ual:

CLIMATE SYSTEMS MAPPING

Facilitation Guide and Toolkit

CREDITS & ACKNOWLEDGEMENTS

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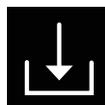
TOOLKIT
INTRODUCTION

This facilitation guide provides instructions and prompts for the facilitation of a suite of systems mapping tools.

Each tool is comprised of a graphical canvas (a digital or printable poster) for collecting, generating, validating, sense-checking and analysing data, and written guidance for its use. These tools are adapted for use in the Higher Education sector, and specifically for use within University of the Arts London (UAL). They have been adapted as part of the UAL Climate Systems Mapping Project in response to the need for climate justice in transitions towards regenerative futures, however, they are applicable beyond this specific use and context.
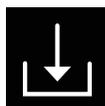
The toolkit can be used in print as a set of A0 size posters or online using the collaboration app, Miro.
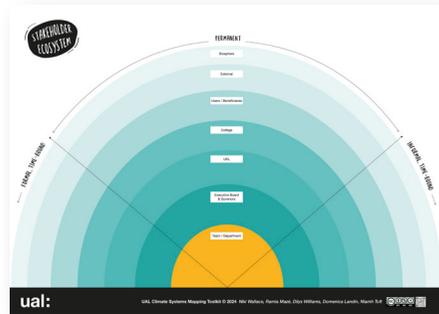
DOWNLOAD A0 SIZE PRINTABLE TOOLS

VIEW A SAMPLE MIRO SPACE
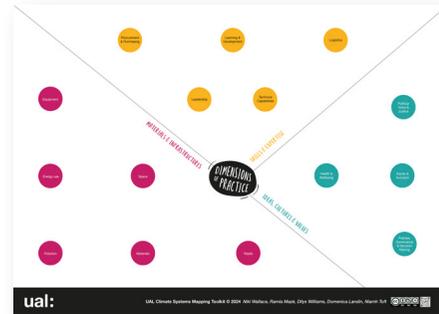
DOWNLOAD THE IMAGINARIES

TOOLKIT CONTENTS

The Toolkit is made up of 8 tools, to be completed in order.

1. STAKEHOLDER ECOSYSTEM

Stakeholders related to a unit (team or department). Type of relation.

2. DIMENSIONS OF PRACTICE

Climate dimensions of work practices, culture and norms in a unit.
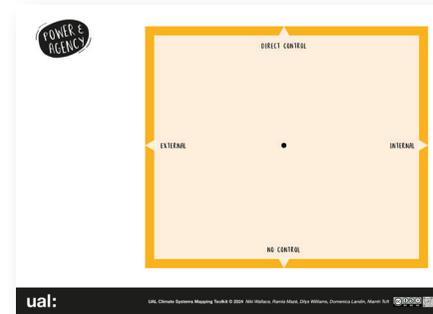
3. POWER & AGENCY

Agency held within a unit.
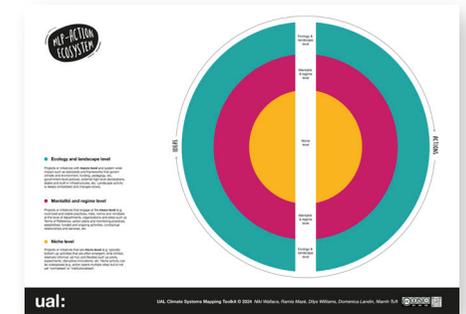
4. MLP-ACTION ECOSYSTEM

Contributions of unit to regeneration. Contributing actions and ideas in relation to multiple levels.
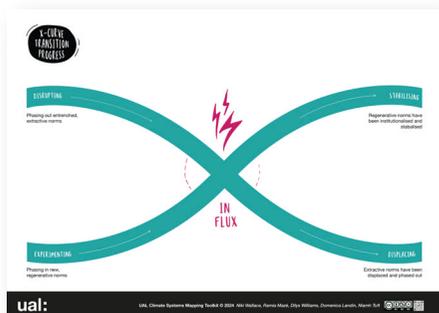
5. X-CURVE TRANSITION PROGRESS

Stage and progress of identified actions and initiatives.
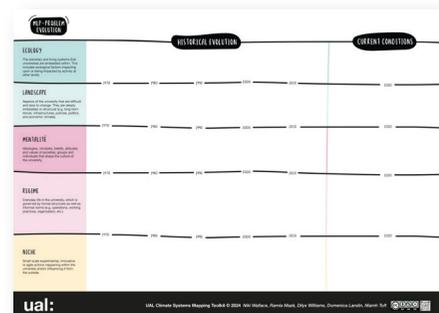
6. MLP-PROBLEM EVOLUTION

Influences on sustainable development, climate action and justice in the UK, HE and UAL. Relate to multiple levels and in time

7. POSSIBLE FUTURES

HE/HEIs and UAL within multiple possible futures and UAL's current trajectory in relation to such futures.
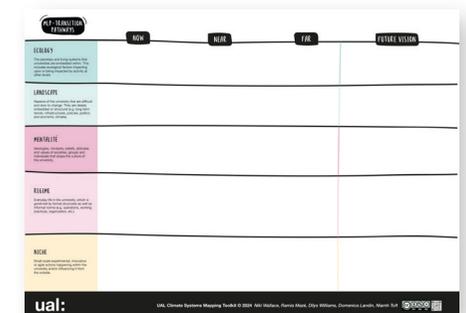
8. MLP-TRANSITION PATHWAYS

Pathways and actions toward a regenerative climate future UAL.

TOOL 1

STAKEHOLDER ECOSYSTEM

STAKEHOLDER ECOSYSTEM

PERMANENT

Biosphere

External

Users / Beneficiaries

College

UAL

Executive Board & Govenors

Team / Department

FORMAL, TIME-BOUND

INFORMAL, TIME-BOUND

TOOL 1: STAKEHOLDER ECOSYSTEM

Overview

This canvas aims to map stakeholders in relation your team or department to better understand the relationships you have, including:

- Internal stakeholders, for example: Members of your team or department, the Executive Board and Court of Governors, UAL central services, College-specific services and internal users/beneficiaries of your team or department.

- External stakeholders who use, benefit from or influence your work.

