University of Otago
ŌTĀKOU WHAKAIHU WAKA

# Futures by Stealth

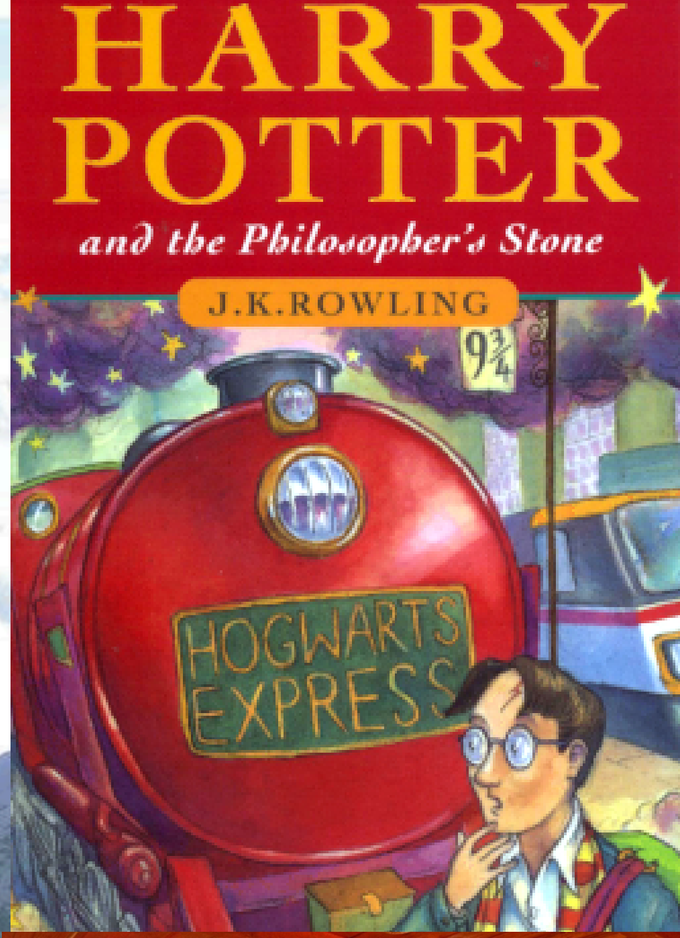
## Aim of workshop:

Futures methods can be exclusive in the language used and the expectation that we can all think freely and expansively about the future. Therefore, it could be fair to assume that we often miss voices in our futures work.

This workshop provides an example of trying to reduce the barriers to participation in futures work, without needing to buy into the “disciplinary baggage”.

We will then unpack the futures studied models and theory that is embedded in the process.

TE MATATINI
Kapa Haka Aotearoa


HARRY
POTTER
and the Philosopher's Stone
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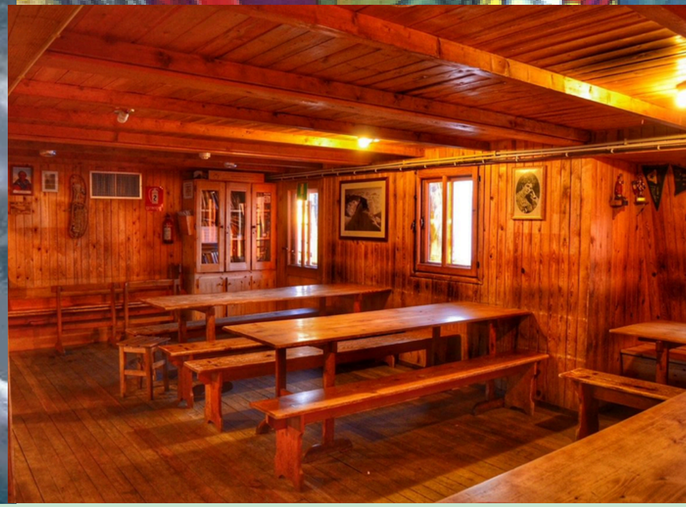


| | Degen | Sustainability | Regen |
| --- | --- | --- | --- |
| | | | |

# University World News

THE GLOBAL WINDOW ON HIGHER EDUCATION



Monday 14th January, 2030

Vol.122

## Quotes from which book?

*“Supporting learning for future generations”*

*“ Ko te manu e kai ana te mātauraka nōnā te ao”*

*“Standing on the shoulders of giants- fossil fuel giants!”*

*“A green-growth of higher education and research”*

*“Whaia te mātauraka hei te oraka mō tātou”*

*“Degrowth of Higher Education”*

*“Milking the most privileged of cash cows”*

*“We know where we’re heading, but we are not there yet”*

*“Keeping science pure- no more myths and legends!”*

Experiences:

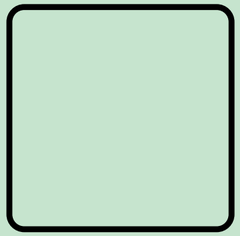
- akoka-learners
- kaiako-educators
- hāpori-community
- pakihi-employers
- akoka ā muri-future students

| Experience | Degen | Sustainability | Regen |
| --- | --- | --- | --- |
| What do they experience? What are the situations? | | | |

# Rotations

# votes

This is the current expereince



This could be the experience soon.

