and Energy: Solar Music and Beyond, Donna Cohen
SS 114 Streetwork: Exploring & Transforming Cities with Children & Youth, Myrna Breitbart
HACU 157 Convergent Histories (Art Since 1950), Lorne Falk
HACU 281 Intermediate Studio Projects: From Derain to Basquiat and Polke, Daniel Schrade
NS 150 Ecology, Agriculture, and Society, B. Schultz
SS 207 Environmental Economics and Policy, S. Warner
SS 285 Environment and Social Justice, Sue Darlington
SS 241 Constructing the Appropriate City: Competing Urban Visions, Myrna Breitbart
SS125 Land and Property in American Bob Rakoff
CS 203 Computer Animation I, Chris Perry
HACU 259 Reel Cities: Architecture in Film, Karen Koehler
HACU 255 Empathetic Space: Design Art + Technology, Thom Long + John Slepian
HACU 307 Think, See, Do: Concentrations in Studio Architecture (Advanced Design Studio), Thom Long
HACU 249 Topics in Architecture, Studio Architecture + Design, Gretchen Schneider
NS 157 Sustainable Water Resources Design, Christina Cianfrani
NS 276 Elements of Sustainability, Fred Wirth
SS 314 Environment and Community, Sue Darlington
HACU 151 Art, Politics, and the Everyday, Monique Roelofs
HACU 298 Architectural Theory: Structure, Culture, Text, Karen Koehler
NS 184 Topics in Renewable Energy, Rayanne Moreira
CS 266 Computer Animation II, Chris Perry
IA 241 Digital Art: Multimedia, Malleability and Interactivity, John Slepian

Mount Holyoke College

ARTH 100 Image and Environment Paul Staiti; Michael Davis
ARTH 105: Arts of Asia, Ajay Sinha
ARTH 110 Art History Seminar (Topic: The House as a Work of Art)
ARTH 243 Modern Architecture, Michael Davis
ARTH 290 City of Rome, Mark Landon
ARTH 302 Great Cities: Paris Paradise, Michael Davis
ARTH 332 Bernini, Alice Jarrard
ANTHRO 216 The Incas, Elizabeth Klarich
ARCH 205 Introduction to Architectural Design, Thom Long
ARTST 226: Digital Art, Tatiana Ginsberg
ARTST 246: Sculpture I, Joseph Smith
ARTST 247: Sculpture II, Joseph Smith
ANTHRO 310: Visualizing Culture
ANTHRO 334: Memory, History, and Forgetting
CST 350: Seminar in Critical Social Thought, Joan Cock
EVNST 321: Landscape and Livelihood, Sarah McCandless
EVNST 267 Reading and Writing the World, Lauret Savoy and John Lemly

GEO 107 Introduction to the Physical Environment, Thomas Millette
GEO 205 Mapping and Spatial Analysis, Thomas Millette
GEO 319 Africa Problems and Prospects, Girma Kebede
Politics 344: Social Movements, Nicholas Touloudis
Politics 346: Seminar in Public Policy
Politics 347: Race and Urban Political Economy, Preston Smith

Smith College

ARH 101 Approaches to Visual Representation: Home as a Work of Art, Linda Kim
ARH 101 Approaches to Visual Representation: Writing Art/Art Writing, Frazer Ward
ARH 120 Introduction to Art History: Asia, Marylin Rhie
ARH 140 Introduction to Art History: Western Traditions, Craig Felton
ARH 150 Architecture and the Built Environment, Dana Liebsohn
ARH 204 Ancient America: Art, Architecture, and Archaeology, Dana Liebsohn
ARH 234 The Age of Cathedrals, Brigitte Buettner-Gorra
ARH 240 Art Historical Studies: The Making of Modern Visual Culture (1750s-present), Laura Kalba
ARH 242 Early Italian Renaissance Art, Craig Felton
ARH 264 Colonial American Art & Architecture Linda Kim
ARH 273 Modern Architecture and Design in Europe, 1789-1945, Laura Kalba
ARH 285 Great Cities: Rome, John Moore
ARH 292 The Art and History of the Book, Martin Antonetti
ARH 294 Art History Methods, Issues, Debates, Brigitte Buettner-Gorra
ARH 297 Topics in Contemporary Art, Frazer Ward
ARH 315 Studies in Roman Art : Augustan Rome Barbara Kellum
ARH 350 The Arts in England, 1485-1714 John Moore
ARS 162 Inroduction to Digital Media, John Slepian
ARS 266 Painting I Gary Niswonger, Katherine Schneider
ARS 274 Projects in Installation I, Lynne Yamamoto
ARS 281 Studio: Landscape and Narrative, Reid Bertone-Johnson
ARS 283 Introduction to Architecture: Site and Space, James Middlebrook
ARS 385 Seminar in Visual Arts: Between Extremes, Gary Niswonger
ARS 386 Topics in Architecture, James Middlebrook
ARS 164 Three-Dimensional Design, Lynne Yamamoto
ARS 285 Introduction to Architecture: Language and Craft, James Middlebrook
ARS 361 Interactive Digital Multimedia, John Slepian
ARS 374 Sculpture II, Lee Burns
ARS 388 Advanced Architecture: Complex Places, Multiple Spaces, James Middlebrook
LSS 105 Introduction to Landscape Studies, Reid Bertone-Johnson
LSS 250 Studio: Landscape and Narrative, Reid Bertone-Johnson
LSS 100 Issues in Landscape Studies, Nina Antonetti, Reid Bertone-Johnson, Ann Leone
LSS 200 Socialized Landscapes: Private Squalor and Public Affluence, Nina Antonetti
LSS 255 Studio: Art and Ecology, Reid Bertone-Johnson
LSS 300 Rethinking Landscape, Nina Antonetti

