# School of Global Sustainability

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      College of Arts & Sciences, Sociology – Maralee Mayberry
      College of Business – Sharon Hanna-West
      College of Business, Management & Organization – Alan Balfour
      College of Engineering, Chemical and Biomedical Engineering – Norma Alcantar
      College of Engineering, Civil & Environmental Engineering – James Mihelcic
      College of Engineering, Civil & Environmental Engineering – Daniel Yeh
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   Including Letter of Support from Deans
A new School of Global Sustainability is being proposed by Academic Affairs (at the recommendation of a
faculty committee). In keeping with the Memorandum of Understanding Concerning Principles,
Guidelines, and Procedures for Major Organizational Restructuring of Academic Units at the University
of South Florida, signed on February 4, 2009 by Provost Ralph Wilcox and Faculty Senate President
Larry Branch, we submit this proposal for discussion, consultation, and a vote of compliance with the
MOU.

Our vision for the School of Global Sustainability is inclusive and holistic, based on
integrated interdisciplinary research, scholarship and teaching. Its strength will derive from
the committed involvement of faculty representing natural and social sciences, engineering,
business, the humanities, arts, and health. There will be a role for faculty and students
throughout the university to contribute to its growth and evolution, according to their skills
and interests. Our definition rests on the concepts of justice, social equity and
economic viability, known as the "three pillars" of sustainability (2005). 2005 World Summit
Outcome, Resolution A/60/1, adopted by the General Assembly on 15 September 2005).  Our
definition of sustainability reflects what the UN and the World Wildlife Fund suggest as the
process of improving the quality of human life while living within the carrying capacity of
supporting eco-systems. We use the definition where human, societal, environmental,
material, and economic activities are fundamentally integrated dimensions that are mutually
reinforcing.
• The school is launched with the Master of Arts in Global Sustainability program, but the vitality of the school will be generated by performances, collaborations, courses, discussions, shared ideas, research, explorations, and engagements from all USF affiliated faculty and students. No faculty will be housed in the school, and there will be no Dean;
• It will be managed by a Director and affiliated scholars; The MA degree on Global Sustainability, will focus initially on water; other concentrations will be developed in response to faculty and student interests.

We might envisage, for example, concentration courses on such themes as global sustainability and food security and health, the designed and natural environments, gender, ethnicity and class, global citizenry, microbiology of marine life, climate change, coastal wetlands, the history of sustainable communities, the role of the arts in megacities, and the functioning of civic responsibility. Some faculty have expressed an interest in designing certificates, such as a Global Learning Certificate, that would give our students opportunities to bring together courses from a variety of departments focusing on global learning experiences.

The future of the School will depend upon the involvement of faculty, students, and colleges. In several years, it might be possible to develop a series of dual MA degrees, perhaps an MS degree, and even a doctoral program. Along with certificates, the creation of an undergraduate minor might be considered if there was sufficient interest. It is possible to imagine funding opportunities such as multi-year seed grants for faculty and students to conduct integrated interdisciplinary research, teaching, and creative activities. We hope that outreach to local and global communities will increase and that an External Advisory Board from business and industry will be created in addition to the Faculty Advisory Council. We would like to see the creation of a network of agencies – nonprofit, for profit, governmental, industrial – that would come to the SGS because of the quality of our students. Internships, for instance, with respected groups like the Foundation for Sustainable Development would be mutually beneficial, providing our students with real-world experience and providing agencies with excellent students.

The School might also house post-doctoral appointments, develop university-wide symposia, create workshops, host performances, collaborate on productions, and host visiting scholars. In each case, the development will be designed in conjunction with colleges and faculty, and will be created to augment and support existing strengths and interests. The School will provide means for intellectual discussion, shared development of ideas, collaborating across disciplines, and shared production of knowledge.
This proposal is our attempt to capture some of the excitement and expertise surrounding sustainability at USF in a dynamic, fluid, evolving and inclusive model. This document addresses the need, vision, and process for the creation of a new school, in particular, as these relate to the guidelines outlined in the MOU between the USF Faculty Senate and Academic Affairs. But the content will evolve to reflect faculty and student interest and commitment, out of which the idea for a school of sustainability emerged. With the strategic emphasis on integrated interdisciplinary research and teaching, and the development of the Healthy Sustainable Communities grant program, a clear consolidation of university-wide interest galvanized student and faculty actions. A brief review of recent history shows:

- 2006 USF’s Sustainable Healthy Communities Initiative announced;
- April 12, 2008 President Genshaft signed the American Colleges and University Presidents’ Climate Commitment (ACUPCC);
- April 20, 2008 Creation of the USF Sustainability Steering Committee (in response to the ACUPCC);
- October, 2008 Ad hoc discussions began about a virtual school of sustainability;
- September, 2009 SGS Faculty Advisory Council created.

This proposal is the result of that interest and the hard work of students and faculty to see USF identify a free-standing School of Global Sustainability. These student and faculty activities (listed in Appendix A) often developed in informal groups or initial discussions. As the discussion is becoming more formalized, we are requesting participation and consultation with members of the USF Faculty Senate, college deans and associate deans, departmental chairs, and faculty and students from across the university.

I. **Statement of Need**

In President Genshaft’s 2009 State of the University address, she noted that USF’s third signature area, Sustainable Communities, ‘has caught fire.” Consistent with USF’s Strategic goals of increasing Global Impact and Literacy, Interdisciplinary Integrated Inquiry, Community Engagement, and Student Success, the creation of a School of Global Sustainability fulfills the Sustainable Healthy Communities promise that has excited so many USF faculty and students over the past several years. In addition, it leverages USF’s existing strengths to build on new opportunities. The recent collapse of the economy and the increasing concern over climate change, water quality and quantity, the experience of urban life, energy dependence, social equity, and environmental contamination and health have created remarkable new possibilities for faculty and students at the University of South Florida to help rebuild both the market and the planet (“Doing the Recovery Right,” *The Nation*, Jan. 28. 2009).
So called “green collar” or sustainability jobs, in which professionals solve problems in energy use and transportation, are emerging in practically every commercial, governmental, and nonprofit sector—with job titles such as sustainability officer, sustainable design professional, resource manager, and energy engineer (“What Is a Green-Collar Job, Exactly?”, *Time Magazine*, May 26, 2008; “Greening the Rustbelt”, *The Economist*, Aug. 13, 2009). Numerous other examples can be found at www.greenjobs.com, www.sustainablebusiness.com, and www.ecojobs.com. The 2009 Kaplan College Guide’s top 10 “hot green careers” ([www.kaplan.edu](http://www.kaplan.edu)) are in environmental design and engineering, hydrology, solar energy, and transportation system planning — all key strengths of the University of South Florida.

The “green economy” is already big business (“Growing ‘Green’ Jobs Is a Long-Term Task, Advocates Say,” *The New York Times*, Aug. 14, 2009). The new Green Collar Jobs report ([www.ases.org/greenjobs](http://www.ases.org/greenjobs)) from the nonprofit American Solar Energy Society and Management Information Services, a Washington D.C. economic research firm, documents that the renewable energy and energy efficiency industries represented more than 9 million jobs and $1,045 billion in U.S. revenue in 2007. The renewable energy industry grew three times as fast as the U.S. economy, with the solar thermal, photovoltaic, biodiesel, and ethanol sectors leading the way, each with 25%+ annual revenue growth. By 2030, they forecast as many as 37 million jobs from renewable energy and energy efficiency. According to a *New York Times* article on September 1, 2009: “The new majors are service science, health informatics, computational science, sustainability, and public health. Some new majors arise in response to student demand, while other degree programs are meant to provide an industry with workers. Many cross disciplinary boundaries, such as combining environmental science with agriculture or bringing together chemists and computer scientists.”

“Most of the interesting work today is done at the interstices of disciplines,” says Robert B. Reich, a former U.S. labor secretary and a professor of public policy at the University of California at Berkeley.”

With regard to Florida, The Pew Charitable Trust ([www.pewtrusts.org](http://www.pewtrusts.org)) reports that the state’s clean energy economy grew 7.9 percent between 1998 and 2007. Florida was among the top 10 for jobs in America’s clean energy economy – and the only state in the nation with its own cap-and-trade policy, helping to create market demand for clean energy generation ([southflorida.bizjournals.com](http://southflorida.bizjournals.com)). The Pew’s definition of green jobs runs the gamut and includes engineers, plumbers, administrative assistants, construction workers, machine setters, marketing consultants, teachers, and many others with annual incomes ranging from $21,000 to $111,000.

While schools and colleges of sustainability exist at a variety of universities (e.g. Arizona State University, University of Washington, Colorado State, and others), there is no School of Global
Sustainability anywhere. (Please see Appendix B for a listing of sustainability programs in the State University System of Florida). The USF proposal is distinct for two reasons: 1) Its focus on global sustainability issues such as water, climate change, marine life, megacities and urban life, transportation, cultural diversity and history, and environmental health, and 2) its distinctive MA program, which is delivered primarily on-line, plus a requirement for residency periods, one at USF and the second at any one of our global partner universities. Many of the existing and developing schools reproduce standard models of discipline-based research and teaching. The proposed USF model reflects our commitment to transforming educational practice by leveraging existing intellectual capital, geophysical location, emerging technologies, and our local and global partners. The online offering of the MA joins the over 20 online graduate programs already approved and implemented at USF. This online program will be carefully developed with Ecampus to assure the highest quality and development will include applying best practices of adult education, including competency-based learning. Key characteristic of the USF SGS will be:

- The School is rooted in our geophysical as well as intellectual capital – Tampa Bay’s coastal shorelines, with two thirds of the State of Florida being surrounded by water. Florida has a critical need for fresh water, and a need to sustain our environment;
- USF offers renowned researchers in climate change, coastal environments, sustainable cities, health and society, education, and STEM areas related to sustainability;
- SGS will bring it all together, providing an online MA program, along with an on-campus intellectual center for shared engagement, facilitating the creation of integrated, interdisciplinary research teams;
- Thus the School will become a magnet attracting USF scholars and students to work together on transdisciplinary research, curricular development, innovative collaborative-teaching, and partnerships with universities in Europe, Africa, Asia, and Latin America and the Caribbean.
- The initial emphasis will be on global sustainability and water, but the School will evolve to reflect a broader focus on Sustainable Healthy Communities, as outlined above.
- FTE generated will follow participating faculty to their respective departments/colleges;

Thus the University of South Florida is poised to make a significant contribution to training students for the new Green Economy with a post-baccalaureate degree in Global Sustainability. Allied to USF new Office of Community Engagement, and the Office of Sustainability, the School will collaborate with other university entities and partners such as USF World/Patel Center, the USF-UNESCO IHE, the USF Water Institute, the International Oceanographic Institute, NOAA, and the US Navy (See organizational chart in Appendix C).
The newly constituted Faculty Advisory Council members are:

<table>
<thead>
<tr>
<th>College</th>
<th>Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Senate</td>
<td>Arthur Shapiro</td>
</tr>
<tr>
<td>Architecture (Arts)</td>
<td>Robert MacLeod</td>
</tr>
<tr>
<td>Geology (CAS)</td>
<td>Jeff Ryan</td>
</tr>
<tr>
<td>Sociology (CAS)</td>
<td>David Jacobson</td>
</tr>
<tr>
<td>Geography (CAS)</td>
<td>Phil Reeder</td>
</tr>
<tr>
<td>Behavior and Community Sciences</td>
<td>Teresa Nesman</td>
</tr>
<tr>
<td>Business (COBA)</td>
<td>Sharon Hanna-West</td>
</tr>
<tr>
<td>Marketing (COBA)</td>
<td>Barbara Lafferty</td>
</tr>
<tr>
<td>Secondary Education (COEDU)</td>
<td>Allan Feldman</td>
</tr>
<tr>
<td>Civil &amp; Environmental Engineering (COENG)</td>
<td>James Mihelcic</td>
</tr>
<tr>
<td>Mechanical Engineering (COENG)</td>
<td>Delcie Durham</td>
</tr>
<tr>
<td>Marine Science (CMS)</td>
<td>Mya Breitbart</td>
</tr>
<tr>
<td>Marine Science (CMS)</td>
<td>Al Hine</td>
</tr>
<tr>
<td>Marine Science (CMS)</td>
<td>Frank Muller-Karger</td>
</tr>
<tr>
<td>Global Health (COPH)</td>
<td>Boo Kwa</td>
</tr>
<tr>
<td>Public Health (COPH)</td>
<td>Deanna Wathington</td>
</tr>
<tr>
<td>Nursing</td>
<td>Cecilia Jevitt</td>
</tr>
<tr>
<td>Nursing</td>
<td>Sandra Cadena</td>
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II. MOU between the USF Faculty Senate and Academic Affairs - Guidelines, and Procedures for Major Organizational Restructuring of Academic Units at the University of South Florida

A) A description of the proposed changes. The MOU describes the need for review by the Senate for any major reorganization which includes “…any creation…of academic…schools,…” This proposal is for the development of a free standing School of Global Sustainability (SGS) developed from existing professional, scholarly, curricular, and outreach expertise of current faculty. The model for the SGS is not unlike that of the USF Honors College, which relies primarily on faculty from existing USF departments to participate in the delivery of its programs, thus offering a very successful, model upon which to base the structure of the SGS.
Similar to the existing Honors College model, the Graduate School will house the SGS and the MA degree program which will involve colleges, schools, and departments across the institution. Eventually the degree program will be under the School of Global Sustainability. The involvement of the Graduate School is paramount since its mission is to prepare students as global leaders. Through the Graduate School and its related Graduate Council, the SGS and degree programs will be directly connected to the one campus unit whose mission is to serve as the University’s hub of leadership for graduate education. The quality and academic rigor of any degree or certificate program in the School of Global Sustainability will be evaluated through established university policies and procedures, which include review by the Graduate Council, a standing council of the Faculty Senate. The current proposal for an M.A. in Global Sustainability has passed through this and other channels. The current proposal for the M.A. calls for internet based coursework, which includes regular contact with faculty via Elluminate, Skype, and other developing communications technologies. As the program takes shape, this format may be expanded to include in-person class meetings on campus.

The SGS will not be a “bricks and mortar” school, but rather one “without walls,” an umbrella organization sheltering scholars, students, organizations, campus groups, and partner global organizations that share a common interest in global sustainability. It will have no faculty tenured in the School, but rather a group of affiliated scholars. The ‘inaugural program’ of the MA will draw heavily from the existing Water, Health, and Sustainability certificate initiated two years ago as a result of funding provided through the Healthy Sustainable Communities program. That certificate, housed in Engineering, is based on courses offered through the Colleges of Arts and Sciences, Public Health, and Engineering. It is our hope that, effective immediately, all USF colleges will become directly involved through the SGS Faculty Advisory Council.

Clearly the SGS will also need to work closely with the Graduate School, the USF Libraries, Offices of Sustainability and Community Engagement. We enter into this discussion with the USF Faculty Senate as a dialogue to provide some common understandings about the best way to move forward with this exciting initiative.

B) **Rationale for the proposed change:**
Please see Section I (Statement of Need), above.

C) **A reasonable statement of the financial and budgetary consequences of the changes.**
The organization of the School will reflect a new paradigm. While it will be managed by a full-time Director, a part-time Assistant Director, academic advisor and clerical staff, it will
not require a full administrative structure. The School will, in the first instance, be academically housed in the Graduate School, reporting to the Graduate Dean, allowing for greater administrative efficiencies and optimizing interdisciplinary opportunities. It is anticipated that the search for the Director will be conducted during the 2009/2010 academic year, yielding a tenured faculty appointment in a college other than the SGS, with a direct reporting line to the Dean of the Graduate School.

The resources required for the proposed SGS are NEW resources and represents just one part of Academic Affairs’ STRATEGIC allocation of funds in AY 2010/2011, along with new permanent faculty and staff lines (already allocated to existing colleges), minor PECO renovation funds, new graduate fellowships and GA positions, and enhanced value of graduate fellowships and GA stipends. Accordingly, these funds will NOT be reallocated from existing departmental/college budgets.

**School of Global Sustainability Proposed Budget (FY 2010/2011):**
*Including the MA program in Global Sustainability*

Revenues (all source):
Includes an allocation of $500,000 in new E&G startup funds for the School derived from tuition revenues in AY 2009/2010

Private giving (endowment for scholarships, professorships, operating support) $300,000
Research contracts and grants (direct costs @ 100%) $1,500,000
Research contracts and grants (indirect costs @ 25%) $375,000
*State appropriation (approx. $10,000/GR I FTE @20) $200,000
*Tuition Revenues (33 GR SCH @ $292/Resident Student [10] and $869/Non-Resident Student [10] in an annual cohort of 20 GR students) $383,130
*Special program fee ($10,000/student for an annual cohort of 20 GR students) $200,000
*Distance learning fees (21 GR SCH @ $50/SCH for an annual cohort of 20 GR students) $21,000

$2,979,130

Expenditures:
Director’s Salary ($150,000 for 12 months + benefits) $195,000
Assistant Director’s Salary ($50,000 for 12 months + benefits) $65,000
*Academic Advisor ($45,000 for 12 months + benefits) $58,500
Office Assistant ($40,000 for 12 months + benefits) $52,000

Research contracts and grants (direct costs) $1,500,000
Research contracts and grants (indirect cost distribution @ 70%) – return to ORI $262,500
- Based upon the 70:30 distribution formula. Actual distribution may vary
Research contracts and grants (indirect cost distribution @ 30%) – return to School/PI $112,500
- Based upon the 70:30 distribution formula. Actual distribution may vary

*Special program costs (including residency, study abroad, etc) $88,500
*Adjunct instructional costs (12 SCH @ $1,500/SCH) $18,000
*Course development for online delivery (7 courses at $5,000 each) $35,000
*Tuition return to instructional units (in new faculty lines) $383,130
- Consistent with consolidated enrollment and annual faculty hiring plan guidelines

Operating Expenses, travel, seed grants, marketing $60,043
Statutory Reserve @ 5% $148,957

$2,979,130

The estimated (initial) budget for the proposed School is $500,000. It should be noted that the primary investment will be in faculty administrator appointments (Director and Asst Director), as well as faculty and student support. This is consistent with USF’s strategic plan to re-shape student enrollment as we seek to achieve our strategic goal of 25% graduate headcount and FTE on the Tampa campus. This is important because, as the program matures, I expect that the SGS will generate additional revenues through graduate tuition, private giving and competitive, external research funding. As such, the initial budget investment may be viewed as non-
recurring “frontloading” (which is common with the general “startup” of new programs/departments/schools/colleges), with the high probability expectation that the budget will be self-generating in the near future.

D) **An examination of the likely consequences of the changes:**
   - Increased student enrollment in courses within the SGS umbrella (whose SCH returns to their home departments);
   - The School will adapt the model provided by the Honors College;
   - Increased role for the Graduate School as a leader in graduate education;
   - The School and academic programs may expand into other related formats such as face-to-face classes, other MA programs, and/or a doctoral program;
   - Increased faculty interactions across disciplines related to sustainability;
   - Increased transdisciplinary proposals submitted for external funding (i.e. NSF, IGERT, NSF-LTER, MacArthur Foundation. etc.);
   - Increased visibility locally, regionally, and globally as an important source for information, consulting, recruiting, engagement, community and global partnerships;
   - Increased visibility of USF departments engaged in sustainability research and teaching;
   - Increased global exposure for faculty recruiting;
   - Increased global exposure for graduate student recruiting;
   - Increased communication across departments and colleges related to research and teaching about global sustainability;
   - Increased critical mass dedicated to research and teaching on global sustainability;
   - Decreased isolation of researchers from distinct colleges sharing similar interests;
   - Decreased replication of effort and marketing for sustainability courses, programs; and
   - Increase Global Experience (student international internships).

E) **A proposed and reasonable timeline for the implementation of changes.** It is important to note that while these ad hoc discussions have been on-going for 18 months, the Senate was not formally involved until the Provost asked that timing of the SGS be accelerated and formalized. Within 24 hours of his announcement, attempts were made to secure a meeting with the SEC either formally or informally (in order to meet earlier that the next meeting). We anticipate moving through consultation, modifications, feedback, and agreement for an innovative model of the SGS in time for presentation for approval to the BOT at their December 16, 2009 meeting. The Director search will be initiated in Spring 2009, and completed by the end of the semester. Student cohort will be recruited in the spring of 2010 for the initiation of the MA program in Summer, 2010.
F) A brief description of the nature of consultations with the academic entities affected by the changes, including a summary of their units’ responses.

We are continuing to reach out to as many groups on campus as we can to discuss the proposed School. So far, this engagement has been both productive and illuminating. As you can see in the 10.15.09 version of the proposal, comments and ideas from the faculty have strengthened the proposal. We sent out an invitation to meet with any department who wishes to know more about the proposed SGS. We think this is an important means to continue the shared evolution of the idea of such a school. No minutes were taken during the informal meetings noted below, but in response to the request by the Senate SEC, minutes from the meetings since that request are attached in Appendix D.

In addition, we invited letters of endorsement from faculty for the School. These are included in Appendix D. Initial discussions with interested faculty members began in January 2007 and has continued throughout the following 18 months;

- Creation of a faculty committee with Tom Crisman as chair to investigate existing course and possibilities for a Virtual School of Sustainability (VSOS) December 2008;
- Campus wide discussions about a school of sustainability, January – June 2009;
- Exploration Committee for a School of Sustainability constituted, May 2009;
- Small ‘nimble’ SGS Steering Committee created, August, 2009;
- Presentation to the Council of Deans, September 7th, 2009
- Consultations with Associate Deans Council, September 9th, 2009
- Consultation with the USF Faculty Senate Executive Committee, September 9th 2009;
- Consultation with USF Faculty Senate, September 23, 2009
- Consultation with the Council of Chairs, September 25, 2009;
- Continued consultations with faculty, students, and administration throughout 2009;
- Presentation to the AAMC on September 28, 2009; (minutes attached)
- Presentation to the SEC on Oct 7th, 2009;(minutes attached)
- Presentation to the Directors, College of the Arts, Oct.7th, 2009 (no minutes taken)
- Discussions with SEC representatives on Oct.21, 2009 (no minues taken)
- Discussion with the Council of Associate Deans, Oct. 21 2009 (minutes attached)
- Discussion with Senate Oct. 21st, 2009;(minutes attached)
- Planned presentation to the BOT, December 16th 2009;
- Proposal for MA program moves through the Graduate Council Sept-Dec. 2009;
- Global search for SGS Director Spring 2010.
- Recruit students for 1st cohort Spring 2010

Responses: Discussions with faculty and student groups across the campus have been mostly positive, constructive and useful. The proposal continues to be modified to include suggestions and concerns from faculty and other stakeholders. Discussions and modifications to the proposal are continuing.

