

Amended February 17, 2012

The eighteenth 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, February 13, 2012. Present were Professors Basu, Ferguson, Hewitt, Loinaz, Ratner, and Umphrey, Dean Call, President Martin, and Assistant Dean Tobin, Recorder.

The meeting began with President Martin reporting on the damage that Johnson Chapel had sustained as a result of extensive flooding that had occurred because of a pipe breaking on Sunday evening. The President said that she had been informed of the situation soon after it had happened and that the Dean, the Treasurer, and she had gathered at her house to call faculty members whose offices had been affected by the incident. They had also consulted with Ms. Mosgofian, Associate Registrar, about the relocation of classes that were scheduled to be held in Johnson Chapel.

Continuing with her remarks, President Martin informed the members that engineers have been evaluating whether rooms and ceilings in Johnson Chapel sustained structural damage and trying to identify the precise cause of the water damage. At this point, she said, it appears that a plaster ceiling in an office on the third floor had given way, falling upon and bursting a sprinkler pipe below. Significant flooding and damage occurred during the short time period that had elapsed between the pipe break and water service being shut off. Much of the flooding occurred at the west end of the building, she noted. President Martin said that the engineers are not only assessing every ceiling in Johnson Chapel, but all similarly constructed ceilings in other campus buildings, in an attempt to prevent a recurrence of this type of event. As a result of the damage to the building, twenty-five faculty members have had to vacate their offices to facilitate restoration efforts; most of these colleagues, as well as the English department office, have been relocated temporarily to Frost Library, while some colleagues have moved to other offices on campus. The President noted that students who have these professors as advisors have been notified of these new office locations, and students taking classes in Johnson Chapel had been informed of their new class location. President Martin said that, for the next few weeks, access to Johnson Chapel will be limited to facilitate clean-up and repair work, which has already begun. College staff, as well as a document recovery and restoration service and a moving company are helping those who sustained water damage to books, papers, computers, and other materials. Professor Loinaz asked when Johnson Chapel had last undergone significant renovation. Dean Call said renovations had occurred in 1995. The President noted that, interestingly, structural engineers had been engaged within the last six months to examine Johnson Chapel, but had not identified any problems with the building. Professor Umphrey asked what more colleagues could do to help faculty who had been affected by this accident. The Dean noted that Bryn Geffert, Librarian of the College, had asked faculty colleagues whether they would share their carrels. President Martin, while offering high praise for the extraordinary efforts and timely response of facilities staff during this challenging situation, noted that this episode has served to reinforce her intention to review emergency preparedness procedures, with the aim of making enhancements and providing additional training on a college-wide basis. It is her hope, she said, that each department will also ultimately have an emergency plan in place. The President said that plans were under way to strengthen and expand procedures in this area well before the events of the weekend; a report on emergency preparedness procedures had been presented to the Board at its winter meetings, and discussion had followed, she commented. Professor Loinaz asked if there is a faculty committee that plays a role in planning for emergencies. The Dean said that a number of committees currently have some oversight over different aspects of emergency planning. In addition, perhaps the newly created college-wide compliance committee will become engaged in these issues.

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Under “Announcements from the Dean,” Dean Call informed the members that the Faculty Housing Committee had discussed the proposal that the College rent office space to the Mind and Life Institute. The committee had agreed that the College should accept the offer of a faculty member, who is entering phased retirement, who would like to allow his house, which is owned by the College, to be rented by the organization during Professor Zajonc’s presidency of the Mind and Life Institute. The Dean next noted that Professor O’Hara, on behalf of the Ad Hoc Committee on Advising, has requested an extension beyond the March deadline that the Committee of Six had set for the ad hoc committee’s report. The Dean noted that the ad hoc committee has said that it will have just completed its data collection in March. Its members feel that they will not have enough time for the “reflection and analysis this important job deserves” by the time of the deadline. The ad hoc committee expects that it will finish its work by the end of the Spring semester, Dean Call reported. The Committee agreed to grant their request up to the end of this academic year and that next year’s Committee on Educational Policy (CEP) and Committee of Six should consider the report in fall 2012. The Committee then approved the minutes of its meeting of January 23 and agreed to review electronically drafts of the minutes of the meetings of January 30, February 6, and February 13 by the end of the week.

