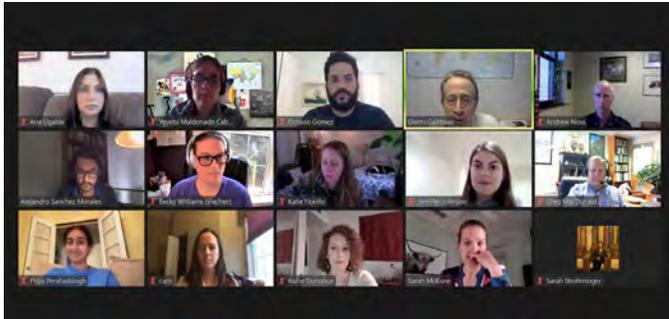


NEWSLETTER FALL 2020



*Integrating knowledge and skills to prepare
a new generation of development practitioners*

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Edited by Yeyetsi Maldonado and Andrew Noss

Director's Note: Glenn Galloway

Welcome to the Fall 2020 newsletter of the Master of Sustainable Development Practice (MDP) Program. During the past year, MDP students and supporting faculty have faced unprecedented challenges brought on by the COVID-19 pandemic, impacting professional, academic and personal facets of their lives. As I reflect back on 2020, and the Fall semester in particular, I feel a deep sense of gratitude to our students, faculty and partners who worked closely together to make the year a success. In this newsletter, we are proud to share a glimpse into their accomplishments, a true testament to their persistence, flexibility and adaptability.

In many respects, the COVID-19 pandemic has put into stark relief the complexity of addressing challenges of sustainable development (SD). To illustrate this assertion, I will briefly comment on four dimensions of the response to the pandemic that collectively determine observed outcomes.

1. Knowledge: It is striking to contrast current knowledge on viruses with that which existed during the Spanish flu a century ago. Indeed, it was not proved until 1933 that the Spanish flu was even caused by a virus, and it wasn't until the 1950s that mechanisms of viral replication began to be understood.

2. Technology: Remarkable advances in knowledge have been accompanied by extraordinary strides in the development of technology, leading to the development of vaccines in an astonishingly short time. An evolving understanding of the coronavirus has also facilitated the development of practical measures that can be taken to avoid transmission of the virus (physical distancing, mask wearing, etc.).

3. Mechanisms for the dissemination of knowledge and adoption of technology: As we are seeing in real time, the effective use of vaccines to stem the spread and dire outcomes of the COVID-19 pandemic will depend on the existence and functioning of networks that make the vaccines readily available to a well-informed public, eager to participate in the vaccination campaign. In a parallel fashion, public awareness campaigns are vital to encourage adoption of practical measures to avoid viral transmission.

4. Enabling political-institutional environment: The powerful combination of knowledge, technology and



networks of organizations eager to ramp up an effective vaccination campaign will require an enabling, political-institutional environment to fully reach its potential. In addition, an alignment of messaging across the political-institutional spectrum is necessary to foster broad participation in public health protocols and in the emerging vaccination campaign.

Scanning through this list, it becomes apparent that, compared with our ancestors who lived, and died, during the Spanish flu, we are blessed with a wealth of knowledge and technological capacities to take on the current challenge. I would also venture to state that there is a vast constellation of knowledgeable organizations and individuals ready to spearhead the vaccination campaign. However, greater political-institutional alignment and guidance are clearly needed to unleash society's potential to address this crisis. Furthermore, the unfortunate proliferation of conflicting messages regarding both measures to prevent viral transmission and the safety of the vaccines represents a serious threat to efforts to overcome the COVID-19 pandemic.

To varying degrees, other SD challenges involve the interplay of unique combinations of the four dimensions listed above. Knowledge, of course, is always fundamental to SD initiatives, and the importance of embracing and integrating different types of knowledge – traditional, local and scientific – has been increasingly recognized over time. Technologies and practices that are appropriate to local conditions – socio-economic and cultural – are required to address any challenge across different contexts. Knowledge

Director's Note: Glenn Galloway (cont.)

and practices must be disseminated and put to test in order to achieve desired outcomes, drawing on complementary capacities of different actors and stakeholders. Finally, an enabling environment, fostered by favorable policies and institutions, is often paramount to meaningful progress. As can be appreciated, an adequate balance among these four dimensions and continuity are required to make progress on SD challenges, and in the MDP program, we seek to cultivate an awareness of this complexity among our students.

In the following pages, we share with the reader information on our new cohort (number 11) of students. We have been particularly impressed with their positive manner as they embarked on the program, and the way the group has cultivated a sense of community and solidarity. Two of our new students were forced to patch in from abroad (Colombia and India) when consular services were suspended in their respective countries. We also provide an overview of our second-year students who managed to conduct their field practicums with exciting host organizations, primarily with the utilization of remote technology. The reader will enjoy patching into short videos of five of our students, who describe how they carried out their research work during the COVID-19 pandemic. I would like to congratulate all of our students for their remarkable efforts. Congratulations are also in order for our three new graduates listed below, to whom we wish great success.

All MDP core and affiliate faculty also took extraordinary measures to ensure that our students enjoyed an engaging academic experience with ample opportunities for practical exercises and group work. Nine faculty members and Laura Young of the MacArthur Foundation – who helped launch the MDP program - generously shared a sample of their respective research work in the annual Fall Practitioner Series (see the list of their seminars below). In the Faculty Spotlight, our MDP Graduate Assistant, Yeyetsi Maldonado interviewed Jamie Kraft, Director of the Entrepreneurship Program of the Warrington College of Business, who has been a strong supporter of the MDP program since its inception, as a faculty mentor and a member of the MDP Steering Committee. I want to take this opportunity to extend my sincere thanks to Jamie for all his contributions to the MDP program and for agreeing to share his fascinating background and the path that kindled his passion for

entrepreneurship.

