



● Ecology and landscape level

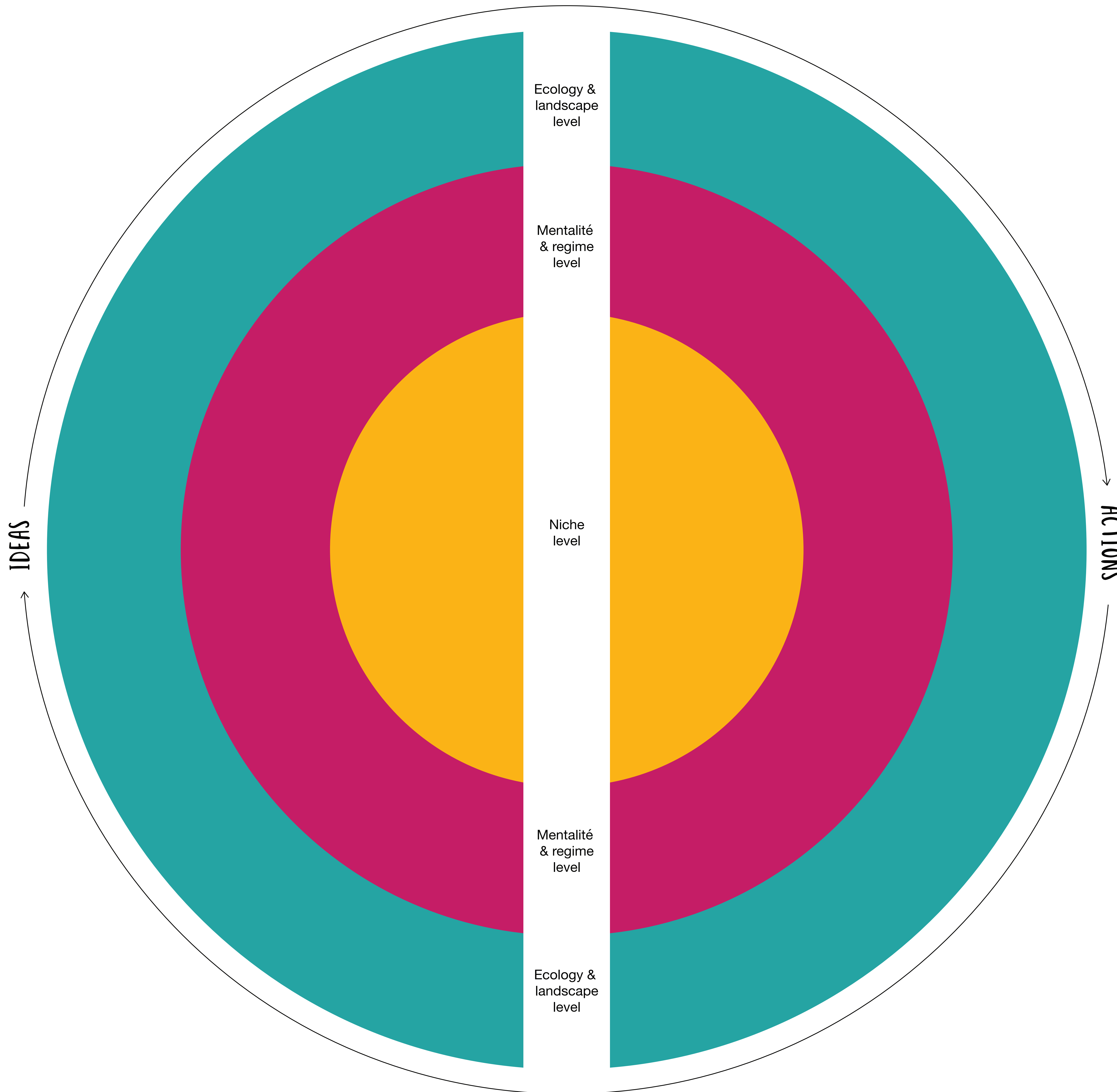
Projects or initiatives with **macro-level** and system-wide impact such as standards and frameworks that govern climate and environment, funding, pedagogy, etc, government-level policies, external high-level declarations, stable and built-in infrastructures, etc. Landscape activity is deeply embedded and changes slowly.

