8th INTREPID Report:
The future of university as if sustainability mattered:

A co-creation experience through Theory U journey

by

Marite Guevara, Didac Ferrer, Isabel Cristina Chaparro, Carlo Sessa, Olivia Bina & Marta Varanda

"The difficulties we have in meeting today's global challenges,
such as implementing the 17 Sustainable Development Goals (SDGs) worldwide,
are not caused by a knowledge gap. We have all the knowledge we need.
The problem is a knowing-doing gap*:*
a disconnect between our collective consciousness and our collective actions.
These gaps and divides are amplified by the silo structure of our key institutions and the
mindset of the decision makers that operate inside them."
Otto Scharmer

This year the INTREPID Training School programme centred on the question of **how can universities be a positive force for transformation and change towards a more sustainable future**.

The programme invited participants to explore the specific challenges of Inter and transdisciplinary knowledge and co-creation; and reflect on the skills and dispositions required by researchers and practitioners to cross boundaries, sectors and paradigms.

This experience of this exploration was the starting point for a process of envisioning of a civic learning institution capable of enabling education, research and learning in permanent support of sustainable development.

Details of this school can be found here:
http://www.intrepid-cost.eu/the-future-of-university-as-if-sustainability-mattered/

Details of earlier INTREPID work on this issue are available here:

- London's workshop (March 2017): *Universities and Knowledge for Sustainable Urban Futures: as if ID and TD mattered*
  http://www.intrepid-cost.eu/london-workshop/
- Lüneburg's conference session (September 2017): *Thinking about the Future of Universities*
 http://www.intrepid-cost.eu/intrepid-tdnet-conference-luneburg/

The rest of this report provides a brief account of the main steps and methods used to explore our theme, as well as an indication of some of the results.

Seeing | Discover insights into the problem 1

Most learning methodologies focus on learning form the past. Theory U[1] proposes a framework and methodology for understanding and practicing another learning cycle – learning form the future as it emerges.

One of the core ideas of Theory U is that energy follows attention or consciousness. We can change reality by changing the inner place from which we operate. The first step in understanding the impact of attention on reality is to look at our own individual practice of listening. The image below introduces four levels of listening, representing four distinct places from where our listening can originate.

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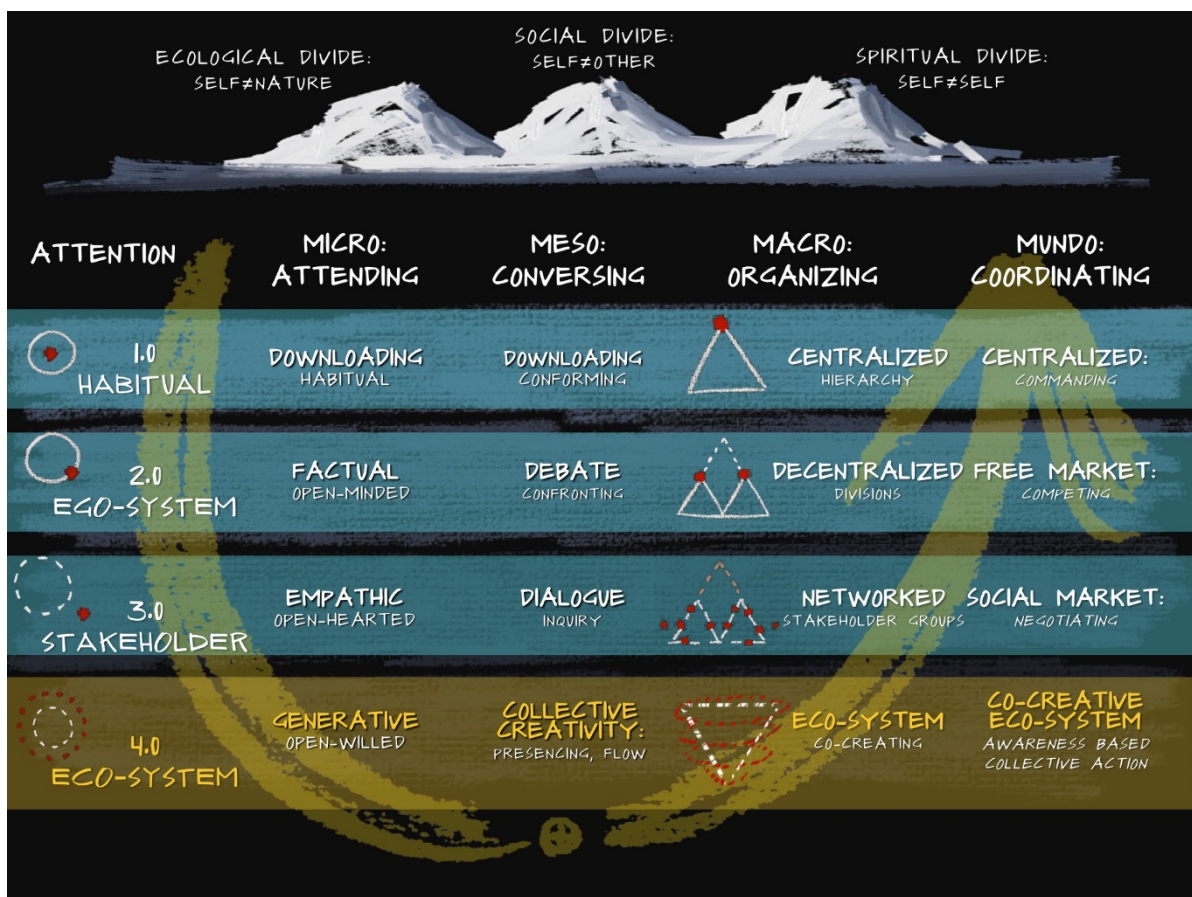
[1] Scharmer, C. O. (2009) *Theory U: Leading from the future as it emerges*, Berrett-Koehler Publishers.