Under “Questions from Committee Members,” Professor Umphrey asked if the President plans to consider questions surrounding College communications as part of the envisioned long-range planning process, or whether enhancing communications would be considered as a project separate from that process. In either case, she wondered whether the President would welcome faculty input about this topic. President Martin said that, outside of the planning process, she would like to explore ways to enhance external and internal communications and would welcome the advice of the Faculty about ways to do so. Professor Loinaz, who had inquired at a previous meeting about the possibility of increasing the energy efficiency of the College’s rental units, next asked if the Dean had looked into this matter. Dean Call said that plans are in place to engage an energy consultant to review the entire inventory of rental properties at the College and to develop designs and strategies to make these properties more energy efficient over time. Doing so will lessen the cost burden on the faculty who occupy units for which they pay the cost of utilities. At the conclusion of this study, the College will determine which measures can be implemented in the near and long term, based on the availability of capital funds. The Committee then turned briefly to personnel matters.

Discussion returned briefly to the topic of mentoring tenure-track faculty members. The Committee discussed some mentoring models at other institutions that might prove useful at Amherst. Professor Ferguson expressed the view that there can be pros and cons to putting formal mentoring programs in place. He argued that it is essential that tenure-track faculty take ownership of their trajectories, are active in their pursuit of advice from senior colleagues, and consider carefully their mentors’ suggestions and make use of the advice that they judge to be valuable. Having senior colleagues at Amherst, inside and/or outside the department serve as mentors, as well as asking senior colleagues in the candidate’s scholarly area from the Five Colleges or other institutions to do so, can be fruitful, several members noted. The Dean said that, in the past, he has provided support for tenure-track colleagues to work with mentors at other schools and noted that this approach has been beneficial. He has informed tenure-track faculty of this possibility and is happy to continue to provide support for colleagues and their mentors to meet at Amherst and/or at the mentor’s home institution. President Martin said that, in her experience and according to research that has been done on mentoring, the most effective approach is to make a mentoring team available to tenure-track colleagues. Such a team can comprise members of the candidate’s department, other faculty and non-faculty colleagues outside the department but within the institution, and faculty at other institutions. Professor

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Loinaz suggested learning more about best practices for mentoring. The Dean said that his office has been gathering this information and that he would be pleased to share with the members what has been learned. He noted that another model involves having a senior colleague at the institution oversee a mentoring center. Tenure-track colleagues can turn to that individual for advice and for the allocation of resources. Whatever model is adopted, it is important that the advice that is given be consistent, Dean Call said. Professor Basu, who noted that it will be important to consider whether mentoring programs should be left to departments or accomplished through a combination of college-wide and departmental programs, asked if further discussion of mentoring could be put on the Committee's agenda. The Dean said that he would be happy to include this topic on this spring's agenda.

The Dean next presented a nomination for an endowed professorship. The next step will be for the President to recommend the nomination for this professorship to the Board, Dean Call noted. The Dean said that the President and he would bring nominations for additional named professorships to the Committee later in the term.

The President next discussed with the members her assessment of Amherst's administrative structure and recommendations surrounding possible enhancements to it. She shared with the Committee a draft of a letter that she planned to send to the Faculty ([the final version of which is appended here](#)). In the letter, President Martin presented her thoughts about the administrative structure of the College; the possibility of adding a Provost to the ranks of the senior administration; possible responsibilities of such a position and its role within the senior administration; and possible ways that a Provost could work both to innovate and to relieve pressures on overburdened offices within the College. She informed the members that she envisions working with the Faculty to define the position more precisely and asked the Committee for its feedback about the ideas and plans conveyed in the letter. The members were generally supportive of the proposal to develop a Provost position, given the understanding that the Dean of the Faculty would continue to report directly to the President, and advised the President to share further details of the proposal with the Faculty, in order to have an informed dialogue. It was agreed that the best way to provide information and generate discussion would be for the President to send the letter, incorporating feedback from the Committee and the Senior Staff, to the Faculty in advance of a Faculty Meeting. The members decided that a Faculty Meeting should be held on February 21 for the purpose of discussing the College's administrative structure.

