CoSustain is the a proposed Ravensbourne communication platform that exists on Instgram and that emerged as part of the project.

COSUSTAIN

Non-Zero Sum Futures: Developing a Collaborative Strategy for University Sustainability

A visual report
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MDes 04. Professional Practice
in Management and Consultancy

Ravensbourne University London

COSUSTAIN

What do you think of when you hear the word 'sustainability'? Do you think about the pack of crisps that you ate yesterday and forgot the put the empty pack in the right bin? Do you think about the switch you felt too lazy to turn off after hoovering your house? Or do you think about the last time you chose a cheaper flight ticket with a layover in Europe although you knew the flight you chose emitted more CO2 than a direct flight? If you recognized yourself in any of these questions, you must be thinking about sustainability in a very straightforward way, like many of us do (inclusing myself). Also, I hope you questioned whether the crisps you ate ware a sustainable choice for the environment and your body, which is also part of the environment. But we will get back to that later. First, we we explore what other people think by and about sustainability.

This paper is meant to explore what people in higher education institutions (like Ravensbo- rune University London) think of sustainability, do to become more sustain- able, and what mechanisms and platforms they use to do so.

Sustainability became a buzz word; it 'has become a grossly overused and misused term, but when correctly employed it refers to a variety of important, interrelated ideas' (Walker, 2014, p. 45). Do you agree? Everyone is trying to label their products as 'recyclable' or 'biodegradable'. For instance, Ravensbourne University London serves food in its cafeteria in biodegradable lunch boxes for hundreds if not (two) thousands people a day (1). After having served their purpose the boxes find themselves in the university's bins that are, apparently, not recycled as it was revealed to several Ravensbourne postgraduate students during one of the meetings of Ravensbourne's Environmental and Sustainability Working Group (2). Of course, this begs the question – what does than this university (the students and the staff) think or do to be sustainable?

Figure 1. A biodegradable food box similar to the ones Ravensbourne University London cafeteria uses to serve food to students and staff.
Lorem ipsum

In search for this answer, we – Ravensbourne postgraduate design students took on a research mission. We asked Ravensbourne students to tell us what sustainability means to them (3). According to the results of the Listening Campaign, Ravensbourne students think of sustainability in terms of the three Rs – reduce, reuse and recycle.
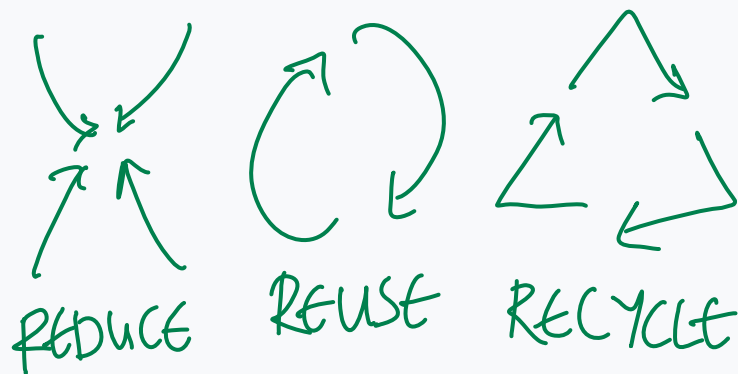

Figure 2. Visual representation of the three Rs - reduce, reuse, recycle, which were in the top ten responses from the Listening Campaign.

A Listening Campaign is a classic community organizing tool - interview method, which allows you to learn about the concerns a social group is having about any issue that is the subject of inquiry.

Reuse Reuse Reuse Reuse Reuse Reuse Reuse Reuse
Recycle Recycle Recycle Recycle Recycle Recycle Recycle Recycle
Environmentally friendly Environmentally friendly Environmentally
friendly Environmentally friendly
Not impactful Not impactful Not impactful Not impactful
Lifestyle Lifestyle Lifestyle Lifestyle
Longlasting Longlasting Longlasting
Worth using Worth using Worth using
Reduce Reduce
Not harmful Not harmful
Renewable Renewable
Sharing Sharing
Useful
Replenishable
Progress Not wasteful
Not obsolete
No pollution
Green
Cost-effective
Conscious
Careful
Process
Concequences
Fast fashion
Hard
Back and white
Order
Healthy

Figure 4. These are the repsonses we got from the Listening Campaign at Ravensbourne University London. For a full table, please see annex 3.

Ravensbourne students believe that being sustainable means being 'not impactful' and 'environmentally friendly'. It is our impression that Ravensbourne students care very much about sustainability (as all respondends provided us with a thoughtout answer) out and think of sustainability in terms of being 'less bad'. Only one respondent mentioned that sustainability means 'progress'. Being less bad, however, is looking at only one side of sustainability because [...] to be less bad is to accept things as they are, to believe that poorly designed, dishonourable, destructive systems are the best humans can do' (McDonough and Braungart, 2009, p. 67).

Nonetheless, the micro-definitions of sustainability given by the student body (Reduce, Reuse, Recycle) rhyme very well with Three facets of human meaning and their interrelationships, which are Personal, Social and Practical meaning (Walker, 2014, pp 10-11). Ravensbourne students' personal meaning as 'individuals with distinct sense of selfhood' is expressed by fighting overconsumption (reduce); their practical meaning is expressed by recycling materials and acknowledging the finite character of many of the planet's resources, and lastly social meaning is expressed by buying second-handed clothing and technology (reuse).

But Ravensbourne students, though numerous, are only one part of the 'solution'/'problem', according to some Ravensbourne staff representatives, whom we interviewed because they are stakeholders. Our point of entry into the Ravensbourne management web was through Ravensbourne Environmental and Sustainability Working Group [4], which consists of administrative staff, teaching staff and student representatives.
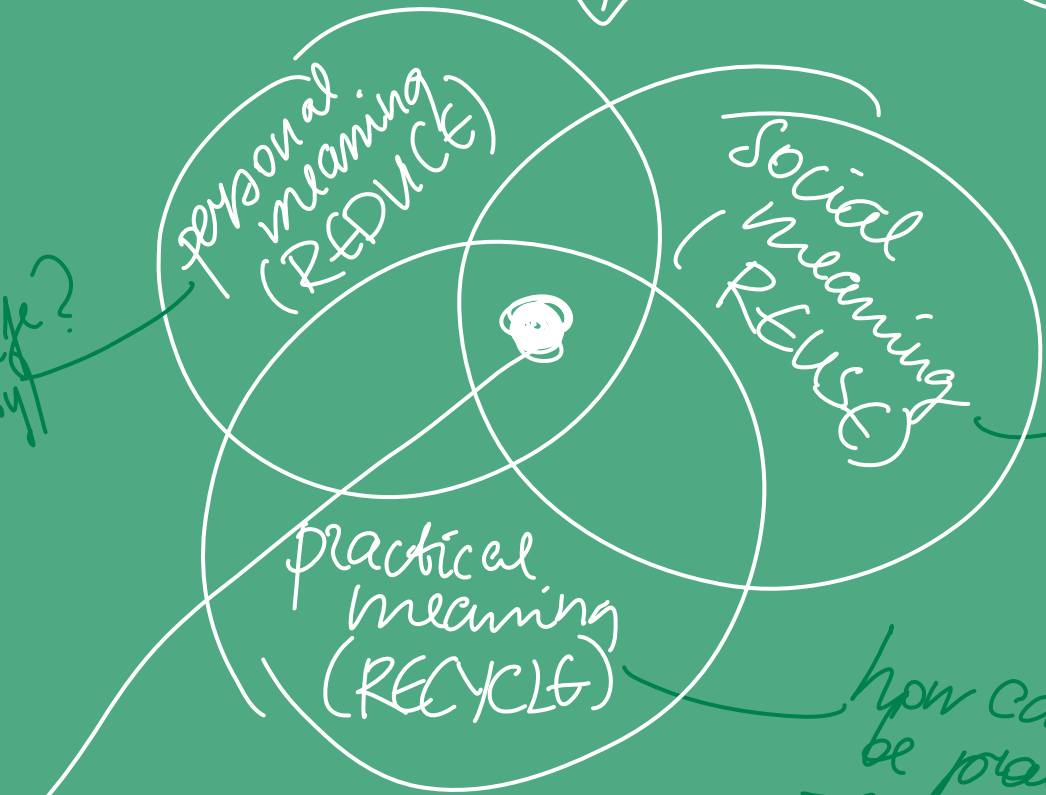
It is clear from these interviews that even Ravensbourne staff think of Ravensbourne sustainability in two ways: managing the building in a sustainable way and deliver courses that have a sustainability component.

REDUCE

REUSE

RECYCLE

Total Sustainability

+

Personal meaning
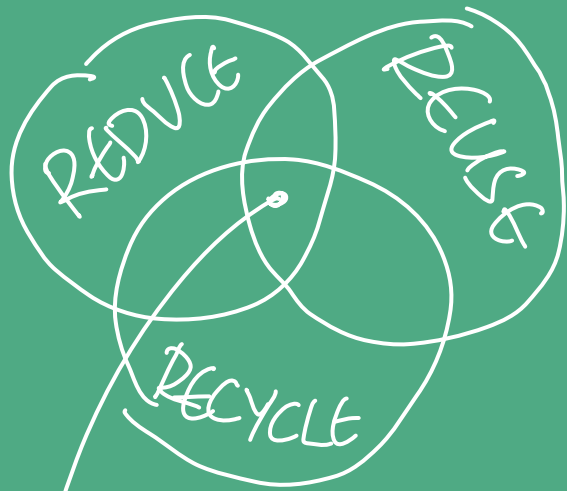
social meaning
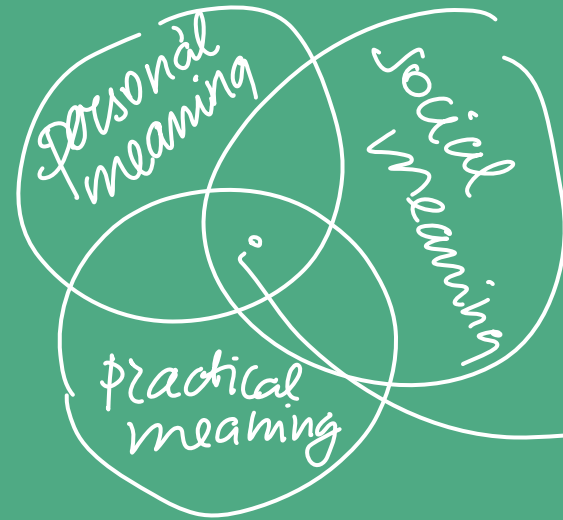
practical meaning

total meaning

personal meaning (REDUCE)

social meaning (REUSE)

practical meaning (RECYCLE)

total meaningful sustainability

- how can I be sustainable in my own life? (ex: not overbuy)

- how can I be sustainable within the context of ~ society? - reuse instead of create new stuff

- how can I be practical? - recycle what's already produced

Figure 4. Three facets of personal meaning

"I think the Rave approach is quite lacklustre. It's not particularly prominent in the discussion. I think individual course leaders and individual academics are left to their own devices in terms of what they are doing. Some people are choosing to engage with it 〖sustainability〗 and some people are choosing to not engage with it as much"

(Marsh, 2020, online interview)

"Fashion department has been the most progressive in embedding sustainability in the curriculum".

(Library staff 2020, interview)

If we extended the teaching day and reduce our amount of teaching hours, we could definitely reduce our carbon footprint a lot. And if we looked, I think this Corona thing will be a big interesting look at it. We've been that for years with resistance to distance learning and e-learning".

(Brunton, 2020, online interview).

Carbon footprint, mentioned above by one of the interviews, is one of the ways in which people measure the impact of human activity on the environment. According to John Thackara in In the Bubble: Designing in a Complex World 'material flows of industrial society have been measured with increasing precision since the 1960s', be it by weighing where different impacts are assessed and expressed in damages to human health, ecosystem quality and resources (e.g. disability-adjusted life years), or ecological footprint, 'which translates various categories of human consumption into areas of productive land needed to support them' or material flow analyses, which is the 'ecological rucksack' that any product carries around (Thackara, 2006, pp 16-17).

In 2015, the United Nations gave the world a new way to measure sustainability measures – the 2030 Agenda for Sustainable Development. However, this time the toolkit included a powerful promotional toolkit – the Sustainable Development Goals (SDGs). Governments, businesses, charities, education institutions can take the SDGs and align their work to help the world community to achieve the set goals.

However, due to its overarching nature, SDGs prove to be difficult to embed in local contexts, argues Geoff Mulgan [5].

A similar toolkit that has the two functions was tailored for UK universities – the People and Planet University League, with which this journey started. The League ranks all UK universities against a set of 13 criteria such as strategy, ethical investment, carbon management and reduction, waste recycling, education for sustainable development, etc. Interviewed Ravensbourne staff welcome this, although they seem to have a vague understanding of the League and criticize the way data is collected.

It also ranks the universities between themselves and that is what we need to question. Is sustainability a zero-sum game, in which universities compete against each other as it is presented in the People and Planet University League . Can universities excel at sustainability if one is meant to be better at it then the other?

THE GLOBAL GOALS
For Sustainable Development

1 NO POVERTY

2 ZERO HUNGER

3 GOOD HEALTH AND WELL-BEING

4 QUALITY EDUCATION

5 GENDER EQUALITY

6 CLEAN WATER AND SANITATION

7 AFFORDABLE AND CLEAN ENERGY

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

10 REDUCED INEQUALITIES

11 SUSTAINABLE CITIES AND COMMUNITIES

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

13 CLIMATE ACTION

14 LIFE BELOW WATER

15 LIFE ON LAND

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

17 PARTNERSHIPS FOR THE GOALS

THE GLOBAL GOALS
For Sustainable Development

Figure 5. These are the 17 Sustainable Development Goals and their icons, which are included in the 2030 Agenda for Sustainable Development adopted at the United Nations developement Summit in September 2015.

"I think it's a good idea. So, it comes down to how good the measurements are, and whether they are things that can be measured and whether they the right things to measure".

(Blustin, 2020, online interview)

"And I think there's not really a lot that's holding universities to account, at the moment, in terms of the action on sustainability. And while the index has some issues which were raised in the meeting and are probably quite well known by everyone. And it does give some level of incentive for universities to do something. And I think a lot of universities wouldn't be as productive as they are without the level of accountability that index actually provides. Even if it is a bit inaccurate".

(Marsh, 2020, online interview).

Many would say that it makes complete sense. And it does, in a way, for example from a business perspective, making it a competitive advantage – 'Ravensbourne University London is better than 44 other universities so come study here'. And if so, all knowledge about how to progress in terms of sustainability would be kept a secret. However, if one university achieves better results than any other university, overall, the objective of being sustainable (as a wholesome educational ecosystem) is still not achieved. '[...] rankings and organisational strategies still present sustainability as a 'competitive', 'zero-sum game' when in reality the very nature of sustainability requires us to consider the connected reality of how we live and work' (MDes04 Brief, 2020).