Revised: 11.18.09
APPENDIX A: Committees and Student Groups

1) **September 2009 ‘Nimble’ SGS Steering Committee Members:**

Linda Whiteford Provost’s Office (Co-Chair)
Karen Liller Graduate School (Co-Chair)
Christian Wells Anthropology (CAS), Director, Office of Sustainability
Richard Pollenz Graduate School
Bill Hogarth Marine Science (CMS)
Delcie Durham Mechanical Engineering (COENG)
Richard Nisbett Global Health (COPH)
Wayne Westhoff Global Health (COPH)
James Mihelcic Civil & Environmental Engineering (COENG)
Sharon Hanna-West Business (COBA)
David Jacobson Sociology (CAS)
Kevin Archer Geography (CAS)

Representatives from COED, COTA, and BCS have been requested.

2) **June 2009 Committee to Explore School of Sustainability**

Linda Whiteford Provost’s Office - Chair
Susan Bell Integrative Biology (CAS)
Mya Breitbart Marine Science (CMS)
Robert Brinkmann Geography (CAS)
David Jacobson Sociology (CAS)
Sharon Hanna-West Business (COBA)
Bill Hogarth Marine Science (CMS)
John Jermier Business (COBA)
Boo Kwa Global Health (CPH)
James Mihelcic Civil & Environmental Engineering (COENG)
Daniel Yeh Civil & Environmental Engineering (COENG)
Rebecca Zarger Anthropology (CAS)

3) **April 2008 USF Sustainability Steering Committee**

Linda Whiteford Provost Office
Robert Brinkmann (Co-Chair) Geography
Sharon Hanna-West (Co-chair) Business
Nainan Desai Physical Plant
Barbara Donerly Facilities Planning
Delcie Durham Mechanical Engineering
Sara Hendricks CUTR
Elizabeth Kaplon Residence Services
Siva Prakash Physical Plant
Daniel Yeh Civil & Environmental Engineering
Leila Proctor Facilities Planning
4) **October 2008 Green Fee Student Committee**
Cohen Andrew  
Crystal Belden  
Sarah Niewold  
Mekhala Sastry  
Stefano Portigliatt  
Mark Walsh  
Nainan Desai  

**Student Government**

**Business Student**

**Student Government**

**Student Government**

**Government Relations**

**Physical Plant**

**Sustainability Student Groups:**

1) **Emerging Green Builders**

**Mission:** to create a mutually beneficial relationship among USF students, the Tampa Bay community, and local business leaders in the area of green building and sustainability

2) **Engineers for a Sustainable World**

**Mission:** to engage a multidisciplinary group at the University of South Florida in actively reducing poverty by improving environmental, social, and economic sustainability worldwide

3) **Engineers without Borders**

**Mission:** to partner with developing communities worldwide in order to improve their quality of life

4) **Necessary Improvements to Transform our Environment**

**Mission:** to advocate continuous campus safety and student health

5) **Student Environmental Association**

**Mission:** to educate the community about the environment and work towards making USF more environmentally-friendly

**USF Faculty or staff or faculty/staff/student groups in which sustainability is a central part of their mission:**

1) **Center for Urban Transportation Research**

**Mission:** to serve as a resource for policymakers, transportation professionals, the education system, and the public by providing high quality, objective transportation research

2) **Clean Energy Research Center**

**Mission:** to develop, evaluate and promote commercialization of new environmentally clean energy sources and systems such as hydrogen, fuel cells, solar energy conversion, biomass utilization, etc., that meet the needs of the electric power and the transportation sector through multi-disciplinary research, technical and infrastructure development and information transfer
3)  **Dr. Kiran C. Patel Center for Global Solutions**  
**Mission:** to promote and support nonpartisan, independent applied research that leads to the discovery, dissemination and application of new knowledge about the sources of and solutions to problems of global concern

4)  **Facilities Planning and Construction**  
**Mission:** to provide leadership through comprehensive, professionally based management services in the development of university facilities and a collegial environment conducive to research, education and community service

5)  **New North Transportation Alliance**  
**Mission:** to improve transportation to the highest level for all travelers in the New North area
APPENDIX B

Other SUS similar programs:

There is no “School of Global Sustainability” in the State University System of Florida.

What does exist in Florida is:

1) B.S. Programs at 2 schools
   • University of Florida – Sustainability and Building Design – 120 hours
   • St. Petersburg College – Sustainability Management – 120 hours

2) Minor at 2 schools
   • University of Miami – Global Perspectives on Sustainability – 19 hours
   • University of Florida – Sustainability Studies - 18 hours

3) Graduate Certificates at 3 schools
   • Florida State University – Global Pathways in Environmental Sustainability (new masters program being developed)
   • Florida Atlantic University – Environmental Studies
   • Florida International University – Program with ISLACC
   • University of South Florida – Water, Health, and Sustainability

Across the US, the following sustainability programs exist:

Majority of information retrieved from www.aashe.com – Association for the Advancement of Higher Education.

   • Bachelor of Arts Programs – 6 (1 non-US)
   • Bachelor of Science Programs – 10 (2 non-US)
   • Master of Arts Programs – 4
• Master of Science Programs – 6 (1 non-US)
• Doctoral Programs – 4 (2 non-US)
• University of Pittsburgh – Masters in Development Planning and Environmental Studies – 48 hours
• University of California – Irvine – Minor in Global Sustainability (21 hrs) – Certificate in Sustainability Leadership (15 hrs)
• North Carolina State University – Research Experience for Undergrad in Sustainability
• University of California – San Diego – Certificate in Sustainable Business Practices – 14 units

The University of Florida offers the Bachelor of Science in Sustainability and the Built Environment in the College of Design, Construction and Planning (http://www.dcp.ufl.edu/sustainability/bachelor). The degree is a four-year, 120-credit hour program of which 48 hours are required courses including a 6-credit hour capstone course, and 21 hours of approved electives. There are two tracks. The first is a general degree program accessible to students at either the sophomore or junior levels. The second track is for students interested in a combined bachelor’s and master’s degree. The combined degree is structured as a 4+1 program leading to a Master of Arts in Urban and Regional Planning.

The University of Florida also offers an M.S. and Masters of Engineering degrees with a specialization in water resources planning and management. It is a 30-hour online program that includes courses on water resources planning, decision support systems, water resources infrastructure, water flow, and economics (www.ufedge.ufl.edu).

In June of 2009, the University of Florida was awarded nearly $1 million from the MacArthur Foundation to create a new master’s program in sustainable development, building on UF’s strengths in tropical conservation and international development. The program does not yet exist and will be administered jointly by the Center for Latin American Studies, and the Center for African Studies.

The College of Social Science at Florida State University offers a “Global Pathways Certificate,” which is advertised as “an interdisciplinary concentration in Environmental Studies that provides an in-depth understanding of the social and institutional context of contemporary environmental concerns” (http://global.fsu.edu/students/certificate/certificate.htm). In addition, the FSU College of Law offers a concentration in Environmental and Land Use law (http://www.law.fsu.edu/academic_programs/environmental/index.html).
Finally, the University of Miami offers an interdisciplinary undergraduate minor in “Global Perspectives on Sustainability”. This 19 semester hour program “introduces students to the foundations of environmental sustainability and its complexities, with an emphasis on the approaches taken by people living under different geographic and economic conditions.” (http://www.miami.muohio.edu/academics/majorsminors/minors/globalperspectives.cfm)
APPENDIX C – School and Masters Program Meeting Minutes

School of Global Sustainability – Meeting Minutes

**Academic Affairs Management Council – September 28 Meeting Minutes**

Dr. Liller presented the item and noted that in the case of the MA program which will be covered in the next item and you will see more of it in the November meeting as it moves from AAMC to ACE and then to BOT in December if all goes well. The MA is now posted for review by the Graduate Council. Dr. Liller advised that she is representing Dr. Whiteford regarding the School of Global Sustainability since Dr. Whiteford could not be at this meeting as she is attending a conference. A PowerPoint presentation was provided and reviewed. Items reviewed were the history of the initiative, vision for the SGS, statement of needs, benefits, similar programs in Florida, organizational needs and changes, initial focus, advantages for USF, financial and budgetary needs, and expectations of the Senate. Dr. Noonan asked about workload issues when teaching interdisciplinary as opposed to core disciplinary courses and whether there are courses already developed. Dr. Liller clarified that the courses are existing courses and will be repackaged and converted to an online presentation. The faculty will be compensated for those efforts and will not be overburdened. Dr. Wilcox noted that one of the unique elements will be securing adjuncts, not in the traditional sense, but adjuncts that are the real authority on a particular topic. USF will need to leverage the intellectual capital. Dr. Ponticell noted that a modular concept works well and she shared information regarding the modular approach. Dr. Curran noted that some concerns are how we internally market the program to the leadership at the collegiate level, the issue of competition for resources, assignments and an erosion of autonomy and authority that the Deans and Directors have had. Another concern is whether our accounting systems are sufficiently mature so that the tuition will follow the generation at the class level, not at the assignment level, but actual delivery of time and effort. When you create a virtual school with a very lose matrix structure there will be concerns about academic advancement for individuals who have their tenure home elsewhere and they may be seen as piranhas unless the internal marketing is done adequately. Dr. Curran suggested that thought be given to whether it will be a multidisciplinary or an interdisciplinary program and then how it will interface with the initiatives in International programs of the university and how that will be effectively delivered. These are serious issues and while there is a lot of euphoria there are details that need to be considered. Dr. Curran noted that he is waiting for the data. Dr. Tobin provided an update on the status of the work completed by the Integrated Interdisciplinary Inquiry Taskforce. There is a draft report that itemizes some of the activities that need to be undertaken and that address a lot of the concerns noted. A brief overview was provided.

**ACTION:** Item will be forwarded to ACE for consideration at the November meeting.

**Associate Council of Deans – October 21 Meeting Minutes**

School of Global Sustainability (Linda Whiteford, AA)  Dr. Whiteford distributed the proposal to establish the new School of Global Sustainability. She provided an overview of the process
concerning the developing of the MUA. She acknowledged input from multiple people and
colleges across the university. The School of Global Sustainability will be led by a Director, not
a Dean. The search has been opened for this position and it has been posted. The School will
have a Director, Associate Director, and Advisor. The school is viewed as an umbrella entity
that would shelter inter-collaborative research and teaching about sustainability issues.
Feedback should be sent to her regarding the document, as it is a work in progress. Dr.
Whiteford then asked for comments, responses and questions concerning the School. The
bullets below reflect this feedback to Dr. Whiteford from the AD Council during the meeting:

- **Qualifications of the Director?** There was some discussion about whether trying to recruit
someone with the qualities denoted in the posted ad into a Director’s position (as opposed to
a Dean’s position) would dissuade potential candidates from applying. Dr. Whiteford felt
that we are simply trying to recruit the most qualified person who also has enthusiasm about
the role of Director.

- **Which of the programs in Florida are already well established?** Are there any that would serve as
models to grow into, or are we unique?” Dr. Whiteford replied that we are indeed unique
and that we don’t want to replicate the current SUS models. She also noted that UF will likely
have a similar program next year.

- **Dr. Perez noted that previous experience with cross-disciplinary, cross-college degrees makes
it appear as though it is difficult to obtain students. “Therefore, are we sure we will have
students?”** This generated much discussion amongst the colleges with cross-disciplinary and
joint degree programs. The majority of the opinions indicated that there was increased
interest among students in these degree offerings.

- **Will the Director of the School also be the Director of the Program?** Yes.

- **Instead of Director and Assistant Director, would it be helpful to dedicate those funds to the
establishment of a few faculty lines to create a strong teaching base within the school?** No, the
Director and Assistant Director are necessary. If the Departments/Colleges came forward and
said that they wanted to recruit someone to fill this niche in their department/college on
behalf of the School of Global Sustainability, a strong teaching base could still be formed.

- **Have tenure issues been worked out?** Tenure and promotion would be through the faculty
member’s home college. The School of Global Sustainability could provide a letter of support.

- **Has there been any interest or comments from the other institutions in the USF system?** Dr.
Whiteford responded that there has been interest, however, we would like to start small. We
will start with just this campus to ensure accountability.

These were the only comments from the meeting on October 21st concerning the School of
Global Sustainability.
In general, the Associate Deans were supportive of the SGS concept and proposal as presented at the meeting.

Faculty Senate Executive Committee – September 9 Meeting Minutes
Evolving Ideas on a School of Global Sustainability – Linda Whiteford

Associate Vice President for Academic Affairs Strategic Initiatives Whiteford presented a proposal for the creation of the first School of Global Sustainability. The proposal follows the Memorandum of Understanding (MOU) Concerning Principles, Guidelines, and Procedures for Major Organizational Restructuring of Academic Units at the University of South Florida signed on February 4, 2009 by Provost Ralph Wilcox and Faculty Senate President Laurence Branch.

Dr. Whiteford pointed out three things about this proposal: (1) this is the first opportunity to actualize the MOU. (2) This is an opportunity for USF to respond to faculty and student requests to have the opportunity to do a trans-discipline program.

(3) Although similar programs exist in Florida and within the country, there is nothing like the one being proposed at USF. A master’s degree in global sustainability is also in the process of being developed which would be housed within the School of Global Sustainability. The current iteration of the proposal will be electronically sent to Vice President Permuth. The SEC approved Dr. Whiteford’s request to put this item on the agenda for the September Faculty Senate meeting.

Faculty Senate – September 23 Meeting Minutes
PROPOSAL FOR A SCHOOL OF GLOBAL SUSTAINABILITY – Linda Whiteford

Dr. Linda Whiteford, Associate Vice President for Academic Affairs Strategic Initiatives, reviewed the joint project for a proposal to establish a new school at USF called a School of Global Sustainability (SGS). The presentation of the proposal was in keeping with the MOU signed by Faculty Senate President Branch and Provost Ralph Wilcox on February 4, 2009, when major organizational restructuring of academic units is proposed by the administration. Dr. Whiteford pointed out that expectations of the Senate are: (1) assess if the process is in compliance with the MOU; (2) provide consultative feedback on the School concept; and (3) offer ideas of ways in which to strengthen the future of the School.

Per the MOU, the Faculty Senate Office will send the proposal for the SGS by e-mail to members of affected academic entities to ask for their written comments by the October Senate meeting. Vice President Permuth has been asked to coordinate any and all comments and questions pertaining to the proposal.
Discussion of the proposed SGS will take place at the October Faculty Senate meeting. A vote of compliance of the development of the school as stated in the MOU will be conducted at the November meeting. Dr. Whiteford pointed out the vote would not be on the master’s curriculum.

B. Masters of Global Sustainability – Meeting Minutes

Academic Affairs Management Council – September 28 Meeting Minutes
Dr. Karen Liller presented the item and provided a brief history on the Master of Arts in Global Sustainability. A PowerPoint presentation was provided and reviewed. Items reviewed were learning outcomes, target population, entrance requirements, curriculum, program issues, and opportunities. Dr. Liller clarified funding for the program. Dr. Ponticell asked if they anticipated having other emphasis in the MA degree and it was confirmed they did. Concerns regarding the flexibility and establishment of a foundational core for the program were shared and discussed. The core of the program was discussed by Council members. Dr. Sullins asked if they had found any models of similar MA programs that attract international students at the fees that will be charged and it was noted that they had and funding was clarified. Dr. Wilcox noted that they will be providing support at the off-set and shared thoughts on fees and funding for the program. Dr. Das asked about why they chose MA versus MS and Dr. Liller clarified the decision. Council members discussed options and future focuses. Dr. Wilcox noted that this is the anchor program with future possibilities and opportunities. The degree proposal is available for review and can be viewed online at the Graduate School website. Dr. Liller noted that the marketing of the program is important and will need to be accomplished in the Spring Term in preparation for Summer enrollment. Dr. Wilcox shared that the internal marketing is also important and will be about effective communication and understanding what this going to mean.

ACTION: Dr. Wilcox asked that the proposal be taken to the campuses for review and then within 30 days if there are concerns, questions and/or comments send those to Dr. Liller. If it relates to the School please send to Dr. Whiteford. The item will be sent to ACE for consideration at the November meeting.

USF Graduate Council – September 21 Meeting Minutes

Dr. Karen Liller reported on the following items:
• A new MA in Global Sustainability and a new School of Sustainability are being established. The program proposal will come before Council for review in October. It will be housed in the School of Sustainability which will fall under the Graduate School.
• The Post-Doc Affairs Office in the Graduate School is now operational. A lending library was recently established, located in the front reception area of the Graduate School. Post-Docs will be able to borrow materials from the library. The five new post-docs hired for this year are now here. They are in English and Anthropology. The program is showing much success and the Provost has agreed to hire five more next year in the Humanities and Social Sciences, including in the new Interdisciplinary Ph.D.s in History, Sociology, and Government.

USF Graduate Council – October 19 Meeting Minutes

Dr. Karen Liller reported on the following items:
• Welcomed new student members
• The new MA in Global Sustainability and School of Sustainability will be going to the AAMC meeting next week for approval.
• Recruitment Fair coming up on November 12. Information is on the Graduate School website for those who are interested in participating. Currently there are over 50 programs registered.
• The next round of Challenge Grant Applications is coming due. The deadline is October 23, 2009. Information is on the website.
November 12, 2009

Linda,

I am writing on behalf of the Anthropology Department to express our support for the concept of a School of Global Sustainability. The SGS holds much promise for integrating existing departmental or college efforts across campus into collaborative projects and will therefore strengthen our university’s response to external funding opportunities. At the same time, the process of creating the School will challenge us yet again to devise institutional means for rewarding interdisciplinary work at both the faculty and departmental levels. As you know well, Anthropology is at its core an interdisciplinary enterprise and clearly embraces the goals of global sustainability in every aspect of its research and application. I would expect that our department would play a positive role in the formation of the SGS.

Thank you for giving me the opportunity to present our support.

Sincerely,

Brent Weisman

Brent R. Weisman, Ph.D.

Professor and Chair, Department of Anthropology
10 November 2009

Dr. Linda Whiteford  
Associate Vice President for  
Academic Affairs & Strategic Initiatives  
Office of the Provost

Dear Dr. Whiteford:

The purpose of this letter is to lend my support to both the concept of the School of Global Sustainability and its initial steps for implementation. I appreciate the need for such a school as a vehicle to increase the international presence of USF.

The emphasis on water and environment early in the development of the School builds upon the historical and current strengths of the university. But, water science and engineering must be fully integrated within the broad programs of USF, including Public Health, Marine Sciences and Anthropology to name a few. Without a truly interdisciplinary program, the success of the School will be challenged.

Finally, while the School will not immediately meet the expectations of all faculty at USF, it is critical that School development be stepwise and reflect constant program evaluation, with new initiatives coming from faculty interests and dedication. I feel that the proposed initial steps for the School will form a reasonable foundation upon which to expand the program to meet critical interests of the faculty with time.

Sincerely,

Thomas L. Crisman  
Patel Professor of Environment  
University of South Florida  
tcrisman@cas.usf.edu  
Phone: 813.974.5134

Linda M. Whiteford, PhD, MPH  
Associate Vice President for
10 November 2009

Linda M. Whiteford Ph.D., MPH
Associate Vice President for
Academic Affairs and Strategic Initiatives
Office of the Provost
University of South Florida

Dear Linda:

It is with great pleasure and no little enthusiasm that I write in support of the new initiative to create a School of Global Sustainability at the University of South Florida. I have read the draft proposal for the creation of the School and have attended various information meetings. As Chair of a Department the faculty of which is heavily involved in research and teaching in the broad area of environmental sustainability, I can say that the School will fill a much-needed niche in the field in a quite innovative way, both in terms of substance and delivery process.

I am particularly taken with the proposed on-line offerings, which will open up the School's degrees to working professionals around the world hoping to keep up with the latest knowledge in the field. We in Geography know that there is a high demand for such green knowledge that cannot all be met in the traditional bricks and mortar in-situ style of research and education. In that respect, the proposed School will meet the needs of many who are, or perhaps soon will be, on the front-lines of environmental policy-making across the planet. This can only be a good thing, both for a more sustainable human future and for the stature of the University of South Florida in environmental sustainability studies, a very rapidly growing field of interest to be sure.

In the end, from my perspective, the Department of Geography, including the in-house program in Environmental Science and Policy as well as the new degree program in Urban and Regional Planning will only benefit from the creation of a School of Sustainability here at the University as it will bring even more exposure to all of the University's disciplines concerned with environmental issues. It will also bring very committed and bright graduate students to campus and otherwise in contact with our faculty who will share a global wealth of information and experience to the extant student-body. This can only be considered a good thing educationally and socially in a world in desperate need of increased knowledge of the means toward environmental sustainability.

For these reasons and more, I sincerely hope that the School of Global Sustainability comes to actual fruition here.

Sincerely,

Kevin Archer, Chair
Department of Geography
11/9/09

TO: Dr. Linda Whiteford  
Associate Vice President for  
Academic Affairs and Strategic Initiatives

RE: Proposed School of Global Sustainability

Dear Linda -

The mission of the USF Geology Department is to provide our students with an outstanding education in the geosciences that will prepare them to work as professionals, and to address major questions about our environment and natural resources. Our goal is to grow into an internationally recognized department in the environmental geosciences. We are interested in solving problems related to groundwater resources, natural hazards, climate variation, coastal erosion, and a host of related topics. We are a geology program of the here and now, consciously developing research programs and faculty strength to investigate the processes that shape our planet on the timescales of human experience as well as in the context of geologic time. Geology is part of the School of Natural Sciences and Mathematics (SNSM), and Geology faculty are committed to development of strong interdisciplinary research initiatives across SNSM and with other Schools and Colleges across the University. As well, Geology is a community-engaged science Department, with strong ties to the environmental industry in Florida and regionally, and with a commitment to helping meet workforce needs in this growing sector of the geosciences profession.

The proposed School of Global Sustainability aligns well with existing Geology Department academic programs and with our future plans. Our existing Hydrogeology Certificate graduate program is designed to serve environmental professionals in need of background into the scientific issues related to water resources and water quality, and our Internship M.S. Degree, which we are in the process of revising and expanding, is a preprofessional degree program aimed at meeting the technical workforce needs of the environmental industry - and is in many ways a complement to the proposed M.A. in Global Sustainability (emphasis on water) that will operate out of SGS. There is considerable potential for partnership between the SGS and the Geology Department once the new School is established, both in terms of developing cooperative science curricula and/or degree programs, and in efforts to deliver high-quality coursework via cutting-edge webcasting and/or asynchronous means, as we are also working in these directions as part of the revision of our Internship M.S. degree program.

