

Professional Assessment Statement

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Introduction

I am here at Rollins because I love learning and teaching. In the broadest sense, I see my work at the college as an ongoing project to make meaning of the world, for both my students and myself. As a geographer and professor of environmental studies, this plays out primarily through the study of landscapes and sustainability. As a member of the Rollins faculty, it is most evident in the larger questions and motivations that shape my teaching and scholarship.

Since earning tenure in Spring 2002, I have enjoyed seven years of intensely rewarding experiences working with students, both in the classroom and in the field. I have also been privileged to serve the college in a number of capacities that have helped me become a more conscientious, confident, and well-rounded member of the Rollins faculty. At times I have struggled to maintain a balance between teaching, scholarship, and professional service. Over the years I have worked hard to integrate the three areas as fully as possible. This integration of my responsibilities as a professor has both energized and grounded my teaching in ways that I am only beginning to fully appreciate.

As a professor of Environmental Studies, I believe that in order for my work to be meaningful, it must remain relevant to the wider world beyond the academy. This serves as an organizing principle in both my teaching and scholarship. I fully embrace the college's mission to distinguish itself as an institution that educates students for global citizenship and responsible leadership, disseminating the values of a liberal arts education into the wider community beyond Rollins. I am also proud of the college's historic connection to John Dewey, whose ideas have had a clear influence on my

thinking in the areas of teaching, higher education, and the civic dimensions of environmental issues.

Teaching

Like most professors, the primary source of meaning and fulfillment in my work comes from participating in the intellectual development of students. This profound task goes well beyond the transfer of knowledge. It involves the cultivation of an intrinsic curiosity about the world – an intense desire for understanding that seeks to integrate knowledge into a meaningful, coherent whole. I view this as a lifelong process.

Seeing intellectual development as a lifelong process enables my own experiences as a learner to add depth to my teaching. It also creates an opportunity to approach teaching as a kind of long-term, informal research project. From the moment I arrived at Rollins, I have engaged in an ongoing process of experimentation and reflection in an effort to improve the quality of my teaching. This process of trial-and-error is the lifeblood of my pedagogy and I am comfortable with the idea that I still have much to learn about teaching.

Most of the effort to improve my teaching since tenure has focused on the quality of faculty-student and student-student interaction in my courses. Much of the “course material” that I once covered through lectures is now the focus of question-centered discussions. This requires thoughtful planning and careful wording of discussion questions. Questions must be timely and provocative, addressing the complexity of the issue at hand. Routine questions such as those typically found at the end of textbook chapters do not suffice. In some cases, even the alteration of a single word in a question can have a major effect on the nature of the subsequent discussion.

Although there are many different aspects to my work as a teacher, I am becoming more and more convinced (mostly through student comments, formative assessment, and reading course evaluations) that the strategy of building my courses around complex questions rather than “course content” is my most effective strategy for student learning and engagement. I am fortunate to be teaching at an institution that places a

high value on pedagogical innovation and experimentation. In 2006, I was recognized as the Diane and Michael Maher Chair of Distinguished Teaching. In 2009, I was selected by the graduating class to receive the Hugh F. McKean Award for outstanding teaching. Both of these honors are all the more special when I consider the past recipients of the McKean Award and the many other Rollins colleagues that I know to be great teachers.

Field-based Teaching

The field-based component of my teaching is considered separately here simply as a means of emphasizing its importance. It is not intended to suggest that it is separate in any way from the rest of my teaching. In practice, the field-based component of courses I teach are always closely integrated with the questions and issues covered in class.

One of the most rewarding aspects of teaching at Rollins is the opportunity to take students into the field. This type of experiential learning goes to the heart of why I am a college professor. Getting away from the formal classroom setting facilitates a richer dialogue between professor and student, creating a more dynamic and effective learning environment. Field-study courses also allow my passion for the subject to be a much greater motivational factor in the learning process. In some cases, students who could only be described as “dormant” in their regular classes on campus have “come to life” on these trips – with a level of enthusiasm that is difficult to put into words. I can say without a doubt that these field study experiences have been the most fulfilling of my career!

