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Libraries Build Sustainable Communities
A Partnership of the American Library Association and Global Learning, Inc.
First Year Report
Submitted to Susan Saragi
Development Education Program
United States Agency for International Development
October 31, 2000
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This report contains the results of the first year of our project, based on the outcome objectives developed in February 1999 during the application process to USAID and on the primary activities of year one. Indicators focusing on year two activities are not included below. An updated workplan for year two has been submitted previously.

The grant sought to recruit 100 state-based trainers representing all 50 states for the Preconference at ALA's Annual Conference. The Preconference was well attended by 74 individuals from 36 states, the District of Columbia, and Canada. Participants volunteered to provide workshops at the 14 missing states so we still should achieve our goal of at least one workshop per state. One of the major hurdles the project had to overcome in recruiting these trainers involved the fact that our preconference was not listed on ALA's website with their other preconferences. This was due to an ALA rule that requires such programs to be open to anyone, and we were technically limiting registrations to achieve two per state. As one of our committee members wrote in an email, "I would have NEVER looked in this section [where we were listed] for preconference resources...I hope that I am wrong, but I make an assumption that responses would be much higher if the LBSC program was in the Preconference section of the ALA Annual Preview." Thus we were very pleased to have recruited 74 participants.

Participant evaluations indicated a high level of enthusiasm and commitment to conducting the workshop at the state level. Participants also indicated the speakers and materials did a superior job of conveying and relating the concepts of sustainability and the role of libraries in fostering awareness of it. Finally, participants liked the workshop's flexibility in offering an opportunity to expand its basic concepts by using extension activities geared toward a particular sustainability scenario or a particular geographic region.

Additional results from year one are contained in the attached "ALA Preconference & Annual Conference Results," by Jeffrey Brown, and "Summary of ALA/Global Learning Grant Partnership Year One," by David Guyer. The latter is being posted on the project's website as a project update. The former has been previously submitted to USAID, and there is one change to be noted in item 16. Ms. Spelman, who offered to translate the Guide/insert into Spanish, was unable to do so due to increased job responsibilities. She was just able to proof read a translation that ALA secured through a professional translation service that they use in Chicago. The Spanish version of the insert has been completed and has been posted to the project's website.

A final area to include in this report has to do with the expanded impact that this project and this partnership are having on ALA. We have previously reported that members of the committee and the state trainers are discussing how to continue the sustainability focus within the affiliated organization,

Public Library Association, and through ALA's Task Force on the Environment. We also affirm that the willingness of new offices and divisions of ALA to collaborate on a new partnership proposal with Global Learning focusing on international literacy issues demonstrates this expanded impact as well.

OBJECTIVE 1: State trainers and participants in the Sustainable Communities Workshop-in-a-Box will gain an increased understanding of the interrelated concepts of sustainable development and sustainable communities.

MAJOR PLANNED ACTIVITIES: The *ALA Libraries Build Sustainable Communities* Preconference held 7/7/00 in Chicago

INDICATORS:

- a. Participants will be able to identify 4 elements of sustainable development as the environment, economic development, social equity, and intergenerational responsibility.

RESULTS: This indicator was substantially met. The Preconference evaluation form asked participants to identify the 3 E's of a sustainable community and included "a concern for the welfare of future generations" in the structure of the complete-the-sentence statement. **87.3% of respondents were able to correctly identify all 3 E's**, 1.8% identified 2 of the 3 E's, and 1.8% identified 1 E; 9.1% did not identify any of the E's.

- b. Participants will be able to identify at least 1 community sustainability issue that would be appropriate for being addressed by their library.

RESULTS: This indicator was fully met. All respondents identified at least 1 community sustainability issue, and most identified several.

- c. Participants will select at least 3 sustainable development print and electronic materials from the *Libraries Build Sustainable Communities Guide* to recommend for inclusion in their library collections and will indicate these selections on workshop evaluation forms.

RESULTS: This indicator was fully met. See response to OBJECTIVE 3 below.

- d. Participants will be able to identify similarities between a local sustainability issue and a sustainability issue facing a community in the Global South or in the Newly Independent States, e.g., through a Sister Library partnership.