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Monday 9th April 2018

9:00-9.30 Participants' arrival

Start the day working with your hands, and co-creating your room.

9:30-9:35 Welcome (Marite Guevara)

9:35-9:45 What does the future hold for the idea of the University? (Olivia Bina)

Olivia explained the journey of INTREPID members, from a focus on the challenges linked to interdisciplinary and transdisciplinary research programming and funding, to a reflection on the key role played by academia itself in shaping how we know, what sources of knowledge and worldviews are legitimate, and ultimately what needs to change for universities to contribute to a sustainable future. She reminded participants about the challenges of our fast changing world, both linked to technological advances and the ethical and cultural aspects of a sustainable human condition.

9:45-9:55 How should a University be like if sustainability mattered? (Didac Ferrer)

Didac invited participants to stand up and asked questions such as: Is the SDG's list a good list?, Do we talk about individuals' purpose at Universities? Are all universities doing the same? SDGs: are we 'learning by doing' while at university? Are universities well designed to promote SD?

Participants positioned themselves within the room, moving across to indicate their answer: yes or no or in between.

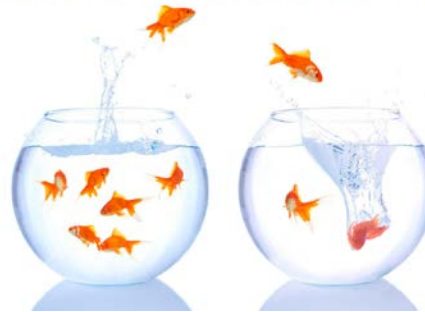Is this a good LIST?

SUSTAINABLE DEVELOPMENT GOALS

Do we talk about individuals' PURPOSE at Universities?

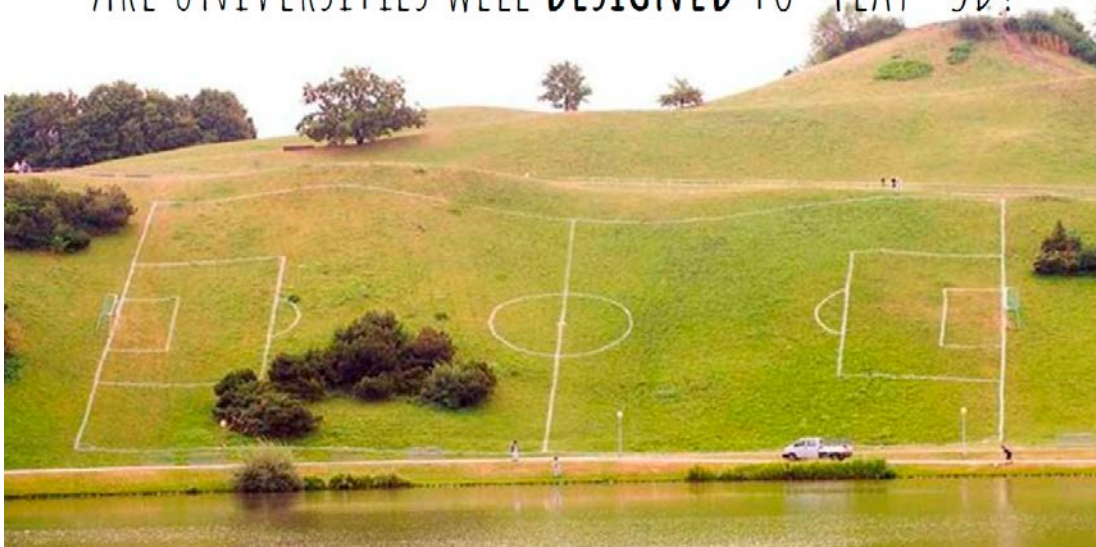

Are all universities doing the same?

SDGs: are we LEARNING BY DOING at universities?

Are universities well DESIGNED to "play" SD?

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9:55-10:00 Week overview (Marite Guevara)

Marite gave an overview of the weeks' programme designed as a co-creation experience that seeks to envision how universities can be a positive force for transformation and change towards a more sustainable future. The programme was organised having Theory U[2] as a framework and Three Horizon[3] and Design Thinking methods for group facilitation.

One of the key ideas that underlies the Theory U methodology, is that the future is already here. The future is already all around us. We just need to learn how to better pay attention to it, to sense and actualize it more fully. The question, of course is how do you do that? For this reason the training school devoted each day to the main skills or stages that we should train or step into for better future envisioning. Monday was devoted to Seeing, Tuesday to Sensing, Wednesday to Presencing, Thursday to Prototyping and Friday to Performing and delivering the visions prototyped to the UPC – Barcelona Tech staff.

