



Sustainable University

Sustainable Development in the Context of University Remits

A research and development project

July 2004 – June 2007

www.uni-lueneburg.de/infu/sustuni/

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Developing the learning citizen at three levels



1. Individual Level

a learning person who has skills and plays a role in society
leading to sustainable behaviour
(new knowledge, new skills);



2. Institutional Level

within a learning organisation which tries to improve the
quality of its own structure and performances in sustainability
(new priorities, new procedures, and new practices);



3. Social Level

within the learning society in which there is an addition of
learning processes of different organisations and individuals
with their own perspectives and a cumulative effect
*(creating new agendas, new partnerships, new ways of
interaction and participation)*

(Goldstein 2005, p.7)



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«Sustainable University»



Objective

Providing a theoretical and empirical basis for the development of universities in terms of sustainability



Core Question

How do universities meet the challenges associated with the guiding principles of sustainable development?
How do they themselves change by implementing sustainable development?

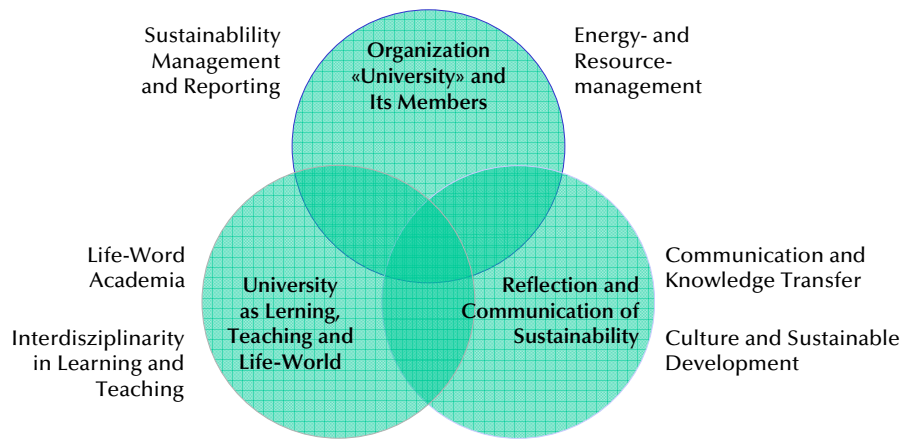


Six Sub-Projects

Developing and testing of innovative concepts in teaching and research as well as for the university as a workplace and lifeworld



«Sustainable University»





Organization «University» and Its Members



Goal

Integration of sustainable development into the whole organization



Objectives

Strengthening «sustainability profile» and internal support/performance



Challenges

Individual and collective behavior; heterogeneous addressees

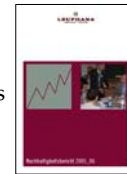


Energy Management

- Visualisation of the energy consumption as feedback instrument
- Energy saving campaign as incentive system
- Optimisation process on organisational level

Sustainability Management and Reporting

- Reporting driven sustainability management
- Participatory design: stakeholder dialogue forums and feedback-loops
- Publication of Sustainability Report planned for early July 2007



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University as Learning, Teaching and Life World



General Approach

- Acquisition of competencies in formal and informal settings
- Necessity of a new learning culture
- Considering innovative structures in formal teaching
- Creating informal learning setting on campus



Research Questions

- How can interdisciplinary learning settings be systematically implemented in Higher Education?
- How can universities facilitate learning processes in informal settings on campus?



Empirical Approach

- Evaluation of the «Study Program Sustainability»
- Analysis of informal learning processes in the context of extra-curricular activities of students on the campus



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Arts and Culture

- integration of theories of culture into the discourse on sustainability
- theoretical reflection of the role of values, interests, meanings, social practices etc.
- arts and (un)sustainability – students involvement
- artists as change agents – Exhibitions and interventions on campus

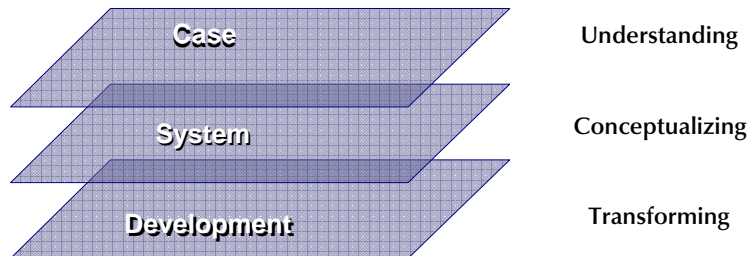
Communication and Knowledge Transfer

- theoretically, empirically and normatively grounded context-sensitive communication management
- participation: listening to the campus, networking, students' involvement
- evaluation of communication instruments
- hypothesis: sustainability as leverage towards a holistic communication culture



Transformative Case Study

- Case study as «an intense, holistic description and analysis of a single entity, phenomenon, or social unit» (Merriam 1998).
- But: «few studies have thought to go beyond description to include a critical and theoretical analysis of findings or to ground explanations in social or organisational theory» (Fien 2002).