- e. Participants will be able to identify how some local sustainability issues are connected to such global issues as the growing gap between rich and poor, the uneven impacts of globalization on the economy, global warming, ozone depletion, natural resource depletion...

RESULTS for d and e: These two indicators were met at a minimal level. The main reason for these results involves the fact that the replicable workshop that was developed by the project team focuses on an awareness level rather than an in-depth analytical level. This focus was determined to be appropriate by the ALA members for their colleagues and for the limited amount of time most workshop facilitators would have at their disposal in state-based workshops. All Preconference respondents did identify at least 1 "global issue that relates to sustainability issues

in my community,” and most identified several. The assessment question did not ask respondents to analyze such issues or connections.

OBJECTIVE 2: There will be increased dissemination of sustainable development educational materials to ALA members and their constituencies.

MAJOR PLANNED ACTIVITIES:

- The ALA *Libraries Build Sustainable Communities* Preconference held 7/7/00 in Chicago
- American Libraries magazine insert
- *Libraries Build Sustainable Communities* Workshop-in-a-Box
- Creation of a project-related website on the ALA website

INDICATORS

- a. The *Libraries Build Sustainable Communities Guide* is produced and distributed to all 60,000 subscribers and members of ALA as an insert in the monthly magazine American Libraries.

RESULTS: This indicator was fully met. A 12 page insert was developed by the Committee and inserted in the June/July issue of American Libraries magazine. 75,000 copies were printed so they would also be available for distribution to participants in the second year’s state-based workshops.

- b. The *Libraries Build Sustainable Communities Guide* is posted on ALA's website.

RESULTS: This indicator was fully met. This has been done at the project’s website: www.ala.org/sustainablecommunities. We continue to post additional features and information to the site as well.

- f. At least 75% of participants give the workshops (Preconference) an overall rating of either “good” or “excellent” on written evaluation forms.

RESULTS: This indicator was fully met in the Preconference. 22.4% of respondents rated the Preconference as “excellent (1)”, and 55.1% of respondents rated the Preconference as good (2), **for a combined rating of 77.5%**. 16.3% rated the Preconference as average (3), and 6.1% rated it fair (4). There were no “poor (5)” ratings given.

Similarly, 35.7% of respondents indicated their “understanding of the meaning of sustainable communities has increased (1) substantially,” and 37.5% gave a rating of (2), for a combined total of 73.2%. 17.9% rated their increased understanding as average (3), 3.6% rated it fair (4), and 3.6% rated it (5) “minimal,” although one such person indicated they had selected 5 because they “already had a deep understanding of sustainable communities.”

OBJECTIVE 3: There will be increased motivation among ALA members to use sustainable development materials.

MAJOR PLANNED ACTIVITIES:

- The ALA *Libraries Build Sustainable Communities* Preconference held 7/7/00 in Chicago
- American Libraries magazine insert
- *Libraries Build Sustainable Communities* Workshop-in-a-Box

INDICATORS

- a. At least 50% of the State Trainers will select sustainable development materials for use in their own library settings.

RESULTS: This indicator was exceeded by 20.9%. 70.9% of Preconference respondents indicated they “will recommend 3 sustainable community resources for my library,” 3.6% indicated they would not do so, 18.2% indicated the question did not apply to them, and 7.3% did not respond to the question.