I would also like to extend congratulations to Dr. Sarah McKune and Dr. Joel Correia for the awards bestowed on them: International Educator of the Year and College Award for Junior Faculty, respectively. Well-deserved.

I am particularly excited about the MDP alumni updates, provided by eight graduates of the program. We are very proud of their accomplishments and wish them continued success in their challenging endeavors.

Finally, we also list below activities are students are undertaking outside the classroom, illustrating once more the passion and motivation that led them to the MDP program.

To close, I would like to thank Yeyetsi once more for her leadership in the preparation of this newsletter and to the many persons who contribute in different ways to the MDP program. I would like to wish all our readers a happy, healthy and successful 2021, with the hope that we truly begin to overcome the COVID-19 pandemic in the not-too-distant future.

Welcome Cohort 11!

This fall the MDP program welcomed eight new students from Colombia, Costa Rica, India and the United States. As usual, their backgrounds and interests and experiences are also extremely diverse—sustainability studies, business, social entrepreneurship, communications, conservation, conflict management, tourism, food security and faith-based development initiatives, among others. They have worked for the private sector, international agencies, local NGOs, Peace Corps, and as extensionists and organizers.

You can review their profiles at: <https://mdp.africa.ufl.edu/people/current-students/>

We are very grateful to these students for the extraordinary efforts they have made to begin the MDP program under the uncertain cloud of the COVID-19 pandemic. In particular we salute Medha and Alejandro who were unable to obtain visas with US consulates closed, but nevertheless completed their Fall MDP core courses and participated in all MDP Cohort 11 activities remotely from their homes in India (a 10.5 or 11.5 hour time difference from Gainesville!) and Colombia respectively. We also thank the MDP core and affiliate faculty for their tremendous labor and commitment to deliver their courses and support and mentor students under the restrictions of the pandemic.



MDP Graduates Summer-Fall



Pierre William Blanc (Cohort 9)

Specializations: Entrepreneurship, African Studies, TCD
Advisor: Renata Serra (African Studies)
Capstone Field Practicum: "Newcastle Disease Vaccines Value Chain: A situation analysis of gender roles and participation in the Kaffrine Region, Sénégal"



Stephanie Muench (Cohort 9)

Specializations: Monitoring & Evaluation, African Studies, TCD
Advisor: Sebastian Galindo (Agricultural Education & Communication)
Capstone Field Practicum: "Evaluation in the dissemination of livestock innovations in Rwanda"



Haaris Saqib (Cohort 9)

Specializations: Planning & Evaluation, TCD
Advisor: Sebastian Galindo (Agricultural Education & Communication)
Capstone Field Practicum: "Surfacing for Strategy: Organizational Learning for the Strategic Direction of an Agricultural, Forestry, and Fishery Occupational Health and Safety Research Center"

Sustainable Development Practice Certificate Summer-Fall 2020

Crystal Slanzi, PhD (Psychology)

Elizabeth Schieber, PhD (Psychology)

Field Practicum Experiences

In Spring 2020, the COVID-19 pandemic spreading around the world interrupted MDP field practicum plans. Several MDP students who had well-developed proposals and agreements with host organizations in South America and Africa were forced to abandon those plans and develop entirely new proposals with entirely new host organizations here in Florida. Others postponed their field practicums to summer 2021, hoping that conditions will allow them to travel abroad at that time so that they can conduct their originally proposed field practicums. Field practicum activities in summer 2020, whether carried out with host organizations abroad or locally in Gainesville or elsewhere in Florida, relied principally on remote data collection and communication methods.

We are very proud of our eight Cohort 10 students who overcame the tremendous disruption of COVID-19 to their own plans and to their host organizations' development initiatives, successfully conducting fieldwork and data analysis using appropriate remote and physically-distanced methods, and making very important contributions to their host organizations' ongoing programs as detailed in the table below.

We are very grateful to our faculty who worked tirelessly to help our students identify new field practicum topics and host organizations and accompanied them throughout this very challenging period.

And finally we are extremely grateful to Carlos de la Torre and the Center for Latin American Studies for finding resources, and finding a way to deliver them, as COVID-19 Summer Emergency Research funds to seven MDP students, allowing them to make progress on their field practicum activities and cover basic needs during the summer of 2020.

Name	Theme	Region/Country	FP Placement	Committee
Maurine Andia Akifuma	Documenting the Impact of the East Gainesville After-School Science Club Program.	Gainesville, FL	Cultural Art Coalition (CAC) / UF Center for African Studies	Renata Serra, Marianne Schmink, Agnes Leslie
Ange Afurawa Asanzi	A Historical Approach to Address Systemic Inequalities in Alachua County, Florida.	Gainesville, FL	Samuel Proctor Oral History Program, UF / Alachua County Truth and Justice Commission	Claudia Romero, Mickey Swisher, Paul Ortiz, Tanya Saunders

Field Practicum Experiences (cont.)

