

LLL -- Worksheets

3. Taking stock of projects & their role in a broader LLL transition

Purpose of this worksheet:

An important **basis** for developing a Campus Living Learning Laboratory for Sustainability is to know your context:

- What is going on (current state)
- Where you want to be (vision)
- How to get there (strategy)
- Why it will work (theory of change)

The purpose of this worksheet is to take note of this context. From there, we focus on how LLL projects operate or fail to operate in this context and how you can improve your projects and engage their context, e.g., what are the key leverage points and barriers that these projects and their context offer for achieving your LLL vision? The case study presentations and fieldtrips will provide additional information on designing successful projects.

This worksheet builds off the responses you provided for the pre-workshop survey. We will use this worksheet throughout the workshop. You can make additions and revisions as you're thinking more about a LLL at your university.

Instructions and learning objectives:

Take 15 minutes to work through this worksheet and prepare to share three key insights with the group. We won't have time to prepare exhaustive answers, notes, thoughts and condensed responses are fine.

After 15 minutes, share with your neighbor the three things that stick out to you re: current state, vision, leverage points. Take 10 minutes to discuss with each other.

The reporting-back session and fieldtrips will inspire us to craft our projects and enhance our contexts so that they contribute, project by project, to your LLL vision.

The worksheet will help you:

- 1) Develop a clear understanding of your situation and articulate the characteristics that make your university unique (your context and assets)
- 2) Refine your vision for a LLL
- 3) Identify how your context and its projects can support or hinder that vision (e.g., why an operation-academics collaboration went bad and caused people to be uninterested in collaboration).

1. Current State

- 1) What are the three main assets of your university that you can use for your LLL related to the three pillars of education, research, operations? How do they relate to sustainability—or fail to?
- 2) What are the three key obstacles in your way of building a LLL? How do they relate to sustainability—or fail to?
- 3) Are you satisfied with your university’s definition of a LLL?
 - a) If yes, note the definition. If not, propose an improved definition.
 - b) If there is none, propose a definition.
 - c) Identify whether communication and outreach about LLL is good or needs improvement.
- 4) What is your value proposition for the LLL?
 - a) ... for students (1-3 areas)?
 - b) ... for administrators (1-3 areas)?
 - c) ... for staff (1-3 areas)?
 - d) ... for faculty (1-3 areas)?

Responses (you can use this space or your own notebook)

1.
2.
3.
4.

2. Vision for a LLL in 2025?

- 1) What is your vision for your university’s living learning laboratory in 2025 (e.g. number of projects per year, number of people involved, goals achieved, and contribution to overarching sustainability and climate change action plans of your university)?
- 2) What types of LLL projects exist in 2025? Who makes them happen? What topics are relevant for your university? How do projects relate to each other? How long do they last? What type are they (e.g., educational projects including class-projects, internships, independent study, and theses, and/or research projects by faculty and/or with private partners, and/or demonstration projects¹)?
- 3) How do these LLL projects use, support, or compete with the key characteristics of your campus?

¹ An example of how projects could be structured is presented in ASU’s Sustainability Initiatives Revolving Fund: <https://cfo.asu.edu/sirf>
AASHE: Campus Sustainability Living Learning Laboratory Workshop June 7-9 @ Portland State University, Portland, OR

Responses

1.
2.
3.

3. LLL projects as leverage points for the vision

- 1) What are three projects on your campus (current or past projects) that you would define as Living Learning Laboratory projects and would use as models for the future?
- 2) How do these projects support progress toward the LLL vision?
- 3) In thinking about these projects, what would you identify as measurements of success (i.e., what to monitor and evaluate in terms of process and impact)?

Responses

1.
2.
3.

4. Teasing out Lessons from Fieldtrip to LLL Projects: Project design, barriers, success factors

Purpose of this worksheet:

A key part of the Saturday program is to go on a fieldtrip and learn about four of PSU's LLL projects—Urban Plaza, Urban Terrace, Cramer Ecoroof, Shattuck Learning Plaza—and about some other sustainability projects at PSU.