10:00-11:30 Workshop: Seeing insight- (Alex Thaler)

Alex Thaler offered a storytelling session. In groups of 3 people, each member told the story of his/her life in 3 minutes. After this, each person was asked to draw the story of their life on coloured A4 paper. All the participants shared the visual synthesis of their lives – see picture.

[2] In addition to the book by Otto Scharmer referred to earlier, please see:
- Excerpt from Leading From the Emerging Future From Ego-System to Eco-System Economies by Otto Scharmer & Katrin Kaufer
- Addressing the Blind Spot of Our Time an executive summary of the book by Otto Scharmer: Theory U: Leading from the Future as It Emerges
- Leading from the Emerging Future (summary)

[3] www.H3uni.org

11:30-1:00 Theory U Introduction (Isabel Cristina Chaparro)

UTheory develops the individual so that she/he is prepared and capable of engaging with the future. Its concept of change is understood in analogy with natural processes of change (e.g. natural cycles, living systems); and its main device is the body (creating not from the past but from the source of creativity).

UTheory allows the access to the 'blind spots' from where you do things: shifting the focus on 'what' to 'who'.
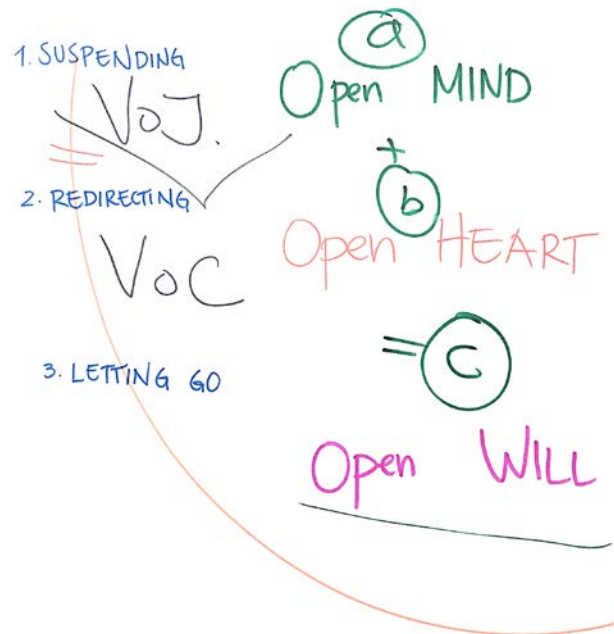

1:00-2:30 Lunch at D'INS

2:30-4:00- Generative Conversation (Isabel Cristina Chaparro and Alex Thaler)

Based on the morning discussion with participants, Olivia Bina and Marta Varanda (Chair & Vice Chair of Intrepid COST action), defined the question that would guide the participants in a generative conversation. This resulted in a three-part question:

Who do we want to be? What society do we want to live in? What is the role of university?

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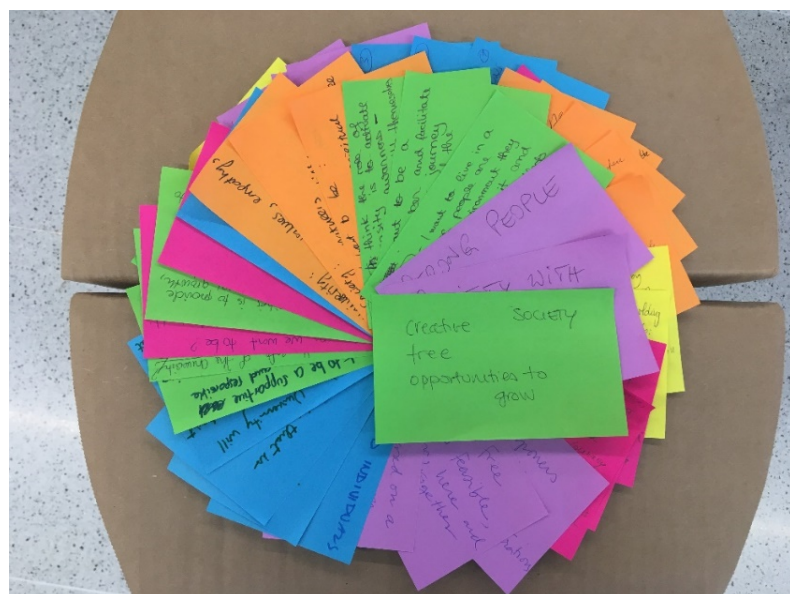
A few examples of the replies arising within break-out group discussions:

A. Reliable, inclusive people that live in a society that is human centred with universities as institutions that provide spaces of awareness, accountability and empowerment.

B. I want to be solidary, kind, open minded, open hearted. Society that is diverse, creative, welcoming the difference, humane, egalitarian. Universities are enablers of people's talents, capable of motivating a diverse and creative society, thinking, capable of good direction for society.

C. Balanced, growing spiritual being, self-expressing, contributing and serving person. [A society] living in nature, flexible communities, problem solving, solution oriented alternative to politics. Circular, be part of nature. [University to] learn skills, values, empathy; learn by doing, discover your Ikigai, contribute to a better world.

