



UNIVERSITY OF  
MARYLAND

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## Statement on Integrating Sustainability in my Teaching

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I see many avenues for integrating sustainability in my innovation class. One thought was to have a separate session on sustainability and talk about how it relates to the innovation process we discuss in class. Another thought was to weave concepts related to sustainability throughout the semester and fully integrate them into the discussions around specific topics.

The path I plan to follow is to do both: it may be helpful to have, during one of the early sessions in the semester, a separate session on incorporating sustainability in the innovation process. During this class, I plan to have a lecture and student discussion on the topic of “Cradle-to-Cradle” design.

Subsequent to this session, sustainability related topics can be successfully interwoven with existing lectures and assignments at very specific places. Below, I highlight three areas where I see this feasible at this time:

1. The Concept Generation phase: The topic of “bio-mimicry” and bionics has direct pertinence to the step of developing innovative concepts for capitalizing on the student’s chosen opportunity. I will encourage students to incorporate learnings from bio-mimicry in their exercise of concept generation.
2. The Design phase: The lecture on “Cradle-to-Cradle” design has direct implications for this phase of the innovation process. During the design exercise, I will encourage students to discuss the lifecycle implications of their chosen design.
3. The Launch phase: The topic of “True Cost Accounting” is relevant during the launch phase, especially when it comes to choosing the right price for the innovation. Specifically, I will pose the following question to the students: “How do you plan to integrate the social and environmental costs of your innovation into its price? What business model do you envision to prevent or compensate for these costs?”

Thanks for a great workshop!