The tour will offer you the opportunity to ask critical questions about the projects. As a group, we will share insights and lessons learned. We hope that the tour presentations will provide you with information and inspiration for the final activity of the day: Adapting current projects and determining new projects for your university.

Instructions and learning objectives:

As you go on the tour, please take notes on the projects. The tour allows you to:

- Identify the design criteria from PSU for LLL and to explore how they are reflected in a project—or fail to be reflected.
- Evaluate to what extent design criteria were realized in a project—or failed to be realized, why, with what consequences.
- Explore how the LLL projects together form a LLL program and what the individual contribution to the LLL program is or could be.

After the tour, we invite you to reflect upon and share with us your individual insights from the tour and how— or if—you will be able to use them. Together, we'll try to tease out the similarities and differences of projects across campuses as well as the factors for success or failure.

Notes on individual tour stations:

Urban Plaza

Urban Terrace

Cramer Eco-roof

Shattuck Learning Plaza

What are your actionable take-home insights that you hope to apply to your LLL?

Take 5 minutes to think through those questions.

1. What was the key insight that you took away from the fieldtrip?
2. Did this fieldtrip inspire projects for your own LLL? Which ones?
3. Did this fieldtrip provide information on how to go about doing a project or working on a program? If yes — what was your lesson learned?
4. What questions did the tours raise that were not answered?

Responses

1.
2.
3.
4.

Share back with whole group discussion (20 minutes):

1. What similarities and differences do you recognize across projects and campuses?
2. What sticks out as success factors or causes for failure:
 - For projects?
 - For linking projects to a program?

Responses

1.
2a. Factors for success/failure for projects
2b. Factors for success/failure for integrating/leveraging projects to a program

5. Determining priority projects and design elements for your LLL

Purpose of this worksheet:

The purpose of this worksheet is to determine up to three projects that you want to develop as priority LLL projects for your campus to potentially model forthcoming projects along these exemplars.

You can choose existing projects that you would like to bring to the next level or select new projects to add to the mix. The key in selecting the projects is that the projects themselves have the potential to become exemplars and that collectively they form the beginning of a LLL program.

Instructions and learning objectives:

Team up with somebody you have not yet spoken or worked with. In pairs: Do Think-Pair-Share. The learning objectives of this worksheet are to be able to:

- Explain how a project addresses the inter-linkages of the **magic triangle** and thus integrates academics (students' education, professors' research) with campus operations.
- Describe (in keywords) how a project accounts for the **LLL criteria**.
- Propose one or two specific **benefits** that the project provides for each group (students, faculty, staff, administrators) and how you can communicate those.
- Propose how the projects together form the basis for a **LLL program** (c.f. your vision for the LLL in 2025 as defined in worksheet 1).
- Outline the educational experience.

Think—brainstorm projects and, select three and out of those select one to work on in detail. Work through the key questions listed above (learning objectives).

Pair—with your partners: Present the project to your partner. Your partner is a LLL skeptic and will ask critical question, to help you improve the project. Switch.

Share—with the synthesis group: Report back about the projects by focusing on the critical elements needed to make it successful.

Think: brainstorm possible projects, select three, work on one

1. Explain how a project addresses the inter-linkages of the magic triangle and integrates academics (students' education, professors' research) and operations.

2. Describe (in keywords) how a project accounts for the LLL criteria.

3. Propose one or two specific benefits that the project provides for each group (students, faculty, staff, administrators) and how you can communicate those.

4. Propose how the projects together form the basis for a LLL program (c.f. your vision for the LLL in 2025 as defined in worksheet 1).

5. Outline the educational experience .

Pair: Present project – critically discuss – note improvement potential – switch

Share: Use the projects to illustrate critical elements needed for their success

6. Orienting Your Strategy: Where You Are & Where You Are Headed

Purpose of this worksheet:

The purpose of this worksheet is to help you identify in which phase you are in the transition to your vision of a LLL. As we discussed earlier, the transition can be divided into four phases—pre-development, take-off, acceleration, and stabilization which takes place after you have achieved your LLL vision.