D. I want to be free, as much as feasible, from now on, here and everywhere, together with all. A society that empowers people to fulfill their dreams being aware of other people's dreams, and next generation's possible needs. A university based on a knowledge sharing non-bureaucratic, non authoritarian paradigm, allowing the deschooling approach by Ivan Illich.

E. University is a life long available holding space that enables each individual to: develop his her Self; Build a better society; Respect and integrate Nature.

F. Aware human being, serving the Self and society, thriving, peaceful, being. A free mind, act speech.... Society: moving from individual to collective, to political dimensions. A society of trust, social justice, healthy, moral, respectful of each other, and of nature. [A University] Spence holder, facilitator, provider of experience and knowledge, guide in the journey people take on their path of discovering oneself, the earth, and the relations with other humans and beings, guide for people to discover their purpose.

G. A serene Human Being, in a Society that is laid back, valuing empathy and solidarity. University will serve as reference point for reliable and trustable information against ignorance, populism, antipolitic. Pro a wiser behaviour in this planet.

H. I want to be change maker and facilitate people in their journey of taking care of this world. I want to live in a society where people are aware of the environment they live in, they care for it and know the impact and effects they generate in relation with the whole world. The planet is our home and I want to care for it.

4:00-4:30 Coffee Break

4:30-6:00 Blurring the boundaries of a higher education institution, University & Community Liason *(Josep Escolano)*

Josep Escolano Head of Finance and UPC-Barcelona Tech Community Liason talked about how crucial is the physical dimension to update the university role in the future. He also talked about the university quality key factors. *Including: Talent of students (TS) , Initial Training Students (IT) , Students Motivation (SM) , Academic Preparation of Faculty (CP), Continued Education of Faculty (EF), Faculty Motivation (FM), Teaching Infrastructure (QI), Quality of Services (QS), University-Business Relationship (BR), Internationalization Relationships (I) and the* epsilon factor, meaning the student Network (ϵ).

$$F = f\,(TS, IT, SM, CP, EF, FM, QI, QS, BR, I, \varepsilon)$$

ε factor

$$F\,(\varepsilon) = f(\varepsilon i, \varepsilon g, \varepsilon l\,)$$

where:

εi = Students community

εg = International students relationship (global and sustainable awareness)

εl = relationships with the environment (local action)
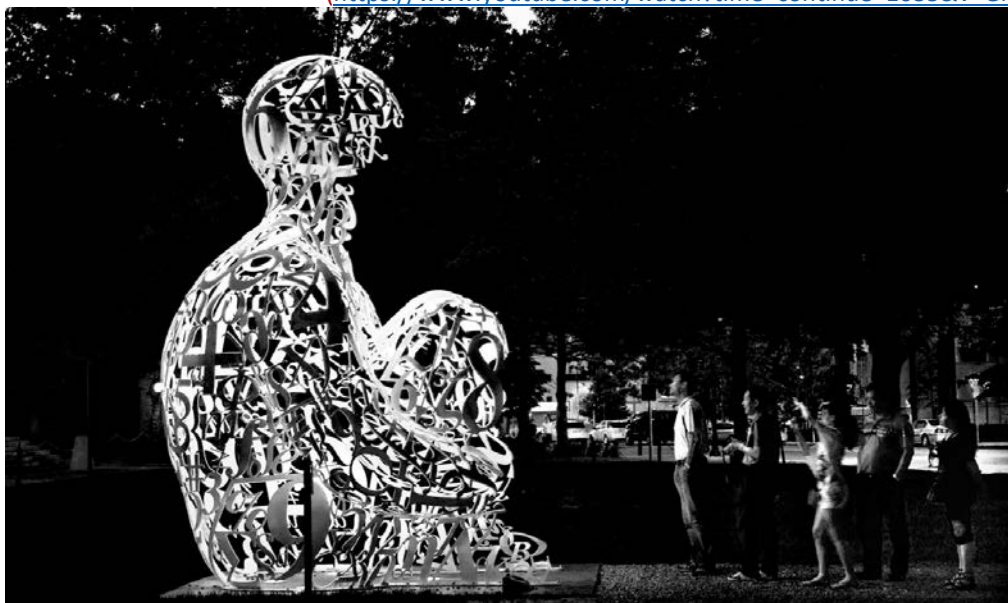
Tuesday 10th April 2018

Sensing | Discover the insight into the problem II

Sensing is about suspending our habitual ways of seeing, going to the edges of the system we're interested in learning about and changing, and listening with our minds and hearts wide open. At this stage we will experience a sensing journeys pulling participants out of their daily routine and allow them to experience the organization, challenge, or system through the lens of different stakeholders. Sensing journeys bring participants to places, people, and experiences that are most relevant for the respective question they are working on.

"Let no one enter who cannot see that the issues outside are a mirror of the issues inside"

Otto Scharmer

(https://www.youtube.com/watch?time_continue=1033&v=GMJefS7s3lc)

'The Alchemist', *(*84 Massachusetts Ave, MIT Stratton Student Center Lawn, Cambridge, MA).

The sculpture by Jaume Plensa on the campus of MIT, represents a thinking man, composed of numbers and mathematical functions.

