Proposed Patel College of Global Sustainability

1. Urban Sustainability: Where is the world heading?

Today more than half of the world's population lives in cities. Over the next 40 years urban areas will add 1 million new residents every week. Globally, many countries have severe problems providing citizens with clean water, reliable energy supplies, adequate food, waste management, and transportation. The scarcity of locally available water and energy supplies in combination with other global change drivers such as the high rate of urbanization and climate change will exacerbate these problems. These drivers affect the wider ecology in which urban areas are situated. Urban areas are the engines of economic growth. Failed or inadequate urban development limits local and regional economic progress. The biogeophysical network in which an urban area exists does not stop at the city limits; urban development has consequences on extended natural systems such as watersheds, river basins and coastal areas.

In the face of growing worldwide urbanization and its diverse consequences, future global development must improve the sustainability, livability and health of cities worldwide. This is often referred to as the global urban grand challenge. UN-Habitat, for example, is making every effort to develop livable cities that provide a high quality of life supporting the health and wellbeing of their inhabitants within the capacity of the regional resources. Notably, USF is the first North American partner of UN-Habitat in this effort. In the United States, urbanization is also at the forefront of the current political agenda. In Feb. 2009, President Obama established the Office of Urban Affairs to develop a "new national urban and metropolitan agenda to advance the goals of competitiveness, sustainability, and inclusion: all pillars of national prosperity."

The emerging focus on "livability" rather than mere resource demand has created a shift to interdisciplinary or even transdisciplinary organizational structures and research. Livability includes resource management and supply, but also the social, public health and aesthetic elements of urban life that create a sustainable quality of life for all members of a community.

In response to this grand challenge, universities, NGOs, governments and international companies are developing integrated programs that coordinate multiple disciplines to generate real world solutions to the problems of sustainable urban development. In the US, many universities are creating departments, schools and institutes of sustainability, notably the School of Sustainability at Arizona State University. The Association for Advancement of Sustainability has tracked the creation of 66 sustainability-focused academic programs in 2008 alone, only one of these, however, is a designated as a college, the College of Sustainability located at Dalhousie University in Canada. Similar Academic institutions outside the U.S. committed to solving these problems include: HafenCity University Hamburg

(Resource Efficiency in Architecture and Planning (REAP)); University of Exeter (Environment and Sustainability Institute); University of Monash (Monash Sustainability Institute (MSI)); University of Stuttgart (Integrated Urbanism & Sustainable Design (IUSD)); and University of Stellenbosch (Transdisciplinary Sustainability Analysis Modeling & Assessment Hub).

2. What we propose

We propose that the University of South Florida create a new academic unit focusing on global urban sustainability, the Patel College of Global Sustainability (PCGS). The ***vision*** of the proposed college is to set the global sustainability agenda and make a real difference in the lives of people around the world, especially in developing countries in Africa, Asia, Latin American and the Caribbean. The ***mission*** of the college is to create a hub of a global network of sustainability experts for innovative research, teaching and practical application that engages the many challenges to sustainable development.

Realizing the mission of a college that creates new knowledge and applies that knowledge to improving the quality of life for people around the world requires genuinely interdisciplinary work at all levels: in research, teaching and application. The PCGS will be an innovative intellectual and physical space in which faculty and students come together around the problems of sustainable development. PCGS will be organized by problem-driven research and teaching teams rather than disciplinary departments. PCGS will bring faculty and students from diverse disciplines into the close and sustained collaboration necessary to build understanding, trust, and, most importantly, new ways of thinking and working.

3. Relationship to USF Strategic Plan

The proposed PCGS addresses the 2013-2018 USF Strategic Plan's commitment to "design and build sustainable communities through the generation, dissemination and translation of new knowledge across all academic and health related disciplines." The proposed new college will:

1. Generate world-class research in partnership with international organizations and communities to improve the sustainability, livability and health of cities worldwide. This reflects the "values" articulated in the USF Strategic Plan, specifically USF's commitment to "global research, community engagement and public service"; to "high impact scholarship, research and creative activities," and most especially to "social, economic and environmental sustainability."