The curve helps you keep the big picture in mind: As you prepare for the next step you know what is ahead of you, where you came from, and how you got there.

Instructions and learning objectives

Remember your worksheet “Taking Stock” where you described your current state and vision? These are the two main orientation points for reflecting where on the curve you are and how you got there. By using the tools below, you will be able to:

- Identify and explain the phase you are currently in and how you got there.
- Look into the future by describing how each phase looks and detailing the seven components in each phase using backward planning,
- Strategize how you can move to the next phase.

Moving up the transition curve

Use the visual below to identify and explain your current phase and how you got there. (Just write into the figure.) The dark red box is your current state, the dark green box is your vision and the boxes in between are intermediate states.

Look into the future and map out what you want to achieve in each phase

Before we delve into the details of your current phase and how you can prepare to take the next step, we like to map out the various intermediate states to grow your program continuously and consistently from current state to your vision. In preparing the activity, we ‘defined’ each phase in a preliminary way. Feel free to use these descriptors and/or add other elements. You can think of the number and quality of projects; the number of people involved; the degree of formal and informal institutional support; and the impacts.

1. Predevelopment (disconnected projects):

2. Takeoff (some rigor behind the projects, not connected):

3. Acceleration (rigorous projects, connected/building synergies, continuation of projects and/or relationships with operations/partners and/or faculty):

4. Stabilization (cohesive program, support for growing and managing projects):

Prepare for taking the next step:

You described what the long-term view looks like, now explore what to do next:

Components	Next intermediate state
Transition actions (e.g., number and type of projects and communication)	
People (e.g., number of people, their roles and responsibilities incl. brokers, network)	
Capacities: knowledge and skills	
Resources (e.g., time, money, leverage, media)	
Assets (e.g., policies, attitudes, values)	
Barriers (e.g., silos, disciplines, costs)	

7. Bringing it All Together: Drafting an Immediate Action Plan

Purpose of this worksheet

The purpose of this worksheet is to provide teams and individuals with the opportunity to debrief on the information and activities from the workshop; discuss and refine the key criteria, vision and definitions for their Living Learning Laboratory; and also articulate a clear theory of change for their institution and the key steps and considerations necessary for advancing that change.

Instructions and learning objectives:

There are two activities. As a team you have about 45 minutes for each activity. Start each activity with 10 minutes of individual brainstorming for each question. Then, develop answers collaboratively among the members of your institution. Repeat for the next activity (for which you have 60 minutes).

The learning objectives are:

- Create as a platform for synthesizing the thinking from the previous two days and in the process confirming and/or identifying new project criteria or program elements.
- Identify priorities and timetables for specific actions and the key roles and responsibilities necessary to achieving those actions.
- Forecast barriers and identify actions to overcome them or alternative pathways to take once a barrier is hit.

Document 1 – Articulating the Foundations for a LLL (1 page)

1. Definition of LLL

2. Definition of sustainability

3. LLL design criteria for your institution

4. Vision for LLL program

Document 2 – A pathway and actions for change (1 page)

In this activity you will develop the transition strategy that you will apply to move to the next intermediate state.

As a first step, regroup and define what the next stage looks like and when you want to achieve it (e.g., in June 2014).

1. The next stage is: _____
2. It will be realized on date: _____
3. The next stage looks like: _____

2. List the three key actions for catalyzing this change within your timeframe

Action 1:

Action 2:

Action 3:

3. Detail each action listed above with information about:

Organizational structure: People, roles and responsibilities; who is your mini-network?
Required capacities skills and knowledge:
Required resources:

Available assets (available resources, opportunities):
Barriers that may prevent success:
Timeline: When will these actions occur and how long will they take?

4. Who are the key individuals who are vital to help you begin your transition and how will you engage and support them? Be as specific as you can.

5. What are the next three big actions you would take once the first three have been accomplished (not in detail, just brainstorming)?