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LIBRARIES BUILD SUSTAINABLE COMMUNITIES WORKSHOP



The American Library Association
In partnership with Global Learning, Inc., of New Jersey
Supported by the United States Agency for International Development
An Initiative of ALA President Sarah Ann Long

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Deciding Tomorrow Today: The Libraries Build Sustainable Communities Workshop

Written by the ALA Libraries Build Sustainable Communities Committee.
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The content is loosely based on publications of the Izaak Walton League of America.

ACKNOWLEDGEMENTS

Original design of the Libraries Build Sustainable Communities globe graphic was donated by William Bond, Enoch Pratt Free Library, Baltimore, MD.

Sources:

Building Sustainable Communities: Issue Paper (Washington, DC: CONCERN, Inc., 1997)

Jeanne Gage & Don Harker, *Communities by Choice* (Berea, KY: Communities by Choice, 1997).

Benedict J. Hren, *Pathways to Community Sustainability* (Gaithersburg, MD: Izaak Walton League of America, 1998).

This publication was made possible through support provided by the Office of Private and Voluntary Cooperation, Bureau for Humanitarian Response of the US AGENCY FOR INTERNATIONAL DEVELOPMENT, under the terms of Grant No. FAO-A-00-99-00048-00. The opinions expressed herein are those of the authors and do not necessarily reflect the views of the US AGENCY FOR INTERNATIONAL DEVELOPMENT.



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DECIDING TOMORROW TODAY

THE LIBRARIES BUILD SUSTAINABLE COMMUNITIES WORKSHOP

WELCOME

We are who we are today partly because of choices we have made. Some of those choices were made with full knowledge of their consequences. Others had unintended results. Sometimes, by making no choice, the choice was made for us.

Often, in communities, choices are made by many different people. Sometimes people are in agreement and sometimes they are at odds. Sometimes people make choices on purpose and sometimes they act without realizing a choice is being made. Sometimes people consider community impact, other times they do not. Important community choices are often made by a few people.

Healthy and prosperous communities do not just happen. The quality and nature of a community are determined by the choices people make over several generations. Just as our grandparents' choices helped to shape the communities we live in today, our choices will shape the communities where our grandchildren will live.¹

This workshop has been designed to help library professionals, staff, and trustees explore what choices they are making and can make to contribute to healthier, more prosperous, and more equitable communities—what we're calling sustainable communities. This process is part of a growing movement around the world for more sustainable communities, more sustainable development. This movement gained international prominence back in 1992 at the Earth Summit, which was held in Rio de Janeiro and featured the largest gathering of heads of state in history up to that time.

Since that summit, initiatives have taken root at all levels of community around the world. Countries established visioning councils at the national level to stimulate thought and action for sustainable development. States, provinces, and regions established counterpart agencies to promote sustainable practices. And local communities—from Shenyang, China, to Seattle, Washington, from Concepción, Chile, to Cape Charles, Virginia—banded together to generate new visions for a sustainable future and capacity-building strategies for widening the circle of decision makers.

This workshop focuses primarily on how libraries of all shapes and sizes can make sure they are at the table when important choices are being made that will shape our communities for generations to come. The creators of this workshop thank you for your choice to facilitate the workshop in your home state or region and look forward to working with you in this collaboration.

WORKSHOP OBJECTIVES

Participants will:

1. Understand the meaning of sustainable communities.
2. Understand a variety of roles and a range of activities that libraries can initiate or join to promote sustainable communities.

1. Jeanne Gage & Don Harker. *Communities by Choice*. Communities by Choice. Berea, KY.

IMPLEMENTATION NOTES TO WORKSHOP FACILITATORS

As you most likely know, **to secure a workshop slot at a state or regional library conference, it is very important to contact the workshop selection committee as soon as possible.** Information on state conferences can be found on the ALA Chapter Web Site Directory at www.ala.org/cro/chapdir.html. Application forms usually request a brief *abstract* of the workshop. Please submit what you think will work best in your situation; here is one suggestion:

This interactive workshop will help library professionals, staff, and trustees explore what choices they are making and can make to contribute to healthier, more prosperous, and more equitable communities. Since the Earth Summit in Rio, sustainable community initiatives have taken root at all levels of community around the world.