Name	Theme	Region/Country	FP Placement	Committee
Caroline Baylor	Measuring processing time and identifying inefficiencies of the resident request for service online form of the Waste & Recycling Division of Polk County, Florida.	Polk County, FL	Polk County / UF Engineering School of Sustainable Infrastructure and Environment (ESSIE)	Tim Townsend, Steve Laux
Raine Donohue	Understanding the Costs and Benefits of Multi-Stakeholder Value Chains: A Case-study in the Brazilian Amazon.	Belém, Pará, Brazil	Union for Ethical BioTrade (UEBT) / Natura	Claudia Romero, Christine Overde-vest
Amira Hussein	Strengthening Social Enterprises' Contribution to Sustainable Development through Impact Measurement and Management in East Africa.	Philadelphia, PA and Nairobi, Kenya	B-Lab Global Partnership Department	Renata Serra, Jamie Kraft, John Kraft
Brenda Lugano	Lamu Coast Conservation.	Lamu, Kenya	World Wildlife Fund - Kenya	Renata Serra, Jamie Kraft, John Kraft
Yeyetsi Maldonado	Importance and Benefits of Traditional Charcoal Production for Rural Families in Mexico.	Veracruz, Mexico	Centro de Investigaciones Tropicales, Universidad Veracruzana	Karen Kainer, Glenn Galloway
Madison Smith	Understanding Human Dimensions of Conservation Burials in Alachua County.	Gainesville, Florida	Prairie Creek Conservation Cemetery (PCCC)	Martha Monroe, Mysha Clarke

MDP Students at the Center for Latin American Studies' Student Research Spotlight

The COVID-19 pandemic changed the way that grad students conduct research. To learn more about the ways they adjusted to continue their projects, the Center for Latin American Studies interviewed students from MALAS, TCD and MDP program. The students invited to participate were:

Andia Maurine Akifuma- [Documenting the Impact of East Gainesville After-School Science Club.](#)

Caroline Baylor- [Evaluation and Improvement of a Website Request Service for a Waste Division in Central Florida.](#)

Raine Donohue- [Understanding the Costs and Benefits of Multi-Stakeholder Value Chains: A Case-study in the Brazilian Amazon.](#)

Yeyetsi F. Maldonado Caballero- [Traditional Charcoal Production at Sierra de Zongolica, Mexico.](#)

Sarah Strohming- [The Value of Fog Harvesting for Berber Communities in Southwest Morocco.](#)

Their interviews are available at the [Center's YouTube channel](#)

We want to thank the Center for Latin American Studies for giving the opportunity to our students to share more about their research, challenges, and advice to overcome difficult times in research.

Student Participation in Conferences-Fall 2020

Ange Asanzi was part of the panel "Working with communities" in the Responsible Minerals (RMI) Annual Conference (Virtual, October 27-28)





Students Outside the Classroom

Cohort 9

Colleen Abel: Graduate Assistants United – Graduate Assistant; Coalition of Immokalee Workers

Pierre Will Blanc: Teaching Assistant – Haitian Creole

Cohort 10

Ange Asanzi: Center for African Studies Graduate Assistant

Andia Akiufuma: Teaching Assistant – Swahili; Africa Choir

Catherine Hart: UF IFAS Family Nutrition Program – Public Health Specialist for Northeast Florida

Madison Smith: Office of Sustainability Intern

Nikki Picon: Gender and Development Working Group Co-Coordinator

Sarah Strohming: Programs Assistant Director, Office of Global Research Engagement, UFIC; TCD Student Group Tropilunch Co-Coordinator; Gender and Development Working Group Co-coordinator

Yeyetsi Maldonado: MDP Graduate Assistant

Cohort 11

Alejandro Sánchez: GIA- Mosaic Colombia; TCD Student Group

Katie Fiorillo: IDRC research project on livestock vaccinations in Nepal, Uganda, and Senegal; Director of Development, Kijani Forestry, Uganda

Priya Pershadsingh: IDRC research project on livestock vaccinations in Nepal, Uganda, and Senegal

MDP Alumni: New Stories of Success

Kristen Marks (Cohort 5)

After graduating from the MDP program in 2016, I moved to Orlando, Florida, and began working for an NGO on their programs for 750+ orphaned and vulnerable children in Northern Uganda. I worked closely with the Ugandan staff on strategic planning, program planning and evaluation, improving the care of the children through trainings on child development and trauma, and expanding sustainable development initiatives. Also, during this time, I became a licensed Trust-Based Relational Intervention Practitioner® (TBRI)®. TBRI® is an attachment-based, evidence-based, and trauma-informed intervention that is designed to meet the complex needs of vulnerable children, and it was so helpful in my work with the children in Uganda. Most importantly, during those almost four years working in Northern Uganda, I realized what I was most passionate about—strengthening families.

Early this year, I left that job to launch a nonprofit, Otem Collective. Otem Collective's purpose is to build the capacities of families and communities to care for children, both locally in Central Florida and globally in Uganda. Locally, we focus on trauma-informed trainings for adoptive and foster parents and partnering with schools, churches, and other community organizations to create trauma-informed environments. Globally, we seek to tackle the root causes that lead to family separation and coach orphanages to transition their models of care to get children back into families.

COVID-19 has obviously impacted things and slowed things down a bit, but I am excited because in 2021, Otem Collective will be partnering with our first organizations in Uganda. In Uganda, approximately 80% of children in orphanages have a living parent and are separated from their families.



We will be partnering with an orphanage to help coach them as they transition to a family-based model of care, with the goal of getting children back into families. We will also do a family strengthening pilot project with an organization to address some of the root causes of family separation, with the aim of keeping families together. I love being able to combine my passions and the skills the MDP program gave me. It has also been awesome because my MDP cohort-mate, Whitney Turientine, is our Board Secretary!

MDP Alumni: New Stories of Success (cont.)

