**ARP 2024-5**
**Ethical Action Plan**
DRAFT 01 —— 02 OCT 2024

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1. **What is your project focus?**

*How questions can be difficult*

What is my environmental impact (in terms of GHG emissions / kilograms of CO2e) of the digital services I, as an academic staff member use at UAL (LCF/LCC) in order to teach, disseminate, and communicate using the currently available digital tools/services?

To gather quantitative data, autoethnographically I will look at the digital services I use across a set time period, 1, 2, 4 (?) weeks (?) I will use this to create a loose extrapolation of my 0.4 lecturer position contribution and as a UAL staff institution contribution

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2. **What are you going to read about?**

*Topics, research areas needing to engage in*
*Good source of journals. UAL library > subject guides > academic practice*

- The direct/indirect impact to nonhuman ecologies/environments caused by greenhouse gas emissions (GHG) by information communication technologies (ICT), data centres, cloud storage, digital services, 'the internet' (Berners-Lee, 2020; xyz)
- What part are academic institutions complicit in this contribution to CO2e emissions, either knowingly or unknowingly?
  - And then, what part do I, as a lecturer, teacher, practitioner contribute to this?
- The overt but often overlooked physical nature of 'cloud' based digital infrastructure.
- The continued extractivist and colonial rhetoric on the disproportionate impact on Global Majority countries/humans/citizens, and their landscapes they live within.
- Carbon literacy (training) undertaken by UAL

- How to do ethical autoethnographic research without influencing the results or the analysis

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3. **What action are you going to take in your (teaching) practice?**

*What are we wanting to do (ACTION)*
*Can be auxiliary to teaching per say*

*(help needed..!)*

- Store files offline on hard drives
- delete unused files stored on the 'cloud' / OneDrive / sharepoint / moodle / padlet etc
- Delete unread UAL emails (~6000)
- Produce an advisory/advocacy document for understanding about collective actions for digital storage?
- (Run a workshop/session on understanding impact?)

Can my quant data be extrapolated? As a 0.4 lecturer at LCF and an Associate Lecturer across a couple of courses at LCC, my contribution is varied across the year. For example, my upcoming hours this autumn term translate to around a 0.6/0.7 on average across the term. How valid/ethical is this to do so?

### 4. Who will be involved and how?

*Participants, staff,*

- Myself, as the primary autoethnographic researcher, participant, and source of data gathering.
- *Could or should it be another staff member as well?*
  - *Namely my line manager, LCF's Creative Director? As they have a much bigger email / storage / data / relationship to communication*

- I will gather quantitative data in an autoethnographic way, I will do an audit on my current usage of digital storage services (OneDrive, Sharepoint, Outlook, Panopto, Moodle, Padlet, etc), and monitor myself over a set period of time (1/2/3/4 weeks?) in all incoming/outgoing internet and data usage to do with UAL

### 5. What are the health & safety concerns, and how will you prepare for them?

*Mental welfare for participants, (co-)researchers,*

**Concerns**
- The potential for feelings of guilt for my personal, autoethnographic contribution to the impact of GHG emissions, and resulting climate breakdown.
- The acute mental feelings of impending overwhelming doom associated with climate-breakdown awareness
- A risk of increased desire to 'change things', but feelings of hopelessness/futility of singular past, current, or future actions

**Preparations**
- Encouraging a recognition in the participants/researcher that this is an *ACTION* project, and therefore upon its onset it forces the researcher to not be passive, but indeed engage directly with specific action(s), and evaluate and reflect on its effectiveness. Therefore contributing positively in an advocacy or advisable way could help combat the risk potential of feelings of hopelessness
- Ensure that a certain degree of self-awareness to the possible action/contributions undertaken and that they're within scope

### 6. How will you protect the data of those involved?

*Confidentiality*
*How long you keep the data, when do we destroy it*
*Separating data of participants with the identifying features*

- I will give full consent for my data to be used within my own research study
- As I envision this to be predominantly an autoethnographic study, as the researcher, I will protect all sensitive information I am collecting, remove or reduce data of any identifying features of any of the data I submit.
- Once the analysis has been done, and the synopsis has been drawn the raw data will be destroyed, but no sooner than 1 week after the presentation of the project (~Jan 13 2025) and no later than 4 weeks after the presentation is taken (~Feb 10 2025).

### 7. How will you work with your participants in an ethical way?

*Power relationships*
*Respect of different ways of learning*
*'Informed consent' — are people really informed? Are we repeating it? Is it clear?*

- Following the protocol of ethical (harvest) giving and taking, as suggested by Robin Wall Kimmerer (2013), I will ensure that if I work with participants ethical practices will be followed.

- The bias of using my own autoethnographic data suggests the cause and need for the awareness of the potential problems which may arise through drawing quantitative data from my own sources.
- I will also be aware of the researcher-bias and participant-bias that can sometimes occur when doing research, from either side of the researcher/participant spectrum. This is of course particularly pertinent when doing ethical autoethnographic research because myself, as both the researcher *and* the participant I embody both parts of the dynamic.
- Acknowledging my researcher positionality as a white, male, cis gendered, masters educated person, and all of the historic and current privileges this affords me.