

SUSTAINABLE UNIVERSITY: BEYOND THE THIRD MISSION

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APINI - 25

THE FIRST MISSION

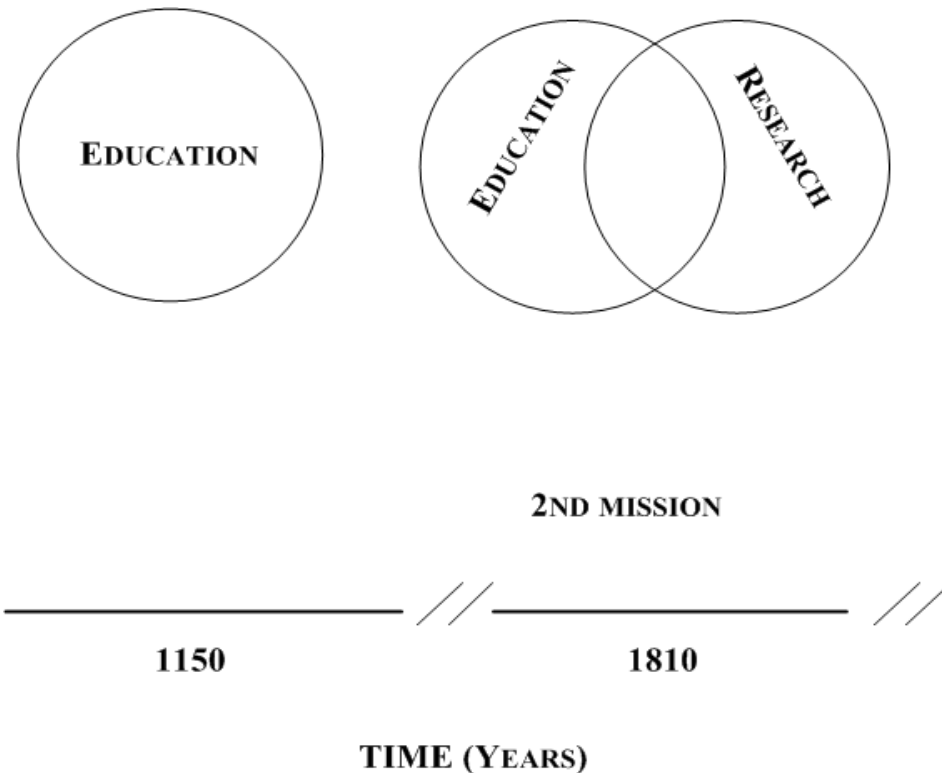


1ST MISSION

1150

The University of Paris appeared around 1150 (College of Sorbonne since 1257) as a corporation with the Notre Dame cathedral, is internationally highly reputed for its academic performance in the humanities – notably in theology and philosophy. It introduced several academic standards and traditions that have endured ever since and spread internationally.

THE SECOND MISSION (1)



It was the educational ideal that was named after Wilhelm von Humboldt (1767 – 1835), who was among other things the Prussian minister of education (brother – Alexander van Humboldt was prominent natural scientist and explorer). Wilhelm was known first and foremost for his reform of university according to humanist principles, where very important for him was that schools and universities be fundamentally “neutral” – free from ideological influences and private interest.

THE SECOND MISSION (2)

- Liberality of Universities promoted by Humboldt was the model on which development in many other countries was based, for instance, Stanford university is proud of their European roots comprising on their seal motto “The wind of Freedom blows”(Der Wind der Freiheit weht).
- Humboldt was the first to call of the independence of academia, to envision the integration of natural, social sciences and humanities and to demand the unity of research and teaching: none of these concepts have lost their relevance.
- One of his activity results was the establishment of Berlin university (Humboldt – University of Berlin) and that his alma mater became the largest and most renowned university in Germany, home of 29 Nobel Prize winners.