Jackie Curnick (Cohort 7)

I work at the University of Iowa College of Public Health where I coordinate the Community Engagement core of the Environmental Health Sciences Research Center (EHSRC). I have been working in this capacity since graduating from the MDP program in 2018. As an MDP student I specialized in Environmental Communication and earned certificates in African Studies and TCD. For my practicum, I created an 18-minute documentary about Environmental Justice in St. Lawrence Island, Alaska. The film has screened in several festivals and conferences, including the Cinema Verde festival in Gainesville and the Arctic Explorers film festival in New York City.

I use the skills gained from the MDP program on a daily basis in my current work. The EHSRC is a research center funded by the National Institute of Environmental Health Sciences. In the community engagement core, I organize the monthly Science Cafes, coordinate the stakeholder advisory board, produce videos about environmental health issues, and instruct the Environmental Justice section of the Hawkeye Service Breaks program. I serve on the College of Public Health Global Health committee and the University of Iowa Staff Council. This year I presented at the Iowa City Foreign Relations Council to discuss the COVID-19 Pandemic in South Africa.



Max Gelbert (Cohort 7)

I graduated from MDP in the Spring of 2018. After working at the George Washington University's [Sustainable GW](#) program (as Program Manager) for some time I joined the [Uyghur American Association](#) as their Program Director in March of this year. The Uyghur American Association serves the [ethnic Uyghur](#) diaspora communities throughout the USA through cultural and educational programming. Early on in the pandemic, my work focused on connecting community members and their families with resources (unemployment benefits, financial assistance, health resources, etc.). Since the summer, my job has focused on increasing advocacy efforts and fighting for legislation on Capitol Hill. Right now, our focus is on the passage of the [Uyghur Forced Labor Prevention Act](#), which sits in the US Senate after passing through the US House with near-unanimous, bipartisan support.



MDP Alumni: New Stories of Success (cont.)

Daniel Acosta (Cohort 8)

After graduating from the MDP, in which I completed a field practicum with the USAID funded Livestock System Innovation Lab in Karamoja Uganda, I joined the Advancing Women's Participation in Livestock Vaccine Value Chains in Nepal, Senegal, and Uganda project at the University of Florida, funded by the International Development Research Center. Here I continued building on my research experience in Uganda and on livestock vaccines. In August 2020, I left the project to pursue a PhD in Public Health with a One Health Concentration at the University of Florida. Currently I am working on a COVID-19 research project looking at the psychosocial impacts of the pandemic on school-aged children in Florida.



Haaris Saqib (Cohort 9)

After graduating from MDP in August 2020, I accepted a position with the UF/IFAS Family Nutrition Program as a State Evaluation Specialist. I am excited to apply my evaluation skills and experience to nutrition education in Florida and I am currently supporting the organization as it begins to incorporate virtual education to meet changing needs during the pandemic. In addition to my work, I am an active member of the Sustainable Consumption Research and Action Initiative (SCORAI). I live with my wife Julia in Gainesville, Florida.



MDP Alumni: New Stories of Success (cont.)

Adi Gangga (Cohort 9)

My name is Gangga, I am an Indonesian forester. Research has always been a passion and source of learning for my professional career. Before I began my journey in the Master of Sustainable Development Practice (MDP) program, I had worked on forestry-related research projects, specifically on climate change and protected areas. I am blessed to find a job that is in line with my passion right after finishing my study. Presently, I am hired as a researcher at Inobu, an Indonesian-based non-profit research institute in the city where I used to work, Bogor, West Java Province. Inobu is focused on collaborative applied research for informing policymakers and creating innovations to support smallholder farmers in our focal working sites (Kalimantan Tengah and Papua Barat).

I have been involved in a project funded by the Food and Agriculture Organization of the United Nations (FAO), where we worked on the timber supply chain and the implementation of timber certification, especially for small and medium enterprises (SMEs) in the Province of Central Kalimantan. Under the MDP curriculum, the courses I took helped me to broaden the lens I use to view a problem, which was helpful to write the project reports based on evidence. The next project funded by the International Development Research Centre (IDRC) is focused on climate-resilient farming systems to build resilience in rural livelihoods. In this project, we will work collaboratively with our local partners in four provinces (Jambi, Nusa Tenggara Timur, Sulawesi Tenggara, and Papua Barat) to establish a subnational alliance for climate change mitigation and adaptation.



MDP Alumni: New Stories of Success (cont.)

Manuel Morales (Cohort 9)

My name is Manuel Morales; this is my first year as a Ph.D. student in the Wildlife Ecology & Conservation Department (WEC) at UF. I hold a bachelor's degree in Biology from my home country, Ecuador. I came to join the MDP program in 2018, with a one-year TCD (Tropical Conservation and Development Program) Graduate Assistantship, paired with an extra year of funding from the Center for Latin American Studies. I graduated this Spring 2020 while completing graduate certificates in Tropical Conservation and Development (TCD), Latin American Studies and Environmental Education & Communication. In my experience, the thing that stood out the most about the MDP program is how you can adapt its curriculum to your own needs and interests. As a student, I took courses in Ecology and Natural Resource Management (besides the core courses), which paved the way for my acceptance into my current affiliation. My Ph.D. program is very competitive, and unlike other programs, it requires the holding of a master's title to advance toward the doctoral degree.

