



Field Studies in Public Gardens Management

ORH4932; 3 credits

Time: TBA; Location: TBA

Summer A 2016

Instructor

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Office Hours: Weeks 1, 3, 5 by appointment; Weeks 2, 4, 6 – M, W, F 10am-12pm

Office Location: Bldg 550, Room 103; Campus Map: <http://campusmap.ufl.edu/#/index>

Course Description: Pre-requisites: ORH 3513 Environmental Plant Identification & Use. This is a field-based course focusing on first hand observation and evaluation of public gardens. Students interact directly with executive-level garden administrators to develop an understanding of important, timely themes related to the operation and management of public gardens. Students are expected to attend multi-day field trips across Florida.

Course Format: Please note: the majority of this course consists of multi-day field trips. Course grades are primarily dependent on completion of projects associated with site visits. Register for this course only if you can attend **ALL** field trips. Discussions will revolve around synthesis of assigned readings and experiences during field trips. Students will also present and peer-assess field trip journals.

Required Textbook: Rakow, D. and Lee, S. 2011. Public Garden Management: A Complete Guide to the Planning and Administration of Botanical Gardens and Arboreta. Wiley. 416 pages. ISBN: 978-0-470-53213-3.

Course Objectives: The goal of ORH4932: Field Studies in Public Gardens Management is to understand how public gardens are operated and managed and to appreciate the diverse roles public gardens play in enhancing the value of plants and the human experience through aesthetics, conservation, education and research.

By the end of the course students will be able to:

- Develop thoughtful and essential questions designed to engage in substantive learning
- Differentiate between botanical and display gardens
- Comprehend the complex and dynamic nature of public garden operations and management
- Discuss the challenges and opportunities to operation and management of public gardens
- Synthesize multiple sources of information leading to enhanced learning related to operation and management of public gardens
- Assess the implications and value of information with respect to future decision making in terms of public gardens management
- Judge personal readiness for career in public gardens management
- Design a personal roadmap for success in public gardens management

Course Learning Activities and Assignments

Assignments revolve around assigned readings, discussions, and travel journals. Assignments are interdependent. Therefore, the conscientious student will fully immerse themselves within all assignment types in order to meet course goals and objectives. Grading rubrics outlining criteria for the evaluation of field trip questions, in-class discussions, and travel journals are available on the course website.

Assigned Readings: Assigned readings are included to provide sufficient background so that students can appreciate and develop an understanding of major topics that will be addressed during site visits. Specific chapters will be assigned according to field trip themes. The instructor may also provide assigned readings from trade specific and/or scientific literature. Students are required to **use and cite** assigned readings to develop questions that will be asked during each site visit. Refer to the course website and schedule for a list of assigned readings. Assigned readings need to be completed ahead of time.

Field trip questions (114 points): Site visits are designed to be highly interactive learning experiences. According to Elder and Paul (2002), “The quality of our thinking is given in the quality of our questions” (p. 2).

These authors go on to state: “It is not possible to be a good thinker and a poor questioner. Questions define tasks, express problems, and delineate issues. They drive thinking forward. Answers, on the other hand, often signal a full stop in thought. Only when an answer generates further questions does thought continue as inquiry. A mind with no questions is a mind that is not intellectually active. No questions (asked) equals no understanding (achieved). Superficial questions equal superficial understanding, unclear questions equal unclear understanding. If your mind is not actively generating questions, you are not engaged in substantive learning” (p. 3)

Elder, L. and Paull, R. 2002. The miniature guide to the art of asking essential questions. The Foundation for Critical Thinking. Dillon Beach, CA.

With the above statements in mind, students are tasked with developing no less than three thoughtful, in-depth and clear questions related to the major themes for **each site**. These questions are to be derived from assigned readings. For example, you may encounter some new and interesting information about how public gardens use private and public funds to support operations. This may spark questions such as: “What is the ratio of public to private funds ABC Botanical Garden requires to remain functional”? Or, “how do you adjust the mix of public and private funds to compensate for ups and downs in the economy”?

Make sure to cite the information (e.g. chapter and page number) that formed the basis for your questions. Examples of citations and question format are available on the course website. **All field trip questions are due prior to site visits**. Refer to the syllabus for due dates, site visit locations and major topics.

Students are encouraged to develop more questions than necessary and to also ask questions “on the fly” during your meetings with garden administrators. All information received can be incorporated into the synthesis section of your travel journals.