This workshop has been designed as the core activities to be presented in a seventy-five-minute time frame. The facilitator must pay close attention to the time constraints and may have to end some group discussions before everyone has had a chance to participate in order to keep on track. It would be very helpful to have a time keeper. A useful timekeeping technique is to have the time keeper hold up a colored card when there's only one minute left in the designated time slot and a second colored card when the time has run out for that activity.

If you have more than seventy-five minutes for your workshop, you can allow more time for some of the activities and still use this basic outline. You can also select one or more of the included extension activities for a longer time frame. The suggested placement of these extension activities is indicated by shading in the workshop outline.

SETTING

You will need a meeting room large enough for twenty to thirty participants to move about comfortably. It would be helpful to allow an aisle around the edge of the room for the "Postcards from Home" activity.

MATERIALS

- Masking tape
- Flip chart pad
- Several different colored markers
- *Post Cards from Home*—eight numbered pictures of community places
- Eight sets of *Post Cards from Home Discussion Questions*
- Picture stands (optional for first activity)
- *Building Sustainable Communities* readings for each participant
- Transparency 1: Workshop Objectives
- Transparency 2: Definition of Sustainable Communities (or handout copies)
- Handout 1: 30 Things Libraries Can Do to Help Build Sustainable Communities for each participant
- Handout 2: Personal Checklist for each participant
- 3x5 recycled Post-it notes for each participant
- Evaluation forms for each participant
- Resource handouts for each participant

PREPARATION

Prior to the start of the workshop:

1. Post the workshop objectives on a sheet of chart paper or plan to use the overhead transparency with the objectives.
2. Display the eight pictures—"post cards from home"—by hanging them on the walls or by placing them on tables at different points around the room.
3. Write the brainstorming question in Activity 2 on the top of a sheet of chart paper, but do not display it until the brainstorming activity.

The Libraries Build Sustainable Communities Workshop

INTRODUCTION (Time: 5 minutes)

TIME INSTRUCTIONS

- 5”
1. Welcome participants to the workshop and introduce yourself. Say something personal about yourself and why you're excited (or feel positive) about this workshop. If there are ten or fewer participants, ask them to introduce themselves, giving their names, where they are from, and what kinds of libraries they work in.
 2. If there are more than ten participants, tell them you'd like to know a little bit about who's in the room and conduct a mini-survey. Have them raise their hands if they are from a public library, a school library, an academic library, a regional system, or a different kind of library or institution. Ask who works in an urban area, suburban area, or a rural area as well as anything else you as facilitator would like to know about the audience.
 3. Display and read the workshop objectives and give an overview of the activities participants will experience in this workshop. Note that you would like them to participate both as private individuals—members of local communities—and as library professionals.
 4. Tell them you'd like to set the context for this workshop with a brief reading from a special insert in *American Libraries* magazine, “Decide Tomorrow Today: Libraries Build Sustainable Communities.”

“We are who we are today partly because of choices we have made. Some of those choices were made with full knowledge of their consequences. Others had unintended results. Sometimes, by making no choice, the choice was made for us. . . . Healthy and prosperous communities do not just happen. The quality and nature of a community are determined by the choices people make over several generations. Just as our grandparents' choices helped to shape the communities we live in today, our choices will shape the communities where our grandchildren will live.” (End of quote; what follows is suggested commentary.)

“We're here today to explore what choices library professionals, staff, and trustees are making and can make to contribute to healthier, more prosperous, and more equitable communities—what we're calling sustainable communities. We are part a growing movement around the world for more sustainable communities, more sustainable development. This movement gained international prominence back in 1992 at the Earth Summit, which was held in Rio de Janeiro and featured the largest gathering of heads of state in history up to that time. Since that summit, initiatives have taken root at all levels of community around the world.

“We'll be focusing primarily on how libraries of all shapes and sizes can make sure they are at the table where important choices are being made that will shape our communities for generations to come.”

