

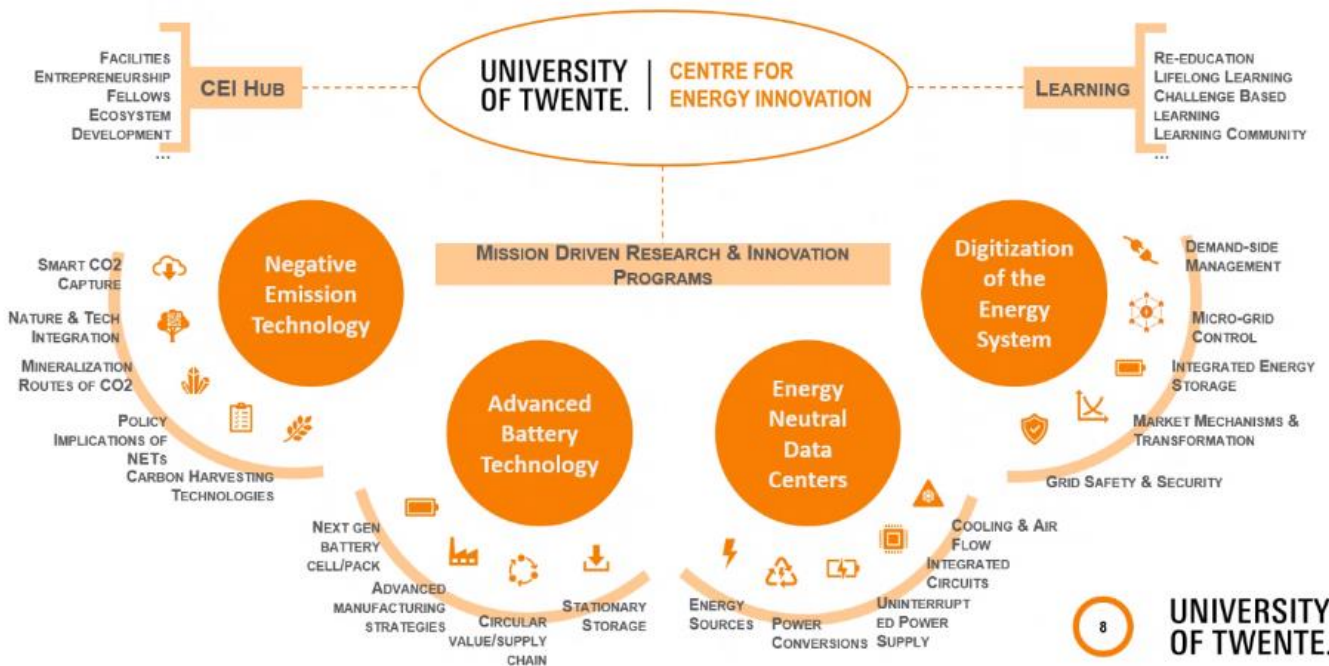
## DIALOGUE SESSION TOPIC #3: SOCIETAL IMPACT & BEHAVIOURAL CHANGE

### 1st Introduction talk: Jos Keurentjes: Centre for Energy Innovation

- Three Planetary Crises: Climate, Energy, Raw Materials → Waste
- CEI: connecting internal dots. Energy as a central theme around which UT researchers intersect/interact
  - o 800 researchers across 5 faculties
  - o €60 million turnover
  - o Dispersed – in teaching too
  - o From technology to socio-economic impacts
- A Science Board has been established to leverage cross-faculty opportunities
- Creating scale & impact
  - o Strong position by connecting internal dots
  - o + bridge all TRL (?) levels in science, industry and politics
  - o Scale: focus on a # of large programmes rather than individual projects
- Create a coherent picture towards outside world
  - o Strongly inter-related mission-driven programmes:

[Alex's insert from own archive – CEI event/presentation 24.02.21]

## Four mission-driven programs in scope



- Multi-level stakeholder management
- Regional connection
  - o Connect *Regional Energy Strategy Twente & Twente Board*
  - o Drive new and active network with governmental boundaries
  - o Holistic perspective on energy transition – i.e. citizen initiatives in Overijssel
  - o New business with Oost NL & EnergieFonds Overijssel
- Industry: partnerships with individual companies.
  - o SME consortia – AI Hub & Hydrogen Hub Hengelo