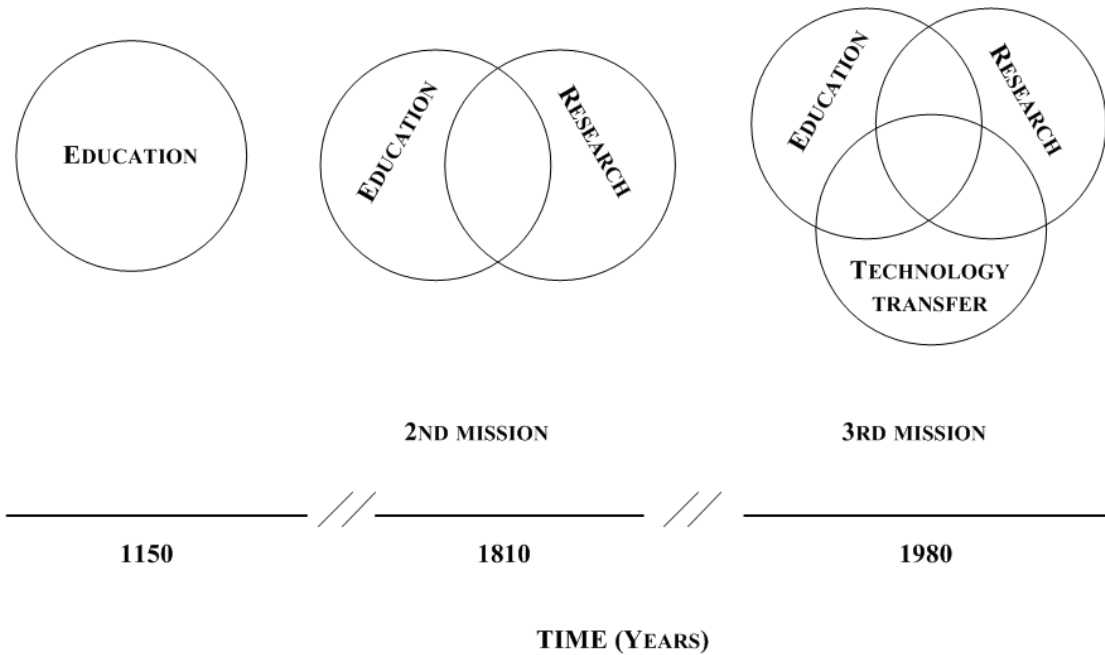
UNIVERSITY – INDUSTRY PARTNERSHIP (1)

- In Japan, companies prefer informal ties with universities. Corporate researchers co-author papers with university faculty members, spend time working at university laboratories, do joint projects with university researchers, and enter into consulting arrangements with university-based researchers.
- At the other extreme is US, where UIPs cover the entire spectrum but formal contractual arrangements with universities are common, as are outsourcing entire research projects to university labs, joint research agreements, and individual contracts with key researchers.

UNIVERSITY – INDUSTRY PARTNERSHIP (2)