Visual guide to using the tool
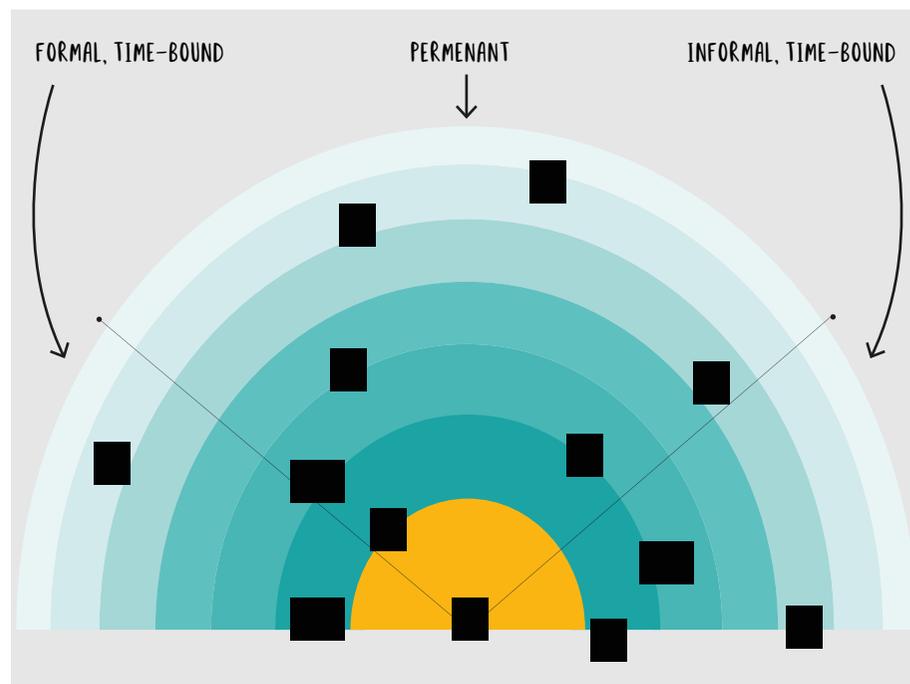
FORMAL, TIME-BOUND   PERMENANT   INFORMAL, TIME-BOUND

◼ = *post-it note*

YOU WILL NEED

If using the printed version of the canvas: Pens/markers and sticky notes.

If using the digital version of the canvas: Miro's built-in tools.

STEP 1

Take 20 minutes to add information about stakeholders who are related internally and externally to your team or department. You can add this information directly to the map or use sticky notes.
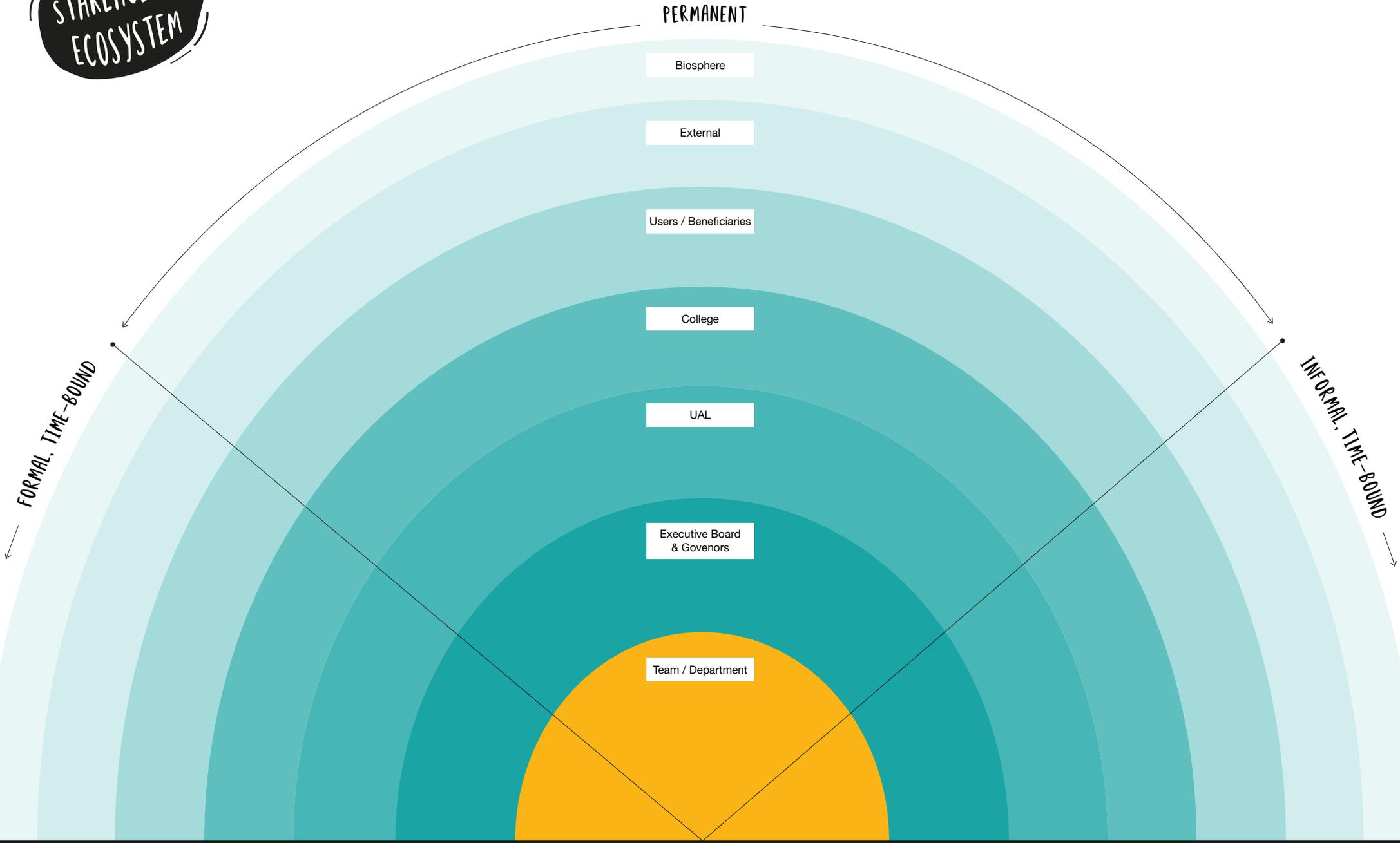
STEP 2

Reflect about the day-to-day interactions or relationships you have with teams or departments external to yours. Some stakeholder relations may be informal, some may be formal but tied to specific projects or tasks, and some may be ongoing and permanent relationships.

OTHER PROMPTS

Is there anyone that you have interactions or a relationship with that you have not captured in this map?