A note on etiquette during site visits: Although we will be off campus for site visits you are still in class during our meetings with garden administrators. You are expected to act in a professional manner at all times. This includes putting your cellular phones on silent mode and stowing **all** electronic devices. Be courteous and respectful of our hosts’ time, as you would your professors, by being focused, engaged and untethered from your electronic devices.

In-class discussion (180 points): This will be an opportunity for students and the instructor to explore new knowledge gained during site visits. Students are expected to share information, viewpoints and to compare and contrast knowledge gained. This will serve as a springboard to address unanswered questions and clarify important concepts. Part of in-class discussion will revolve around presentation of rough drafts of travel journals and peer assessment of rough drafts. I am seeking strong interaction and feedback from students designed to enhance learning achieved through travel journals.

Travel journals (300 points): Students will document their experiences during site visits using web-based travel journals. Students are expected to complete one travel journal for each region of the state we visit.

A total of three travel journals will be completed. Students will report on no less than: four sites for the south Florida region, three sites for the central Florida region, and three sites for the north Florida region.

Each travel journals consist of three components:

1) Question and answer summaries for each location – Here students list the questions they asked (with appropriate citations to pertinent literature) and provide a brief one paragraph summary of the answer they received.

2) Description of garden experiences – Students will have an opportunity to tour each garden after our discussions with administrators. I strongly encourage you to take pictures throughout the garden and jot down notes on all aspects of the garden that arouse your interest, engage your curiosity, and make you shake your head in disbelief, concern you and otherwise stimulate you to think about the operations and management of public gardens. The door is wide open here.

Students will be tasked with creating a visual, auditory (if applicable) and textual journey through the gardens in this section of the travel journal. Here students will relate their experiences while touring the garden, describing aspects of the garden that had a positive and negative (if applicable) impact on them. Students will explain why different aspects of the gardens impacted them.

3) Synthesis and evaluation – Students will use this section to explain what they have learned from the readings and field trip. Section three will also be used to evaluate the implications and value of the information they received. Students should focus on answering questions such as, but not limited to:

What were the most important things that I learned? Why were these specific topics important? How does the information I read compare and contrast* with the information received during site visits? How will my new knowledge enhance my potential future experience as a manager of public gardens? What points or information do I still find confusing? Why are these points or information confusing? What questions do I still have regarding major topics? What new questions do I have? What skills and/or knowledge do I need to enhance in myself to be a successful garden manager?

Using technology to present travel journals – Students will be tasked with using some type of web-based application to create their travel journals. You decide what type of application to use. Some popular applications include: Google Sites, Google Blogger, Weebly, Wix and WordPress.

Course Grading and Grading Scale

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

NOTE: Point totals for field trip questions may change depending on final itinerary

Assignments	Points
Field trip questions	114
In-class discussions (3 × 60)	180
Travel journals (3 × 100)	300
TOTAL	594

Points Earned	Letter Grade
> 552.41	A
552.41 – 534.60	A-
534.59 – 516.78	B+
516.77 – 493.02	B
493.01 – 475.20	B-
475.19 – 457.38	C+
457.37 – 433.62	C
433.61 – 415.80	C-
415.79 – 397.98	D+
397.97 – 374.22	D
374.21 – 356.40	D-
< 356.40	E

Attendance and Make-Up Work

Please note: the majority of this course consists of multi-day field trips. Course grades are primarily dependent on completion of projects associated with site visits. Register for this course only if you can attend **ALL** field trips. Attendance on field trips is mandatory.

Absences may be excused for acceptable reasons. Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides

confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/*
 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Wellness Coaching

- U Matter We Care, www.umatter.ufl.edu/

- *Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/*

UF Complaints Policy: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

Other Resources

Websites:

https://en.wikipedia.org/wiki/List_of_botanical_gardens_and_arboretums_in_the_United_States

https://en.wikipedia.org/wiki/List_of_botanical_gardens_and_arboretums_in_Florida

American Public Gardens Association: <https://publicgardens.org/>

Botanic Gardens Conservation International: <https://publicgardens.org/>

Global Garden Search tool: https://www.bgci.org/garden_search.php

Association of Nature Center Administrators: <http://www.natctr.org/>

American Society for Horticultural Science Working Groups: http://ashs.site-ym.com/members/group_select.asp?type=14944 (Scroll down to Public Horticulture)

American Horticultural Therapy Association: <http://ahta.org/horticultural-therapy>

Association of Zoological Horticulture: <http://www.azh.org/>

The Garden Conservancy: <https://www.gardenconservancy.org/>

Books:

Dehgan, B. 2014. Public Garden Management A Global Perspective. Volume I. Xlibris.