Continuing the conversation, Professor Loinaz asked if the addition of a Provost would constrain the faculty salary pool. The President explained that the salary pools for faculty and administrators are separate, and she noted that the Treasurer, Peter Shea, has told her that the College can afford to add capacity without affecting its commitment to faculty FTE or salary increases. Further, she envisions using the administrative line already approved and funded for a Chief Diversity Officer for a Provost who, in addition to his or her other responsibilities, would lead efforts to promote diversity in the Faculty and staff and make the strength of the College's diversity central to an Amherst experience. President Martin said having a Provost with college-wide responsibility coordinate this work, rather than relying on a Chief Diversity Officer whose purview is more limited, will be the most effective approach, she believes.

Professor Umphrey asked if a vote by the Faculty would be needed to create a Provost position, noting that the *Faculty Handbook* includes ([II, B., 2.](#)) descriptions of some members of the administration. The Dean said that the creation of such an administrative position is within the purview of the President; faculty votes are not needed to add a description of the position to the *Faculty Handbook*. If the Provost were to serve, ex officio, on any standing faculty committees, votes of the Faculty would be required to revise the membership of those

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committees. The President said that a Provost, with the Faculty's approval, could potentially become an ex officio member of the Committee on Priorities and Resources (CPR). The members agreed that, should a Provost be added to faculty committees, the members would review the *Faculty Handbook* language and propose new language, subject to the approval of the Faculty, where needed. The Committee then reviewed the draft agenda for the Faculty Meeting of February 21 and voted six in favor and zero opposed to forward it to the Faculty.

The Committee next discussed briefly the [proposal for a Five-College Sustainability Studies Certificate Program](#), which has been endorsed by the CEP. The members agreed that the questions that they had developed previously ([see minutes of January 23](#)) should be forward to Professor Dizard, who could share them with the other proposers. Discussion turned to the impact of Five-College certificates, more generally. The Dean reported that, while Amherst students regularly earn certificates in International Relations and Latin-American and Caribbean Studies and have also participated in the certificates in African Studies, and Culture, Health and Science, Amherst students, by and large, have participated only rarely in the other certificates. Professor Umphrey asked if participation in the certificates has resulted in substantial costs. For example, has it become necessary to add faculty positions to sustain any certificates? The Dean said that the costs have been modest and have largely taken the form of support for organizing committees for certificate-related activities. These costs are divided among the Five-College institutions, he noted. Professor Umphrey said that, given that there are no apparent costs associated with the certificates, as a general matter, she would support Amherst's participation in these programs because they offer interested students educational experiences that appear to benefit them.

Discussion turned to inquiries by Professors Sarat and Friedman about the College calendar. In December, Dean Call noted, Professor Sarat had written to the Committee of Six to request that the College's calendar for the Spring term, as voted by the Faculty in the last academic year, be re-examined by the College Council and possibly reconsidered by the Faculty. Professor Sarat suggested that this step be taken in light of Smith College's decision not to start its Spring term earlier than has been typical in order to align it with the Spring start of the University of Massachusetts, as Smith had initially said that it would. In January, Professor Friedman had requested ([see appended email](#)) that the Committee of Six, in consultation with the College Council, take up the issue of the timing of Spring Break in the College calendar. He noted that Spring Break this year falls after the eighth week of classes, "breaking with the tradition of it following the seventh week." Professor Friedman expressed the view that, since the break is often used by thesis students to complete their research before beginning to write their theses, the current schedule (and the one anticipated for the next academic year) reduces by a week the time available to students to write theses. He asked whether it might be possible for the College to find some way to move the break back to its traditional time in the semester. The Dean noted that in recent years Spring Break has consistently occurred after seven weeks of class in the spring, while noting that he recalls a number of spring semesters in the late 1980s and 1990s when the break occurred after eight weeks of class. Thus, there has been some variation over a longer period of time, depending on the start date of the term and also the effort to coordinate Spring Break week across the Five Colleges. He pointed out that, for the benefit of students, the agreement among the Five Colleges to retain the same Spring Break has held firm, even as other changes to the spring calendar have occurred. Professor Ratner said that he feels that shifting spring break by one week would not necessarily impinge upon the quality of theses; admittedly, students would have to adjust their efforts devoted to experimentation vs. writing during that week. Professor Umphrey agreed, noting that it seems best to retain the calendar, as voted, for a period of time before making changes. Professor Loinaz suggested that the concerns