TOOL 2

DIMENSIONS OF PRACTICE

DIMENSIONS OF PRACTICE

MATERIALS & INFRASTRUCTURES

SKILLS & EXPERTISE

IDEAS, CULTURES & VALUES

Procurement & Purchasing

Learning & Development

Logistics

Equipment

Leadership

Technical Capabilities

Political Voice & Justice

Energy use

Space

Health & Wellbeing

Equity & Inclusion

Pollution

Materials

Waste

Policies, Governance & Decision Making
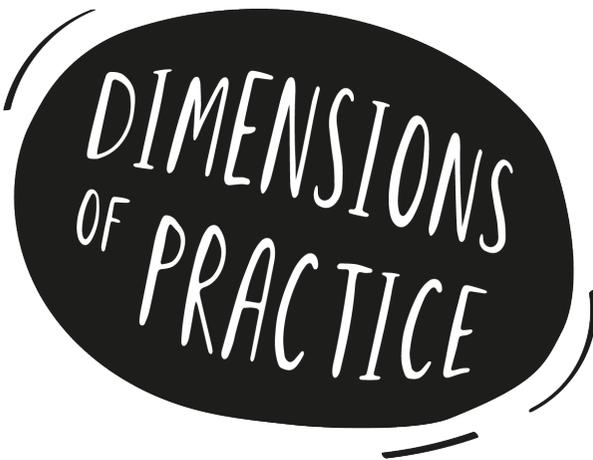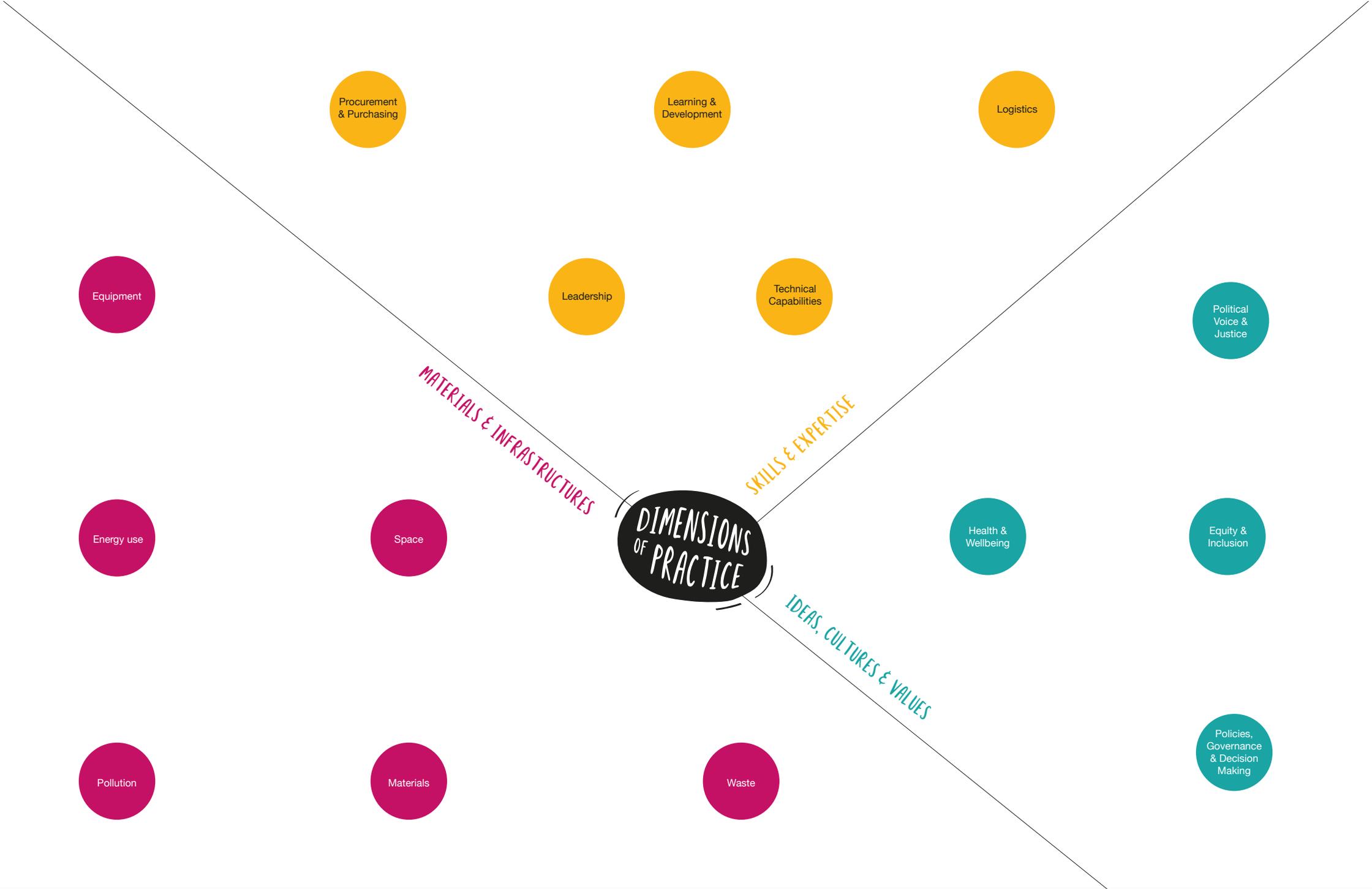
TOOL 2: DIMENSIONS OF PRACTICE

Overview

This canvas maps different dimensions of the daily work practices, culture and norms in your team or department in relation to climate justice to better understand any interconnections between these dimensions.

- The canvas is divided into different dimensions within three categories: materials and infrastructure; skills and expertise for operation, and; the ideas, cultural practices and values informing actions.

Visual guide to using the tool
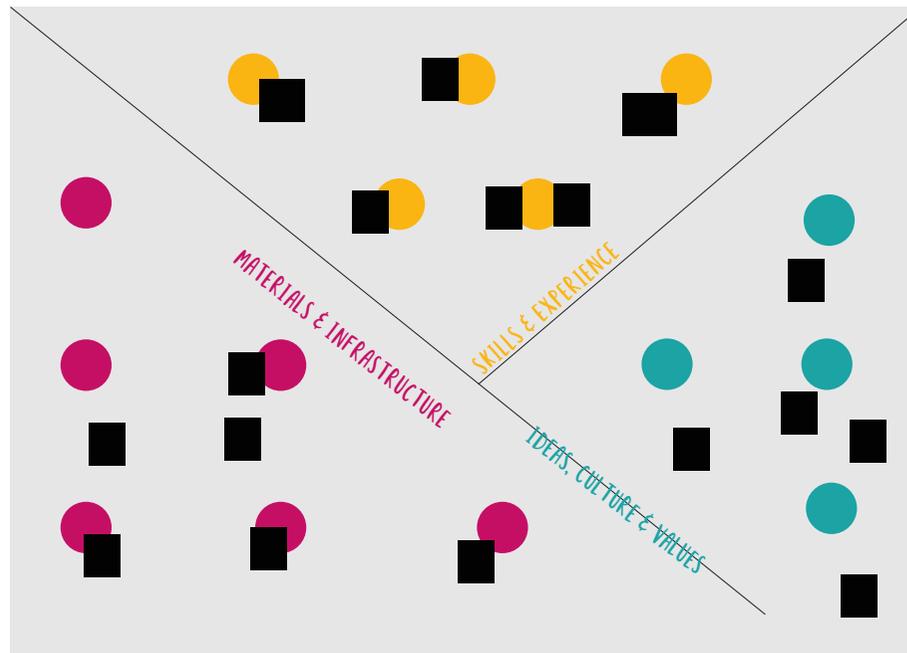
MATERIALS & INFRASTRUCTURE

SKILLS & EXPERIENCE

IDEAS, CULTURE & VALUES

■ = *post-it note*

YOU WILL NEED

If using the printed version of the canvas: Pens/markers and sticky notes.