2. Provide innovative graduate and undergraduate education that integrates and enhances the University of South Florida's strengths in engineering, natural and social sciences, public health and humanities. This will increase our students' exposure to different cultures and help produce citizens and graduates who can apply these intellectual skills to a global context. This serves the USF Strategic Plan's first goal of creating "well-educated global citizens" by "developing diverse, dynamic global citizens and leaders to strengthen communities, and promote human rights and social justice."

3. Train a new generation of urban leaders equipped with the skills necessary for advancing sustainable development both in the US and across the globe. This objective serves the USF Strategic Plan's third goal of "creating a sustainable regional future" here in the Tampa Bay area, regionally, as well as globally, in particular in developing countries.

The proposed PCGS will project USF's core strengths to address important and growing international issues. It will address the need for more holistic solutions to both present and future urban challenges, integrating the fields of water, energy, transportation, public health, environmental protection and resilience, and urban planning, while considering local values and building community participation. It will support the core research and educational missions of the University with sustainable development projects in partnership with prestigious universities, private research groups, international organizations such as the World Bank, UN-Habitat, UNESCO, UNEP, GWP, national governments, and with community members and industry partners at home and abroad. In doing so, the new college will serve the USF Strategic Plan's second goal for "high quality research and innovation to change lives, improve health, and foster sustainability and positive social change" through what the Strategic Plan refers to as "strategic interdisciplinary research initiatives that solve critical problems." The proposed PCGS will create an academic unit that brings leading thinkers in well-regarded disciplinary groups into one pioneering interdisciplinary unit to tackle the challenges of sustainable urban development in the US and abroad. This new college will solidify USF's emerging reputation as a national leader in sustainability and join other academic units in raising the local and national profile of our university.

4. Challenges to Interdisciplinary Research and Education

Addressing the challenges of sustainable urban development requires crossing multiple disciplinary boundaries to undertake truly interdisciplinary activities. There is now an opportunity to advance the organizational, financial and reward structures of the University which were not developed to foster and support this style of work. The Patel School of Global Sustainability (PSGS) has grown to the point where future progress will be constrained by its original form and position

within the University's administrative structure. The current PSGS faces a number of logistical challenges.

1. In its present form the school faces significant challenges supporting and rewarding faculty who participate in its academic programs without continuously drawing down the school's existing endowment. For example, while the PSGS pays to deliver graduate courses in sustainability, all SCHs generated by its graduate program revert to other units. This has proven to be an intractable problem within the current university structure.

2. Faculty participating in the school's academic programs have their primary responsibilities to other units. This makes it difficult for PSGS to make long-range plans, reliably schedule courses and compete for large interdisciplinary grants. An academic unit all of whose faculty are appointed in other departments and colleges faces serious administrative challenges.

3. In order to realize the potential of the existing school and grow it into an internationally prestigious entity, USF needs substantial new seed funding to foster and support interdisciplinary activities required to address the global urban grand challenge.

5. Why now?

Given the projected growth in urbanization over the next 40 years, particularly in developing countries, sustainable development is a pressing global problem that affects all of humanity. The relationships among multiple urban resources and their effects on the extended natural environment demand new approaches to manage the complex interactions among technological development and natural ecosystems. This situation provides both the need and the opportunity for innovative research, teaching and outreach.

1. Our window of opportunity to develop a leading research and teaching unit is small, since other prestigious universities are also beginning to develop similar programs. At this point there is only one other College of Sustainability in North America located at Dalhousie University in Canada. We must act quickly and decisively if we are going to secure our position as a global leader in sustainable urban development and research.

2. USF already has strong academic groups that have developed into prominent centers of expertise in the crucial urban matters of water, transportation, energy and public health. Almost all the pieces are in place at USF. As the Association for Academic Programs in Sustainability argues, sustainability is becoming a "transdisciplinary" project, one that goes beyond traditional notions of interdisciplinary collaboration among separate units. A new

college to address this change is required to consolidate USF's leadership in the field.

3. USF has already established a strong presence as a center of excellence in urban sustainability among international organizations such as the World Bank, United Nations Environment Programme (UNEP), UN-Habitat, UNESCO, International Water Association (IWA), Global Water Partnership (GWP), Stockholm International Water Institute (SIWI), International Water Resources Association (IWRA), African Development Bank (AfDB), Asian Development Bank (ADB), International Council for Local Environmental Initiatives (ICLEI) the Inter-American Development Bank (IADB) and the Caribbean Development Bank (CDB). The integrated, livable cities approach of the new College matches the emerging development model of these agencies and should encourage further funding and collaboration between PCGS and these international agencies.

