Making a Difference: Universities as Living Labs and Agents of Change

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Introduction:
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Making it Work: Universities as Living Labs and Agents of Change

John Robinson
EAUC Webinar
Oct 26, 2016
Campus as Sustainability Test-Bed

Universities uniquely suited for this role:

- Single (owner-) occupiers
- Public mandate
- Teaching
- Research

Develop integrated sustainability solutions:

- Demonstration and research
- Engage and train students; develop new curricula and programs
Responding to societal challenges

Two cross-cutting approaches:

Campus as Living Lab

University as Agent of Change
Institutional Culture Change

Academic

Operational

Academic

Operational
Regenerative Sustainability

• From less bad to more good
• From reducing damage to creating benefits
• From sacrifice to contribution
• From net zero to net positive
Implementation Challenges

1. Path Dependence ("Needle in the groove")
2. Coordination ("Plate spinning")
3. Momentum ("Brick laying")
4. Partnerships & Team-building ("Mosaic")
5. The Role of the University ("Wall flower")
Creating Engagement

• Enabling role (“We don’t do anything”)
  • Foster, support, facilitate, encourage, reinforce, help, etc.

• Faculty don’t join
  • John Homberg’s brilliant lessons

• External partnership lessons
  • No net increase
  • Mutual benefit
Campus as living lab typology

• Different models
  • Centre-led (UBC, ASU, Chalmers)
  • Distributed (U of T)
  • Hybrid (CBS)

• Most universities in latter two categories, at least at the start

• So will talk briefly about CBS and U of T
Living Lab and Agent of Change at CBS

Unique opportunity:

• Many campuses focus strongly on engineering and natural science activities

• Opportunity for CBS to take a different approach, building on its strengths:

  “the role of business in the sustainability transition”
A Proposal for Sustainability at CBS: Two Inter-related Components

1. Campus as Living Lab (CLL): Solbjerg Campus Development

2. Agent of Change (AOC): CBS and the Community

Both offer very strong opportunities for integration of research, teaching and partnerships
• Large-scale redevelopment of CBS Solbjerg campus

• Entrepreneurship and innovation theme, with sustainability, innovative pedagogy and urban integration as “pillars”

• Opportunity to create an ongoing living lab of sustainability, with agent of change dimensions

• Sustainability pillar was articulated in “Sustainability Vision and Strategy for the CBS Solbjerg Campus Development (SCD) project” in Dec 2015
Campus as Living Lab (CLL)
Research and Teaching

1. Implement, test, research and teach sustainability at a campus scale
   • behavioural and human dimensions (sustainable behaviours and social practices; human wellbeing)
   • business dimensions of the sustainability innovations (business plans, revenue models, commercialization, partnerships)

2. New course (Feb 2017): “The CBS Campus as a Living Lab of Sustainability: Fostering Partnerships with the Private Sector”
   • Focus is on business implications and opportunities connected to campus operational sustainability projects
   • I teach similar course at U of T
Agent of Change: CBS and the Community

• Increasing recognition that business has crucial role to play in sustainability transition
  • Scandinavian business relatively progressive on global sustainability scale

• Can CBS help to articulate private sector role
  • Shared value/value creation approach?
  • Sharing economy/collaborative consumption? (links to campus scale work)

• New course (Feb 2017): Consulting for Sustainability – Harnessing Business Models and Innovation
  • student group projects for ‘client’ organizations – parallel to on-campus living lab course
Student Innovation House

• Old Police Station bought by CBS
• Students have raised 52,5 million DKK
• Both AOC and CLL

“. . . we wish to make a house that creates and fosters students who are creative, engaging and collaborative in spirit and international, reflexive and socially responsible in mind, and which contributes directly to achieving key societal challenges.”

Vision for a new Student and Innovation House, Aug, 2016
U of T Groundswell

- One Spadina
- St George Retrofit Study
- Trinity College
- Sussex Residence
- Sidney Smith Retrofit
- King’s College Circle
- Student Engagement
- Pathways concept
- Sustainability Fellows

Principles
- Living Lab
- Agent of Change
- Strong Partnerships
- Regenerative Sustainability
- Participatory community engagement
Towards a New St. George Campus Secondary Plan (Urban Strategies, Feb 24, 2016)

Need to incorporate:
• Broad sustainability framing
• Deeply participatory community engagement processes
• Campus as living lab approach
Broad Coverage of Living Lab Opportunities
U of T Groundswell

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- **Student Engagement**
- Pathways concept
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**Principles**
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Student Engagement – the concept

• Thousands of students working with partners on sustainability projects
  • 5000 off campus/1000 on campus
  • Grad/undergrad
  • For credit/not for credit
  • Unpaid/paid
Student Engagement – the models

1. For payment
   - Graduate Student Internships

2. For credit
   - Undergraduate Community Service Learning
   - On Campus Sustainability Projects
For Credit Model: Two courses

GLA 2000Y – Capstone Seminar: *Transformation Toronto 2050 Module: Learning from Global Best Practice*
  • Working with the City of Toronto

ENV 481/2002H - Special Topics Course: *The U of T campus as a living lab of sustainability*
  • Working with U of T Operational staff
U of T Groundswell

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Teaching & Learning Vision: Integration across the University

Each student, regardless of their degree program, should have access to an education in sustainability via a “sustainability learning pathway” (UBC Sustainability Academic Strategy, 2009)
## Sustainability Learning Pathway

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Description</th>
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</thead>
<tbody>
<tr>
<td>Yr 1</td>
<td>First Year Courses with Sustainability Embedded</td>
</tr>
<tr>
<td>Yr 1/2</td>
<td>Introductory Course (e.g. SCI 220)</td>
</tr>
<tr>
<td>Yr 3/4</td>
<td>Sustainability Electives (courses vetted for sustainability attributes)</td>
</tr>
<tr>
<td>Yr 4</td>
<td>Capstone/Leadership Course</td>
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</tbody>
</table>

**Real World Experience** (e.g. SEEDS, CLL, Co-op, etc.)

**Sustainability Learning Community**
CREATE YOUR OWN PATH

BUILD YOUR CAREER
- SEEDS PROGRAM
- COLLABORATIVE RESEARCH
- SUSTAINABILITY SCHOLARS
- INTERNSHIPS
- MENTORSHIP

LEARN
- 500+ COURSES
- 40+ PROGRAMS
- UBC READS SUSTAINABILITY
- SUSTAINABILITY TOURS

GIVE BACK
- SUSTAINABILITY AMBASSADOR PROGRAM
- UBC FARM
- COMMUNITY ENGAGED LEARNING

HAVE FUN
- Networking events
- Sustainable clubs
- Sustain in Rez

sustain.ubc.ca/MyPath/

UBC sustainability
Sustainability Fellowship Program

- 6 faculty T&L Fellows per year, on 1-2 year terms
- develop & help implement an undergraduate sustainability education framework
Let’s make it work!