University of Massachusetts

Art-Hist 191A Introduction to Architecture, Timothy Rohan
Art-Hist 343 20th Century Architecture, Timothy Rohan
Art-Hist 347 Islamic Art & Architecture I, Walter Denny
Art-Hist 348 Islamic Art & Architecture II, Walter Denny
Arch-Des 211 The City, Max Page
Arch-Des 300 Design I, Sigrid Miller Pollin
Arch-Des 301 Design II, Caryn Brause
Arch-Des 400 Design III, Sigrid Miller Pollin
Arch-Des 401 Design V, Skender Luarasi
Arch-Des 510 Furniture Technology & Design, Ray Mann
Arch-Des 540 Analysis & Representation I, Patricia Nobre; Robert Dimock
Arch-Des 541 Analysis & Representation II
Envirdes 140 Awareness of the Visual Environment, Patricia McGirr
Envirdes 205 Dynamics of Human Habitation

Envirdes 543 History of Architecture and Landscape I, Annaliese Bischoff; Christopher Jennette
Envirsci197G Sustainable Environment

Addenda II. SELECTED/REPRESENTATIVE CONTRIBUTING FACULTY

Amherst College

Carol Clark, Art and the History of Art, and American Studies
Nicola Courtright, Art and the History of Art, and European Studies; Associate Dean of the Faculty
Heidi Gilpin, German; Chair, European Studies
Thom Long, Five College Assistant Professor of Architectural Studies
Ronald Rosbottom, French and European Studies
Kevin Sweeney, History and American Studies

Hampshire College

Myrna Breitbart, Professor of Geography and Urban Studies
Donna Cohen, Visiting Assistant Professor of Applied Design
Bob Goodman, Professor of Environmental Design
Peter Kallok, Assistant Professor of Theatre Design
Karen Koehler, Professor of Architectural and Art History
Thom Long, Five College Assistant Professor of Architectural Studies
Rayanne Moreira, Assistant Professor of Organic Chemistry
Chris Perry, Assistant Professor of Media Arts & Sciences
Mary Russo, Professor of Literature and Critical Theory
Gretchen Schneider, Visiting Associate Professor of Architecture
Daniel Schrade, Associate Professor of Art
John Slepian, Five College Assistant Professor of Art and Technology
Daniel Warner, Professor of Music
Fred Wirth, Professor of Physics

Mount Holyoke College

Michael T. Davis, Art History and Coordinator of Architectural Studies
Giuliana Davidoff, Mathematics
Thom Long, Architectural Studies
Thomas Millette, Geography
Karen Remmler, German Studies and Critical Social Thought
Ajay Sinha, Art History
Joseph Smith, Studio Art

Smith College

Nina Antonetti, Assistant Professor of Landscape Studies
Reid Bertone-Johnson, Lecturer in Landscape Studies
Brigitte Buettner-Gorra, Louise I. Doyle 1934 Professor of Art History
Lee Burns, Professor of Studio Art
Laura Kalba, Assistant Professor of Art History
Barbara Kellum, Professor of Art History
Dana Leibsohn, PP Van der Poel Professor of Art History
Ann Leone, Professor of French Studies
James Middlebrook, Assistant Professor of Architecture
John Moore, Professor of Art History
Gary Niswonger, Professor of Studio Art
John Slepian, Five College Assistant Professor of Art + Technology
Frazer Ward, Assistant Professor of Art History
Lynne Yamamoto, Associate Professor of Studio Art

University of Massachusetts Amherst

Caryn Brause, Architecture + Design (Adjunct)

Charlie Curcija, Architecture + Design

David Damery, Building Materials and Wood Technology

David Dillon, Architecture + Design

Joseph Krupczynski, Architecture + Design

Skender Luarasi, Architecture + Design

Kathleen Lugosch, Architecture + Design

Ray K Mann, Architecture + Design

Patricia McGirr, Landscape Architecture and Regional Planning

Max Page, Architecture + Design

Sigrid Miller Pollin, Architecture + Design

Timothy Rohan, Art History

Stephen Schreiber, Director, Architecture + Design

Frank Sleggers, Landscape Architecture and Regional Planning

December 21, 2011

Dean Gregory S. Call
Dean of Faculty
Amherst College

Dear Greg,

The Housing Committee is in the process of rethinking how the College housing program is presented to the College community. Right now, the version available on the web is a bit of a mess - the description in the Faculty Handbook is out-of-date, the description in the Trustee-Appointed Handbook is a useless link, and there is no complete publicly-available description of how the program applies to eligible administrators.