Activity 1: Post Cards from Home² (Time: 44 minutes)

BACKGROUND FOR FACILITATOR

This opening activity is designed to establish open communication among workshop participants and engage them actively right from the start of the workshop. It is a starting point for identifying and discussing sustainable community values and development issues.

2. This activity has been adapted from *Pathways to Community Sustainability*. Izaak Walton League of America, 7/98.

TIME INSTRUCTIONS

- 5" 1. Tell participants: "Let's start by looking at our communities." Ask participants to browse through the "exhibit" that you've posted around the room as if they were at an Art Gallery, allowing some time at each picture to absorb the scene. But also tell them they have only five minutes to do this.
2. Ask participants to move to a picture that most closely represents a place where they live, work, or recreate. If a participant finds that she/he is alone, ask him or her to move to another picture that would also be representative of familiar surroundings. (There has to be at least one other person at the picture for discussion purposes.)
- 8" 3. Distribute one copy of the *Post Cards from Home Discussion Questions* to each group. (A reproducible master is included on page 11 in the Activity Resource section. It would be helpful to have an assistant help with this task.) Ask the groups at each picture to introduce themselves to one another if they haven't done so yet, and ask them to discuss the questions among themselves. Tell them they will need one person to report back to the whole group on their discussion.

POST CARDS FROM HOME DISCUSSION QUESTIONS

1. What are the qualities of this place—desirable and undesirable?
2. Describe any changes you would like to see.
3. What are the forces inside and outside the community that could threaten this place in the future?
4. What actions could be taken to preserve the unique features of this place, or improve it?

- 8" 4. Have people return to their seats.
5. Ask each group to report about one change they would like to see in their picture, or one thing they would like to do to preserve the place depicted in their picture. Call on the groups in order so everyone else knows what picture they selected, and have them show the whole group their picture as they report: (1) sprawl; (2) ocean beach; (3) sunflowers and burned-out buildings; (4) city's waterfront; (5) small town; (6) woman hiker on mountaintop; (7) bikers in a park; and (8) hikers on a bridge.
- 5" 6. After each group has reported, ask a person in each picture group to turn their picture over and read the information nugget on the back to the whole group. This information represents some sustainability issues behind the depicted scenes. Allow for questions and comments if time permits. (Write-ups are provided in Activity Resource section, pages 7-9)
- 5" 7. Hand out the reading, *Building Sustainable Communities*, and give participants about three minutes to read it. (A master copy is provided on page 12 in Activity Resources section. If time permits, have people discuss the reading with one other person before the general discussion to give everyone a chance to participate actively.)
- 8" 8. Discuss the reading:
- a. What questions or comments do you have as a result of this reading?
 - b. *What is a program or a project in your community that is improving the quality of life and creating a more sustainable community?
- [If questions arise and you don't know the answers, just acknowledge: "That's a good question; does anyone else know the answer?" More examples of sustainable community initiatives from around the United States and more information on the Chattanooga story can be found at the Sustainable Communities Network Web site: www.sustainable.org.]
- [F.Y.I. Public librarians in Chattanooga clipped newspaper articles and made them available during the visioning process. Several also participated as individuals in specific neighborhood projects.]

- 5” 9. Place transparency 2, the definition of a sustainable community, on the overhead projector, or distribute copies to each person.
- A sustainable community meets its needs without compromising the ability of future generations to meet their needs. A sustainable community, like a three-legged stool, rests on the foundation of the 3 E’s: the environment, economy, and equity.
10. Ask: “How do your discussions (about the “postcards from home” and your own community-improvement projects) reflect these 3 E’s that undergird sustainable communities?”

Extension Activity: Calculating Your Ecological Footprint

Extension Activity: Our Local Communities

*If you use this activity, do not ask question 8.b. above.

Activity 2: Local Libraries and Sustainable Communities (Time: 26 minutes)

PREPARATION

Tape several sheets of newsprint to the front wall, or if you are writing on a flip chart on an easel, tape the completed sheets to the wall.