4. By establishing one of the first colleges of sustainability in the United States, USF sends a clear message to its constituents, its competitors, and prospective students and faculty that USF is committed to excellence in global sustainability.

5. A single coherent unit focused on global sustainability rather than a team of academics/scientists assembled from different academic units provides USF with a competitive edge in securing large-scale funding from federal as well as international sources.

6. Dr. Kiran Patel shares the vision of positive structural change articulated in the USF Strategic Plan. But he realizes that USF's strategic plan cannot be fully executed without substantial new funding in this era of severe budgetary constraints. Dr. Patel is willing to endow a new college because he feels that USF has excellent faculty and a new college would have the stature to gain the long-term confidence of national and international funding agencies. A substantial endowment at this critical moment will allow the school to grow and strengthen the impressive international track record necessary to attract external grants and sustained funding.

The proposed change is a natural progression of the University's development into a research university with a commitment to global sustainability. Dr. Patel's endowment will allow USF to amplify what it is already doing. This is the next step in a long and rewarding relationship between the University and Dr. Patel. The endowment and the college it makes possible will bring to maturity developments that have been long underway at USF.

6. What are the benefits of this change?

The benefits of the new Patel College of Global Sustainability to existing USF academic units will vary and will not all occur at the same pace. That said, if sustainable urban development does not stop at the city limits, it does not stop at narrow disciplinary limits either. From the College of Engineering, through the natural sciences, to the humanities, social sciences, the Colleges of Education, Arts and Business, PCGS's commitment to new forms of interdisciplinarity will provide opportunities to develop research and teaching collaborations among diverse faculty and programs. We cannot describe the benefits to every department or predict the exact forms these collaborations will take. Our conversations with faculty from all the colleges at USF, however, have helped us understand many possibilities for productive collaboration between the Patel College and other units.

The interdisciplinary activities of the proposed PCGS will strengthen and broaden the existing collaborations with the College of Engineering. Several faculty from The Center for Urban Transportation Research (CUTR) and the Clean Energy Research Center (CERC) at the College of Engineering are already affiliates of the PSGS collaborating on solar power technologies and addressing the transportation needs of urban areas. College of Engineering also houses faculty whose research and teaching interests span a wide range of topics such as environmental engineering, systems modeling, measurement of risk and uncertainty, hydrologic and aquatic systems modeling, sensors and sensory networks, sustainable materials and manufacturing. These topics are all vital to the mission of the proposed Patel College of Global Sustainability. The proposed PCGS will help support the College of Engineering faculty to further expand their research and education agendas to global sustainability challenges. The new resources and broad interdisciplinary focus provided by the new college and its global agenda will enhance the existing relations between PSGS and the College of Engineering.

Sustainable urban development also requires the expertise of the natural and environmental sciences. Developing urban areas do not exist in isolation. They depend on the health of the biogeophysical systems of which they are a part. The natural resources and capacities of these systems are the ceiling or limit of sustainable development. Thus, the expertise and collaboration with departments such as Geology, Biology, and Environmental Science and Policy in the College of Arts and Sciences. Since many of the emerging urban centers around the world are located in coastal areas, the expertise of faculty in the College of Marine Sciences will be crucial in understanding the ways watersheds, urban areas, estuaries, and near-shore ocean areas all interact. The proposed PCGS will integrate these environmental research challenges in its research projects and its curriculum. These departments and colleges already have robust international research programs. The proposed PCGS will strive to facilitate further opportunities for interdisciplinary collaboration and grant funding with these nationally prominent research units.