The Geology Department has a long history in the study of water resource issues, and a long record of cross-department and cross-University collaboration on matters related to the study of the Earth’s environment. We were partners in the founding of the Environmental Science and Policy Program in the 1990’s, and both individually and as a unit, we are inclined to seek “out of the box” approaches to make important research and education-related contributions in environmental geoscience around the world. The
proposed School of Global Sustainability seeks to leverage the talents of faculty across our campus, and as the SGS expands into facilitating innovative research and educational activities in the science of sustainability, Geology and its faculty will be among the “early adopters” – it’s just part of our nature. So, please accept this letter as a statement of support on behalf of the USF Geology Department for the proposed School of Global Sustainability, and an offer to be an active part of the conversation as the SGS grows and evolves.

Sincerely,
Jeffrey G. Ryan, Ph.D.
Department of Geology
November 9, 2009

Dear Dr. Whiteford,

I am writing to express my strong support for the School of Global Sustainability (SGS), as described in the draft proposal of 11.6.2009. The school as proposed provides us here at USF an extraordinary opportunity, not simply as sustainability is a burgeoning area globally, but because the design is distinctive and innovative is critical ways—ways that bring comparative advantages to our university and, most importantly, most effectively serve the state, the country and the world at large. In that light, I note the following cases in point:

1. This is the first program I am aware of that, in its very structure, builds in a global orientation—with, inter alia, study in different global locations, international partner universities, and a curricula and pedagogy which is global in reach. It is not only the students’ learning that is global but also their very experience is global. This is, pedagogically, a different and richer experience.
2. By being problem-focused—focusing on sustainability and water initially, and then to be expanded to other areas—SGS lends itself to the interdisciplinary and collaborative impetus of the university. It demands we bring all the dimensions of the area to the fore, be they the natural or social sciences, and the humanities. In other words, the rich complexity of the problem is recognized, and thus more effectively addressed.
3. The School is further innovative in highlighting unique but critical considerations. For example, I noted in the draft the reference to global citizenry. The problem of global citizenship—how sustainability can become a compelling concern for the citizenry of the world, which will be essential for its success—is to my knowledge unique. It will raise the salience of the School in the distinctive, thoughtful and critical pathways it brings to sustainability.
4. SGS’s structure also lends itself to new ways of learning that is not simply in its online delivery (itself of course not new), but in creating formats for “global classrooms” with multiple faculty across disciplines teaching students across different countries. Furthermore, students’ work and research experience in such a context reverts back to USF, a kind of international research network. The e-learning component thus goes much beyond the usual online learning.
5. Finally, I will note that the unique and exciting character of the School and the masters program will attract an exceptional caliber of students, and even faculty in cognate departments, reinforcing the remarkable trajectory of USF.

In sum, I support this endeavor without any hesitation, and wholeheartedly.

Sincerely,

David Jacobson, Professor
Department of Sociology
November 9, 2009

Members of the Faculty Senate:

I am pleased to endorse the proposal to establish the School of Global Sustainability at USF. If established, the School will bring national visibility to USF’s commitment to interdisciplinary research, scholarship and teaching. The proposed MA degree on Global Sustainability, while initially focusing on water, is flexible enough to expand its focus to consider the myriad of social and cultural issues associated with Global Sustainability. In this sense, faculty from the social sciences and humanities will be encouraged to join their natural science counterparts in developing a truly transdisciplinary School.

The School is part of a significant new USF initiative in graduate education and research. Global Sustainability is an overarching strategic thrust that builds on the strengths of disciplinary activities across all USF colleges and institutions, as well as those of many interdisciplinary centers and institutes within the University. The University’s location in a coastal, urban setting with a growing diverse population and its well established community engagement and international collaborations, provide an exciting setting for conducting graduate education and research that targets critical global issues for sustainable communities.

USF’s innovative and integrative initiative on Global Sustainability will help education, business, and industry throughout the nation through access to advances in understanding the issues and solutions of sustainable communities and through access to graduates trained to serve as leaders in a global, sustainable future. I believe that the distinctive School proposed here will, when implemented, succeed in meeting these goals.

Sincerely,

Maralee Mayberry

Professor and Chair, Department of Sociology
Dear Linda,

I want you to know that I wholeheartedly endorse the proposed USF School of Global Sustainability. Our responsibility as an institution of higher education is to provide programs that educate people who will develop social, environmental and economic solutions for a world faced with achieving social, ecological and financial sustainability.

The need is greater now then at any point in the history of mankind. As a signee to the American College and University Presidents Climate Commitment, USF made an institutional commitment to face these challenges and to expand sustainability in our research, curriculum and action. I believe that the School of Global Sustainability as outline in the proposal will provide a vehicle for some unique cross disciplinary research and education opportunities.

I will be happy to help support this initiative in any way I can. I look forward to working with you to help make the goals behind this effort a reality.

Best regards,

Sharon Hanna-West, JD

Exide Distinguished Lecturer of Ethics and Sustainability
November 9, 2009

Vice President Whiteford,

I have reviewed the proposal for the School of Global Sustainability and endorse the concept. Focusing on sustainability is a forward-looking initiative to which USF can make a valued contribution.

I am particularly interested in and have some insight concerning the interface between science (how to restore, maintain, and improve the natural environment) and the practice of business (how to avoid damaging the natural environment). This proposal emphasizes the scientific response. That is appropriate and can help lead to part of the necessary future solutions to our environmental threats.

In the present, I believe we have a good plan for going forward. In the future, I hope we can explore solutions that help businesses endorse stewardship of the environment.

Sincerely,

Alan

Dr. Alan Balfour

Chair, Dept. of Management and Organization

Director, MS in Management: The Graduate Leadership Program
RE: School of Global Sustainability Proposal

Dear Dr. Whiteford:

I am delighted to support your initiative for a School of Global Sustainability. In my capacity as Associate Professor in the Chemical and Biomedical Engineering Department and Director and co-Founder of the Graduate Certificate in Water, Health and Sustainability at the University of South Florida (USF), I truly believe that this project will enable USF to lead in the emerging area of sustainable development. During my professional career, I have been involved in different projects that embrace the term of global sustainability. One of them is on using a natural material to remove contaminants from drinking water. This project has giving me the opportunity to work with professionals in areas that are far remove from engineering but that are critical to improve and in some instances to implement engineering design.

I envision that the School of Global Sustainability will act as a catalyst for interdisciplinary interactions that will lead to unique research projects at USF. This is a great opportunity for our University. The way the proposal constructs the role of the faculty and the benefits for students is clear and flexible. The School will allow students from different disciplines to focus on a design that will allow them to solve problems of global importance with a tremendous social impact.

I cannot wait to be a part of such important project. Please feel free to contact me if you have any questions.

Sincerely,

Norma Alcantar
Associate Professor
alcantar@eng.usf.edu
November 8, 2009
Dear Dr. Whiteford:
I am writing this letter to indicate my support for establishment of a School of Global Sustainability at the University of South Florida with an associated MA degree program.

The proposed program aligns strategically with national goals that have documented the rapid social, political, economic, and environmental changes occurring in the world and associated implications for engineering education, research, practice, and importantly, the economic competitiveness of our Nation (see for example, the National Academy of Engineering in Educating the Engineer of 2020). It also fits with the Environmental Engineering Body of Knowledge (BOK) report published this year by the American Academy of Environmental Engineers that describes the knowledge and core competencies important for the understanding and practice of environmental engineering. The BOK recognizes sustainability as an essential competence for environmental engineers and asserts that “environmental engineering problem formulation and solution must be accomplished in the context of sustainability, must meet societal needs and must be sensitive to global implications.”

I can vision the School creating an undergraduate certificate that would be appropriate for undergraduate engineers, that would be integrated with the International Capstone Design program (http://cee.eng.usf.edu/ICD) that takes students to Bolivia to work on their required capstone design project. Based on my experience creating similar certificates, such a certificate could be easily matched to other STEM disciplines and non-STEM disciplines.

Sincerely,
James R. Mihelcic, Ph.D.
Professor
State of Florida 21st Century World Class Scholar
Director, Master’s International Program in Civil & Environmental Engineering
November 12, 2009

Dear Dr. Whiteford:

I am writing to express my strong support for the School of Global Sustainability and the MA in Global Sustainability.

Over the past few years at USF, I have been engaged in both international initiatives (e.g., advancing out MoU with UNESCO-IHE in Holland, working with Engineers Without Borders, working with the Patel Center, etc) and sustainability work (e.g., working with Emerging Green Builders, promoting green buildings at USF, developing certificate and curriculum related to sustainability). USF has been a wonderful place for making such activities happen. I have always received strong support on the departmental, college and university levels. For example, such initiatives as the Graduate School’s Sustainable Healthy Communities have enabled me to build collaboration across disciplines and pursue grants with the National Science Foundation. The proposed School of Global Sustainability is a natural extension of all momentum that has been generated over the past few years. Having an umbrella school such as SGS will catalyze and promotes interdisciplinary collaboration related to global activities through an official framework. I know many faculty members and students with whom I have worked are excited about such a development, and would jump at the opportunity to be affiliated with the School or to join the MS in Global Sustainability program. I myself am eager to get started.

An innovative program like SGS draws upon existing strengths at USF to generate even greater synergy. I have no doubt that SGS would become a signature program at USF for other universities to emulate. Again, I offer my strongest support.

Daniel H. Yeh, Ph.D., P.E., LEED AP
Assistant Professor of Civil & Environmental Engineering
Research Fellow, Patel Center for Global Solutions
Faculty of Global Health (courtesy)
11 November 2009

Dr. Linda Whiteford, PhD, MPH
Associate Vice President for
Academic Affairs and Strategic Initiatives
Office of the Provost
4202 E Fowler Ave, ADM 226
Tampa, Florida 33620-6100

Re: School for Global Sustainability

Dear Linda: I am fully supportive of interdisciplinary and transdisciplinary approaches to higher education.

While I am very new here to USF, my students at other universities have been highly engaged in sustainability issues and global service. I feel like we in higher education need to be in the forefront creating learning opportunities which promote global perspectives.

It is my understanding that the new School for Global Sustainability will integrate disciplines across the campus and promote globalization studies. As an anthropologist in Public Health, I find this very appealing and look forward to watching this new initiative grow and expand.

Respectfully,

[Signature]

Richard A. Nisbett, PhD, MSPH
Assistant Professor
Dear Vice President Whiteford:

This is to express my support for the creation of the School of Global Sustainability. I have been and always will be an advocator of public health interventions to improve the wellbeing of our global community. Some miracles have happened in the area of human’s health, but the main miracle have been the development of the water and sanitation infrastructure which dramatically changed the epidemiological profile of the human kind and determined what we call the “epidemiological transition”. This main historical miracle was made neither by physicians nor by public health professionals alone. It was made by engineers working with health professionals and sociologists. I hope for a new “miracle” in public health, and I am sure that it can’t be done by physicians or public health professionals alone. This new “miracle” requires the joint effort of health professionals, sociologists and engineers. We, as health professionals, have a tremendous responsibility with our global community in the achievement of the Millennium Development Goals (MDGs). As mentioned, I am sure that we can’t achieve the MDGs without a multidisciplinary and global approach. Moreover, we need these approaches to be sustainable. What is a sustainable public health intervention? Sustainable public health interventions are long-term solutions, which require strong community participation. What is not or has not been sustainable public health interventions? The development of new drugs has been important for human health but is not sustainable, after years of use many microorganisms have developed resistance against antibiotics and anti-parasitic drugs. Therefore, we also need to think in public health interventions like water and sanitation which have been proved to be sustainable. This kind of sustainable interventions can be done only with a multidisciplinary approach that takes into account the diversity of our communities in the world.

Sincerely yours,

Ricardo Izurieta MD DrPH MPH DTM&H
Assistant Professor
Director Donald Price Center
Department of Global Health
College of Public Health

Honorary Professor
Universidad Central
Quito, Ecuador
November 10, 2009

Dear Linda,

I find the proposal for the School of Global Sustainability to be a logical and healthy extension of the initiatives that have been forthcoming from Academic Affairs over the past 1-2 years. I heartily support the effort.

It is an application of “integrated interdisciplinary research, scholarship and teaching, social equity and economic viability to improve the quality of human life while living within the carrying capacity of supporting eco-systems”. It should be a great way to penetrate the university’s silo structure and should lead to new people having novel interactions that have not occurred in the past. It should serve to sensitize and educate the next generation to the problems faced by billions (e.g., O3b—other 3 billion—a great new initiative) who live in misery, motivate them to do something about it, and provide them with the tools. And USF is uniquely positioned, being surrounded by water and being located adjacent to Caribbean Basin, Central and South America to make a difference in our own neighborhood.

We seem to be at a crossroad more so now than at any other time in recent history. It would seem that we are at a place in human activity where we face enormous forces converging on us all at once—climate change, economic transition, demographic change, environmental challenges, food supply, global health, pandemics, religious fundamentalism, nuclear proliferation, polarization of political views, and an inability to deal with mega-disasters (e.g., Indian Ocean tsunami of 2004).

So, the first great challenge of this new school is to get USF students to more fully understand that these huge issues exist and to provide them with some appreciation how they interact. I’ll bet the average undergrad, for example, cannot explain, even in the broadest terms, how climate change works scientifically and what some of the human ramifications are. So, that is our fundamental responsibility as a university. If we fail at that, all the new research centers and institutes will be meaningless and their accomplishments will ring hallow. We have to turn out better, globally-minded, informed citizens who are motivated and more sensitive to make life better. This School of Global Sustainability should do that. Let’s make it happen.

Albert C. Hine, Professor
Associate Dean
College of Marine Science
To: Linda M. Whiteford PhD, MPH
Associate Vice President for
Academic Affairs and Strategic Initiatives Office of the Provost, USF

Dear Linda:

I am writing from Venezuela, where I have limited access to the Internet, and no access to my USF letterhead, but in total amazement that I can actually write from the edge of The Lost World, from the Amazonian jungle, to express my full support for the proposal to establish a new SCHOOL OF GLOBAL SUSTAINABILITY at USF. The fact that I can do this is very much related to the need for a new School at USF that can address our rapid development and growing use of resources across the entire planet.

The proposed School of Global Sustainability is a mature concept that can facilitate bringing expert scientists and educators from across the University of South Florida. USF, as many universities, exists as a bundle of silos. Linking these silos is necessary for USF to remain competitive, but it also addresses a very basic concept: The only way that we, meaning humans, will sustain our own economic and social activities on this planet is by finding solutions that are based on knowledge that is developed by linking the natural and human sciences, and training a new generation of students that understands science as well as how to use it to solve real problems. The new School provides such a forum at USF.

I welcome the opportunity to work with you in bringing up this new School of Global Sustainability.

Frank Muller-Karger, Professor
College of Marine Science, USF
APPENDIX E - Director of the USF School of Global Sustainability

The University of South Florida invites nominations or applications for the position of founding Director of the USF School of Global Sustainability. The University of South Florida consists of the main research campus in Tampa, which includes USF Health, and two regional campuses – USF Sarasota-Manatee and USF Polytechnic in Lakeland. One of the nation’s top 63 public research universities, USF is also one of 25 four-year public universities with very high research activity that is designated as community engaged by the Carnegie Foundation for the Advancement of Teaching. USF was awarded more than $380 million in research contracts and grants in FY 2008/2009. The university serves more than 47,000 students and offers 224 degree programs at the undergraduate, graduate, specialists, and doctoral levels, including the doctor of medicine, through its 11 colleges. USF is a member of the Big East Athletic Conference.

USF’s newly established School of Global Sustainability is an innovative, state-of-the-art school, created in response to overwhelming student and faculty interest, and central to the University’s Strategic Plan. It is the only School of Global Sustainability delivering a Masters of Arts degree in Global Sustainability at this time. The School will offer a Masters degree in Global Sustainability with an initial focus on water, delivered primarily through a distance-learning curriculum combined with two periods of residency, one at USF and the second at one of USF’s global partner universities. In addition, the School will serve as an umbrella for university-wide academic initiatives in sustainability, including certificate programs, a lecture series, post-doctoral awards, and developing future concentrations for the Masters of Arts degree. The School will be a hub for cross-college interdisciplinary research and the director will be expected to work closely with the directors of the newly established Office of Sustainability, the Office of Community Engagement, and USF World.

Requirements for the Director:

The University of South Florida is seeking a Director for the School of Global Sustainability to fill a full-time, 12-month tenured Full Professor position with benefits. Candidates should have an outstanding international reputation and recognition for interdisciplinary research and scholarly activities in sustainability. Candidates should be able to demonstrate the ability to think creatively, galvanize faculty across colleges, facilitate staff, student, and alumni support, and secure significant external funding. Job duties include curriculum development, student recruitment, and the building and managing an integrated, interdisciplinary faculty team to conduct research, education, and outreach in the strategic area of global sustainability. The successful candidate will demonstrate a history of working closely with deans from a variety of colleges. Academic appointment will be as a tenured full professor in a university academic
department consistent with the candidate’s background. Necessary also are suitable administrative and budgetary management experience in a similar position and a strong ability to promote public affiliation and market potential.

**Minimum Qualifications:**

A doctorate or equivalent in a sustainability-related discipline; five years of experience in initiating, developing, executing, and evaluating programs in educational and/or non-profit settings; five years in administration and supervision, including faculty and curricular development, budget, management, and fundraising. Candidates must demonstrate integrity, high energy, vision, and successful management experiences, as well as expertise in fundraising and grant writing, and strong interpersonal and communications skills, including experience in report writing and public speaking.

**Preferred Qualifications:**

Competency in at least one foreign language, cross-cultural experience, and a record of research funding and outstanding scholarly publications.

Salary is competitive and commensurate with qualifications.

To apply for this position, please go to www.usf.edu/jobs, and click on “Faculty.”

Applicants will be asked to submit:

(a) letter stating their interest in, and qualifications for, the position and their philosophy of academic and community leadership; (b) a full, detailed curriculum vitae; and (c) the names of three references, including title and institution, phone number, and email address.

To assure optimal consideration, all application materials should be complete and received no later than January 7th, 2010. Applications will be accepted until the position is filled with the initial review commencing on January 20th, 2010.

Appointment date is expected to be August 6, 2010, or sooner.

According to Florida Law, applications and meetings regarding them are open to the public. For ADA accommodations, please Maryhelen Shuman-Groh at 813-974-5567 at least five working days prior to need. USF is an AA/EEO institution.
APPENDIX F – MOU

Memorandum of Understanding Concerning Principles, Guidelines, and Procedures for Major Organizational Restructuring of Academic Units at the University of South Florida.

I. Introduction

Consistent with its role as the principal advisor on academic affairs to the Provost, the Faculty Senate and Provost herein agree upon the guidelines to be followed when major organizational restructuring of academic units is proposed by the administration.

II. Statement of Guidelines

Major organizational restructuring is defined as any creation, dissolution, merger, or separation of academic departments, schools, or colleges. Proposals for major organizational restructuring must be presented to the Faculty Senate and must include a detailed written proposal, including at a minimum:

a. A description of the proposed changes.
b. A rationale for the changes.
c. A reasonable statement of the financial and budgetary implications of the changes.
d. An examination of the likely consequences of the changes.
e. A proposed and reasonable timeline for the implementation of the changes.
f. A brief description of the nature of consultations with the academic entities affected by the changes, including a summary of their units’ responses.

III. Implementation

Upon receipt, the written proposal will be considered as a resolution to be discussed at the next meeting of the Faculty Senate. Members of affected academic entities will be invited to comment in writing, with consensus and minority opinions concerning the proposed changes considered at the next (second) meeting of the Faculty Senate. At the third Faculty Senate meeting, discussion of the original proposal and the written responses may be continued, and a vote will be taken on the original proposal. If a proposal is amended, the Faculty Senate will solicit a second round of written comments for discussion at the next Faculty Senate meeting, with a vote occurring on the amended proposal at the subsequent meeting of the Faculty Senate. It is agreed that a final vote on a proposal should ordinarily take no longer than ninety (90) days from initial presentation. The President of the Faculty Senate may call a Special Meeting or, at the request of the Provost, shall call a Special Meeting of the Faculty Senate to expedite consideration and/or a vote, including during the Summer months, if necessary.

It is mutually recognized that the administration holds ultimate authority and responsibility for determining the most appropriate academic structure and organization within the university, including Sec. 447.209, Florida Statute, while the Faculty Senate is bound to fulfill its responsibility as the principal advisor on academic affairs to the Provost including through voting.

This memorandum of understanding will remain in effect through June 30, 2010, at which time it will be reviewed.

Signed:

[Signature]
Laureen G. Branch, PhD
President, Faculty Senate

[Signature]
Ralph C. Wilcox, PhD
Provost

2/4/09
Date
2/4/09
Date
APPENDIX H

MA Program Proposal
New Graduate Degree Program Proposal Information Form

New Degree Program Proposals require the completion of this form as well as the following items. Make certain to you match your proposal form with the data you provide below. Routing is below; For USF-Tampa, one copy is emailed to chinescobb@grad.usf.edu and a paper copy is sent to the Graduate School in BEH 304.

☐ proposal and supporting tables, following the template posted online at:
    http://www.acad.usf.edu/Administrative+Areas/new_degree.htm
☐ A letter from the College Dean indicating how the College will provide all the resources needed to support the new program (this may be scanned and emailed)
☐ Copies of the faculty vita

PROGRAM INFORMATION

Degree (e.g. M.A., M.U.R.P., D.P.T., Ph.D., etc.)
Program (a.k.a. Major) Name (Biology, Public Health, etc.)
CIP (Classification of Instructional Programs) Code
Are any other graduate programs at USF offered under this CIP code?
   If Yes, list them
USF Institution (USF-Tampa, USF-SM, USF-Poly, USFST)
College
Department
Proposed Effective Date for first admissions
Program Description (provide a brief description of the program)

M.A.
Global Sustainability

☐ Yes    ☑ No

USF Tampa
College of Graduate Studies/Graduate School
School of Global Sustainability
Summer/Fall 2010
This innovative 33 credit hour Master of Arts Program will prepare students for careers in global sustainability that require teamwork and program planning skills to solve sustainability issues in developing and developed nations. The delivery method includes in-class and several online offerings. Students will be admitted as cohorts of 20-25 students and will interact with one another through various mechanisms, including residency requirements, Elluminate and a Blackboard Organization site. sustainability, global, program planning, green communities

Major Research Areas (keywords used for the search engine)

Admission Deadlines:

Will the Program’s Admission Deadlines be the same as the University’s?
   ☑ Yes    ☐ No
If no, what are the Program’s Admission Deadlines? (may not be later without approval)

University Deadlines for domestic students and international students living in the U.S. are:

<table>
<thead>
<tr>
<th>Term</th>
<th>Fall Deadline</th>
<th>Spring Deadline</th>
<th>Summer Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>February 15</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Spring</td>
<td>October 15</td>
<td>n/a</td>
<td>February 15</td>
</tr>
<tr>
<td>Summer</td>
<td>February 15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

University Deadlines for international students living outside the U.S. are:

<table>
<thead>
<tr>
<th>Term</th>
<th>Fall Deadline</th>
<th>Spring Deadline</th>
<th>Summer Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>January 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>June 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>January 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If admission applications are only accepted in one semester, put “none” in the other semester boxes.

