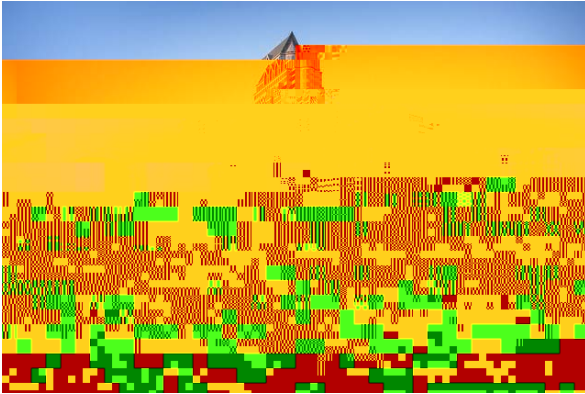


JULY 14, 2020

A Modest Proposal for Climate Resilience, Sustainability, and Social Justice at Florida's Largest Metropolitan University



Tampa tends to land on two kinds of lists these days. The first is the fun quality of life rankings of most U.S. metros: best places to retire; best cities for staycations; best cities for celebrating St. Patrick's Day. The second is the scary hurricane list [where] Tampa's worst in the nation vulnerability to hurricane driven storm surge made news a year ago and again in June.

The Urgency of Now

Record floods, wildfires, heatwaves, intense thunderstorms, and sea level rise across the world prove that the climate crisis is no longer a vague or distant concept. The University of South Florida (USF) which is the size of a medium U.S. city will have to ~~if~~ ~~annually~~ from sea level rise and other products to the Tampa Bay region (valued at \$

weather events. Located in one of the fast growing city regions in the U.S., the entire USF community is exposed to catastrophic ~~University Institutional Commitment to Sustainability~~ more than just an existential threat. It is also an

opportunity for a preeminent research and educational institution like USF to develop a comprehensive sustainability mission through innovations in its operations, education, research, and community outreach. Such a mission should at a minimum involve: (1) a coherent vision but decentralized charters and implementation across USF's "one university geographically dis ~~npge~~ (A nt * g

streams. C USF is well positioned to experiment and role model adaptation and mitigation strategies

on behalf of Tampa Bay, if not the entire state of Florida, by developing minors and/or certificate programs that

promote sustainable business models, products, and services for the university and community (e.g., adding solar, switching to electric vehicles, measuring greenhouse gas output and waste streams, etc.) and facilitating how to commercialize them on behalf of community empowerment. USF can also encourage students to promote environmental, social, and economic sustainability in their personal and professional lives through either core or capstone environmental literacy courses in the undergraduate general curriculum. Such courses would ensure that students, who include many decision makers of