TIME INSTRUCTIONS

- 8” 1. Tell participants that the remaining time in the workshop will be spent addressing how *libraries* can become more involved in local efforts working toward sustainable communities.
2. “We’re going to start with a brainstorm of ways libraries are already involved in, or can become more involved in, sustainable community activities. Please remember that in a brainstorm we want to elicit as many ideas as possible. We’re not concerned about the *quality* of the ideas, but their *quantity*. So I will not allow any comments on what’s said, whether positive or negative. I’ll just write them all down. When we’re finished brainstorming, we’ll go back over the list and be more analytical at that time.”
3. Brainstorm: *What actions are libraries already taking, or what actions might they take, to promote sustainable communities?*
- 8” 4. After a designated time, e.g., eight minutes, or when the group’s developed an extensive list, stop the brainstorm and ask them to reflect on the results.
- “What do you observe about our list?” (Many of the ideas may be very traditional and thus safe things to do. There may be some bold suggestions for taking more potentially controversial steps in the community. There may be many suggestions for one aspect of sustainability, e.g., the environment, and not for another, e.g., equity—or for certain departments in the library but not for others, etc.)
 - OPTIONAL ACTIVITY IF TIME PERMITS. “How would you group these suggestions? What items go together?” (You can use different colors to underline those that seem closely related, or use different symbols to mark groupings. You might give a name or title to the several categories.)
 - “What would you say are *libraries’ strong points* in supporting sustainable communities?”
 - “What are the *challenges*?”
 - “In what ways would you say a *stereotype of librarians as passive observers* is reinforced?”
 - “How is the image of *librarians as active partners* projected?”

5. OPTIONAL ACTIVITY: *If participants are not able to generate many ideas in the brainstorm, you can provide them with the handout, “30 Things Libraries Can Do to Help Build Sustainable Communities,” as something to work with. If the brainstorm **has** been active and rich in results, you could make the handout available at the end just as some other ideas for them to consider, especially ways to link with sustainable community efforts around the world. Handout masters are provided on page 13 in the Activity Resources section.)*

Extension Activity: Case Study of a Library Involved in Sustainable Community Work

Extension Activity: Community Inventory Role Play

Extension Activity: Role Play with Library Director

- 5”
6. Tell the group: “Together, we are laying the foundations for sustainable communities.” Give each participant one 3x5 recycled Post-it note and ask them to write down one thing they will do as a result of this workshop. Then ask them to come to the front of the room and post their proposed action on the board or on a sheet of newsprint to help lay the foundations for sustainable communities. (You may want to ask them to group their “building blocks” with related ones already posted.)
 7. If time permits, read the “building blocks” out loud and thank the participants for their contributions to this foundation for sustainable communities.
- 5”
8. Have participants complete the workshop evaluation form. You might hand out the resource lists in return for receiving the evaluation form from participants.
 9. Provide handouts:
 - *Things Libraries Can Do to Help Build Sustainable Communities*
 - *Personal Checklist* (on back of *30 Things . . .*, master copy on page 14)
 - Resource lists
 - Poster

As soon as possible after giving the workshop, please tabulate participant evaluations and send them to David Guyer at ALA’s Governance Office. Please check the project’s Web site at www.ala.org/sustainablecommunities for an evaluation reporting form, which is in development at this writing. Our second preference would be an email submission (dguyer@ala.org) to make tabulating the results of all workshops a little easier. Our third preference would be to receive the report form—or if necessary, the original evaluation sheets—by regular mail: David Guyer, American Library Association, Governance Office, 50 East Huron Street, Chicago, IL 60611.

OUR RECEIVING YOUR RESPONSES IS EXTREMELY IMPORTANT FOR THE PROJECT’S FINAL EVALUATION AND FUNDING POSSIBILITIES.

Thank you very much!

Activity Resources

BACK OF POSTCARDS

1. **Picture: Sprawl housing development in Colorado rural area.**

You probably know **sprawl** when you see it—development that gobbles up acres of land in a usually unplanned fashion. In Colorado development claims an acre of agricultural land every four minutes, and 30,000 acres of wildlife habitat every year. Often blamed on population pressures, sprawl is occurring in areas of the country where population has actually decreased, leading many to believe that sprawl may be a problem of poor planning.