Could this be different? Could the situation change if universities did the opposite and collaborated for sustainability and shared their know-how? According to Ravensbourne staff, UK universities must collaborate with each other to become more sustainable, and some already do so. Some interviewees even mentioned collaborating with surrounding businesses and urban facilities.

"I think within the university as a university system, I think more collaboration between courses is needed'

(Brunton, 2020, interview).

"[…] I think as we start to plan for the future, we need to integrate sustainability into all of the courses, in addition to just how we function as an estate, and our facilities management, and I think that previously because it was being run by Colin and Linda had quite a strong facilities management feel to it, which is important. But it seemed to be lacking the academic integration into the teaching that all students receive, which is where I thought it needs to go. (Blustin, 2020, online interview).".

(Blustin, 2020, online interview).

While we were asking the bigger question – 'How can universities collaborate for sustainability?', we looked at several existing initiatives (or platforms) for collaboration. Mentioned at the beginning of this article, global (SDGs) or national (People and Planet University League) platforms. They have two main functions – to gather data/to measure and to promote the sustainability agenda. However, they do not offer a chance to actively engage, using their websites.

A similar platform is the EllenMcArthur Foundation (mentioned by some of the interviewees), which 'provides insights and resources to support learning about the circular economy, and the systems thinking required to accelerate a transition and 'has a focus on online platforms'" (https://www.el-lenmacarthurfoundation.org/our-story/mission). This is an example of a third sector company enabling collaboration between universities (and businesses, and cities, etc).

This approach to collaboration through online was taken to the next level by Ethical Angel – on online platform that enables employees (and students as it is currently collaborating with students from London School of Economics, University of Cambridge and Birkbeck, University of London) to find a cause they would like to volunteer for. This platform is mapping the skills of its subscribers and matches them with causes and e-learning opportunities provided on the platform. Interestingly, the platform has organized its projects by the SDGs, allowing its users to choose projects according to the SDGs they prefer.

It's worth noting that Ethical Angel is a tech start-up and it is an example of how the private sector can be an enabler for collaboration in the name of sustainability. This is good for the people and planet, and for the businesses because business that create networks 'receive valuations two to four times higher, on average, than companies with other business models' (Cicero, 2016, p. 6).

However, while exploring the subject of platforms and reviewing existing platforms, we realized that we needed to first ask ourselves – 'How can we, at Ravensbourne, collaborate for sustainability?' and 'What are the mechanisms or platforms we have in place inside the organization to allow for such collaboration before we ask/suggest to collaborate with other universities?' [7].

One obvious in-house platform is the Environmental and Sustainability Working Group at Ravensbourne, which was mentioned at the beginning of this article. However, according to the members of the working group, it is poorly promoted – staff do now know they can volunteer to participate; it is sporadic – runs irregularly for the last three years; and is, essentially, powerless because senior managers with executive power are not part of it.

"And whilst Colin had started this sustainability board, it didn't feel like it had the weight that it needed behind it"

(Blustin, 2020, online interview).

According to Ramia Maze in her essay 'Who is sustainable? Querying the politics of sustainable design practices', sustainability is a political matter [8] where 'politics of knowledge and everyday practical politics in which power is played out' and that 'that sustainability involves struggles between those maintaining and gaining influence and resources and other, subaltern, or as yet unformulated social groups' (Maze, 2013, p. 85).

We can apply the same understanding to the groups within Ravensbourne – groups with knowledge (academics and students), groups with power (management), and groups affected by un/sustainable behaviours (workers, students, and academics) need to come together to push Ravensbourne's sustainability agenda forward. And it's a vision already shared by the Head of Business Development who was asked where should the initiative or pressure come from - the student body pr university management, for change to happen at Ravensbourne?:

"I think you probably need a small talk force, and it would be a mixed ball - student body, exec and academic"

(Blustin, 2020, online interview).

There is insufficient horizontal & vertical communication at Ravensbourne

There is no shared understanding and vision of sustainability at Ravensbourne

(All) sustainability efforts at Ravensbourne are self-driven and disconnected

Ravensbourne staff do not factor in the People and Planet University League (ranking) in their work

Ravensbourne academics and management prevent sustainable behaviours

Ravensbourne Environmental and Sustainability Working Group is powerless and poorly promoted

Outsourcing services at Ravensbourne prevents the university from implementing sustainable behaviours

It is not clear if Ravensbourne student body is a force for good or for bad (in terms of sustainability) at Ravensbourne

Change will be successful if it will come from both above (management) and below (students)

These are the top nine insights that we got from our research. The full list of all the insights can be found in Annex 1.

Based on this and other insights we got from talking to Ravensbourne staff and students, a successful platform for collaboration could be designed around the existing Environmental and Sustainability Working Group because '[...] a key aspect of platform design thinking: identifying existing incentives and motivation and design the platform along these lines' (Cicero, 2016, p. 21).

The existing working group already has some of the elements needed for a platform to work. It has some understanding of sustainability; it has what we call a Trim Tabs [9] or champions or campaigners that are willing to actively engage in sustainability initiatives at Ravensbourne and outside it (with other universities); it has some weight and a variety of expertise because its members are coming from different departments within the university, which can tackle another concern that we learnt about from our research – the disjointed character of existing sustainability initiatives.

Other universities can apply this approach and identify their in-house strengths or weaknesses, Trim Tabs and champions amongst students and staff, existing sustainability initiatives

and areas for potential development. One way to do that is by organising co-creation workshops where shareholders and stakeholders (students, staff, management representatives, vendors, etc.) come together to design (or generate ideas for) a sustainable future of the university they are part of because

'for sustainable communities, design represents certain practices and interests in negotiations over civic priorities and futures' (Maze, 2013, p. 85).

"And when we're making the new design district community, we should be collaborating with the businesses to try and come up with systems to reduce that waste and try and help out each other".

(Brunton, 2020, interview).

"If universities are geographically close to each other, they can collaborate on certain things. They are close to each other, share the city and the facilities of the city. It's easy to collaborate on things for the good of the city and make things more streamlined".

(Potter, 2020, online interview).

"I think it's a shared goal that everyone should have. And I think among academics that is absolutely the case, there are a lot of informal networks for sharing information among academics who are generally quite happy to share the course materials, share whatever it is with other people from other institutions".

(Marsh, 2020, online interview).

Negotiating futures requires an approach rooted in imagination and a safe place where workshop participants can 'forget how things are now, and wonder about how things could be' (Dunne and Raby, 2013, p. 3), in other words – to speculate. This is why we chose to design a workshop based on speculative design methodology, especially taking into account that the workshop will be attended by the Ravensbourne Chancellor, Vice Chancellor and Head of the Environmental and Sustainability Working Group who are the leaders that must to have and be able to project a vision for sustainability at university.

The workshop we proposed [10] would be centred around a speculative exercise called 'Stories from the Future'. The participants would be given by us – the designers/the consultants, a story about Ravensbourne to complete. The story has a clear beginning but no middle and no end, and would be set in the present time but narrated sometime in the future as a lived past. The job of the participants is to imagine the end of the story based on their vision and goals for Ravensbourne, and to design the middle of the story that will answer the question of how those goals were achieved.

The proposed story (see next page or Annex 3), especially its beginning, presents challenges that are based on the insights found during the research phase of the project – insufficient communication, lack of coordination of activities, etc. We envisage that the workshop participants will be able to identify these challenges from the story (and from the presentation about our research findings that will precede the exercise) and will be able to turn them into opportunities or problems solved (that will make up the end of the story) and will be able to identify ways or activities that helped achieve the goals.

This approach will allow the participants to imagine and discuss the probable, the possible, the plausible, and the preferred futures (according to the Futures Cone) of Ravensbourne university. After the stories are written (in smaller groups), they are collectively discussed (in one big group). Us, the designers, will not define the futures for the workshop participants but together with the workshop participants will facilitate the discussion, will generate ideas about the kinds of futures they really want (Dunne and Raby, 2013, p. 6).

Figure 6 The Futures Cone
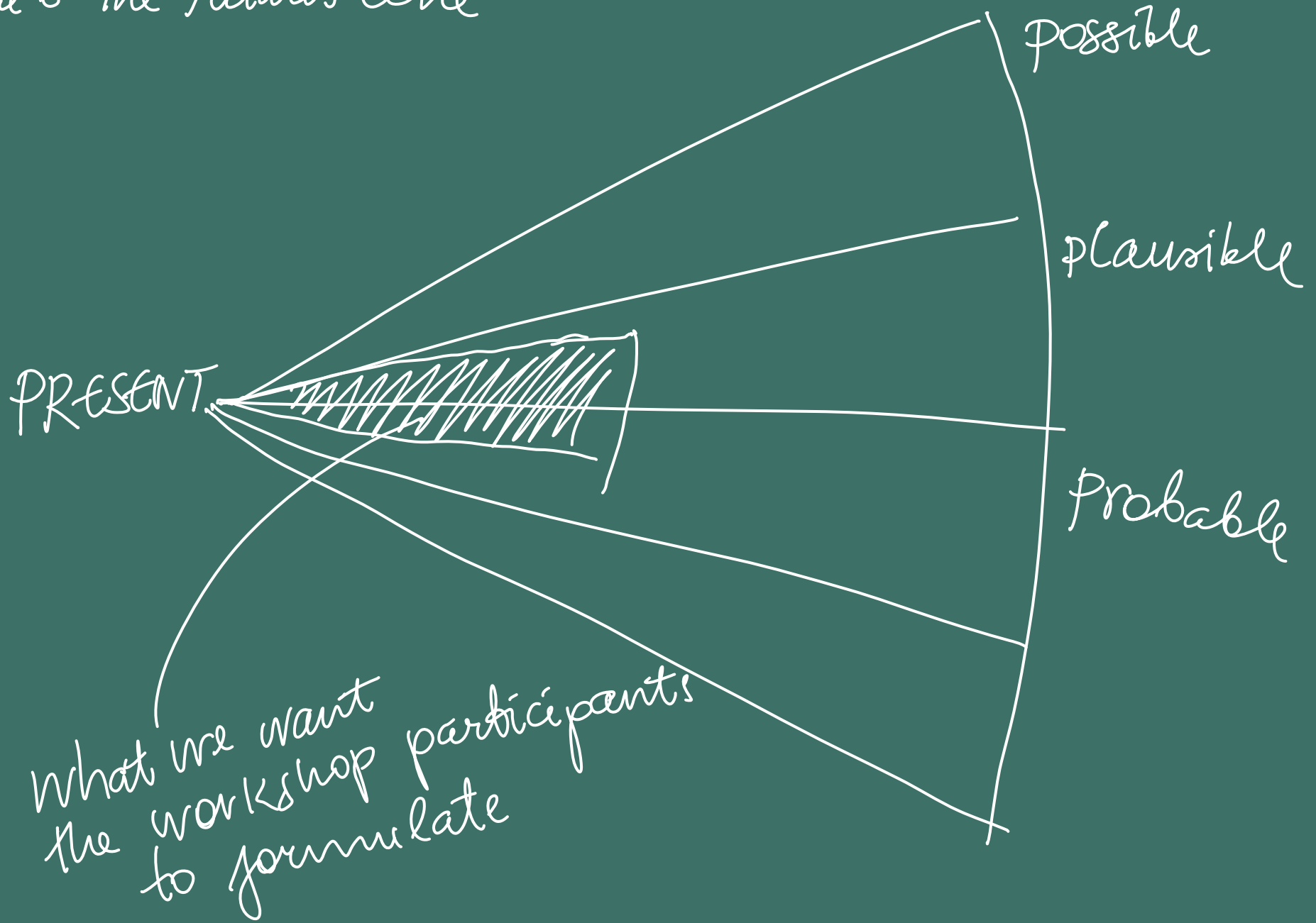
Possible

Plausible

Probable

PRESENT

what we want
the workshop participants
to formulate

In the year 2020, Ravensbourne was a design and media specialised university that knew the importance of sustainability but found it difficult to implement it in all the aspects of its functioning - from management facilities and course contents. Some Ravensbourne programme directors ran courses with sustainability in mind, others did not (challenge 1), some unsustainable behaviours such as plastic cutlery were eliminated, but other unsustainable behaviours persisted (challenge 2). In the grand scheme of things, Ravensbourne was far from achieving a good level of sustainability across all of its operations.

Middle - to be designed by workshop participants

End - to be designed by workshop participants

The proposed workshop model is designed to make the workshop participants react directly to the research findings and insights, which are mostly about the way Ravensbourne functions or not functions when it comes to sustainability and less about how Ravensbourne or other UK universities can collaborate with to become more sustainable within its own wall and add to the overall sustainability of the higher education ecosystem and Planet Earth.

Our re-interpretation and redesign of the brief allowed us to shift the focus from inter-university collaboration to in-house collaboration, which allowed us to understand Ravensbourne better. We know now know what students and staff think about sustainability in general and when applied to Ravensbourne. This understanding was even more enriched by the sudden Covid-19 outbreak in the country and the world, which made us question everything about sustainability and the project, and adapt to our new thinking.

My (personal) thinking of sustainability changed, too. it at the beginning of the project, I thought that 'sustainable' meant green, recycleable, upcycleable (at best), today I believe that 'sustainable' means 'resilient'. Because (or rather thanks) to the Covid-19 outbreak, we (and I specifically as a manager)

were able to test this new ethos - we had to change and adapt to the changes in the way we worked (swithing to online remote working), in what we propsed (our workshop model and contents) and for whom (changing our audience).

While the reinterpretation of the brief proved to be enriching is so many ways, it also took something away from the project. For a project that was meant to answer the question of how universities can collaborate for sustainability, we still do not have an answer. We looked at platforms and models with similar goals like the People and Planet University League (whom I personally contacted for an interview but did not get a reply) or the Ellen McArthur Foundation.

We spoke to sustainability officers at the University of Shefield and London School of Economics. This, of course, is not enough to propose a model that can be replicated by other universities. However, it is a good start that will allow all interested audiences, including you - the one who reads this report now - to start with yourself and with the insitution you represent. It is my strong belief, that resilience/sustainability starts from yourself.

Notes

[1] This is a direct observation and the statement might not reflect the opinion of Ravensbourne University London.

[2] This happens not for a lack of understanding of the conflict between university's sustainability efforts and its internal culture as the Head of the Working Group mentioned that they tried to solve the problem and that it has to do with the businesses surrounding the university and lack of coordination with them and local authorities.

[3] During the Listening Campaign at Ravensbourne, we asked 42 students (mostly undergraduate) to tell us what sustainability means to them. The representative number of respondents for Ravensbourne is much higher –
confidence level = 95%, population size = 2.500, a margin of error = 5%). We planned to interview more Ravensbourne students, but this plan was cut short as not everyone in the research group believed this research was important.

[4] Ravensbourne Environmental and Sustainability Working Group consists of 14 members – several representatives of the facilities management, several programme leaders, several Student Union representatives, Head of Business Development, Head of Prototyping, Library Staff representative, and Events and Catering Manager.

[5] Geoff Mulgan argues that many existing sustainability platforms are 'patchy and unreliable' and that 'the lacks the basic knowledge and data infrastructures needed to achieve the SDGs' whose generic character makes it very difficult to be applied to local contexts.

[6] People and Planet University Leagues is the only comprehensive and independent league table of UK universities ranked by environmental and ethical performance. It is compiled annually by the UK's largest student campaigning network, People & Planet.

[7] At this point in our research, we understood that it was premature to think about thinking of designing platforms for collaboration with other universities and that first we needed to figure out where Ravensbourne stood terms of sustainability. And so we rewrote the original brief with a focus on understanding of sustainability by different stakeholders within a single university (Ravensbourne) and the mechanisms that exist or don't exist that can enable sustainability efforts to become successful.

[8] In the mentioned essay, Ramia Maze does not refer to 'macropolitical notions, centered on inter- or intra-national relations, state sovereignty over a people, or organized party politics'; She refers to politics as to 'concept concerned with distinctions among people and groups, the relational formation and contestation of identities, subjectivities, and collectivities that are fundamental to the human condition' (Maze, 2013, p. 85).

 [9] A metaphor developed by Buckminster Fuller, a Trim Tab is a person that like a miniature rudder on a ship is able to make big changes effortlessly by building a low pressure that pulls the rudder of a ship around.

[10] It is important to mention that, originally, the workshop was meant to be organized at Ravensbourne Univeristy London on 24 March 2020 for approximately 40 participants; it was meant to last for at least two hours. However, becuase of the Covid-19 outbreak, the workshop was moved to online and would invite a selected number of Ravensbourne management representatives. The original plan of the workshop can be accessed at https://docs.google.com/presentation/d/1xvJ7wk4Pn6YYK_Pu-la1ajE_psXiknh93A5E1hYnUr7M/edit#slide=id.g7f0d2023b7_0_0

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Annex 1. Interview insights

Interview #1 with Sally Brazier, Rave, Design Management Tutor

1. Change in organizations can happen if people see the problem and are motivated, leaders are capable, and there is sufficient time.
2. You have to take everyone with you, get everyone on board.
3. Need a leader or a champion for it. The messenger is just as important as the message.
4. External consultants work because people believe in experts or knowledgeable people.
5. You need to understand the type of person you are working with and deal with their personality (e.g. some people respond to authority, some to friendliness).
6. Communication! Is the key to creating change.
7. Leaders and managers are models, they shape the attitudes and behaviours of others. They must exhibit the desired behaviour.
8. Show; don't tell.
9. Establishing new rules: figure of authority establishing a new M.O.
10. Making change easy, accessible. E.g. reusable cups.
11. The organisation is the people. You need to understand why they act the way they act. This is more important than the "culture" of the organisation.
12. Ravensbourne as a city: Students as a transient population. Opportunity to impose a "new way of doing" from the moment they enter university.
13. Why do people actually change? Because they want to hold on to their job, for survival. To comply with the status quo.
14. Cognitive dissonance: pointing it out, hoping people are motivated to close that gap. Pressuring organisations through public perspective (pointing out incoherence, which affects their value proposition).
15. University sustainability is a value proposition. Universities use it as a differentiator, competitive advantage.
16. Personal behaviour doesn't match values.
17. Waste display: a board that shows how much waste is generated every week.

Interview #2 with Ravensbourne Library Staff

1. No awareness of the index.
2. Agree with the idea of measuring and ranking sustainability. Creates accountability. Agree with Ravensbourne's low ranking.
3. Ravensbourne – at the beginning there was a promise of sustainability. There are things that happen behind the scenes that ruin sustainability efforts.
4. As a library, they recycle, think of second and third uses for everything. Go through lockers at the end of term and find ways to reuse them. Take stationery and give it out to students when they request it. Prototyping uses a lot of the spare materials. Give out information, get students to think about sustainability across all schools. All schools can participate in one way or another. E.g. Film school can share stories that promote sustainability.
5. Disconnect between: departments and senior management, operative and academic departments (e.g. library, kit store, programme directors), programmes, students and departments.

6. Goodwill/momentum of individuals lost because of: lack of organisation, lack of access to resources, perception of limited agency.
   Collaborating on behalf of sustainability.
7. Laziness: people will not want to change their ways.
8. If we all work together, it makes it easier.
9. Silos within Ravensbourne could influence each other positively.
10. There is currently no communication, except in the sustainability committee (every two months).
11. It has run for at least three years, it is not regular.
12. Uncertainty about who attends, people are not fully committed.
13. Representatives from cafe, facilities team, heads of departments.
14. Changes in each department are self driven, not necessarily reflected in other departments.
    ` **Their experience**
15. Budgets and limitations, eg land owned by Knight dragon (free holders of peninsula)
16. Control what recycling happens, private land.
17. Have to share bins with restaurants
18. Community meetings- all the buildings in the peninsula meet with night dragon.
    What is working well
19. Seeds of links with industry, where students can do live projects and see things actually happen. Concrete positive effective.
20. Students have gone out to schools, businesses, sensory playground
21. Fashion department has been the most progressive in embedding sustainability in the curriculum.
22. Fashion student that recycled donated denim.
23. Product design: using sustainable materials for prototyping.
24. Former students showing their business ideas, some of which were sustainable.
25. Interested in participating in the workshop, one person.
26. We're trying to show a sustainable approach to the materials library.
27. Student Union- awareness campaign getting rid of plastic cups, gave out recycled bottles. Doing this together with the library accomplished the goal of switching to paper cups.
28. Student union might go straight to Collin or facilities, rather than do campaigns. There have not been visible initiatives. Should be attending environmental and sustainability, don't always do.
29. Bigger changes require collaboration. They are more visible. If only one department makes the change, students don't take it well or don't understand it.
30. People and Planet – it seems that their initiatives are top down (e.g. executive directors deciding that there will no longer be plastic on campus) "its the downside of education, its very hierarchical".

<mark>Interview #3 with Scarlet Prentice, LSE Sustainability Engagement Officer</mark>
1. Scarlet is very aware of the index but struggles to say what is its impact on her work.
2. Measuring sustainability is important, useful.
3. Engagement should be part of measuring sustainability.
4. Engagement is good communication, when a message is heard and acted upon.
5. Universities should and they already collaborate for sustainability.
6. There are sustainability networks (which ones not clear from the transcript).

1. Clare doesn't know how the P&P ranking works.
2. Clare uses ethical ratings to shop for ethical products.
3. Clare doesn't integrate P&P ranking into her work. She believes there's no way/reason for that.
4. Timetabling department has very little say in how the building is used.
5. Timetabling is (almost) paperless at Rave.
6. Computers are always on, unless Clare switches them off.
7. Because of outsourcing (the contents of the contract), Rave has very little say in how to run things sustainably.
8. Rave is trying to bring everything back to manage in house.
9. Rave makes decisions/acts first and thinks things through later.
10. Rave is not sustainable at all.
11. There is no communication at Rave.
12. There should be an entire department working on sustainability, not just one person.
13. 90% of Rave people spend about 6 hours a day in the building. They can use reusable mugs/food containers.
14. Rave canteen food is overpriced, which drives students to buying from Tesco's, which in its turn takes away potential profit from Rave canteen.
15. Clare would pay for food (even overpay) if it was ethically sourced and served.
16. Staff are not encouraged to plan the lesson in a more ethical or sustainable way.
17. Timetabling rules interfere with common sense/sustainability and puts pressure on cleaning, water supply, electricity. Extend teaching day/reduce the amount of teaching hours.
18. Academic staff are not willing to change their ways.
19. E-learning was met with resistance for years.
20. Students can become a force for good if they will be encouraged.
21. If change were to happen, it has to come from the management team.
22. Ravensbourne ranks low on P&P because there is not enough information available about Rave sustainability efforts.
23. Staff members don't know that they can take part in the Environmental Committee meetings.
24. Communication is poor.
25. There should be more collaboration between courses for sustainability.
26. There should be more collaboration between Rave and other businesses in the area (O2, restaurants, etc) for collaboration.
27. There should be collaboration for sustainability with other universities, especially those similar to Rave (in terms of size, buildings).
28. IT (Kit store), Prototyping and Rave canteen could be doing more for sustainability.

1. Knows about the index and thinks it is good.
2. P&P index is taken into account but not in a clear way.
3. Competitiveness is a good thing. But so is collaboration and sharing of know-how.
4. It's easier for universities to collaborate if they are in the same city, share the same facilities.
5. Universities need to streamline their efforts (e.g. use the same campaigns for recycling). Different communications on the same subject are confusing.
6. There is still little information on sustainable behaviours. This is why collaboration is needed.
7. Students are trained and act as sustainability auditors.

8. They are thinking of formalising the roles ("environmental champions") within departments and creating action plans.
9. There are groups of students that 'pressure the university to become more sustainable every day' and will be involved in 'in Sheffield's sustainability plan'.
10. It's hard to engage other people because they have other priorities than sustainability.
11. Mostly the people that are already engaged in the program are interested in sustainability and aware of the urgency (Preaching to the converted).

1. Sustainability is a core part of the product design course.
2. Rave's approach to sustainability is lacklustre. Academics are let to their own devices; some engage with it, others don't.
3. Rave students are less proactive in terms of sustainability compared to other universities. Students sometimes choose to do sustainability projects; but they are not structural.
4. Students don't put pressure on Rave to change things.
5. P&P holds universities accountable.
6. Measuring is good if done correctly. If not, it limits the scope of projects that are supported/funded.
7. Rave communication is poor.
8. Andrew does not factor P&P ranking into his work. P&P is more relevant at the institutional level.
9. Rave academics don't have guidelines to make their courses more sustainable. So there are informal networks for sharing good practices.
10. Other universities measure things right.
11. Rave students are overworked/busy and this can be the reason why they don't engage in sustainability activism.
12. Senior management is not interested in sustainability.
13. Ravensbourne's building is managed well.
14. There needs to be a steering committee that ensures sustainable teaching.
15. Ravensbourne's strength is that it is small and there is a large degree of autonomy for individual causes.
16. It's difficult to make change/pressure management to make change at Ravensbourne if it does not concern courses.

1. The Environmental Sustainability Committee doesn't have the weight it needs to have.
2. Sustainability is increasingly important to Ravensbourne.
3. Ravensbourne needs to integrate sustainability in all courses, as well as how it functions as a building.
4. Measuring sustainability is regarded as useful.
5. Rave's business plan focuses on growing student numbers and increasing teaching quality. Sustainability is not central to it. Rave is considering sustainability when they open a new building or put together a new course.
6. Labelling courses as sustainable doesn't work.
7. Ravensbourne is looking into conducting more online courses/less face-to-face teaching.
8. Executives at Ravensbourne hold back the university from being more sustainable (?).
9. Resources/funds hold Ravensbourne back from becoming more sustainable.

10. Students (undergraduate, specifically) don't care about sustainability.
11. There is no student-led sustainability activism.
12. Ravensbourne is looking at sustainability from a selling perspective(?).
13. Most sustainably oriented are fashion and product design courses.
14. Rave energy use is reasonable but could be better.
15. Ravensbourne is using its energy from renewable sources (?).
16. Change will happen if you have a small task force consisting of academics, executives, and students.
17. The Students Union did not get much support (?).
18. Ravensbourne's small scale is a strength.
19. There is no communication at Rave.
20. There are different perspectives/different explanations for sustainability.

Annex 2. Interview transcripts

Sally: business consultant. Works with management teams of small to medium-size businesses, not sector-specific. Helps them create change over several years.

How do you change organisations:
- Get them to see the problem for themselves.
- Develop the capabilities of the leaders.
- Takes a long time.
- People have to want to change, they need motivation.
- People don't ask for help until there is "pain".

Change management:
- You have to take everyone with you, get everyone on board.
- Need a leader or a champion for it.
- External consultants work because people believe in experts or knowledgeable people.
- You need to understand the type of person you are working with and deal with their personality (e.g. some people respond to authority, some to friendliness).

Communication! Is the key to creating change.
- Who can you influence? Who can they influence?
- Who do you need to get to? Who will they listen to?
- The messenger is just as important as the message.
- Leaders and managers are models, they shape the attitudes and behaviours of others. They must exhibit the desired behaviour.
- Show; don't tell.

Establishing new rules:
- A figure of authority establishing a new M.O.

Making change easy, accessible.
- Eg reusable cups.

The organisation is the people. You need to understand why they act the way they act. This is more important than the "culture" of the organisation.
- Ravensbourne as a city:
  - Students as a transient population.
    - Opportunity to impose a "new way of doing" from the moment they enter university.

Why do people actually change?
- Because they want to hold on to their job, for survival.
- To comply with the status quo.

- Cognitive dissonance: pointing it out, hoping people are motivated to close that gap. Pressuring organisations through public perspective (pointing out incoherence, which affects their value proposition).

University sustainability is a value proposition. Universities use it as a differentiator, competitive advantage.

- Does it actually attract students?

Personal behaviour doesn't match values.

- Majority of students saying they would make a choice of university-based on sustainability.
- Is it true?

Waste display: a board that shows how much waste is generated every week.

- Making the intangible tangible.
- Helping people see for themselves.

What do we actually want to get out of the workshop?

- Let make the university more sustainable.
- What are we working towards?
- How do we foster student engagement in sustainability?

Does campus sustainability match the course offer? Match investment?

Date: 10 March 2020
Name of the interviewee: Library Staff
Position: Various
Name of interviewer: Kas Moreno, Ana Ramirez, Tania Carregha, Leo Gentili
Duration of interview: unknown

Do you know the People & Planet index?
No awareness of the index.

What is your opinion about the index?
Agree with the idea of measuring and ranking sustainability. Creates accountability. Agree with Ravensbourne's low ranking.

Has the index impacted/changed your sustainability processes?
Ravensbourne- at the beginning there was a promise of sustainability. There are things that happen behind the scenes that ruin sustainability efforts.

In what ways is Ravensbourne/you/your course sustainable? In what ways is it not sustainable?
As a library, they recycle, think of second and third uses for everything. Go through lockers at the end of term and find ways to reuse them. Take stationery and give it out to students when they request it. Prototyping uses a lot of the spare materials. Give out information, get students to think about sustainability across all schools. All schools can participate in one way or another. E.g. Film school can share stories that promote sustainability.

Measuring sustainability. What is your opinion about measuring sustainability?
Collaborating on behalf of sustainability.
Laziness: people will not want to change their ways.
If we all work together, it makes it easier.
Silos within Ravensbourne could influence each other positively.
There is currently no communication, except in the sustainability committee (every two months).
It has run for at least three years, it is not regular.
Uncertainty about who attends, people are not fully committed.
Representatives from cafe, facilities team, heads of departments.
Changes in each department are self driven, not necessarily reflected in other departments.

Their experience
Budgets and limitations, eg land owned by Knight dragon (free holders of peninsula)
Control what recycling happens, private land.
Have to share bins with restaurants
Community meetings- all the buildings in the peninsula meet with night dragon.

What is working well
Seeds of links with industry, where students can do live projects and see things actually happen.
Concrete positive effective.
Students have gone out to schools, businesses, sensory playground

Fashion department has been the most progressive in embedding sustainability in the curriculum.
Fashion student that recycled donated denim.
Product design: using sustainable materials for prototyping.
Former students showing their business ideas, some of which were sustainable.
Interested in participating in the workshop, one person.
We're trying to show a sustainable approach to the materials library.

Ellen McArthur foundation – contact them, speak to Rosa (course director MAs)
Ravensbourne has signed a commitment to become more circular.
Invite them to the workshop.

Siobhan- oversee and manage the library.
Library services assistant- materials library. Runs research sessions about learning resources.

Library
Get rid of plastic cups in the library, put up signs to create awareness.
Materials week: invited lots of people to talk about sustainable materials,
Adele from Material Driven, Chipsboard (potato peelings to make wood), friends of the earth
Showing the alternatives
Materium: about making new sustainable materials (fabrics, polymers)

Student Union- awareness campaign getting rid of plastic cups, gave out recycled bottles. Doing this together with the library accomplished the goal of switching to paper cups.

Student union might go straight to Collin or facilities, rather than do campaigns.

There have not been visible initiatives.
Should be attending environmental and sustainability, don't always do.

Bigger changes require collaboration. They are more visible.
If only one department makes the change, students don't take it well or don't understand it.

People and Planet – it seems that their initiatives are top down (e.g. executive directors deciding that there will no longer be plastic on campus) "it's the downside of education, it's very hierarchical"

The best channel of communication for students: through programme heads.

Date: 17 March 2020
Name of the interviewee: Scarlet Prentice
Position: Sustainability Engagement Officer at London School of Economics
Name of interviewer: Ana Ramirez
Duration of interview: 22 min

Okay, so my first question is about the people and planning index; did you know about it?

Yeah. So my whole team knew about it. And I found out about it as part of my research for this job.

Okay, how important is the index to your programme at your university, from 1 to 10?

I can give my opinion but in terms of the team, I can't give a number.

My role is sustainability engagement officer. It's really nice to have that index and have those results when I'm trying to compare and introduce our efforts at this school to like, how, you know, how the universities are doing, because fortunately with the teams, it's not that we're not doing too bad. In terms of like an engagement point, I think, yeah, I would rank quite highly. And then for in terms of how it impacts my day. Today... it's not had an impact so far because I think they get information from the website. So I guess moving forward it might impact my day to day role. It might become more and more important as I'm charging like the website. So I have to check by the minute it's not me I'm looking at. So to try and give you a number in regards to like as an engagement tool with my role.

I would say like eight. Yeah, it seems like okay, so for the longest. Yeah, perfect.

No, I know. It's a difficult question. So you would say that the entire index has impacted the sustainability processes in the university?

I would say that it has on, like in terms of, like the scale of impact, not just speak to but I'm having spoken to my team. Yeah.

Okay, and what is your opinion about measuring sustainability?

Yeah, I think it's important that we obviously do try. But it helps, I think to be specific in terms of what aspect. So you're looking at, like, a social thing. Both you're just a purely environmental, but the, you know, work together, long term. So, I think it's important, very important, but also chatting.

I agree. And what would success look like when measured sustainability like for you? What would be the best way to measure sustainability?

It's a difficult question. I think measuring stability in my position in terms of, if I'm doing a good job of contributing, it would be fire, I guess you could say engagement, which is and, you know, things in practice.

So, we have the minute record, like attendance, and obviously and things like internet it's very easy to get those two figures. So if I can increase that, that's a nice lunch. But it's really hard to measure. See, I guess, at the end of the day, like, the ultimate measurement is whether or not you know, emission and things like waste produce even number of projects that we're working on, people, number of people engaged, you know, what the general awareness of sustainability say? Yeah, I guess, but the increase in global temperature. Mmhmm.

So you were talking about engagement. How would you define engagement?

Sometimes you can just think of engagement and communication. But I think if you communicate a message effectively, then it's not a successful form of engagement, even if you know the message has been heard. So, ideally you want, if the engagement has a purpose, then a successful engagement will hopefully achieve that purpose. Say for example, providing information to promote more sustainable life choice, like it was in a cafe so that if I told someone if you know, some information was available, it was received and that influenced the choice of the consumer in this instance, that would be successful engagement.

Okay, how would you define student engagement? Is it different?

And what can we do is we've got, we have staff, we have students, but we also have students which you know, have a working role within the university through the SU, annex, or even like, internships and things like this, their staff and students. Best student, I guess, for me is enrolled on course at the school. But we're all students. We're all learning at the end.

That's nice. I'll quote you on that.

Okay.

So my next question is about collaboration, and it is how would you define collaboration and sustainability processes?

Yeah. I think so far with my experiences has been - sharing experiences and knowledge and then working together to generally like producing outcomes that is normally, you know, a goal when you initiate that collaboration.

And do you think that universities should collaborate with each other for sustainability purposes?

Yeah, so I definitely think that they should. And I do think that universities are currently doing that. whether or not there's more, I mean, I guess more that could be done but it's just up to them. Resource allocation and trying to keep that as effective and impactful as possible [..] took me eight more hours send me an example of collaboration between universities.

You have to eat, you can have a website, but the Alliance for stability, leadership and education, and so on. If you're within a sustainability team at the University, maybe I'm not sure. You can also join if you're just a member of staff at university, but not necessarily anything. You can sign up and they have an email list. So there are different streams for this one, for instance, in travel as one on waste, and one

person can send out an email to everyone on that list, and then we can get the responses. So there was one example would be a lady from Sheffield University in a similar position to me. They're now an email just asking about different engagement programmes that the universities were involved with. And they just worked like an email chain and people replied to that. And so, yeah, just sharing resources and experience. That's good. Yeah. And there's within that there's a group for London University. And they have, I think, maybe like termly, a meeting, which took some more local collaboration. We haven't been able to go to one yet. Now with this virus, we'll have to wait.

I'm not sure when the next one is. I have a thing I had an event for the most recent one, which To the shame and and due to loss of confidence.

And I was going to ask you about what is the process to join the network?

The ACC network. I just I think I once I had my work email, so it's ac.uk address. I think I just logged in and grabbed an account that was unregistered. I'm not sure if there's any more information or anything more to it behind the scenes. That's just not to do with my role or who's already set up.

I think you should get company membership educational membership on their website. Yeah.

That's really nice. So, Scarlett just about to finish. I would like to get to know a little bit more about LSE. So if you could tell me a little bit about the sustainability programme of the university you collaborate with?

I'm wearing pink team of five, and sort of so for the past 10 This is the 11th academic year that we've run green impact through collaboration if you're with the NHS, which is now the students organising for sustainability, and that's one of the things we do and that for staff and students. We also have reduced the juice and that in collaboration with the University of London, targeted at students in residences [..] We have a few sort of like volunteering clubs on campus so then gardening and also beekeeping society. It's pretty cool. We've got a few different sustainability related student societies that we that the team collaborate with and support through like, I've mean and also like helping organising financing. So one of the cool things is that sustainable projects and episode they is a student-run society. And they support the development of project ideas. And then there's like a funding application process and give presentation and money to fund these projects. comes from tax. Not sure if tax correct, like a challenge for water bottles on campus are not alone. The reason why well they So, welcome and plastic one. We also have to extend accreditation. And at the minute we're doing consultations that were very busy to try and inform well, that they've to inform and help shape the strategic plan if you offer environmental sustainability for the next 10 years up to 2030. And to support the wider school strategy, which is just Elysee 2013. And you're helping guide that is a group called the sustainability advisory group. And that's made up of academics and students and staff. Quite, you know, a real mixed across campus and you're going to finish started this year. So the consultation process in terms of using a survey and events to collect data turned from like plan will finish on the 27th of March, but it's not then closed doors. It's still people are welcome to contribute and you know, can be, can be can be changed. That's hard to see but you're very collaborative. We try.

Okay, Scarlett, and tell me about one challenge around sustainability in universities and one opportunity.

There are a lot of challenges. One time, I would say that time, you know, there's a lot to do and not much time to do it in. One opportunity is, I think, as a university have obviously got a great mix of intelligence and knowledge to tap into an access to a lot of resources, a lot of brainpower.

Why not? That's great. So, Scarlett, that is all the questions I have. But I don't know if you want to add something else, or just tell me about something that I'm missing, that you think might help about understanding collaboration and sustainability. Maybe you have some insight that you would like to share that I'm missing.

I'm curious, like if you've spoken to so many other staff or people trying to do similar things, like what have been their experiences or if they had any advice and things?

Yes. So we started this process, with the objective to create a workshop with the different stakeholders of different universities to just come and talk to each other. And learn from each other's experiences. But in doing these and in this whole process, we discovered that our own university Ravensbourne score is not there yet with our sustainability programme and processes. And we figured it out and we decided as a group that it was best to start in our own house, you know, and we decided to not yet do the open workshop with other universities that start a workshop. First, we think our university and looking for collaboration opportunities within our own university to start strengthening all the programme and what the programme should be. We are in a similar process as the one he described and we are creating a five year plan. And so the workshop just became a tool or an English Good for that process. And hopefully if we have some results, we can share it with you like after we do after we do all these reflection, a we will be more than happy Of course in the sense of collaborating, we'll just share what we discuss in this course we are asked very, like a smaller University compared to yours, so it might have something different. But of course, we would love to share our results with you if they might be useful, we will then be able to share them.

It's always nice to see what other people are doing.

Yeah, it's good. I just googled sustainability on the Greg spawn website and nothing came up.

Yes, no, no, we know that. I've got I sound like a staff. I'm not I'm not staff. I'm a student. Yeah, yes. When we did like that. own internal research to start this process like we did, what better to start within ourselves and asking these difficult questions ourselves and then start a conversation with other universities and look for opportunities to collaborate with. So that's that's what we are at a My last question is if you would recommend me to talk to someone else, or you have maybe someone in mind that might feel through willingly to have an interview like yours.

I've got, like sent them questions. Oh, if you, I'm sorry, University of Sheffield.

They've got a A lady that I noticed in my position, but it might be interesting to her because then we started working about the same time. So it might be interesting to hear if you can from her work, we have similar roles, obviously, but different places just to maybe, you know, look at, again, the differences named Alice Potter. Give her a heads up, I sent her your way.

Thank you very much. So. So just finished I wanted to thank you again, a I know that you just named and listed all the things that things that you're working on and I know you're really busy, of course, congratulations on that beautiful job you're doing and thank you very much for the very valuable time that you shared with me and hopefully At the end of the process, I might share with you the document or the results of the workshop. So you just have an idea… Thank you.

Date: 16 March 2020
Name of the interviewee: Clare Brunton
Position: Timetable officer, Timetable department, part of the Facilities department
Time at Ravensbourne: about three years
Name of interviewer: Iulia Tvigun
Duration of interview: 39 min

So, the first is the question whether you know, the People & Planet ranking.

And I don't know, specifically, I just know it's bad because of going to the committee and I'm aware it's very low. I know that in one meeting we did go through and look at it. And we all found it very difficult to figure out where they were getting the information from and how it was made up. And it isn't something that I look at, because I just work it and but when I do shopping and things don't ignore the Diet Coke I'm currently drinking today a terrible company. And but when I like to close jumping in and shopping for my cleaning products, I do go on similar websites to find ethical ratings for those products. I really do think is worthwhile.

Oh, interesting. Tell me more about that.

So there's a magazine called ethical consumer. And so I did have a description which has latched on to time back home. So they and do just ethical surveys of loads of different companies, and they do a different kind of thing every two months. And if you're a member, you have access to their website, which has databases that have gone back four or five years, and they rate so if they were ready to drink company, they rate them on And what they pay their staff what they do with the money they make where they get their and ingredients for where they kind of sell and then you can do scales of what's important to you. So I'll typically put in like how they treat their staff and where there's also ingredients from as my top two priorities and it will enlist the 20 most US companies and get them a rating of 20 and said you know, which ones are the best ones to go for?

So what sort of products are you buying?

I'm so all my household cleaning products and I buy that I also so I found out that like as though it's the worst supermarket so I try to actively avoid shopping after now. And Marks & Spencer's came up as the top and so I try where possible, but the critical and and then we'll have to try and buy my clothes secondhand, but if I have to like buy shoes, like these shoes, and I needed new trainers, these are a company called poser who had never heard of, but they came up with really high. They're made from ethically sourced, organic cotton recycled tires and the inside is made of coconut husk. And there was just an added bonus. Let's see if I have to make a big purchase like a pair of shoes or trainers. I'll go on that and pick and then I'll go through from the top down. And that makeups another big one. That was where I started with. And I got description because I wanted to read their makeup ratings, because there's no need to buy badly sourced makeup. Like it's true.

So back to the People & Planet Index. Do you in any way actually factor it in your work here?

I don't. I think if I was looking at this from a student perspective, I probably now when I was a student, it wouldn't matter to me now at my age, if I was going back to school, it would be something that would factor in. As a member of staff, I've just ended up working here very found a job apply for it

took it. And my job role doesn't really come into it at all. So I do the timetables in the room bookings. So there's very little gold in my job that can actually impact it and vice versa.

But do you think about sustainability in general?

Yeah, so I have my own cutlery, my own and bowl, I have my own cups of water, like I don't use any of the reusable stuff. And unfortunately, I do have to do a fair bit of printing. And but whenever I print something, I then chop it up and turn it into scrap paper and I have a little box so instead of using post it notes, I'd use my scrap paper box and just throw my notes on that. So I do try and do little bits where I can. And most of my job is just sat in front of computer screen using an online web platform so there isn't a whole lot I try to make sure I turn everything off. My colleagues do not turn the computers off every night. I do constantly tell Watch for it, no unplug their switches have su their switches left on that big scheme of things. It's hard to think of anything in my job that I could do that would be impactful.

So if we're talking about booking rooms and everything is there, there is no way of optimising that and making that more sustainable?

No, not really. We have an online booking platform. So it's no longer there's no paper based element to it. And we do encourage people to make their own bookings online, which means you don't have to send multiple emails back and forth. And we are trying to streamline the way we do the timetabling process. So at the moment, it's quite open ended and I get a lot of spreadsheets from staff that I have to then print out and go through and load up onto the computer system. We are trying to streamline it so we'll just get one a4 page from them and then we can so that should hopefully limit some of the printing. But within the use of the building. We actually my department have very little say in it. We just are told find For this, it's the facilities team who dictate what goes on within the building, which we do sit under facilities. So we do occasionally maybe once every six months have whole facility team meetings and when hospital I will try and chip in, but it's very much out of my job role.

Okay, can you tell me more about what the organisation is then? So your department is timetable?..

So there's myself who are timetabling officer. Then there's Anna, who is senior timetable also and then Craig, who's timetabling manager and we're underneath facilities but kind of to the side like a little offshoot. And then facilities you have Linda who's the head of facilities interested directionality, a job name changed, okay. And then she's got an Tom, who is a facilities officer type person, and then Colin who does health and safety and then they've got facilities administrator, and Linda's team part manage the kind of ground facilities team who are actually an external company called it energy. So we have a contract with an external company who manage their cleaning and the catering and all of that stuff. So I know it's been very limited what we can do because we've got a contract with that company. If when that contract changes, everything will be in house, which means we will have much more say. So that's really a positive thing.

Oh, so there has been a discussion with the with the agency where the company isn't doing very well?

Yeah. So I don't know if it's official like I don't know if it's common knowledge that I know what I'm up to start off they're saying they their contract runs out in November, and they'll be gone. And and they know that they know but I don't know if students know or are meant to know.

So I can be really quiet about it.

I can double check on it. Because if you are allowed to know that it's a good thing to do and where we've been paying that company, there are a lot more expensive. We haven't been that impressed with what they are doing in terms of basic stuff. And we aren't allowed to change the way in which they do things. So like where we wanted the bamboo forks that was net with complete resistance from them. We're going to eventually have taken over catering and made it in house. And we will be making everything in house but it's made it very difficult because of all the loops you've had to jump through. Okay, from November onwards, things like that will be easier because everything will be in house which means Collin will have a much bigger say in it. Because his boss will be managing everything so he can say to his boss, this isn't this cool.

Oh, that's really interesting. I wish students knew this.

I'll double check with Colin, if you're okay to know. Because if you are then because I know that staff are okay to know. I just don't know. I don't see why students wouldn't be but…

Yeah, I can see why not. But at the same time, it's really cool to know that your university is actually thinking about this thing. Yeah. So what's your general opinion about Ravensbourne? Is it sustainable? Is it not?

Absolutely. Not and I think part of it is a bigger issue that the communication and management are very small isn't the simplest and cleanest. So I'm sure you know, as a student that ==things tend to get communicated in really weird ways. And it tends to be, act now think later. So things aren't maybe necessarily thought out. And I think our approach to sustainability has definitely been the same. So all of a sudden, something will change that people won't have been consulted about the change, and it might be a good thing, or a bad thing. And so I don't think it's managed very well. And I think that is a problem with how the executive team, you know, Collins being next to run it, because our safety manager, they should actually be an entirely different person to be its own department, and it should be taken much more seriously.== And but I think it's not a priority for them. So they're just doing what they have to do rather than what they should do. And, but yeah, and I think there's such a couple have white slight I mean, you've bought your lunch from downstairs? They How many? How many of them? Do Friday have bins overflowing with these stupid packaging? Well, I know that that still is not plastic, but it's not recyclable. You know? Yeah, great to not use plastic. But why are we using anything that single use, we shouldn't have any single use things. We've got rid of all the plastic cups for the water and change paper once in those people and still just as wasteful. Then they put plastic ones back for a while. We don't know what we've got at the moment. But then they've got the cold ones. You can't even use them more than once you can't put them down. So if I'm working in here for two hours, every time I want water, I've got to get another cup. Yeah, it's associated 90% of the people that use this building are here for six hours and are here daily. You know, students you might not be here daily, but you're probably here to three days a week and when you are here, you're here for a long amount of time. I don't think there should be any allowance of any single use receptacle. I think it should be bring your own cup policy. shouldn't be anything because if you have a visitor in Why don't we have we have covenants have a store glasses, if a dishwasher, you've got a visitor in give them a grasp you know just you know when you're done with it, pop it back on one of the many things in the building and someone will find it and clean it. No need and I don't see why we can't go to like in a canteen at school. A plastic plate that gets washed it definitely crazy. Yeah, I have my bowl my pay and then I had enough to fall on the keep getting stolen. So I just went to my mom's house where she has like all our leftover stuff from when we were at uni and I was like, any old plastic box I bought and he said he gave them to anyone that wanted and left the rest of my drawer and I was like but who might even if I go downstairs and buy the food downstairs. Maybe I need the receptacle. I don't need that.

So what are the ways is which Ravensbourne is or is not sustainable? Can you identify other ways?

I actually think there are things that we're missing out on so talking to someone earlier, our cafe, the non hot food is really overpriced. So you're looking at 85 p for a Twix. I never buy anything from downstairs. I always go to Tesco. Why would I pay one pound 25 for this camera, he buys a pack every pound. If we look to what we were selling, it actually sold sustainable, ethically sourced food, I'd happily pay more. We look at companies like soda, folk and Dalston, soda brewery and all of that and I'd happily pay two pound for one of their cans rather than buying a six pack of coke because I know I'm funding it good company. That is doing more. And if we stopped having like Nestle chocolate and we had double or the Tony chocolate and things like that, if we marketed our cafe as an ethically sourced cafe, we'd make more money, we'd stop competing against Tesco who were never going to win again. And it would be a big hit in our favour for doing more ethically sourced things. And we probably reduce most of the plastic because most of those companies don't use plastic. But we don't think about those things we just think about we need money. Next up for cafe. Oh, look, we've got some bamboo forks problems out. See? What about the way the building is used? Why are the lights on all the time? And my mum went to see a show on Saturday A couple of weeks ago and she's like, you're building this like lit up and she was like it when we're leaving at 11 o'clock. The whole building was like yeah, and the lights are meant to be automatic. I know Collins said in the last meeting that that doesn't work. And the even just the sheer amount of electricity used even if Take lights out the equation nothing's ever switched off. If you look at the switches in the room, there's eight of them. Six of them are turned on for no reason. So like things like that. I don't think we encourage students to think more ethically and sustainably about their choices. **I don't think that staff are encouraged to plan the lesson in a more ethical or sustainable way.** And, and I think again, it's because it's not coming from the top down. It's just as an individual if if like, Gabby, who does the fashion buying, she's interested in it, so she made her programme about it. That's amazing. If it's something if it's something that doesn't pass your radar, then you're not going to do it. And But yeah, I think there's a lot of electric waste and obviously all the issues with the air conditioning and we have said from a timetabling standpoint, you know last year it's a bit different for your PG somebody you didn't do your undergrad here. Did you know So the undergrad teaching up until this year, which tend to fall, or students came in from 2004, and did all their teaching utensil for stickiness. I mean, say between 10 and four, you've got an overcapacity building, which is putting extra electricity or water on everything. So this year, we extended it from between nine to six, and you either did nine till three or 12 to six. I don't understand why our lectures have to be five or six hours long. Why can't we do our seminar here, our seminar here, from nine to eight, and vary it which means you suddenly at 1230 don't have 100 people in a small canteen, shoving each other around, you have a much more lighter foot flow, which means you'll get better use out the building means you don't need to have some the lights on means it's not so much pressure on the cleaning on everything. But that's never of assistance because academic staff don't are resistant to change. It's not that they don't want it's that they like things as they are. So they're not there all the time. Seeing as the negative of it and then not able to see the positive and I definitely think we could look at our carbon footprint. If we extended the teaching day and reduce our amount of teaching hours, we could definitely reduce our carbon footprint a lot. And if we looked, I think this Corona thing will be a big interesting look at it. We've been that for years with resistance to distance learning and e-learning. And lecturers who said it's impossible they could never do it when we're looking at we've got to have to do it. It's it's inevitable. Be very interesting to see how that goes. Because whilst there are some courses that can't do it, and I completely understand some courses, some modules in there a lot of modules and a lot of courses that could be utilising it more and then you don't need to bring people in carbon footprint immediately goes down. So coronavirus is a

blessing in disguise. I think it's both the best and worst thing that will happen. I think we're learning that there's a lot of people that get divorced. I think a lot of people gonna hate their spouse. I think we're learning that we can all work from home a lot more. And I think people are gonna learn that they can actually cook I think it's gonna be a learning curve. All of us some good some bad. Yeah.

So what other problems does Ravensbourne have? You said that, you know, because academic staff don't want to change the ways they're used to. And yeah, it's a lot of pressure on the canteen there is a big foot flow. What else is there that we don't know or think about?

I don't know how you feel because again, I don't know what your experiences have been in PG [postgraduate], I know like my walk around level six, which probably had them in in the day. crapping every corner, which piles of equipment left, be electrical equipment, paper equipment. And then I'm like, it's just thrown out. And now we do have a real problem is building a storage we don't have the capacity to store we are at capacity in terms of teaching. So we can't dedicate like a room like this would be a great storage room. But we need this for meetings. There are many days in the term where Physically cannot find a space for a two person meeting to happen. So we get that we can't give up any space because look for storage. We don't have it. But we do need to look at what we're having. Because like the degree show drives me insane. Have you been here for a degree show? Yeah. It's great. It's really fun. A couple of years ago, we had this amazing lawn. And we had streamers all over the front. But they were all ripped down from the bin, we had big plastic stickers everywhere, like vinyl stickers, they were all ripped down, throw it away, control them anywhere. And so I think when we do big things like that, it's fine. Sometimes you have to use plastic. Sometimes you have to use things that aren't great. But then when you are using them, you should be thinking about using them for multiple uses. And I think that is probably why we have as many waste issues in the building as we do. That just isn't a place to store anything and that is one of the reasons I said we can't have reusable stuff in the canteen. Because there isn't an industrial sized dishwasher. You can't give everyone a fake physically We cannot manage that load until the building is not fit for purpose for a growing University. And so as a grown University, we can't make sustainability a focus because we don't have space for it. So yeah, I think if we were to get a magical second building, we could then free up some space and we could make really great changes. But until we magically find another two floors…

What about the design district?

This design district? I am hoping it will make more space, but I think that there are wild rumours about how it's not gonna happen. Yeah, it will get a little bit of space back with not anything like what we need. Well, how about the people in the canteen that they are the they are employees of another company, right? They used to be I think now we manage them and then now in house might have to fact check me on that. I know they definitely It used to be, I think we've already bought that in house and we're now bringing everything else in house. I think that was stage one.

So they are now run by us and how do they feel about it?

I've never… cuz that would be Collin and Tom actually, and Tom Ali would be a good person. He works with Colin, and he actually played a team day would have had those meetings and discussions with them. And I wouldn't know.

Okay, what about students? Would you do you think they are sort of a force for good? Are they somebody who you can collaborate with to make Ravensbourne more sustainable?

I think, on the majority, yes. But I think again, it's that thing that it's just not advertised and it's not pushed, and it's so think you've probably got 10% of students that will never want to do anything can Okay. And then you've probably got about 20% of students who are really socially minded and really want to change. And then you've got this big slew of somebody was in the middle. They're just living their life. They're going to their lecture. They're trying to They build, they haven't had the time to think about it. And because no one's talking to them about it, they don't know that actually there are really tiny, small things that turn into big things. Like why don't we on the first day of the academic year and give everyone a water bottle and say, No, no capitalism building, there will not be any cups. Here's your water bottle. How about it? Same for empty cups. Give every single person on the first day of term, a reusable coffee mug and say that's your coffee mug for the year. You will never get a really single use coffee mug. Good day. And yeah, like and it's a simple thing of like changing it that instead of discounting people who bring their own child to the people that don't bring one more, because everyone's like, Oh, damn, I could have got a discount. Oh, well, I don't mind it said it was three pounds budgeted three pounds. If you make it, it's free pound and older. You now have to pay an extra pound because you didn't bring a cop. People very quickly bring their own cup Almost pay extra people don't mind losing out on a discount, but no extra studying, doing tiny things like that would actually because then again, you get that thought into a student's mind of like, Oh, my university gave me a reusable cup. That's really cool. Maybe when I go out in the world, I should do similar things. And they'll start thinking more and more about that kind of stuff.

So you believe that if Ravensbourne is to change, it should be coming from top down?

Top down, and to the bottom, no top people talking to the bottom and letting it go both ways. And bit, yeah, bottom up, it tends to be a vacuum in the middle that doesn't get hit. So I do think top down the top need to be a lot more forceful. Careful. I just I don't think it's on their radar.

I see. Yeah, I understand.

Because I think that People & Planet score is so low. And a lot of the reason it's so low, like what 140 150 or something like that.

110.

Yeah, I think we're so low because a lot of our information isn't available to them, which is a genuine issue. But I think if they got all that information, and maybe we've got up to 70, I think the exact within think that was a win and that we've done everything we need to do. It's like, no, that's just actually they're grading us responsibly. Now, we still shouldn't be 17, we should be aiming to be one, you know, maybe one gets a woman or never gets one, but we should be aiming to be top. I think management here will just be happy with an improvement. And improvements can be very easy to get if we can provide them with the right documentation. But then we're not actually changing and as someone who is here every day, I don't think that we do enough.

So has there ever been any sort of initiative on sustainability? Even a small one?

And so I've been here for years, I think next month, and I initially worked as the programme administrator for PG And then I moved to timetabling a year after that and I've been in timetabling for two years. As a member of staff, I've never seen any initiative. It's not to say that there isn't one that again, communication in this building can be very poor. So I know that there's a reduction if you bring your own cup, you get 25 p off or something like that. That's so far the end in that we changed bamboo gallery. I don't I bring my own food from home so I'm not facing something that really affects

me. And we did have a big event in the building and Mozilla Fest in October. And I'm guilty of this as well. They were giving out reusable cups. They were like we're trying to be sustainable this year. She had these really cute coloured cups that they're giving out. So if you were in the building that day, they on the first day they provide or ravens one staff with free tea, coffee, hot chocolate and it did expensive coffee. And so we all went to get one and we got these really cute cups but then we were discovered there were multiple colours of them so cool when we're little colours. So I mean, I'm guilty too. I got a Navy one, a blue one, and a purple. I totally didn't need free. They're really nice cuts. But then because we were all going around getting multiple cups, they stopped using them and went and got all the paper ones and banned us all from taking any more reusable ones. And they just take the baby ones. It was like, oh, like, okay, we believe we pushed it too far. Like maybe we should have been given a sample just in case you want to get any more. And so I think we were in fact, but I think that was also a really good idea. Like, here's your one that you get. And now if you want any more coffee, you got to use that one cup. So maybe they should have just given us one colour option. Because I hadn't realised they were eight colours, so it's over like the rainbow. I did. Someone got a yellow one. And I was like, I didn't see that yet. And I thought that's something that's quite simple and easy things. So that's something that we could be doing on the first day, Tom, welcome to OpenTable and here's your app. And I know there is a university and I researched it for Collin and somewhere in America. They have reusable receptacles like that. So when you join, they give you one five pound and they give you it for free if you use it or want another one, you put five pound deposit down. And then they have them, you can bring it in every day and get it filled in. If you've had your lunch in it, and you've got to go to a lecture and you don't want to carry around today, one, you can give it in and they'll give you another one. So you can just constantly recycle them around. And if you want to buy more, you can buy more and the university will only let you buy your lunch at the canteen if you have that pot and whoever gets one for free. So it's not like there's a financial penalty. You guys were saying, it's very hard to do it and save money. So the university pays Yep, from costs. And I did send that information and downs like this really interesting campaign and one that's really good. And the town I think it was American town. I've actually spread it out across the town so university students can actually take them into local restaurants and get their takeaways in them to make There's definitely so many fascinating things. And it all begins at home kind of thing. But we just don't do any campaigns like that. I mean, I only found out about the ethical meeting thing, cuz and normally the facilities administrator does the minute he was on leave and I didn't have much work that day. And Colin said, Do me a favour when you come and take the minutes actual now I'm in the committee because I'm so interested in it. If you don't, you can just keep coming. That wasn't publicised to staff, there was no invitation to staff saying, Are you interested in the sustainability of the building? Would you like to come to a working party and talk about it is literally just honour whoever was invited and I have a number of colleagues that I think would really be interested in going to it, but they aren't invited to it. Hmm. Yeah, communication as you said, Yeah.

Okay, so my last several questions are about…

Sorry, I've rambled right.

So, collaboration, as you said, there's the committee. So who do you think would be someone that you can work with here in your immediate environment at Ravensbourne to make Ravensbourne more sustainable?

I am quite lucky in that I sit under the department that chip manage it, Lynda and Collin, so I do try and talk to them about and unfortunately, the bottom line is always finances and but we do keep pushing and pushing and pushing. And I think actually is a building we should be covering more with you too. If

you think about how many of us myself included, go over to the hotel to get our lunch. And so if I go over to Nando's I don't want to sit in Nando's by myself, so they take away and then I've just made like How much excess waste I didn't need that we should be collaborating with them as part of the community. And when we're making the new design district community, we should be collaborating with the businesses to try and come up with systems to reduce that waste, and try and help out each other. You know, I know that that's quite hard to do when you're working with big bureaucratic companies like Nando's, they don't want to help one university. But I don't think that would be the same for everyone. But I do think that there are ways and means like granted kitchen, why don't we get in a deal with them there locally on business? And I think within the university as a university system, I think more collaboration between courses is needed. If you look at what Gabby's doing with her, cause she's one fashion course, is sharing that information with the other fashion courses. I'm sure she's probably tried. Are they receptive to it? I don't know. But then what about the other courses even though she's fashion I'm sure that there are other courses that could learn something and you know, working together, we tried to In the cross institutional elective, which has meant a lot more working with different people. And again, that resistance to change is just kind of really limited. What we can do there. And I find it interesting because you were saying that you felt university should work together. Yeah, I completely agree. I just don't see it happening. Because I know that we are as a university very competitive with our rival universities. Traffic is ridiculous, all providing service. Why are we not working together? Why are we not talking to University of Greenwich and saying, How do you guys run into this? Why are we not looking at other single building universities and say, how do you manage being in a single building?

So you see value in actually talking to…

I see so much value in collaboration in and it doesn't just have to be University. with other companies, businesses, and but I do think there is a lot of value in collaborating with other Greenwich or South London universities. But unfortunately, because of the egos and if you say that say it was confidential that came from an anonymous source, of course, these are the egos of people about the managing universities.

Yeah, well, yeah, they're businesses. Yeah. We learned that. And what about people here if resources were unlimited and everything was possible, who would you want to work with to make it more sustainable?

I think the IT department could be doing a lot more so I'd want them to put a lot more money into it. The canteen definitely. And and then maybe the prototyping team in terms of reusing stuff instead of throwing stuff out. Let's have dedicated time and space and money wasn't an issue. We were we're throwing out chairs. Why are we not refurbishing the chairs while Not Why are we replacing everything? Why are we not trying to find a use for it? Why do we not sell off our old idea? Women? I know when I was a student, I hundred percent would have bought a projector if it was old and outdated and not suitable for the university anymore. Crazy. But we're not thinking of anything like that. And so I do, I do think yeah, that kind of hands on teams, facilities catering team, our prototyping team who could find new uses and re honing. And because I think at the moment, the teams that are trying to do it are the smallest teams that are further removed from except they know library and kit store working really hard with the least of power. Yeah, they work really hard to try and do what they can within this little range. I know that Naomi, who runs those departments is very passionate about it herself, and really wants to try to improve it. But their team are so far removed from it, that it just falls on deaf ears. Yeah. You see…

I see what you mean.

The problem is, again, it's that storage issue that what we have 11 returns seven widgets, and they're all sat there completely wasting space in everyone's way. They've asked me to turn you could, like people were offering money to use them, like people are desperate to get hold of one of them. So it's that kind of thing. If If we have storage, we maybe wouldn't feel like we have so much waste. And also if we changed the way we timetabled, we were allowed to change the way we live, he would love to, and maybe everyone wouldn't have their assessments on the exact same week and maybe then we get better use out of those instead of having to buy 100 minutes. I don't have to do that, say 150 100 for two weeks of the term. If we started all the assessments, then 20 would be fine because you'd be getting 20 for use every week at a time rather than 100 For one year, and which is very much how we feel about the use of the rooms as well.

How interesting.

Yeah, because everything is timetabled exactly the same, which doesn't actually is really bad. And it's a really bad way to manage. You shouldn't have everyone doing their assessments on the same week. It's terrible. Kids explode because they have to give 20 cameras to 50 students, however, that doesn't work.

I don't think I have any other questions left, specifically, unless you want to say something else?

No, I think I've said enough.

Now let's look at the environmental committee. These are the people that I was able to identify from the distribution list. Who do you think I should talk to?

It would be very interesting to talk to Ines; whether you'll be able to talk to her or not, I don't know. I have been of the four of those created. I've been invited to enjoy as much for free. She has been on the invite list. Every time and never turned up, prioritising it. And Jake Duran, he is the head of prototyping. He could be interesting because again, like Naomi, on, I think he's quite interested. I don't know how much he actually does, but I think is very interested in doing it.

Well, Leyla is a member of the Student Union. And they are changing out now. It would be quite interesting to talk to them talk about what roadblocks they faced because I know when I met them, they wanted to do loads and they've done very little so maybe they'd be interested in so what were you not able to do? And I know you've already spoken to me. Yeah. Tom, Allie might be interesting to talk to. And he sits under the head of facilities. So he knows a lot about what goes on. He had a lot of meetings about bringing things in house and to he'll be looking at the management Women drink facilities and how to know all about how we bought catering in house. So you'll have a lot of information about that. And guys, another issue person's a diner and the restaurant or academics. So whilst I think might get some information out of them, I don't think they'd be as because I think within academia, they do what they can within their teaching, but I don't think they think about like the big business. Yeah, I agree.

I agree. What about Alberto was, is he constantly on the on the committee, or was he by that one?

No, he used to go and he hasn't been in a while. But when the committee originally started, he was just doing the NA stuff. Now he's teaching a lot on architecture. So don't know if it's that he can't fit it in,

or maybe it patches with his teaching. So he hasn't been for the last few. So I'm not sure but I know he was quite Interested that he had a contact with with IKEA and was meant to be looking at doing some sort of collaboration with IKEA to do a sustainability, but it never happened. So I don't know what it was and why it didn't happen. But that could be interested in actually talk about why that collaboration didn't happen.

He was actually upstairs. I saw him today. And yeah, but thank you very much. And do you want me to share the transcript of the interview with you?

No. I trust you.

Thanks a lot. And as for the workshop, yeah, sort of, after talking to you all, we decided to change a little bit our approach to the brief that we were given. Yeah. So we're going to focus on Ravensbourne. We're not going to talk to other universities just yet. I think there's a lot to figure out at home. And Yeah, our professor said it's probably better to plan it for May or June. Because obviously if the virus and everything yeah, and but we will be one of the things that you said, you, you ask yourself, like, what if we could, you know, give students on their first day here. And this is exactly what we were thinking to do at the workshop. Yeah, so please come because I think we're in sync. It's gonna be interesting. Yeah, I think we will definitely get, try to get as many staff as we can. So they can participate. So it's not only about students, fantasising and how to make life better, but it's also you know, someone who actually will actually try to help call him to make his five year plan. Yeah, with this, you know, exercise. So it's actually you know, something that doesn't go away when we graduate.

Yes. Oh, it's so great.

I'm so grateful. Thank you so much.

It's my pleasure.

Date: 17 March 2020
Name of the interviewee: Alice Potter, https://www.linkedin.com/in/alice-potter/?originalSubdomain=uk
Position: Sustainability officer, University of Sheffield
Name of interviewer: Ana Ramirez
Duration of interview: unknown

If yes, from 1 to 10 how important is the P&P index for the sustainability programme at your university? What is your opinion about the index?

I think the index is a useful tool to compare universities in a fair way. It's good that it has many criteria
Takes into account lots of different factors: e.g. financial, engagement with staff and students, teams, education,
It bases the score on a fair number of criteria. It's a good selection of criteria.

Has the index impacted/changed your sustainability processes? Explain your answer.
I'm still new to the Uni and I'm only in a one-year role. The index has not been discussed that much, but we are definitely taking it into account to better ourselves sustainably.

University strategy- soon to be released.
Looking even more at staff and student engagement.

Measuring sustainability. What is your opinion about measuring sustainability?

I think that it does have a competitive layer to it. Competitiveness can be useful because if encourages universities to be their best. It's a good way to engage universities, by publishing a leaderboard and encouraging people to do more. It's useful to bring a competitive side to it. It's also good to see who is doing better and see their strategies. It's useful to share knowledge and best practices. We can compare ourselves with similar universities and approach that university and see if you can adopt similar practices that work for them. It is useful to be able to see what elements universities are doing well on. It's good to offer to share good practices with other people.

How would you define collaboration in sustainability processes?
If universities are geographically close to each other, they can collaborate on certain things. They are close to each other, share the city and the facilities of the city. It's easy to collaborate on things for the good of the city and make things more streamlined. If universities use the same campaigns for recycling or other sustainable behaviours, it streamlines it for the rest of the city. It can be confusing if people are hearing lots of different messages around the same behaviours. Collaboration to streamline messages helps to avoid confusion. The competitive nature is a good way of working towards the same goals and competing to make things more interesting and getting people more engaged.

Should universities collaborate with each other? Explain your answer.
Should universities plan sustainability projects together?

There are still things that we don't know for sure the correct answer to. For example, a long time, I thought plastics were a bad thing, but I recently found out that if we use paper bags instead, there is a higher carbon emission in making a paper bag. So it's not that plastics are a bad thing, but that they are not used correctly. There is still a lot that we need to educate people on, and a lot to find out. It's difficult to give absolute definite answers to some things.

It's useful to work together on the things we do know so that people do not get confused. Even if they are going to different universities or cities, you should always get the

Tell us more about the sustainability programme you collaborate with.

"Green Impact"- Alice's main role is to run that programme, which has been running since 2008. Has created carbon savings and financial savings, has good staff and student involvement. Students design and implement their own sustainability programmes. They can choose the places where they think they can have the most impact. It's part of the work. There are more people joining each year, it's a great way to get people engaged in sustainability. It's about thinking how sustainability affects all aspects of our life and working towards the same goal.

Engaging students and staff

Students are involved as green impact project assistants or student auditors.
Assistants are assigned to teams that want student helpers. They work with the team throughout the year on their projects and actions.
Audits: happen at the end of the year. We train students in environmental auditing and they put those skills into practice by auditing the work of each team/sustainability project.
That way they get informed about the issues around sustainability and how they are getting tackled.

Works really well

Green impact works really well but there is still a lot we can do. It's really good to have sustainability-oriented team members in each department. We are thinking of formalising the role, making "environmental champions" that create action plans for each particular department. It is useful to have people inside each department to feedback what is happening, where things could improve. They could communicate with their departments what university-wide programmes are happening.
They can make sure that the projects in each department are in line with the goals of the university-wide strategy. There are groups of students who are really interested in sustainability and they pressure the university to become more sustainable every day. They will be involved in Sheffield's sustainability plan.

One challenge around sustainability at Sheffield University

There are so many priorities at a university, and making sure that sustainability is at the forefront of all the decisions that we make and the actions that we make is so important. Globally, it's definitely a more important issue and people are more aware. Now that our strategy is going to be released, we will increase our focus on sustainability. There is always more we could do to engage staff and students. With time constraints and things like that, people's priorities can be a problem- everyone is busy and its a challenge to get everyone involved in projects. It would be great to reach people that aren't necessarily as in tune with sustainability issues and what is going on. Mostly the people that are already engaged in the program are interested in sustainability and aware of the urgency. The people that are not involved are maybe not as aware, so its a challenge to get them involved.

Would you recommend we talk to someone else? Can you contact us with that person?

Sustainability Team at Newcastle University
Katie Smith
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Date: 18 March 2020
Name of the interviewee: Andrew Marsh
Position: Product Design Joint Course Leader
Time at Ravensbourne: six years
Name of interviewer: Iulia Tvigun, Zarida Zaman
Duration of interview: 30 min

Tell us a little bit about your course. What is your course about?

Mostly industrial design, but then also covers things like UX basic digital design, and some graphic design. And in terms of sustainability. It's a core part of the course, people who are designing physical objects and things to be manufactured so we've got specific units, referring to sustainability, and we have elements of sustainability and the specific training that runs through. And in terms of sustainability in general, at random was born. I think the Rave approach is quite lacklustre. It's quite, it's not particularly prominent in the, in the discussion. I think individual goes later leaders and individual academics are left to their own devices in terms of what they are, what they are doing some people are choosing to engage with it and some people are choosing to not engage with it as much.

In terms of engagement and the staff's perspective, you said that it's a little bit lacklustre. Is there any difference in terms of the students perspective and are the students driving anything in that way?

Um, compared to other institutions that I've worked out. The students are less proactive about sustainability at Ravensbourne, but that might be I don't know if that's a reflection of the environment that I'm in, or, or something else I don't really know. And some students for example are choosing to do projects related to sustainability, where they have the flexibility to do so. But in terms of like initiatives that are a bit more structural, there isn't really anything coming from the students. Well, that hasn't been for a long time.

During your course you mean working on specific projects within the course or is a general isn't there general behaviour at University?

For example, there's not really any student activism happening at Raymond's for which there is institutions such as Yale or Goldsmith's or a lot of the kind of other London institutions, so there's, there's not really a pressure from students on the institution to make those kinds of changes, not any like significant organised pressure, a couple of students might have opinions that things should happen. But there isn't like a kind of an organised Student Union, there isn't. There isn't. Kind of like activist societies or things that would any real question. So actually doing.

Interesting.

In terms of People and Planet Index. I'm sorry, were you part of the sustainability meeting? Andrew, are you aware of the index?

I was aware, I actually have just become a part of the sustainability grid.

And I was backing away with the index for a while, and just generally what do you

And I think there's not really a lot that's holding universities to account, at the moment, in terms of the action on sustainability. And while the index has some issues which were raised in the meeting and are probably quite well known by everyone. And it does give some level of incentive for universities to do something. And I think a lot of universities wouldn't be as productive as they are without the level of accountability that index actually provides. Even if it is a bit inaccurate. I think you know it. Basically, Ravensbourne's information about its own sustainability… a kind of mid-level member of staff, I could not really access it. So the only way to find out about Ravensbourne and sustainability was to look at people and planet, and I found more about Ram's horns. Sustainability record there than I did from our

own internal communications, so obviously there are bits of it that are completely wrong. And like the way that they gather data seems to be mixed, but a lot of it is reasonably accurate as well.

Thank you. Thank you for saying this. I have heard similar opinions, as you said that it's really difficult to find information about sustainability Ravensbourne, so this is something that not only you feel is true, other people do too. But you don't really use the index in your work, you don't really think about oh how should I do this and considering that there's you know P&P who are looking at this, you're not really factoring it into your work?

I mean I don't I don't really feel like the index is as relevant on the course level. I feel like it's more relevant at the institutional level.

But is there anything else that you can use sort of to guide your work? In terms of sustainability, I mean. Maybe a document or a policy or a strategy or something or is it just someone maybe you could talk to and, you know, you figure things out?

I don't think there's any useful resources that rentable provides I've seen the strategy, which is just like. We'll try and be sustainable. She barely says anything more than that. And, and certainly I can at an academic level it provides nothing useful. So, you know, there are all sorts of networks that people are using or connections or, you know, looking at good practice in other in other places. If I'm going to try and do something sustainable or related to an institution, they're doing things a lot better than try and take the lead from them, you know people like you know there are criticisms of all of these places but, you know, places like Yale have got recently kind of developed some pretty good resources, open to staff from any institution.

But what are those resources, just so we understand?

Um, so there's. For example like UAL publicise. Exactly. Well, as far as accurately as they can know how much carbon day release. In total, they release across at each site. They've got extremely detailed like guidelines for what is supposed to be done. Cost level is the level of staffing, basically. And so those guidelines are much more useful. And then, the reasonable ones. And there's also just various different things that individual academics put out about how they run their own courses. It's usually done to kind of independent of the institution.

So you would say that there is a lot of value in actually collaborating with other universities in terms of sustainability?

Yeah, absolutely. I mean, I think it's a shared goal that everyone should have.

And, and I think among academics that is absolutely the case, there is that there are a lot of informal kind of networks for sharing information among academics who are generally quite happy to share the course materials, share whatever it is with other people from other institutions.

What about the students? Do you think it's possible to collaborate with students, could they be a, you know, an asset in this game?

Absolutely. I think students need to feel like they can and do make a change, which I think is mainly why they don't gauge at the moment because suggestions get made nothing happens. You know, and then we saw that needs to be that kind of depends on what level of engagement is is one tick because on the other side of it, you know, a lot of students are extremely overworked, they don't have loads of time to do stuff, especially. That's especially true generally at undergraduate level, where most of our students are working maybe two days a week as well have a huge workload. And so, maybe it's well more so than half institutions have AP students who are a bit more pressed in various different ways. Hmm. So that factors in. Well, certainly, I think there is scope for student engagement

To get right into it a bit more active around sustainability, do you think that needs to come from higher senior management or from students, or is it a combination of both?

Wow. I think it could be either to senior management obviously you've got the ability to do to allocate the resources to get things done. But they can also be persuaded to do things by everyone else. So, if students, and even staff, kind of pushed it to the top of their agenda somehow, then I think they would have to. But until it's kind of pushed to the top of their agenda, I don't think it will be done. Seriously, I mean especially, especially now. You know I don't really see any serious action for the foreseeable future. And I mean you know there's been a lot of changes at this point I think senior management have had their eyes on other things for the past few years. That's gonna continue for the foreseeable future.

On I am right to think that you work at UAL as well?

I've worked at UAL.

Okay. It's interesting, just in terms of sort of measuring sustainability. If there was a type of measure, could you describe what that might look like in terms of the useful model in the context of you work in Ravensbourne?

Well, my personal opinion is that the most useful model is co2 equivalent released by the university. and certainly from the like actual sustainability point of view that dies. The measure, in a way, but I think obviously University is doing all sorts of other things in terms of creating knowledge, cultural changes things of this nature so that cut that other measures, obviously extremely complicated. You know, it's very difficult to quantify something like cultural impact.

And, but that's not to say that something couldn't be developed. That would be some kind of you know basic measure of how much people are doing.

Interesting. Thank you. Would you like to have something like that like if it was possible to actually have a system of measuring it? Would it be useful for your work?

If it was good, then yes, I mean you know a lot of you get a lot of these measures which you're trying to measure things like cultural impact. You know, I've done a lot of like work in the arts sample and like what the Arts Council is like they're trying to measure cultural impact and like their metrics are awful. And actually they really limit, kind of, it means that a certain kind of project will go through or a certain kind of art gets produced. As a result, or certain kind of thing will get funded all the time and there's, there's all sorts of issues with that. And so I think you know with these kinds of measures it's very important that they don't.

Mm hmm. Interesting

acted in a way to kind of limit, things that are a bit more, or punish things that are a bit more. Outside of whatever their scope is. But to be honest, you know with sustainability so at the moment, very little happens. So, probably anything would be helpful. Mm hmm. Anything that makes people think about it more is going to be useful.

Just in terms of the model, wat is it you think that they've [UAL] got right but Ravensbourne can learn from?

And the first thing is is prominent in the messaging. Now you go in the building you see it, you go on their website is there. It's kind of just, they have as an institution boy, up to a level where it's something that people talk about. And if you do something that's really unsustainable. Someone might mention it at some point along the chain of commands, you know, and it's just it's just there institutionally, and people, various people have learned to put on the map. And so that's the first thing. The second thing is that they actually properly measure things. So that ravens won. Nothing's actually measured things. I think there's a bit of like a folk approach to this has been like it's not really a scientific approach that's taken in my opinion. Like, people want to like change to like buy degradable cutlery so well, do we actually know that that's a better system doesn't really see anyone's actually done the calculations it just seems like it sounds more sustainable so that's what we're gonna push. So a lot of the things in the

cafe it's like you know it's such an aesthetic change, then a lot of a lot of the more serious things that would actually cut emissions are not addressed. So, I think it really needs to be a bit more of a scientific measure like a properly engineered approach.

Is there anything that is sustainable that Ravensbourne? Is Ravensbourne good at anything at all?

My understanding of the ability… is actually very good in terms of the building. And I actually think that's one of the most important things. So, that is that is good, and that is seems to be managed quite carefully by people who are in charge of that. So I think that's great.

What else?

Nothing else jumps to mind that's particularly good practice

What needs to be improved then?

Okay, well I mean, like, pretty much everything,

Could you give us a perspective from course area?

Like just working what could you do going forward.

Well, you know, there could be. There's no kind of policies, basically. So it's like recently. Yeah. This is a, I made a mistake, a massive mistake. I will organise the trip. And we will float. And then I kind of didn't really think until afterwards, like, I actually really shouldn't have done that, because that was like from a sustainability point of view that was actually terrible, but there was nothing to stop me doing you know there was no, there was no when you're dealing with documents there's nothing that says, Have you even. Oh, could you could you go a different. Well, you know, some, some kind of like worse is first things you know that that kind of centralise these kinds of decisions. At least partially to every individual member of staff to do or not do. And they could also be kind of like, there's no academic steering group or something, you know, there's no kind of like community of people talking about how to deliver education sustainably. I mean you could argue that the most important thing is that the students go out and with a desire to kind of continue their practice in a way that's sustainable, and that will probably have much more of an impact than any of the small things Ravensbourne does internally.

And that's good there's really no kind of like, there's no time there's no, there's no space for that to happen. And maybe that's being just like that if it is. And I'll shift that information. That kind of thing, is very helpful thought about that free for your own calls in terms of, like, as an educational change around, sort of maybe just have rehabbing a look at Project brief and and sort of thinking about the waste materials that might come out of that project free for students and then another way around perhaps of reducing that or I don't know.

Is there any sort of small things that you think that you might be able to do that could lead to something slightly bigger impact?

oh yeah I mean we're doing. I think we've put in quite a lot of effort into it into doing it, you know, We bought in an entire unit, specifically about sustainability. Two years ago, which was like one of the first things that we did. And we're getting experts in to come and talk about sustainability with the students. and it's now been put into every single project brief, the sustainability needs to be considered.

And, you know, we're making sure that all of the staff are aware of this situation. And that's what we're trying to do with of course all of the visiting stuff that I'm. So we're trying to push as much as we can.

But that's just us. Also, I don't know. It would be good if everything was a bit more joined up.

Yeah, I guess that's one of the things that we're looking at. But, but there's also an idea about sort of local activity as well where people are not necessarily waiting for chains of command. We're

just doing it, just for general good practice. Yeah, it sounds like that's, that's kind of, you know what, perhaps even if that's happening more reasons for that than what collectively you know you're realising.

Quite, quite possibly. Quite possibly. One thing that makes it easier and Ravensbourne is that there is, it's a smaller institution and there's quite a lot of autonomy for individual causes to do stuff in these kind of like massive juggernaut institutions where each course has got 400 people on it, and things a bit more slow to react to outside changes.

So it's one of the strengths of Ravensbourne?

Yeah, I think so, is its ability to pivot into outside influences. Yeah.

Well, yeah, to be slightly more agile in its thinking…

Yeah, completely.

Have you seen any real change happening at Ravensbourne? How long have you been with her Ravensbourne?

Six years.

Wow, six years.

So… were you able to see any sort of change happening in any other area Ravensbourne that could be sort of a blueprint for similar action, but in terms of sustainability?

Um… That's an interesting question lots, lots of changes have happened. I don't really know I can't think of anything in particular, and maybe if you find, you know, if you think, think of something later.

Okay, please tell us, because we might need to use whatever we already have if there isn't a mechanism that works and we're not aware of. We could definitely look into how we can use that revive that.

Um, what are your top three of student initiatives have we spoken about that? Yeah. So what are what are what could you suggest sort of three student initiatives that you think would be would work in the context of what you do at Ravensbourne?

Well, I know that there's been some level of pressure to move away from disposable cups. That's been some kind of student initiative, I don't have any idea how successful that's been. There's the Student Union. A couple of years ago where we're pushing that. And they started selling reusable cups in the shop… and the cafe started giving a discount for using reusable cups. So, that is one thing that I'm aware of. But that is the only thing actually that I can really think of as a student initiative.

I mean, what I think the most effective student initiative would be would be for them to organise and put pressure on Ravensbourne to actually do more at a manageable level, you know, the fact that there's no recycling. I think is something that might change quite quickly if pressure was put on in a bit of a wider way. And that's something I've only recently learned myself which I found to be like issued completely shocking… Other student initiatives I mean there's all sorts of things really I mean, the sound is wide open, I think, maybe you know there's opportunity for them to do something within the course. You know if it's very difficult to get students that want to do things that are outside of the curriculum. It is possible, but it is a little bit complicated.

Why so?

I think just because of things like I mentioned before, like timing. I think it's a bit about the culture of Ravensbourne but then it's also about, you know, the students gramophone do seem to be a lot a lot busier they've got sort of different kinds of pressures on them than 10 students from other places, so interesting to see. So I'm bringing it into the curriculum would be helpful.

And finally, what motivates you individually to be sustainable?

I've always cared quite a lot about sustainability for since I was quite young, I've been involved in various different kinds of climate activism. And for quite a long time now so it's it's a pretty established motivation, I suppose. Based on on fear. I suppose of what will happen if we don't act on it. Mm hmm.

But yeah, just really interesting, and thank you.

Thanks so much. And also, yeah, for everything honestly, I'm for your openness and everything.

Okay, no problem. Well it seems like you're doing a great project so very happy to help. Thanks. Thanks a lot. Okay, thank you.

Thank you, please be safe.

We will. Thank you. Bye bye.

So we've been given this brief by our professor to look into how universities can be collaborative in terms of sustainability. And we've been doing a little bit of desk research, we've been doing a very small listening campaign around uni. We've been doing interviews with other people from the committee. So we're trying now to get everybody's perspective on sustainability. But to cut a very long story short, decided to focus on Ravensbourne and get a very good understanding of where Ravensbourne is in terms of success. What works? Well, what doesn't work? What are the areas for improvement? Well, We think that there a gap at Ravensbourne that we need to first tackle before talking to other universities about sustainability. We want to speak to you today because it's really important to understand what sustainability from the perspective of business is. If you have any questions, please let us know. Please do ask questions throughout as well. If you have any.

Could you tell us a little bit about yourself and what you do in terms of the business?

So, my role I guess at Ravensbourne is to explore everything that isn't to do with teaching and research. So it's events, which are happening there. We're exploring online events. It's short courses, which were face to face but are now again moving into online partnerships with companies where if you don't have this course want to help with an introduction to a trade body or a commercial organisation or whatever, I could help facilitate that. And it's also looking at other ways to bring money into the university. So that could be sponsorship that could be establishing a course with a company.

How long have you been with Ravensbourne?

A year. Prior to that I was in broadcasting, I was the BBC for 15 years.

Can I ask you what you think about sustainability in the context of a university?

I think it's increasingly central part as to what we should be doing. So the reason I got involved was I was at a CBI conference at the end of last year before we are never kicked off. And that was talking about the challenge that we were facing, and how we have to make some rapid changes. And I came

back into the university when I think I discovered that we were lacking on many fronts. And whilst Colin had started this sustainability board, it didn't feel like it had the weight that it needed behind it. And I recognise that Ravensbourne has many challenges just in terms of the core student offering. And it's fine, that is generally where it's going. But I think as we start to plan for the future, we need to integrate sustainability into all of the corpus in addition to just how we function as an estate, and our facilities management, and I think that previously because it was being run by Colin and Linda had quite a strong facilities management feel to it, which is important. But it seemed to be lacking the academic integration into the teaching that all students receive, which is where I thought it needs to go.

Yeah, absolutely. And that's also some of the interesting findings that were discovering as well. Are you aware of the index that measures sustainability in universities called people and Planet Index?

Yes. I'm not familiar with how it is made up Collin has been the one that's responsible for putting that submission together.

Yeah. Okay. And just in terms of the idea of measuring sustainability, what are your thoughts around that idea?

I think it's a good idea. So, it comes down to how good the measurements are, and whether they are things that can be measured and whether they the right things to measure.

In terms of sort of short, mid and long term objectives, where do you think sustainability does sit right now and really, you know what, what is the goals for it in the business case?

I don't think it features particularly; the business plan is very much focused on growing last minute numbers and, and the quality of our teaching and the student experience. So that's like the core, getting the students in teaching them well and helping them get on upwards. The sustainability is there, in the sense that when the protests across all of the exec in terms of it's important, but it isn't a central goal currently. Whenever we look at a new building, clearly, we have a stainability hat on. And when we're looking at new courses, there is an eye to a sustainability angle to it. But it's possibly as pervasive as it should be.

What do you think about sustainability, necessarily, what does sustainability mean to you?

I talked a little bit I was looking earlier this year at the idea of doing an online course or more as in sustainability. But with events the speed looking into that has gotten almost more difficult. And also I'm so I guess exploring what opportunities there are for me personally within that field. So I have an interest in it. I wouldn't say it was a passion but definitely interest. And like everybody else, probably earlier this year was not concerned, what that means or what we can do with it.

What do you think holds Ravensbourne back with getting sustainability a little bit more integrated into their everyday practices?

A mixture of leadership; there's no exec leader. Well, I guess Linda is now on these days. So maybe that has changed. I think prior to Linda being part of the exec that probably wasn't the food chain. And I am not sure how important they see it within their courses. I think they've had mixed feelings about it in terms of at an undergraduate level; students or potential students weren't really that bothered by it. At a master's level, I think our changes undergraduate students that we seek recruitment repair. And that doesn't mean that we shouldn't do anything about it. I guess because they were looking for a quick fix or, you know, if we labelled all of our design courses sustainable. Would that make us more attractive? And I don't think they were seeing that undergraduates really cared. That's based on any market research. Yes. It's that sort of looking at sustainability from a selling perspective in terms of how, you know if we, if we call them sustainable, or they're going to sell more?

Okay, that's, that's Yeah, that's interesting.

Are you aware of any initiatives, student or staff led, that had to do with sustainability that worked at Ravensbourne?

What we did, which was a done in a sustainability conference on denim in October last year. And I think to be honest, most of the work on sustainability will be currently coming out of product design and fashion. Because it's so central to those industries.

If you went to film school, it's not going to be something they are discussing great deal. Maybe it features within, you know, one part of the course. But depending, I guess, on the academic or the lecturers' interest in the subject area, they may include more. So I don't think it's a single. It varies between courses.

What about outside at an institutional level, calling agenda and looking at things to do with you know, we're in a moving building, I imagine energy use is reasonable. Could it be better probably. But it's, you know, it's about funds. It's about resources. You know, that's probably what's honing our craft from doing more.

Is there anything you personally or professionally, as head of business development, but also as a person that uses the building and the university all the time, would like to change, even like a very small thing?

You know, smallest level would be like, take a cup in the cafe on. See what else we can do in terms of, you know, there's probably stuff around the county. There's probably stuff about our waste disposal thread. As maybe the lights you know how long they stay on. There's the I think we're already sourcing all of our energy from recyclable sources suffering much from smelling about the keeping the building, how often people come in. And then there's probably a bigger question around – do we need to be delivering as much face to face training? And if we reduce that, what benefit might that bring? And then I think that's probably the biggest challenge, or the one that might require more work, which is about integrating sustainability in total. If anything, we should put that as the priority and stop focusing on the small, relatively small facilities operational stuff, and make it more about education, less about having the light switch off.

One of the models that we're looking at as part of our projects could be this idea of collaboration between universities or universities actually, rather than get measured from an index and then almost like name and change in a way, looking at the idea of collaboration where universities are actually sharing good practice around sustainability, I was just wondering what your thoughts are around this and whether you saw any benefits or negatives to this?

I think being new to the snatch I think the university due to a lot of sharing and if you wanted to get in touch with the person responsible for the customer, the University they would gladly assist you I don't think if you want to feel that they would put you in touch with our environment leader. People will get assessed but don't think on where they rank and places, but on, you know that index that competing on what and what courses they're operating in their restaurant raffle efforts. I don't think people are trying to compete on sustainability. They just want to move best practice.

If you had everything you wanted and resources would be unlimited what would you do or who would you work with at Ravensbourne to make it more sustainable? If you wanted to have a partner in crime, who would be able to put forward the sustainability agenda at Ravensbourne, who would that person or department be?

Facilities, and then probably product design or fashion. […] First thing find an academic who's passionate about engaging in online delivery. And also, of course, that is malleable for that type of delivery. And because yeah, fashion design things will happen.

Can I ask what do you think about students? Could they be someone worth collaborating with?

Isn't the student body on Colin's working group? I took the NSU concept to that for having wasted and other large universities had engaged in and I think Guy's feedback was they were getting most support

from anywhere. Because we were such a small university, and that he was looking other approaches for other ways of putting out things. I'm totally up for that just as long as it actually results in something,

[…] I guess. Right, this risk is that there's no action.

So if you were to see change happen at Ravensbourne would you say it would come from students and student body or would it be successful if it came from the top management? Where should we start?

I think you probably need a small talk force, and it would be a mixed ball, student body and exec an academic.

Have you seen any sort of real change happen in Ravensbourne? Within this year or maybe even previously, if you were in contact?

So I guess so kingpins again, just to reference that was

I think, when you have industry, students seem to switch on law when there's an external partner because they can see This is a bit more serious potential job hail, this is my CV.

So you need that you need waving thrown up as in an event or exhibit.

You need academics involved that they wrote me a student.

I didn't need to take a kind of reputation for the university is PR and so the, the university itself gets behind as well.

So you probably got some sort of map. So it does it took four criteria. External industry needs to go academics and go with the PR, something else. And then

that's the recipe somewhere in that pool. Thank you.

I'm just thinking in terms of this idea of online courses and, and things perhaps moving online, I guess what's happening right now is a real testbed for that in a way because it's, you know, if we're in that situation where we've had to do it what emerges from right now could also you know, lead a path to, to have future education might be led in many ways actually.

complaining and Paul and I, you won't be surprised to drive that change for marketers because he has a passion for online delivery.

And I think many commentators are already saying that this may be a permanent coin in online delivery, both at a school level and under that You know, further education level, because it's one of those experiences and for academics that didn't want to change to having to change. So I yeah, I can definitely see this is the start of a lot more delivery online.

Well, it's going to be interesting. I mean, I must admit, from my personal perspective, I was really reluctant when we moved to online in the beginning of the week, and I am always going to miss if we if I don't have contact with my fellow classmates, I will I will feel cheated in the course. But having said that, I think you know, sometimes it's for short term, you know, it works. Actually. It's not that bad. I don't know how you'll find it.

Yeah, I agree. 100%. […] and you know, last year, we have an online MBA. And they still have moments during the year where they met up in person. And I think you come home from this situation, and within a couple of months, and we'll have that moment again to bring people back together again. But in that intervening period, you can get in an online environment, but bear in mind that you you're engaging in a course that wasn't set up to be delivered to you.

Well, yeah, I was thinking you should. Well when we are back in university you should definitely come along and speak to us. We all found it.

Yeah, as you're going along, I'm speaking to call in half an hour and catch up. I will mention it because he and I are micro credentials and we are putting it onto Coursera.

I think we're coming towards the end of the interview. Well, I wanted to speak a little bit about the workshop. Part of the course is organising a workshop. Obviously, the workshop can happen now. It will happen though, at a later stage and May or June as we were instructed by poll and the interview that we're having today is part of the research for that workshop. But we also would like to invite you to the workshop.

Cool, thank you.

So we will I guess we will have a lot of students from Ravensbourne but we also are trying to get as many staff members at Ravensbourne so we can discuss things together, and not just fantasise about things in a very unrealistic way, but also to talk real change. And we will be trying to help Collin put together this five-year plan with whatever comes out of the workshop. So we're trying to see how we can design workshops very close to real needs that the Ravensbourne has.

Having been at a two-and-a-half-hour workshop yesterday with some of the other exec you need a way to break down into smaller groups. And don't feel like you have to wait till we're back together physically to have that what it may well just be worth experimenting and giving credit to people in an online workshop it is it surprising that you can get stuff out of it. Okay.

Thank you. Thank you for that advice. Thank you. That's interesting.

I just want to finish with this question. Where would you like to see Ravensbourne in five years' time with their sustainability, actions, policies, where they're where they will be, what they're singing about what they could tell other people about?

I would hope that we were not talking about it anymore, but that it does work. And I'd ideally like us to crack it within about two years. Five years will be too late.

We are small university and if we put our brains together we could fix this I think within a year or two. Get courses revalidated but you just need to feature it within validation and then there's a separate stream around the building, you know, numbers of people travelling to and from unique work not a priority our talks as well.

Yeah, absolutely. Absolutely. But you know we're entering a brave new world and the idea of I'm I keep hearing this idea but the need for people to physically go into work happen at the end of this, you know, this, this period that we're in right now, I think a lot of things are going to be addressed actually. Yeah, this is an education.

Yeah. Yeah, absolutely.

I think we're sort of pretty much wrapped up now. Is there anything that you'd like to ask us?

I want to know where you're going next? And yes, and if you want to do an online workshop, I'd be happy, depending on what it is to participate in it.

Yeah, thank you for that. And just in terms of where we're going: there was a workshop which was going to take place really soon. We still may or may not do that. I'm not really sure. But one of the outcomes we were hoping for was to have an idea of a little bit of a manifesto of sustainability that we could then present back to Ravensbourne. Some of it could be academic-led, some of it could be student-led. We were also looking to give up sort of a short Well, maybe that manifesto actually to put towards clines.

And we're going to make recommendations really to, partly to comment in terms of our findings. You know, and all of the good stuff that would have come out of the workshop, really, and it was in terms of the people attending the workshop. It was really students cost directors, some Have the higher management academics yourself, you might you may well have been there, and would

have been a really interesting workshop to, you know, to have all of these different perspectives and really to, you know, to discuss what is right What does you know, sustainability mean to all of us and how do we all engage in it? Because ultimately, I think that it's also a very personal perspective that people take on sustainability as well as what they've got to bring to the table. Yeah.

If you can try and get hold of the plan, if you haven't already, just to see what it states…

I think you should have time pilot it [the workshop] and just see what the experience might be. You might do topic areas but really narrow in on something that you can get on within an hour. Keep it quiet and have a read. There's increasing literature going around now about how to conduct online workshops that they will stimulate with ideas. Yeah. And I would circle I will truncate to an external university because I think we need to look beyond our own four walls. And try and focus on quick, quick wins. People need to see that this is going to deliver benefits.

Yeah, yeah. Well, the original sort of brief that we got from Paul was to design a platform for universities to collaborate and platform, meaning lots of things in this instance. So we're not sure where we are now with the brief because it's changing a little bit. Because of the situation because of the fact that we can't have the workshop as we thought we will, but at the end of the course, ideally, we would have some sort of blueprint for other users to take and work in terms of sustainability, collaboration. So, there is maybe going to be something resembling a quick fix.

Good. I look forward to hearing from you and where it goes.

Annex 3. Listening Campaign Results

RESPONSES	TIMES MENTIONED
Reuse	8
Recycle	8
Environmentally friendly	6
Not impactful	4
Lifestyle	4
Long lasting	3
Worth using	3
Reduce	2
Not harmful	2
Renewable	2
Sharing	2
Useful	1
Replenishable	1
Progress	1
Not wasteful	1
Not obsolete	1
No pollution	1
Green	1
Cost-effective	1
Conscious	1
Careful	1
Process	1
Consequences	1
Fast Fashion	1
"hard to do the big things if you can't do the little things"	1
some people are very black and white about it"	1
"keeping stuff in order" clean, easy to walk around	1
Healthy	1
sustainability as in budget, limited budgets, props that aren't just equipment	1

Independent	I
Good for the planet	I
persistence in solving a problem - "sustain it"	I
best use of spaces and facilities	I

Annex 4. CoSustain Workshop Model

Run time: 60 mins

Time	Activity	Responsible/Notes
5 mins	Opening round: Name, role and ow has remote working helped you see the world differently?	TBD
15 mins	Research and insights presentation	Ana, Tania
5 mins	Round – immediate reflections on research and insights	Workshop Participants
15 mins	Break-out session x 3 groups How might we create a shared vision to enhance sustainability across Ravensbourne? EXERCISE: The Story from the Future	Iulia, Hansi, Zarida, Participants See exercise plan
20 mins	Re-group Round: Share complete stories Round: What actions would lead to the imagined version of the year 2030?	TBD
5 mins	Closing round – What action will you take today?	TBD

EXERCISE: The Story from the Future

Objective: Imagining desirable futures in relation to specific topics.

Outcome: Three stories about Ravensbourne in the year 2022, centred around the topics of silos and communication.

Instructions: Participants will work on completing a story about the future. They will be provided a short story line that includes the beginning and the middle, and they must complete the end.

Content:

> Beginning: In the year 2020, Ravensbourne was a design and media specialised university that knew the importance of sustainability but found it difficult to implement it in all the aspects of its functioning – from management facilities and course contents. Some Ravensbourne programme directors ran courses with sustainability in mind, others did not (challenge 1), some unsustainable behaviours such as plastic cutlery were eliminated, but other unsustainable behaviours persisted (challenge 2). In the grand scheme of things, Ravensbourne was far from achieving a good level of sustainability across all of its operations.

<mark>Middle</mark> – unknown, to be designed by workshop participants.

Possible content: "Then, in the midst of this unprecedented health crisis, a team of Ravensbourne stakeholders got together to talk about the future of sustainability and how Ravensbourne could change and thrive".

<mark>End</mark> – unknown, to be designed by workshop participants.

Possible content: In 2022, Ravensbourne is an exemplary University with zero carbon footprint. A 5-year sustainability plan is fully adopted and implemented by all departments. All courses are now sustainable in their approach and students learn about sustainable practice as part of their studies that they later integrate into their personal and professional lives. It is easy to communicate with staff, students and the outside world about sustainability; innovative ideas of sustainability are shared. Ravensbourne has created a team who work on sustainability for the University and the local community. Ravensbourne is rewarded for its progress and ranks No.1 in the People and Planet University League.