This should never be the experience

| | Degen | Sustainability | Regen |
|---|---|---|---|
| Development Management | This is when development work becomes short-sighted or extractive.<br>Going after the same donors again and again, without bringing in new voices.<br>Only focusing on wealthy individuals, without building genuine two-way relationships.<br>Treating donors like wallets instead of people with shared values.<br>Chasing short-term fundraising goals instead of building long-term trust.<br>Overloading staff and ignoring wellbeing, leading to burnout.<br>Sending email to faulty addresses, ineffective admin, high labour.<br>One day one meeting travel, little cost or emissions consideration.<br>donors motivated soley by tax benefits | This is about doing things in a way that can keep going without causing harm.<br>Focus on efficient systems and economy of scale to keep direction steady.<br>Use digital tools instead of printed reports and unnecessary travel — e.g. videos, virtual events, online dashboards.<br>Run low-carbon events — use local venues, plant-based menus, encourage carpooling, and offset emissions.<br>Let donors choose to support areas that align with their values, like climate action or social equity.<br>Mulit-meet /value trips multi bottom line thinking about cost and sustainability<br>Surveying alumni to understand their values/interests.<br>Simple admin processes | This is about doing work that actively restores and grows value over time.<br>Think about how giving can grow across generations — not just one-time impact.<br>Support ideas that create long-term good, both financially and ethically.<br>Understand that donors go through different life stages and may give differently over time.<br>Protect your team's energy by planning workloads well and building in recovery time.<br>Aim for work that leaves people, communities, and the planet better than before.<br>Very careful travel consideration<br><br>NOTE: Two groups worked on this and had different points and a different thoughts on which narrative was currently the prevalent one in DARO. |
| Alumni Engagement | Coms that are not engaged with<br>Events for events sake<br>High cost high energy travel and events just for profile<br>Everyone travelling to the same place | curated and online events with personalised and targeted follow up.<br>more sustainable personal energy<br>paying off emissions with carbon credits | being mindful of the frequency of digital interactions<br>engagement that also offer wellbeing benefits and build network through community<br>Using travel to greater effect when needed<br>clear purpose. |
| Advancement Services | Hard copy postal coms wrapped in plastic with associated footprint and waste when updating<br>bloated data bases using energy and running costs<br>inactive redundant webpages and inefficient use of support services | More targeted coms especially if postal, recyclable or composable packages/not plastic<br>Well structured and maintained database use<br>more ecoms that postal<br>using the inhouse expertise more fully | more targeted coms based on a good understanding of need and demographic (rather than blanket approach)<br>almost all online publications<br>active curation of website (discerning use of resources) |
| Stewardship | unhappy donors and misdirected resources for no actual gain<br>Wasteful activity that does not create real value | Using the right resources and processes in a more targeted way.<br>cost effective outcomes- looking at cost in many ways<br>Strategic engagement and engagement with many departments<br>Better online gifting options with e receipts<br>more transparency of what the fund are for. | We The donors want to support us because they share our vision of the future<br>Education is seen as for the global good e.g. cancer research<br>donors come to use because we share values<br>some more automated coms |

# 3 YEAR IMPLEMENTATION PLAN

## DOING THE MAHI

| Suggested draft actions- these will need more refining and may break down into smaller steps. | 2025 | 2026 | 2027 |
|---|---|---|---|
| Shift to default digital media with justified exceptions (set a limit % that can be measured and reported on). Support with strong messages about sustainability on campus. | | | ✓ |
| Travel expenses: Shift to 100% digital receipt collection and processing avoiding print/ reprint wasteful processes. | ✓ | | |
| Staff Training: Staff work with sustainability office to complete badges for Te Kōuka Ora (consider new badge with focus on DARO or External Engagement contribution) | | ✓ | |
| Work with Net Carbon Zero team (Craig Cliff) to establish appropriate access to travel booking data across the University to make opportunities for alumni activity in collaboration with traveling academics. | ✗ | | |
| Use air travel emissions dashboard to inform travel decision making. | | | |
| Integrate sustainability values into who we build donor relationships with. For example, Seek donors for specific sustainability opportunities such as scholarships or Grand challenge research programmes. | | | |
| Integrate sustainability values into who we don't partner with. For example, do we hold our donors to the same investment standards as we do our own investments? Would we take donations related to fossil fuel production. | ✓ | | |
| Develop a reporting mechanism to provide transparency of sustainability risks associated with donations. This could be integrated into the new ethical investment policy and into climate related risks (e.g. if we have all our donors in climate vulnerable sectors then all of our donations are vulnerable). | ✗ | | |
| Use sustainability focussed academics as collaborators for alumni events- informed alumni and gifting to aligned needs. | | | ✓ |
| | | | |
| | | | |