As crucial as engineering and science are to sustainable urban development, the challenges of sustainable development are not simply technical challenges. Genuinely sustainable development must include thoroughgoing collaboration with communities and government policy makers, with both international businesses and local entrepreneurs, and innovative communication and outreach strategies. Faculty and students in the Department of Government & International Affairs as well as faculty from the College of Behavioral and Community Sciences will benefit from the new college's focus on citizen and community-driven development, a centerpiece of many of the college's grant proposals and projects. Similarly, faculty in the College of Education involved in science education and public understanding of science will have an important role in bringing community understanding of sustainability into development projects. Faculty in departments such as Anthropology and Sociology in the College of Arts and Sciences have expertise in field research and cross-cultural understanding that should be integrated with both the research and academic projects of the new college. Similarly, as the UN Report on Women states that women are disproportionately affected by food and water availability and are "a large part of the solution, in the nexus between water and food security," the PCGS will develop opportunities for faculty and students from departments such as Women and Gender Studies to collaborate on research projects and curriculum. Urban design researchers within College of the Arts are essential to designing livable cities in sustainable environments turning an interest in built infrastructure into an understanding of how architecture shapes identity and design the spaces in which people live.

Global sustainability cannot move forward without strategic engagement with the international business sector which has widespread power and influence. Understanding and engaging this crucial sector will require the expertise of faculty from the College of Business, many of whom already work on these issues. While everyone now talks about the "green economy," it is unclear precisely what this means. The collaboration between the Patel College and the College of Business develop this crucial business and policy concept and provide executive education and training for global business leaders. Also, since the College of Business' Center for Entrepreneurship and the Patel School's Masters program in entrepreneurship already share students, many of whom take dual degrees, this collaboration can help sensitize business students to the social, ethical and financial importance of sustainability.

The PCGS is not planning to offer degrees at the undergraduate level at this time. However, it will support existing undergraduate education programs as needed. For example, the Honors College has already approached the Patel School about developing an undergraduate certificate in sustainability studies. The PCGS will serve this need in collaboration with other units and existing programs. Also, the Office of Undergraduate Studies has noted the potential for collaborations with the PCGS in relation to efforts to elevate the emphasis on global issues and concepts in undergraduate programs, including the expansion of the Global Citizenship General Education Program.

The PCGS will also work closely with the library to incorporate the data management and GIS programing developed by the library. The library and PCGS will both benefit from the library's open courseware support and electronic collections. Finally, PCGS will explore the possibility of participating in the library's online open access journal publishing, and work to establish a multi-media facility on the first floor of the library to benefit not only PCGS students but all students at USF.

Finally, the proposed PCGS will launch an Institute for Applied Rhetoric of Science and Sustainability that will support and coordinate the work of faculty and graduate students with expertise in rhetoric and communication, community participation, community development and policy studies in both the curriculum and research projects of PCGS. Faculty and students in the College of Arts can also play a key role in affective and emotional forms of communication and outreach where purely linguistic methods fall short. This institute will focus its work on four general areas: citizen participation in community and policy development, linking science to policy, modeling and its affordances, and data and information visualization. This institute will be broadly interdisciplinary and provide a formal mechanism to integrate the work of humanities and social science researchers with the rest of the college.

This list of possibilities is not exhaustive, and the new college will actively seek creative ways to engage all units in engineering, sciences, arts, health and social sciences. As a college, PCGS can better provide funding, staff and administrative support, and most importantly, a physical and virtual space for consequential interdisciplinary collaboration for faculty and students in sustainability related areas.

The precise mechanism through which faculty and students in existing departments participate in the research and academic programs of PCGS has not been determined. The PCGS will integrate rather than duplicate existing research and curricular programs. And the PCGS will create and support innovative interdisciplinary collaborations rather than move existing faculty from their current departments. The manner in which this occurs will be established through dialogue with affected faculty and departments.

7. Where are the resources going to come from?

The proposed PCGS will be a nimble unit, initially drawing its recurrent funding from monies previously allocated for the growth of the Patel School in the Provost's new Strategic STEM investment and funding from Dr. Patel's generous endowment (both new and existing). Monies from the Provosts new Strategic STEM investment are consistent with USF, the Board of Governors and the statewide priorities. Significantly, these are new net funds and not funds drawn away from the existing budgets of other units.

The total estimated recurrent funds in Year 4 would be **$1,739,705**. In addition to the recurrent funds, PCGS will also have available non-recurrent fund of **$1,706,055** ($673,464 from School of Global Sustainability's original startup fund; and $1,032,591 from Dr. Patel Gift (new + old)). The PCGS funds will be used to recruit 6 new faculty positions (3 tenure-track and 3 non-tenure track), develop 3 new graduate programs and to seed-fund several new interdisciplinary research areas.