The **Colorado Sustainability Project** is a volunteer citizen action group formed to research and act on community sustainability issues. The Denver Public Library was the site of their 1999 Summit Meeting. They would like to see libraries become more involved and have offered technical guidance to Colorado libraries in creating a sustainable development focus with appropriate literature and other media.

2. **Picture: Ocean beach area showing severe dune erosion.**

Ocean beaches are under stress for a number of reasons, one of them being that we pretty much love our shores to death. Rebuilding dunes and reintroducing plant species that hold dunes in place have helped restore some areas that have suffered from over-use.

Many problems plaguing shore areas originate in the estuaries and rivers upstream. Since Barnegat Bay in New Jersey has been designated by the U.S. Environmental Protection Agency as a significant estuary for protection, area libraries, in partnership with local environmental groups, have featured programs and exhibits on what citizens can do to get on board to protect their watershed.

Along the coast of Ecuador, armed confrontations between fishers and shrimp farmers have given way to community participation in managing the coastal area for multiple uses. More than eight years of self-education and hard work have resulted in the funding of dozens of projects to protect mangroves, reforest denuded areas, and promote ecotourism in mangrove habitats. These projects also have included the construction of drinking water and solid waste disposal systems that have provided some 100,000 coastal residents in the five management zones with basic sanitation.³

3. **Picture: Tall sunflowers with a backdrop of burned out buildings.**

Community gardens are vital oases clawed from the rubble of vacant city lots formerly littered by gutted cars and broken glass and previously ignored by city officials. These community gardens are “people’s parks,” built with sweat equity and last year’s seeds. The gardens have become focal points for community. Most neighborhood children revel in this chance to “see things grow.” The vandalism predicted by doubters has not materialized. There is pressure on these “community parks.” In New York, for instance, city government wants to start auctioning off these formerly vacant lots to raise money for the city. There is a movement there to protect the gardens.

The **Lower East Side Library** in New York City has established collections and space for community gardens at the library in cooperation with the *Green Guerillas* organization.

4. **Picture: Large city—including waterfront area.**

Your city is experiencing an economic boom. Waterfront development has featured many new office buildings, posh restaurants, and stores. A large **brownfield**

3. R. Hamilton. “Shoreline showdown” *IDB AMERICA*, Washington: Inter-American Development Bank, Mar-April 1999.

(contaminated land that was once the site of commercial or industrial activity) is wedged between the current commercial activity. Some see this land as another opportunity for commercial development. Many residents of the city want to convert this area to public park space for all the city residents to enjoy. The redevelopment of brownfields has become a successful key component of city revitalization and an antidote for suburban sprawl.

In **Rochester, N.Y.**, the public library hosted a citizen's hearing where citizens and local environmental activists could create a dialogue about sustainability issues facing their community.

5. Picture: Main street of a small suburban town.

You live in a once-quiet suburban town that has become choked with auto traffic as outlying development has brought with it many new area residents. Your town wants to increase parking lot space by paving areas that once housed area businesses or by paving pockets of privately owned vacant land. Like many other residents, you would like to see some of these last vacant or underutilized pockets of land developed in a way that adds to the character of your town. Environmentalists in town agree with you. They know that more pavement equals more flooding and drainage problems for the town.

The **Cambridge Public Library** (Mass.) created the Sustainable Development Information Network in a partnership with the Center for Civic Education. They provided public access to a wide range of civic and environmental information through the internet and Geographic Information System technology. GIS technology can identify flood plains and other environmentally sensitive features of communities.

6. Picture: Woman hiker standing on a rock promontory, high above a large mountain range

In your state coal mining companies are using "mountain-top removal" mining methods. Large areas have been flattened and then inundated with tons of mining debris. Mining companies say that they will remediate the mined areas by landscaping when they are through. Meanwhile nearby residents of small towns report their drinking water sources are now unusable. They feel the region—containing some of the most beautiful mountain scenery in the world—has been ravished beyond recognition. Coal companies say the state will not survive economically if they are prohibited from continuing operations. Others say that tourism might bring in more revenue and at the same time save the mountain ranges.

Preserving natural resources for future generations presents an especially difficult problem for underdeveloped countries, where extreme poverty may lead to auctioning off a country's natural assets to fuel the wants of the industrialized world.