# WHAT STORY ARE WE IN NOW?

What your own reflections identified was that we (DARO at Ōtākou Whakaihu Waka) has already made good progress beyond the old story of degenerative practice. Maybe we were never there?

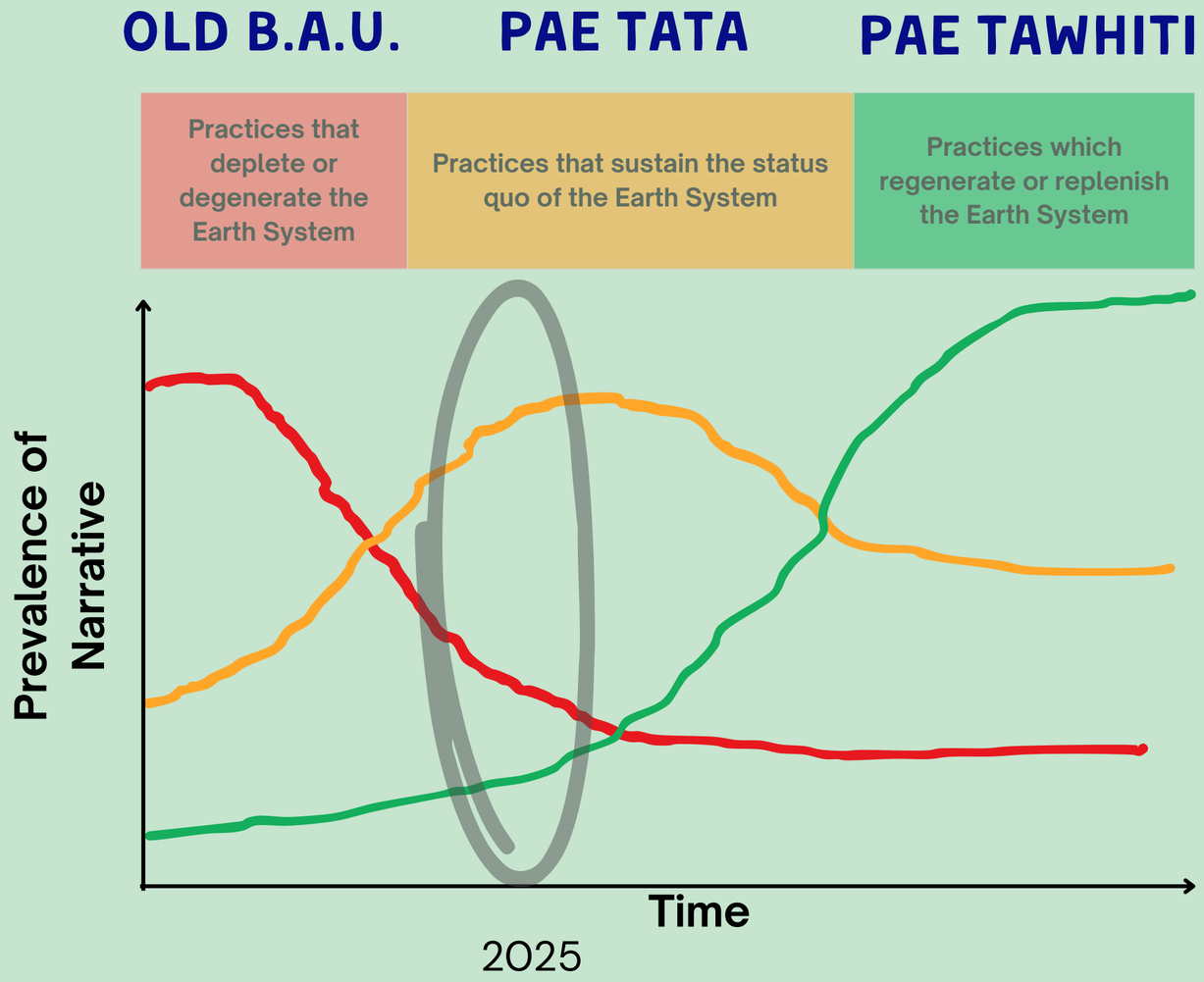
You identified actions and practices across lots of areas where we are becoming more sustainable and reducing the negative impacts (Pae Tata).