I feel that both graduate programs find common ground in the breadth of the spectrum of topics covered. Simultaneously, both offer this rare opportunity to interact with students, researchers, and faculty members from other UF departments, which significantly improves learning and networking possibilities. In WEC, my faculty advisor is Dr. Nia Morales, a social scientist and an expert in environmental equity and human dimensions of wildlife conservation. I am interested in human-ecological systems and human-wildlife interactions. My goal is to learn skills to tackle Tropical America's most pressing conservation issues. I aim to contribute to biodiversity conservation while practicing innovative and efficient Sustainable Development practices to help the most impoverished sectors of the population fulfill their basic needs.

Presently I hold an appointment as a full-time Graduate Assistant from the WEC department, where I am also the recipient of a 2020-2021 Grinter Fellowship Award. I take graduate courses and actively participate in WEC's rich and diverse academic community. I devote most of my time to research and literature reviews to narrow down my dissertation topic, which will address one of the issues previously mentioned.



MDP Alumni: New Stories of Success (cont.)

Rio Trimono (Cohort 9)

I am currently working as Indonesia Country Coordinator for an Amsterdam-based social venture named Meridia that offers land mapping and land titling services at scale. We specialize in providing technology solutions and bringing together local communities, policymakers, food companies, and NGO's in improving value chains and farmers' intervention planning. We work on various projects from smallholder traceability programs and certifications in sectors such as cocoa, coconut sugar, and palm oil, to systematic and affordable land titling programs for rural women and men. My job includes coordinating all country activities within Indonesia, supporting business development, and acting as the main liaison between the field and global management.

I find that the MDP program at UF has greatly prepared me to take on roles in high-level management and has equipped me with the necessary competencies to be a professional development practitioner. Learning about communication, program administration, and adaptive management has helped me carry out my leadership roles and facilitate collaboration across multiple stakeholders and in multicultural settings. Through the field practicum, I gained experience in working with an international team and in improving the impacts of development programs which are very relevant to my current work. Beyond that, I can better understand the complex social-ecological, institutional, and political systems that influence technology adoption and sustainability in the food and agricultural industry, and in the land tenure sector.



Fall Practitioner Seminar Series

We would like to extend our appreciation to the faculty members who graciously offered to present and share a sampling of their experiences with our students in our Fall Practitioner Series. Special thanks to Laura Young of The MacArthur Foundation who provided examples of how they are creatively presenting data from monitor and evaluation to foster learning.

Faculty Member	Presentation Title
Vanessa Hull (Wildlife Ecology and Conservation)	<i>Pandas, People, and Policy- Conservation in China.</i>
Kristin Joys (Center for Entrepreneurship and Innovation / Sociology)	<i>Teaching Social Entrepreneurship, Recent Developments and Opportunities for Student Involvement.</i>
Gerrit Hoogenboom (Agricultural and Biological Engineering)	<i>Modeling for Agricultural Sustainability: Fact or Fiction?</i>
Catherine Tucker (Latin American Studies / Anthropology)	<i>What Works for Effective Transdisciplinary Research? Results of an International Survey and Examples from Fieldwork.</i>
Matt Hallett (Wildlife Ecology and Conservation)	<i>Research as a Tool for Engaging Diverse Stakeholders in Conservation in Guyana: Outcomes, Lessons Learned, and Vision for the Future.</i>
Jamie Kraft (Center for Entrepreneurship and Innovation)	<i>Application of Entrepreneurial Competencies in Development of Innovative Solutions.</i>
Tim Townsend (Environmental Engineering Sciences)	<i>Sustainable Materials Management (SSM) Research at the University of Florida.</i>
Laura Young (MacArthur Foundation)	<i>Learning As We Go: MacArthur Foundation's Approach to Evaluation.</i>
Bette Loiselle (TCD)	<i>TCD's Role in the Amazon Dams Network Project.</i>
Andy Noss (MDP)	<i>Hunting for sustainability in a Central African Forest.</i>

Fall Awards

Dr. Sarah McKune: International Educator of the Year!

Dr. Joel Correia: College Award for Junior Faculty!



The International Educator of the Year Awards, sponsored by the University of Florida International Center, honor the outstanding contributions of faculty and staff to the internationalization of the University of Florida and the impact of those contributions on students, international partners, and university stakeholders.

This year, MDP Core Faculty member **Dr. Sarah McKune** (Center for African Studies / College of Public Health and Health Professions) was recognized as the *University of Florida 2020 Junior Faculty International Educator of the Year*.

And MDP Core Faculty member **Dr. Joel Correia** (Center for Latin American Studies) received the *College Award for Junior Faculty*.

Please join us to celebrate Sarah and Joel's contributions, kindness and constant support to our students and our Program!

Thank you so much Sarah and Joel!

For more information about the UFIC International Educator Awards, please visit the [UFIC website](#).

Dr. Joel Correia also received the College of Liberal Arts and Sciences, Center for the Humanities and the Public Sphere, Pilot Virtual Book Manuscript Review Workshop Award. The award will allow Joel to receive feedback on his complete draft book manuscript from one external and one internal specialist in a virtual workshop setting. His book manuscript is entitled *Disrupting the Patrón: Unsettling Racial Geographies in Pursuit of Indigenous Environmental Justice* and will be submitted to California University Press in June 2021.