If using the digital version of the canvas: Miro's built-in tools.

STEP 1

Consider how your day-to-day work relates to these categories and dimensions. Use sticky notes to map the different aspects of your work practices.

STEP 2

Look for interconnections between the different dimensions and add connection lines between any relevant sticky notes.

OTHER PROMPTS

What's involved in the day-to-day operations of your team or department?

Which materials and systems are used? E.g. equipment, spaces, IT, etc.

What skills or expertise is required?

Why is this important?

What values, ideas and norms drive the culture in your team?

TOOL 3
POWER & AGENCY

POWER & AGENCY

DIRECT CONTROL

EXTERNAL ● INTERNAL

NO CONTROL
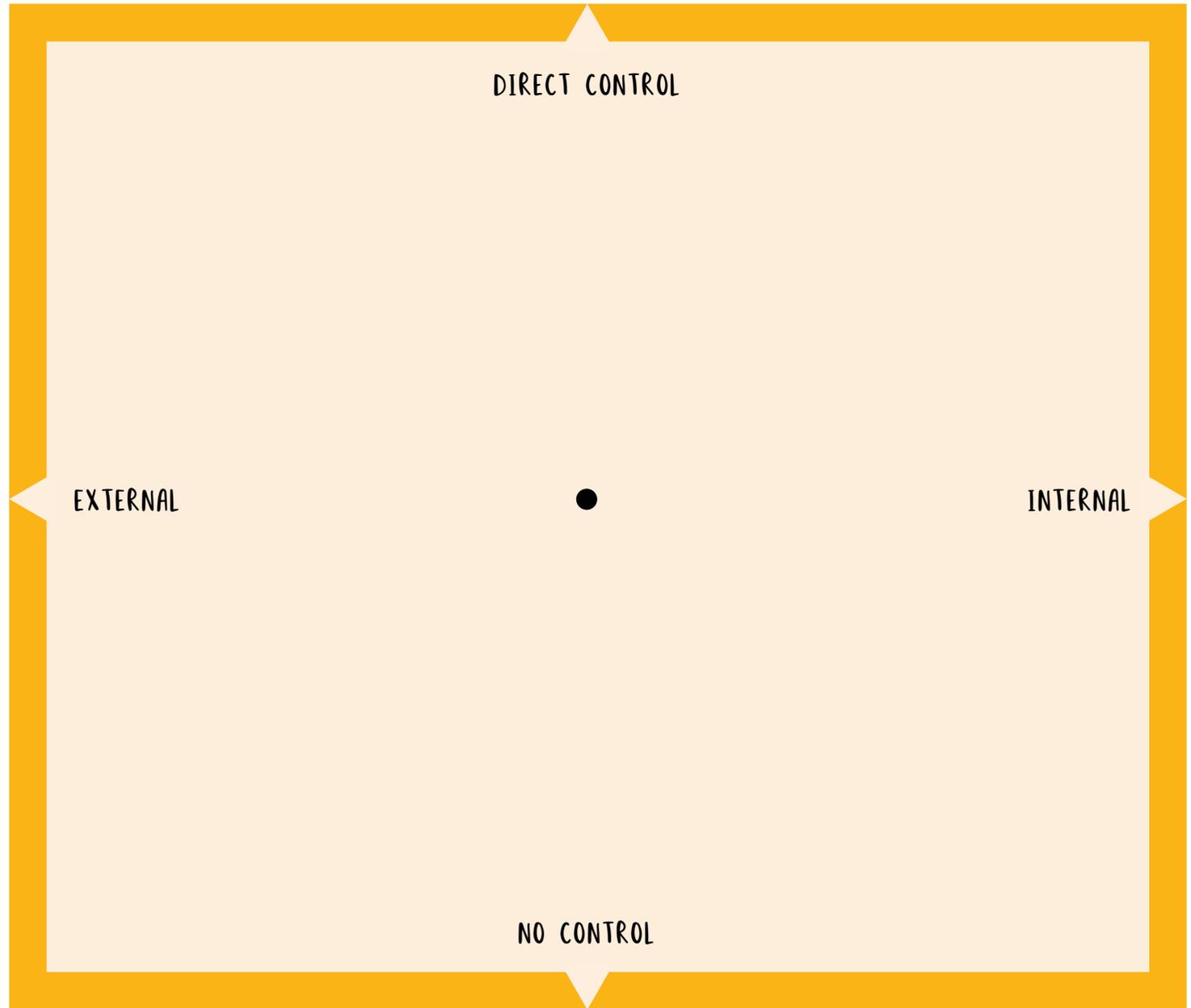
TOOL 3: POWER & AGENCY

Overview

This canvas uncovers perceptions of the agency held within your team or department to better understand how your action might be influenced or be influential.

Visual guide to using the tool
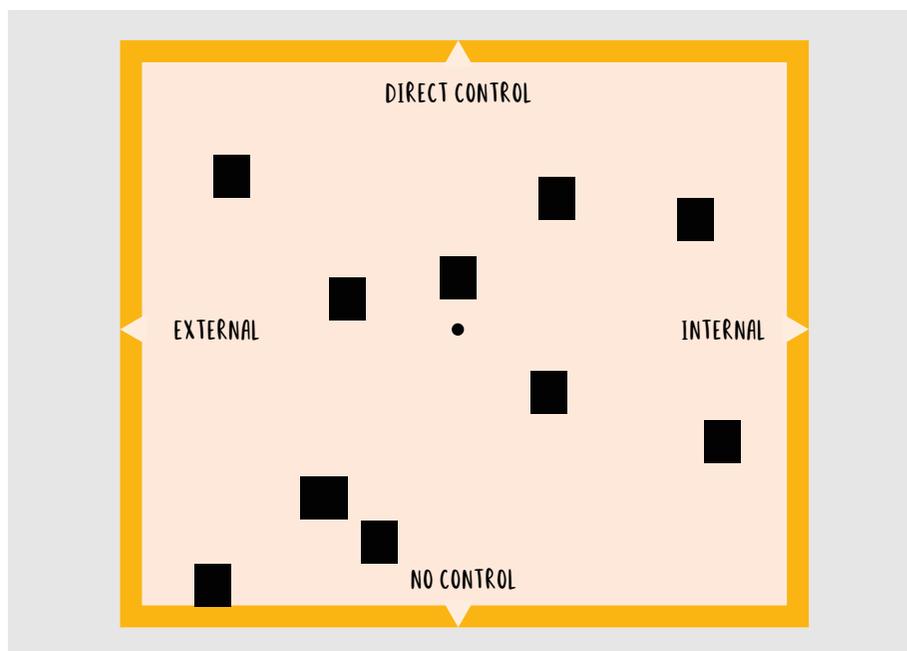
DIRECT CONTROL