PCGS will sustain its growth through new student recruiting and external research funding from international, government and private sources. It is anticipated that PCGS will generate a minimum annual income for USF by Year 5 in the order of **$3,681,000** ($975,000 from research and $2,706,000 from tuition and fees). As with other STEM centered units on campus, the tuition and fees generated by the new college will go to USF not to the Patel College. This projected new income justifies the current investment of recurring E & G funds.

The table in Appendix 4 summarizes the details of funding sources and allocation.

8. Administrative and Societal Consequences and Implications

Policy document 10-055 requires that we discuss the "likely consequences of the changes at the college/school, institution and USF system levels, as well as any regional or societal implications."

In the many conversations we have had with deans, college chairs' councils, faculty, and the faculty senate, its officers and executive committee, we have explored a number of likely consequences and implications of the transformation from a school to a college. Overwhelmingly these consequences and implications were positive.

The positive academic and administrative consequences that emerged from our discussions include:

1. The change to a college will increase the public and academic visibility of the new unit making it easier to recruit exceptional faculty and graduate students. Being able to award its own degrees rather than depend on another unit and the increased branding opportunities of the new college are a significant part of this heightened visibility and stature.

2. The current Patel School operates on a dependency model; as a school, it merely repackages what others are already doing rather than creating an intentionally unique curriculum and research agenda. The curriculum in the current Patel School is made up of existing courses from other colleges. As a college, PCGS will have its own faculty whose mission will be to design new courses and develop an interdisciplinary research program that is unique.

3. At this point, the proposed college will not have an undergraduate degree, but it will have the resources to contribute to existing undergraduate education programs. At the request of the Honors College the Patel College will develop courses and, possibly, a certificate in sustainability studies The Office of Undergraduate Studies has noted the significant opportunities for PCGS to assist in the development of material and content for the Global Citizenship General Education Program.

4. The global focus of the new PCGS will strengthen USF's international profile. Further, by increasing the already significant relations between the Patel School and international entities such as the World Bank, United Nations agencies, and foreign governments, the PCGS will increase international research and funding opportunities for existing USF units that partner with PCGS. The change to a college will allow the PCGS to bring increased stature and resources to these crucial international collaborations.

5. As faculty from the College of Arts have suggested, the integration of the arts into sustainability might redefine career tracks for their graduates whose skills might find new and innovative purposes and venues of expression and employment. It is possible that students form other areas, e.g. humanities and social science, might find similar possibilities in new careers.

The academic and administrative challenges that emerged from our discussions include:

1. The possibility that the PCGS will make a number of joint appointments with departments in other colleges raises an interesting challenge. Tenure and promotion criteria and procedures as well as annual evaluations are currently the responsibility of individual departments. Faculty and chairs in colleges such as Marine Science and Engineering expressed concern about how faculty with joint appointments would be evaluated and promoted. This is a serious concern that will need to be addressed by the PCGS, the university administration and concerned colleges. This also offers the PCGS the opportunity to develop a new model of faculty evaluation and tenure that might become a model for other interdisciplinary units at USF and elsewhere.

2. Members of the faculty senate expressed concern about the implications of the PCGS and its graduate program for existing graduate certificate programs in sustainability. The PCGS will engage in discussion with concerned departments and faculty and strive to avoid deleterious duplication and fashion mutually beneficial collaboration, cross-overs and integration wherever possible. The potential outcomes of these discussions will be a clearer articulation to students of the breath and depth of USF's extensive portfolio of courses and programs in the area of sustainability, leading to a more attractive proposition for potential students that could lead to increase enrollment.

3. It has been pointed out that collaboration between faculty from different colleges on research grants always comes down to difficult matters such as cost sharing and the distribution of grant monies. These are significant concerns, but we believe that they can only be worked out in each particular circumstance. Productive long-term collaborations of the sort the PCGS seeks to establish always depend on good faith negotiations.

4. Faculty working in sustainability related research areas have expressed concern that their research proposals may have to be submitted through the PCGS. This has not been the case with the Patel School, and it will not be the case with the new College. We believe that this sort of centralization would be counter productive and stifle innovation. Further, neither the existing Patel School nor the proposed PCGS have the authority or desire to oversee the submission of sustainability related research proposals.