The Hidden Landscape of Food in America: A New Curricular Model

In 2007, Barry Allen and I were awarded a grant from the Thomas P. Johnson Foundation to develop and implement an exciting new curricular project entitled Down to Earth or Out to Lunch: The Hidden Landscape of Food in America. The project was designed to explore an alternative model of college learning that places a much greater emphasis on student immersion and the integration of classroom learning and field study. The project began with a simple idea. For more than a decade, Dr. Allen and I

have been teaching field courses during the intersession periods (January and May). Most of these courses examine some aspect of sustainable development, either within the United States or abroad (e.g., Costa Rica), typically for a couple of weeks.

As you might expect, the level of student engagement in these courses is very high. Some of this is undoubtedly the result of getting into the field and out of the classroom, but there are other factors as well: 1) the organization of coursework around a single interdisciplinary topic (e.g. sustainable development in Costa Rica) tends to sharpen the focus of student engagement and learning; and 2) the student experience outside of the classroom (e.g., field excursions, shared meals) fosters a level of camaraderie and student interaction that is difficult to reproduce in a typical semester-length, on-campus course.

In reflecting on these field study experiences, it was clear that the immersion of students in an experiential learning community yields great benefits in terms of student engagement. This led to the question: How can we take the best elements of the field study experience and integrate them into a “normal” semester of learning? The answer to this question is reflected in the project we initiated in the summer of 2007: Down to Earth or Out to Lunch: The Hidden Landscape of Food in America.

In the summer and fall of 2007, Dr. Allen and I teamed up to design and implement a semester-length immersion experience for a group of 13 incoming freshman and two peer mentors. Students enrolled in the program took four linked courses (two courses taught by each professor) organized around the theme of *Food and Sustainability*. The idea here is to teach students about sustainability using an immersion approach that is similar to that which is optimal in learning a foreign language.

Each of the four courses approached the issue of food and sustainability from a different perspective. As you can see from the brief descriptions below, each course was organized around big questions, with a major emphasis on active student participation. To reinforce the idea of an interdisciplinary learning community, each professor participated fully in all four courses (i.e., I was a student in both of Dr. Allen's courses and he was a student in my courses). This idea of the professor as student

played a key role in the success of the project. The brief course descriptions below should provide a sense of the spirit of the project:

The Environmental Crisis in its Cultural Context (RCC Course) (Allen)

How does our society view the environment? Can America still be considered, as Thomas Jefferson once described it, “nature’s nation”? Why is protection of the environment so controversial? Can one individual really make a difference? Together we will construct our own answers to these challenging questions.

Culture and Agriculture (Lines)

Do Americans view food differently than people in other countries? Is agriculture about more than just producing food? Is modern agriculture sustainable? Is organic agriculture really everything it’s “cracked-up” to be? These questions go to the heart of understanding the meaning of food in America.

Landscapes of the American West (Lines)

What does the future hold for desert cities like Las Vegas and Los Angeles? Why is the Pacific Northwest often seen as “a world apart”? Why does the Colorado River no longer reach the sea? Are our national parks about more than just great scenery? These sorts of question will guide our exploration of the physical and cultural landscapes of the American West.

The Political Economy of Food in America (Allen)

How did we become a “fast food nation”? Why is corn syrup in almost everything we eat? Why do we import orange juice from Brazil? Why do we grow cantaloupes in the desert southwest? The answers to all of these questions lie in the political economy of food in America.

The structure of this project (all participants together in four classes) allowed us to operate with a completely flexible schedule, free of conflicts for both students and professors. This allowed us to meet outside of the normally scheduled class periods, adding a great degree of spontaneity to the semester. As a result, we were able to integrate a wide range of field experiences into the course, including visits to organic farms, farmers’ markets, a local citrus grove, organic vineyards, museums, slow food

restaurants, and a number of local natural areas. The highlight of these field experiences was a ten-day field study trip to California in early October.

Beyond the immediate outcome for our students, which was overwhelmingly positive, the goal of this experimental project was to explore its potential as a model for interdisciplinary learning. By integrating many of the best elements of the intersession field experience into a “normal” semester, we are hoping to stimulate new thinking and thoughtful discussion about the structure of courses and the kinds of learning that can take place during a traditional semester on campus.

In 2008, we received a second grant from the Thomas P. Johnson Foundation to fund a second project with a similar curricular structure in Fall 2009. We have spent much of the summer of 2009 working to organize the 12-day field study component of the project (which will be taught this September in Oregon). Once the second project is completed, Dr. Allen and I plan to share the results of both curricular experiments with colleagues at Rollins and other colleges.