MDP Faculty Publications Fall 2020



Serra, Renata, Gregory A. Kiker, Bart Minten, Valerie C. Valerio, Padmakumar Varijakshapanicker & Abdrahmane Padmakumar. 2020. Filling knowledge gaps to strengthen livestock policies in low-income countries. *Global Food Security* 26: 100428. DOI: 10.1016/j.gfs.2020.100428



Paulson, Susan. 2020. Degrowth and feminisms ally to forge care-full paths beyond pandemic. *Interface: A journal for and about social movements* 12(1): 232-246. <https://www.interfacejournal.net/interface-volume-12-issue-1/>

Kallis, Giorgos, **Susan Paulson**, Giacomo D'Alisa & Federico Demaria. 2020. *The Case for Degrowth*. New York: Wiley. 140 pp.



de Jong, W., **Galloway, G.** 2021. Narratives on the Sustainable Development Goals (SDGs) and tropical forests. In Blaser, J. and Hardcastle, P. D. (ed.), *Achieving sustainable management of tropical forests*, Burleigh Dodds Science Publishing, Cambridge, UK, 22 p.

Faculty Spotlight: Jamie Kraft

Yeyetsi Maldonado: Welcome to this edition of the MDP Newsletter! What brought you here to the University of Florida?

Jamie Kraft: Actually, my parents, I was born in Shands Hospital. I was brought to UF through a delivery room and obviously tongue and cheek there, but I lived in Gainesville off and on as I was growing up, my family was moving back and forth from different locations. The last go around, I came to UF in 2002, I had been retired and living in Paris, and I came back to Gainesville. I was working briefly as an independent contracting consultant here in town and doing some volunteer work with the Center for Entrepreneurship. After several months, the center was looking to hire an operations director, they only had two faculty members, they asked me if I would be interested and I answered "sure!". The rest is history and I have been here for almost 18 years.

Y: Every path is different and sometimes they take different turns. Building more on this idea about the paths, how did you get involved with the development and entrepreneurship world?

J: My undergraduate degree is in microbiology, I have an MBA (Master's in Business Administration) from UF's Business School and there was always the thought in my mind that in some way, shape or form I would end up working for some pharmaceutical, life sciences or biotech company. I had pursued graduate courses in biotechnology at UF, prior to getting my MBA, and always thought that was the way to connect the two. After my MBA I went to work for a consulting company in Atlanta and I was placed in projects with pharmaceutical companies and more general industry diagnostic projects. After doing that for several years, I decided to retire and move to Paris, France, where I lived for a year and a half, and I ultimately made my way back to Gainesville. From there, I connected with the Center of Entrepreneurship, doing some volunteer work helping students working on consulting projects, so it was a natural fit. Honestly, when I was in Business School, I stayed pretty far away from entrepreneurship. I studied finance and strategic operations, but entrepreneurship



was not for me, or I perceived that it was not for me at that time. I have been here for 18 years now, and drinking the Kool Aid every day, I realized how much fun it is and how empowering and transformational it can be for students in the marketplace. After I started in the Center, I began to realize how much I was able to leverage some of the things in my background and put them together. I am not working with students specifically on biotech startups, I am working with them on innovative ideas to try to help to solve problems in the marketplace. Giving the fact that we believe that anybody can be entrepreneurial, I think it helps and benefits me that I have both backgrounds, science and business, especially when I am working with students from different disciplines, graduate as well as undergraduate.

Y: I am curious how you started in microbiology and ended up working on entrepreneurship.

J: It is a very circuitous pathway no doubt; from the sciences, to business school, to industry and overseas, and then back to academia. Giving the fact that I grew up on campus and in the Business School and have multiple family members associat-

Faculty Spotlight: Jamie Kraft (cont.)

I guess it is a very reactive pathway from my perspective, not as if I plotted it out “here is what my next 20 years are going to look like”. I suppose, like any entrepreneur, knowing that the world is very chaotic you react as you go. It is not very linear, and you sort of take what you learn along the way. That is, I guess, what I have done to get to where I am. I probably would not have left my undergraduate degree at Arizona and said “yeah, in 20 years, here is what I am going to be”. I just would not have been able to plot that certainly; maybe a year or two ahead, but even that continues to change.

Y: What did you do for your Masters?

J: I was in a two-year MBA program here, focusing primarily on the space of finance business strategy and operations management. My thought and hope were that I was going to be able to leverage that degree into a pharmaceutical or biotechnology company. Not that I would be doing bench research, but I would help to move that R & D (research and development) into the marketplace in the form of products. That could have been in business development, in sales, marketing, etc. At the end of the day, I had an opportunity to connect with a consulting company, I did an internship there over the summer between my first and second year of Business School, I got an offer to go back and I was off and running in that direction.

Y: How did you get involved with the MDP program?

J: At some point in time, many moons ago, I do not remember the exact year, the folks who were launching the program--Marianne Schmink, Grenville Barnes, and Brian Child--when they were meeting with the MacArthur Foundation said, “we would like to profile our Business School, and more importantly, the unique things going on here in Entrepreneurship, because we want to build this interdisciplinary program”.

They came over with the representative from the MacArthur Foundation, as it related to the launch of the MDP program of Florida. We talked about all of the courses that we offer, how students could leverage experiential learning and our curriculum with what they might be doing primarily in the MDP program to change the world by providing solutions in the marketplace. From there I got roped into the MDP Steering Committee as a representative from the Business School. I was involved pretty early on meeting with folks from the different disciplines, eventually the need for us to meet regularly passed, but I am still as involved as I can be. I still come over and speak with the students, help them pick their courses and identify what they want to do if they want to minor at the graduate level in Entrepreneurship. At this point, I am an affiliate faculty member and an advisor probably more than anything, even though I may still be considered as an early member of the Steering Committee and the launch committee.

Y: I know this might be a tricky question, but what does sustainable development mean to you?