The Mountain Association for Community Economic Development (Berea, Ky.), works with grass-roots, citizen-based sustainable development action teams. In two of the five counties, libraries play a large role. One action team has its offices in the second floor of the library. Public meetings attracting fifteen to twenty people are held in the basement. The chief librarian was one of the founding members of the action team and is on its steering committee. In another county, the local library assists with technology training and makes three laptop computers available for lending. Nearby university libraries assist with research.

7. Picture: Bikers in a town or city park.

In many towns and cities today, area residents are involved in park planning. In a town in Vermont, for instance, elementary school children were involved in planning for a stream-front park that wove through the center of town. Residents say that many of the best ideas for the park came from the elementary school children. In Baltimore citizens have been involved in community clean-up for Gwynns Falls Trail. Nearly one hundred organizations became involved in work on the

restoration of this stream corridor. Plans call for hiking and biking trails, boardwalks, fishing piers, community gardens, benches, and cafes. Taking part in a community's decisions also boosts civic capacity in developing countries where historically decisions about what would happen were often made by an elite minority or by "outside" interests.

The **Glendale Public Library** (Ariz.) sponsored an exterior beautification project that included filling a one-acre plot with four hundred desert plants. The library also instituted accompanying environmental education programming.

8. Picture: Hikers standing on a bridge overlooking a stream.

Two million people in your state rely on a large forest area that spans two states for the pure drinking water the area's pristine lakes and streams provide. The Swiss corporation that owns much of this land wants to develop a large piece of the forest with more than 13,000 new homes. Three golf courses and eight-million-square-feet of commercial and light industry also would be built. This privately owned land has been appraised at \$50 million to \$110 million. Public and private efforts are underway to buy as much of this land as possible and set it aside as an undeveloped greenway and watershed.

A similar challenge is being confronted by international cooperation in the San Pedro River basin. The San Pedro River originates in Mexico and runs north into Arizona. As one of the last surviving expanses of southwestern broadleaf riparian forest, the river basin is a vital corridor for millions of songbirds migrating from Mexico to summer breeding areas in the northern United States and Canada. The basin is also home to a diverse community of ranchers, farmers, army personnel, and a growing population of urban residents, who all draw heavily on this water supply. The U.S.-Mexican-Canadian Commission for Environmental Cooperation is assisting local and national groups with initiatives to protect this ecosystem from overuse.

A local middle school librarian worked with a team of teachers to develop a curriculum on this picture's environmentally sensitive area. She researched the issues and provided resources to the teachers and students alike. As a result, students wrote letters to local and state government officials and became a part of the effort to save this pristine drinking water source.

POST CARDS FROM HOME DISCUSSION QUESTIONS

1. What are the qualities of this place—desirable and undesirable?
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BUILDING SUSTAINABLE COMMUNITIES

THE CHATTANOOGA STORY

Communities looking for examples of sustainability have much to learn from Chattanooga, Tennessee. Here residents, businesses, and public officials have worked together to help revitalize the city by employing new planning processes, comprehensive thinking, and an inclusive approach.

In the 1960s Chattanooga was declared the dirtiest city in the country. Its air was so polluted you needed headlights at noon; the river was degraded, affordable housing was inadequate, and tuberculosis rates were three times the national average. In 1984, a small group of citizens educated themselves, formed Chattanooga Venture, and engaged the whole community in a visioning process. By 1992, 85 percent of the Vision 2000 initiatives had been achieved. In 1993, ReVision 2000 assessed these accomplishments and established new goals.

From a troubled industrial town to a model of urban revival, Chattanooga exemplifies what is possible. Its electric buses provide free transportation around the city. Its aquarium attracts hundreds of thousands of visitors. A new “zero emissions” industrial park in a formerly blighted area is planned. School initiatives have resulted in structural and curricula changes and encouraged parental and community involvement.

As a result of its visioning processes, Chattanooga has gained a new sense of dynamism and cohesiveness. It has attracted \$800 million of investments in 223 projects, creating 1,500 permanent and 7000 temporary jobs and providing services for 1.4 million people.

WHAT IS A SUSTAINABLE COMMUNITY?