Overview of Teaching Activities

This section highlights my activities in the area of teaching since earning tenure in 2002:

1. Recipient of Hugh F. McKean Award (2009) – Presented by the senior class in recognition of outstanding teaching skills.
2. Diane and Michael Maher Chair of Distinguished Teaching (2006 to present).
3. Awarded two major grants from the Thomas P. Johnson Foundation for the development of new curricular projects (most of the funding for these projects is dedicated to student scholarships).

2008-2009 Rediscovering the Landscape of the Americas

Total funding: \$35,000

Principal investigators: Lee Lines and Barry Allen

Source: Thomas P. Johnson Foundation

Project description: Funding to develop and teach a semester-length immersion experience with field study component designed around the theme of environmental sustainability.

2007-2008 Down to Earth or Out to Lunch: The Hidden Landscape of Food in America

Total funding: \$50,000

Principal investigators: Lee Lines and Barry Allen

Source: Thomas P. Johnson Foundation

Project description: Funding to develop and teach a semester-length immersion experience for first-year students designed around the theme of food and sustainability.

4. Developed and taught six new courses with field study trips away from campus in the following locations:

Dominica (Jan 2002: *Island Economies and Sustainability in the Caribbean*)

Peruvian Amazon (Jan 2003: *Sustainable Development in the Amazon*)

Oregon (May 2005: *Landscapes of Promise*)

Vietnam (May 2006: *Sustainable Development in Southeast Asia*)

California (October 2007: *The Hidden Landscape of Food in America*)

Ecuador (May 2009: *Sustainable Development in the Andes*)

Note: All were team-taught (see below).

5. Taught fifteen different courses since 2002 including two *Rollins Conference Courses*, numerous field study courses, and capstone courses for the Environmental Studies major and Film Studies minor.
6. Contributed courses to the *Sustainable Development and the Environment* minor (POL 385, ENV 305, ENV 385) and the *Film Studies* minor (FIL 150, FIL 450, ENV 372).
7. Team-taught courses with four Rollins colleagues:

Barry Allen (*Senior Seminar, Environment and Development in the Andes, The Hidden Landscape of Food in America project*);
Denise Cummings (*Visions of the Americas in Film*);
Tom Lairson (*Sustainable Development in Southeast Asia*);
Bruce Stephenson (*Landscapes of Promise with Oregon Field Study*).
8. Over the last decade, I have organized and led more than 50 field trips to Florida natural areas including Wekiva Springs State Park, Disney Wilderness Preserve, Blowing Rocks Preserve, and Canaveral National Seashore.
9. Supervised numerous field-based student research projects, two honors theses (Sara Shaw and Tessie Swope), and one student/faculty collaborative publication (Marissa Williams: Proceedings of the National Hydrogen Association Annual Hydrogen Conference, San Antonio, 2007).

Future Plans for Teaching

Looking ahead to my next ten years at Rollins I have identified three major goals in the area of teaching:

1. Continue working to maintain a high level of meaningful faculty-student and student-student interaction in my courses through *inquiry-based learning* and other innovative approaches;
2. Continue developing field-based learning experiences of the highest quality for our students, both in terms of content and execution;
3. Continue the pattern of experimentation and reflection that has characterized my teaching up to this point.

Professional Service

My activities in the area of professional service include a wide range of activities since earning tenure. In service to the college, I have focused primarily on those areas where I see the potential to make a meaningful contribution to the intellectual life of the college. I appreciate the importance of service in my development as a professor and in helping me become a more engaged, conscientious, and well-rounded member of the Rollins community.

Student Advising

Effective advising of students is vital to the mission of the college. A faculty advisor is only as effective as the time and effort that he/she is willing to invest in his/her students. In my role as faculty advisor I strive to be both conscientious and proactive. I find great satisfaction in my role as an advisor. My office door is always open and my students know this. My advising load during the past seven years has fluctuated between ten and twenty-five advisees.

Overview of Professional Service Activities

This section highlights my activities in the area of professional service since earning tenure in 2002:

1. Recipient of Cornell Award for Distinguished Service (2007).
2. Served as Chair of the Dean of Faculty Search Committee during the summer and fall of 2006. This search led to the hiring of Dr. Laurie Joyner as Dean of the Faculty.
3. Served as Chair of the Environmental Studies Department (2004 to present).

