



**Proposal to Establish a New School at USF:
SCHOOL OF GLOBAL SUSTAINABILITY
10.13.09**

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 anchored in its E-campus Master of Arts 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;
It will offer an initial MA degree on Global Sustainability, with a concentration on water; other concentrations will be developed in response to faculty and student interests.

We might envisage, for example, concentrations or 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.

The future of the School will depend up 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. It is possible to imagine funding opportunities such as 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. The School might also house post doctoral appointments, develop university-wide symposia, 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.

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) 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. 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) 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.

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 unique MA program, which is delivered primarily on-line, plus a requirement for two residence 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. 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, STEM areas related to sustainability;
- SGS will bring it all together, providing an E-campus 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).

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.

This 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 at least initially, a direct reporting line to the Dean of the Graduate School.

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);
- 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 than 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 that Fall.

F) A brief description of the nature of consultations with the academic entities affected by the changes, including a summary of their units' responses.

- 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;
- Presentation to the SEC on Oct 7th, 2009;
- Presentation to the ACE workgroup on Oct. 15, 2009;
- Discussion with Senate Oct. 21st, 2009;
- 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: 10.5.09

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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	Chair
Susan Bell	Integrative Biology (CAS)
Mya Breitbart	Marine Science (CMS)
Robert Brinkmann	Geography (CAS)
David Jacobson	Sociology (CAS)
Sharon HannaWest	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 Kaplan	Residence Services
Siva Prakash	Physical Plant
Daniel Yeh	Civil & Environmental Engineering
Leila Proctor	Facilities Planning

4) October 2008 Green Fee Student Committee

Cohen Andrew	Student Government
Crystal Belden	Business Student
Sarah Niewold	Student Government
Mekhala Sastry	Student Government
Stefano Portigliatt	Student Government
Mark Walsh	Government Relations
Nainan Desai	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

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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>)

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APPENDIX C