The possible adverse academic and administrative consequences that emerged from our discussions include:

1. USF Health has expressed concerns about the relationship between its work in global issues and the charge of the PCGS. In response, we have requested and been granted the opportunity to discuss these concerns with the College of Public Health. This meeting is scheduled for 9 November 2012.

In none of our discussions described above did anyone mention implications for the USF system.

Implications for the region and larger social implications were uniformly positive. They include:

1. Faculty at the College of Marine Sciences suggested that the Tampa Bay region offers an excellent opportunity to model the interaction between urban, agricultural and near-coast systems that could be a unique research opportunity. This work would benefit the Tampa Bay area by providing a comprehensive data driven analysis of this interaction.

2. Prominent businesses in the region have offered support for the Patel College because they believe that the interdisciplinary perspective offered by the college will produce graduates with valuable skills and abilities for their industries both regionally and nationally.

3. Broader societal benefits or consequences are difficult to predict accurately. However, our discussions with faculty from across USF have suggested that the interdisciplinary project of the college can improve the quality of life for many members of our community and communities world wide. For example, collaborations with scholars interested in women and development will raise the profile of this crucial area and make it a more visible part of

infrastructure and policy development. Similarly, conversations with faculty in Behavioral and Community Sciences suggested that including issues of physical disability, public safety and child welfare into sustainability could benefit large categories of citizens and improve social wellbeing generally.

9. PCGS Development Plan

The PCGS will be developed in two stages. In the first stage, the PCGS will focus on sustainable urban development and amplifying its already established international reputation. It will use its new funding to establish the track record necessary to compete for prestigious national and international research grants and development projects. This will involve a limited number of new faculty appointments to the college and strategic affiliations with existing departments and faculty. These new research and teaching collaborations will proceed through consultation with faculty and department chairs. The goal of this initial stage is to build on the international reputation and visibility already in place to capture research grants and associations with external organizations that will support the expansion into the second stage.

In the second stage of development, PCGS will develop its graduate degree programs and explore the possibility of an undergraduate curriculum that complements rather than competes with existing departmental programs and degrees. In its research and development projects, PCGS will extend its focus on urban issues to the extended natural and social environment necessary for truly sustainable development. Both of these advances will require carefully managed collaboration with faculty and students from across the university.

The first and second stages outlined here are not absolutely distinct. They are differences in emphasis rather than in kind. The goal is to start with what we are already best at and move as quickly as possible to more extensive interdisciplinary integration. At both stages, the PCGS will be a nimble unit with minimal administrative structure and overhead.

10. Consultations with Academic Entities and Timeline

The planning process for the proposed PCGS has been underway since Fall of 2011 and has included several meetings with the president, the provost, deans of colleges and the PSGS faculty advisory board which includes representatives from all colleges. The latter has played a key role in drafting this proposal through several round table discussions. The faculty advisory committee will also facilitate the dissemination of information and consultation with faculty in their respective academic units. Appendix 1 includes a list of activities that have taken place during the planning stages and the schedule of ongoing consultation activities. Appendix 2

lists the members of the PSGS faculty advisory committee and Appendix 3 lists the faculty who have contributed to the Master of Arts in Global Sustainability degree.

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Appendix 1

Details of Consultation Activities

Activity	Date
Initial discussions with Dr. Patel, the Provost, the President and USF Foundation	Fall 2011
Presentation to the Deans facilitated by the Provost	Feb. 9, 2012
Continued discussions with Dr. Patel, the Provost, the President and USF Foundation	Spring 2012
Meeting with Dean of College of Engineering – John Wiencek	May 23, 2012
Meeting with Dean of College of Engineering – John Wiencek	June 11, 2012
Meeting with Dean of College of Arts and Sciences – Eric Eisenberg	June 11, 2012
Presentation at the Council of Deans Retreat	June 28, 2012
Meetings with Vice Provost – Graham Tobin (aligning proposed Patel College with USF Strategic Plan)	June-Sept., 2012
Creation of Faculty Advisory Board (representative from each College)	Aug. 13, 2012
Campus wide discussions about Patel College of Global Sustainability	*In progress*
Consultation with representative from Faculty Senate Exec. Committee - G. Teague	Aug. 20, 2012
First Faculty Advisory Board Meeting	Sept. 12, 2012
Meeting with Dean of College of the Arts - James Moy	Sept. 24, 2012
Meeting with Dean of College of Marine Sciences - Jacqueline Dixon	Sept. 25, 2012
Meeting with Dean of College of Business – Moez Limayem	Sept. 26, 2012
Detailed discussion with Dr. Patel, the Provost, the President and USF Foundation	Sept. 27, 2012
Detailed discussions with Dr. Patel, the Provost, the President and USF Foundation	Sept. 28, 2012