- Higher Education Institutions: Connections with Saxion, ROC van Twente & Windesheim
  - o Focus on creating societal impact and 'human capital' (own emphasis) agenda

**2nd Introduction talk:** Sikke Jansma & Le-Anh Long, Multi-disciplinary Behavioural Change group, BMS

- "We happen to research behavioural change, and we happen to do research at the UT, however we are not policy-makers or advisors"

Sikke J: Public perception of energy transition – research focus

Le-Anh L: Climate change, cyber security & energy transition – focus on climate action

- 1) The Route to Impact is Bumpy and Unclear
  - a. we encounter new challenges on the road to impact
- 2) Public are diverse and have different interests and needs
  - a. E.g. NOx emissions crisis – BBB- Farmers vs. government
    - Different stakes
    - Policy makers – NL & EU
- 3) Challenges are Global, but require individual action
  - We need to sacrifice something for the greater good
  - Geographical component
    - o Negative impact being felt elsewhere on/by more vulnerable communities (in Global South)
  - "I'm a dismal Scientist!"
  - Not solutions, but opportunities we have here at the UT.
  - A. Socio-technical approach
    - Multi-disciplinary approach has social and technical components – in the sense of 'who does the tech serve?'
    - Deepen the socio-technical approach (for examples see DRIFT)
  - B. Participatory & Transdisciplinary approach
    - Engage people really
    - Social innovations too
    - There are so many in the literature, but we need to do more to put these into practice
  - C. Multi-level approach
    - Climate Change is complex and cascading
    - We are experimenting, all the time.
    - Some of the things we are doing are risky
    - How do we mitigate these risks?
    - In Sum: value-driven, multi-level, multi-scalar approach to impact & change
    - We are here now because this is not easy

How do you think that the UT can create societal impact

- James Evans, we need to take risks
- Use technology – action research – experiencing renewable energy technology – how this affects the mindset of those using the technologies

**End Fossil – Climate Crisis Coalition Presentation** – inputs from bridged session 'consensus-based decision making<sup>1</sup> on societal impact & behavioural change' – presented by Benny Jabold/ recorded by Aylin Ünnes: "Consensus in Practice: **Proposals** for the Sustainability Dialogue"

Proposal I: An entity at the UT should plant edible trees within the next year.

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<sup>1</sup> See appendix for addition of pre-event relevant to this section

- Plant edible fruits, vegetables, and trees on campus that the wider community can also use, as well as our own students and staff – self-sustaining ecosystem – feeding ourselves – endorse food for citizens – biodiversity. The trees should be:

1. Nutritious
2. Supporting the eco-system

Proposal II: A third party should ask citizens in Enschede what they want from the UT and how they perceive the UT.

1. Inquire into the citizens' interests, needs and wants in Enschede and the surrounding area – address their concerns first
  - Strengthen the bond between the UT and the city of Enschede, and have more interaction with people outside the campus
  - Map out all the stakeholders – who are interested in the UT and the wider environment
2. Develop a UT philosophy to bring into the broader societal discourse
  - UT should lead by example for society and show citizens good examples
  - UT should show the emergency of climate, ecosystems, and biodiversity outside of its own sphere – communicate the urgency using the available outlets – public engagement
  - UT should be brave and not afraid to fail. The times demand it. Experiment with others so that others can learn from it. We cannot keep only talking as time passes
3. Invite people to come to campus – in general, open spaces for people to meet and interact on campus, where people can be heard within the UT
  - Establish more spaces for encounters here as well as in the city

Proposal III: A third party should organize a general assembly within the next three months including the government, companies, and individuals at the UT. Still, it should be open for everyone else and:

1. Individuals should set their own agenda during the assembly
2. The outcome of the assembly should be actionable and free for further discussions
3. UT should provide a seed grant to stimulate participants to take on projects agreed on during the sessions
4. Allocate more time for students and staff for community-based practice – assign credits – enable people

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### Fishbowl

**Q1] How can partnerships with external stakeholders (industry, civil society, government, etc.) contribute to advancing sustainable transformation inside and outside the university? What ethical considerations should the UT keep in mind when forming such partnerships?**