For Assistance Contact:  www.grad.usf.edu  813-974-4239  chinescobb@grad.usf.edu  9/4/09
ADMISSION REQUIREMENTS

University Minimums:

1. An Applicant must have one of the following:
   - A bachelor’s degree from a regionally accredited institution and satisfying at least one of the following criteria:
     ▪ “B” average or better in all work attempted while registered as an undergraduate student working for a degree, or
     ▪ “B” average or better in all work attempted while registered as an upper division undergraduate student working for a baccalaureate degree.
   - A bachelor’s degree from a regionally accredited institution and a previous graduate degree from a regionally accredited institution.
   - The equivalent bachelors and/or graduate degrees from a foreign institution.

2. Submission of a GRE/GMAT score is required unless specifically waived by the University.

   DOES THIS PROGRAM REQUIRE A HIGHER MINIMUM GPA?  ☐ Yes  ☒ No

   If yes, what is the minimum required:

   DOES THIS PROGRAM REQUIRE A GRE?  ☐ Yes  ☒ No

   if yes, list the score requirements (using percentiles for each component) – e.g. Verbal 32%, Quantitative 44%, AW 4
   GRE – Verbal  n/a
   GRE – Quantitative  n/a
   GRE – Analytical  n/a

   DOES THIS PROGRAM REQUIRE OTHER TESTS?  ☒ Yes  ☐ No

   If yes, list the tests and required scores

   Applicants whose native language is not English or who have not earned a degree in the United States must also submit TOEFL scores earned within two (2) years of the desired term of entry. A minimum total score of 79 on the internet-based test or 550 on the paper-based test are required. Applications submitted with TOEFL scores that do not meet the minimum requirements will be denied.

   The TOEFL requirement may be waived if the applicant meets one of the following conditions:
   • The applicant’s native language is English, or
   • Has scored 500 or higher on the GRE Verbal Test, or
   • Has earned a college degree at a U.S. institution of higher learning, or
   • Has earned a college degree from an institution whose language of instruction is English (must be noted on the transcript), or
   • Has scored 6.5 on International English Language Testing System (IELTS) http://www.ielts.org/.

   DOES THIS PROGRAM REQUIRE ANY OF THE FOLLOWING? If Yes, explain requirements.

   Interviews / Auditions?  ☐ Yes  ☒ No
   Personal Statement  ☒ Yes  ☐ No  A 250-500 word essay that includes the student’s academic and professional background, reasons for pursuing this degree, and their professional goals in terms of contributing to global sustainability.

   Writing Sample  ☐ Yes  ☒ No
   Other  ☒ Yes  ☐ No  The student may provide a portfolio demonstrating prior work that focuses on sustainability of populations

For Assistance Contact:  www.grad.usf.edu  813-974-4239  chinescobb@grad.usf.edu  9/4/09
# DEGREE PROGRAM REQUIREMENTS (Curriculum)

<table>
<thead>
<tr>
<th>Total Hours Required</th>
<th>33</th>
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<tbody>
<tr>
<td><strong>Core Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>IDS 6xxx</td>
<td>Interdisciplinary Seminar in Global Sustainability (3)</td>
</tr>
<tr>
<td>PHC 6934</td>
<td>Public Health Topics in Global Sustainability (3)</td>
</tr>
<tr>
<td>GEB 6930</td>
<td>Special Topics in Management and Sustainability (3)</td>
</tr>
<tr>
<td>IDS 6xxx</td>
<td>Internship (6)</td>
</tr>
</tbody>
</table>

**Focus Area**: |
| ANG 6469 | Foundations of Medical Anthropology (3) |
| PHC 6301 | Water Pollution and Treatment (3) |
| ENV 6666 | Aquatic Chemistry (3) |
| EVR 6216 | Advances in Water Quality Policy and Management (3) |
| GEO 6286 | Advances in Water Resources (3) |

**Other courses in global sustainability may be substituted for the proposed focus courses as approved by the program director.**

**Elective Requirements** |
None

**Comprehensive / Qualifying Exam Requirements** |
N/A

**Thesis/Dissertation hour requirements** |
N/A (Project)

**Thesis/Dissertation requirements** |
N/A

**Other requirements (e.g. Internship)** |
IDS 6xxx  Project (3)

*Make certain hours total to the minimum hours required for the program*

**Routing:**
- Department
- College Curriculum Committee
- College Dean / Assoc Dean
- Graduate School / Institutional Graduate Studies Office
- Graduate/Faculty Council
- AAMC
- ACE/BOT
- BOG (only if Doctorate)
New Graduate Degree Program Continued...

<table>
<thead>
<tr>
<th>FULL PLAN APPROVAL*</th>
<th>M.A. Degree in <strong>Global Sustainability</strong> with a focus in <strong>Water</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Signature</td>
</tr>
<tr>
<td>Faculty Name and Email</td>
<td>Email:</td>
</tr>
<tr>
<td>Dept. Chair</td>
<td></td>
</tr>
<tr>
<td>College Committee Chair</td>
<td></td>
</tr>
<tr>
<td>College Dean/desigee</td>
<td></td>
</tr>
<tr>
<td>Concurrence Verification (GECC)</td>
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</tr>
<tr>
<td>USF TPA</td>
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<tr>
<td>USF SM</td>
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<td>USF POLY</td>
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<td>USF STPT</td>
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<tr>
<td>Graduate Council (GC) Chair/desigee</td>
<td></td>
</tr>
<tr>
<td>Graduate School Dean/desigee</td>
<td></td>
</tr>
</tbody>
</table>

For Graduate School Notation Only:

| System AAMC | □ Approve □ Disapprove |
| BOT/ACE Workgroup | □ Approve □ Disapprove |
| BOT         | □ Approve □ Disapprove |
| BOG         | □ Approve □ Disapprove |
Florida Board of Governors

Request to Offer a New Degree Program

University of South Florida
University Submitting Proposal

Summer 2010/Fall 2010
Proposed Implementation Date

Graduate School
Name of College or School

N/A
Name of Department(s)

Interdisciplinary
Academic Specialty or Field

Masters of Arts in Global Sustainability
Complete Name of Degree
(Include Proposed CIP Code): IDS

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees
President
Date

Signature of Chair, Board of Trustees
Date
Vice President for Academic Affairs
Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

<table>
<thead>
<tr>
<th>Implementation Timeframe</th>
<th>Projected Student Enrollment (From Table 1)</th>
<th>Projected Program Costs (From Table 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HC</td>
<td>FTE</td>
</tr>
<tr>
<td>Year 1</td>
<td>20</td>
<td>20.62</td>
</tr>
<tr>
<td>Year 2</td>
<td>20</td>
<td>20.83</td>
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<td>Year 3</td>
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<td>25.84</td>
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<td>Year 4</td>
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<td>25.82</td>
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<tr>
<td>Year 5</td>
<td>25</td>
<td>25.8</td>
</tr>
</tbody>
</table>

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed.
INTRODUCTION

I. Program Description and Relationship to System-Level Goals

A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

The proposed Master of Arts in Global Sustainability will initially prepare students to address complex regional, national, and global challenges related to water and sustainability and the ability to innovate in diverse cultural, geographic, and demographic contexts. The program will allow for the integration of various disciplines such as basic, natural, and social sciences, engineering, health, economics, governance and policy, and issues of diversity. The total number of credit hours is 33 with the majority of coursework being offered online. The focus of the inaugural curriculum is on water.

The target student population for this program includes working professionals in for-profit and non-for-profit agencies and other settings that are focusing on sustainability and “green” issues; students who wish to learn problem solving skills and utilize critical thinking to advance sustainability in developed and developing nations; and students who wish to pursue policy change and perform advocacy functions to advance sustainability. This is not a Master of Science degree that trains students as discipline-specific scientists in science, technology, engineering, or math (STEM) fields but a multidisciplinary Master of Arts degree that prepares students to be leaders in working as team members to enhance global sustainability.

There will be many opportunities for employment of students who receive this degree. Kaplan’s new College Guide’s top 10 “hot green careers” (www.kaplan.edu) are in environmental design and engineering, hydrology, solar energy, and transportation system planning — all key strengths of the University of South Florida. The “green economy” is already big business (“Growing 'Green' Jobs Is a Long-Term Task, Advocates Say,” The New York Times, Aug. 14, 2009). The new Green Collar Jobs report (www.ases.org/greenjobs) from the nonprofit American Solar Energy Society and Management Information Services, a Washington D.C. economic research firm, documents that the renewable energy and energy efficiency industries represented more than 9 million jobs and $1,045 billion in U.S. revenue in 2007.

The renewable energy industry grew three times as fast as the U.S. economy, with the solar thermal, photovoltaic, biodiesel, and ethanol sectors leading the way, each with 25%+ annual revenue growth. By 2030, they forecast as many as 37 million jobs from renewable energy and energy efficiency. There will also be many opportunities educationally for advanced degrees in related fields such as public health, public policy, and engineering in addition to the option of dual degrees and incorporation for some students of placement in the Peace Corps.
B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at http://www.flbog.org/StrategicResources/)

This program meets the economic development goals of the SUS Strategic Plan with its focus on Healthy Communities; Integrated Interdisciplinary Inquiry; Global Literacy and Impact; Research and Innovation; and Community Engagement. The goals that are directly supported include Access to and production of degrees; Building world-class academic programs and research capacity, Meeting statewide professional and workforce needs; and Meeting community needs and fulfilling unique institutional responsibilities. As stated earlier, this degree program addresses economic and community needs and will allow for the development of a world-class educational effort in global sustainability. There will be practice and research opportunities for students throughout the program and the ability to interact with experts statewide, nationally, and internationally.

Institutional and State Level Accountability

II. Need and Demand

A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

As stated earlier, there is a clear need for this degree. The recent collapse of the economy and the ongoing collapse of the environment have created remarkable new opportunities for the University of South Florida to prepare students for careers in novel and developing industries that aim to rebuild simultaneously the market and the planet (“Doing the Recovery Right,” The Nation, Jan. 28. 2009). So called “green collar” or sustainability jobs, in which professionals solve problems in energy use and transportation, are emerging in practically every commercial, governmental, and nonprofit sector—with job titles such as sustainability officer, sustainable design professional, resource manager, and energy engineer (“What Is a Green-Collar Job, Exactly?”, Time Magazine, May 26, 2008; “Greening the Rustbelt”, The Economist, Aug. 13, 2009). Numerous other examples can be found at www.greenjobs.com, www.sustainablebusiness.com, and www.ecojobs.com. The 2009 Kaplan College Guide’s top 10 “hot green careers” (www.kaplan.edu) are in environmental design and engineering, hydrology, solar energy, and transportation system planning — all key strengths of the University of South Florida.

Management Information Services, a Washington D.C. economic research firm, documents that the renewable energy and energy efficiency industries represented more than 9 million jobs and $1,045 billion in U.S. revenue in 2007. The renewable energy industry grew three times as fast as the U.S. economy, with the solar thermal, photovoltaic, biodiesel, and ethanol sectors leading the way, each with 25%+ annual revenue growth. By 2030, they forecast as many as 37 million jobs from renewable energy and energy efficiency.

While community colleges are taking the lead in training green-collar job workers (“Community Colleges Are Key to ‘Green’ Jobs, Activist Says,” The Chronicle of Higher Education, 55(10):A20, 2008), only a small number of universities provide the kind of higher education needed to train students to take leadership roles in the Green Economy (“Green Degrees in Bloom,” Newsweek, Aug. 12, 2009; “College Students Are Flocking to Sustainability Degrees, Careers,” USA Today, Aug. 3, 2009; “Green Degrees: An Environmental Education Can Lead to a Variety of Career Options, Black Enterprise, Nov., 2008). Currently in Florida, no schools offer a post-baccalaureate degree in global sustainability. With its unique strengths in research on water, coastal environments, and globalization, the University of South Florida is poised to make a significant contribution to training students for the new Green Economy with a Master of Arts degree in Global Sustainability.

With regards to Florida, The Pew Charitable Trust (www.pewtrusts.org) reports that the state’s clean energy economy grew 7.9 percent between 1998 and 2007. Florida was among the top 10 for jobs in America’s clean energy economy – and the only state in the nation with its own cap-and-trade policy, helping to create market demand for clean energy generation (southflorida.bizjournals.com). The Pew’s definition of green jobs runs the gamut and includes engineers, plumbers, administrative assistants, construction workers, machine setters, marketing consultants, teachers, and many others with annual incomes ranging from $21,000 to $111,000. For several of the higher paying jobs, a Master of Arts degree in global sustainability would be very desirable.

Last June, Governor Crist signed into law a bill enacting several new energy and climate change policies (southflorida.bizjournals.com). These included the Florida Climate Protection Act, which authorizes the Florida Department of Environmental Protection to develop an electric-utility greenhouse gas cap-and-trade program. The Governor repeatedly has expressed his support of sustainability, especially preserving safe water supplies, which is the initial focus of our degree program.

Florida is clearly on the cutting edge of the green industry and sustainability. Several USF professors are working on sustainability projects and have received national and state funding to pursue these endeavors.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.
Students at the University of South Florida have consistently requested a degree in sustainability. The students have a keen interest in a “green” society as is evidenced by their organized effort last year to introduce a “green” fee at USF. This fee would be paid by the students and they were asking for no state funds.

Students in several of the environmental organizations at USF and members of the Graduate and Professional Student Council were surveyed in September online and in person to address if they would be interested in this program and why, what employment opportunities they would pursue with this degree, and what changes if any they would make to the existing curriculum structure. Several students were positive about the degree program, especially those students from Architecture. Students made a clear point that they hoped classes would include opportunities to interact with other students—such as through Elluminate and the coursework did not follow a complete online model which it will not.

Students at the University of South Florida have been actively engaged in ‘green’ efforts for several years. There are several environmental organizations and efforts continue for approval from the state to charge a “green” fee that students would pay to enhance sustainability on the USF campus.

C. If similar programs (either private or public) exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of any communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). Provide data that support the need for an additional program.

The University of Florida (UF) offers the Bachelor of Science in Sustainability and the Built Environment in the College of Design, Construction and Planning (http://www.dcp.ufl.edu/sustainability/bachelor). The degree is a four-year, 120-credit hour program of which 48 hours are required courses including a 6-credit hour capstone course, and 21 hours of approved electives. There are two tracks. The first is a general degree program accessible to students at either the sophomore or junior levels. The second track is for students interested in a combined bachelor’s and master’s degree. The combined degree is structured as a 4+1 program leading to a Master of Arts in Urban and Regional Planning. The UF also has an undergraduate certificate in sustainability.

The University of Miami offers an interdisciplinary undergraduate minor in “Global Perspectives on Sustainability”. This 19 semester hour program “introduces students to the foundations of environmental sustainability and its complexities, with an emphasis on the approaches taken by people living under different geographic and economic conditions.” (http://www.miami.muohio.edu/academics/majorsminors/minors/globalperspectives.cfm)

St. Petersburg College offers a Bachelors in Sustainability Management.

The College of Social Science at Florida State University (FSU) offers a “Global Pathways Certificate,” which is advertised as “an interdisciplinary concentration in
Environmental Studies that provides an in-depth understanding of the social and institutional context of contemporary environmental concerns” (http://global.fsu.edu/students/certificate/certificate.htm). In addition, the FSU College of Law offers a concentration in Environmental and Land Use law (http://www.law.fsu.edu/academic_programs/environmental/index.html).

Florida Atlantic University offers a certificate in Environmental Studies.

The University of Florida offers a MS and Masters of Engineering degrees with a specialization in water resources planning and management. It is a 30-hour completely on-line program that includes courses on: water resources planning, decision support systems, water resources infrastructure, water flow, and economics. For more information: http://www.ufedge.ufl.edu.

In June of 2009, the University of Florida was awarded nearly $1 million from the MacArthur Foundation for a new master’s program in sustainable development, building on UF’s strengths in tropical conservation and international development. The program does not yet exist and will be administered jointly by the Center for Latin American Studies and the Center for African Studies.

As can be seen from the preceding information we are proposing a unique Master of Arts degree in global sustainability with a concentration in water that is not found in the state of Florida. In addition, students completing our degree have the opportunity to also receive our existing graduate certificate in water, health and sustainability.

D. Use Table 1 (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.

We anticipate that our student body will be comprised of a mixture of domestic (both residents and non-resident) and international students. These will be fulltime students who will be able to participate in a residency period at the University of South Florida and an internship at the conclusion of the program for at least one semester.

Due to the residency requirements of the program we anticipate the enrollment of 20 students each year in the first two years and then increasing to 25 students per year thereafter. Students will enter the program as a cohort thereby creating a specialized program for these students.

E. Indicate what steps will be taken to achieve a diverse student body in this program, and identify any minority groups that will be favorably or unfavorably impacted. The university’s Equal Opportunity Officer should read this section and then sign and date in the area below.
We will advertise this program broadly throughout Florida in all publications, including those that focus on diversity. This will include Diverse Issues in Higher Education (formerly Issues in Higher Education) [http://www.diverseeducation.com/index.asp](http://www.diverseeducation.com/index.asp) and Hispanic Outlook Magazine [http://www.hispanicoutlook.com/](http://www.hispanicoutlook.com/). We also will utilize the Voice of Hispanic Higher Education magazine. For international and domestic students we will advertise in the International Educator magazine, the Chronicle of Higher Education, and the Connections magazine through EducationUSA.

We will utilize our existing marketing and recruitment strategies through professional associations and conferences and other mediums and venues to work as partners with the Colleges and the Office of International Affairs to promote the program. We will utilize the Hispanic Association of Colleges and Universities, Florida/Georgia Louis Stokes Alliance for Minority Participation, Society of Women Engineers, National McNair Scholars Research Conference, the American Biomedical Research Conference for Minority Students, and the Southern Regional Education Board meetings and programs. We also will advertise greatly at the annual NAFSA: Association of International Educators conference. We will reach out especially to our partnering international institutions including Ocean and Nankai Universities (marine science) in China, Exeter University (environmental science and coast sustainability program) in the United Kingdom, University of Ghana-Cape Coast Africa (fisheries), and as the program matures the City of Knowledge in Panama, the University of San Francisco in Quito-Ecuador to partner with the Galapagos Island Research Center, and possibly the University of Havana in Cuba.

III. Budget

A. Use Table 2 to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)

The revenue for the program will consist of student tuition and program fees. We anticipate that approximately one-half of the first year cohort will be domestic students and one-half will be international students. Program fees include technology fees, residency, study abroad costs, etc. and will amount to approximately $10,000 per student. Expenditures for the program include instructional and program costs, an advisor to be housed in the Graduate School, marketing and recruitment costs, operating costs, and carry forward funds. This has been totaled at $580,000. We will be pursuing sponsorships...
to assist with their tuition and program costs. Other support will be provided by the Graduate School, E-campus, and the School of Global Sustainability. It is predicted that the new Director of the School of Sustainability will have day-to-day responsibility for the program. Colleges and departments will receive the FTE generated by these students in their respective courses.

B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

We believe this program will not have an impact on reallocation of resources but will enhance undergraduate education and research by serving as a mechanism for students to continue their studies at USF through graduate education. Undergraduate students could have opportunities to participate with the students in this program in the development of sustainability projects.

C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

There should be no impacts on related programs or departments. We are incorporating several of the existing Water, Health, and Sustainability courses utilized in the certificate program and will provide support to those faculty ($5,000 per course) who will be developing online versions of courses. We are requesting the hiring of one student advisor in the Graduate School. Twenty to twenty-five additional students per year should not place undue burden on departments in terms of faculty commitment nor budget.

D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.

We have explored several grant opportunities to assist with the funding of this degree program. We will be able to submit to the MacArthur Foundation for funding in addition to several federal agencies (National Science Foundation) for support of students. We also will be in communication with several industries that recently have put forth green initiatives. These include SweetBay and Lykes.
IV. Projected Benefit of the Program to the University, Local Community, and State

A. Use information from Table 1, Table 2, and the supporting narrative for “Need and Demand” to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

There will be immense benefit to USF with the development of this program. Issues pertaining to water and global sustainability are being addressed throughout several universities nationally and internationally and there are many courses at USF that contain a focus or sub-focus on sustainability. However this program is unique in that it directly focuses on water whereas other noted programs (Arizona State University) are broad and some (University of Florida) focus on development issues. Also, the majority of programs researched were at the undergraduate and/or certificate level whereas this is a graduate program with the potential of growing into dual degree programs with other disciplines (public health, engineering, business), developing a research track leading to a Master of Science degree, and/or developing a track whereby students will be able to participate in the Masters International Programs in the Colleges of Public Health and Engineering that involves a 2 year commitment to serving in the Peace Corps. A special feature of our program is the ability of our students to not only receive the degree but also the graduate certificate in Water, Health, and Sustainability. The graduates from this degree program will clearly benefit the State of Florida, the nation, and the world due to their ability to enhance sustainability. A recent report from the Council of Graduate Schools clearly showed that the majority of domestic students stay and work in the state where they received their master’s degree.

V. Access and Articulation – Bachelor’s Degrees Only-N/A

A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a request to the BOG for an exception along with notification of the program’s approval. (See criteria in BOG Regulation 6C-8.014)

Insert response here.

B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see Common Prerequisite Manual http://www.facts.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.”
If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “track” of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Insert response here.

C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in BOG Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

Insert response here.

D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual http://www.facts.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

Insert response here.
INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

The Masters of Arts program in Global Sustainability at the University of South Florida trains students to become leaders in studying and creating sustainable, healthy communities throughout the world. Graduates of the program are creative scholar scientists and scholar activists who address complex human-environmental problems in sustainability by integrating social, economic, and environmental variables in a holistic and interdisciplinary way. They have the intellectual skills for critical thinking and problem solving that interconnect local and global scales. They have the technical skills to construct positive policy and advocacy plans for clean energy and sustainable urban systems. They have the management skills to lead others in developing sustainable solutions to problems involving land, water, and air resources. Graduates come from or move into careers in higher education and informal science education; local, state, and federal government and intergovernmental institutions; international non-governmental and not-for-profit organizations; and consultancies for business, industry, utilities, and regulatory and compliance agencies.