Presentation and consultation of draft proposal for Patel College with the USF Faculty Senate Executive Committee	Oct. 3, 2012
Discussion of draft proposal with Deans of College of Arts and Sciences - Eric Eisenberg, College of Engineering – John Wiencek, College of Behavior and Community Sciences – Julianne Serovich, College of Marine Science – Jacqueline Dixon	Oct. 3, 2012
Discussion of draft proposal with faculty responsible for delivering MA in Global Sustainability	Oct. 4-10, 2012
Discussion with Deans - Chairs Meeting (College of Arts and Sciences)	Oct. 12, 2012
Consultation with representative from Faculty Senate Exec. Committee - G. Teague	Oct. 15, 2012
Presentation and consultation of draft proposal for Patel College with the USF Faculty Senate	Oct. 17, 2012
Discussion with Deans - Chairs Meeting (College of Behavioral & Community Sciences)	Oct. 18, 2012
Discussion with Deans Meeting (College of Marine Science)	Oct. 18, 2012
Discussion with Deans – William Garrison (USF Libraries)	Oct. 22, 2012
Discussion with Deans - Chairs Meeting (College of Engineering)	Oct. 24, 2012
Consultation with representative from Faculty Senate Exec. Committee - G. Teague	Oct. 31, 2012
Discussion with Deans – Chairs Meeting (College of Business)	Nov. 7, 2012
Discussion with Deans – Chairs Meeting (College of the Arts)	Nov. 7, 2012
Discussion with Deans – Chairs Meeting (College of Education)	Nov. 9, 2012
Discussion with College of Public Health-Faculty Assembly Meeting	Nov. 9, 2012
Discussion with College of Behavioral & Community Sciences – Faculty Assembly Council Meeting	Nov. 9, 2012
Presentation of final proposal to Faculty Senate	Nov. 14, 2012

Appendix 2

PSGS Faculty Advisory Committee

Faculty	Department	College
Akiwumi, Fenda	Geography	Arts & Sciences
Feldman, Allan	Secondary Education	Education
Green, Trent	School of Architecture & Community Design	Arts
Herndl, Carl	English	Arts & Sciences
Jermier, John	Management & Organization	Business
Muller-Karger, Frank	Biological Oceanography	Marine Science
Teague, Greg	Mental Health Law & Policy	Behavioral & Community Sciences
Yalcin, Ali	Industrial & Management Systems Engineering	Engineering

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Appendix 3

Master of Arts in Global Sustainability Faculty

Faculty	Department	College
Alsharif, Kamal	Geography, Environment and Planning	Arts & Sciences
Ergas, Sarina	Civil & Environmental Engineering	Engineering
Fountain, Michael	Management & Organization	Business
Goswami, D. Yogi	Chemical Engineering	Engineering
Hanna-West, Sharon	Management & Organization	Business
Izurieta, Ricardo	Global Health	Public Health
Landry, Shawn	School of Architecture & Community Design	Arts
Liller, Karen		Graduate School
Mehta, Vikas	School of Architecture & Community Design	Arts
Mihelcic, James	Civil & Environmental Engineering	Engineering
Randle, David	School of Global Sustainability	
Schonfeld, Martin	Philosophy	Arts & Sciences
Sokolovsky, Jay	Anthropology	Arts & Sciences
Tobin, Graham		Academic Affairs
Trotz, Maya	Civil & Environmental Engineering	Engineering
Wells, Christian	Anthropology	Arts & Sciences
Whiteford, Linda	Anthropology	Arts & Sciences
Yeh, Daniel	Civil & Environmental Engineering	Engineering

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