ALA Preconference & Annual Conference Results

1. 74 persons have been trained to conduct the LBSC workshop.
2. Very positive evaluation results for the overall preconference (76% of respondents gave it 1's & 2's on the 1-to-5 scale and no one selected 5) and for what participants learned about "sustainable communities" (75% indicated 1's & 2's).
3. ALA President Sarah Long demonstrated her support for the project once more by speaking at the preconference. (Her lead article in the June/July issue of American Libraries also focused on libraries and sustainable communities.)
4. There are 2—10 volunteers per state in terms of people willing to conduct the workshop in the 11 states not represented in the preconference.
5. One participant, the editor of Public Libraries Magazine, was so excited by the preconference and the topic she plans to devote a whole issue to libraries and sustainable communities and solicited articles from participants.
6. Several deans and faculty at library schools explicitly asked how sustainability can be included in preservice preparation of librarians.
7. Terry Link, an ALA leader and a speaker, offered his assistance and several concrete resources, both during the Conference and afterwards – including serving as a trainer for the workshop-in-a-box wherever we could use his services.
8. James Weiner, an architect concentrating on sustainable building design for libraries, volunteered as a speaker. A number of participants who are facing building or renovation programs were especially delighted to meet him and learn of his firm's resources.
9. Maria Jankowska, chairperson of ALA's Task Force on the Environment (TFOE) and a preconference participant, asked us to submit a write-up on the project for the Electronic Green Journal that she edits.
10. The TFOE conducted discussions in its own planning meeting to change its name to include sustainability and indicated its willingness to help continue the work of the project beyond its currently funded life. Preconference participants and committee members suggested a number of additional ways to keep a focus on sustainability within ALA.
11. Sunday morning's panel, "Libraries Build Community," included Terry Link, representing a sustainability focus. Kathleen de la Pena McCook, the moderator who participated in our Preconference, also focused on our project for the 75 participants.
12. Kathleen's book done as part of Sarah Long's presidential year, A Place at the Table: Participating in Community Building, contains a two page section on "sustainable development."
13. J.Brown's presentation on the project and its resources was well received by ca. 20 participants in the TFOE's Sunday afternoon panel, "Libraries Making Earth Day Everyday." Maria Jankowska chaired the panel and made a presentation, along with active LBSC member, Fred Stoss.
14. Following that presentation, J.Brown was snared by a preconference participant and asked to make an impromptu presentation to an 8 member planning committee that's focusing on rural library issues.
15. The LBSC agreed on the core elements of our project's E-strategy: expansion of the project's website, 3 listservs for the Committee, the trainers, and everyone else, a preference for posting info on the website and using the listservs to draw attention of interested parties to its availability.
16. Committee member Ivonne Spelman offered to translate the Guide/insert into Spanish for the project website, will start this summer and will contact the ALA Spanish translators for assistance.

7/13/00

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“LIBRARIES BUILD SUSTAINABLE COMMUNITIES”
SUMMARY OF ALA/GLOBAL LEARNING GRANT PARTNERSHIP
YEAR ONE

The American Library Association (ALA) and Global Learning Inc. of New Jersey, entered into a two-year grant partnership, *Libraries Build Sustainable Communities*, funded by the United States Agency for International Development (USAID). This partnership is operating with an ALA LBSC committee and three project staff. The overarching goal of the program is to “educate the membership of the ALA, and subsequently the library-going public, about the linkages between sustainability issues for local communities and sustainability issues for the global community.” The focus on libraries’ building community through sustainability was a component of ALA President (1999-2000) Sarah Ann Long’s presidential year theme, “Libraries Build Community.”

Here is a brief summary of the first year of the ALA/Global Learning grant and its products:

November 1999 through May 2000

An insert, “Decide Tomorrow Today—Libraries Build Sustainable Communities,” was created for insertion into the June/July issue of *American Libraries*. A print run of 75,000 copies allowed for wide distribution of the insert to those who saw it and wanted more of the publication for their libraries.

November 1999 through July 2000

Creation of the components of the “Workshop-in-a-Box” to be distributed to participants at the 7 July 2000 preconference. The materials included:

1. A tip sheet outlining various resources libraries can use to promote both local and global sustainability;
2. A step-by-step workbook outlining how to conduct the training sessions at the state level;
3. Role playing modules addressing the issue of sustainability at the local level that included librarians and their role in the larger community, addressing the issue of the library’s “place at the table;”
4. An “Ecological Footprint” calculator worksheet as an extension activity to estimate an individual’s impact on the environment;
5. A “Postcards from Home” exercise where participants evaluated a photograph with an accompanying explanation and offered reactions and suggestions addressing the concepts of sustainability;
6. Numerous handouts offering guidance on sustainability issues, including: “Coming to Terms with Sustainability,” “Pathways to Community Sustainability,” “Sustainable Communities—From Vision to Action,” “Sustainable Communities—Guide to Grassroots Activists,” “Huh?” (sustainability from a business perspective), “30 Things Libraries Can Do To Build Sustainable Communities,” and “Sustainable Libraries: Teaching Environmental Responsibility to Communities;”
7. A “Sustainable Communities” Web-site with many of the print resources available in an electronic form.