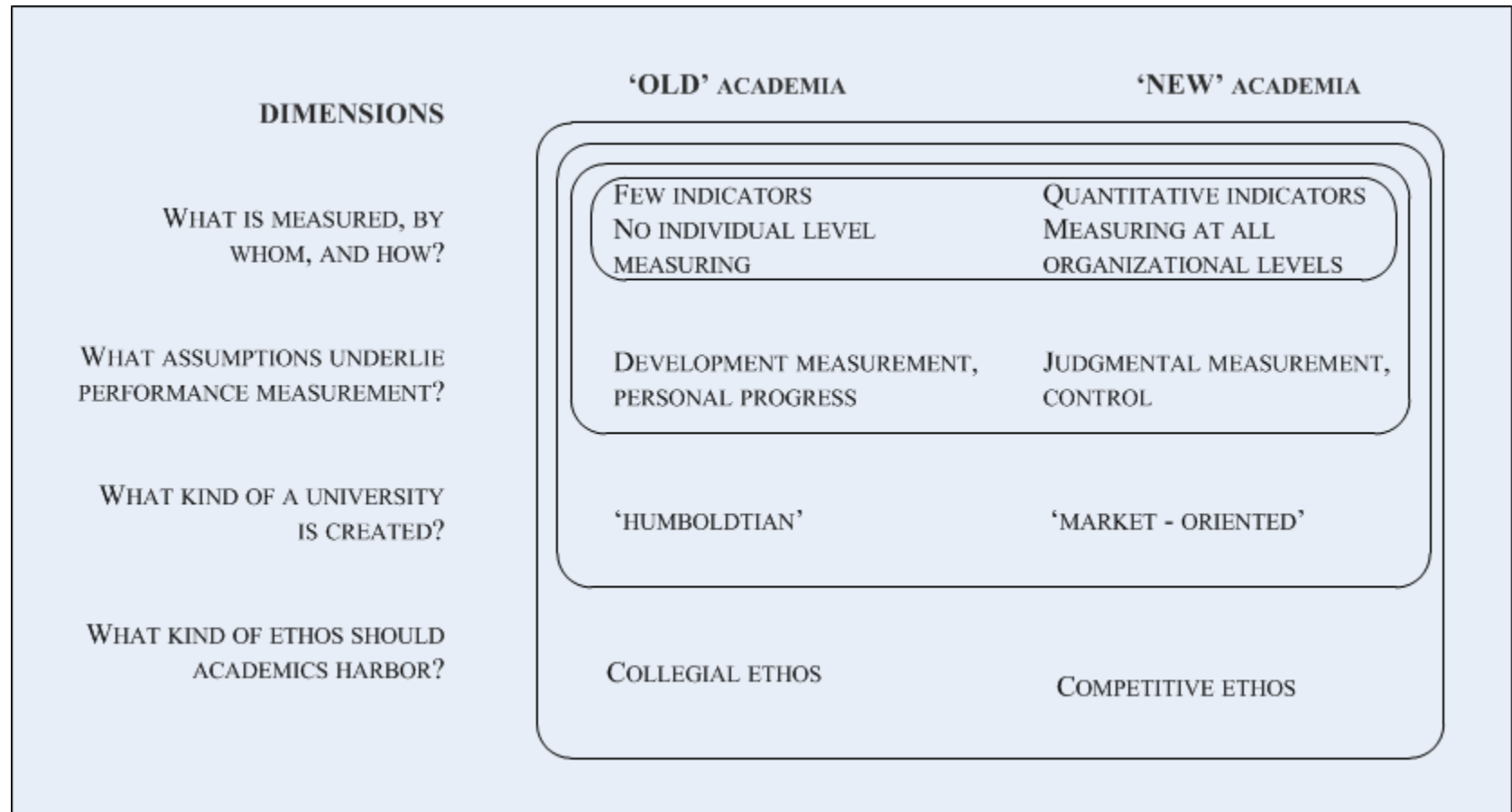
- Europe falls somewhere in the middle. In the Republic of Korea and India, small firms have virtually no contact with universities as far as research is concerned, but they may seek help for the purpose of trouble- shooting from individual researchers. A similar tendency is materialising in China as a result of a determined push by governments to induce both universities and state enterprises to cooperate in developing technologies
- To push toward research and commercialisation in US, in Europe, in Japan and now in China has acquired greater force, because governments are trimming their contribution to university budgets and requiring them to supplement their earnings from the fruits of their research, whether through knowledge transfer, spin-offs, or equity stakes in start-ups.

THE THIRD MISSION (1)



The entrepreneurial model with active university-industry partnership and technology commercialisation efforts has been framed and increasingly normalised and promoted in public policy around the globe via notion of a „third mission“.

DIMENSIONS OF PERFORMANCE MANAGEMENT IN THE 'OLD' AND THE 'NEW' ACADEMIA



REFLECTIONS ON THE THIRD MISSION: FINLAND

„We carried out an in-depth thematic analysis of the responses to the open question at Finnish universities.

This led us to identify different aspects and dimensions of PM on the basis of which the respondents unpacked its effects on the attractiveness of an academic career.

The text were filled with irony and sarcasm as well as witty observations of the state of Finnish universities...

Our respondents see the adoption of PM as a violation of academic freedom and of the traditional collegial values of university.

We conclude that the ethos of what it means to be an academic in stake, as a new competitive ethos is challenging the traditional collegial ethos.

It directs those who do academic work to pursue goals that are rewarded by PM measures and metrics, even if the scholars themselves do not agree with rationale and usefulness of these indicators“ (K-M Kallio, J. Tienari, T. Hyvonen, 2016)

REFLECTIONS ON THE THIRD MISSION: SWEDEN

For the time being suffice it to say, commonsensically, that university produce research and education, and that there is a general expectation that the two are connected...