Dehgan, B. 2014. Public Garden Management A Global Perspective. Volume II. Xlibris.

Hales, M. 2004. Gardens Around the World: 365 Days. Harry N. Abrams.

Hobhouse, P. 2006. In Search of Paradise: Great Gardens of the World. Frances Lincoln.

Jenkins, M. 1998. National Geographic Guide to America's Public Gardens. National Geographic.

LeToquin, A. and Bosser, J. 2004. The Most Beautiful Gardens in the World. Harry N. Abrams.

Pigeat, J. 2010. Gardens of the World: Two Thousand Years of Garden Design. Flammarion.

Spencer-Jones, R. 2012. 1001 Gardens You Must See Before You Die. 2nd Ed. Barron's Educational Series.

Weaver, S. 2008. Creating Great Visitor Experiences: A Guide for Museums, Parks, Zoos, Gardens, and Libraries. Routledge.

Tentative Itinerary

Week 1 (May 9-13)

May 9th

Depart: Gainesville 5:30PM

Arrive: Ft. Pierce, FL 9:00PM

May 10th

Arrive: Heathcote Botanical Garden (Ft. Pierce) 8:50AM

Depart: Heathcote 11:00AM

Lunch 11:15-11:45PM

Arrive: Mounts Botanical Garden (West Palm Beach, FL) 12:45PM

Depart: Mounts 3:30PM

Arrive: Delray Beach, FL 4:30PM

May 11th

Arrive: Morikami Museum and Gardens (Delray Beach, FL) 9:50AM

Depart: Morikami 12:00PM

Lunch 12:00PM-12:30PM (Lunch at Morikami)

Arrive: Miami Beach Botanical Garden 2:00PM

Depart: Miami Beach Botanical Garden 4:00PM

Tour: South Beach and Dinner

Arrive: Coral Gables, FL 8:00PM

May 12th

Arrive: Fairchild Tropical Botanic Garden 9:15AM

Depart: Fairchild 1:30PM (lunch at Fairchild)

Arrive: Montgomery Botanical Center 1:45PM

Depart: Montgomery 4:00PM

Arrive: Naples, FL 7:00PM

May 13th

Arrive: Naples Botanical Garden 8:45AM

Depart: Naples Botanical Garden 12:00PM (lunch at Naples Botanical Gardens)

Lunch: 12:00-12:30PM

Arrive: Marie Selby Botanic Gardens 2:45PM

Depart: Marie Selby 5:00PM

Arrive: Gainesville 8:00PM

Week 3 (May 23-27)

May 23rd

Depart: Gainesville 1:00PM

Arrive: USF Botanical Garden (Tampa, FL) 3:00PM

Depart: USF 5:00PM

Arrive: Lake Wales, FL 8:00PM

May 24th

Arrive: Bok Tower Gardens (Lake Wales, FL) 7:50AM
Lunch at Bok (11:00-11:30AM)
Depart: Bok 11:30AM
Arrive: McKee Botanical Gardens (Vero Beach, FL) 1:00PM
Depart: McKee 3:00PM
Arrive: Florida Institute of Technology 4:00PM
Depart: FIT 5:00PM
Arrive: Orlando, FL 7:00PM

May 25th

Arrive: Harry P. Leu Botanical Gardens (Orlando, FL) 8:50AM
Depart: Leu 12:00PM
Lunch: 12:00-1:00PM
Arrive: Mead Botanical Garden (Orlando, FL) 1:30PM
Depart: Mead 3:30PM
Arrive: Gainesville 6:00PM

Week 5 (June 6-10)**June 6th**

Depart: Gainesville 7:30AM
Arrive: Alfred B. Maclay Gardens State Park (Tallahassee, FL) 9:45AM
Depart: Maclay 12:00PM
Lunch: 12:00-1:00PM
Arrive: Gainesville 3:30PM

June 7th

Depart: Gainesville 7:00AM
Arrive: Cummer Museum and Gardens (Jacksonville, FL) 9:00AM
Lunch: 12:00-1:00PM (Cummer Museum or surrounding area)
Depart: Cummer 1:00PM
Arrive: Jacksonville Zoo and Gardens (1:30PM)
Depart: Jax Zoo 4:00PM
Arrive: Gainesville 6:00PM

June 8th

All trips in Gainesville
Arrive: Wilmot Gardens (UF Campus) 9:00AM
Depart: Wilmot 10:30AM
Arrive: UF University Gardens and Arboretum 10:45AM
Depart: UF 12:45PM
Lunch: 12:45-1:15PM
Arrive: Kanapaha Botanical Garden 1:30PM
Depart: Kanapaha 4:00PM