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raised by Professors Sarat and Friedman be forwarded to the College Council, for the purposes of information. The Committee agreed noting that colleagues who have concerns about the calendar could share them with the College Council.

The Committee next discussed the online Workplace Harassment Program. Some Committee members had viewed the online video about this subject in advance of the meeting. Professor Ratner, who had done so, wondered if there might be a less time-consuming and more relevant way of conveying this information to faculty. Professor Umphrey said that the video does convey some useful information about legal reporting requirements. Professor Basu, agreed, noting that, given the liability issues and the absence of a better tool, it seems prudent to encourage faculty to view the video. If the video were more relevant to the Amherst/academic experience, it would be more helpful, she said. The Committee agreed that department chairs, in particular, should make every effort to view the video and that new faculty should be asked to view it as part of the orientation program for new colleagues. The Dean agreed to discuss this training program with the Faculty as part of his announcements at the February 21 Faculty Meeting.

The meeting ended with a brief conversation about the possibility of regularizing long-term visiting appointments at the College for scholars who have tenurable credentials. The Dean explained that the proposal is to bring up for tenure, through the regular process for senior hires, a small number of individuals who have occupied visiting positions at Amherst, have strong records of scholarship, and have been making valuable contributions to the College for many years. The colleagues in question are considered to be highly productive scholars who have demonstrated excellence in teaching, and their departments have recommended them for tenured positions. The Dean noted that, before turning to the cases in question, the CEP has decided to consider the question of whether to allocate FTEs for this purpose after the committee receives FTE requests this spring, in order to gain a sense of the number of FTEs that would be available. The Dean noted that, at present, because of the number of retirements and the expansion of the Faculty, the College is in the rare position of not being overly constrained by the FTE count. President Martin expressed the view that the positions in question should be outside the FTE count in any case. For this reason, she argued, the count should not be determinative when considering the proposal to tenure these individuals. With little time remaining, and Professors Basu and Umphrey noting that they have questions about this proposal, the members agreed to continue its discussion of this issue at a future meeting.

The meeting adjourned at 6:05 P.M.

Respectfully submitted,

Gregory S. Call
Dean of the Faculty



AMHERST COLLEGE

Office of the President

February 15, 2012

Dear Members of the Faculty,

Over the course of the past six-and-a-half months, I have had the opportunity to assess the College's administrative structure and now write to tell you about a key change that would enhance the academic side, while helping integrate various functions across the College. It would involve establishing a Provost position. This change would serve faculty, staff, and students and put Amherst in a position not only to face the challenges in higher education, but also to identify and seize new opportunities as they arise.

Amherst College has a lean administration. As a reflection of the priority that the College places on its core educational mission, this sparseness is a very good thing. There are sound reasons to keep administrative costs as low as possible. After all, we are challenged by the cost of providing an Amherst education to talented students regardless of their ability to pay. Many new faculty appointments are on the horizon as we face significant numbers of retirements.

