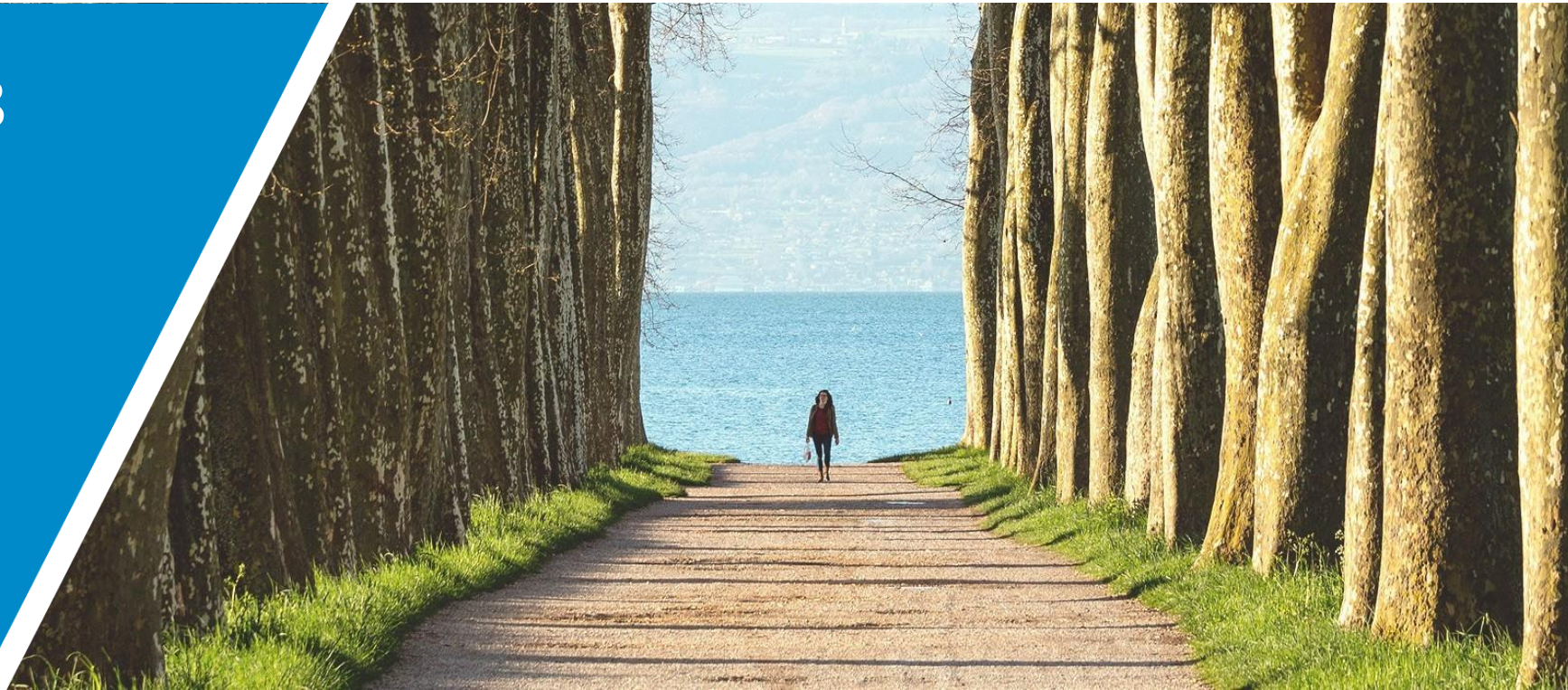


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Inventory of research and teaching skills in sustainability

8th UNICA GREEN Workshop - Vrije Universiteit Brussel

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Rectorate – University of Lausanne

new strategy at unil – new sustainable policy

Position UNIL as a pioneer in all aspects of sustainability

5 pillars:

- > **Set up an interdisciplinary academic platform on the issue of sustainability.**
- > Create tools to allow as many people as possible to acquire basic knowledge on sustainability
- > Set targets of reduction of UNIL's impacts on biosphere
- > Raise awareness among the UNIL's community about its everyday practises and reinforce the culture of sustainability
- > Reinforce the place of UNIL as a hub of ideas on sustainability

New strategy at unil – new sustainable policy

Set up an interdisciplinary academic platform on the issue of sustainability.