Major initiatives include:

- 1) a significant revision of the Environmental Studies curriculum;
- 2) a major revision of the department's tenure and promotion criteria;
- 3) a redesign of the department's website;
- 4) a number of joint projects with the ACS Environmental Initiative;
- 5) a successful proposal to obtain funding from the ACS for a Post-Doctoral Fellow in Environmental Restoration (Valerie Peters).

4. Served as Chair of the Student Life Committee (2002-2003).
5. Served as Chair of the Cornell Distinguished Faculty Award Committee (2008).
6. Served as Project Manager for major research project from 2005 to 2007:

Location Strategies for the Initial Hydrogen Refueling Infrastructure in Florida

Total funding: \$160,000

Principal Investigators: Lee Lines, Michael Kuby, Ronald Schultz

Source: Florida Hydrogen Initiative (US Department of Energy)

Responsibilities included the coordination of research activities and budgets across three institutions (Rollins College, Arizona State University, and Florida Atlantic University).

** see section on scholarship for additional details*

7. Served as Director of the Associated Colleges of the South Alliance on Curriculum and Faculty Development (2004-2005).

8. Organized a series of workshops and forums for junior faculty in 2007, 2008, and 2009. Each forum was designed as a focused, yet informal discussion on a specific topic of interest to junior faculty. For some topics I invited another senior faculty member as a guest to provide a fresh perspective.

The four Junior Faculty Forums held in 2008 are as follows:

February 15	<u>Problem-based Learning</u>
March 21	<u>Balancing Teaching, Research, and Service</u>
October 21	<u>Classroom Policies: What is Negotiable... What is Not?</u>
November 14	<u>Campus Politics and the Faculty Governance System</u>

Two Junior Faculty Forums were also held in Spring 2009:

January 30	<u>Teaching Evaluations: What do They Mean?</u>
February 20	<u>The Interactive Classroom: What Works?</u>

9. Served as Co-director (with Barry Allen) of a field-based faculty development workshop in Monteverde, Costa Rica (July 2006). This workshop was sponsored by the Associated Colleges of the South and Global Partners.
10. Served as faculty mentor, Rollins New Faculty Mentoring Team (2004, 2007, 2009).
11. Served as member of Faculty Salary Task Force (Fall 2008).
12. Served as Facilitator for the ACS Summer Teaching and Learning Workshop in (June 2002).
13. Environmental Fellow, ACS Environmental Initiative (2002- 2003).
14. Faculty Team Leader (for Jared Diamond visit): Rollins Colloquy (Spring 2007).
15. Member of faculty search committee:
- Department of Environmental Studies (Spring 2002 and Spring 2009)
 - Department of Biology (Spring 2005)
 - Department of Education (Spring 2009)

16. During the past seven years I have also done a fair amount of service that was “off the radar.” For example:

- 1) Assisting the Associate Dean with New Faculty Orientation (2007, 2008, 2009).
- 2) Teaching the model class for Cornell Scholars weekend (2004 and 2005).
- 3) Assisting with various events in Rollins Admissions.

Future Plans for Professional Service

Looking ahead to my next ten years at Rollins I have identified three major goals in the area of professional service:

1. Continue working to maintain a high level of quality in my student advising;
2. Continue to play an active role in faculty governance and other important aspects of campus life;
3. Identify new opportunities to extend my professional service activities beyond the Rollins campus, through involvement with environmental organizations, and service to professional organizations such as the Association of American Geographers or The George Wright Society.

Scholarship

An active program of scholarship is vital to my intellectual development and continued effectiveness as a teacher. The experiences of mystery, wonder, and passion for one’s field of study are not lost on students. In fact, they are crucial elements in the learning process. Active engagement in the wider world beyond Rollins plays a vital role in informing and enhancing my teaching.

During the past seven years I have worked on multiple lines of research. My scholarly interests are somewhat eclectic and I have always operated from the belief that it is possible for an individual to make scholarly contributions across multiple fields of study. With that said, recently I am feeling a greater desire to focus my scholarly efforts in a single area of interest. Although the past seven years have been productive in terms of publications and funding, I believe that focusing my efforts on a single line of research will bring a greater sense of personal satisfaction to my scholarship.

During the past decade, as I worked on a variety of formal research topics, I have been slowly developing a project that is much closer to my heart. This project is focused on the concept of *appropriate scale* and its role in landscape-level conservation. In more specific terms, I am developing a pragmatic framework for articulating the relationship between scale, beauty, and sustainability in the landscape. The basis for this long-term project is a series of detailed case studies from landscapes where I have worked during the past twenty years (in particular; the eastern Caribbean nation of Dominica). I will provide more details about this project in the section on Goals for Scholarship; however, I will begin by discussing the evolution of my scholarship during the past seven years.