Yet, there are also risks associated with our leanness. As many of you know, the offices of the Dean of the Faculty, the Dean of Students, and the Treasurer, to take three of our most important functions, are oversubscribed, stretched thin, and buried in the details of the day-to-day. We need administrative capacity to serve our student body, our faculty, and our staff and protect the College; yet our offices have little time or space for the kind of thinking that would allow us to anticipate problems or look ahead with a capacious field of vision. Without adequate staff, the College may neither effectively support you and the faculty of the future nor put itself in the best position to plan strategically for the years ahead, identifying and pursuing opportunities as they arise.

We need to enhance our administrative capacity, and the creation of a Provost position has a lot to offer in this regard. The Provost would have responsibility for strategic planning, budget, and the integration of programs and initiatives that span the traditional boundaries of students, staff, and faculty. That integrative perspective can offer the kind of "big picture" approach we need as we begin the long-range planning initiative that I believe is essential to sustaining and enhancing the vitality of Amherst in the coming decades. The addition of a Provost will also bring another academic into the ranks of the senior administration.

One crucial effort, among many that the Provost would be called upon to lead, is promoting diversity in the faculty and staff and making the strength of our diversity central to an Amherst experience. Others might include ideas for revenue-enhancing use

of the campus in summer, new international partnerships, and implementation of the initiatives that may arise in the context of a planning process. I suggest that we use the administrative line already approved and funded for a Chief Diversity Officer for a Provost who could lead those efforts. In my experience, a Provost with college-wide responsibility can more effectively coordinate this work than a Chief Diversity Officer whose purview is limited in nature.

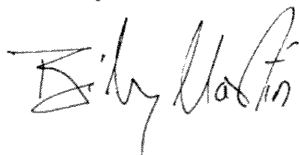
Under this plan, the Dean of the Faculty would continue to report directly to the President and retain the current leadership of the faculty—responsibility for faculty development (including the tenure and promotion process), curricular issues, and departmental budgets. Some offices currently reporting to the Dean of the Faculty might shift to the Provost, relieving the Dean's office of some of its current press of business. The Provost and Dean of the Faculty would work closely together as collaborators and would be subject to the rules and traditions of faculty governance. I will ask your help in thinking about how a Provost should be involved in the work of our major committees. My tentative thinking is to have him or her be an *ex officio* member of the Committee on Priorities and Resources. I am open to your ideas.

This change will enhance support for faculty and students and enable a richer process for envisioning a future Amherst without adding unnecessary bureaucratic layers to the administration or too significant a strain on the budget. Our Treasurer, Peter Shea, assures me that the College can afford to add capacity without affecting our commitment to faculty FTE or salary increases. With your help, I would like to start a search for a Provost as soon as possible.

I have already begun discussions with the Committee of Six and will continue to seek advice from them as we move forward. I look forward to a discussion at the Faculty Meeting on Tuesday, February 21, where I will seek your views and answer any questions you might have. Please also feel free to send questions in the meantime, if you wish.

Thank you for your time and attention.

Sincerely,

A handwritten signature in black ink, appearing to read "Biddy Martin". The signature is fluid and cursive, with the first name "Biddy" being more prominent than the last name "Martin".

Biddy Martin

cc Senior Staff
Manager's Council

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

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

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

Dula Amarasiriwardena, 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

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

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

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

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

From: Jonathan Friedman [<mailto:jrfriedman@amherst.edu>]
Sent: Friday, January 13, 2012 2:53 PM
To: Gregory Call
Cc: Anston Bosman
Subject: college calendar

Dear Greg,

I'd like to request that the Committee of Six, in consultation with the College Council, take up the issue of the timing of Spring Break in the College calendar.

I just learned that the break this year falls after the eighth week of classes, breaking with the tradition of it following the seventh week. Since the break is often used by thesis students doing their final research push before beginning to write up their theses, the current schedule (and the one anticipated for the next academic year) effectively reduces the time for the students to write their theses by a week. This will put additional stress on the students during an already stressful time in their academic lives and potentially reduce the quality of the thesis documents they produce.

I would hope that it might be possible for the College to find some way to move the break back to its traditional time in the semester.

Best regards,

Jonathan

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