**Main ideas:**

- SBD has impact managers
- SBD is reaching out to stakeholders and create partnerships; ethical considerations are something they need to focus on
- There are some things where the societal impact can be measured: all vegan university, do not encourage the transition to electric cars, but rather to using a bike
- Make space for societal debate, but do not send an agenda from the beginning; UT should establish a forum where stakeholders (staff, students, companies, municipality, normal people) can come and present their concerns (within the next 3 months )

- Open up the knowledge to everyone (you should be able to enter lectures even if you are not studying a specific topic)
  - More welcoming spaces on campus
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- Impact developers
  - o Health, resilience, drought resilience in local area
  - o We are a 4<sup>th</sup> generation university where we are opening up to society
  - o Ethical criteria (in partnerships ?) need to be made explicit
- There was an 'ick-feeling' that appeared for me when I heard the word 'social impact'
- There are some things where we all know there are clear negative impacts
- Transitions – E-Cars – we don't always need new tech
  - What about bikes?!
  - Also a vegan campus is a key transition
- Feels like we are discussing and discussing and not doing something

UT should make space for societal debate but not set the agenda in advance

- "Scientists are experts in their fields of expertise; they are not the experts on the experiences of people's lives".
- Establish forum for regular people to come and share their concerns
- [We expect that in] 3 months, the UT has set up a Citizens Assembly Panel. [August? Or EB announces stance and actions from dialogue at Opening of academic year after summer recess?] – this assembly sets the action agenda for the following 12 months
- Leads to action – allocate budget and seed grants

Barriers against change

- Societal embeddedness
- Academic elitism
- Get rid of our sense of intellectual superiority
- Radical idea: have an 'open entry' policy where all members of the public can attend lectures and other UT sessions. This is like Open Access in practice. Open up all the knowledge that we have.

Stewardship & agency:

- The University as a change agent in society
- Welcoming spaces for people to meet, talk and connect
- 'I try to be a student in my life'. 'It was May day last week, and I marched with the workers in Amsterdam and I really felt connected'
  - o Idea: invite farmers here to DesignLab with workers
  - o Just Transition: How do we create an energy transition with your ideas and actions?

**Q2] In what ways can we incentivize sustainable behavior, making it a part of our campus culture and identity? What role can community, technology, research and education play in this?**

**Main ideas:**

- More solar panels and charging stations
- Saxion employees get free public transport (discourages people taking the car when they do not need to)
- It is a big step forward that lunch is now vegan (when you have to organize meetings within UT)
- Individual actions do count, but it is very important for people to come together and act
- For whatever we want UT to be, we need to establish spaces where we can discuss about this and where action can take place
- If you want to be a sustainable university, everyone who is a leader needs to act as one and lead by example

- It would be great if there could be structures that offer support and encourage people instead of giving them incentives to do something
  - Create a culture where we teach people to care about each other and about the environment
  - Coop could be transformed in the “supermarket of future“, ( eg no more packaging), give people an example
  - We need the right training on how to speak, maybe a class on argumentation or debate
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- Solar panel charging points on campus (we already have these → SEE-Programme-CFM)
- All employees get incentivised to use public transport, but none for driving
- Look at examples like at Saxion
  - o E.g. when you order lunch here the default is vegetarian
- There is a lot of higher educated people here that take unnecessary flights.
- We need to raise awareness and not be judgemental
- Encourage people to think about the effects of their behaviour

#### Campus ID & Culture:

- A campus identity and culture is needed. We need behavioural changes for this too.
- Allocate time to engage more.
- Sustainable behaviour arises from intuitive impulses: people coming together in spaces to work on solutions together, rather than sitting separately from one another.

#### Social Identity processes

- Communicating who we are can sometimes create antagonism
- What are the values, social/behavioural norms, and context
- “Establish more spaces where people can perceive themselves in the terms of the values we are creating”
- Act the identity out and put it into practice
- Leadership: everyone can adopt the leadership stance – “walk the talk.”