Fixing this is an important item on our agenda for this year. We are currently thinking that HR should maintain a web page that includes a complete description of the housing program for all eligible employees. Then the Faculty and Trustee-Appointed Handbooks would include links to this web page. However, it may take a while for the Housing Committee to come up with a final proposal.

In the meantime, we are in the awkward situation that the section of Faculty Handbook that deals with the housing program for faculty contains incorrect information. Hence it makes sense to update this language immediately, so that faculty looking at the Faculty Handbook will see an accurate representation of the housing program.

Enclosed you will find the proposed changes to the housing section of the Faculty Handbook. These changes were approved by the Housing Committee in the Spring of 2010 and have been the official housing policy of the College since then. We intended to send these changes to you and the Committee of Six last year but got sidetracked by the many other issues on our agenda (such as the proposed new mortgage subsidy).

In this letter, I will summarize the main changes that have been made to the existing language in the Faculty Handbook. Roughly speaking, there are three types of changes that have been made:

- Wording changes for clarity;
- A reorganization of the section into three parts to reflect the rental, purchase, and second mortgage aspects of the Housing Program; and
- Policy changes about how rental units are assigned and how ties are broken.

Let me now address each of these items separately.

The wording changes are mostly minor. We replaced "faculty" with "employees" since not all participants in the Housing Program are faculty. Also, the existing language in the Faculty Handbook uses the terms "points" and "credits" interchangeably. We found it simpler to just say "points".

The current section on the Housing Program in the Faculty Handbook has 10 subsections labeled a, ... , j. The revised version has three subsections:

- a) The Rental Housing Program
- b) The House Purchase Plan
- c) The Enhanced Second Mortgage Plan

These reflect the three components of the Housing Program. Also, the current version gives a complicated description of the point system that applied to both renters and purchasers. In the new version, these are separated out. One way to see the clarity of the new organization is that in the current version, the description of the second mortgage plan is embedded in the discussion of the purchase plan, even though many employees participating in the second mortgage plan do not own College houses.

Finally, let me describe the policy changes present in the proposed new language. Here are the main changes:

- A revised description of the two types of employees (current and new to the College) who are eligible for rental housing.
- When assigning rental units, current employees get the first choice; after them come new employees.
- Among new employees, first choice goes to assistant professors, junior lecturers and junior contract coaches; after them come visiting professors of all ranks and visiting lecturers.
- When there is a tie in the point system, preference is given to assistant professors and junior lecturers first, followed by junior contract coaches.
- There is also revised language about how to break further ties by a game of chance.

As mentioned, this policy for assigning rental units has been in effect since the Summer of 2010.

There are two documents that accompany this letter: first, a word file that shows what the new policy would look like, and second, a word file that uses

“track changes” to show exactly how the existing language has been changed. I should warn you that the latter is a bit hard to follow because of the extensive reorganization – it is hard to distinguish between what is a policy change and what has been moved to a different location but is otherwise unchanged.

As mentioned earlier, we hope within a year to make further revisions, with the goal of giving a clear description of the program that makes sense to all eligible employees. In the meantime, the changes proposed here are needed to correct bad information in the Faculty Handbook. We feel that this needs to be done immediately.

Please let me know if you or the Committee of Six have any questions about these changes.

Sincerely,

David Cox, Chair
Housing Committee

The College assists Faculty employees by renting houses and apartments to junior untenured faculty, visiting faculty, junior lecturers, and coaches who have not received senior contract status at subsidized rates. For eligible senior tenured faculty, senior lecturers, senior-contract coaches, and certain administrators, the College offers a plan for the purchase of College houses, along with an Enhanced Second Mortgage Plan and a Matching Grant Plan. An Enhanced Second Mortgage Plan is also offered to eligible employee faculty members. These plans are more fully described below.

The Housing Program is administered by the Rental Property Department, with the advice of the Faculty Housing Committee. This Committee is comprised of the Treasurer, the Director of Human Resources, the Director of Rental Property, the Director of Facilities and four faculty members appointed by the President upon the recommendation of the Committee of Six. Mortgage plans are administered by the Treasurer's Office. The College administers the Housing Program for eligible personnel on an equal opportunity basis regardless of race, color, sex, gender or sexual orientation, age, religion, national origin, ethnic identification, or mental or physical disability.

After consultation with the Faculty Housing Committee, a house or unit is designated as either: (1) a rental unit reserved for the junior faculty members, visiting faculty, junior lecturers, and coaches who have not received senior contract status, or (2) available for purchase through the Rental Property Department and Treasurer's Offices after consultation with the Faculty Housing Committee. Once a house or unit has been designated as available for rent or purchase, eligible individuals will have the opportunity to rent or buy such house or unit under the Rental Plan or the House Purchase Plan, as determined by the point system s described below (or any successor system consistent with the Eligibility Listing in the Program).

New faculty, or those wishing to change their units, are subject to the Housing Assignment System described below.

a. College Housing Eligibility. Faculty are eligible for College Housing as set forth below. Housing units (for both rental and purchase) are assigned on the basis of a point system. The point system is based upon "credits" for (1) each year of service; (2) each child; (3) rank at time of assignment to College housing; and (4) rank when appointed to Amherst.

The Point System:

	(1) Credits for Each Year of Service	(2) Credits for Each Child	(3) Credits for Rank at time of Assignment to College Housing	(4) Credits for Rank when Appointed to Amherst
Assistant Professor	1	1	3	2
Associate Professor	1	1	6	6
Professor	1	1	9	10

(1) Credits for Each Year of Service. One point is given for each year's continuous service effective with the date of original appointment. For example, if the date of appointment is July 1, the appointee would be given one (1) point for the spring housing assignment period of that year.

(2) Credits for Each Child. One point is given for each dependent child as defined by Internal Revenue Service regulations. The one exception is in the case of an unborn child. If at the start of the Housing assignment period, a pregnancy is known to exist, an additional one (1) point is given.

(3) Credits for Rank at Time of Assignment to College Housing. This column refers to current rank, or, in the case of promotions, rank at the time of assignment, July 1. Rank when originally assigned to housing is not relevant. For example, an Assistant Professor promoted to Associate Professor would be given six (6) points under this category for the ensuing housing assignment period.

(4) Credits for Rank when Appointed to Amherst. This column reflects credit for rank at the time of original appointment to Amherst College. These credits assist faculty who may have been in academia prior to appointment to Amherst. They partially offset the greater credits for years of service accrued by faculty members who have spent their entire careers at Amherst. For example, a faculty member currently at the rank of Professor, but who was appointed to Amherst at the rank of Associate Professor, would be entitled to six (6) points under this category. A Professor who was originally appointed as an Assistant Professor would receive two (2) points.

Occasionally there are questions regarding how a particular title correlates to the point system ranking. Please consult the Human Resources Office for guidance. The President can make special housing assignments that serve the interest of the College at his/her discretion.

ba. The Rental Housing Assignment System Program.

The Housing Assignment period for rental units is from mid-April through the last day of August. ~~The e~~Eligible ~~faculty employees~~ are advised of housing units that are expected to be available during the next fiscal academic year. Faculty Employees who want to be considered for rental vacancies during the housing assignment period must submit a written Housing Request Form to the Rental Property Department by a date specified in the annual mailing. Failure to submit a timely Housing Request may result in removal from consideration.

Those who express interest can obtain their point credits by contacting the Rental Property Department. Rental units are assigned on the basis of a point system based on (1) number of years of service, (2) number of children, and (3) rank when appointed to Amherst. The points associated with each of these categories are described below.

(1) Points for Each Year of Service. One point is given for each year's continuous service effective with the date of original appointment. For example, if the date of appointment is July 1, the appointee would be given one point for the spring housing assignment period of that academic year.

(2) Points for Each Child. One point is given for each dependent child as defined by Internal Revenue Service regulations. An exception is made for a child in utero. If at the start of the Housing assignment period, a pregnancy is known to exist, an additional one point is given.

(3) Points for Rank at time of Appointment to Amherst. This category reflects credit for rank at the time of original appointment to Amherst College. These points assist faculty who may have been in academia prior to appointment to Amherst. The points associated with rank are given in the table below. They partially offset the greater credits for years of service accrued by faculty members who have spent their entire careers at Amherst. For example, a faculty member who is appointed (without tenure) to Amherst at the rank of Associate Professor, would be entitled to six points under this category. A Professor who was originally appointed as an Assistant Professor would receive two points.

<u>Rank</u>	<u>Points for Rank when Appointed to Amherst</u>
<u>Assistant Professor</u>	<u>2</u>
<u>Associate Professor</u>	<u>6</u>
<u>Professor</u>	<u>10</u>

Information of how a particular title correlates to the point system ranking is available from the Office of Human Resources.

The President can make special housing assignments that serve the interest of the College at his/her discretion.

Rental housing is generally intended for the use by tenure-track faculty members, junior coaches, and visiting faculty. Upon receiving tenure or senior contract status, a renter may only remain in rental housing for two years. Any occupant who was a tenured member of the faculty, a senior contract coach, a tenure-track faculty who later received tenure, or an administrator eligible for rental housing, as of March 2, 1998, and who did not wish to or was not qualified to purchase his/her home at that time, may remain in his/her assigned unit only.

The following categories of employees are eligible for College Rental Housing.

Current Employees - Assistant Professors, Junior Contract Coaches, and Junior Lecturers – These individuals are eligible to either move within the housing system or move from off campus into rental housing.

New Employees to the College - Assistant Professors, Junior Contract Coaches, Junior Lecturers, full-time Visiting Professors of all ranks, and eligible Visiting Lecturers.

The procedure for the assignment of rental housing units is as follows.

Current Employees – Points will be assigned as described above and employees with the highest number of points will be offered housing first. In the case of a tie in points, Assistant Professors and Junior Lecturers will be assigned units first, followed by Junior Contract Coaches. A game of chance (such as a coin toss) will be used to break ties within the two groupings.

Once all eligible current employees have been given the opportunity to select housing, eligible new employees will be offered housing as delineated below.

New Employees to the College – The assignments to new employees will proceed in a two step process. Rental housing will be assigned first to new Assistant Professors, new Junior Contract Coaches, and new Junior Lecturers. Points will be assigned according the system described above. In the case of a tie in points, Assistant Professors and Junior Lecturers will be assigned units first, followed by Junior Contract Coaches. A game of chance (such as a coin toss) will be used to break ties within the two groupings.

Once all eligible new Assistant Professors, new Junior Contract Coaches, and new Junior Lecturers have been given the opportunity to select housing, the assignment of rental housing units to all other qualifying new employees will be made in accordance with the point system.

Assignment to housing typically follows the fiscal year pattern of appointments, July 1st through June 30th. Assignments for rentals are automatically renewed except when the terms of the assignment period are limited or a transfer to another housing unit occurs as a result of the spring assignment procedure. Letters of assignment will be sent to the new occupants by the Director of Rental Property. Occupants of college rental housing are required to sign a lease defining the terms and conditions of the rental. Conditions of maintenance and terms of payment are detailed in the letter of assignment and lease. ~~Occupants of college rental housing are required to sign a lease defining the terms and conditions of the rental.~~ Annual rent increases are determined by the Rental Property Department. It is recommended that renter's insurance covering personal belongings and liability be secured by all renters of College housing. ~~Faculty who wish to leave College housing during the assignment period must meet the terms of the assignment letter to the end of the fiscal year.~~

In the case of vacancies occurring after the end of the housing assignment period and during the next fiscal year through the following June, the Director of Rental Property, in consultation with the Housing Committee, may make temporary assignments to eligible employees until the end of that fiscal year, normally June 30th, as circumstances dictate.

Separating Faculty must be prepared to vacate rental College housing at the time of separation. Retiring Faculty must vacate rental College housing within two years after retirement. The family of a faculty member who dies during the year may reside in College housing through the end of the fiscal year that follows the faculty member's death.

~~e. Types of Units. The College owns several types of rental housing, including single family homes and multi-family units. Merrill Place and Joseph Smith House are multi-family units primarily used as rental units by junior faculty, visiting faculty, junior lecturers and coaches who have not achieved senior contract status. Requests for reassignment cannot be made for a period of at least three years.~~

~~d. Rental Plan. Junior faculty, visiting faculty, and junior lecturers and coaches who have not yet achieved senior contract status are eligible to rent College housing units. Upon receiving tenure or senior contract status, a renter may only remain in rental housing for two years. Any occupant who was a tenured member of the faculty, a senior contract coach, or a tenure track faculty who later received tenure, or certain administrator, as of March 2, 1998, and who did not wish to or was not qualified to purchase his/her home at that time, may remain in his/her assigned unit only. A comprehensive annual listing of rentals will be available from the Rental Property Department. Annual rent increases are determined by the Rental Property Department. It is recommended that renter's insurance covering personal belongings and liability be secured by all renters of College housing.~~

~~e. Maintenance Practices.~~ Residents of College rental housing must take reasonable care of the premises and advise the Rental Property Department of conditions needing attention. It is expected that if a tenant is moving, the premises will be left in good order, within reasonable standards of cleanliness and repair. All alterations or improvements must be done by or approved by the College. Details about maintenance practices, interior decorating requests, alterations and improvements, and procedures for service and repair calls are available ~~in~~ from the Rental Property Department.

~~f. Subletting.~~ The College requires that a rental ~~house or~~ unit be occupied as a primary residence by the individual to whom it is assigned. Subletting of a College housing unit is limited to periods of sabbatical leaves ~~and or~~ other authorized leaves of absence. Written notification to the Rental Property Department of a subletting arrangement is required and must include the name(s) of the sublessee(s) and the dates the house or unit is to be sublet. A one month security deposit is required of all residents subletting their College housing units. Subletting is subject to the approval of the Director of Rental Property.

bg. The House Purchase Plan.

~~Certain~~ Some single-family houses are available for sale to tenured members of the faculty, senior lecturers, senior-contract coaches and ~~certain eligible~~ administrators. Priority in purchasing a home is determined by a point system identical to one that governs the rental housing program, except that a faculty member's rank on July 1 of that year's purchase solicitation determines the following additional points.

<u>Rank</u>	<u>Points for Rank at time of Offering</u>
<u>Associate Professor</u>	<u>6</u>

Details regarding terms of sale under the house purchase plan, including purchase price, financing, and the College's repurchase rights, are outlined below.

(1) *Purchase Price.* The purchase price is 80% of the independently appraised value established by a College appointed firm. If a potential eligible buyer, or eventually, a potential eligible seller, wishes to contest this appraisal, he or she may hire an appraiser for another estimate of value. If the two estimates are within 5% of each other, the mean between the two will be taken as the final appraisal. If the two estimates are more than 5% apart, then a third appraiser, to be mutually agreed upon and paid by the College and the eligible buyer/seller, will make a third estimate which will be the agreed upon value. The current condition of the home, its deficiencies and necessities, will be reflected in the independent appraised value. Any reasonable environmental abatement (including lead paint or asbestos removal) requested by the purchaser will be performed, at the College's expense, prior to any purchase.

(2) *Financing.* If the buyer wishes to obtain a subsidized second mortgage from the College [\(section c below\)](#), the buyer must obtain a first mortgage through a bank or mortgage company of at least 5% of the purchase price. The College will make available and subsidize a second mortgage of up to \$75,000, but no greater than 75% of the first mortgage.