- > “will be to **bring together** UNIL teaching and research staff with an interest in the area, regardless of their research discipline, to **encourage collaboration**. The platform will include **mechanisms to support research projects** and **interdisciplinary teaching** in this area »
- > First step: Produce an **inventory of research and teaching on sustainability**

But what is research and teaching on sustainability?

New strategy at unil – new sustainable policy

Sustainable research and sustainable teaching at UNIL

In the strategic plan of UNIL, three strong ideas of UNIL's role in sustainability issues:

- > Address issues related to the **planet's limited natural resources**.
- > Address issues related to **the impact of human activities** on the biosphere.
- > Present or develop potential solutions for encouraging **the emergence of practices or lifestyles** that help to take more account of limited resources and the impact of our activities on the biosphere.

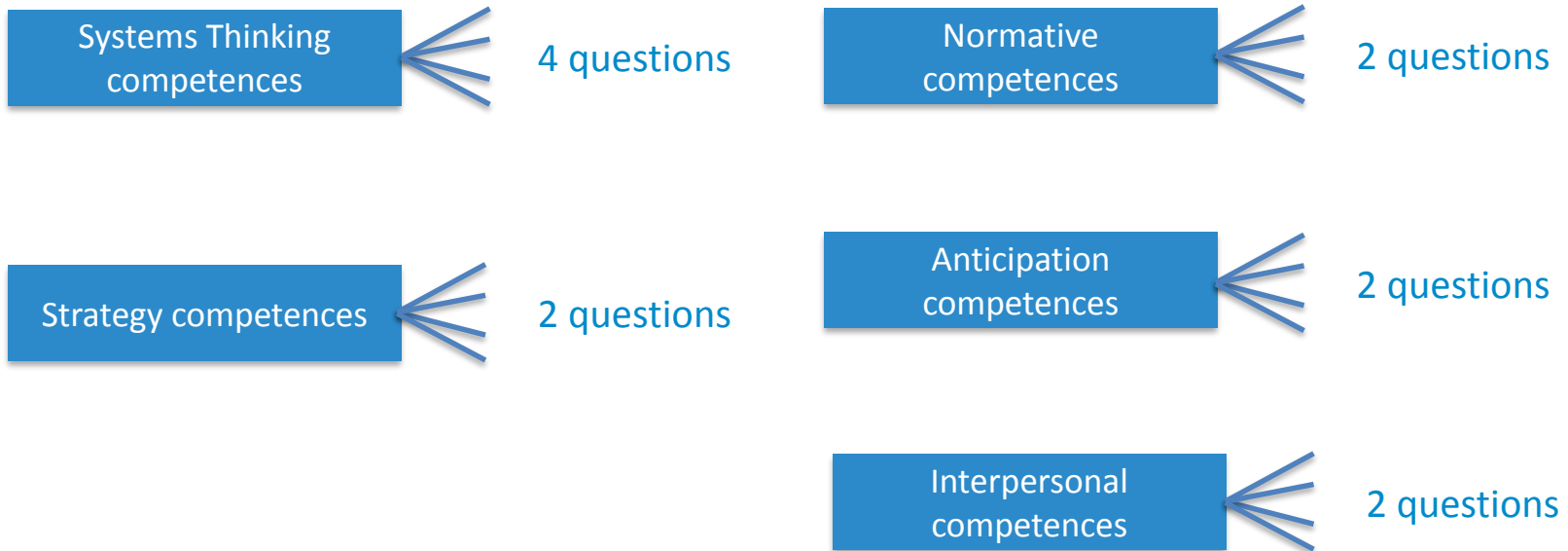
Inventory development

	Research	Teaching
LIMITS	4.1 Does your research address issues related to the planet's limited natural resources?	3.1 Does your teaching as a whole address issues related to the planet's limited natural resources?
IMPACTS	4.2 Does your research address issues related to the impact of human activities on the biosphere?	3.2 Does your teaching as a whole address issues related to the impact of human activities on the biosphere?
LIFESTYLES	4.3. Does your research examine potential solutions for encouraging the emergence of practices or lifestyles that help to take more account of limited resources and the impact of our activities on the biosphere?	3.3. Does your teaching as a whole offer students potential solutions for encouraging the emergence of practices or lifestyles that help to take more account of limited resources and the impact of our activities on the biosphere?
		Competences approach

Inventory development

Other approach for sustainable teaching?

- > According to Wiek *et al* (2011), there are 5 competencies to be developed in students to face sustainability issues and become effective future “problem solvers” and “change agents”



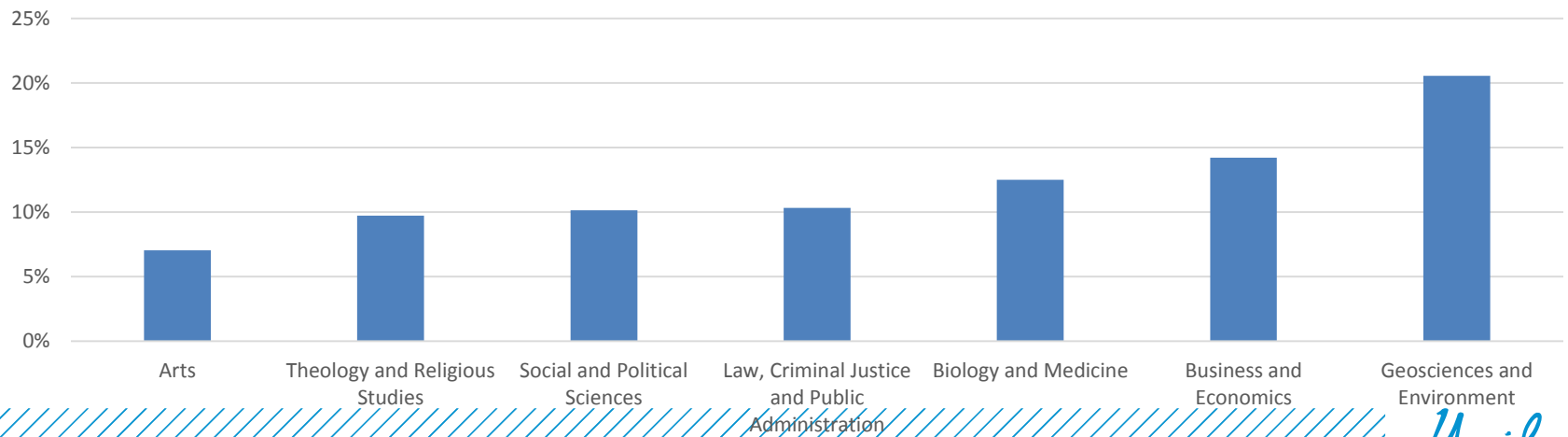
Inventory development

What skills do students acquire from your teaching?

- interdisciplinary analysis of issues
- systemic analysis of issues
- mobilising the concept of responsibility
- systemic analysis of existing solutions applied to a given problem
- analysis of the impacts of a solution over the medium and long term
- development of potential systemic solutions applicable to complex issues
- producing solutions that take account of values, rules and all the other standards inherent in the system being studied
- producing solutions using the concepts of justice, fairness and integrity
- implementing an action plan to support and provide a framework for problem solving
- using indicators to measure the desired change
- collaboration and participation as tools for solving complex problems
- transposing general observations and solutions to the students' personal situation
- Other:

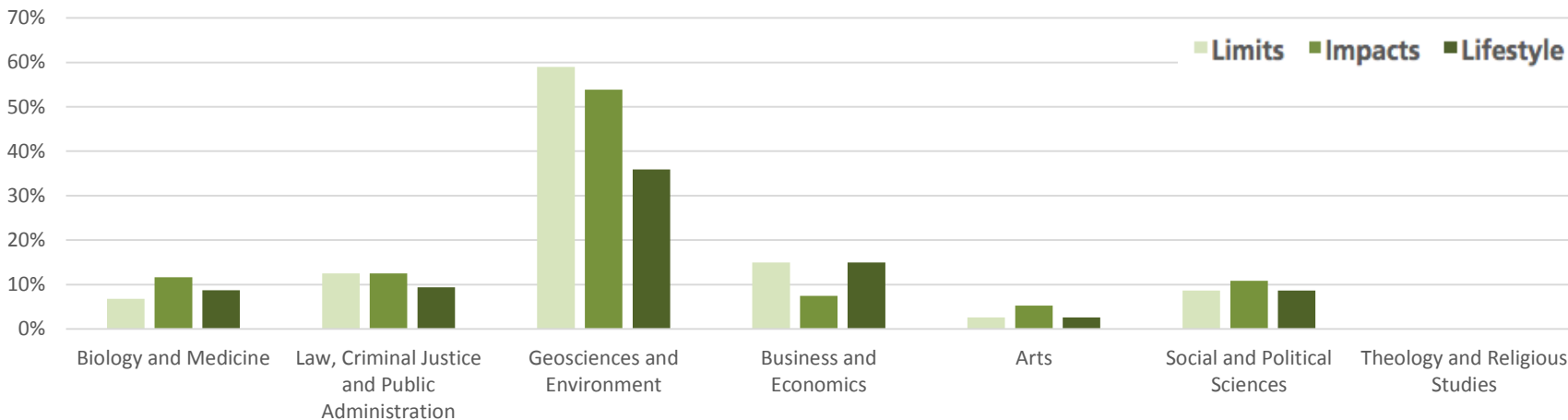
Sending the questionnaire

- > Sent to 4220 persons with teaching and research profiles
 - Teaching staff : Lecturer, Tenure track
 - Research staff: Research assistant, PhD student
 - Professors, privat docent
- > French and English
- > Signed by the Rector of the University of Lausanne
- > 434 answers (10.5%)

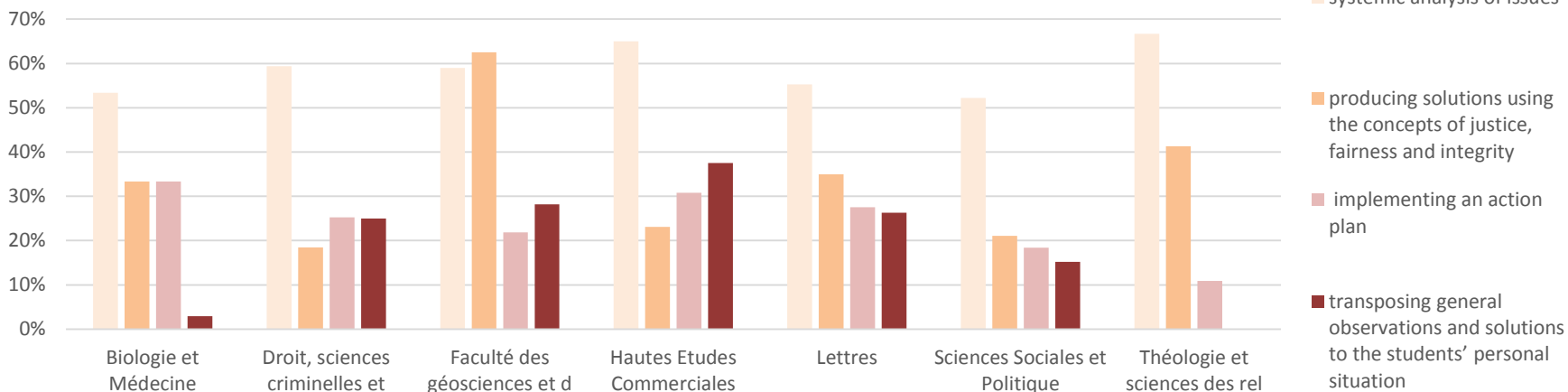


Results

Teaching: who deals with these thematics (entirely and mostly)