Weekly Course Schedule (subject to change at instructor's discretion)

Week	Dates	Location	Field Trip Major Topics	Assigned Readings
0	May 2-6			Chapters: 1, 6, 8, 9, 13, 14, 15, 19, 21, 22, 23, 25, 26
1	May 9-13			
	May 9	Field trip questions due in Canvas by 5:00PM		
	May 9	Depart Gainesville (refer to itinerary)		
	May 10	Heathcote Botanical Gardens: https://www.heathcotebotanicalgardens.org/	TBD	TBD
	May 10	Mounts Botanical Garden: http://www.mounts.org/	Careers in PGM, skill building for success in PGM	Ch. 26
	May 11	Morikami Museum and Gardens: http://morikami.org/	Resource development, maintenance, display v. botanic garden, growth management	Ch. 13, 23
	May 11	Miami Beach Botanical Garden; http://www.mbgarden.org/	TBD	TBD
	May 12	Fairchild Tropical Botanical Garden: http://www.fairchildgarden.org/	Volunteerism, Education (citizen scientists), Marketing	Ch. 8, 14, 15, 19, 21, 22
	May 12	Montgomery Botanical Center: http://www.montgomerybotanical.org/	Endowments: function and management	Ch. 9, 21, 22
	May 13	Naples Botanical Garden: https://www.naplesgarden.org/	Community involvement, managing the enterprise, planning	Ch. 6, 14, 23, 25
	May 13	Marie Selby Botanic Garden: http://selby.org/	TBD	TBD

2	May 16-20			Chapters: 7, 13, 17, 21, 22, 23, 25, PDF on course website
	May 18	Student presentation and peer assessment of journal rough drafts, field trip discussions (PSF 5)		
	May 20	Field Trip Journal #1 due in Canvas		
3	May 23-27			
	May 23	Field trip questions due in Canvas by 12:00PM		
	May 23	Depart Gainesville (refer to itinerary)		
	May 23	University of South Florida Botanical Garden: http://gardens.usf.edu/	TBD	TBD
	May 24	Bok Tower Gardens: https://boktowergardens.org/	Creating a garden vision, long-range planning	Ch. 21, 22, 23, 25
	May 24	McKee Botanical Gardens: http://www.mckee garden.org/	Interpreting gardens to visitors, events and exhibits	Ch. 17
	May 24	Florida Institute of Technology Botanical Garden: http://garden.fit.edu/	Just for fun, time permitting	
	May 25	Harry P. Leu Botanical Gardens: http://www.leugardens.org/	Estate gardening, Interviewing for public garden positions	Hampton Court Palace Management Plan (see course website for PDF)
	May 25	Mead Botanical Gardens: http://www.meadgarden.org/	Personnel management, garden revitalization, building an advisory board	Ch. 7, 13
4	May 30- June 3			Webpage, Chapters: 1, 6, 7, 9, 10, 11, 17, 20, 23, Appendix F
	June 1	Student presentation and peer assessment of journal rough drafts, field trip discussions (PSF 5)		

	June 3	Field Trip Journal #2 due in Canvas		
5	June 6-10			
	June 6	All field trip questions for this week due in Canvas by 7:00AM		
	June 6	Depart Gainesville (refer to itinerary)		
	June 6	Alfred B. Maclay Gardens State Park https://www.floridastateparks.org/park/Maclay-Gardens	Managing historical landscapes	National Park Service website resource (see course website), Ch. 1: pages 8-9, 11, Ch. 20: pages 265-266
	June 7	Depart Gainesville (refer to itinerary)		
	June 7	Cummer Museum and Gardens http://www.cummERMuseum.org/	Synthesis of art and living collections, outdoor galleries, historic property management	Ch. 6, 17, 20
	June 7	Jacksonville Zoo and Gardens http://www.jacksonvillezoo.org/	Funding sources, master planning	Ch. 10, 11, 23
	June 8	Depart Gainesville (refer to itinerary)		
	June 8	Wilmot Gardens http://wilmotgardens.med.ufl.edu/	Garden restoration, therapeutic horticulture program	Appendix F
	June 8	UF Gardens and Arboretum	TBD	TBD
	June 8	Kanapaha Botanical Garden http://kanapaha.org/	Working with board of directors, creative funding, staffing	Ch. 7, 9
6	June 13-17			
	June 15	Student presentation and peer assessment of journal rough drafts, field trip discussions (PSF 5)		
	June 17	Field Trip Journal #3 due in Canvas by 5:00PM		