Whatever terms we use, two important aspects remain: namely, although universities are undoubtedly involve in some kind of production, the nature or essence of what they produce can at best be expressed metaphorically; from this it follows that it is difficult to evaluate such an enigmatic product, and equally difficult to optimise its production , the technology of which is far from clear. – from „Gone shopping? Universities on their way to the market“ Barbara Czrniavska (Gothenburg univ.), Kristina Genell (Lund univ.)

REFLECTIONS ON THE THIRD MISSION: SOUTH EUROPE (1)

“Not mediocrity leads to success, but the quest for perfection. In this sense, Humboldt with his demand for individual performance may serve as a guide for universities, academicians and perspective holders of a doctoral degree on their path into the future... The alternative I do not to imagine. That would be the streamlined educational institution according to EU standards where not science but economy, cost savings and specifications from Brussels would be the measure of all things – Humboldt however would be sought there in vain”

Heinrich Kern, former Rector of Danube University Krems ,
26 annual meeting of Danube Rectors conf. 2010, Novi
Sad.

REFLECTIONS ON THE THIRD MISSION: SOUTH EUROPE (2)

„For all but the most careerist academics, it is difficult to feel committed to goals that seem, indeed often are, arbitrary... The misapplication of private sector human resources techniques harms individuals without raising performance.“

Rob Briner, (2015). Universities are mismanaging performance. The Times, Higher Education.

„An empty head makes nodding very easy“ (Zarko Petan, Slovenian writer)

REFLECTIONS ON THE THIRD MISSION: AUSTRALIA (1)

The findings from 21 Australian universities revealed predominantly negative participation about the purpose, process and development support of performance management.

Underpinning this were criticisms of a simplistic organizational orientation and compliance tool susceptible to manipulation and misuse.

This contributes to a deteriorating working environment, contrary to what is expected to highly educated professionals and advanced educational institutions.

These findings provide university management with an insight into how academics, especially older, perceive performance management and how this in turn impacts job satisfaction and motivation. (Larkin, Jacqui, Neuman, Ruth, 2013)

REFLECTIONS ON THE THIRD MISSION: AUSTRALIA (2)

The latter part of 20th century saw an erosion of the supposed “ivory towers” of academic, globally. University independence and academic freedom have come under increasing coercion in many countries. Despite the fact that the federal government in Australia had no constitutional power over universities, by offering “tied grants” to the states it effectively co-ruled universities under the direct control of a Central Administration. As a result, the work done by academics has undergone a shift away from the previous collegial model to corporate managerial model and performance management.

Morris, Leanne “Performance appraisal in Australian Universities – where are we now?.”

REFLECTIONS ON THE THIRD MISSION: AUSTRALIA (3)

“Performance appraisal and management in the university sector had limited and confused purposes and their contribution to enhanced institutional performance and quality has been minimal, and in some cases the impact was negative. Staff appraisals for development purposes were rarely successful and there was little evidence of performance improvement occurring in those universities that had embraced them... It does show however that performance appraisals can be dysfunctional, lead to reduced productivity, and create morale problems. The outcomes of appraisal have a significant, often negative on a the climate of the organization and the commitment of its employees” (Lonsdale, 1998)

REFLECTIONS ON THE THIRD MISSION: AUSTRALIA (4)

If Review and Lonsdale is right, then universities should think long and hard before choosing the performance management road. The costs of failure could be high.

Hughes, Chris, Sohler Cathy. Can performance management work in Australian Universities? Higher Education, Kluwer Academic Publishers, vol. 24., 41-56.

REFLECTIONS ON THE THIRD MISSION

What is often forgotten is that the emergence of the entrepreneurial model is a phenomenon occurring in few universities, particularly in the USA, driven by success stories such as the high-tech driven economic prosperity supposedly attained by linkages between Silicon Valley and Stanford.

REFLECTIONS ON THE THIRD MISSION: USA

„As universities become more identified with commercial wealth, they also lose their uniqueness in society. They are no longer viewed as „ivory towers“ of intellectual pursuits and truthful thoughts, but rather enterprises driven by arrogant individuals out to capture much money and influence as possible“

Nobel laureate Philip Sharp, MIT

UNIVERSITY OF THE FUTURE (1)

Ernst @ Young, Australia

To build a successful model into the future, public universities will need to address of challenges, regardless of their chosen model:

- Quality and academic excellence;
- Academic talent and workforce structure;
- Commercial skills;
- Change management and speed to market.“

UNIVERSITY OF THE FUTURE (2)

Deloitte (2014) „Performance management is broken“

Replace “rank and yank” with coaching and development. Today’s widespread ranking- and ratings-based performance management is damaging employee engagement, alienating high performers, and costing managers valuable time.