(3) *Additional Terms.* The home must be the purchaser's primary residence and must be occupied by the individual to whom it is sold. The home must be resold to Amherst College if the buyer ceases to be an eligible employee, or ceases to maintain it as a primary residence, or the home ceases to be owner occupied.

(4) *Terms of Resale.* Upon resale to the College, the price will be 80% of the appraised value at the time of resale. (Value to be established by the same appraisal guidelines found under Purchase Price.) The following events will initiate the resale to the College: Retirement, if the buyer ceases to be an eligible employee, divorce of eligible employee [when the former spouse retains possession of house](#), death of eligible employee, and if the property is not the primary residence of the eligible employee.

The following timelines are applicable:

Separating Faculty	At time of separation
Retired Faculty	May retain ownership for 2 years
Widow(ers) of eligible employees	May retain ownership for 5 years
Divorced Spouses of eligible employees	May stay in unit for 2 years after divorce

Matching Grant Plan For each house sold by the College, 10% of the purchase price will be made available to the purchaser to help pay for the cost of capital home improvements that will upgrade or maintain the structure and/or the systems of the house or the property. The matching grant fund will pay for up to one-third of the cost of the approved project. These improvements must be in the nature of capital improvements such as roof repairs, or upgrades or repairs to the utility systems, driveway paving or insulation. Routine painting, wallpapering, renovations of kitchens or bathrooms, and replacement of carpets are examples of non-qualifying repairs or maintenance. All requests must be made to the Director of Facilities/Associate Treasurer before any work is performed on the project. The Director of Facilities/Associate Treasurer, in consultation with other members of the Administration, will determine whether a project qualifies for a Matching Grant. These grants will be taxable income to the homeowners.

Architectural Review Plans for exterior alterations to houses purchased from the College under the Housing Program are subject to review and approval under the Architectural Guidelines.

ch. The Enhanced Second Mortgage Plan.

The College makes available a twenty-year, below market second mortgage to tenure-track and tenured members of the faculty (and to ~~certain~~ eligible contract coaches and administrators) who purchase as a primary residence a non-College house within a 30-mile radius of the center of Amherst, Massachusetts. The Plan is available only to first-time borrowers from the College and is not available for refinancing. The residence must be owner occupied.

The Enhanced Second Mortgage is for a period of 20 years, at a variable rate set for a three-year term, at 1.5 percentage points below the three-year variable rate on January 1st charged by the Amherst Branch of the Bank of America for first mortgages. The mortgage will be subject to caps that will limit the increase in the interest rate, at the time of the reset, to no more than 2 percentage points over the prior rate. The increase in the interest rate, over the life of the mortgage, shall not exceed 6 percentage points over the initial rate. A down payment of 5% of the purchase price is required of any buyer utilizing the Enhanced Second Mortgage Plan.

~~**i. Matching Grant Plan.** For each house sold by the College, 10% of the purchase price will be made available to the purchaser to help pay for the cost of capital home improvements that will upgrade or maintain the structure and/or the systems of the house or the property. The matching grant fund will pay for up to one-third of the cost of the approved project. These improvements must be in the nature of capital improvements such as roof repairs, or upgrades or repairs to the utility systems, driveway paving or insulation. Routine painting, wallpapering, renovations of kitchens or bathrooms, and replacement of carpets are examples of non-qualifying repairs or maintenance. All requests must be made to the Director of Facilities/Associate Treasurer before any work is performed on the project. The Director of Facilities/Associate Treasurer, in consultation with other members of the Administration, will determine whether a project qualifies for a Matching Grant. These grants will be taxable income to the homeowners.~~

~~j. **Architectural Review.** Plans for exterior alterations to College houses purchased under the Housing Program are subject to review and approval under the Architectural Guidelines.~~

~~Exceptions to the practices described above are subject to consultation with the Faculty Housing Committee.~~

All terms of the Housing Program are subject to periodic review by the Trustees of the College and by Administration to determine whether the Program is achieving its goals. The Trustees reserve the right to alter or amend the terms of the Program and the eligibility criteria as the Trustees deem necessary or warranted.

The College assists employees by renting houses and apartments to junior untenured faculty, visiting faculty, junior lecturers, and coaches who have not received senior contract status at subsidized rates. For eligible senior tenured faculty, senior lecturers, senior-contract coaches, and certain administrators, the College offers a plan for the purchase of College houses, along with a Matching Grant Plan. An Enhanced Second Mortgage Plan is also offered to eligible employees. These plans are more fully described below.

The Housing Program is administered by the Rental Property Department, with the advice of the Faculty Housing Committee. This Committee is comprised of the Treasurer, the Director of Human Resources, the Director of Rental Property, the Director of Facilities and four faculty members appointed by the President upon the recommendation of the Committee of Six. Mortgage plans are administered by the Treasurer's Office. The College administers the Housing Program for eligible personnel on an equal opportunity basis regardless of race, color, sex, gender or sexual orientation, age, religion, national origin, ethnic identification, or mental or physical disability.