EXTERNAL ● INTERNAL

NO CONTROL

■ = *post-it note*

YOU WILL NEED

If using the printed version of the canvas: Pens/markers and sticky notes.

If using the digital version of the canvas: Miro's built-in tools.

STEP 1

Reflect on the agency within your team or department.

STEP 2

Using sticky notes, capture your thoughts and position them within the canvas. This can start as an individual reflection, followed by a group discussion and activity.

OTHER PROMPTS

What do you think you have the power to change in your workplace?

What is inside of your control and influence?

Who (or what) are you answerable to and who are they answerable to?

TOOL 4

MLP-ACTION ECOSYSTEM

MLP-ACTION ECOSYSTEM

Ecology and landscape level

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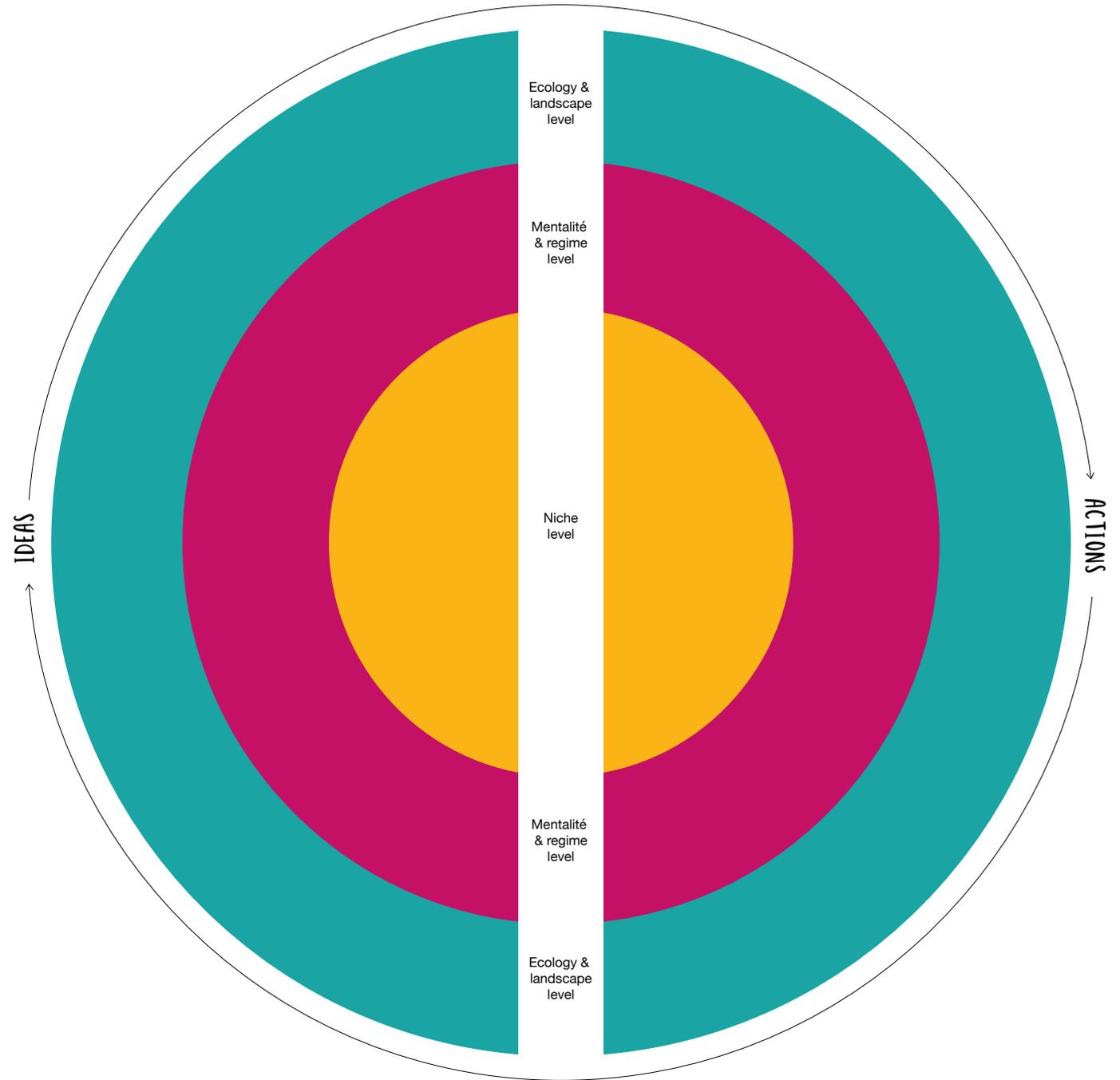
Mentalité and regime level

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

Niche level

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

Ecology & landscape level

Mentalité & regime level

Niche level

Mentalité & regime level

Ecology & landscape level

IDEAS

ACTIONS

TOOL 4: MLP-ACTION ECOSYSTEM

Overview

This canvas identifies positive change that is happening, including both actions and ideas related to climate justice. It uses a 'multi-level perspective' (MLP) to understand which part of the system action is taking place in and information about these levels is presented on the canvas.

- To map where identified ideas and actions are located in relation to the team/department (levels). Some initiatives may be highly context-specific and localised, whereas others may be widely or pervasively implemented. Some may be even external to the unit.