Only 8 percent of companies report that their performance management process drives high levels of value, while 58 percent said it is not an effective use of time. Leading organizations are scrapping the annual evaluation cycle and replacing it with ongoing feedback and coaching designed to promote continuous employee development.

UNIVERSITY OF THE FUTURE (3)

Deloitte Model:

- Get senior leaders involved—and keep them involved
- Use performance management to build skills
- Teach managers to give better feedback
- Simplify the process
- De-link performance scores and compensation
- Coach everyone

CO-CREATION FOR SUSTAINABILITY: SUSTAINABLE UNIVERSITY (1)

The universities should place an explicit emphasis on the process of co-creating physical and permanent transformations as opposed to the creation of scientific knowledge, which per se, doesn't necessarily guarantee action or transformation. „Co-creation for sustainability“ is a systematic synergising of many previously established research and social engagement paradigms and are used to drive any combination of technological, social or environmental transformation to sustainability in a specific location, region or societal sub-system.

KEY PROPERTIES OF CO-CREATION FOR SUSTAINABILITY

**RESEARCH & SOCIAL
ENGAGEMENT PARADIGMS**
PARTICIPATORY & ACTION RESEARCH
TECHNOLOGY TRANSFER
TRANSDISCIPLINARITY
COOPERATIVE EXTENSION SYSTEM
SERVICE LEARNING
REGIONAL DEVELOPMENT
URBAN REFORM
LIVING LABORATORIES

**MERGING OF PARADIGMS
AND INTEGRATION OF
SUSTAINABLE
DEVELOPMENT VALUES**

CO-CREATION FOR SUSTAINABILITY
COLLABORATING WITH DIVERSE SOCIAL
ACTORS TO CREATE SOCIETAL
TRANSFORMATIONS IN THE GOAL OF
MATERIALISING SUSTAINABLE DEVELOPMENT
IN A SPECIFIC LOCATION, REGION OR SOCIETAL
SU SECTOR

CO-CREATION FOR SUSTAINABILITY: SUSTAINABLE UNIVERSITY (2)

- **Objective.** Co-creation for sustainability aims to address localized sustainability issues by creating socio-technical and environmental transformations with the goal of materializing sustainable development in a given geographical vicinity.
- **Model.** The concept of a “transformative university” – a multi-stakeholder platform engaged with society in a continual and mutual process of creation and transformation – forms of guiding image and physical representation of an institution actively working with co-creation for sustainability.
- **Paradigm.** The concept of sustainability provides the intellectual paradigm and guiding principle for all undertakings.

CO-CREATION FOR SUSTAINABILITY: SUSTAINABLE UNIVERSITY (3)

- ***Disciplines.*** Co-creation for sustainability involves professors and researchers from very broad range of fields, typically involving transdisciplinary collaborations.
- ***Approach.*** Open innovation platform – place and stakeholder. Draw upon and integrate a wide range array of methods into a systematic response to several interwoven sustainability problems.
- ***Collaboration.*** The new role – universities seek the participation of broad range of non-specialists and civil society.

CO-CREATION FOR SUSTAINABILITY: SUSTAINABLE UNIVERSITY (4)

- **Chief drivers.** Sustainability transformations include both specialized and multi-disciplinary scientific knowledge and both technological and social innovation. Other drivers include broader forms of socially embedded knowledge and trans-disciplinary mutual learning amongst vast groups of researchers, governmental officials, practitioners and civilians.
- **Setting.** In the place-oriented mode of co-creation for sustainability, the partnership addresses itself to a specific geographical area, context and community of stakeholders.
- **Catalyst.** The process of co-creation for sustainability is triggered by societal challenges such as “how to create a sustainable energy system?” or “how to create a resilient, post- fossil fuel economy?”