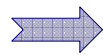
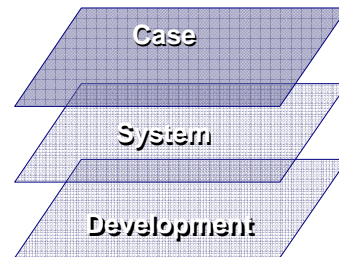




1) Understanding

Description of the case with existing data:

- from the previous project
- from a university-wide survey
- for the Subprojects Purposes

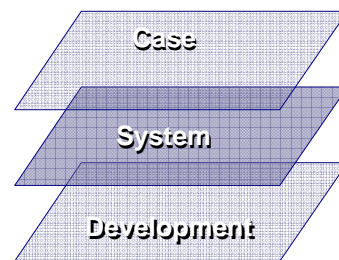


Understanding of outline and complexity of the case, the stakeholders and surrounding conditions




2) Conceptualizing

- Alternating Design:
Testing the system; analyzing structures and causal directions
- Modeling
- «Syndrom-Approach»-Oriented Procedure
- Additional embedded case study-Methods (Impact matrix, MicMac)



Understanding of model and system:
Influencing factors, boundaries, ...

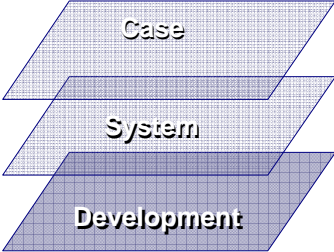
INFU Institut für Umweltkommunikation




Empirical Design: Transformative Case Study

3) Transforming

- Identification and explication of relevant variables
- Horizontal transformation: Transferability and generalisability
- Temporal transformation : Development of scenarios
- Validation by external reflection






Robustness of the model, scope of the case study, designing the change

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Results 1: Case description

Spotlights of a comprehensive university survey


- Online questionnaire in summer semester 2005;
- 2110 responses; response rate varying between 17 % (students) and 58 % (scientific employees);

 **What does Sustainable Development mean?**


- Almost 90% have heard the term before
- About 86 % associate this term with „thinking about future generations“




Universität in Bewegung
Große Erhebung: Alle sind gefragt

 **Opinions on the University of Lüneburg**

- 80% agree that environmental protection is a special characteristic of the University of Lüneburg
- > 80 % agree that institutions of Higher Education should have an widely accepted overall concept



Universität in Bewegung
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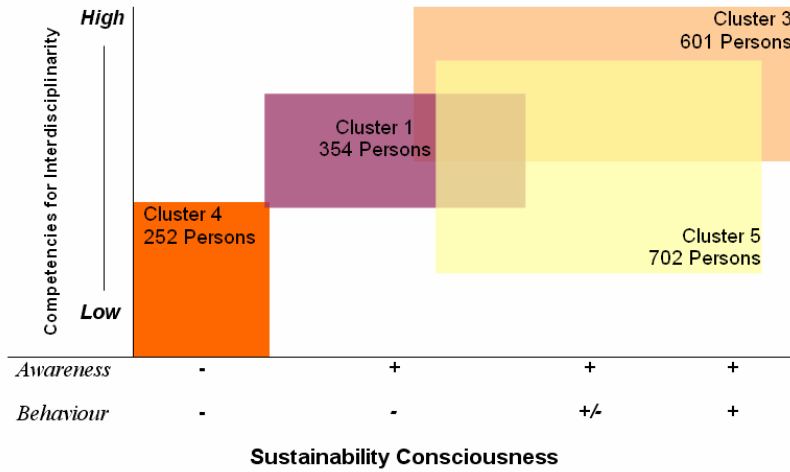
 **Opinions on Interdisciplinarity**

- More than 50% have made experiences with interdisciplinary seminars; ¾ with positive experiences

