

Learning Resources Sustainability Working Group Workshop Summary

Facilitated by Dr Matt Morris and Helen Tulett of the UC Sustainability Office

November 11th 2010, 2:30 – 5:00pm

Aim: To develop an initial understanding of what sustainability means within Learning Resources and begin identifying key work areas that need to be undertaken during 2011.

1. Introductions;

Karl Ashton, John Todd, Dan Hawke, Mark Andrews, David Buckley, Reuben Hunt, Tony Sellin, Bronwyn Matthews, Felicity Watson, Matt Morris and Helen Tulett.

Apologies for lateness from Gill Barker and for absence from Wayne Riggall.

Attendees shared one sustainable practice they had carried out that week, and the responses varied from simple practices like turning off the lights to more global initiatives such as developing an energy plan.

Getting e-copies where possible; Lights off in staffroom; Encouraging people to cycle and cycling; Printed less – PDFs; Brought my own lunch every day; Repaired things where could e.g. LCDs; Virtualising two machines – energy savings; Reviewed work room use over summer; Tele-working + remote e.g. didn't come into work on Mon; Used the stairs instead of lift and turned off lights; Working on UC energy plan and turned lights off; Green house gas analysis; Said 'hello' to people; attended a sustainability working group at college of Ed.

2. Where is LR at now? What has already been achieved by LR in relation to Sustainability?

Reuben summarised much of the work that had already been achieved and this was followed by a general brainstorming. This exercise established that a lot of work has been achieved to date within what is now Learning Resources, and that many excellent sustainability initiatives had come out of the earlier ICTS Sustainability Working Group.

These included:

2007 ICTS Sustainability Working Group established.

Desktops in workshops; energy saving and hardware recycling. Purchasing based on energy use = eg. Philips monitors with half the wattage over lifetime = reduced CFC emissions. One vendor used for purchasing = consistent model = less support needed.

Project STAR has affected the working group's progress.

PVC (Sue. McKnight) endorsed the establishment of the Learning Resources Sustainability Working Group which had its inaugural meeting in Aug 2010.

Since EQ – Learning Resources without firm directives from Sue – what does Learning Resources Sustainability Working Group (LRSWG) do? And what are the objectives of LRSWG? Need to take proposals to Sue and get buy in for purpose of group for 2011.

CCC recommended as role models – but UC needs to create its own structure/process.

Computer packaging reduction written into contracts (ICTS).

Green credit approval organised through Wayne Riggall.

Carbon Foot printing exercise, documented and findings presented internally – Reuben has copy of report.

NZ carbon credentials definitions have been broadened (Tony) Where is the line to measure now?

Double accounting, staff travel?

Course readers/electronic resources available on Learn.

Printing contract – Ricoh – MFD's (multi function devices) reduced.

Recycled units where applicable for desktops – trialled and successful.

Disposable pathways – charity, gift, stolen, recycled which, has led to significant reductions in costs; from 60K – 20K through redeployment of computers.

Andy Keiller to put through with strategy – up in 2011?!

The central library has continued book sales, shifting to electronic journals and recycling within library.

3. What is Sustainability?

To get a sound idea of what the working group participants mean by the word sustainability, they individually drew images of sustainability, identified words which these pictures expressed in groups of three, and then as a whole group a list of the most important words associated with sustainability were written up.

They were;

One Planet

Population buy in

Reuse/recycle

Limited resources

Everything in connected

Education around sustainability

Balance – inputs vs outputs

Minimal damage

In a final part of this exercise, the group placed special emphasis on the value of gaining buy-in, doing more education and awareness-raising about sustainability, and emphasising the idea of sustainability as 'balance'.

The facilitators recommend that at the next LRSWG workshop the group progresses further with these words and that it creates its own definition of sustainability within Learning Resources. This definition can be a living document to support all further projects within Learning Resources.

4. What are the connections within Learning Resources?

This activity aimed to show the connections between the multitudes of groups within Learning Resources. People at the workshop circled their role and wrote their name on it. They then drew links between people who they interacted with on a monthly basis. This was a complex and messy activity which saw lines drawn between individuals and groups within Learning Resources. This activity showed that;

- People know the people within Learning Resources but not necessarily the roles.
- Learning Resources is 'the bits that aren't elsewhere'. It is a Dept of 'none of the above'.
- Reuben and Mark connect with the PVC.
- Some people struggled to find their own role in the organizational structure, which seemed to demonstrate an internal communications issue.
- There was a feeling that the linkages across the whole Learning Resources are quite weak.
- People have complex relationships that span multiple groupings within Learning Resources.
- The group present was not representative of Learning Resources as a whole.

The facilitators drew an analogy with a 'strong' eco-system, where linkages between individual components of a system are robust and healthy. In terms of Learning Resources as a sustainable organization within the University, there is an apparent need for more relationship-building work within the 'silos' that have recently come together.