You also created a compelling story of what DARO could look like if it was focussed on being regenerative (Pae Tawhiti).

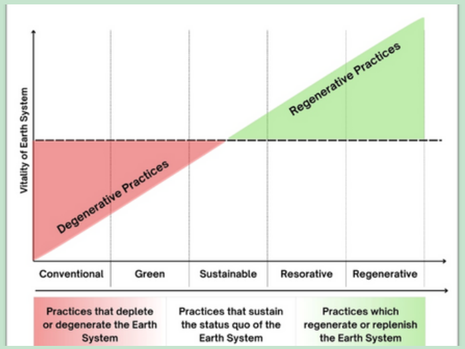
The figure to the right gives an (inexact) representation of what that looks like in terms of how our story is changing, and where we are now (grey oval).

The next step is to identify the actions that will move us more towards a **Regenerative model of working with alumni**. The table on the next page makes some suggestions. From this list of suggestions (plus any of your own ideas), you should be able to form a workplan for the next year, 2 years and three years. This plan should be based on capacity and what you think will make the biggest difference.

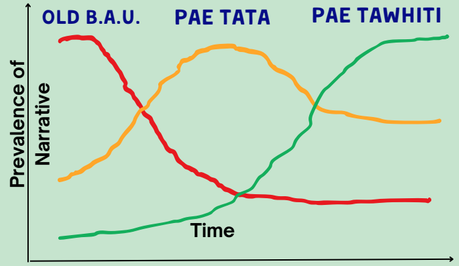
That plan and regular reviews of progress will be aggregated into the Te Ringa Toro/External Engagement Tī Kōuka Plan with similar contributions from the other teams.



# Grounding our practice in evidence




Regenerative Design (Wahl,2016)




3 Horizons (Sharpe, 2013)

| CLA (Layers) | Degenerative (H1) | Sustainable (H2) | Regenerative (H3) |
|---|---|---|---|
| Litany | More international students are needed for financial viability.<br>The value of travel for students is inherent in the experience. | Internationals demand more than those degrees.<br>Academics hold a mirror to internationalisation. | Internationalisation deliberately creates the leaders we need for the future.<br>Internationalisation reduces global inequities. |
| Systemic causes | Decades of reduced government funding for universities.<br>Rising costs of living for domestic students.<br>Higher international student mobility from and to wealthier countries.<br>Competition between universities for international enrolments.<br>High costs associated with international experiences.<br>Internationalisation is a significant part of GDP.<br>Internationalised experiences are transactions between individuals and universities. | Diminishing social license for high emissions activities due to undeniable evidence of climate change.<br>International students increasingly see social and environmental impacts of university as a key factor in choice of study.<br>Technology allows emerging virtual experiences to increase equity of access and complement face to face experiences. | Government funding is tied to social and environmental impact.<br>Globally related risks present considerable challenges to viability of institutions with larger built assets.<br>Internationalisation is primarily through lower cost, high quality online experiences.<br>High demand and higher funding for in person experiences which are intentionally designed for learning outcomes<br>Internationalisation is a key part of GDP.<br>International experiences focus on building relationships with people and places. |
| World view | Neo-liberalised view of higher education driven by finances. | Pragmatic view of doing what we can within constraints. | Ecological view of education within the World System. |
| Myths and metaphors | Standing on the shoulders of giants- fossil fuel giants!<br>Mining the moral privileged of swim cows. | A green growth of internationalisation.<br>We know where we're heading, but we are not there yet. | Degrowth of international market<br>Learning for future generations. |

Causal Layered Analysis (Inayatullah, 2008 )

| Operational Practices | Degenerative Practice | Sustainable Practice | Regenerative Practice |
|---|---|---|---|
| Recruitment | Promotional material produced in host country and sent by mail to international market.<br>Teams of NZ-based recruiters | Production of predominantly web-based marketing materials accessible in the market. | Partnering with other institutions in hubs centered around location and specific sustainability |
| Orientation | Providing students with an orientation packet with various handouts and catering meals with all disposable materials | Providing visiting students with a list of campus and community sustainability-oriented resources and other | Integration of sustainability within the content and delivery of orientation activities (e.g. food from community garden, |
| Program structure | Focus on faculty-led, short-term study abroad program requiring long haul flight. | More emphasis on semester/year-long or degree abroad programs that embed the disciplinary focus on | High percentage of programs are virtual or supported by virtual experiences. |
| Learning | Curriculum that incorporates some globally oriented content, but disregards sustainability and | A globally inclusive curriculum that embeds sustainability principles such as the UN | Multi-faceted curriculum that incorporates and connects beyond learning, into practice |

Putting it into practice