The grant sought to recruit 100 state-based trainers representing all 50 states for the preconference. The preconference was well attended by 74 individuals from 36 states, the District of Columbia, and Canada; volunteers offered to provide workshops at the 14 missing states. Participant evaluations indicated a high level of enthusiasm and commitment to conducting the workshop at the state level. Participants also indicated the speakers and materials did a superior job of conveying and relating the concepts of sustainability and the role of libraries in fostering awareness of it. Finally, participants liked the workshop's flexibility in offering an opportunity to expand its basic concepts by using extension activities geared toward a particular sustainability scenario or a particular geographic region.

Continuing the momentum, July 2000 through July 2001

1. Creation of an electronic discussion list for the trainers and LBSC project team (in place);
2. An electronic newsletter featuring connections between sustainability issues for local communities and sustainability issues for the global community (ongoing);
3. Expansion of the Sustainable Communities Web site (ongoing);
4. An entire issue of *Public Libraries* (January/February 2001) devoted to sustainability (this issue's focus was the idea of *Public Libraries* features editor Renee Vaillancourt, who attended the preconference and is enthusiastic about sustainability issues);
5. State-based workshops (ongoing—several have already been conducted and were enthusiastically received);
6. A meeting of the LBSC project team and state based trainers at the ALA Midwinter Meeting in January 2001 (in progress);
7. Creation of press releases and other articles of interest in maintaining visibility of the program (ongoing);
8. Summary of the grant program and its effectiveness (to be developed, July 2001).

Closing Comments

Issues of sustainability will become more topical and newsworthy as the world's finite resources are consumed at an ever-increasing pace and as more second and third world nations attempt to adopt the lifestyles of their Western counterparts. Because this issue will continue to loom large, this project, one that introduces concepts of sustainability to libraries and librarians, has the potential for far-reaching impacts on knowledge and awareness of the critical issues facing the global community relative to finite resources and the cumulative impacts of their ongoing depletion. By introducing concepts of sustainability at the local level, the library becomes a major information venue for lively discussion, sober debate, and community action. Visit your library--today.

David Guyer
ALA LBSC Project Coordinator

Libraries Build Sustainable Communities
PRECONFERENCE EVALUATION FORM
July 7, 2000

1. As a result of this workshop my understanding of the meaning of sustainable communities has increased:

Total responses	1 Substantially	2	3	4	5 Minimally
56	20	21	10	2	2
Percentages →	35.7%	37.5%	17.9 %	3.6%	3.6%

Comments: One person who gave a 5 said, "Already had deep understanding of sustainable communities." Thus we do not know whether or not the other 3 participants who marked 4 and 5 did so because they already were well versed in the subject.

2. A sustainable community has as its base a creative synergy among the e _____, the e _____, and e _____ as well as a concern for the welfare of future generations.

Total responses ↓	3 E's	2E's	1 E	0 E's
55	48	1	1	5
Percentages →	87.3%	1.8%	1.8%	9.1%

One person put, "educated", "employers" and "elected leaders."

3. A sustainability issue/s that is a concern for my community is:

economic development: 40

literacy : 31

land use: 29

job training: 25

water quality: 22

quality education: 21

air quality: 19

farm preservation: 19

homelessness: 19

neighborhood revitalization: 17

health care: 17

land conservation: 17

civic participation: 15

brownfields development: 11

hunger: 10

other: "crime" / energy conservation / urban sprawl / air pollution / inequity of resources among community groups or neighborhoods



4. A global issue/s that relates to sustainability issues in my community:

access to information: 31

growing gap between the rich and the poor: 27

natural resource depletion: 23

effects of globalization on the economy: 20

ozone depletion: 10

global warming: 7

other: tolerance and understanding of diversity in communities / transportation / waste disposal

5. As a result of this workshop I will recommend 3 sustainable community resources for my library.

Yes: 39 No: 2 N/A: 10 (4 did not respond to question)