#### Troubling aspects of incentivisation/rewards system

- Support the structures and infrastructure for people to do good things
- Not that we need rewarding
- There need to be a lot of vegan options

#### Culture self-identification and change

- Every citizen of Enschede
- we are building narratives to justify our existing views – it’s just to convince themselves they are doing the right thing (this was not clear to whom it was referring to. I took notes verbatim.)
- What is the culture here and how do we change it?
- Institute a caring and listening culture
- There is a lack of time to process what we hear
- We need training for how to really listen as a necessary first step to cultural change
- Instead of talking about what other people should do
- *Respect, Authenticity & Compassion* (Key Values I interpret here)

#### Supermarket of the future on campus as an example with Coop. Be open to society – without packaging.

- People are struggling to find vegan options on campus
- “Not only do we need the right tools to listen; we also need the right tools to speak!”
- Tools to speak: training in argumentation, debate, logical structure, critical thinking

**Q3] How can the UT extend the reach of its sustainability initiatives beyond the university? How can it leverage its "high tech human touch" philosophy to drive sustainable transformation/behavioral change within both local and global communities?**

## Main ideas:

- Two positive examples: Billie Cup (we were an example for Saxion regarding this) and the train map (it is an example for many organizations)
  - You need to have an idea about what that impact looks like: we need to understand what the impact of sustainability is and what kind of impact we can have as UT
  - Think in which way UT can open the doors for the people who are from outside UT
  - To talk about systemic change; we need to define first what the system is; we need to unify around some concepts; Systemic change starts with people
  - We need to think about the role of technology when it comes to sustainability
  - For sustainability problems, we need to think if we are getting to the root of the problems, or we are just treating some symptoms
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UT is an organisation that a lot of other organisations look to – e.g. with the BillieCup initiative, Saxion and ROCvanTwente also showed an interest in us doing that, then Saxion took up the same initiative. There were a lot of questions from people in the region. E.g. 2 William Powell's TrainZone map – best read article on the UT site – sets an example for a lot of other organisations

- Before you can answer how you need to know what impact you actually have
- What does the impact look like?
- There is divergence in the UT community over what that [impact] is
  
- UT can have an entrepreneurial impact where the more impact we can have helps global communities
  - o If we are helping firms become more sustainable how do we make sure we are also helping global communities?
- There are fault lines in our community; it's a matter of global justice and some Professors' wealth.

University Rebellion contributions:

- Reminded of decolonialisation
- Do you want to have impact and (qualitatively) what kind of impact do we want to have
- Open the doors for people outside of the EU

High-Tech Human-Touch philosophy needs to be updated:

- We are not arguing that there is not value in technological innovation, however the stressing of highly technological innovation systems might have unintended consequences by overlooking social, political, and even cultural innovation [last part of sentence my logical interpretation based on context and memory]
- It's a part of it but not the whole
- Make it more communicable what the goal might need to be
- Public Philosophy event hosted @ Tank Station/Cultureel Vulpunt where half of attendees were students and half citizens – a natural 'interface' space for the impact we want to have to occur – enlarge, support and catalyse these spaces to increase positive impact and reduce negative impact.
- Go to where the people are already
- If we talk about systemic change we have to define the system

[Gap where I was asked to speak and therefore could not take notes]..

- The UT/Enschede was the 'textile city'. Invite these workers onto campus for talks.
- A lot of people want to know and want to act – give them the tools and the opportunities – you are now the person to give this the 'human-touch' we claim to embody
- We should also question the system we are contributing to as scientists
  - o 1) economic growth as a political question – is it a good goal in and of itself?
  - o 2) energy efficiency measures have always been used to justify the production and consumption of more energy.

Student with background in psychology and philosophy

- We need to critically think of the role of technology in all of this
- Psychology perspective – ‘oh a person has depression; let’s create technology for that!’
- “Are we treating the symptoms or the roots?”
- “I don’t understand why we always go to technology as a solution”
- “Let’s be a critical technological university”.

**Q4] How can we overcome barriers to sustainable behavior, such as lack of access, lack of awareness, and competing priorities?**