Tuesday 10th April 2018

9:00-10:30 Dialogue with your body (Valerie Adolff)

Valerie invited participant to suspend their habitual ways of seeing, and to feel their sensing skills.

Isabel Cristina presented an emerging integrative worldview of the book
"Presence - Exploring Profound change in people, organizations and society"
Betty Sue Flowers, Peter Senge C. Otto Scharmer and Joseph Jaworski

The complexity theory is really a movement of sciences. The movement that started complexity, asks, how do things assemble themselves? Complexity looks at interacting elements, how they form patterns and how the patterns unfold, patterns that may never be finished because they're open ended. In physics, chemistry and biology Scientifics identify 3 basic characteristics of living systems:

1. Living systems create themselves (=autopoeisis)
   How to translate this into our body?
   Pay attention to the sensations in our feet standing, walking and moving throughout space. While standing on the ground, our body senses through its proprioceptors (https://en.wikipedia.org/wiki/Proprioception) which allow recognizing where in the room we are and how we stand, sit, walk and lay down etc.
   An exercise of walking in the room with different speed and directions makes the body be attentive to itself and the other living systems around.
2. They generate new patterns of organizations that could not be predicted from the past
   How to translate this into our body?
   Exercise in couples: walking with closed eyes requires being attentive with others senses. This generates new patterns of perception while trusting a secure space and the team around.
3. They are aware interacting effectively with their environment
   How to translate this into our body? Exercise in couples: walking through different spaces makes us be awake and aware of how we perceive each of them. Feel how you pay attention to the dimensions, temperature, light and your body sensations. What does our voice of judgement or voice of cynics has got to say?

10:30-11:00 Coffee Break

11:00- 1:00 3Horizon Introduction (Carlo Sessa)

Carlo Sessa introduced 3 Horizon Methodology a model that gives us a deeper understanding of the significance of what we usually call short, medium and long term futures. The model is based on the observation that businesses, technologies, political policies and even whole civilizations exhibit life-cycles of initiation, growth, peak performance, decline and even death. These cycles can be viewed as waves of change in which a dominant form is eventually overtaken and displaced by another.

This pattern also shows up in our personal lives where we go through a change of life that is not an extension of the past but has a quite new pattern emerge. In this process we go through a disruptive crisis of transition and transformation.
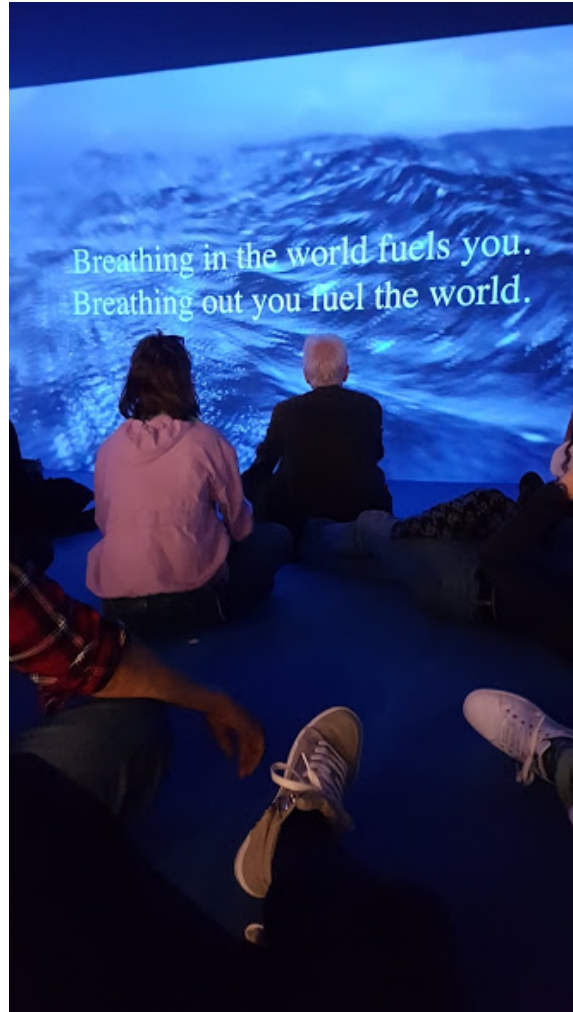
Key reference: http://www.h3uni.org

1:00-3:00 Lunch

3:00-6:00 Sensing Journey to CCCB Exhibition "After the End of the World"

During the afternoon we went to CCCB Exhibition "After the End of the World" taking participants to experience a sensing journey and to think themselves as our planet.

Think of yourself as planet

Video synthesis

Angry Optimism in a Drowned World: A Conversation with Kim Stanley Robinson

After the End of the World exhibition is about the Earth of 2017 irreversibly transformed into the Anthropoceneplanet after two centuries of human impact on natural systems. But it is also an exhibition about how we will reach the world of the latter half of the 21st century, and about our society's responsibility to the generations who will be born and grow up in it.

Presencing - Cristallizing | Define the area to focus upon

Presencing, the blending of *presence* and *sensing*, means to connect with the source of our highest future possibility – individually, and also as teams, organizations, and larger social systems – and to bring it into the now. The essence of presencing is the experience of the coming in of the new and the transformation of the old. Once a group crosses this threshold, nothing remains the same. Individual members and the group as a whole begin to operate with a heightened level of energy and sense of future possibility. Often they then begin to function as an intentional vehicle for the future that they feel wants to emerge.