A sustainable community uses its resources to meet current needs while ensuring that adequate resources are available for future generations. It seeks improved public health and a better quality of life for all its residents by limiting waste, preventing pollution, maximizing conservation and efficiency, and developing local resources to revitalize the local economy. In the broadest sense, it resembles a living system in which all resources—human, cultural, natural, and economic—are interdependent and draw strength from each other.

Since all community issues are interrelated, they must be addressed in a holistic manner.

Employment, energy, education, environmental quality, transportation, housing, and safety are considered as complementary parts of the whole. No issue is assumed to be isolated from another.

A sustainable community develops cooperative projects to achieve multiple goals. For example, it

might support local organic farming in order to help small farms, maintain rural communities, provide local produce for local markets, and protect prime farmland. It seeks to generate jobs and an economic base that is nonpolluting and that enhances human, economic, and natural resources. It develops and supports innovative initiatives to promote local enterprises. The sustainability of a community depends on creating and maintaining its economic and environmental health, promoting social equity, and fostering broad-based citizen participation in planning and implementation.

Sustainable communities require access to information and learning for all citizens. In Curitiba, Brazil, libraries are playing an integral part in bringing such access closer to neighborhood residents. Thirty “Lighthouses of Knowledge,” modeled after the great lighthouse and library in ancient Alexandria, Egypt, have been built throughout the city. Each lighthouse contains a 5,000-volume library on the first floor and reading rooms on the second. The compelling issue of community safety is addressed by housing a security team on the third floor. An average of 25,000 library cards has been taken out at each lighthouse since their inception in 1995. And Curitiba’s reputation as “the most innovative city in the world” because of its creative mass transit, antipoverty, and environmental programs has been enhanced.

Other initiatives for which Curitiba is known:

- School children trading recyclable garbage for school supplies.
- Reusing old utility posts in office buildings, bridges, and public squares.
- An “above-ground subway” with express loading, cars that hold up to 275 people, and an 85 percent rate of commuters’ using mass transportation.
- Free University for the Environment focused on homeowners, contractors, and merchants.

Source: CONCERN, Inc. *Issue Paper*

For more information about Chattanooga and other sustainable community efforts around the country, visit the Sustainable Communities Network Web site—www.sustainable.org

30 Things Libraries Can Do to Help Build Sustainable Communities

Address the comprehensive concept of **sustainable communities**, as well as one or more of the three E's—**ecology, economic development, and social equity**—through traditional library activities, and through some innovative ones.

1. Build collections on these subjects.
2. Develop reading lists on these subjects.
3. Conduct book reviews and discussion groups.
4. Hold video series.
5. Bookmark Web sites.
6. Utilize bulletin board/visual displays.
7. Conduct children's poster, poetry, and essay contests.
8. Conduct literacy programs.
9. Host workshops.
10. Host public hearings.
11. Provide meeting space for community meetings.
12. Provide meeting space for community groups.
13. Visit local agencies working on these issues.
14. Initiate outreach to local issue-oriented groups.
15. Meet with local officials on these issues and offer the library's assistance.
16. Serve on boards of local agencies and organizations.
17. Help organize local agencies and organizations.
18. Compile and publish a directory of public/private agencies working on these issues.
19. Invite representatives from groups working separately on these issues to a meeting to discuss what each can contribute to a holistic sustainable community.
20. Offer facilities as a neutral site to groups in conflict over community sustainability issues to mediate their differences.
21. Contact librarians in sister communities in other countries to see what community sustainability challenges they're facing.
22. Share this information through newsletters, bulletin boards, or Web site.
23. Establish sister library relationships in other countries.
24. Provide public access to information through the Internet.
25. Publish local information, e.g., sustainability indicators, on the Internet.
26. Provide public access to information through Geographic Information System (GIS) technology.
27. Conduct an energy audit and/or retrofit facilities to conserve energy.
28. Recycle paper, aluminum, glass . . . in ways to educate the public.
29. Identify and utilize the related expertise of trustees and friends of the library.
30. Demonstrate sustainable use and practices on library grounds.

Personal Checklist

When I get home, I will . . .