In the two years following tenure I brought my work on environmental change in the Near East to a conclusion with a peer-reviewed article in the journal Human Ecology and contributions to two co-authored book chapters.

2004

Fall, Patricia, Steven Falconer, Lee Lines, Mary Metzger. 2004. Environmental Impacts of the Rise of Civilization in the Southern Levant. In The Archaeology of Global Change, edited by C.L. Redman, et al. Washington, DC: Smithsonian Institution Press.

2003

Falconer, Steven, Patricia Fall, Mary Metzger, Lee Lines. 2003. Bronze Age Rural Economic Transitions in the Jordan Valley. In The Near East in the Southwest, Essays in Honor of William G. Dever, edited by Beth A. Nakhai. Boston MA: The American Schools of Oriental Research.

2002

Fall, Patricia, Steven Falconer, Lee Lines. 2002. Agricultural Intensification and the Secondary Products Revolution along the Jordan Rift. Human Ecology 30: 445-482.

In 2005 my scholarly interests moved in a very different direction as I collaborated with Dr. Michael Kuby, (Arizona State University) and Dr. Ronald Schultz (Florida Atlantic University) to develop a research proposal for the Florida Hydrogen Initiative (funded through the US Department of Energy) to examine a series of questions surrounding the initial infrastructure for hydrogen-fueled transportation in Florida.

This project was appealing because I have always had an interest in alternative energy issues and the impact of alternative energy projects on the landscape. My work on this project greatly enhanced my understanding of energy issues and allowed me to significantly improve the section of my *Geosphere* course (ENV 130) dealing with global warming and energy policy. I also learned a great deal about scale issues in alternative energy development and the tradeoffs involved in resolving these issues.

Our project was entitled: Location Strategies for the Initial Hydrogen Refueling Infrastructure in Florida. In the first call for proposals our project was ranked #1 out of 58 proposals submitted to the Department of Energy and in 2005 our project was funded in the amount of \$160,000. The Principal Investigators for this project were myself and Dr. Michael Kuby, a transportation geographer from Arizona State University. The project team included the following individuals:

Dr. Lee Lines (Rollins College, Environmental Studies)

Dr. Michael Kuby (Arizona State University, Geography)

Dr. Ronald Schultz (Florida Atlantic University, Geography)

Dr. Zhixiao Xie (Florida Atlantic University, Geography)

Marissa Williams (Rollins College, Environmental Studies undergraduate)

Seow Lim (Arizona State University, graduate student in Geography)

Jong-Geun Kim (Arizona State University, graduate student in Geography)

I served as Project Manager for the duration of the project from 2005 to 2007. This position occupied more time and energy than I could have possibly imagined and although there were many rewarding moments along the way, I will probably need to think long and hard before I agree to serve in a similar capacity in the future. Despite the inherent challenges of managing a team of seven researchers across three

institutions, our project yielded significant results, leading to multiple conference presentations and two peer-reviewed publications in a top alternative energy journal: *The International Journal of Hydrogen Energy*. The publications associated with our project are listed below:

2009

Michael Kubby, Lee Lines, Ronald Schultz, Zhixiao Xie, Jong-Geun Kim and Seow Lim. 2009. Optimization of Hydrogen Stations in Florida Using the Flow-Refueling Location Model. International Journal of Hydrogen Energy 34: 6045-6064.

2008

Lines, Lee, Michael Kubby, Ronald Schultz, James Clancy, and Zhixiao Xie. 2008. A Rental Car Strategy for Commercialization of Hydrogen in Florida. International Journal of Hydrogen Energy 33: 5312-5325.

2007

Kubby, Michael, Lee Lines, Ron Schultz, Zhixiao Xie, Seow Lim, Jong-Geun Kim, Marissa Williams, and James Clancy. 2007. Location Strategies for the Initial Hydrogen Refueling Infrastructure in Florida. Proceedings of the National Hydrogen Association Annual Hydrogen Conference, San Antonio, TX, March 2007.

Lines, Lee, Michael Kubby, Ron Schultz, Zhixiao Xie. 2007. Hydrogen Refueling Infrastructure and Rental Car Strategies for Commercialization of Hydrogen in Florida. Final Report to Florida Hydrogen Initiative, FHI Agreement No. 2005-01, US Department of Energy Grant Award No. DE-FC36-04G014225.