J: For me, sustainable development is how we can bring solutions to bear in the marketplace that have positive effects that meet this notion of the triple bottom line, focused on providing people with access to things like jobs, healthcare, education, etc. I can get student entrepreneurs to think about launching companies because, at the end of the day, we tell all of them to solve the problem in the marketplace. If you look out today and say diversity, equity, inclusion are a big deal, then we need to launch companies, products, services, and business models that will have an impact there. The same thing goes for people who do not have access to education or healthcare around the world. Certainly, we try to do it in a manner where we leave the world a better place, where we bring people up. I had a previous colleague who said that entrepreneurship is the most empowering, the most democratic, the most

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freedom-creating phenomenon in history and at the end of the day, everybody sees value everywhere. It is not always just sustainable development, but the more we can try to get students to think about that the better. Ideally, if you are creating any solution, you would like to do it in a manner where you are not leaving the planet in worse shape than it was before. I guess that's kind of a long-winded answer, that is ultimately the way I see it.

Y: I think that when we are talking about the definition of sustainable development, there is not a short answer. For you, what are the challenges of sustainable development?

J: There is no doubt that there are challenges to be overcome. We must think about the opportunity, and we say it all the time in our Center, every big problem is an opportunity. There are enormous problems in this world, and you can just look directly to the SDG's to think about where those problems exist. There is no shortage of Entrepreneurial Opportunity in the world, there are challenges to solving those problems through a variety of manners. Can you develop a solution that people want that they will pay for that is affordable for them? Can you develop a solution that somebody will help to potentially support and fund? Can you get the backing of the public and/or governments?

There are a variety of things that can potentially hold back new entrepreneurial endeavors in this space. If it were easy, we would not keep moving the MDGs to the SDGs and keep moving the goalposts. These problems will be solved but there are a lot of challenges to overcome that prevent us from being able to do that; sometimes it is energy and mindset, keeping people from believing that we can beat these issues. There are all kinds of roadblocks along the way. The hope with our entrepreneurship students is that they are going to be tenacious, persistent, resilient, keep trying to move forward to find a way to solve that problem. The reality is that there

are a million different ways to build a business or product or service to solve a problem; just because one did not work maybe you have to come at it from a different direction. If I were to tell you "hey, pick a particular problem in the world and come up with 100 solutions in an hour", often students will try to pick one solution and go; there are a lot of different ways to solve problems and so sometimes we must try to keep finding that motivation and move forward.

Y: Where do you think sustainable development and entrepreneurship meet?

J: Entrepreneurs are just problem solvers. They just happen to leverage at times these business skill sets, but even here in our Center we have pointed to entrepreneurial competencies that for entrepreneurs matter, more than your ability to balance the books, build an income statement, or handle operations management. Can you identify opportunity, can you leverage resources and mitigate risk and convey a compelling vision? Do you know how to add value? Are you resilient, tenacious, and persistent? It is those entrepreneurial competencies, of which we have identified 13 through our research, that really matter most. Anybody can leverage those, somebody who is a faculty member on campus, who is trying to think about "how do I leverage resources and get people on board with my idea for doing X, Y, Z?". The same thing goes for somebody in sustainable development, and this is what I say to MBA and MDP students: each and every one of you has a passion for an area, it could be tropical conservation, it could be sustainable development, or what have you. Leverage that passion and these entrepreneurial competencies to move a solution forward, because you may find yourself in Sub-Saharan Africa trying to provide solutions in the form of reducing childbirth death or something along those lines, you still are probably going to work with an NGO or some other organization that is going to say "show me your plan". You should be comfortable writing a

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business plan. You must be able to think about what the real opportunity is and how are we going to add value, who am I going to convince to join me in this endeavor. Is it other people that are members of the government in Namibia, my classmates, someone I want to bring on board the organization, the people who fund us? At the end of the day, there are always dollars involved. I do think that the entrepreneurial competencies can be leveraged by anybody in the Sustainable Development Practice space so that they can better provide solutions out there in the marketplace; you are all just solving problems, it just may look a little different.

Y: I want to ask more about you and your work interest, what are you working on right now?

J: My primary role is administration and teaching, right now mostly at the undergraduate level, as well as helping to support all our outreach activities. A handful of those are working with underserved audiences. We just completed our offering for women, our annual Women's Summit, which was an online conference with about 150 people in attendance. We are preparing for our program next summer in May, which is our disabled veterans entrepreneurship program, to help provide skill sets and training to those individuals who may not have a pathway to the market because they have a disability. We are working on marketing our program to gather students in South Africa next summer, which is where we work with entrepreneurs and historically-disadvantaged townships surrounding Cape Town. In the near future, I am going to be circling around with all of the participants who just recently went through our Gainesville entrepreneurship and adversity program. Most of these folks are East Side-based entrepreneurs or individuals with entrepreneurial ideas, who are looking for additional training; they just finished a six-week boot camp. We will go through that group, interview them, and connect them to students on campus in the spring. The students can help these individuals with everything from selling

and marketing, to book-keeping and inventory management, to branding and identity issues as well. A couple of outreach activities that I am working on focus on marginalized groups. At the end of the day, I work with so many students: in my undergraduate introductory course, I have almost 600 students because it is our large introductory course taught across campus. I am having a lot of fun with that class, hopefully getting the next generation of young students inspired to go out there, make a difference and change the world, value and create jobs. That is primarily what I focus on, not too much on research. The research project I am working on is with one of our former postdoc bridge students, who is a faculty member at UNC Pembroke. We are endeavoring to connect to a whole handful of our alumni to gather case studies on ethical decision-making issues that they have had in the course of building their businesses so that we can use them in the classroom to point to situations where you have to bridge obviously these potential dilemmas from an ethics perspective. I am sure I am leaving a million other things out, because obviously we have a whole handful of other projects, I do manage our Gator Hatchery which is our student incubator. I work closely with our team to get our Big Idea Competent Business Plan Competition up and running, which will take place in the spring. And you know, constantly meeting with as many students as possible to try to help them answer all the questions that need to be answered with respect to whatever it is they want to move out there in terms of a product or service.