**Main ideas:**

- Try to understand what are the things people are afraid of when trying to make a change ( eg change dietary habits )
  - Educate people and let them know that sustainability has a high priority; maybe have a course about sustainability
  - Look deeper when it comes to sustainability behavior, try to understand the mindset that is required for change; we have to unpack what behaviours are we changing and how to encourage people to make the change
  - It is important to make sustainable choices more visible
  - Keep in mind: economic bias (for the students who need to work extra jobs along their studies compared to the students who are privileged and do not need to work during their studies)
  - The concept of getting free food (sustained by donations of people who can afford );
  - Getting rid of Starbucks
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- Use the precedent of how we became a smoke-free campus – what can we learn about the successful behavioural changes there?
    - o Understand what worked there
    - o Overcome stereotypes
    - o Convince people of the advantages
  - How much does it fit into DesignLab – Trees in this landscape/surrounding should be something you can get food from
  - If you educate people they make sustainability a priority
  - Make sustainable choices more visible to the general public
  - E.g. people sitting in the street mending people’s clothes
  - Show people what the new normal is
  - Be informed about mobilising, acting and organising
    - o “I don’t really believe in individual action; if we believe in individual action, then we need individual support”.
  - What are the barriers to pro-sustainability behaviour:
    - o Time: limitations on students who have to work
    - o Space: Social study spaces, for students from working class backgrounds or 1<sup>st</sup> generation students
    - o Economic barriers: students who need to work next to their studies. Also teachers who already work overtime anyway!
    - o Physical Barriers: cooking for myself, affordable food in canteens, subsidised food. €6-8 for a sandwich as a student?! No!
  - Idea: kitchen for everyone – free food – voluntary donations.
  - ‘I don’t know why we have a company as damaging as Starbucks on campus.

**Q5) How can we ensure that sustainability initiatives are equitable and inclusive, and that all members of society have equal access to the benefits of sustainable behavior?**

**Main ideas:**

- It is not just a question about who can access the technology, but it is also the question about who is paying for this
  - Providing opportunities for the richer families to contribute to the education of the less fortunate ones is a nice idea (maybe contact people through the alumni network, maybe have some scholarships)
  - Invite local people to say their opinions as well as they could have a good impact
  - As a research community, there is a lot we can do to contribute to sustainability, including how we do research beyond our campus ( in what projects we engage outside the UT boundaries )
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- If there is the opportunity to donate, people will.
- Richer families may already want to contribute because some may remember what it was like to struggle to get into education and training as part of the WWII generation.
- Reference: 'Under the Blue Sky' by Elizabeth Colbert.
- "When we fix things without going to root cause we may create unintended consequences"
- Who pays for the tech? We are not impervious to climate change here.
- Take a day off to think and reflect.
- 'Obstacles of distance'
- Time to reflect, plan and cocreate with our partners and members of the Global South
- What are the projects that we could start doing now?

**Closing Words – Vinod Subramaniam:**

- Resonating with question 5
- I am one of the people who identify with the Global South
- We are in a bubble; wake up and smell the roses.
- I come from the Global South. A lot of our discussion is not relevant to the 1.4 billion people who make up my country
- There are 80 million people under the poverty line there
- It is important to remember we are looking at this from a very privileged position.
- Academic elitism – we are very much the academic elite. We should be inspired by questions *from and in* society, in a neighbourhood in the city
- I think we should be doing more
- you can't compare apples and oranges [With regards to reference to German low-tuition HE model?]
- There is an entrepreneurial spirit here. Many more different people are thinking more entrepreneurially about societal transformation or the sustainability transformation.
- It is abundantly clear that technology is not the only solution
- Get the social sciences on board from the very beginning. That's something that the UT could do well.
- Course – we will make a listening culture – you too
- This is a challenge to all of us; being taught how to speak as well.
- There is this notion of identity; who we are as a university
  - o We are on an island, in a bubble.
  - o "We can't talk to them; they can't talk to us"
  - o "Throwing open the doors"
  - o "it is our responsibility to go out there. Not just institutionally, but all of us. I don't think we do that well enough as an institution"
- See how you can facilitate things



- To some extent, we have been incentivising the wrong things. We should change what we incentivise.
- “Bottom line: don’t just talk. Just do it. Walk the talk. Think about the future of our kids. What we are leaving behind for them. We do it for those that come after us.”

APPENDIX: **Pre-event: End Fossil Occupy/University Rebellion session on Consensus-based decision making for societal impact with objective to bring outcomes into the dialogue session**

Context: Best practice from consensus-based decision making from Philipp Jabold @ The New School, New York with c.a. 100 people coming to a consensus. Eventual session took 5 hours.

What is democracy:

- Equality: each vote costs the same
- Non-violence: decide by vote not by force/coercion
- Delegation/representation: others can decide in our stead
- Majority rule: the minority has to put up with it
- Competition: we are trying to beat each other

Democracy is a practice and a consensus too. Limits to consensus: consensus with outright fascists and nazi’s. There is a line it seems as appeasement only helps such threats to grow.

General assembly process:

