

The limits to dual recycling and the impact of those limits on 17th November 2007

From the 19th 20th November the objectives of the project will have been met and the team will have been able to...

...the only one who has been taken back by the other extreme means...

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Everyday engagement potential...

- People probably interact with a range of spaces that not fit to their certain lives
- accumulated local knowledge

...and limits

- The walls of habit and 'business as usual'
- Ability to avoid potentially unwanted issues
- The elements of momentum and relationships
- 'Group polarization'
- Resistance to public discourse
- Material ignorance

What matters?

- The protection and expansion of 'social intelligences' - capacities for reflection on our own assumptions, beliefs and practices, critical engagement with those of others, and democratic participation
- Wider distribution and socialisation of relevant knowledge and skills
- A sense of belonging and solidarity, even across difference and disagreement
- Opportunities for generating new possibilities
- A sense of agency, and the capacity to create tangible change
- The recognition of limits, and the capacity to prioritise
- The actual and perceived legitimacy of engagement and decision-making processes
- Intelligent use of declining energy and resources

A bit about tonight's process...

Inspired by Team-Based Learning (TBL) - an approach to participatory forms of learning in large groups

- Significant problem
- Some practice
- Specific choice
- Simultaneous reporting

In a full TBL process, participants would receive inputs prior to a session and go through a 'Readiness Assurance Process' to ensure they are ready to engage with the tasks.

Is there potential to adapt this sort of format for engagement processes more widely?

Who would you need to engage with?

- All of the people who use the building.
- Those people who are most passionate about making a positive difference.
- A sample of people that you would randomly select from a list of all the people who work or study in the building.
- Elected representatives of all the different user groups.
- People in positions of management.
- People who represent the spectrum of views on the present and future of the building (these could be identified from an initial questionnaire).

What challenges do you think that 'readiness' poses for building users and stakeholders?

What are the potential benefits and risks of this process?

How do you think this process would be implemented?

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Scenario

You have been asked to identify options for an old University building that is very inefficient in terms of energy use, and to make a recommendation for the building's future. This building houses an academic department that has about 20 members of staff and 200 students, and includes staff offices, teaching rooms, a reception and a canteen area. Potential options range from relatively minor adjustments to a complete rebuild.

The University is committed to enhancing sustainability both in relation to environmental impact and with a view to social sustainability. Your brief includes engagement with the students and staff who use the building. The aim is to generate a final proposal that users understand, and for which there is broad support.

You're aware that among those users, there is a diversity of views on how well the building currently meets their needs, and on the changes they would like to see. Among these, there is excitement about what they perceive as the University's willingness to invest in physical infrastructure rather than in other priorities (e.g. extra staff and resources to support their work). Some feel that they haven't had enough opportunities to shape the Department's future in the past. You also know that within the Department, some are more vocal and/or influential than others.

From your initial conversations with people and your knowledge of available technologies, a set of possible options has emerged. Which of these processes would you use to get from this list of options to a recommendation on a course of action?

- An in-depth deliberative process held over several days with a group of around 15 people who have shown a particular interest in sustainability issues and commitment to change (and who would be released from other duties over this period). As part of the process, this group would receive expert inputs and have access to relevant data on current patterns of how the building is used. This group would then weigh up different options and be responsible for deciding on final recommendations.
- As A, but with a group that has been randomly selected from a list of all users of the building.
- Inviting all users to an open meeting at which different options, their costs and benefits are presented and then voted on.
- Preparing an report (briefing paper, video, exhibition) containing the pros and cons of different options and distributing this to people. People would be asked to familiarise themselves with the options, and would then be asked to attend a day-long meeting at which they work in teams to make specific choices. Following simultaneous feedback, there would be a facilitated general discussion with the aim of identifying the best choices.
- Determining as which of the proposed options has the greatest potential for improving energy efficiency, and by which of the options best meets the needs articulated by the users, and having the recommendations as the least progressive between the two. This process would be made transparent to the people housed in the building, but they would not be directly involved in deciding on the final recommendation.

What are the benefits, and the risks, of engaging people directly in decision-making for buildings?

- Opportunity for 'future co-design' for buildings?
- Is the process consistent to process, or is it better?
- What if people reach the 'wrong' choice?
- Is involvement ethical? Medical ethics literature

Which of the following do you consider most important in setting the agenda for an engagement process - i.e. in identifying the range of options for consideration?

- Consulting the University's strategic planning documents and policies.
- Talking to departmental management about their priorities for the future.
- Drawing on your own experience of what has worked in similar situations elsewhere, and on your knowledge of best practice.
- Asking users of the building to identify their concerns, questions and ideas.
- A period of baseline observation of how people are currently using the building (e.g. monitoring who is in the building at what times, how energy is being used, and what activities happen at different times of the day/week).

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'The Switch to Full Recycling and the Removal of Desk Bins on 17th November 2008!

From 9am on Monday 17th November the University of Bradford will have moved into a new era and gone completely desk bin free!

Desk bin removal is a key part of any successful recycling scheme with Leeds University showing a rise from 28% to 62% with the removal of desk bins. We are currently achieving around 50% recycling with the partial removal of desk bins and after this we should see very good performance, perhaps even sector leading!'

From a briefing to University staff on the Ecoversity website: <http://www.brad.ac.uk/admin/ecoversity/recycling/index.php>

'Am I the only one who has been taken aback by the rather extreme measure, in my view, of 'confiscating' bins in offices?

Email from a member of staff at the University of Bradford to an internal staff list, 19th November 2008

Let me quickly say that I recycle paper, plastic, glass and cans at home as a matter of course, but feel it rather impractical to have to go out to the recycling bins here every time I want to dispose of something in the office. Can I have my bin back please? And then surely, it's up to me if I wish to - at the end of the day or the end of the week - to take my bin and sort out its contents into the recycling bins available. Surely, it shouldn't be imposed on us in this rather draconian way!'

Everyday engagement

potential...

- People continually interact with a range of spaces that matter to their everyday lives
- Accumulated local knowledge

...and limits

- The pull of habit and 'business as usual'
- Tendency to avoid potentially unsettling issues
- The etiquette of conversations and relationships
- 'Group polarisation'
- Distortions in public discourse
- 'Rational ignorance'

What matters?

- The protection and expansion of 'social intelligence' - capacities for reflection on our own assumptions, habits and practices, critical engagement with those of others, and democratic participation
- Wider distribution and socialisation of relevant knowledge and skills
- A sense of belonging and solidarity, even across difference and disagreement
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- Significant problem
- Same problem
- Specific choice
- Simultaneous reporting

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Scenario

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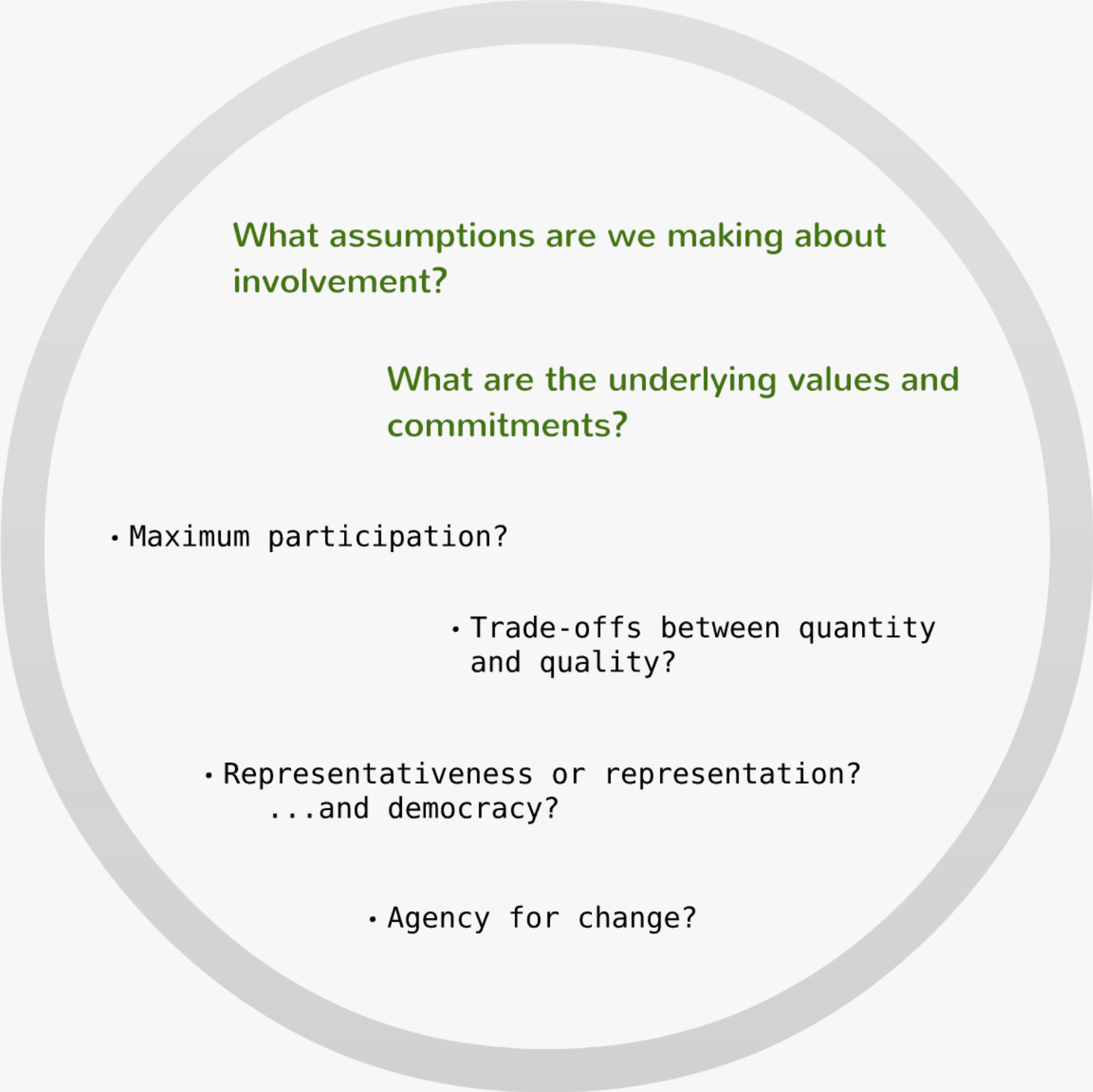
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You're aware that among those users, there is a diversity of views on how well the building currently meets their needs, and on the changes they would like to see. Among some, there is resentment about what they perceive as the University's willingness to invest in physical infrastructure rather than in other priorities (e.g. extra staff and resources to support their work). Some feel that they haven't had enough opportunities to shape the Department's future in the past. You also know that within the Department, some are more vocal and/or influential than others.