6. Please provide your evaluation of today's speakers:

Terry Link

Total responses ↓	1 Excellent	2	3	4	5 Poor
55	39	11	4	1	1
Percentages →	70.9%	20%	7.3%	1.8%	1.8%

Mark Williams

Total responses ↓	1 Excellent	2	3	4	5 Poor
55	9	25	18	3	0%
Percentages →	16.4%	45.5%	32.7%	5.5%	

James Weiner

Total responses ↓	1 Excellent	2	3	4	5 Poor
45	11	18	15	1	
Percentages →	25%	40%	33.3%	2.2%	0%

7. Please provide your evaluation of the facilitator of your morning LBSC Workshop session: *

This was the most confusing of items since often people rated all 3 facilitators and at times, the "scale."

Jeffrey Brown

Total responses ↓	1 Excellent	2	3	4	5 Poor
27	14	8	3	2	
Percentages →	51.9%	29.6%	11.1%	7.4%	0

Paula Gotsch

Total responses ↓	1 Excellent	2	3	4	5 Poor
28	7	12	6	3	
Percentages →	25%	49.9%	21.4%	10.7%	0

Steve Sumerford

Total responses ↓	1 Excellent	2	3	4	5 Poor
33	18	11	3	1	
Percentages →	54.5%	33.3%	9.1%	3%	0

8. Please evaluate the following components of this preconference: (6 people did not complete the back portion of evaluation form)

The objectives of this preconference were:

Total responses ↓	1 clear	2	3	4	5 unclear
50	19	17	9	5	
Percentages →	38%	34%	18%	10%	0

The content of this preconference was:

Total responses ↓	1 clear	2	3	4	5 unclear
51	13	25	10	3	
Percentages →	25.5%	49%	19.6%	5.9%	0

My learning expectations for this preconference were:

Total responses ↓	1 met	2	3	4	5 not met
50	10	21	15	4	
Percentages →	20%	42%	30%	8%	0

This preconference gave me the information necessary to conduct a state-based workshop:

Total responses ↓	1 strongly agree	2	3	4	5 strongly disagree
50	16	18	12	4	
Percentages →	32%	36%	24%	8%	0

This preconference modeled the process skills necessary to conduct a state-based workshop:

Total responses ↓	1 strongly agree	2	3	4	5 strongly disagree
51	16	17	13	3	2
Percentages →	31.4%	33.3%	25.5%	5.9%	3.9%

The LBSC Workshop materials were effective in conveying concepts of sustainability:

Total responses ↓	1 strongly agree	2	3	4	5 strongly disagree
46	16	14	16		
Percentages →	34.9%	30.4%	34.9%	0	0

The computer-based *Ecological Footprint* exercise was effective in conveying its message:

Total responses ↓	1 strongly agree	2	3	4	5 strongly disagree
34	12	8	10	3	1
Percentages →	35.3%	23.5%	29.4%	8.8%	2.9%

9. My overall rating for this preconference:

Total responses ↓	1 excellent	2	3	4	5 poor
49	11	27	8	3	
Percentages →	22.4%	55.1%	16.3%	6.1%	0

10. Please use this space to provide additional comments or suggestions about this preconference:

“I really had no idea what “sustainability” meant, but now I know!”

“Learned about community outreach and development.”

“It would be great to have a lot of this online or to provide a disk – perhaps a power point presentation.”

“More emphasis on equity”

“It would have been helpful if attendees from each state were made aware – in advance – of other attendees from their state.” ... In introduction –more info about the background of sustainability as a movement or advance readings- that we could use for examples with our boards and governing entities to lend credibility.”

Terry Link -- “too preachy.” Mark Williams – “would like more input from him.” James Weiner – “Sorry, but what has this got to do with sustainable community programming? Obviously I missed the point. His info was interesting but irrelevant to the training.”

Good job - Great ideas - Thanks so much!

“Thank you David!”

THANKS!

“Good speakers, active, focus was good, -- enjoyed being out of my “box””

Mark Williams -- “It was great to hear from an economic development person about his work with libraries.

James Weiner -- “good handouts”

James Weiner -- “Material was a bit dry.”

“I think there’s a lots more to learn...appreciated Terry Link’s offering reading suggestions.”

Mark Williams -- “great guy but insufficient new material.” James Weiner --- “excellent analysis, too much detail.”

Didn’t like, “overhead + slides” in LBSC. “I suggest that all AV presentations be designed in a font size that can be seen from the back of the room being used....less print per page.” (*It’s not clear if this person is evaluating the LBSC or James Weiner’s presentation.*) “I really appreciate the use of adult learning techniques throughout the session.”

"The architectural piece was impossible to see (slides) from the middle of the room."

James Weiner ____ "Very informative"

James Weiner -- "had way too much information + didn't tie into other parts of the program as well."

Mark Willims/James Weiner ---- "Content great. Just not trained speakers."

Mark Williams --- "could not hear"

"Arrived with deep understanding." Terry Link -- "Needed more time" James Weiner -- Not enough time to cover what he needed."

"Thought there would be more on advocacy and partnerships."

"I expected more on partnering and wanted ways to show how libraries effect economic vitality of their communities."

"Had I known I would be the only representative from my state, I could have recruited other participants."

"It would have been useful to know who from each state was due to come beforehand. Some states could have recruited others if the rep. knew there was only one rep."

"The 3 legs of the stool were not related well." "Disjointed"

"Would have liked more information about linking the 3 E's when talking to community members."

"Sustainable" is a difficult word to use with small town folks. Need more pragmatic terminology." ... "Needed more info on how to market this philosophy to an uninitiated audience."

"I'm still unclear as to the benefits for libraries to be involved beyond a personal level. Don't get me wrong, I'm committed to such a goal but my concern lies with convincing colleagues of the importance of this initiative to their institution."

"Objectives of conference became clear as the morning went on but was very unclear before today."

"Ecological Footprint presentation should be presented earlier." "More details were given with clarity on setting up a sustainable library building than a community. These details were precise, where the communities were more general and lots of guesswork."

"LBSC workshop only really touched on ecological issues at the expense of the other 2 Es which are probably more important."

"The focus on environmental issues and lack of overarching information about 3Es of sustainability left narrow impression of what workshop is really about (or what I ended up thinking it is really about."

"I wished that the history of the project was presented (why this subject? Why now? Who is behind this? What results are expected from this project?)

"Some areas of interest to me are not emphasized in the program as presented."

"Very informative and invigorating."

Addendum: Participants completed the following statement in writing and posted these results on the walls of the Preconference.

“As a result of this workshop I will...”

1. Create a “Public Libraries Build Sustainable Communities” theme issue for *Public Libraries* magazine.
2. Add sustainability to my classes in public librarianship.
3. Add a strong focus on sustainability to our economic development work. Add disadvantaged groups to our smart community development sessions.
4. Promote interest in sustainable projects that have proven effective globally.
5. Contact and involve all civic and other critical groups in the area—promote sustainable development concepts.
6. Develop a web site off the library page with links to sustainability and ideas for librarians to initiate sustainability projects (also publicize the website).
7. Review collection and purchase materials on sustainability and communities.
8. Contact the Friends to Have a Library in my community to get an update on where the project is at—share ideas/information to support their effort—get more information into the community.
9. Convene staff meeting to share information with librarians and support staff about recycling.
10. Become more open minded to change of traditional barriers.
11. Become a partner in “Rockdale 2000”—especially in area of career development information. Promote library use in nearby low-income community.
12. Educate—pass on information—learn more myself.
13. Seek partnerships.
14. Diversify staff—state association presentation—lobby other directors—develop workshop—measure sustainability—provide leadership.
15. Find out what is going on in my community. Are there groups already working on sustainability issues?
16. Bring information back to Chamber Vision 2020 and by this strengthen the library’s role in the community planning process.
17. Statewide collaboration workshop bringing in the public and academic libraries on a leveling field for sustainability.
18. Write United Way grant by July 17 for community Internet program using student tutors (evenings) in school lab.
19. What can we do as individual librarians? In my outreach position, I can ask to speak at neighborhood centers on library resources, especially the unique collection in my department for at-risk populations. This would be a multi-media presentation. I would also ask what are the concerns in each neighborhood and seek ways the library can address them.
20. Evaluate our whole staff’s involvement in various community activities to see that there is a library presence throughout the community.
21. Work to integrate library resources and sustainable communities’ issues for student classes and activities.
22. Spread the word and reach the community.
23. Go back to our Friends group and discuss “friendly landscaping”.
24. Look it up! Learn more about it. (A recommended reading list would be appreciated.)
25. Become more active in the community. Perform activities that will involve community change and preservation.
26. Re-commit myself to the issue of sustainability. . . and work to see all three sides of the issue—environment, economics, and equity.
27. Have my library “walk the talk”—investigate and implement energy use and re-use.
28. Find a way to recycle our newspapers.
29. Talk to my colleagues about getting off their back-ends!
30. Create bibliography of sustainable community materials to distribute to Texas libraries.
31. Hire staff member to build community partnerships (state library).
32. Approach local library director and local mayor regarding use of public library as commons for riverfront development debate. (Current progress has been divisive, totally driven by economic interests with scattergun efforts from river residents and new mayor observing from afar.)
33. Begin discussion with director of the University’s environmental justice program, library school faculty, and local library systems as to ways in which we can begin to cooperate.

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34. Try to influence the planning process for new library construction to include design and furnishings focused on sustainability (for instance, systems and furnishing, and finishing).
35. Challenge and work to change library system and county policies that are directly opposed to equitable and environmentally friendly activities. The biggest is its policy of destroying weeded materials instead of recycling to other agencies such as shelters, etc.
36. Raise possibilities for sustainable actions at state library association level—propose CE event.
37. Share workshop materials and information with other librarians—and spread the word.
38. Assure that a mandate for sustainable process is written into local library capital program RFPs
39. Equity—add workshop on “getting and using a free e-mail account” to public training schedule.
40. Help to develop widespread community network of people.
41. Add a link to our website to sustainable community. Write to our listserv members.
42. Incorporate today’s concepts into July 24th presentation as a beginning.
43. Partner with the city’s parks and recreation department to bring “sustainable communities” awareness to our community.
44. Provide skills training to librarians and board members.
45. I will speak to the state association’s continuing education committee regarding initiating a series of workshops at statewide conferences on libraries and sustainable communities.
46. Can educate colleagues about the possibilities.
47. Help with statewide training.
48. Build interest in sustainable development among my friends in the library. Educate.
49. Compile a list (and publish) of organizations concerned with the environment, community planning and development, and economic development. (Name the stakeholder organizations to include at the table.)
50. Promote/Plan a geothermal HVAC application to library.
51. Continue to find ways to inform and energize staff to problems and challenges.
52. Educate myself and train librarians in the field (general awareness).
53. Provide training for trustees and friends’ groups.
54. Identify potential partners.
55. Promote issue awareness through provision of information.
56. Speak with library board members to how this might be integrated.
57. Provide an area in my branch for collecting the written opinions of our patrons on local issues to be presented to the mayor and city council.
58. Develop strategies for library boards of rural libraries to bring the community together on important issues.
59. Find or create opportunities for the library to be an active participant in the community as a partner in the growth of the community. Let community know what the library can do/is doing.
60. Focus on customer service to emphasize Equity by providing training to library staff.
61. Get back on the local sustainability community group and publish (prominently) their minutes, etc. Make a presentation to Los Alamos Vision 2020.
62. Build partnerships and target a community concern.
63. Start a recycling program in the library district.
64. I will become involved in planning for parks in my city. I will encourage librarians to be community leaders.
65. Have a program on public transportation issues in the community.
66. Contact Chamber of Commerce.
67. I would seek to build partnerships with community business and merchants. Start a committee to promote sustainable community workshops and programs. Make it a link on my library Website.
68. Visioning exercise for my community’s future.
69. My library will spark the conversation to review and update our community plan.
70. Outreach—develop a dialog working with contractors on sustainable development.
71. More public relations about what libraries do for the community.
72. Tell librarians to remain neutral.
73. Incorporate sustainability in my course outlines.

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