Wednesday 11ᵗʰ April

9:00-10:30 Three Horizon Workshop Scoping & Mapping (Carlo Sessa)

Carlo started the day inviting participants to work in groups and

- explore Horizon 1: *What evidence do you see around you that suggests the current university system is under strain, shows a decreasing fit to the emerging conditions, knowledge, and societal requirements, or is even failing?* and
- explore Horizon 3: *What is your vision of the emerging future?*

Groups shared their visions for Horizon 1 (current situation) and Horizon 3 (long term vision)

	HORIZON 1	HORIZON 3
Group 1	- Downloading - Cynicism - Lack of purpose - Division, not sharing - Error judgement - No connection to societal needs - Fear to change - Compartmentalization - Power games that obstruct - Impass - Lack responsible - Stagnant roles - Exclusive mindset - Language barriers - Deconstructive joy	- Peer learning, students are teachers (enroll yourself) - Learning experiences abroad-local and global for educators, learners and administrators - All stakeholders included and empowered - Experience heart, hand and brain - Joy - Connect contexts people - Sync with society needs - Social embodiment - Breathing space- as a metaphor of enabling spaces/ locations/ opportunities and frameworks to increase learning experiences - Life mentors/coaches
Group 2	- Growth - Competition - Quantification - Rankings - Reductionist approach to knowledge - Foundational knowledge based - Bureaucracy - Ego centered level - Top down - Students as products - Students as clients - Market orientation - Mechanical society	- Collaboration - City as actor - Global power - Artificial intelligence impact - New forms f intelligence - New forms of economy - Ethical reflection - Sustainable culture - Eco-awareness

	HORIZON 1	HORIZON 3
Group 3	- Fixed curricula - Silos of faculties and disciplines - The outcome is all about getting diplomas - One direction of teaching - Uniform approach: tasting all as if we were the same - Evaluation and promotion systems, eg focus on academic journals - Narrow learning modes: theory but little practice in context - Almost no creativity	- Immersive learning space - Education for sustainable and social development - Learning creative and hands on skills - Personal development - IKIGAI personal development - No degrees: credits for life long learning - New methods: theory U, embodied learning - Choice of space and place of learning: e.g. more in nature - Re-learn the human and nature connection - Networked learning: Getting to know each other and understand ones needs - Empower us to know the other and ourselves - More options e.g. summer schools, Erasmus etc. - E-learning models and co-learning and co-creating - Reverse classroom: online to learn theory, content, and classroom is for embodied learning
Group 4	- Assumptions: growth and scarcity of resources - Learners as cleats, service oriented, not developmental - Competition between universities to win clients - Strong focus on 18-25 year olds - Compartmentalizations - Elitism - Hyper specialized learning - Financial profit - Benefit for corporations - Increased inequality - Causes stress - Success through examination - Hyper quantification - Price of everything and value of nothing - More technological	- Clarify values: a more mindful society - Participatory governance - Stakeholders in a learning journey - Everyone is a learner - Mentorship - Attention to ancestral knowledge - Focus on building a better world - Focusing on serving everyone - From competition to cooperation - Intervene rational learning - Learners of all ages - Societies working as ecosystems, biomimicry - Learners as self-developing journey - Experience from the heart - From auditorium to *collaboratorium* - Co-authorship - Renewable energy - Focus on celebration

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	HORIZON 1	HORIZON 3
	approach • More and more new knowledge • Focus on wealthiest clients • Increasing the Theory U Divides	
Group 5	• Ethical framework • Industrialization of Universities • Market oriented • Top down structures and response to students • Standard curricula • Lack of sustainability ideas and criteria and connectedness between disciplines • Elite oriented • Gap, disconnection between learning and practice and the way society is changing •	• Gender balance • Freedom of minds • Plastic free • Community values based • New works, rom for individual creativity • Organic universities that adapt to change in people and world • No more grades • Global connection through digitalization • Power of mistakes • When elites fail • Self-management • Soft skills • Online course and Local actions • Acting for the world and for local communities.

10:30- 1:00 Introduction to Social Presencing Theater (Isabel Cristina Chaparro & Valerie Adolff)

Valerie and Isabel introduced us to the Social Presencing Theater, a body experience following the U. It allows not only to understand the process through the mind, but also through the heart and the will to create a change within the context.

One of the exercises offered is the marionette, a couple exercise to experience external change controlled by the person that moves the other one. We do not know what the movements will be or where they will stop. So it need our entire attention and will to be present.

The second one was the Stuck Exercise. It is often used during the sensing phase of the process. Often your stuck is also the stuck of your social field. With the perspective of the group you can sense better. Surprising insights can arise.

1:00-2:00 Lunch outdoors

We had a complete vegan & organic 2050 lunch, much better that the ones we saw at the CCCB 2050 Kitchen at the exhibition "After the End of the World". See pictures left (us) right (2050 Kitchen!)