Key-competences pro faculty

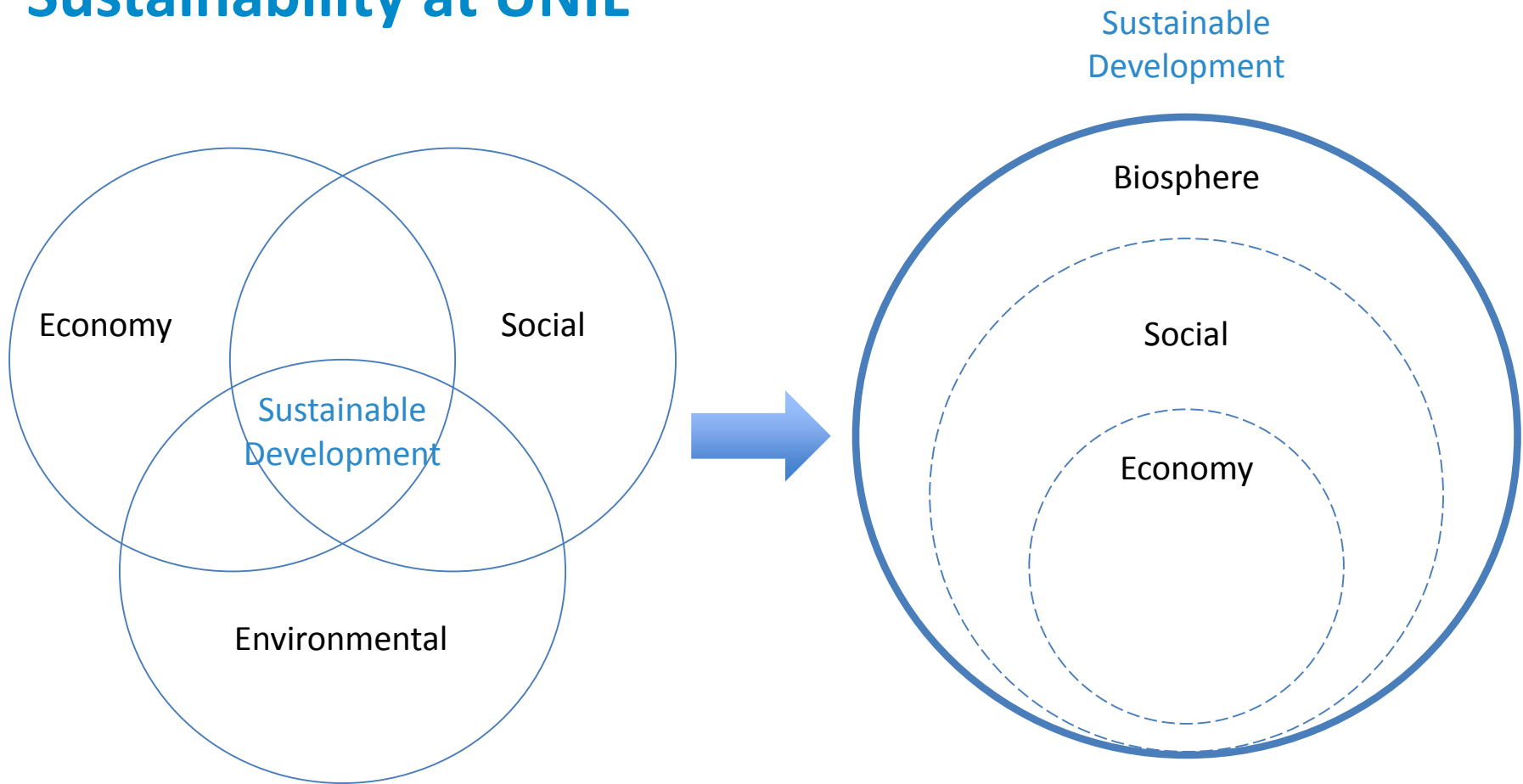


OutcomeS

- > We achieved our goals to list persons interested in developing an interdisciplinary academic platform on the issue of sustainability
 - More than 67% interested in the platform, well distribute among the faculties
- > We see where there is work to do (Biology and Medecine, Theology)
- > Extremely careful with interpretation
 - Low response rate
 - We mainly talk to « convinced people »
 - The thematic engaged the image of the person
- > The terms “biosphere” is related to the environmental sustainability



Sustainability at UNIL



What's next

We will develop the platform with the person interested

- > Experience shows that people are more interested when something is really going on.
- > Will it be a progression?
- > Change the questionnaire with the help of researchers
- > Launch the questionnaire in two years maybe before depending on the need of the platform

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