The initial goals of the Master of Arts in Global Sustainability Program are for students to develop a comprehensive understanding of issues pertaining to global sustainability and water so that they may develop innovative solutions that will enhance the health and welfare of populations throughout the world. These goals directly relate to the missions of the SUS Strategic Plan and the University Strategic Plan through excellence in education and meeting economic needs of the State of Florida. Also, this program directly relates to the mission of USF which includes student access and success in an engaged, and interdisciplinary, learner-centered environment, research and scientific discovery, including the generation, dissemination, and translation of new knowledge across disciplines; to strengthen the economy; and, most importantly, to design and build sustainable, healthy communities embracing innovation to build a community of learners together with significant and sustainable university-community partnerships and collaborations. This program is interdisciplinary involving several academic disciplines and will capture the expertise of faculty throughout the world. The focus on global issues and sustainability directly align with the strategic plan of USF. The inaugural concentration focus is on water with later concentrations developed on other major sustainability issues such as the designed environment. We anticipate that this degree program will be inclusive and holistic and eventually involve the STEM sciences, the social sciences, the humanities, arts, and health.
B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

USF’s strategic plan is clearly focused on global initiatives of which this program emanates. Utilizing existing expertise in various disciplines including anthropology, public health, business, and engineering, students will be able to develop innovative solutions to water issues and global sustainability.

This program will interface with several partnering universities and draw on the expertise of our new global initiatives which include a united effort to bring together international functions at USF through USF World and the further development of Offices of Sustainability and Community Engagement. Our Office of International Affairs will be directly involved with the program, especially in terms of international student recruitment. The Graduate School will house the program due to its interdisciplinary nature and the Director of the School of Sustainability will have day to day responsibility for the operation of program and interaction with students. The Office of Sustainability will be directly involved in terms of providing students resources and potential faculty exchanges and our Office of Community Engagement will be instrumental in establishing links with internship sites and potential projects. The students will have the opportunity to work with the Office of Sustainability on several conferences and activities such as the Going Green Expo and statewide Sustainability Conference.

C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

See Table Below.

The planning process has been extensive and has largely involved Drs. Whiteford, Liller, and Wells and the SGS Advisory Committee in addition to discussions and several meetings with Department Chairpersons, Associate Deans, Deans, Faculty, and the Faculty Senate. Sustainability has been a major strategic emphasis of USF for several years and there have been a multitude of meetings throughout the years focused on this topic within departments, colleges, and at the University level. Discussions began to become much more formalized in August as the Provost put forth his vision for a School of Global Sustainability and a graduate degree within the School on August 14th, 2009 at the annual Council of Deans Retreat. He charged Drs. Whiteford and Liller to lead the process. Since that time we have had several meetings with the Provost along with the parties above during the proposal development process. Planning was also coordinated with Dr. Kathleen Moore in terms of the contributions of É-campus.
### Planning Process

<table>
<thead>
<tr>
<th>Date</th>
<th>Participants</th>
<th>Planning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/18/09</td>
<td>Linda Whiteford, Kathleen Moore, Karen Liller</td>
<td>Planning meeting</td>
</tr>
<tr>
<td>8/20/09</td>
<td>Christian Wells, Karen Liller</td>
<td>Planning meeting to discuss proposed program and the Office of Sustainability</td>
</tr>
<tr>
<td>8/21/09</td>
<td>Linda Whiteford, Karen Liller</td>
<td>Planning meeting</td>
</tr>
<tr>
<td>8/26/09</td>
<td>Linda Whiteford, Karen Liller</td>
<td>Program Development meeting</td>
</tr>
<tr>
<td>8/28/09</td>
<td>Carol Hines-Cobb, Rick Pollenz, Karen Liller</td>
<td>Proposal planning meeting</td>
</tr>
<tr>
<td>8/28/09</td>
<td>Linda Whiteford, David Jacobson, James Mihelnic, Christian Wells, Sharon</td>
<td>Program Proposal Development and Office of Sustainability meeting</td>
</tr>
<tr>
<td></td>
<td>Hanna West, Boo Kwa, Bill Hogarth, Karen Liller</td>
<td></td>
</tr>
<tr>
<td>9/4/09</td>
<td>Linda Whiteford, Christian Wells, Karen Liller</td>
<td>Continued program development</td>
</tr>
<tr>
<td>9/4/09</td>
<td>Linda Whiteford, Christian Wells, Karen Liller, Provost Wilcox</td>
<td>Discussion of Degree Program and School of Global Sustainability</td>
</tr>
<tr>
<td>9/9/09</td>
<td>Linda Whiteford, Karen Liller, Christian Wells, Provost Wilcox</td>
<td>Discussion with Faculty Senate Executive Committee of the SGS and MA Program</td>
</tr>
<tr>
<td>9/11/09</td>
<td>Karen Liller, Associate Deans, Course Instructors</td>
<td>Discussion about course conversions and overall degree</td>
</tr>
<tr>
<td>9/14/09</td>
<td>Karen Liller, Linda Whiteford, Provost Wilcox, Deans</td>
<td>Discussion with Deans about the Program and School of Global Sustainability (Council of Deans meeting)</td>
</tr>
<tr>
<td>9/15/09</td>
<td>Karen Liller, Linda Whiteford, Steve Permuth, Art Shapiro</td>
<td>Discussion of SGS and MA proposal to be discussed at the upcoming Faculty Senate meeting</td>
</tr>
<tr>
<td>9/16/09</td>
<td>Karen Liller, Linda Whiteford, Eric Eisenberg, Department Chairs</td>
<td>Discussion about the MA proposal and SGS including curricular suggestions.</td>
</tr>
<tr>
<td>9/21/09</td>
<td>Karen Liller, Linda Whiteford, Deans</td>
<td>Presentation of program and SGS to Academic Deans</td>
</tr>
<tr>
<td>9/21/09</td>
<td>Karen Liller, Provost</td>
<td>Discussion of Program Budget and Admission Requirements</td>
</tr>
<tr>
<td>9/22/09</td>
<td>Karen Liller</td>
<td>Finalize Program Proposal for submission</td>
</tr>
</tbody>
</table>

### Events Leading to Implementation

<table>
<thead>
<tr>
<th>Date</th>
<th>Implementation Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2009</td>
<td>Program planning and development</td>
</tr>
<tr>
<td>September 23, 2009</td>
<td>Submission to Graduate Council Curriculum Committee</td>
</tr>
<tr>
<td>October 5, 2009</td>
<td>Graduate Council Curriculum Committee Review</td>
</tr>
<tr>
<td>October 19, 2009</td>
<td>Graduate Council Review</td>
</tr>
<tr>
<td>October 26, 2009</td>
<td>Academic Affairs Management Council Review</td>
</tr>
<tr>
<td>October 28, 2009</td>
<td>Submission to the Academic Campus Environment (ACE) Workgroup</td>
</tr>
<tr>
<td>November 19, 2009</td>
<td>Review by the ACE Workgroup</td>
</tr>
<tr>
<td>December 3, 2009</td>
<td>Review by the Board of Trustees (BOT)</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>Implementation of program</td>
</tr>
</tbody>
</table>
VII. Program Quality Indicators - Reviews and Accreditation

A. Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution’s progress in implementing the recommendations. N/A

VIII. Curriculum

A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor’s degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

The specific learning outcomes for the Master of Arts in Global Sustainability:

1. Develop a thorough understanding of the environmental, economical, historical, health, and engineering issues that relate to global sustainability.
2. Develop program development and leadership skills that will allow for the development of innovative solutions related to sustainability in developed and developing nations.
3. Determine the efficacy of present and future measures to enhance sustainability.
4. Develop an innovative master’s project that will show direct benefits related to sustainability of targeted populations.

B. Describe the admission standards and graduation requirements for the program.

This program will follow USF Admission Standards in that a minimum of 3.0 GPA will be required for entrance. Applicants whose native language is not English or who have not earned a degree in the United States must also submit TOEFL scores earned within two (2) years of the desired term of entry. A minimum total score of 79 on the internet-based test or 550 on the paper-based test are required. Applications submitted with TOEFL scores that do not meet the minimum requirements will be denied.

The TOEFL requirement may be waived if the applicant meets one of the following conditions:

• The applicant’s native language is English, or
• Has scored 500 or higher on the GRE Verbal Test, or
• Has earned a college degree at a U.S. institution of higher learning, or
• Has earned a college degree from an institution whose language of instruction is English (must be noted on the transcript), or
• Has scored 6.5 on International English Language Testing System (IELTS) [http://www.ielts.org/]

The GRE will not be required. We also will require a 250-500 word essay that includes the student’s academic and professional background, reasons for pursuing this degree,
and their professional goals in terms of contributing to global sustainability. The student may provide a portfolio demonstrating prior work that focuses on sustainability of populations.

C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

Curriculum—33 semester hours

There are four core courses for the degree program. These courses provide students an overall understanding of global sustainability including environmental, historical, humanities, culture, engineering, health and other overarching components along with practical experience (internship).

IDS 6xxx Interdisciplinary Seminar in Global Sustainability
PHC 6934 Public Health Topics in Global Sustainability
GEB 6930 Special Topics in Management and Sustainability
IDS 6xxx Required Internship

Curriculum Schedule:

Summer Semester: Required Two-Three Week Residency of the full semester course at USF or other location (dependent on the student body):

IDS 6xxx Interdisciplinary Seminar in Global Sustainability (3) (Core)

Fall and Spring Semester Courses** (21 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHC 6934</td>
<td>Public Health Topics in Global Sustainability</td>
<td>(3) (Core)</td>
</tr>
<tr>
<td>GEB 6930</td>
<td>Special Topics in Management and Sustainability</td>
<td>(3) (Core)</td>
</tr>
<tr>
<td>ANG 6469</td>
<td>Foundations of Medical Anthropology</td>
<td>(3)</td>
</tr>
<tr>
<td>PHC 6301</td>
<td>Water Pollution and Treatment</td>
<td>(3)</td>
</tr>
<tr>
<td>ENV 6666</td>
<td>Aquatic Chemistry</td>
<td>(3)</td>
</tr>
<tr>
<td>EVR 6216</td>
<td>Advances in Water Quality Policy and Management</td>
<td>(3)</td>
</tr>
<tr>
<td>GEO 6286</td>
<td>Advances in Water Resources</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**Other courses in global sustainability may be substituted for the proposed non-core concentration courses as approved by the program director.

Spring/Summer Semesters: Required Internship (at USF or Partnering Institution): The internship will be preceded with several online learning sessions focused on preparation for and how to achieve internship success.

IDS 6xxx Internship (6) (Core)
Final Summer Semester: Required Sustainability Project (3 credit hours)

IDS 6xxx Project (3)

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

The initial emphasis of this program is on water and global sustainability. The courses will follow the sequence as shown above and will be offered on alternative calendars in the summer, fall, and spring semesters to allow flexibility for the student so that he/she can complete the program within one year and spend a greater portion time on the development of the culminating project. During the first summer the required residency seminar will be offered. Between the following fall and spring semesters, students will be able to complete coursework and the final summer will be reserved for the internship and completion of the special project. All courses except the interdisciplinary seminar will be fully online. The seminar will be taught live on the Tampa Campus but will utilize the technology of Elluminate so that students throughout the world can participate. However students will be required to physically meet together in one location for a set period of time, most likely two weeks.

USF will arrange housing for the students during this period. Podcasts will also be developed for the lectures and incorporated into ITunes University. This assistance will be provided through our E-Campus. E-Campus will also assist with the conversion of courses into online formats. The internship modules will be developed through the expertise of faculty, E-Campus, the Office of International Affairs, and the Graduate School. Each student will be assigned a faculty director who will oversee the sustainability project. Students will formally present their projects and be able to physically meet again as a cohort for at least one week for this experience. Thirty-three semester hours are required and entail 495 contact hours.

E. Provide a one- or two-sentence description of each required or elective course.

Core:

IDS 6xxx Interdisciplinary Seminar in Global Sustainability (3 credit hours)
For the inaugural curriculum, this interdisciplinary course will feature leading experts in the field to discuss issues pertaining to global sustainability and water with an emphasis on determinants and potential solutions for global sustainability. We will include information on a broad array of topics related to water (including geological information) and broader information focused upon ethics, social sciences and humanities, and historical and cultural influences on sustainability.

PHC 6934 Public Health Topics in Global Sustainability (3 credit hours)
This core course introduces students to the interface between public health and global sustainability and will be built upon current issues and trends.

GEB 6930 Special Topics in Management and Sustainability (3 credit hours)
This core course is designed to focus on those economic and management issues
that affect sustainability in developed and developing nations.

**IDS 6xxx Internship (6 credit hours)**
Required domestic or international internship of all Master of Arts in Global Sustainability students.

**Concentration Focus:**

**ANG 6469 Foundations of Medical Anthropology (3)**
“Selected Topics in Medical Anthropology” (3) – Current topical issues in Medical Anthropology. This course will focus on culture and water-related issues.

**PHC 6301 Water Pollution and Treatment (3)**
A study of treatment technologies for water and wastewater. Emphasis is given to treatment technologies appropriate for developing countries. PR: CI.

**ENV 6666 Aquatic Chemistry (3)**
An introduction to the form, structure, and chemical activities of the important processes essential to treatment of domestic and industrial wastewater. PR: CI.

**EVR 6216 Advances in Water Quality Policy and Management (3)**
Conceptual structure and practical implementation of U.S. watershed-based water quality regulations and policies. Practical application of scientific information and quantitative methods in management/policy decisions for water quality protection. PR: Graduate standing in EVR, ENV, GEO, GLY, GPY, PCB or PHC; or consent of instructor.

**GEO 6286 Advances in Water Resources (3)**
Water resources policies are viewed from theoretical and practical perspectives focusing on management strategies in different physical and human environments. PR: GS in Geography or CI.

**IDS 6xxx-Sustainability Project (3)**
Required project for all Master of Arts in Global Sustainability students that will focus on innovative solutions to sustainability issues. The project will be supervised by the project director.

**F.** For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and identify if any industry advisory council exists to provide input for curriculum development and student assessment. N/A

**G.** For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate. N/A
H. For doctoral programs, list the accreditation agencies and learned societies that would
be concerned with corresponding bachelor’s or master’s programs associated with the
proposed program. Are the programs accredited? If not, why? N/A

I. Briefly describe the anticipated delivery system for the proposed program (e.g.,
traditional delivery on main campus; traditional delivery at branch campuses or
centers; or nontraditional delivery such as distance or distributed learning, self-paced
instruction, or external degree programs). If the proposed delivery system will require
specialized services or greater than normal financial support, include projected costs in
Table 2. Provide a narrative describing the feasibility of delivering the proposed
program through collaboration with other universities, both public and private. Cite
specific queries made of other institutions with respect to shared courses,
distance/distributed learning technologies, and joint-use facilities for research or
internships.

The delivery mechanism of this program will be mostly online except for the initial
interdisciplinary seminar. However, international students will be able to participate
due to our use of Elluminate which will allow them to join the other students in each
live lecture presentation delivered on the Tampa campus. Other courses will be
offered online (and with Elluminate when appropriate) through modules and this will
be coordinated with the faculty and their colleges. We will work directly with our E-
campus and provide faculty stipend support in spring, 2010 to develop the courses
into online formats. In terms of the internships, we have working relationships with
the partnering institutions and will work with them to determine internship
opportunities for students.

Students will be enrolled in the program as a cohort and will be able to communicate
with one another through a Blackboard Organization site. We will also use this site to
post announcements and materials that directly relate to the program.

The inaugural concentration for the MA in Global Sustainability will be focused on
water however we fully anticipate that additional concentrations will be created to
grow the degree program. We anticipate future concentrations in the designed
environment and other sustainability focus areas. Also, we may develop a Master of
Science in Global Sustainability in the future.

IX. Faculty Participation

A. Use Table 4 to identify existing and anticipated ranked (not visiting or adjunct) faculty
who will participate in the proposed program through Year 5. Include (a) faculty code
associated with the source of funding for the position; (b) name; (c) highest degree held;
(d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or
multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual
effort that will be directed toward the proposed program (instruction, advising,
supervising internships and practica, and supervising thesis or dissertation hours).
B. Use Table 2 to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

C. Provide the number of master's theses and/or doctoral dissertations directed, and the number and type of professional publications for each existing faculty member (do not include information for visiting or adjunct faculty).

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Theses</th>
<th>Dissertations</th>
<th>Professional Publications Including all Peer-Reviewed and Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda Whiteford</td>
<td>30+</td>
<td>34</td>
<td>100+</td>
</tr>
<tr>
<td>Karen Liller</td>
<td>10</td>
<td>21</td>
<td>100+</td>
</tr>
<tr>
<td>Christian Wells</td>
<td>5</td>
<td>3</td>
<td>100+</td>
</tr>
<tr>
<td>Graham Tobin</td>
<td>26</td>
<td>5</td>
<td>100+</td>
</tr>
<tr>
<td>Ricardo Izurieta</td>
<td>1</td>
<td>3</td>
<td>50+</td>
</tr>
<tr>
<td>Daniel Yeh</td>
<td>6</td>
<td>6</td>
<td>50+</td>
</tr>
<tr>
<td>Maya Trotz</td>
<td>2</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Nancy Romero-Daza</td>
<td>15</td>
<td>14</td>
<td>50+</td>
</tr>
<tr>
<td>Kamal Alsharif</td>
<td>5</td>
<td>-</td>
<td>30+</td>
</tr>
<tr>
<td>Sharon Hanna-West</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, and qualitative indicators of excellence.

The academic units affiliated with this degree have been very productive and interdisciplinary. The Colleges of Arts and Sciences, Public Health, Engineering, and Business lead in research dollars (apart from the College of Medicine) and produce the most doctoral and masters graduates. Out of 288 doctoral degrees granted at USF in 2008/2009, 136 (47.2%) were granted in these Colleges. In terms of Masters degrees, in 2008/2009 2,079 were awarded of which 1,059 (51%) were awarded in these Colleges. These Colleges also graduate students in a timely fashion. The trends over the last three years have been positive in Anthropology, Geography/Environmental Science Policy, Public Health, Engineering, and Business. The Colleges represent over 40% of the student headcount and over 50% of student FTE per year.

X. Non-Faculty Resources

A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.
The USF Libraries provide access to more than 2 million volumes and an extensive collection of electronic resources including approximately 25,156 e-journal subscriptions, 736 aggregator databases, 256,306 e-books, and 826,000 digital images. In addition, students have access to over 65,000 audio/visual materials including videos, CDs, and DVDs.

<table>
<thead>
<tr>
<th>SELECT MONOGRAPH HOLDINGS</th>
<th>Total</th>
<th>Tampa</th>
<th>St. Pete</th>
<th>PolyT</th>
<th>Hlt</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Sustainability (inc. Environmental Policy &amp; Economic Development, Sustainable Development</td>
<td>2,377</td>
<td>1,479</td>
<td>426</td>
<td>6</td>
<td>0</td>
<td>466</td>
</tr>
<tr>
<td>Water General</td>
<td>4,578</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water -- Hydrology</td>
<td></td>
<td>1,502</td>
<td>107</td>
<td>0</td>
<td>0</td>
<td>128</td>
</tr>
<tr>
<td>Water -- Resources/supply</td>
<td></td>
<td>2,086</td>
<td>213</td>
<td>0</td>
<td>0</td>
<td>213</td>
</tr>
<tr>
<td>Water -- Chemistry</td>
<td></td>
<td>245</td>
<td>56</td>
<td>0</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>Public Health General</td>
<td>978</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public health -- Global/world health</td>
<td></td>
<td>142</td>
<td>34</td>
<td>0</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>Public health -- Infectious diseases</td>
<td></td>
<td>361</td>
<td>83</td>
<td>0</td>
<td>128</td>
<td>165</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SELECT JOURNAL HOLDINGS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Sustainability (inc. Environmental Policy &amp; Economic Development, Sustainable Development</td>
<td>41</td>
</tr>
<tr>
<td>Water General</td>
<td>398</td>
</tr>
<tr>
<td>Groundwater</td>
<td>10</td>
</tr>
<tr>
<td>Public Health General</td>
<td>84</td>
</tr>
<tr>
<td>Environmental Pollution</td>
<td>54</td>
</tr>
<tr>
<td>Environmental Protection</td>
<td>25</td>
</tr>
<tr>
<td>Environmental Technology</td>
<td>29</td>
</tr>
</tbody>
</table>

**USF Libraries - Geography, Engineering, and Public Health Databases**

- Academic Search Premier
- ACS Publications
- Algology, Mycology & Protozoology Abstracts (Microbiology C)
- Applied Science & Technology Full Text
- ASCE Research Library
- Bacteriology Abstracts
- CINAHL
- Civil Engineering Abstracts
- Compendex
- Corrosion Abstracts
- EIS, digests of environmental impact statement
- Environmental Engineering Abstracts
- **Environmental Issues & Policy**
- Environmental Sciences & Pollution Management
- GEOBASE
- GEOREF
See Appendix 1 for a listing of journals online and print that focus on sustainability and water resource issues, including engineering and environmental technology.

Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.

__________________________________________ _______________________
Library Dean        Date

B. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

Only one or two classrooms should be needed at this time and these will be provided by the Graduate School and School of Global Sustainability.

C. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2. Do not include costs for new construction because that information should be provided in response to X (J) below. N/A

D. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements. N/A.

E. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2. N/A

F. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2. N/A

G. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2.

We will make a concerted effort to locate scholarships for students to assist with their program costs. The School of Global Sustainability is developing an external advisory committee that will include industry sponsors whom we hope will provide funding and support to the students in the MA program.
H. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek more sites in Years 1 through 5.

There are several current sites for internship related to water and global sustainability. Our international partners are able to provide several opportunities within their facilities. As for sites for students doing their internships in Florida there are many opportunities. These sites will be coordinated with the respective Colleges (Public Health, Arts and Sciences, Business, and Engineering) and the School of Sustainability based on the interests of the students in terms of project focus and targeted population. A few examples include Health Departments and Environmental Health Agencies, Water Management Districts, Center for Urban Transportation and Research at USF, Tampa Electric, Solar Companies, Construction Firms, Florida Power, Disney, Earth First, Clean Energy Research Center, Office of Sustainability at USF, USF Water Institute, Office of Community Engagement at USF, Patel Center at USF, International Oceanographic Institute within the College of Marine Sciences, Sweet Bay, and Lykes.


We will continue to pursue internship sites throughout Years 1 through 5 by working with our international partners and especially Office of Sustainability that will be instrumental in securing not only internship sites but faculty exchanges.

I. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities. N/A
<table>
<thead>
<tr>
<th>Source of Students (Non-duplicated headcount in any given year)*</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HC</td>
<td>FTE</td>
<td>HC</td>
<td>FTE</td>
<td>HC</td>
</tr>
<tr>
<td>Upper-level students who are transferring from other majors within the university**</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level***</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Florida community college transfers to the upper level***</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Transfers to the upper level from other Florida colleges and universities***</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Transfers from out of state colleges and universities***</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other (Explain)***</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* List projected annual headcount of enrolled students majoring in the program.
** If numbers appear in this category, they should go DOWN in later years.
*** Do not include individuals counted in any PRIOR CATEGORY in a given COLUMN.
<table>
<thead>
<tr>
<th>Source of Students</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HC</td>
<td>FTE</td>
<td>HC</td>
<td>FTE</td>
<td>HC</td>
</tr>
<tr>
<td>Individuals drawn from agencies/industries in your</td>
<td>2</td>
<td>2.1</td>
<td>2</td>
<td>2.1</td>
<td>2</td>
</tr>
<tr>
<td>service area (e.g., older returning students)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who transfer from other graduate programs</td>
<td>1</td>
<td>1.03</td>
<td>1</td>
<td>1.03</td>
<td>1</td>
</tr>
<tr>
<td>within the university**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individuals who have recently graduated from preceding</td>
<td>11</td>
<td>11.3</td>
<td>7</td>
<td>7.3</td>
<td>9</td>
</tr>
<tr>
<td>degree programs at this university</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individuals who graduated from preceding degree</td>
<td>1</td>
<td>1.03</td>
<td>3</td>
<td>3.1</td>
<td>3</td>
</tr>
<tr>
<td>programs at other Florida public universities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individuals who graduated from preceding degree</td>
<td>5</td>
<td>5.16</td>
<td>7</td>
<td>7.3</td>
<td>10</td>
</tr>
<tr>
<td>programs at non-public Florida institutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional in-state residents***</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Additional out-of-state residents***</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Additional foreign residents***</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Other (Explain)***</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>20</td>
<td>20.62</td>
<td>20</td>
<td>20.83</td>
<td>25</td>
</tr>
</tbody>
</table>

* List projected yearly cumulative ENROLLMENTS instead of admissions
** If numbers appear in this category, they should go DOWN in later years.
*** Do not include individuals counted in any PRIOR category in a given COLUMN.
### TABLE 2
**PROJECTED COSTS AND FUNDING SOURCES**

<table>
<thead>
<tr>
<th>Instruction &amp; Research Costs (non-cumulative)</th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Funding Source</td>
<td>Subtotal E&amp;G and C&amp;G</td>
</tr>
<tr>
<td></td>
<td>Reallocated Base* (E&amp;G)</td>
<td>$0</td>
</tr>
<tr>
<td>Faculty Salaries and Benefits</td>
<td>Enrollment Growth (E&amp;G)</td>
<td>$0</td>
</tr>
<tr>
<td>A &amp; P Salaries and Benefits</td>
<td>Other New Recurring (E&amp;G)</td>
<td>$0</td>
</tr>
<tr>
<td>USPS Salaries and Benefits</td>
<td>New Non-Recurring (E&amp;G)</td>
<td>$0</td>
</tr>
<tr>
<td>Other Personnel Services</td>
<td>Contracts &amp; Grants (C&amp;G)</td>
<td>$0</td>
</tr>
<tr>
<td>Assistantships &amp; Fellowships</td>
<td>**</td>
<td>$0</td>
</tr>
<tr>
<td>Library</td>
<td>**</td>
<td>$0</td>
</tr>
<tr>
<td>Expenses</td>
<td>**</td>
<td>$0</td>
</tr>
<tr>
<td>Operating Capital Outlay</td>
<td>**</td>
<td>$0</td>
</tr>
<tr>
<td>Special Categories</td>
<td>**</td>
<td>$0</td>
</tr>
<tr>
<td>Total Costs</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

***Identify if non-recurring.

#### Faculty and Staff Summary

<table>
<thead>
<tr>
<th>Total Positions (person-years)</th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A &amp; P</td>
<td>58,500</td>
<td>58,500</td>
</tr>
<tr>
<td>USPS</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Calculated Cost per Student FTE

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total E&amp;G Funding</td>
<td>$580,000</td>
<td>$580,000</td>
</tr>
<tr>
<td>Annual Student FTE</td>
<td>20.62</td>
<td>25.8</td>
</tr>
<tr>
<td>E&amp;G Cost per FTE</td>
<td>$28,128</td>
<td>$22,481</td>
</tr>
</tbody>
</table>

Worksheet Table 2 Budget
%TABLE 3
ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS

<table>
<thead>
<tr>
<th>Program and/or E&amp;G account from which current funds will be reallocated during Year 1</th>
<th>Base before reallocation</th>
<th>Amount to be reallocated</th>
<th>Base after reallocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>555-555 World exploration fund (example)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Totals</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

Worksheet Table 3 Reallocation
<table>
<thead>
<tr>
<th>Faculty Code</th>
<th>Faculty Name or &quot;New Hire&quot;</th>
<th>Highest Degree Held</th>
<th>Academic Discipline or Speciality</th>
<th>Rank</th>
<th>Status</th>
<th>Initial Date for Participation in Program</th>
<th>Contract Year 1</th>
<th>FTE Year 1</th>
<th>% Effort for Prg. Year 1</th>
<th>PY Year 1</th>
<th>Mos. Contract Year 5</th>
<th>FTE Year 5</th>
<th>% Effort for Prg. Year 5</th>
<th>PY Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Linda Whiteford, PhD</td>
<td>Anthropology</td>
<td></td>
<td>Professor</td>
<td>Tenured</td>
<td>Spring, 2010</td>
<td>12</td>
<td>1.00</td>
<td>10.00</td>
<td>10.00</td>
<td>12</td>
<td>1.00</td>
<td>5.00</td>
<td>5.00</td>
</tr>
<tr>
<td>A</td>
<td>Christian Wells, PhD</td>
<td>Anthropology</td>
<td></td>
<td>Assoc. Prof.</td>
<td>Tenured</td>
<td>Spring, 2010</td>
<td>12</td>
<td>1.00</td>
<td>10.00</td>
<td>10.00</td>
<td>12</td>
<td>1.00</td>
<td>5.00</td>
<td>5.00</td>
</tr>
<tr>
<td>A</td>
<td>Daniel Yeh, PhD</td>
<td>Anthropology</td>
<td></td>
<td>Asst. Prof.</td>
<td>Courtesy</td>
<td>Spring 2010</td>
<td>9</td>
<td>0.75</td>
<td>10.00</td>
<td>7.50</td>
<td>9</td>
<td>0.75</td>
<td>10.00</td>
<td>7.50</td>
</tr>
<tr>
<td>A</td>
<td>Maya Trotz</td>
<td>Engineering</td>
<td></td>
<td>Asst. Prof.</td>
<td>Tenure</td>
<td>Spring 2010</td>
<td>9</td>
<td>0.75</td>
<td>10.00</td>
<td>7.50</td>
<td>9</td>
<td>0.75</td>
<td>10.00</td>
<td>7.50</td>
</tr>
<tr>
<td>A</td>
<td>Graham Tobin</td>
<td>Arts and Sciences</td>
<td></td>
<td>Professor</td>
<td>Tenured</td>
<td>Spring 2010</td>
<td>12</td>
<td>1.00</td>
<td>10.00</td>
<td>10.00</td>
<td>12</td>
<td>1.00</td>
<td>10.00</td>
<td>10.00</td>
</tr>
<tr>
<td>A</td>
<td>Karen Liller</td>
<td>Graduate School/Education</td>
<td></td>
<td>Professor</td>
<td>Tenured</td>
<td>Spring 2010</td>
<td>12</td>
<td>1.00</td>
<td>25.00</td>
<td>25.00</td>
<td>12</td>
<td>1.00</td>
<td>25.00</td>
<td>25.00</td>
</tr>
<tr>
<td>A</td>
<td>Nancy Romero-Daza</td>
<td>Anthropology</td>
<td></td>
<td>Assoc. Prof.</td>
<td>Tenured</td>
<td>Spring 2010</td>
<td>9</td>
<td>0.75</td>
<td>10.00</td>
<td>7.50</td>
<td>9</td>
<td>0.75</td>
<td>10.00</td>
<td>7.50</td>
</tr>
<tr>
<td>A</td>
<td>R. Izurieta</td>
<td>Public Health</td>
<td></td>
<td>Asst. Prof.</td>
<td>MYA</td>
<td>Spring 2010</td>
<td>12</td>
<td>1.00</td>
<td>10.00</td>
<td>10.00</td>
<td>12</td>
<td>1.00</td>
<td>10.00</td>
<td>10.00</td>
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<tr>
<td>A</td>
<td>Kamal Alsharif</td>
<td>Arts and Sciences</td>
<td></td>
<td>Asst. Prof.</td>
<td>Tenure</td>
<td>Spring 2010</td>
<td>9</td>
<td>0.75</td>
<td>10.00</td>
<td>7.50</td>
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<td>0.75</td>
<td>10.00</td>
<td>7.50</td>
</tr>
<tr>
<td>A</td>
<td>S. Hanna-West</td>
<td>Business</td>
<td></td>
<td>Instructor</td>
<td>MYA</td>
<td>Spring 2010</td>
<td>9</td>
<td>0.75</td>
<td>10.00</td>
<td>7.50</td>
<td>9</td>
<td>0.75</td>
<td>10.00</td>
<td>7.50</td>
</tr>
</tbody>
</table>

**Total Person-Years (PY)**

|                      | 102.50 | 92.50 |

<table>
<thead>
<tr>
<th>Faculty Code</th>
<th>Source of Funding</th>
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<tbody>
<tr>
<td>A</td>
<td>Existing faculty on a regular line</td>
</tr>
<tr>
<td>B</td>
<td>New faculty to be hired on a vacant line</td>
</tr>
<tr>
<td>C</td>
<td>New faculty to be hired on a new line</td>
</tr>
<tr>
<td>D</td>
<td>Existing faculty hired on contracts/grants</td>
</tr>
<tr>
<td>E</td>
<td>New faculty to be hired on contracts/grants</td>
</tr>
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**Overall Totals for**

<table>
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<th></th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>102.50</td>
<td>92.50</td>
</tr>
</tbody>
</table>

Worksheet Table 4 Faculty
Appendix 1

USF Libraries - Journals (Online & Print) - Environmental Science/Water Resources & Engineering /Environmental Technology

Acta hydrochimica et hydrobiologica
Advances in environmental accounting & management.
AIHA Journal
Air quality measurements.
Air quality report /
Air quality, atmosphere & health
Air/water pollution report
Alabama environmental compliance update.
Alternatives Journal
Ambient air quality in Florida.
Annales de géographie
Annual air quality report for Hillsborough County, Florida.
Annual report : Florida's Nongame Wildlife Program /
Annual report on abandoned artesian wells.
Annual report to Tampa Electric Company /
Annual review of environment and resources
Annual water use survey.
Applied catalysis. B, Environmental
Appropriate Technology
Aqua.
Aquaterra
ARC news
Archiv für Naturschutz und Landschaftsforschung
Asbestos & lead abatement report.
Ashore
Atmospheric environment. Part A, General topics
Atmospheric environment. Part B, Urban atmosphere
Australian geographic
Australian geographical studies
Australian Health Review
Aware: the environment magazine for electric industry people.
AWWA manual.
Basic and applied ecology
BioCycle
Bioremediation journal
Bulletin of the American Geographical Society
Bulletin of the International Association of Scientific Hydrology
Buyside
Cahiers de géographie du Québec
Canadian Geographer
Canadian Journal of Civil Engineering
Cartography and geographic information science
Children's geographies
Civil engineering and environmental systems
Clean products and processes
Clean soil, air, water.
Clean technologies and environmental policy
Clean water report
Coastal engineering
Compost science & utilization
Comprehensive annual financial report for the year ended ...
Conservation & recycling.
Coordinates : Online Journal of the Map and Geography Round Table of the American Library Association. Series A
Coordinates : Online Journal of the Map and Geography Round Table of the American Library Association. Series B
Critical reviews in environmental science and technology
Critical Reviews in Toxicology
Cuadernos geográficos de la Universidad de Granada
Cultural Geographies   [View journal history for additional full text]
CyberGeo: European Journal of Geography
Desalination.
Developments in water treatment.
Disaster management & response
Disasters
Discover
E : the environmental magazine.
Earth island journal
Ecological economics
Ecological engineering
Ecological Restoration
Ecology and society
Ecology letters
Economic Geography
E-journal AWWA
Electronic green journal
Electronic journal of environmental, agricultural and food chemistry EJEAFChe.
Ends report
Environment
Environment and planning. C, Government & policy
Environment business news briefing
Environment business.
Environment international
Environment Risk
Environmental & engineering geoscience
Environmental bioindicators
Environmental chemistry letters
Environmental conservation
Environmental Engineering
Environmental engineering and policy
Environmental engineering science
Environmental forensics
Environmental geosciences
Environmental health perspectives. Supplements
Environmental impact assessment review
Environmental management
Environmental manager : EM.
Environmental modelling & software
Environmental monitoring and assessment
Environmental pollution
Environmental progress
Environmental progress & sustainable energy.
Environmental quality management
Environmental quality, Hillsborough County, Florida.
Environmental science & technology
Environmental science & technology. News & research notes
Environmental software
Environmental solutions
Environmental technology
Environmental technology letters.
Environments
Environnement /
EPA journal
Estudios geográficos
Eureka
Europe
Exceedances of the ambient air quality standards in Florida /
Florida environments.
Florida water resources journal.
Frontiers in ecology and the environment
Garbage : the practical journal for the environment.
Gender, Place and Culture
Gender, work, and organization
Geo abstracts. B: Biogeography and climatology.
Geo abstracts. B: Climatology and hydrology.
Geografisk tidskrift
Geografski zbornik
Geografiska annaler
Geografiska annaler. Series B, Human geography
Geografiska Annaler Series B, Human geography
Geografiska annaler.
Geographical & environmental modelling
Geographical abstracts. B, Climatology and hydrology.
Geographical abstracts. B: Biogeography and climatology.
Geographical analysis
Geographical research
Géographie physique et quaternaire
Geographische Revue
GeoJournal
GeoTrópico
Glacial geology and geomorphology
Global ecology and biogeography
Global ecology and biogeography letters
Global Positioning & Navigation News
Greener Management International
Groundwater monitor
Habitat International
Hazardous Waste Consultant
HAZNEWS INTERNATIONAL HAZARDOUS WASTE MANAGEMENT MONTHLY
Headwaters.
Health & place
Hemisphere
Hydrological processes.
Hydrological sciences journal
Hydrology and earth system sciences
Hydrology and earth system sciences discussions
Hydroscope.
Hydrotechnical construction   [View journal history for additional full text]
IEEE journal of oceanic engineering
IEQ strategies.
Impact assessment and project appraisal : journal of the International Association for Impact Assessment.
Indoor + built environment
Indoor air
Industrial process design for pollution control.
Industrial process design for water pollution control.
Industry and environment
Information.
Instructions for the agency strategic plan for information resources management / International journal of applied earth observation and geoinformation
International journal of environmental science and technology IJEST.
International journal of geographical information science
International journal of geomechanics
International journal of greenhouse gas control
International journal of hydrogen energy
International journal of phytoremediation
International journal of population geography
International journal of water resources development
International regional science review
International research in geographical and environmental education
International review for environmental strategies
Investigaciones Geográficas
Irish geography
Irrigation and drainage systems
ISPRS journal of photogrammetry and remote sensing
Journal of Anthropological Archaeology
Journal of applied meteorology
Journal of cleaner production
Journal of Coastal Research
Journal of contaminant hydrology
Journal of cultural geography
Journal of Economic Geography
Journal of environmental assessment policy and management
Journal of environmental economics and management
Journal of environmental engineering
Journal of environmental engineering and science
Journal of Environmental Hydrology
Journal of environmental management
Journal of environmental monitoring
Journal of Environmental Planning and Management
Journal of environmental science and health. Part A, Toxic/hazardous substances & environmental engineering
Journal of Environmental Sciences
Journal of environmental systems.
Journal of Geographical Sciences
Journal of Geographical Systems
Journal of Geography in Higher Education
Journal of geotechnical and geoenvironmental engineering
Journal of hazardous materials
Journal of Historical Geography
Journal of hydrologic engineering /
Journal of hydrology
Journal of industrial ecology
Journal of land use & environmental law
Journal of Latin American geography
Journal of material cycles and waste management
Journal of regional science
Journal of spatial hydrology an official publication of Spatial Hydrology.
Journal of the Air Pollution Control Association.
Journal of the American Geographical and Statistical Society
Journal of the American Water Resources Association
Journal of the Environmental Engineering Division.
Journal of the Sanitary Engineering Division.
Journal of Tropical Ecology
Journal of water and environment technology
Land & Water Link
Landscape and urban planning
Landscape design
Landscape management
Landscape Research
Monitoring of nuclear power plant environs in Florida / Municipal & industrial water & pollution control Municipal journal.
National Geographic Adventure
National Geographic Explorer
National Geographic Traveler
National geographic world
Natural life.
Nature and resources.
Nature Australia
New Zealand geographer
Noise control engineering journal.
Norsk geografisk tidsskrift
Norwegian Archaeological Review
Nuclear and chemical waste management
Nuclear information.
Nuclear waste news.
Oceanic linguistics
Oil & petrochemical pollution
Oil spill intelligence report.
Operational performance audit of the Suwannee River Water Management District : for the period ... /
Operations forum : a WPCF publication for wastewater professionals.
Organization & Environment
Ozone: science and engineering
Philosophy and geography
Physical Geography
Places
Planning update /
Polar Geography
Political geography
Political geography quarterly
Pollution engineering
Practice periodical of hazardous, toxic, and radioactive waste management.
Proceedings of the Institution of Mechanical Engineers; Part M; Journal of Engineering for the Maritime Environment
Proceedings of the Royal Geographical Society of London
Progress in Human Geography
Progress in Physical Geography
Progress in water pollution control in Japan.
Public land statistics
Public works.
Quaerendo
Quality of the environment in Japan.
Quarterly journal of engineering geology and hydrogeology
Quarterly progress report on the Big Bend thermal and ecological surveys /
Quarterly report to Tampa Electric Company /
Recycling today.
Remediation
Report to the Governor and Cabinet, short-term and long-term hazardous waste facility needs /
Research journal of the Water Pollution Control Federation.
Residuals inventory : Florida residuals, spread the wealth! /
Resource and energy economics
Resources and energy
Resources, conservation, and recycling.
Reuse/recycle
Revista brasileira de cartografia
Revista Cartográfica
Revista de geografia Norte Grande
Revista del Instituto de investigación de la Facultad de geologia, minas, metalurgia y ciencias geográficas de la Universidad nacional mayor de San Marcos
REVISTA GEOGRAFICA
Science and the environment bulletin
Singapore journal of tropical geography
Small flows quarterly : SF /
Social & cultural geography
Social science & medicine
Sociological methodology
Soil & sediment contamination
Soil dynamics and earthquake engineering
Solar energy
Solid Waste & Recycling
Solid waste report.
Solid waste technologies
Solid wastes management refuse removal journal and liquid wastes management.
Source OECD environment sustainable development
Southeastern Geographer
Soviet hydrology: selected papers.
Space & polity
Spill science & technology bulletin
Stabilization and solidification of hazardous, radioactive, and mixed wastes.
State air pollution implementation plan progress report.
State of Florida resource recovery activity report.
Statistical record of the environment.
Status report on the county and regional hazardous waste assessment program /
Structural Engineering International
Structural engineering/earthquake engineering
Summary of meeting - Advisory Committee on Water Data for Public Use.
Surface water quality, Hillsborough County, Florida.
Surveying and land information systems
Systematic Biology
The Air Pollution Consultant
The Annals of Regional Science
The Cartographic journal
The directory of national environmental organizations.
The Earth care annual.
The environmentalist
The global atmosphere and ocean system
The Great Lakes geographer
The Ground water newsletter /
The handbook of environmental chemistry
The hazardous waste consultant
The Industrial Geographer
The Journal of solid waste technology and management.
The Journal of Transdisciplinary Environmental Studies
The McGraw-Hill Companies' utility environment report
The Polar Record
The Professional geographer
The State of the environment.
The world's water : the biennial report on freshwater resources.
Tijdschrift voor economische en sociale geografie
Appendix 2

ABRIDGED CURRICULUM VITAE

KAREN D. LILLER

Office Address: University of South Florida
Graduate School
4202 East Fowler Avenue, BEH 304
Tampa, FL  33620-8470

Office Telephone: (813) 974-7359

Email Address: kliller@grad.usf.edu

EDUCATIONAL BACKGROUND

1984-1988 University of South Florida
Tampa, Florida
Major: Curriculum and Instruction
Cognate (Minor area): Public Health
Degree: Ph.D

1984-1986 University of South Florida
Tampa, Florida
Major: Curriculum and Instruction
Degree: Ed.S.

1979-1982 University of Central Florida
Orlando, Florida
University of South Florida, Tampa, Florida
Major: Technical Education
Degree: M.A.

1974-1978 West Virginia University
Morgantown, West Virginia
Major: Medical Technology
Degree: B.S.
# ACADEMIC PROFESSIONAL EXPERIENCE

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
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<tbody>
<tr>
<td>2009-Present</td>
<td>University of South Florida&lt;br&gt;Dean of the Graduate School and&lt;br&gt;Associate Vice President for Research &amp; Innovation</td>
</tr>
<tr>
<td>2008-2009</td>
<td>University of South Florida&lt;br&gt;Interim Dean of the Graduate School and&lt;br&gt;Associate Vice President for Research &amp; Innovation</td>
</tr>
<tr>
<td>2005-2008</td>
<td>Associate Dean for Academic and Student Affairs</td>
</tr>
<tr>
<td>2005-2007</td>
<td>Interim Director of the Practice Program</td>
</tr>
<tr>
<td>2004-2005</td>
<td>Interim Associate Dean for Academic Affairs</td>
</tr>
<tr>
<td>2004/05- Present</td>
<td>Professor</td>
</tr>
<tr>
<td>1990-1996</td>
<td>Assistant Professor (Department of Community and Family Health)</td>
</tr>
<tr>
<td>1988-1990</td>
<td>Post-Doctorate Fellow</td>
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<tr>
<td>1987-1988</td>
<td>Adjunct Faculty&lt;br&gt;St. Petersburg Junior College Training Program, St. Petersburg, Florida</td>
</tr>
<tr>
<td>1985-1988</td>
<td>Teaching Assistant&lt;br&gt;University of South Florida Department of Adult and Vocational Education, Tampa, Florida</td>
</tr>
</tbody>
</table>
SELECTED RECENT PUBLICATIONS

BOOKS/BOOK CHAPTERS


SELECTED RECENT PEER-REVIEWED JOURNAL PUBLICATIONS

**Data-Based**


**Kent, E., & Liller, K.** The Student Research Program at the University of South Florida College of Public Health: A Valuable Investment in Graduate Public Health Education. *Public Health Report, 124,* 764-770.


**SELECTED RECENT PRESENTATIONS AT PROFESSIONAL CONFERENCES AND MEETINGS**


**Liller, K.D.** The Role Graduate School at USF. McKnight Doctoral Fellows’ Orientation Meeting, Tampa, FL, June 20, 2009.