Visual guide to using the tool
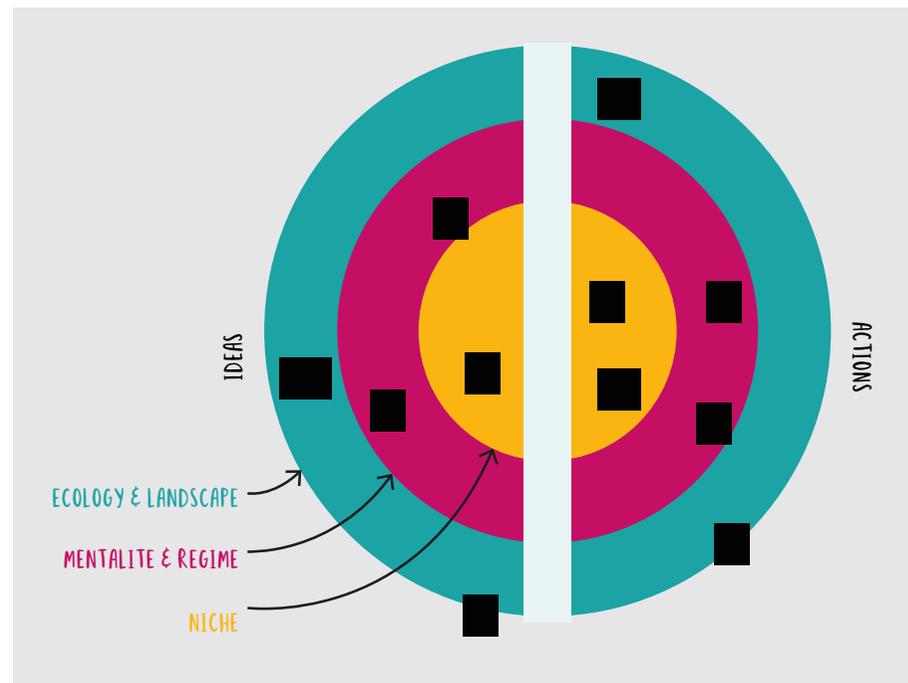
ECOLOGY & LANDSCAPE
MENTALITE & REGIME
NICHE

IDEAS

ACTIONS

■ = *post-it note*

YOU WILL NEED

If using the printed version of the canvas: Pens/markers and sticky notes.

If using the digital version of the canvas: Miro's built-in tools.

STEP 1

Take 5 minutes to read and familiarise yourself with the systems-level descriptions to help you place sticky notes in the relevant level.

STEP 2

Use sticky notes to map any positive actions (right-hand side) you already see within your team or department. This can include any projects or initiatives that are working towards climate justice as well as any other activities you are involved in such as committees, working groups, networks, etc. Any projects or initiatives that have external partners or collaborators can also be added with a reference to the other people involved.

STEP 3

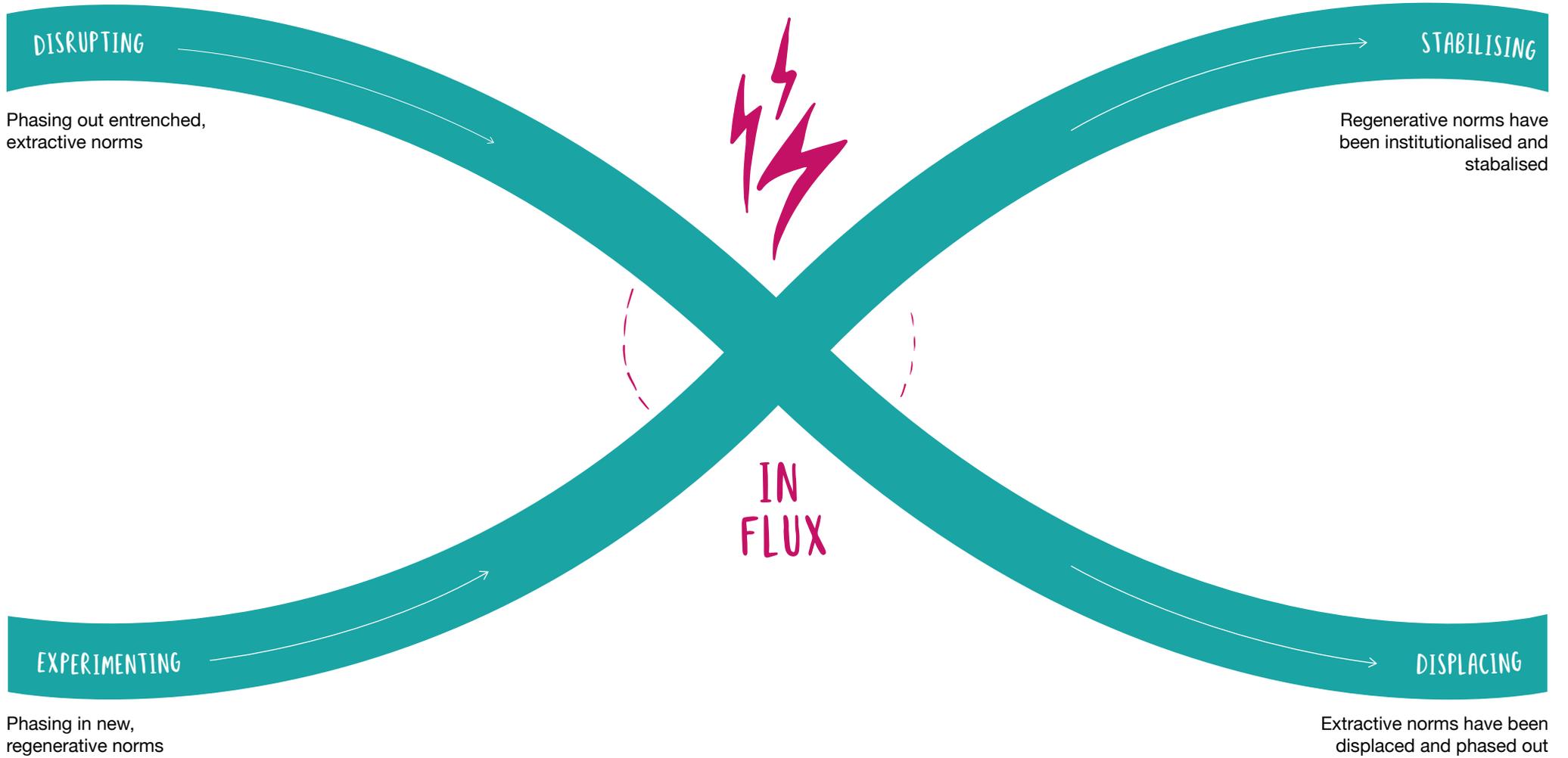Use sticky notes to map any positive ideas (left-hand side) you have discussed in your team or department.