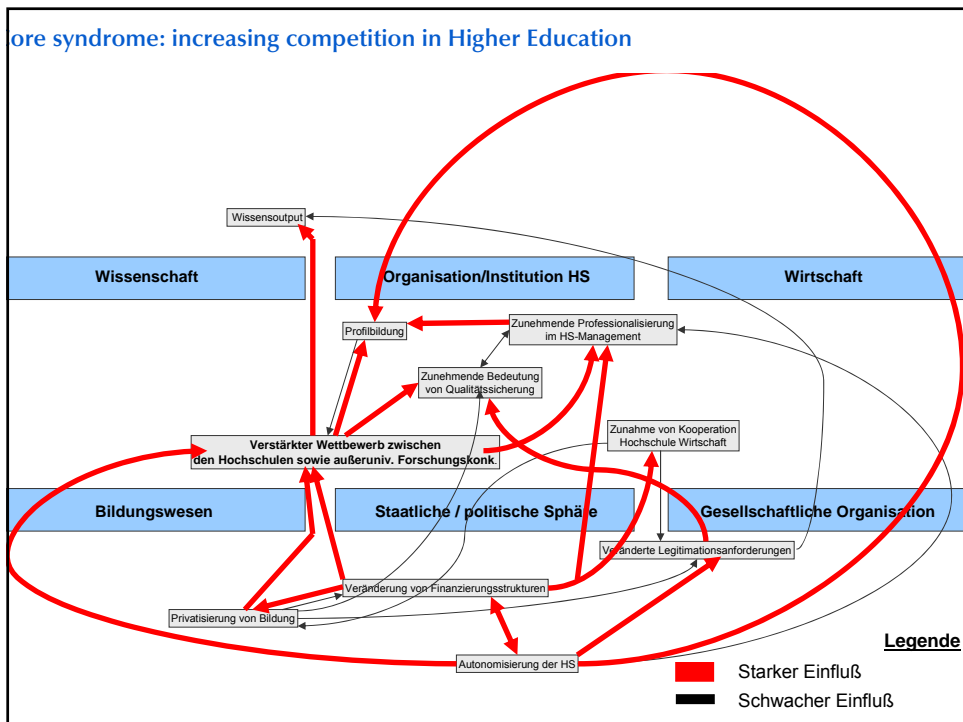
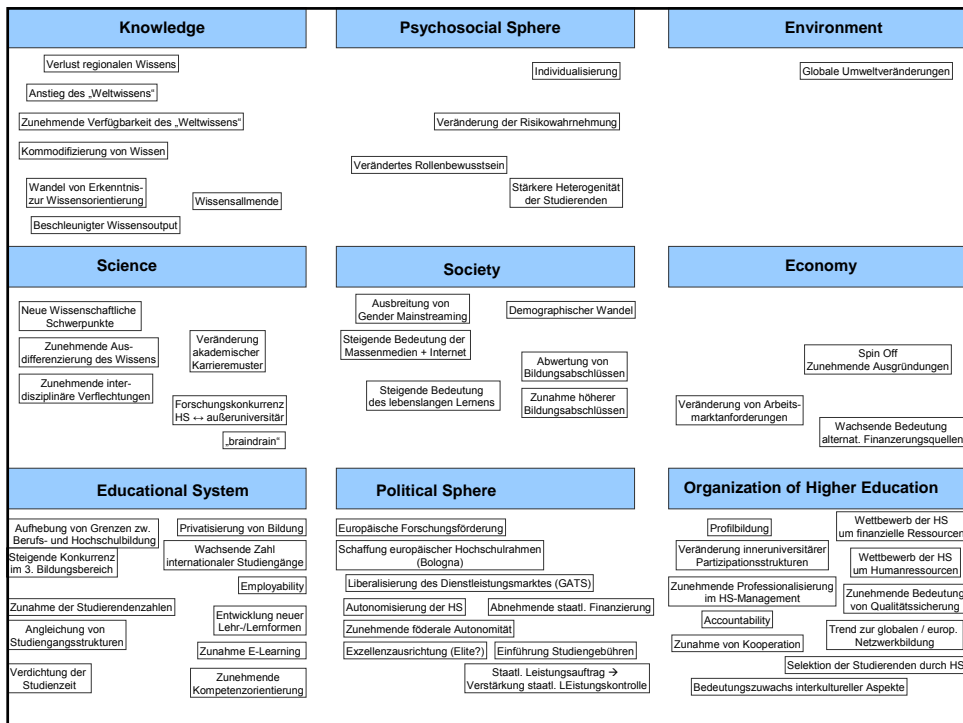
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Cluster Analyses



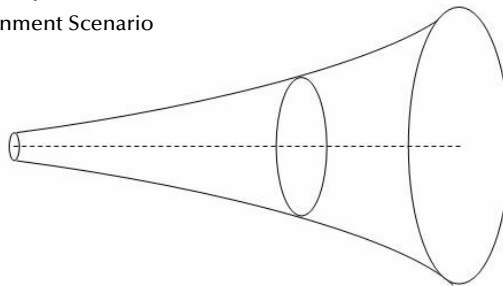
Using the Syndrome Approach





Scenario development

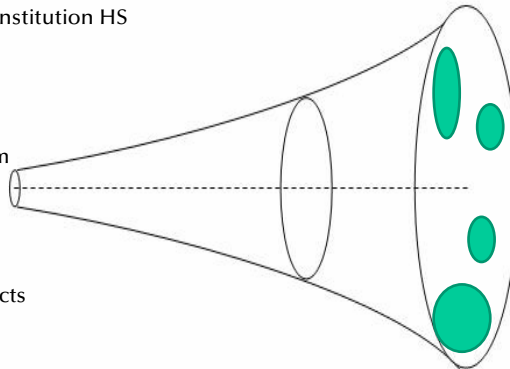
- Case transformation over time
- A scenario describes thinkable situations in the future based on a network of important key factors
- An adequate number of scenarios allows coverage of the whole range of possible futures
- Goal: Environment Scenario



Higher Education Area in 30-50 years

Factors from:

- Organization of / Institution HS
- Society
- Environment
- Economy
- Educational System
- Science
- Knowledge
- Politics, Policy
- Psychosocial Aspects





Many thanks for your attention!

Please find further information under:

www.sustainable-university.net