2:00- 4:00 Exploring Presencing different methods (Isabel Cristina Chaparro & Valerie Adolff)

During the afternoon Isabel and Valerie introduced us to the 4D Mapping, a method that makes visible the current reality in a social system, such as university system.
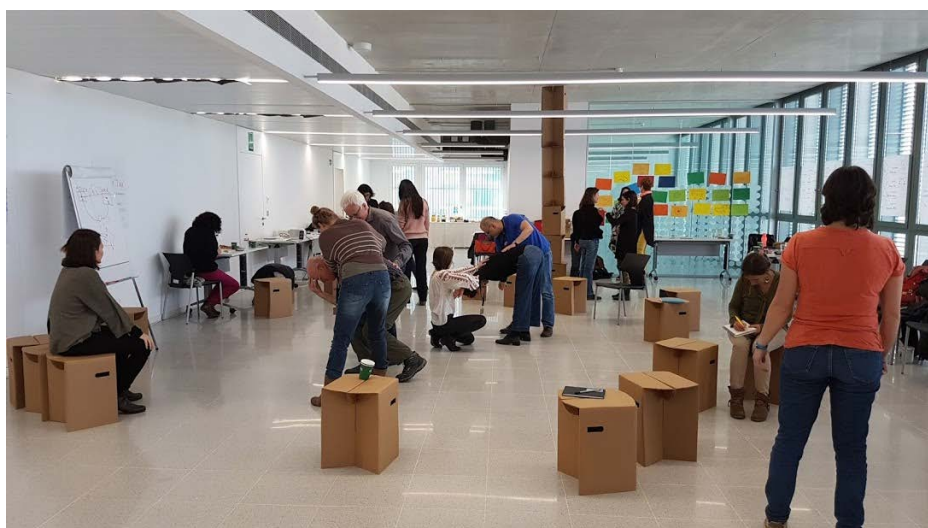
We had a round of feedback from participants' perspective.

7:00- Networking dinner at Intrepid restaurant

Thrusday 12th April

# Prototyping | Develop potential solutions

Prototyping translates an idea or a concept into experimental action. Having established a connection to the source (presencing) and clarified a sense of the future that wants to emerge (crystallizing), prototyping allows an individual or group to explore the future by doing. Prototype is not the stage that comes after the analysis. The prototype is part of the sensing and discovery process in which we explore the future by doing rather than by thinking and reflecting. This is such a simple point—but I have found that the innovation processes of many organizations are stalled right there, in the old analytical method of "analysis paralysis." The co-creation movement of the U journey results in a set of small living examples that explore the future by doing. It also results in a vibrant and rapidly widening network of change-makers who leverage their learning across prototypes and who help each other deal with whatever innovation challenges they face.
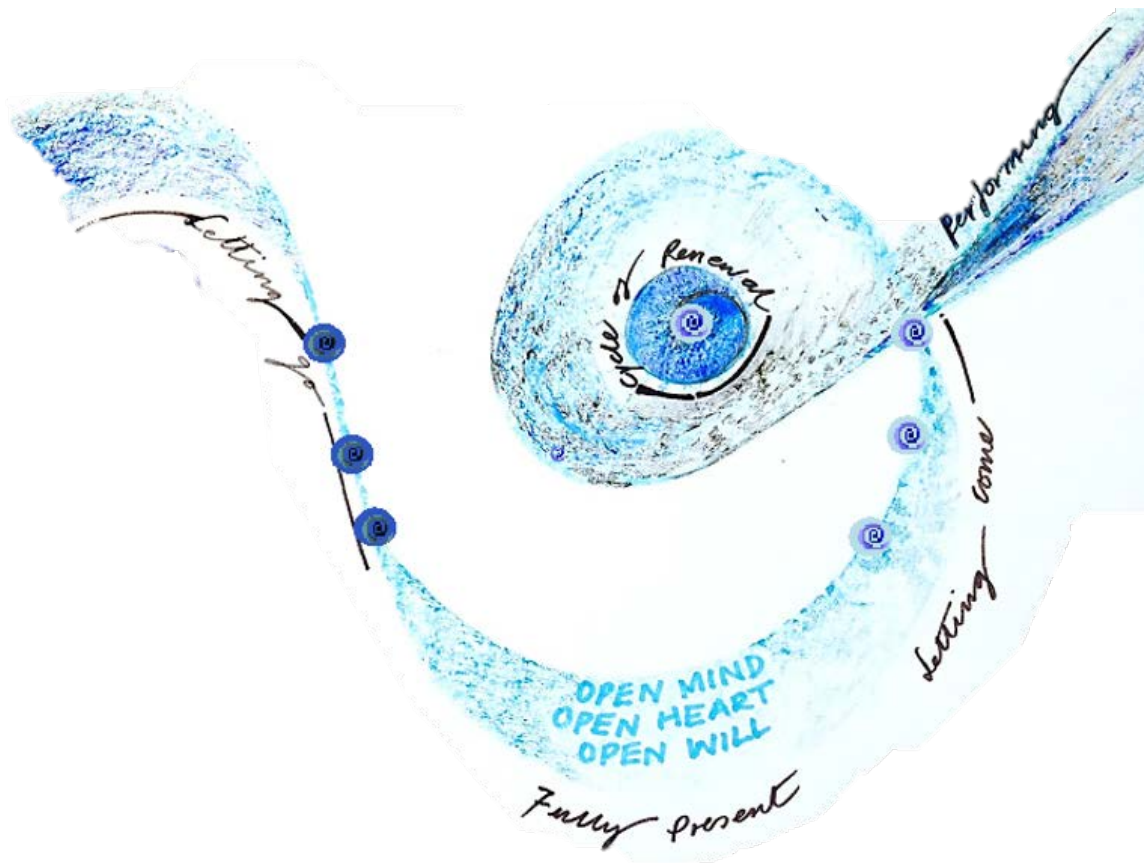
Thrusday 12th April