EMERGING MISSION (1)



EMERGING MISSION (1)

As has become clear from systematic comparison of the two functions of technology transfer and co-creation for sustainability reveals striking differences and these differences are so great that it is unhelpful to consider the role of co-creation for sustainability to be mere offshoot or different enactment of the third mission. Instead, these two functions could be considered as two distinctly different but compatible missions. (*Trencher et al. 2014*)

CASES OF TRANSFORMATIVE INSTITUTIONS (1)

2000 Watt Society Pilot Region Basel program by ETH and Novatlantis, Switzerland

It was born as a Novatlantis- mediated alliance between the ETH and implemented a series of sustainability projects in the areas of mobility, construction and spatial development that would be fed by technical and social innovation from the ETH and implemented with the aid of the city and private enterprises. The program seeks to foster a city-wide transition to a 2000-watt per capita society, with the wider ambition of accelerating a national de-carbonization effect. The program emerged in 2001 and the city has clearly signaled the importance of the partnership in harnessing and synergizing the necessary creative forces from academia, industry and local government to driving the sustainable transformation of Basel.

CASES OF TRANSFORMATIVE INSTITUTIONS (2)

The Oberlin Project: Oberline College, OH, USA

The project is an alliance between the Oberlin College and the city of Oberlin which has emerged in 2008. The ultimate aim is to transform greater Oberlin into an exportable prototype of post-fossil fuel prosperity based upon economic, social and environmental resiliency and sustainability. There is a clear potential for the frontrunner institution of Oberlin College to leapfrog the widely promoted model of the entrepreneurial university and become a prototype of a transformative institution – one dedicated to co-creating societal transformations with a view to materializing sustainable development. The example of one of the aims – is to reach 70% localization of the entire food chain in 2020.

CASES OF TRANSFORMATIVE INSTITUTIONS (3)

So far there are more than 40 cases identified around the world of completed or ongoing projects, which satisfy the following criteria:

- has the objective of advancing the sustainable transformation of a specific geographical area or societal sub-system in industrialized Europe, Asia or North America;
- it is initiated, coordinated or led by university actors;
- it involves a formal or informal collaboration with any combination of partners from academia, industry, government and the civic sector;
- it mainly addresses a community of external stakeholders.

CASES OF TRANSFORMATIVE INSTITUTIONS (4)

The data base contains some highly influential institutions such as the University of California (Berkeley), Boston University, Cornell University, the University of Tokyo, City University of Hong Kong, ETH, the University of Manchester, Lund University, the University of Milan, etc.

The question that therefore emerges is: How can government policy and incentive systems such as funding mechanisms acknowledge this and encourage university actors to pursue a much broader development agenda founded upon place-based sustainability needs? This is the task/headache for the influential organizations such as OECD and the World Bank.



**If you want to go fast, go alone.
If you want to go far, go together.**
~ African Proverb ~

PARADOX OF TIME (1)

- We've write more, but learn less, we plan more, but accomplish less;
- We have learned to rush, but not to wait;
- We built more computers to hold , to produce more information, to produce more copies than ever, but we communicate less and less;
- We drink too much, smoke too much, spent to recklessly, laugh too little, drive to much, get too angry, stay up too late, get up too tired, read too little, watch TV too much, and pray too seldom;
- We have multiplied our possessions, but reduced our values. We talk too much, love too seldom and have hate too often.

PARADOX OF TIME (2)

- These are times of fast food and slow digestion, big man and small character, steep profits and shallow relationships. These are the days of two incomes but more divorce, fancier houses, but broken homes.
- These are the days of quick trips, disposable diapers, throwaway morality, one night stands, overweight bodies, and pills that do everything from cheer, to quiet, to kill.

PARADOX OF TIME (3) REMEMBER

- Spend some time with your loved ones, because they are not going to be around forever;
- Give a warm hug to the next to you because that is the only treasure you can give with your hearth and it doesn't cost a cent;
- Give time to love, give time to speak and give time to share the precious thoughts in your mind.

(Carlin / Dickson, 1995)

FINDINGS

I find the great thing in this world is not so much where we stand, as in what direction we are moving: to reach the port of heaven, we must sail sometimes with the wind and sometimes against it – but we must sail, and not drift, nor lie at anchor.

(Oliver Wendell Holmes, Sr.)



**THANK YOU
HAVE A SAFE SAILING**