SELECTED RECENT GRANTS/CONTRACTS

2010-2012  Title: Innovation in Promoting Success in Graduate Education: From Admissions through Completion  
Role: Principal Investigator  
Source: Educational Testing Service and Council of Graduate Schools  
Amount: $20,000 ($10,000 match from USF)  
Status: Under Review

2009  Title: A Statewide Initiative in Florida for Professional Science Master’s Programs-A Proposal for Planning  
Role: Co-Investigator  
Source: State of Florida  
Amount: $850,000  
Status: Under Review

2009  Title: A Statewide Initiative in Florida for Professional Science Master’s Programs-A Proposal for Planning  
Role: Principal Investigator  
Source: Subcontract from the University of Central Florida and Sloan Foundation  
Amount: $3528  
Status: Funded

2008-Present  Title: McKnight Doctoral 1-3 year award  
Role: Principal Investigator (through Graduate School)  
Source: Florida Education Foundation  
Amount: $360,000 per year  
Status: Funded

2006-Present  Title: SMART (Sports Medicine and Athletic Related Trauma) Injury Registry  
Role: Principal Investigator  
Source: USF Health and the State of Florida  
Amount: $100,000 per year—to date over $300,000 awarded  
Status: Funded
SELECTED AWARDS AND ACKNOWLEDGEMENTS

Exceptional Community Service Award, University of South Florida College of Public Health, May 3, 1994.

Faculty Recognition Award for Research, University of South Florida Health Sciences Center, February 13, 1997.

Teaching Incentive Program (TIP) Award, College of Public Health, University of South Florida, November 19, 1998.

Named as One of the "Top Fifteen Women Scholars in Health Education and Health Promotion" in studies conducted by researchers in the University of Utah, the University of Oklahoma, and Colorado State University, February 23, 1999.

Public Health Possibilities 1999 Special Partner Award, College of Public Health, University of South Florida, 1999.

Recipient of the 2005 Tampa Bay Business Journal’s 2005 Health Care Heroes Award for Health Care Educator

Inducted into Who’s Who in Tampa Bay Business, 2005

State of Florida First Annual Injury Prevention Award, December 11, 2006

State of Florida Service Award for Service on the Florida Injury Prevention Advisory Council, October 14, 2008
LINDA M. WHITEFORD, Office of the Provost, University of South Florida, 4202 E. Fowler Ave, (ADM 226), Tampa, Florida 33620-8100. (813) 974-0818. lindaw@cas.usf.edu

a) Professional Preparation
Bachelor of Arts, Beloit College, Beloit, Wisconsin: Anthropology, 1969
Master of Arts, University of Wisconsin-Milwaukee: Anthropology, 1971
Doctor of Philosophy, University of Wisconsin-Milwaukee: Anthropology, 1980
Master of Public Health, University of Texas, School of Public Health, 1980

b) Appointments
Associate Vice President, Academic Affairs and Strategic Initiatives, University of South Florida, 2008-present
Professor, Department of Anthropology, University of South Florida, 2003-2008
Professor and Chair, Department of Anthropology, University of South Florida, 1997-2003.
Professor and Graduate Director, Anthropology, University of South Florida, 1994-97
Associate Professor and Medical Track Leader, Anthropology, USF, 1984-1993
Assistant Professor and Medical Track Leader, University of South Florida, 1981-84
Visiting Assistant Professor, Southern Methodist University, Dallas, 1979-81

c) Publications
List of up to 5 publications most closely related to proposed project


*Concluding Comments: Future Challenges*: *Globalization, Water and Health: Resources in Times of Scarcity* (2005), (Linda M. Whiteford and Scott Whiteford, editors), pp.s 255-


(ii) **List of up to 5 significant publications**


d. **Synergistic Activities**

President, Society for Applied Anthropology – 2003-2005
Executive Committee, Board of Directors, Society for Applied Anthropology, 1998 - present
Coordinator, Social Studies and Medicine, Latin American Studies Association, present - 2002
Executive Committee, Society of Medical Anthropology, 1987-90
Treasurer, Latin American Anthropology Group, AAA 1987-99
Chairperson, Florida Center for Children and Youth, Tallahassee, Florida, 1995-97
e. **Collaborators**

(i) Andrew Arata, Tulane University
Larry Branch, University of South Florida
Lenore Manderson: Director of the Key Center for Women, University of Melbourne,
Lois Nixon, University of South Florida
Barbara Szelag, University of South Florida
Graham Tobin, University of South Florida
Shyanika Wijensinha, Battelle Centers for Public Health Research and Evaluation
Scott Whiteford, Michigan State University

(ii) Graduate and Post Graduate Advisors
Sidney Greenfield, (emeritus) University of Wisconsin
Janet Schneider, University of Texas

(iii) Current and Recent Advisees Doctoral Students (Recent Graduates)
Jon Poehlman, Ph.D.  Research Triangle Institute
Diego Salazar, Ph.D.  University of Chile
Linda Scott, Ph.D.  Marshall University
Judith Vitucci, Ph.D.  All Children's Hospital
Deborah Rosenberg, Ph.D.  Halley Veteran's Hospital
Brenda Junco, Ph.D.  Tampa General Hospital
Dinorah Martinez, Ph.D.  Moffitt Cancer Research Center
Kathleen Maes, Ph.D.  Hillsborough County Children’s Board
Juan Luque, Ph.D.  Moffitt Cancer Research Center USF

Current and Recent Advisees
Susan Martin-Warren  Karon Szydlowski  Trina Thompson
Charmari Wijesinha  Christiana Schumann  Maridelys Detres
Leilani Franciso  Kenneth Goodman  Elizabeth Cooper
GRAHAM A. TOBIN
Associate Vice President for Academic Affairs and Professor, Department of Geography
University of South Florida, 4202 East Fowler Ave. (ADM 226),
Tampa, FL 33620. (813) 974 3077  (gtobin@acad.usf.edu)

DEGREES:
Bachelor of Arts: The University of Durham, England: Geography (Honors) - 1973.
Doctor of Philosophy: The University of Strathclyde, Scotland: Geography - 1978.

PROFESSIONAL POSITION:
Associate Vice President for Academic Affairs: University of South Florida (2008 -).
Professor: Department of Geography, University of South Florida (1996 -).

RECENT EXPERIENCE:
Professor and Chair: Department of Geography, University of South Florida (1996-2001).
Professor and Head: Department of Geography, University of Minnesota, Duluth. (1992-96).
Associate Vice Chancellor for Academic Administration: University of Minnesota Duluth. (1992-1994).
Director: Center for Community and Regional Research UMD (1990-1994).

RECENT HONORS:
Distinguished Scholar Award: University of South Florida, Askounes-Ashford Distinguished Scholar (2006)
USF Presidential Award: Presidential Excellence Award, University of South Florida (2003)
Research Honors Award: Southeastern Division of the Association of American Geographers (2001)
Research Award: University of Minnesota Duluth, College of Liberal Arts, Research Award (1995-96)

RESEARCH EXPERTISE:
Natural Hazards: Flood, Hurricanes and Volcanoes; Water Resources Policy; Environmental Contamination.

SELECTED RECENT PUBLICATIONS:


RECENT AWARDS AND RESEARCH FUNDING:

NATIONAL SCIENCE FOUNDATION: Collaborative Research: Social Networks in Chronic Disasters: Exposure, Evacuation, and Resettlement. With Dr. L.M. Whiteford (USF), Dr. A. Murphy and Dr. E. Jones (University of North Carolina at Greensboro). (Total $230,061, USF component $100,500) (2008-2010).

NATIONAL SCIENCE FOUNDATION: REU Site: Social Aspects of Hurricanes--Preparation, Response and Recovery with Vulnerable Populations. With Dr. N. Yavneh, Dr. R. Ersing, Dr. M. Kusenbach, and Dr. B. Ward (USF) (Smaller role by Tobin) ($415,368) (2007-2010).

NATIONAL SCIENCE FOUNDATION: Collaborative Research: Social Networks and Mitigation in Areas of On-Going Disasters. With Dr. L.M. Whiteford (USF) and Dr. A. Murphy (University of North Carolina at Greensboro). (Total $328,750, USF component $133,381) (2006-2009).


ACTIVITIES: Dr. Tobin has published 13 books and monographs, 17 chapters, over 80 refereed articles and proceedings, 33 technical reports and working papers, 24 book reviews and 30 miscellaneous publications. In addition, he has presented over 150 papers at academic meetings, organized/chaired 50 sessions, and given over 75 invited lectures and seminars at university institutions. He has received over $1.5 million in research support and has served on many committees at the national, university, college, and department levels, and participated in professional organizations.
**E. CHRISTIAN WELLS**  
Office of Sustainability  
University of South Florida  
4202 East Fowler Avenue, LIB 122  
Tampa, FL 33620-8100 USA  
813/974.5397, sustainability@usf.edu

Department of Anthropology  
University of South Florida  
4202 East Fowler Avenue, SOC 107  
Tampa, FL 33620-8100 USA  
813/974.2337, e-mail: cwells@cas.usf.edu

**EDUCATION**

2003  **Ph.D.**, Anthropology, Arizona State University
1998  **M.A.**, Anthropology, Arizona State University
1996  **B.A.**, Anthropology, Archaeological Studies, and Latin American Studies, Oberlin College

**ACADEMIC APPOINTMENTS, USF**

2009+  Director, Office of Sustainability
2008+  Associate Professor, Department of Anthropology
2008-2009  Affiliate Faculty, Honors College
2007-2009  Graduate Director, Department of Anthropology
2004-2008  Affiliate Faculty, Institute for the Study of Latin America and the Caribbean
2003-2008  Assistant Professor, Department of Anthropology

**CURRENT TEACHING**

2009  Advanced Quantitative Methods [G], Honors College Seminar: Soil and Culture [U], Archaeological Methods [G], Mesoamerican Archaeology [U/G], Archaeological Field Methods [U/G], Laboratory Methods in Archaeology [U/G]
2008  Quantitative Methods [G], Honors College Seminar: Dirt, The Erosion of Civilizations [U], Economic Anthropology [G], Honors College Seminar: Soil and Culture [U], Archaeology [U]

**SELECT RECENT AWARDS AND CERTIFICATES**

2008  Certificate for Excellence in Mentorship at the Doctoral Level, University of South Florida
2007  Outstanding Undergraduate Teaching Award, University of South Florida

**SELECT RECENT GRANTS AND CONTRACTS**

2009  Research Contract. Department of Anthropology, SUNY-Buffalo (NSF DIG); $9,195
2009  Research Grant. Institute for the Study of Latin America and the Caribbean, University of South Florida; $1,300
2008  Summer Research Grant, Humanities Institute, University of South Florida; $4,883
2007  General Research Grant. Foundation for the Advancement of Mesoamerican Studies; $3,000
2006  UR USF Grant. Office of Undergraduate Research, University of South Florida; $10,000
2005  Research Grant. Committee for Research and Exploration, National Geographic Society; $19,360

**SELECT RECENT SERVICE**

Society Officer
2008-2011  Board Member, Society for Economic Anthropology
Proposal Reviewer
National Science Foundation, National Endowment for the Humanities, Blackwell Publishing, Springer

Article Reviewer

University Service
2009-2011 Chair, Sustainability Initiative Steering Committee
2009-2010 Member, School of Global Sustainability Exploratory Committee
2009-2010 Member, Textbook Affordability Committee
2008-2009 Member, USF World Initiative Task Force (Co-Chair, Graduate Committee)
2007-2010 Member, Graduate Council (Member, Curriculum Committee)
2005-2006 Chair, College of Arts and Sciences Undergraduate Committee

SELECT RECENT JURIED PUBLICATIONS
Edited Works

Journal Articles

**SELECT RECENT PRESENTATIONS**

**Professional Papers**


2009  The Importance of a Deep-time Perspective for Understanding Land Use Legacies. Paper to be presented at the Campus and Community Sustainability Conference, Tampa, Florida.


2009  Interlinking Soil Properties to Prospect for Ancient Activity Loci: An Example from Palmarejo, Honduras. Poster to be presented at the 2009 Archaeological Sciences of the Americas Symposium, Tampa, Florida. (K. A. Rothenberg, D. A. Storer, and E. C. Wells)


**Scholarly Lectures**


2008  Souls and Soils of the Ancient Maya: Archaeological Lessons for Sustainable Land Use. Lecture presented in the Department of Anthropology, Oberlin College, Oberlin, Ohio, December 8.

Kamal Alsharif  
Assistant Professor of Environmental Science and Water Policy

a. Professional Preparation


b. Appointments.

08/07 to Current University of South Florida. Environmental Science & Policy Program/Geography Department, Assistant Professor, Tampa, Fl.

03/07 to 08/07 Minnesota Pollution Control Agency. Municipal Division, Project Specialist -St. Paul, MN.

12/06 to 03/07 Silver Creek Institute, Executive Director- Two Harbors, MN.

04/06 to 12/06 Silver Creek Institute, Director of Environmental Management and Health Division- Two Harbors, MN.

09/02 to 01/05 Biology Department, Graduate Teaching Assistant (GTA), University of Minnesota Duluth, Duluth MN.

12/97 to 05/02 Minnesota Board of Water and Soil Resources (a State Regulatory Agency) and the University of Minnesota Extension Service, Water Resources Education Coordinator, Duluth, MN.

09/95 to 07/97 Youth Works*AmeriCorps, Mankato Cluster, Environmental Education Coordinator, Service Site University of Minnesota Extension Service, South Central Cluster, Le Center, MN.

c. Publications.

(i) Referred


(ii) Non-referred


d. Synergistic Activities

Languages other than English  Fluent in the Arabic language writing and reading.

Recent Conference and Professional Presentations:

2009  Global warming and environmental production efficiency ranking of the Kyoto Protocol nations. Presented at the Association of American Geographers conference in Las Vegas.


2007  Middle East Water Management: A Look at Water Sustainability and Scarcity. A presentation at ERIC, Tampa.

e. Collaborators & Other Affiliations

2009  Co-Chair Middle East Specialty Group with the Association of American Geographers

2009  Interdisciplinary Environmental Association
2008-2009  Water Resources Specialty Group with the Association of American Geographers. Awards Committee
2007-2008  Association of American Geographers (AAG)
2007-2008  South-East Division of the Association of American Geographers (SEDAAG)
2007-2009  Florida Society of Geographers (FSG)

(i) Collaborators:
Assisted the Critical Languages Project at the University of South Florida with the development of twelve distance learning modules about water resources conflict, environmental management, and political geography in the Middle East.

(ii) Graduate and Postdoctoral Advisors
Ph. D. graduate advisors: Dr. Andrew Klemer and Dr. Ehsan Feroz.
M.S. graduate advisor: Dr. Bertha Proctor

(iii) Thesis Advisor and Postgraduate-Scholar Sponsor
Katrina Pichevin- Thesis Director. Rain Gardens.
Michelle Harmeling- Project Option Director. wetlands and mining.
BIOGRAPHICAL SKETCH – Izurieta R

Professional Preparation

Central University of Ecuador                General Medicine                               MD                   1979-1987
Central University of Ecuador                Tropical Diseases                               Specialization 1978-1992
University of Alabama at Birmingham   Public Health/International Health    MPH                 1993-1995
University of Alabama at Birmingham   Epidemiology/International Health   Dr. PH               1996-2000
Cayetano Heredia Univ/Gorgas Instit     Tropical and Infectious Diseases       Post-doctorate 1988
University of Emory                               Global Health                                      Post-doctorate 2000-2004

Appointments and Experience

2004 – Present Assistant Professor, Dept. of Global Health, University of South Florida (USF), Tampa, Florida.
2005                   Consultant, Stockholm Environment Institute, Stockholm, Sweden
2000 – 2004  Associate Research Professor, Dept. of Global Health, Emory University, Atlanta, GA
1999 – 2000 Research Coordinator, University of Alabama at Birmingham, Birmingham, AL.
1997 – Present         Professor and Honorarium Professor, Central University, Quito, Ecuador
1997-1998 Chair and Commander, Department of Epidemiology, General Armed Forces Hospital, Quito, Ecuador.

Awards and Honors

1999 – 2000        National Sciences Foundation of Ecuador, Award and Scholarship
1998                    Gorgas Memorial Institute of Tropical Medicine Award and Fellowship
1996-1997           Pan American Health Organization Research Award and Fellowship
1995                    University of Alabama at Birmingham Scholarship
1989-1992           Ministry of Public Health of Ecuador Award and Fellowship

Selected Publications


Izurieta R Biosketch


15. Armijos RX, Racines J, **Izurieta R**: “Evaluation de la sensibilidad de cinco metodos diagnosticos de la leishmaniasis cutanea”. Medical Faculty Journal, Central University of Ecuador, Vol 16 (3-4), 1991


**Synergistic Activities**
2. Integrating global capabilities into STEM education: Critical technologies and strategies for meeting the UN’s Millennium Development Goals on water and sanitation. Multidisciplinary Master and Doctoral program that develops adequate technologies and train fellows for the achievement of the Millennium Development Goals with the participation of faculty and students from Public Health, Engineering and Anthropology. USF 2007-Present

3. Main leader and host for the Juan Bosh Lecture 2006. Invited lecturer Dr Eduardo Gotuzzo Director of the Von Humboldt Tropical Diseases Center and President of the International Association for Tropical Diseases.

4. Technical Counterpart for the agreement of collaboration with Osaka University, Japan

5. technical Counterpart for the agreement of collaboration with Central University, Ecuador

Collaborators & Other Affiliations

- **Collaborators (during past 5 years)**
  Christine Moe (Emory University, CDC)
  Robert Tesh (University of Texas Medical Branch)
  Douglas Watts (University of Texas Medical Branch)
  Sten Vermund (Vanderbilt University)
  Yoshimasa Yamamoto (Osaka University, Japan)
  Edmundo Estevez (Biomedicine Center, Ecuador)
  Eduardo Gotuzzo (Universidad Cayetano Heredia, Peru)
  Catalina Ochoa (Minister of Public Health, El Salvador)
  Lana Corrales (CDC)
  Maurizio Macaluso (CDC)
  Tadahiro Sasaki (Japan-Thailand Center for Infectious Diseases)

- **Graduate Advisors and Postdoctoral Sponsors**
  Sten Vermund (Chair and Professor of Global Health, Vanderbilt University)
  Maurizio Macaluso (Chair Women’s Reproductive Health Branch, CDC)
  Christine Moe (Director of the Center for Safe Water and Professor Emory University)
  Edmundo Estevez (Director Biomedicine Center and Professor Central University of Ecuador)

- **Thesis Advisees and Postgraduate-Scholars Sponsored**
  Carlos Espino, College of Public Health, USF, PhD 2005 (Dissertation Committee member).
  Luis Galindez, College of Public Health, USF, PhD 2005 (Dissertation Committee member).
  Rahul Mahskar, College of Public Health, USF, PhD 2005 (Main Dissertation Committee member).
  Arun Karpur, College of Public Health, USF, PhD 2006 (Main Committee member).
  Ligia Cruz, College of Public Health, USF, PhD 2007 (Main Dissertation Committee member).
  Wendy Mussolinno, College of Public Health, USF, PhD 2007 (Dissertation Committee member).
  Lana Corrales, Emory University, MS 2001 (Main Dissertation Mentor)
  Tierney Murphy, Emory University, MS 2002 (Dissertation Committee Member)
  Denara Nanning, College of Environmental Engineering, MS 2006 (Dissertation Committee Member)
Nancy Romero-Daza, Ph.D.

Professional Preparation:
Universidad de los Andes, Bogota, Colombia, Modern Languages, BA 1984
SUNY Buffalo, Linguistics, MA 1988
SUNY Buffalo, Anthropology, MA 1990
SUNY Buffalo, Anthropology, Ph.D. 1994

Appointments:
2009 Graduate Director, Dept. of Anthropology, University of South Florida
2005-present, Associate Professor, Dept. of Anthropology, University of South Florida
1998-2005, Assistant Professor, Dept. of Anthropology, University of South Florida
1997-1998, Women and Chemical Dependency Unit Coordinator, Hispanic Health Council (HHC) Hartford, CT
1996-1998, AIDS Education and Prevention Unit Coordinator, HHC, Hartford, CT
1994-1998 Senior Research Scientist, Research Department, HHC, Hartford, CT
Student Intern Coordinator, Hispanic Health Council, Hartford, CT

Professional Affiliations and Service: Society for Applied Anthropology, Sustaining Fellow; American Anthropological Association, member; AIDS and Anthropology Research Group, steering committee member and newsletter editor; Caring for Haitian Orphans with AIDS (CHOAIDS), member board of directors and secretary; Monteverde Institute, Monteverde, Costa Rica, Adjunct Faculty Member, 2002 to present; Florida Institute for Community Studies, Tampa, FL, Member, Institutional Review Board. Member, Collaborative Research for Understanding Sexual Health (CRUSH), USF College of Public Health, Member, USF Africa Initiative Group

Selected Publications:
Freidus, A. and N. Romero-Daza (in press) Betwixt and Between: Globalization, Liminal Spaces, and Personal Relations in Rural Costa Rica. Gender, Place, and Culture


Synergistic Activities
1. **Co-Principal Investigator** (Himmelgreen, PI) The Impact of Economic Change on Food Habits and Nutritional Health in Monteverde, Costa Rica: Mixing Food Production and Tourism (NSF funded, BSN 0753017).

2. **Co-director and Faculty member**: 2002-2004, 2006, 2008 Globalization and Community Health Field School (Monteverde, Costa Rica in collaboration with the Monteverde Institute). Students learn qualitative and quantitative methods in community health and conduct community-participatory research on topics related to the impact of globalization on community health. Romero-Daza has supervised graduate and undergraduate students conducting community based research on nutrition and food security, HIV/AIDS, water quality, and reproductive health, among others.

3. **Co-director and Faculty member**, 2005 and 2006 Métodos de Investigación Aplicados a Problemas de Salud Comunitaria summer field school (with the Instituto de Investigaciones Interdisciplinarias, University of Puerto Rico, Cayey, NIH funding) Undergraduate students from the U.S. and Puerto Rico learn how to assess community health and conduct community based research.

4. **Principal Investigator**: Designing HIV awareness materials in the Monteverde Zone: A Community Participatory Approach. This project used the principles of community participatory action research to involve 40 women from four rural Costa Rican communities in the evaluation of existing HIV prevention materials and in the design and reproduction of culturally appropriate materials that can be used to raise awareness about HIV among rural women and their families.

5. **Research Consultant** Family Health International. “Gender and Multiple and Concurrent Sexual Partners in Lesotho”. Provides advice and input in project design, logistics, and in the development of research instruments.