9:00-9:20 Nexus24 UPC (Ginevra Lazzerini)

Ginevra explained Nexus24 project, a collaborative community of the UPC-Barcelona Tech that promotes the collaborative culture in the administrative staff of the university. Nexus24 see collaborative work has a tool to address the needs of the university in a changing society: from a bottom-up perspective, to promote innovation and creative solutions in the administration. The Nexus24 community act as a living lab, exploring and experimenting, connecting people and creating knowledge to spread this new form of management inside and outside the university. A part of the energies is invested in research the dynamics and the changes that collaborative work incept in the administrative culture of the university and what it brings in the creation of value.
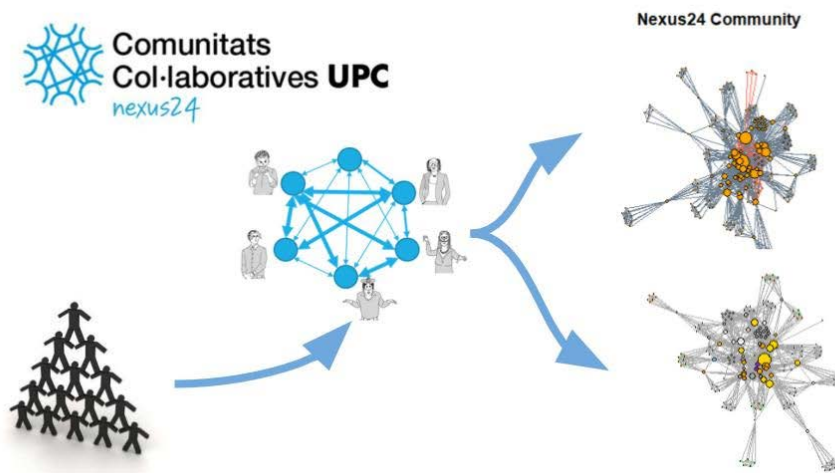
9:30-10:30 Warm up with Shinrin-yoku practice (Pere Lozano)

Shinrin-yoku is the Japanese practice of "forest bathing" or immersing oneself in the atmosphere of the forest. As a warm-up prior to the prototyping session, Pere invited the participants to create a forest, and to stage the effects that climate change would have on it and showcase how they could guarantee its survival.

11:30- 1:00 Prototyping the future of University (Didac Ferrer)

From the inception ideas developed during 3 Horizon workshop, Didac invited participants to translate that idea into a visual concept (having a limited material resources). Each group discussed and developed their prototypes. Every group shared their ideas, and had other participants' feedback – This round of feedback used two phrases "What I like…" & "What I would like to see"

1:00-3:00 Lunch at D'INS

3:00-5:00 Stakeholders' perspective on prototypes

After lunch each group went out of the room and shared their prototypes with university's stakeholders to listen to their perspective on the idea prototyped. Groups went back to the room to adjust their prototypes after stakeholders' feedback. Every group shared their new insights into the project.

5:00-6:00 [Enacting- 3Horizon Workshop- Prototyping](#) *(Carlo Sessa)*

Carlo began his presentation with the question: *What can we do next?* and reconnected to our main goal question: *How should be a university, if sustainability mattered?*

He shared his mission statement: (Re-)creating the capacity small groups of humans have to adapt to their living environment, in the globalized and interconnected world and for enabling any group of human beings to meet, share curiosity (new knowledge) and responsibility towards humanity (the others) and the environment at global and local level (eco-system awareness). **In short, reconnecting to the U-Theory … Think (Open Mind) and Feel (Open Heart) globally, Act (Open Will) locally … in any place where a Future Civic University is built up.**

Friday 13th April
Performing | Deliver solutions that work

Once we have developed a few prototypes and microcosms of the new, the next step is to review what has been learned—what's working and what isn't—and then decide which prototypes might have the highest impact on the system or situation at hand. Coming up with a sound assessment at this stage often requires the involvement of stakeholders from other institutions and sectors. Very often, what you think you will create at the beginning of the U process is quite different from what eventually emerges.

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Friday 13th April

9:00-9:30 Wrap-up from previous days (Mila Popovich)

Mila invited participants to see, sense, presence and realise their creative selves (visual images/haikus) and to feel our collective intelligence and creativity (heartbeat synchronisation and dance).

9:30-12:00- Team work- Presentation adjustments

12:00-1:00 Presentation of future University prototypes to UPC-Besòs Staff

Participants presented their prototypes to UPC-Barcelona Tech Staff.

- UNI-Earth
- We Fail We Fix it
- E-Lastic Hub
- Nest Club
- Seeds. U cook

1:00-3:00 Lunch indoors, round of what I take with me

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