TOOL 5

X–CURVE TRANSITION PROGRESS

DISRUPTING

Phasing out entrenched, extractive norms

STABILISING

Regenerative norms have been institutionalised and stabalised

IN FLUX

EXPERIMENTING

Phasing in new, regenerative norms

DISPLACING

Extractive norms have been displaced and phased out

TOOL 5: X-CURVE TRANSITION PROGRESS

Overview

This canvas tracks the stage and progress of identified actions and initiatives to better understand our overall transition progress.

- It maps this progress along an "X-curve", to identify which actions are aimed at phasing out extractive activity and which actions are aimed at phasing in regenerative activity.

Visual guide to using the tool
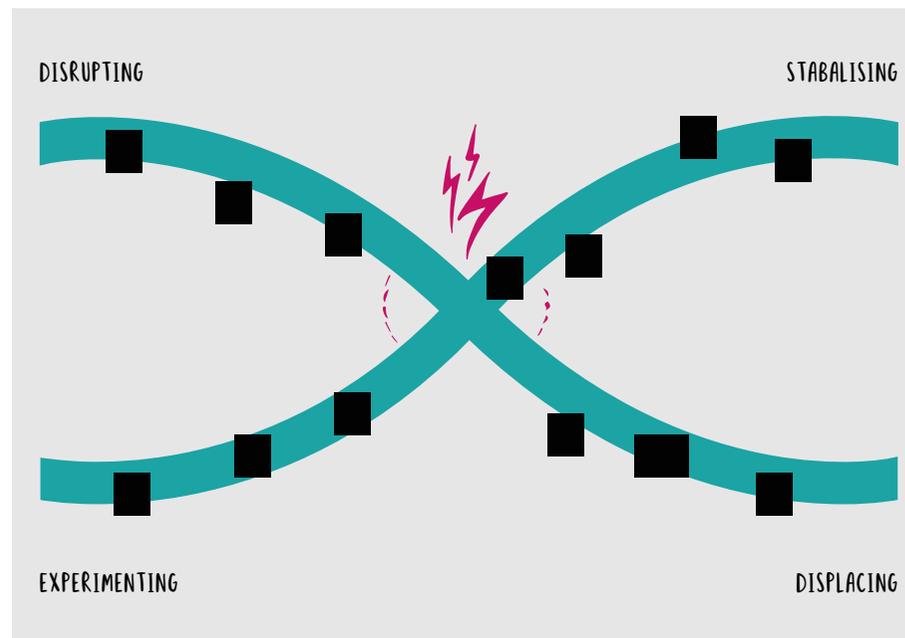
DISRUPTING

STABALISING

EXPERIMENTING

DISPLACING

■ = post-it note

YOU WILL NEED

If using the printed version of the canvas: Pens/markers and sticky notes.

If using the digital version of the canvas: Miro's built-in tools.

STEP 1

Take 10 minutes to identify projects or initiatives from the Ecosystem of Actions (Tool 4) and place them onto the 'X' in a position that best represents their current stage and progress.

STEP 2

If a project or initiative has aspects of both phasing in regeneration and a phasing out extraction, you can duplicate the sticky note and add a connection line between them.
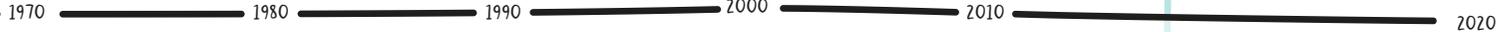
TOOL 6

MLP-PROBLEM EVOLUTION

HISTORICAL EVOLUTION

CURRENT CONDITIONS

ECOLOGY

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

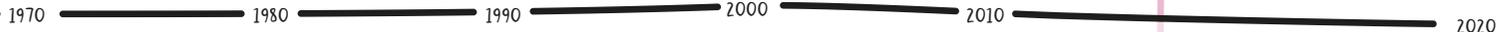1970   1980   1990   2000   2010   2020

LANDSCAPE

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

1970   1980   1990   2000   2010   2020

MENTALITÉ

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

1970   1980   1990   2000   2010   2020

REGIME

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

1970   1980   1990   2000   2010   2020

NICHE

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

TOOL 6: MLP-PROBLEM EVOLUTION

Overview

This canvas identifies and maps key decisions, drivers, actions affecting climate action/justice in UK, HE and UAL, and it locates these in relation to multiple levels and in time. We do this to better understand the historical evolution and current conditions of a problem space.

- Your inputs to the map may be combined with inputs from secondary research.

- Please note that systems-level maps will never be 'finished' as the system itself is too large and dynamically shifting to ever achieve accuracy or completion.

Visual guide to using the tool
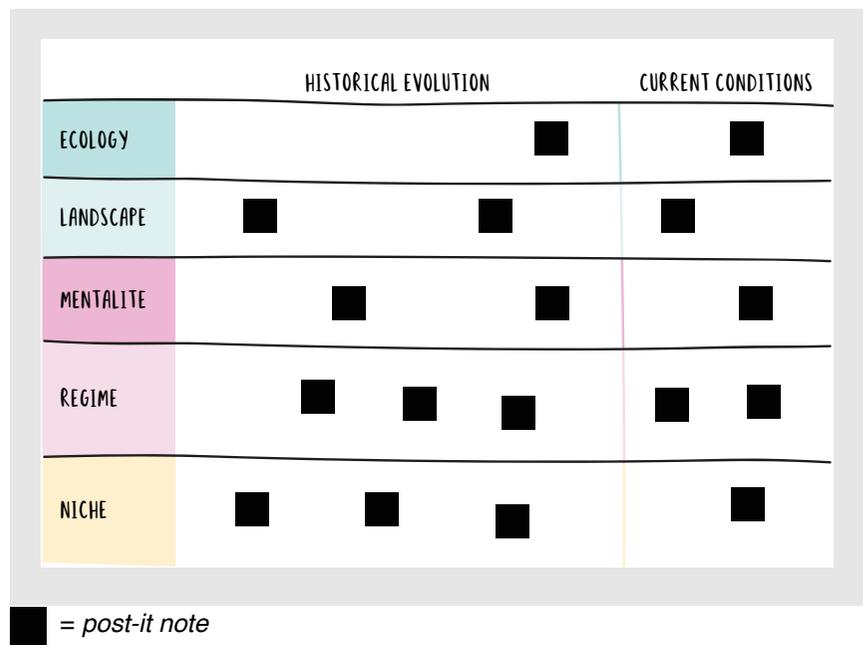
■ = *post-it note*

YOU WILL NEED

If using the printed version of the canvas: Pens/markers and sticky notes.

If using the digital version of the canvas: Miro's built-in tools.

STEP 1

Take 5 minutes to consider the levels and familiarise yourself with the multi-level perspective map.

STEP 2

Take 40-60 minutes to add key points and thoughts. You can add your perspectives directly to the map or use sticky notes.