6. **Principal Investigator**: Minority Outreach Pilot Project. Three-year project funded by the Ryan White Council to assess factors utilization of health and social services by HIV+ African Americans in three FL counties and develop and deliver cultural competence training modules for agencies that serve this population.
**Collaborators:** Elsa Batres-Boni (MVI), Andrea Freidus (Michigan State), Jannette Gavillan (UPR, Cayey), Isar Godreau (UPR Cayey), David Himmelgreen (USF), Lynn Morgan (Mount Holyoke), Pushpinder Pelia (HHC), Ipolto Okello-Uma (National University of Lesotho), Oriana Ramirez-Rubio (MVI), Mariolga Reyes (UPR Cayey), Winna Rivera (UPR), Susan Scrimshaw (U. Illinois-Chicago), Daniel Sellen (U.Toronto), Merrill Singer (HHC), David Turkon (Ithaca College), Sharon Watson (USF), Margaret Weeks (Institute for Community Research, Hartford, CT).

**Thesis/Dissertation Advisor:** Advisor to 29 graduate students (15 PhD students and 14 MA). Member of additional 13 PhD committees, and 8 other MA committees. Major advisor to nine undergraduate honors students.
EDUCATION
1996 – 2002 Stanford University, Stanford, CA PhD in Civil and Environmental Engineering
1994 – 1996 Stanford University, Stanford CA MSc in Civil and Environmental Engineering
1990 – 1994 MIT, Cambridge, MA BS in Chemical Engineering, minor in Theater

EXPERIENCE
Aug. 2004 – Present University of South Florida Tampa, FL Assistant Professor, Civil and Environmental Engineering Department. Consulting faculty, Department of Women Studies. USF Patel Faculty Fellow
Sep. 2003 – Dec. 2003 Nanyang Technological University Singapore Lecturer, Civil and Environmental Engineering Department:
June 2002 – July 2004 Stanford University Stanford, CA Postdoctoral Researcher, Environmental Engineering Department:

RELEVANT PUBLICATIONS

OTHER PUBLICATIONS
SYNERGISTIC ACTIVITIES:


- **Environmental Protection Agency P3 Phase 2 Award Winner (2009).**

- **Organizing Committee:** Going Green Tampa Bay initiative and GREEN EXPO in Tampa (www.goinggreentampabay.com) (9/2007 - present).


- **Faculty mentor USF Research Experience for Students and Teachers (REST) program (Summer 2008);** Providing research experiences for a science teacher and 11th grader. Faculty Mentor Research Experience for Teachers (Summer 2005 and Summer 2006). Provide high school research experience for Tampa Bay Tech students (Spring 2007), present USF to high school students (Fall 2006). Great America Teach-In (Fall 2004).

- **Co-PI and departmental coordinator, SLOAN minority fellowship program for USF.**


COLLABORATORS:

Dr. Fenda Akiwumi (USF); Dr. Mark Stewart (USF); Dr. Jeff Cunningham (USF); Dr. Vinay Gupta (USF); Dr. Ashok Kumar (USF); Dr. Sylvia Thomas (USF); Dr. Amy Stuart (USF); Dr. James Mihelcic (USF); Dr. Delcie Durham (USF); Trent Green (USF); Dr. Patrick Williams, Director, WWF-Guianas.

GRADUATE AND POST DOCTORAL ADVISOR: James O. Leckie (Stanford University)

STUDENTS AT THE UNIVERSITY OF SOUTH FLORIDA:

**PhD:** Douglas Oti; Erlande Omi白沙 (NSF Bridges to Doctorate, SLOAN); Omatayo Darlymple (co-advisor); Joniqua Howard (NSF Bridges to Doctorate, SLOAN); Ken Thomas

**REU:** John Franklin; Ryan Locicero; Michael Roe; Daniela Soledade

THEESIS COMMITTEES:

Monica Gray, Civil and Env. Engineering, USF, PhD 2008 (Dissertation committee member).

Ron Price, Geology, USF, PhD 2008 (Dissertation committee outside chair).

Melody Nocon, Civil and Env. Engineering, USF, MS 2006 (Thesis co-advisor).

Joniqua Howard, Civil and Env. Engineering, USF, MS 2006 (Thesis advisor).

Kevin Young, Chemical Engineering, USF, MS 2006 (Dissertation committee member).

Camille Daniels, Marine Science, USF, MS 2005 (Dissertation committee member).
Biographical Sketch

Daniel H. Yeh, Ph.D., P.E., LEED AP

Assistant Professor
Dept. of Civil & Environmental Engin.
University of South Florida
4202 E. Fowler Ave., ENB 118
Tampa, FL 33620-5350 USA
(813) 974-4746 (TEL)
(813) 974-2957 (FAX)
dhyeh@eng.usf.edu
http://mbr.eng.usf.edu

PROFESSIONAL PREPARATION
The University of Michigan – Ann Arbor, MI
Civil Engin. BSE, 1991
The University of Michigan – Ann Arbor, MI
Natural Resources BS, 1991
Manhattan College – Riverdale, NY
Environmental Engin. Grad courses, 1991-92
The University of Michigan – Ann Arbor, MI
Environmental Engin. MSE, 1993
Georgia Institute of Technology – Atlanta, GA
Environmental Engin. PhD, 2000
Minor: Biogeochemistry
Stanford University – Stanford, CA
Environmental Engin. Postdoc, 2002-04

APPOINTMENTS
2009-present Assistant Professor (courtesy), Dept. Global Health, Univ. South Florida, Tampa, FL.
2008-present Faculty Research Fellow, Patel Center for Global Solutions, U. So. Florida, Tampa, FL.
2005-present Assistant Professor, Dept. Civil & Envir. Engg, Univ. South Florida, Tampa, FL.
2002-04 Postdoctoral Research Fellow, Department of Civil & Environmental Engineering, Stanford University, Stanford, CA, and NSF STC WaterCAMPWS.
2000-02 Manager, Product & Technology Development, Wei Ming Pharma., Taipei, Taiwan
1994-99 Graduate Research Assistant, School of Civil & Environmental Engineering, Georgia Institute of Technology, Atlanta, GA
1993-94 Research Engineer, Scientific Research Lab, Ford Motor Company, Dearborn, MI.
1991-92 Environmental Engineer, HydroQual, Inc., Mahwah, NJ

PUBLICATIONS
Five Most Relevant
Yeh D., Criddle C., Prieto A. Lee Y and Ng, A. Complex Organic Particulate Artificial Sewage (COPAS) for wastewater treatment laboratory studies. Wat. Environ. Res. (submitted)

Five Other Significant
SYNERGISTIC ACTIVITIES

• Funding: Since 2005, I have been PI or co-PI on over $1.618M of funding ($686K external and $933K internal USF), collaborating with colleagues throughout campus.

• K-12 Classroom Outreach: At USF, I led undergraduate and graduate students in my laboratory to participate in the 2005 and 2006 Great American Teach-In, where teams of individuals delivered hands-on presentations to 2nd and 5th grade students on the subjects of water quality, acid rain and sink holes. I also participated in USF STARS (NSF GK-12 Fellowship Program) in which student fellows visit grade school classrooms as mentors to enhance science curricula and organize science summer camps. Our lab hosted STARS campers for lab tours in 2007 (water recycling for space travel) and 2008 (green building and renewable resource recovery from wastewater).

• University-High School-Museum Partnerships: Through the NSF Research Experience for Teachers (RET) and Research Experience for Undergraduates (REU) programs, I developed ecological engineering lesson plans with local high school teachers based on a wetland wastewater treatment exhibit (BioWorks) at The Museum of Science and Industry (MOSI) in Tampa. The lesson plan introduced the concepts of mathematical modeling and systems thinking to HS students using STELLA. In 2008/2009 I developed LEED assessment of MOSI and the Florida Aquarium as projects for my green building classes. While at Stanford, I also participated in the development of Green by Design, a sustainable environment display at The Tech Museum of Innovation, San Jose, CA.

• Faculty Service: I am the faculty advisor for Engineers Without Borders at USF (EWB-USF), and engineering faculty co-advisor of the Emerging Green Builders, a student chapter of the USGBC.

• Knowledge Transfer: I am active in a number of academic and professional organizations, and strive to link academic research with industrial applications to further technological advancements and workforce development. Examples of activities include: Organizer of a workshop on Climate Change Adaptation for Tampa Bay; Organizer of two expert panel discussions at USF on global water concerns; Organizer of a WEF internet webcast on membrane bioreactors for industrial effluents involving presenters from the US and Denmark; Planning committee member of the 2007 ASCE/EWRI Congress in Tampa; Member of the USGBC’s Water Efficiency Technical Advisory Group (WE-TAG) to assist in the development of LEED; Co-chair of the Microbial and Biochemical Processes session, Annual Symposium of the NSF WaterCAMPWS, Atlanta, GA 2005.

COLLABORATORS & OTHER AFFILIATIONS

• COLLABORATORS: C. Criddle (Stanford); R. Hickey (Ecovation, Inc.); D. Phipps (OCWD); K. Ishida (OCWD); Y. H. Lee (KIST); B. Norddahl (U. So. Denmark); I. Pinnau (KAUST); M. Reinhard (Stanford); H. Ridgway (AquaMem); T. Das (USF); D. Durham (USF); J. Cunningham (USF); M. Trotz (USF); A. Stuart (USF); D. Holtzhausen (USF); F. Jaward (USF); N. Alcantar (USF); R. Izurieta (USF); L. Whiteford (USF); V. J. Harwood (USF); R. Brinkmann (USF); J. Mihelic (USF); L.D. Duke (FGCU); A. Lindner (UF); J. Heaney (UF); C. Kibert (UF); H. Hilger (UNCC); N. Love (Michigan); L. Raskin (Michigan); D. Reinhart (UCF); G. Amy (KAUST); P. Lens (UNESCO-IHE); M. Kennedy (UNESCO-IHE); B. Petruesevski (UNESCO-IHE); C. Tang (NTU); P. Wong (NTU).

• GRADUATE AND POSTDOCTORAL ADVISORS: Graduate advisor: Spyros Pavlostathis (Georgia Tech); PhD project co-PI: Kurt Pennell (Georgia Tech); Postdoctoral advisor: Craig Criddle (Stanford).

• STUDENTS ADVISED: Tommy Lynn (MS EnvE, 12/05); Ana Garcia (BSE CivE, MS EnvE, 08/07); Tim Ware (MS EnvE, 08/09); Mike Keen (BSE MCE, MS EnvE, 08/09); David Starman (MS EnvE, 08/09); Caryssa Joustra (BSE CivE, MS EnvE, 08/05 to present); Ivy Cormier (05/09 to present); Russell Ferlita (PhD EnvE, exp. 08/10); Ana Lucia Prieto (PhD EnvE, exp. 12/10); Anh Tien Do (PhD EnvE, exp. 12/10); Seungryong Park (PhD EnvE, exp. 12/11); Wendy Mussoofine (PhD Public Health, co-adv., exp. 12/11). REUs: Alicia Ng (Stanford, 06/04-12/04); Ana Garcia (USF, 02/05–08/05); Alicia Greene (KU, 08/05 - 12/05); Caryssa Joustra (USF, 08/05 to 08/08); Jessica Linville (USF, 01/07 to 04/07); Mike Keen (USF, 01/07 to 8/07); Mike Ayer (WPI, 01/07 to 08/08); Silvia Salas (USF, 04/08 – 08/08); Mike Gerdjikian (USF, 01/09 – present); Robert Bair (USF, 01/09 – present); Mike Welch (USF, 01/09 – present); Pacia Hernandez (02/09 – present); Laura Gonzalez (01/09 – 05/09); Matt Banas (01/09 – present); Joice Gomez (05/09 – present); Gerlinde Wolf (6/09 – 8/09). Total no. grad. students advised (12).
Curriculum Vitae

Sharon Hanna-West

SCHOOL ADDRESS

BUS ADM-DEAN
Business Administration
BSN3403 4202 E. Fowler Avenue
Tampa, FL 33620

PERSONAL AND CONTACT INFORMATION

Work Phone :
Work Fax :
Work Email : SHanna-West@coba.usf.edu

EDUCATIONAL QUALIFICATIONS

<table>
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<tr>
<th>Year</th>
<th>Degree</th>
<th>Major</th>
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<tr>
<td>1982</td>
<td>JD</td>
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<td>University of Florida</td>
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SERVICE-PROFESSIONAL, EDITORIAL, COMMUNITY, UNIVERSITY

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PROFESSIONAL SOCIETIES/ASSOCIATIONS

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GOVERNANCE/COMMITTEES

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<tr>
<td>2008</td>
<td>I was principle organizer of the USF Sustainability EXPO and Co-Chair of the Business Team. I supervised several subcommittees, developed</td>
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contracts and media kits, networked and sold exhibitor spaces and sponsorships. I planned, developed and installed the COBA faculty exhibit. I was interviewed many times by reporters from newspapers, magazines, radio and television. I worked with volunteer teams and participated in the carbon offset tree installation at Tower Park. Our goal was to mobilize the entire USF community to participate in and contribute to events that showcase our sustainability related research, teaching and outreach activities which address and promote sustainable healthy communities.

2008

I served as the GBA faculty advisor. I meet with the officers weekly, I attend most of the general meetings, service activities and special events.

2008

I served as faculty advisor for Emerging Green Builders, a USGBC affliate.

2008

I made presentations to Student Government, the Faculty Senate and the President's Cabinet to secure support to have President sign the American College and University Presidents Climate Agreement. I am pleased to report that she did so on April 8, 2008 at the Going Green Tampa Bay sustainability EXPO.

2005

Law, Ethics and Sustainability Track Chairperson for the MBA programs (I developed the track and changes thereto. I also conducted all MBA orientation sessions for this track.) After my lectureship appointment, I joined Chris Thomas and John Jermier on a new track committee.

2005

I served on a committee to plan a business sustainability symposium for 2006. I was successful in obtaining the world renowned speaker Ray Anderson to come as the keynote.

2004

Law, Ethics and Sustainability Track Chairperson for the MBA programs (I developed the track and changes thereto. I also conducted all MBA orientation sessions for this track.) After my lectureship appointment, I joined Chris Thomas and John Jermier on a new track committee.

2004

I am the GBA faculty advisor. I meet with the officers weekly, I
attend most of the general meetings, service activities and special events. I also was instrumental (understatement) in the lounge renovation project. This included numerous meetings with administration, meetings with furniture reps and designers, floor plans, purchase orders, oversight of old furniture disposal and new furniture placement as well as physical work such as painting!

AWARDS

<table>
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<tr>
<th>Year</th>
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<tbody>
<tr>
<td>2008</td>
<td>I continue to be appointed as the Exide Distinguished Lecturer in Ethics and Sustainability.</td>
</tr>
<tr>
<td>2005</td>
<td>I received the re-appointment of Exide Distinguished Lecturer in Ethics and Sustainability.</td>
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<tr>
<td>2005</td>
<td>I was appointed to the Board of Directors of Pasco County Junior Achievement.</td>
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<tr>
<td>2004</td>
<td>I received the appointment of Exie Distinguished Lecturer in Ethics and Sustainability.</td>
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FACULTY DEVELOPMENT

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<tr>
<td>2007</td>
<td>I am Co-Chairperson for the MBA track Designing Sustainable Enterprise. I review track changes and I conduct EMBA and MBA orientation sessions for this track.</td>
</tr>
<tr>
<td>2007</td>
<td>I worked on a committee with Chris Thomas and Don Fell to organize and hot the first USF/COBA Building Sustainable Enterprise symposium on April 7, 2007. This involved weekly meetings and numerous tasks (developing format and schedule; proposal and budget requests: researching, calling and scheduling speakers: developing and merging contact lists; menu, site reservations, catering, floral and furniture reservations and delivery, picking up and delivering speaker to/from hotel, restaurants and event; introductory speech; post event follow-up. I am particularly proud of the fact that I secured the internationally renowned speaker Ray Anderson of Interface of the Americas, Inc. to serve as keynote speaker (he received a standing ovation) because he is extremely difficult to get and he agreed to appear for half of his usual fee.</td>
</tr>
<tr>
<td>2007</td>
<td>I am the GBA faculty advisor. I meet with officers weekly, I attend most of the general meetings, service activities and special events.</td>
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<tr>
<td>2007</td>
<td>I have participated in several discussion groups exploring cross discipline sustainability ideas and projects with Dr. Delcy Durham, Dean of Graduate Studies.</td>
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PEDAGOGY & TEACHING

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<th>Year</th>
<th>Society/Association</th>
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<tr>
<td>2008</td>
<td>I developed and delivered ethics workshops for the USF/COB undergraduate and graduate case competitions several times, along with handouts for same. In addition, I met with Dr. Bowen and Maryanne Rouse on numerous occasions. I also recruited teams for the competition, and I helped coach the winning team with special evening coaching sessions.</td>
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<tr>
<td>2008</td>
<td>I attended the MBA Case Competitions, various speakers and presentations throughout the college, and I try to be present at all MBA networking functions.</td>
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<tr>
<td>2008</td>
<td>I helped coordinate student poster competitions for the sustainability EXPO.</td>
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2008 I supervised a directed study with Chris Moore.

2008 I develop a cross discipline course with Dr. Robert Brinkman. We combined his graduate students from Geography and Environmental Science and Policy with my Societal Law and Issues in Sustainable Enterprise MBA students in a course focused on competing interests in land management, particularly large tracts of privately held property in Florida. The Lykes Brothers 340,000 acre parcel provided a living classroom. The students met with the owners and toured the property. They examined various policy options that are available and suggested potential new policies that could be designed to promote sustainable use of land. The students were divided into cross discipline teams to determine how best to preserve privately held land in Florida for: sustainable tourism; sustainable agriculture; water management; wildlife management; sustainable growth (sustainable urbanization).

2005 All course I teach are intensely interactive courses with writing requirements and presentations. As such they are labor intensive as I evaluate multiple writings per student and meet with them individually and in groups for projects. I give no multiple choice Scan-Tron tests.

2005 The Social, Ethical & Legal Systems course must be continuously updated because I have formatted it as a theoretical and historical course with a current issues overlay. This necessitates review of two to three daily periodicals and weekly on-line research updates.

2005 The sustainability track and courses were re-designed. This required significant research as well as weekly meetings with Dr. Chris Thomas and Dr. John Jermier.

2005 I developed a business ethics workshop for the case competitions.

2005 Dissertation Committee Member for Denise Kleinrichart, Dept. of Philosophy.

2004 The Social, Ethical, Legal Systems course must be continuously updated because I have formatted it as a theoretical and historical course with a current issues overlay. This necessitates review of two to three daily periodicals and weekly on-line research updates.

2004 The sustainability course (Society, Enterprise and the Law) was redeveloped by approximately 50%.

2004 I developed a business ethics workshop for the case competitions.

2004 Member, Dissertation Committee for Denise Kleinrichart, Department of Philosophy.
MEMORANDUM

TO: Graduate Council Representatives

FROM: Eric Eisenberg, Interim Dean of the College of Arts and Sciences

RE: MA Program in Global Sustainability

DATE: September 22, 2009

I have reviewed the curriculum of the MA Program in Global Sustainability and its role within the newly proposed School of Global Sustainability. On behalf of the College of Arts and Sciences, I agree in principal to the degree program and its home in the Graduate School until it can be placed in the newly developed School of Global Sustainability. I look forward to participating in efforts to advance USF’s educational endeavors related to global sustainability. Faculty from my College will be actively involved in the curriculum of the inaugural degree concentration of water. I understand that the Provost’s office will be providing funding to convert in-class courses to online and modular formats and that adjuncts may be hired to assist with the courses since the plan is to offer them on alternative calendars. Also, the FTE from such courses will be provided to the Colleges. Future concentrations and courses will be developed that will allow interested faculty and deans to create an interdisciplinary and holistic approach to global sustainability.

Office of the Dean • College of Arts and Sciences
University of South Florida • 4202 East Fowler Avenue, CPR 107 • Tampa, FL 33620-5550
(813) 974-2804 • FAX (813) 974-5911 • www.cas.usf.edu
MEMORANDUM

TO: Graduate Council Representatives

FROM: Robert Forsythe, Dean of the College of Business

RE: MA Program in Global Sustainability

DATE: September 22, 2009

I have reviewed the curriculum of the MA Program in Global Sustainability and its role within the newly proposed School of Global Sustainability. On behalf of the College of Business, I agree in principal to the degree program and its home in the Graduate School until it can be placed in the newly developed School of Global Sustainability. I look forward to participating in the efforts to advance USF’s educational endeavors related to global sustainability. Faculty from my College will be actively involved in the curriculum of the inaugural degree concentration of water. I understand that the Provost’s office will be providing funding to convert in-class courses to online and modular formats and that adjuncts may be hired to assist with the courses since the plan is to offer them on alternative calendars. Also, the FTE from such courses will be provided to the Colleges. Future concentrations and courses will be developed that will allow interested faculty and deans to create an interdisciplinary and holistic approach to global sustainability.

Thank you.
MEMORANDUM

TO: Graduate Council Representatives
FROM: John Wiencek, Dean of the College of Engineering
RE: MA Program in Global Sustainability
DATE: September 21, 2009

I have reviewed the curriculum of the MA Program in Global Sustainability and its role within the newly proposed School of Global Sustainability. On behalf of the College of Engineering, I agree in principal to the degree program and its home in the Graduate School until it can be placed in the newly developed School of Global Sustainability. I look forward to participating in efforts to advance USF’s educational endeavors related to global sustainability. Faculty from my College will be actively involved in the curriculum of the inaugural degree concentration of water. I understand that the Provost’s office will be providing funding to convert in-class courses to online and modular formats and that adjuncts may be hired to assist with the courses since the plan is to offer them on alternative calendars. Also, the FTE from such courses will be provided to the Colleges. Future concentrations and courses will be developed that will allow interested faculty and deans to create an interdisciplinary and holistic approach to global sustainability.

Thank you.
To: Graduate Council Representatives

From: Donna J. Petersen, ScD, MHS

Re: MA Program in Global Sustainability

Date: 9/21/09

I have reviewed the proposed curriculum for a new Master of Arts Program in Global Sustainability and the plans for a newly proposed School of Global Sustainability. After discussion with the chairs of the College of Public Health we agree in principal to the degree program and its temporary home in the Graduate School. We ask for two things: one, that whatever support is provided to the faculty responsible for the courses selected for this program be provided consistently across all courses and two, that discussion be continued over the next several months regarding the appropriate administrative structure for this and other similar cross-college degree programs. We may all agree to a new “virtual school” but we would prefer such a decision come after deliberate examination of all possible alternatives. We further expect that the FTE for courses taught in this and other similar cross-college degree programs would revert back to the home College and that if any alternative payment mechanism is devised for this or other similar degree programs that such revenues be allocated fairly among all participating Colleges.

Thank you.