My formal role in the Location Strategies for the Initial Hydrogen Refueling Infrastructure in Florida project ended in 2007 with the submission of our final report to the Department of Energy. Between 2007 and the present we have continued to disseminate the results of our project through scholarly articles and presentations; however, by 2008 I had begun shifting most of my time and energy toward other scholarly interests.

While working on the hydrogen project I continued my ongoing work with Dr. Barry Allen on the relationship between national parks and sustainable development (a continuation of our earlier work in Dominica). This work led to a 2008 conference presentation (the biennial George Wright Society Meeting) and subsequent article in the

George Wright Society Forum (the primary journal for interdisciplinary research on public lands).

2008

Allen, Barry, Lee Lines, and Debra Hamilton. 2008. The Economic Importance of Extending Habitat Protection Beyond Park Boundaries: A Case Study from Costa Rica. The George Wright Forum: Journal of Parks, Protected Areas, and Cultural Sites.

Overview of Scholarly Activities

My activities in the area of scholarship since earning tenure have focused on three major areas of scholarship:

1. The completion of my research on Bronze Age agriculture and early human impacts on natural landscapes in the Near East;
2. Location Strategies for the Initial Hydrogen Refueling Infrastructure in Florida, which focused on questions surrounding initial infrastructure requirements and scale issues associated with alternative-fuel transportation in Florida (this project is now completed);
3. An ongoing scholarly project with Dr. Barry Allen focused on the relationship between protected areas and sustainable development (primarily in Costa Rica and the eastern Caribbean island of Dominica).

Future Plans for Scholarship

Looking ahead to my next ten years at Rollins I have identified one major goal in the area of scholarship:

A single project focused on developing a pragmatic framework for articulating the relationship between appropriate scale, beauty, and sustainability in the landscape.

The concept of *appropriate scale* is a point of reference throughout much of the classic environmental studies literature and questions surrounding appropriate scale lie at the heart of almost every important environmental issue. Yet despite its importance, few

studies have attempted to establish a framework or criteria for appropriate scale (E.F. Schumacher's Small is Beautiful is a notable exception). My project examines the concept of appropriate scale through a series of detailed case studies. The first of these case studies is focused on *The Civic Hydrology of Dominica*. Much of the evidence for these cases will be illustrated through visual methods (e.g., repeat photography, mapped pictures, etc.). I recently attended a workshop on visual methods of data presentation with Edward Tufte (the guru of scientific visualization) and I was truly inspired!

As mentioned earlier in this statement, the idea for this project has been simmering in the back of my mind for more than a decade. Years of working with students in Dominica, Costa Rica, and many other locations have provided a great deal of insight into the inherent tensions that exist in many development landscapes. I am very excited to finally be working on a project that brings these tensions into sharper focus. I am hoping that members of my department and the Faculty Evaluation Committee will give me the opportunity to provide additional details about this project in my candidate interview.

Minor Scholarly Projects

My project on appropriate scale will occupy the majority of my time and energy in the coming years; however, I also have also made minor commitments to two other scholarly projects:

- 1) With the conclusion of our two Johnson Foundation curricular initiatives in December 2009, Dr. Barry Allen and I will be working to disseminate the results of our projects to the wider scholarly community. At this time we are planning to submit abstracts for presentations at the following conferences:

Annual Meeting of the Florida Society of Geographers, January 2010.

Local Stories, Global Connections: The Context of Agriculture and Rural Life. Annual Meeting of the Agricultural History Society, June 2010.

- 2) I am listed under the heading of “Key Personnel” on a research grant that has been submitted to NASA by Joshua Almond in the Rollins Department of Art. He is developing a digital approach to visualizing climate data related to global warming and I (along with Katie Sutherland) have signed on to a small role as a consultant in helping the team interpret various climate data sets. If funded, my work on this project will not exceed the equivalent of about two weeks of full time annual work.

In closing

I am here at Rollins because of a lifelong commitment to learning and teaching. When I was a graduate student at Arizona State University I remember thinking how wonderful it would be if I ended up teaching at an institution that emphasized innovative pedagogy, field-based learning, and the freedom to pursue unique lines of scholarship. I could not have found a better fit than Rollins. These past twelve years have been profoundly fulfilling on both a professional and personal level and I will continue working to make the most of this opportunity.