Who would you seek to engage with?

- A. All of the people who use the building.
- B. Those people who are most passionate about making a positive difference.
- C. A sample of people that you would randomly select from a list of all the people who work or study in the building.
- D. Elected representatives of all the different user groups.
- E. People in positions of management.
- F. People who represent the spectrum of views on the present and future of the building (these could be identified from an initial questionnaire).



What assumptions are we making about involvement?

What are the underlying values and commitments?

- Maximum participation?
 - Trade-offs between quantity and quality?
- Representativeness or representation?
...and democracy?
- Agency for change?

Which of the following do you consider most important in setting the agenda for an engagement process - i.e. in identifying the range of options for consideration?

A. Consulting the University's strategic planning documents and policies.

B. Talking to departmental management about their priorities for the future.

C. Drawing on your own experience of what has worked in similar situations elsewhere, and on your knowledge of best practice.

D. Asking users of the building to identify their concerns, questions and ideas.

E. A period of baseline observation of how people are currently using the building (e.g. monitoring who is in the building at what times, how energy is being used, and what activities happen at different times of the day/week).

How do we view the status of different forms of knowledge/input?

- To what extent does knowledge have to be contextual? What kinds of knowledge can be transferred between situations?
 - What status should we give to expertise?
- Do we accord different weight to an input based on who it has come from?
 - How does knowledge acquire authority?
- What are the implications for longer-term sustainability?

From your initial consultations with people and your knowledge of available technologies, a set of possible options has emerged. Which of these processes would you use to get from this list of options to a recommendation on a course of action?

A. An in-depth deliberative process held over several days with a group of around 15 people who have shown a particular interest in sustainability issues and commitment to change (and who would be released from other duties over this period). As part of the process, this group would receive expert inputs and have access to relevant data on current patterns of how the building is used. This group would then weigh up different options and be responsible for deciding on final recommendations.

B. As A., but with a group that has been randomly selected from a list of all users of the building.

C. Inviting all users to an open meeting at which different options, their costs and benefits are presented and then voted on.

D. Preparing an input (briefing paper, video, exhibition) containing the pros and cons of different options and distributing this to people. People would be asked to familiarise themselves with the options, and would then be asked to attend a day-long meeting at which they work in teams to make specific choices. Following simultaneous feedback, there would be a facilitated general discussion with the aim of identifying the best choices.

E. Determining a) which of the proposed options has the greatest potential for improving energy efficiency, and b) which of the options best meets the needs articulated by the users, and basing the recommendation on the best compromise between the two. This process would be made transparent to the people housed in the building, but they would not be directly involved in deciding on the final recommendation.

What are the benefits - and the risks - of engaging people directly in decision-making?

- Implications for future capacities for involvement?
- Is the primary commitment to process, or to substance?
- What if people reach the 'wrong' choices?
- Is involvement without decision-making tokenistic?