After consultation with the Faculty Housing Committee, a house or unit is designated as either: (1) a rental unit reserved for the junior faculty members, visiting faculty, junior lecturers, and coaches who have not received senior contract status, or (2) available for purchase through the Rental Property Department and Treasurer's Offices. Once a house or unit has been designated as available for rent or purchase, eligible individuals will have the opportunity to rent or buy such house or unit under the Rental Plan or the House Purchase Plan, as determined by the point systems described below.

a. The Rental Housing Program.

The Housing Assignment period for rental units is from mid-April through the last day of August. Eligible employees are advised of housing units that are expected to be available during the next academic year. Employees who want to be considered for rental vacancies during the housing assignment period must submit a Housing Request Form to the Rental Property Department by a date specified in the annual mailing. Failure to submit a timely Housing Request may result in removal from consideration.

Rental units are assigned on the basis of a point system based on (1) number of years of service, (2) number of children, and (3) rank when appointed to Amherst. The points associated with each of these categories are described below.

(1) *Points for Each Year of Service.* One point is given for each year's continuous service effective with the date of original appointment. For example, if the date of appointment is July 1, the appointee would be given one point for the spring housing assignment period of that academic year.

(2) *Points for Each Child.* One point is given for each dependent child as defined by Internal Revenue Service regulations. An exception is made for a child in utero. If at the start of the Housing assignment period, a pregnancy is known to exist, an additional one point is given.

(3) *Points for Rank at time of Appointment to Amherst.* This category reflects credit for rank at the time of original appointment to Amherst College. These points assist faculty who may have been in academia prior to appointment to Amherst. The points associated with rank are given in the table below. They partially offset the greater credits for years of service accrued by faculty members who have spent their entire careers at Amherst. For example, a faculty member who is appointed (without tenure) to Amherst at the rank of Associate Professor, would be entitled to six points under this category. A Professor who was originally appointed as an Assistant Professor would receive two points.

Rank	Points for Rank when Appointed to Amherst
Assistant Professor	2
Associate Professor	6
Professor	10

Information of how a particular title correlates to the point system ranking is available from the Office of Human Resources.

The President can make special housing assignments that serve the interest of the College at his/her discretion.

Rental housing is generally intended for the use by tenure-track faculty members, junior coaches, and visiting faculty. Upon receiving tenure or senior contract status, a renter may only remain in rental housing for two years. Any occupant who was a tenured member of the faculty, a senior contract coach, a tenure-track faculty who later received tenure, or an administrator eligible for rental housing, as of March 2, 1998, and who did not wish to or was not qualified to purchase his/her home at that time, may remain in his/her assigned unit only.

The following categories of employees are eligible for College Rental Housing.

Current Employees - Assistant Professors, Junior Contract Coaches, and Junior Lecturers – These individuals are eligible to either move within the housing system or move from off campus into rental housing.

New Employees to the College - Assistant Professors, Junior Contract Coaches, Junior Lecturers, full-time Visiting Professors of all ranks, and eligible Visiting Lecturers.

The procedure for the assignment of rental housing units is as follows.

Current Employees – Points will be assigned as described above and employees with the highest number of points will be offered housing first. In the case of a tie in points, Assistant Professors and Junior Lecturers will be assigned units first, followed by Junior Contract Coaches. A game of chance (such as a coin toss) will be used to break ties within the two groupings.

Once all eligible current employees have been given the opportunity to select housing, eligible new employees will be offered housing as delineated below.

New Employees to the College – The assignments to new employees will proceed in a two step process. Rental housing will be assigned first to new Assistant Professors, new Junior Contract Coaches, and new Junior Lecturers. Points will be assigned according the system described above. In the case of a tie in points, Assistant Professors and Junior Lecturers will be assigned units first, followed by Junior Contract Coaches. A game of chance (such as a coin toss) will be used to break ties within the two groupings.

Once all eligible new Assistant Professors, new Junior Contract Coaches, and new Junior Lecturers have been given the opportunity to select housing, the assignment of rental housing units to all other qualifying new employees will be made in accordance with the point system.

Assignment to housing typically follows the fiscal year pattern of appointments, July 1st through June 30th. Assignments for rentals are automatically renewed except when the terms of the assignment period are limited or a transfer to another housing unit occurs as a result of the spring assignment procedure. Letters of assignment will be sent to the new occupants by the Director of Rental Property. Occupants of college rental housing are required to sign a lease defining the terms and conditions of the rental. Conditions of maintenance and terms of payment are detailed in the letter of assignment and lease. Annual rent increases are determined by the Rental Property Department. It is recommended that renter's insurance covering personal belongings and liability be secured by all renters of College housing.

In the case of vacancies occurring after the end of the housing assignment period and through the following June, the Director of Rental Property, in consultation with the Housing Committee, may make temporary assignments to eligible employees until the end of that fiscal year, normally June 30th, as circumstances dictate.

Separating Faculty must be prepared to vacate rental College housing at the time of separation. Retiring Faculty must vacate rental College housing within two years after retirement. The family of a faculty member who dies during the year may reside in College housing through the end of the fiscal year that follows the faculty member's death.