5. What does a sustainable Learning Resources mean? What would it look like? And, how will we know when we get there?

These questions were explored through a process of visual brainstorming, by attaching ideas (recorded on post it notes) to large bits of paper with each question at the top. The aim was to cluster similar ideas.

Ideally more time would have been spent on 'clustering' these ideas. Because of this, the facilitators regrouped the post-its subsequent to the workshop. When reading these initial ideas, please try to make connections between these thoughts and your own sphere of work.

What does a sustainable Learning Resources mean?

Process and Leadership:
Learning Resources strategy
Direction
Stability
Sustainability Management
Procedure-protect knowledge
Knowledge base

New Initiatives
Not accept boxes
Visibility (projects)

Staff Systems:
Good processes
'Ask the Customer'
Flexible
Information exchange
Balanced workloads
Realistic goals
Workflow management
Internal communication
Valued staff
Supported

Sustainable Working Environments
New Learning Resources low energy building
Energy Efficient
One where people are aware of and use the off switch

What changes would you like to see?

Energy Reduction
A significant reduction in base load
Carbon neutral

Togetherness
Engage stakeholders
A removal of 'us' and 'them' attitude
Practice the same

IT Initiatives and Working from Home
Wake on LAN utilised in workrooms
More telecommuting
Home working
Windows 7 project go ahead

Processes and Practices Supporting Sustainability:
Sustainable heating and cooling
Fix leaky taps
Put lights on timers

Efficient Systems
Single tools across all of Learning Resources e.g.
Incident management
Asset management across ICT, FM & Library
Managed technology replacement – date phased replacement
4 yr write off kit
Data management
Better IT for commodity staff

Improved Transport Systems
Shower in ICT building
Better cycle routes between campuses
More car parking
No reserved parking

Flexibility
Eliminating vendor lock in
Open standards
Open source
New tech uptake

New Working Environments

Double glazing in my office
Switch off air conditioning in rooms on South side of library building with opening windows
More use of natural light for staff working spaces
Group people according to individual to environmental preferences

Student Training

Students don't print things they don't need (education)

Library Changes

Reinstate the tea attendant in Central Library
Allow access by stairs to Level 1, east end

How will we know when we get there?

Strong Internal Communication Systems

Automate
Ease of communication
Communication

Reduced Waste

Technology is worn out when replaced/recycled
No waste
Reduced fleet

International recognition

Satisfied Students

Students don't complain about heating/ventilation in libraries

Satisfied Staff

High staff retention

Longevity

Repeatable
We can last
?

Comments from facilitators:

There was a strong emphasis in this section on the need for leadership and strategy on sustainability within LR, and a focus on valuing and supporting staff.

The responses to the question 'what changes would you like to see' generally focused on systems changes that would 'automate' sustainability, such as putting timers on lights, implementing a robust asset management system and thinking more about how staff are grouped in the new Learning Resources space in the James Height building. There was an aspiration for 'carbon neutrality' and a lower energy base-load, but the answers to many of these issues was, in tandem with better systems, more staff/student training and education (as identified in exercise 3, 'What is sustainability?').

This workshop provided a first attempt to develop some measures tracking the progress of making a 'sustainable' Learning Resources. The facilitators recommend that more time be spent on developing Specific, Measurable, Attainable, Relevant and Time-based criteria in a follow-up workshop, once there has been a wider discussion about project goals.

6. Prioritizing of the main work areas for Learning Resources were then discussed as a group, these were:

- Asset management
- Resources
- Staffing/relationships/ value of people
- Life cycle costing
- Base load reduction projects
- Work environments
- Buy in
- Policy/strategy

Many of these work areas were seen to overlap e.g. Base load reduction, asset management and buy in. This list is by no means final and needs to be further developed in forthcoming workshops.

7. The group then worked from the visual brainstorm to identify particular practices they could start working on in their sphere of influence. People put their name next to an initiative they could commit to working on, although the general feeling was that people are already over-committed and would not be able to take on much new work. Some of the initiatives mentioned were already in the development stage. There is the need to think about what further resources will be needed to carry out the action points.

- Mark and Tony to work on metering/data collection
- Reuben to ask Management about getting a shower installed in the ICTS building.
- Matt to send web link for signing up to the sustainability newsletter to whole Learning Resources group + the staff Diary.
- Focus groups – building services?

8. Concluding comments

There was brief discussion around the upcoming SMT meeting on sustainability in March and how Learning Resources can connect with the PVC throughout this process.

Matt and Helen offered to collate the meeting process and outcomes so these notes can be distributed throughout the whole of Learning Resources.

Next meeting: Thursday, February 10th 2011. 1pm – 5pm. (1-2 = lunch)