● Mentalité and regime level

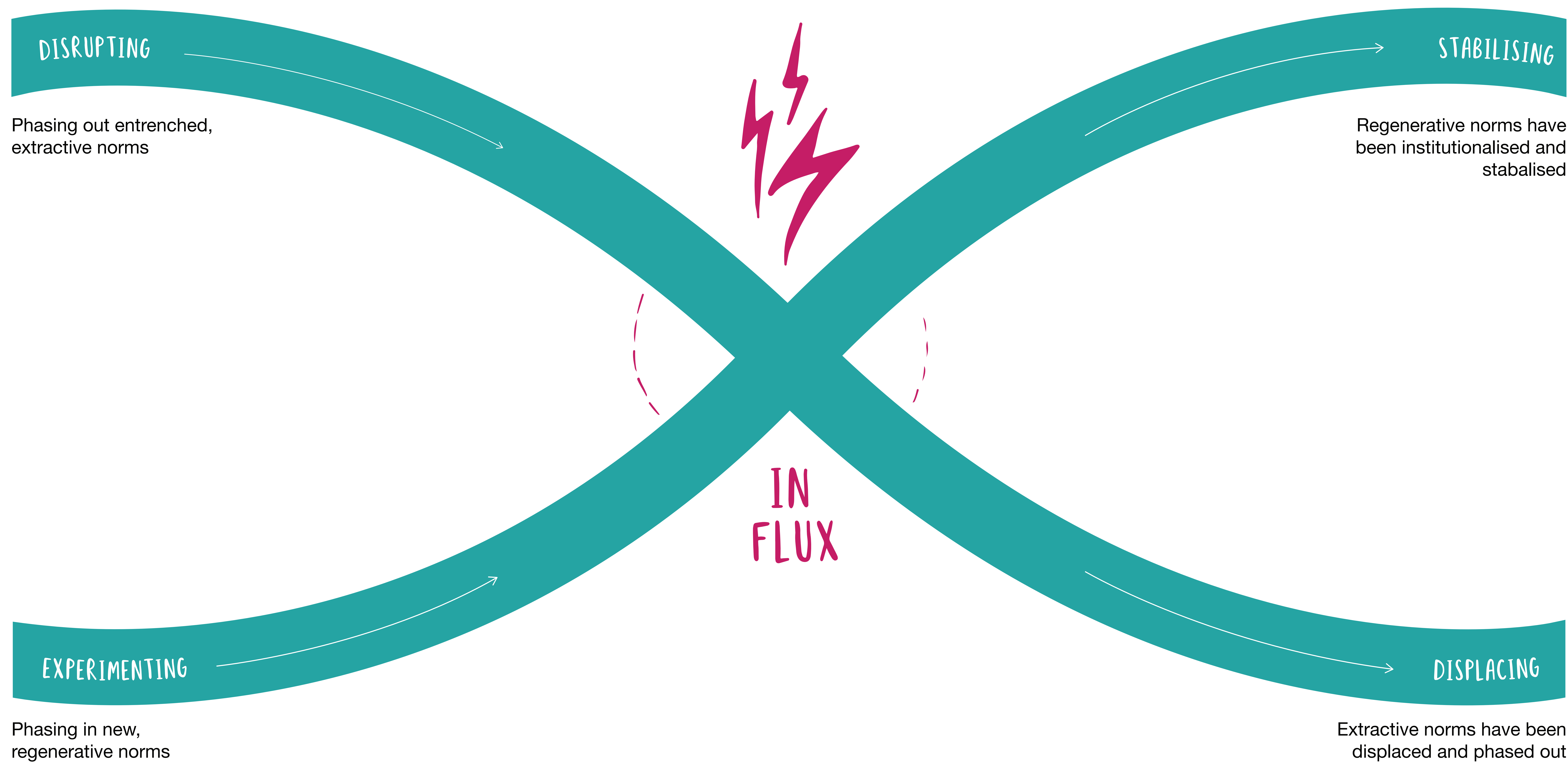
Projects or initiatives that engage at the **meso-level** (e.g. routinized and stable practices, roles, norms and mindsets at the level of departments, organizations and sites) such as Terms of Reference, action plans and monitoring practices, established, funded and ongoing activities, contractual relationships and services, etc.

● Niche level

Projects or initiatives that are **micro-level** (e.g. typically bottom-up activities that are often emergent, time-limited, relatively informal, ad-hoc and flexible) such as pilots, experiments, disruptive innovations, etc. Niche activity can be widespread (e.g. action spans multiple sites) but is not yet 'normalised' or 'institutionalised'.



X-CURVE TRANSITION PROGRESS



MLP-PROBLEM EVOLUTION

HISTORICAL EVOLUTION

CURRENT CONDITIONS

ECOLOGY

The planetary and living systems that universities are embedded within. This includes ecological factors impacting upon or being impacted by activity at other levels.

1970 1980 1990 2000 2010 2020

LANDSCAPE

Aspects of the university that are difficult and slow to change. They are deeply embedded or structural (e.g. long-term trends, infrastructures, policies, politics and economic climate).

1970 1980 1990 2000 2010 2020

MENTALITÉ

Ideologies, mindsets, beliefs, attitudes and values of societies, groups and individuals that shape the culture of the university.

1970 1980 1990 2000 2010 2020

REGIME

Everyday life in the university, which is governed by formal structures as well as informal norms (e.g. operations, working practices, organization, etc.)

1970 1980 1990 2000 2010 2020

NICHE

Small-scale experimental, innovative or agile actions happening within the university and/or influencing it from the outside.



POSSIBLE FUTURE



CONVENTIONAL

A ‘conventional future’ society is governed by the forces that have dominated to date. Hierarchical and extractive logics are perpetuated, developing countries seek to emulate richer nations. Continued dominance of technological innovation and carbon-based standards entails biodiversity and other frameworks remain marginal.



BARBARIC

In a future ‘barbaric’ society, business-as-usual has failed as interacting crises reinforce and amplify each other. Some powerful authoritarian forces impose harsh environmental policies. A kind of apartheid emerges globally and locally, with elites in protected enclaves. Crises may tip over into collapse of institutions and culture.



REGENERATIVE

In a ‘regenerative climate future,’ conventional values of individualism, consumerism, and domination of nature are displaced by collective and transnational values of global citizenship, plurality of cultures and knowledges, justice for future generations and all species, and living well within planetary limits. :

These scenarios are inspired by futures from Tellus Institute and informed by primary and secondary research conducted through the UAL Climate Systems Mapping Project.
Imaginaries, created by David A. Garcia (architect), 2024. Full size images and credits available at <https://ualresearchonline.arts.ac.uk/id/eprint/21990/>

MLP-TRANSITION PATHWAYS

NOW

NEAR

FAR

FUTURE VISION

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