OTHER PROMPTS

In your view, what are the key *historical* contributions of higher education institutions and UAL in terms of extraction and regeneration?

In your view, what are the key *current* contributions of higher education institutions and UAL in terms of extraction and regeneration?

TOOL 7

POSSIBLE FUTURES

CONVENTIONAL

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

BARBARIC

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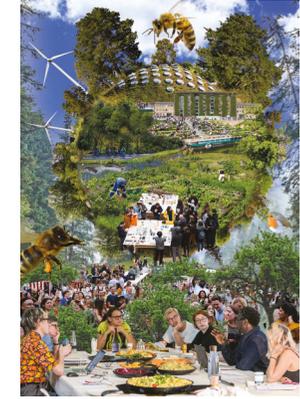
REGENERATIVE

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

These scenarios are inspired by futures from Tellus Institute and informed by primary and secondary research conducted through the UAL Climate Systems Mapping Project.

Imaginaries, created by David A. Garcia (architect), 2024. Full size images and credits available at https://ualresearchonline.arts.ac.uk/id/eprint/21990/

TOOL 7: POSSIBLE FUTURES

Overview

This canvas prompts speculation about what Higher Education and UAL might be like within three possible societal futures, and supports identification of UAL's current trajectory in relation to such futures to better understand the possible futures we might be moving towards.

- The three written scenarios are inspired by [Tellus Institute](). The three images bring to life the possible futures in terms of how they might look and feel for UAL – a conventional, barbaric and regenerative future UAL. The images created by David A. Garcia are based on inputs from UAL staff and students reacting to the Tellus scenarios.

- In order for you to think about very different but possible directions of change, these possible futures are deliberately extreme and contrasting. This canvas asks you think critically and imaginatively, to speculate on UAL's possible futures.

Visual guide to using the tool
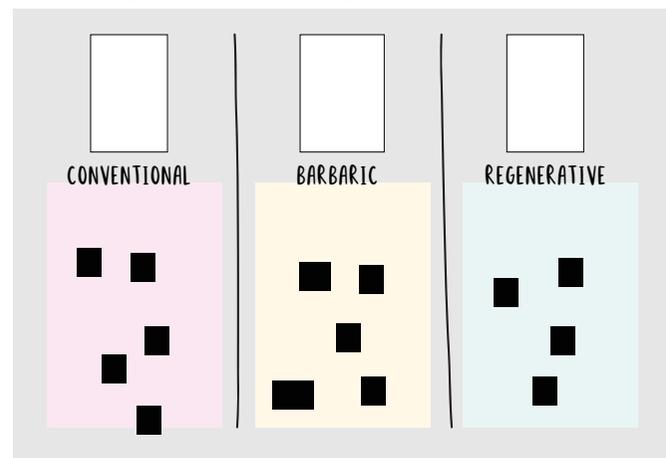
YOU WILL NEED

If using the printed version of the canvas: Pens/markers and sticky notes.

If using the digital version of the canvas: Miro's built-in tools.

STEP 1

Take 5-10 minutes to read the written scenarios and examine the three images. How are the futures different from one another? How is HE and UAL different in each future?

STEP 2

Take 20-40 minutes to speculate on concrete ways that HE/UAL would be different in each future. Add key words and your thoughts directly in the canvas or use sticky notes.

OTHER PROMPTS

What's different in terms of how HE/UAL approach the following:

Climate mitigation and biodiversity action? University governance and economic model? Mindsets and ideologies underpinning the organisation? Staff working conditions and student experience? Campus life and environment? Daily experience and practices as staff and/ or student? Knowledge priorities within teaching & learning, research and knowledge exchange? Local initiatives and community engagement?

■ = *post-it note*

TOOL 8

MLP-TRANSITION PATHWAYS

NOW   NEAR   FAR   FUTURE VISION

ECOLOGY

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

LANDSCAPE

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

MENTALITÉ

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

REGIME

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

NICHE

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

TOOL 8: MLP– TRANSITION PATHWAYS

Overview

This canvas maps future pathways and actions toward a regenerative climate future for UAL to speculate and ideate the kinds of actions we might need to catalyse or amplify to reach a particular possible future.

- Through three steps, it aims to help you think pragmatically about how your team, department or UAL as a whole might transition in the future.

- Step one focuses on milestones that act as indicators within your team/department/UAL transition.

- Step two focuses on speculative pathways that move your team/department/UAL from one milestone to the next.

- Step three focuses on critically engaging with the identified pathways to explore any barriers and enablers that might inhibit or amplify your efforts.

Visual guide to using the tool
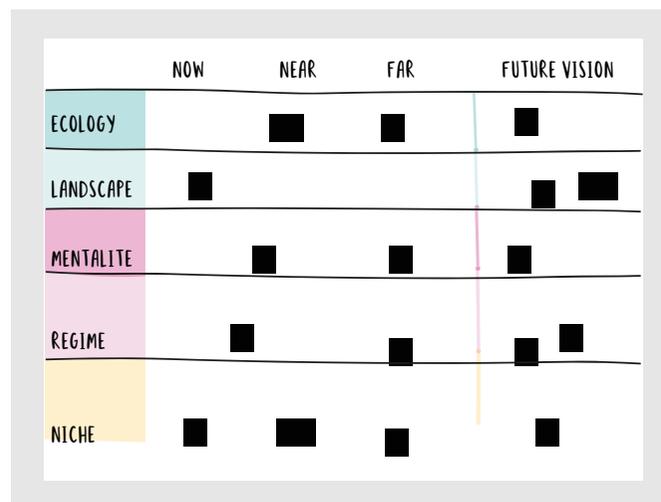
■ = *post-it note*

YOU WILL NEED

If using the printed version of the canvas: Pens/markers and sticky notes.

If using the digital version of the canvas: Miro's built-in tools.

STEP 1
Take 20 minutes to think about future milestones that can act as indicators of a regenerative future. Make sure these milestones are articulated in a way that's concrete for Higher Education and for UAL. You can add your perspectives directly to the map or use sticky notes (colour code). Once you feel you have enough milestones, move to the next step.

STEP 2
Take 40 minutes to map pathways that get to the milestones identified in the previous step. Make sure you speculate about the necessary actions to achieve future milestones. You can add your perspectives directly to the map or use sticky notes (colour code).

STEP 3
Take 15 minutes to look at barriers and enablers to achieving milestones by critically engaging with power and agency at team or department level. Make sure to consider externalities. Use a different per or marker colour or sticky note size to differentiate barriers and enablers from previous inputs.

STEP 4
Take 15 minutes to identify a trajectory of pathways and milestones that point to the desired future. Make note of the actions that need to be taken along with their barriers and enablers.