Y: Everything that you mentioned is really interesting, especially the outreach activities. I think that one of the most important parts of a university is making the community grow.

J: One of my colleagues in this space at another university always has said "entrepreneurship centers need to be rooted in the community". We continue to try to find ways to do that as a Center. There is

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always room for improvement and there are always more things that we can do, so we continually try to do that and connect our students to the community, because we do not want them just to sit within the four walls of the university but rather to enhance their learning. We also want students to appreciate where they are going to school. I think it is important to get them connected out there.

Y: In your opinion and experience, what are the attributes or characteristics that a practitioner and an entrepreneur should have?

J: That goes right back to those 13 competencies that I mentioned. Our research shows--this is published by some of our previous faculty members--that if you master many, if not all of these competencies, you will be a better entrepreneur. You will be more entrepreneurial and that could be entrepreneurial in your thinking inside an organization or with a start-up. These are the 13: identify opportunities and assess those opportunities; know how to mitigate risk; understand how to be resilient and tenacious; know how to build up your self-efficacy or self-confidence; understand how to add value; leverage resources; utilize guerrilla skill sets; build and manage networks, that's hugely important for entrepreneurs and entrepreneurial competencies; know how to convey a compelling vision, you are trying to convince people to join your company when you cannot pay them, they have to work nights and weekends with a tremendous number of setbacks. Those are the competencies. Those are the skill sets that we believe you have to master, so we teach them in our classroom, some more than others, and we expect students to be able to build some of those up by getting involved in experiential learning. If you enter our Big Idea Competition and you get lots of feedback on your plan, you are probably going to have to learn techniques to become more resilient because people are going to tell you your baby's ugly or they are going to tell you that will never work, or you do not go very far in the

competition. You have got to find ways to be resilient, bounce back, be more self-efficacious; some of them are a little more touchy-feely, a little softer, but no less important. In fact, we can see how many people are interested in things like mindfulness because life is tough, entrepreneurship is tough, living in the world today with COVID is tough. You have to be more resilient as well, so it is all of those things that we try to emphasize with our students to make them more entrepreneurial in whatever they do, non-profit, for profit, high tech, low tech, biotech, corporate entrepreneur, start-up entrepreneur, join a family business, service and academia; all of these places in the community, in your church, and your family, this mindset and entrepreneurial thinking. I know what I left out, creativity! You have got to be more creative, we teach courses on creativity here at the graduate and undergraduate level for our business students in entrepreneurship, to try to help elevate their creative thinking so they can come up with things that are novel, unique, non-obvious.

Y: Do you think all these skills are applicable to a practitioner?

J: Yeah, absolutely! I think at the end of the day being a practitioner is probably where the rubber hits the road, where you are out there doing it and you are making it happen. I thought you were going to ask the question everybody asks, "can you teach people to be entrepreneurial and more creative?". I will point to another colleague out there in the world who says, "can you teach somebody to play a trumpet? Can you teach somebody to shoot a basketball?" For some people it might be much more intuitive than others, but with practice you can get better in entrepreneurship, we call it deliberate practice, learning by doing, constantly developing techniques, and getting out there and trying; you will get stronger and better. By practicing techniques to identify opportunities eventually you will become more intuitive; by practicing techniques to help you connect and leverage folks from a network-



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you will get better and better; and the same thing goes for creativity.

I mean, if I told you we are going to write a short story, each of us, and we are going to write one every day for the next 365 days, I'm pretty sure that the last third of those stories are going to be a lot better than the first. Practice makes perfect and you know that goes for pretty much anything and certainly entrepreneurship as well.

Y: To finish our interview, do you have some advice for MDP students?

J: I say the same thing to everybody "Just do it." Nike has the single greatest tagline for entrepreneurs, do not wait around till you graduate to change the world, do not think you have to get a job and move up three years in an organization to change the world; do it today. Start pursuing it now because the reality is your first idea is always wrong, your first solution is probably always wrong. You have got to get out there and start getting feedback. There is this notion in entrepreneurship called corridor theory, which essentially says you are trying to walk down a hallway, but the reality is that those doors along the way that are opening are going to really make a difference, and the only way you can get to those doors is that you must take the first step. If you do not walk down that hallway, the doors will never open. Do it, get over your fear, leverage the resources, know that it is going to be a bumpy ride, no matter what it is you are trying to do, whether it is saving the planet, saving the elephant, saving the forests. Whether it is getting more people to adopt the B Corp format or what have you. All these problems out there need to be solved. The more you start to go down that pathway, you will build up your expertise, you will find new pathways to solve those problems and you will get closer and closer to the finish line. But you must go, the world cannot wait.

MDP Get Together

We had wonderful times getting together, virtually and physically distanced, this Fall and sharing at many events!





MDP UF Foundation Donations

We have all been witness to the invaluable work being carried out by MDP Students with broad, cross-departmental faculty support and by our growing body of alumni.

Now this is an opportunity to contribute to our exciting program! The MDP UF Foundation Account will support MDP students, for example, in the realization of their capstone field practicums and to attend relevant conferences where they can present their work and engage with other practitioners. Donations can be made online at:

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*Wishing you health, peace, and
success in the New Year 2021!*