Maintenance. Residents of College rental housing must take reasonable care of the premises and

advise the Rental Property Department of conditions needing attention. It is expected that if a tenant is moving, the premises will be left in good order, within reasonable standards of cleanliness and repair. All alterations or improvements must be done by or approved by the College. Details about maintenance practices, interior decorating requests, alterations and improvements, and procedures for service and repair calls are available from the Rental Property Department.

Subletting. The College requires that a rental unit be occupied as a primary residence by the individual to whom it is assigned. Subletting of a College housing unit is limited to periods of sabbatical leaves or other authorized leaves of absence. Written notification to the Rental Property Department of a subletting arrangement is required and must include the name(s) of the sublessee(s) and the dates the house or unit is to be sublet. A one month security deposit is required of all residents subletting their College housing units. Subletting is subject to the approval of the Director of Rental Property.

b. The House Purchase Plan.

Some single-family houses are available for sale to tenured members of the faculty, senior lecturers, senior-contract coaches and eligible administrators. Priority in purchasing a home is determined by a point system identical to one that governs the rental housing program, except that a faculty member's rank on July 1 of that year's purchase solicitation determines the following additional points.

Rank	Points for Rank at time of Offering
Associate Professor	6
Professor	9

Details regarding terms of sale under the house purchase plan, including purchase price, financing, and the College's repurchase rights, are outlined below.

(1) *Purchase Price.* The purchase price is 80% of the independently appraised value established by a College appointed firm. If a potential eligible buyer, or eventually, a potential eligible seller, wishes to contest this appraisal, he or she may hire an appraiser for another estimate of value. If the two estimates are within 5% of each other, the mean between the two will be taken as the final appraisal. If the two estimates are more than 5% apart, then a third appraiser, to be mutually agreed upon and paid by the College and the eligible buyer/seller, will make a third estimate which will be the agreed upon value. The current condition of the home, its deficiencies and necessities, will be reflected in the independent appraised value. Any reasonable environmental abatement (including lead paint or asbestos removal) requested by the purchaser will be performed, at the College's expense, prior to any purchase.

(2) *Financing.* If the buyer wishes to obtain a subsidized second mortgage from the College (section c below), the buyer must obtain a first mortgage through a bank or mortgage company of at least 5% of the purchase price. The College will make available and subsidize a second mortgage of up to \$75,000, but no greater than 75% of the first mortgage.

(3) *Additional Terms.* The home must be the purchaser's primary residence and must be occupied by the individual to whom it is sold. The home must be resold to Amherst College if the buyer ceases to be an eligible employee, or ceases to maintain it as a primary residence, or the home ceases to be owner occupied.

(4) *Terms of Resale.* Upon resale to the College, the price will be 80% of the appraised value at the time of resale. (Value to be established by the same appraisal guidelines found under Purchase Price.) The following events will initiate the resale to the College: Retirement, if the buyer ceases to be an eligible employee, divorce of eligible employee when the former spouse retains possession of house, death of eligible employee, and if the property is not the primary residence of the eligible employee.

The following timelines are applicable:

Separating Faculty	At time of separation
Retired Faculty	May retain ownership for 2 years
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Matching Grant Plan. For each house sold by the College, 10% of the purchase price will be made available to the purchaser to help pay for the cost of capital home improvements that will upgrade or maintain the structure and/or the systems of the house or the property. The matching grant fund will pay for up to one-third of the cost of the approved project. These improvements must be in the nature of capital improvements such as roof repairs, or upgrades or repairs to the utility systems, driveway paving or insulation. Routine painting, wallpapering, renovations of kitchens or bathrooms, and replacement of carpets are examples of non-qualifying repairs or maintenance. All requests must be made to the Director of Facilities/Associate Treasurer before any work is performed on the project. The Director of Facilities/Associate Treasurer, in consultation with other members of the Administration, will determine whether a project qualifies for a Matching Grant. These grants will be taxable income to the homeowners.

Architectural Review. Plans for exterior alterations to houses purchased from the College under the Housing Program are subject to review and approval under the Architectural Guidelines.

c. The Enhanced Second Mortgage Plan.

The College makes available a twenty-year, below market second mortgage to tenure-track and tenured members of the faculty (and to eligible contract coaches and administrators) who purchase as a primary residence a non-College house within a 30-mile radius of the center of Amherst, Massachusetts. The Plan is available only to first-time borrowers from the College and is not available for refinancing. The residence must be owner occupied.

The Enhanced Second Mortgage is for a period of 20 years, at a variable rate set for a three-year term, at 1.5 percentage points below the three-year variable rate on January 1st charged by the Amherst Branch of the Bank of America for first mortgages. The mortgage will be subject to caps that will limit the increase in the interest rate, at the time of the reset, to no more than 2 percentage points over the prior rate. The increase in the interest rate, over the life of the mortgage, shall not exceed 6 percentage points over the initial rate. A down payment of 5% of the purchase price is required of any buyer utilizing the Enhanced Second Mortgage Plan.

Exceptions to the practices described above are subject to consultation with the Faculty Housing Committee.

All terms of the Housing Program are subject to periodic review by the Trustees of the College and by Administration to determine whether the Program is achieving its goals. The Trustees reserve the right to alter or amend the terms of the Program and the eligibility criteria as the Trustees deem necessary or warranted.