- _____ 1. Clarify my own thoughts by writing a three paragraph summary of this workshop and why it is important for my library.
- _____ 2. Make an appointment to meet my director to report back and enlist his/her support and ideas.
- _____ 3. Reach out to co-workers.
- _____ 4. Make a presentation during a staff meeting or Institute Day.
- _____ 5. Make a presentation at a professional meeting.
- _____ 6. Reach out to community leaders.
- _____ 7. Call a meeting of community leaders.
- _____ 8. Establish or lead a Sustainable Community Study Circle, or join existing efforts.
- _____ 9. Build a network of local participants of Study Circles to plan goals, initiatives, activities.
- _____ 10. Sponsor a local conference on "My Sustainable Community."

Libraries Build Sustainable Communities Workshop Objectives

- 1. Participants will understand the meaning of sustainable communities.**
- 2. Participants will understand a variety of roles and a range of activities that libraries can initiate or join to promote sustainable communities.**

A sustainable community

meets its needs without compromising the ability of future generations to meet their needs.

A sustainable community, like a three-legged stool, rests on the foundation of the 3 E's:

- the environment**
- economy**
- equity**

Extension Activities

Activity: Our Local Communities

BACKGROUND FOR FACILITATOR

This activity seeks to draw out how sustainability connects with participants' local communities. Local community in this context can refer to a neighborhood, a city, a school or college campus, or a community of interest, e.g., business colleagues.

PREPARATION

1. Tape sheets of flip chart paper around the room for small groups to use.
2. If you want to use magazine pictures instead of having participants draw, you will have to collect enough magazines ahead of time for the full group.

MATERIALS

- *My Local Community Directions* on half-sheets of paper with blank reverse sides for each participant
- Masking tape
- Flip chart paper
- Color markers
- Magazine pictures, glue, and scissors (optional)

TIME INSTRUCTIONS

- 5" 1. Introduction to activity: "We're now going to look more closely at how sustainability issues relate to your own local communities."
2. Form groups of four to five persons.
- 15" 3. Hand out a set of *My Local Community Directions* to each participant. (A reproducible master is on page 19.)

MY LOCAL COMMUNITY DIRECTIONS

1. Think of a program or project in your community that is improving the quality of life and creating a more sustainable community.
2. Briefly describe that program or project on the blank side of these directions.
3. On a portion of the newsprint, draw a simple picture or symbol that represents your project or program. *Please do not worry about the artistic quality of your drawing. Each person will draw their own picture to compose a group collage of community programs.*
4. Share your story within the small group.

- 10" 4. In the whole group, ask: "In what ways do your collages and programs reflect the 3 E's of a sustainable community?" Have one spokesperson report for each group.
5. "In what ways might some of the ideas of other people's projects enhance your own project so that it reflects more fully the 3 E's of a sustainable community?"

Activity: Calculating Your Ecological Footprint

There are at least three ways a workshop leader can involve participants in calculating their “ecological footprint”—the amount of productive land and water we occupy to produce all the resources we consume and to take in all the waste we make.

- One is to have participants complete a paper worksheet.
- A second way is to connect to the Internet at the workshop and use one of the online “Ecological Footprint Calculators,” such as the one located on the Web site of Redefining Progress in San Francisco at www.lead.org/leadnet/footprint/intro.htm.
- A third way is to download the calculator onto your own computer ahead of time and make it available at the workshop. You can download the calculator from the Concord Consortium’s Education for a Sustainable Future site at http://csf.concord.org/esf/Software_EFCDownload.cfm. This version contains effective graphic representations of the results of one’s calculations and links with teacher-developed curriculum units. A CD version also is available from the Center for a Sustainable Future, Shelburne Farms, 1611 Harbor Road, Shelburne, VT 05482 USA; tele. (802) 985-0789; fax (802) 985-3162.

The ecological footprint also affords a graphic way for participants to compare their own footprints with countries around the world. The Redefining Progress site contains a study that is updated annually, “The Footprints of Nations Study.” At this time, it contains data on fifty-two large nations, inhabited by 80 percent of the world’s population. The Education for a Sustainable Future site includes a comparison window that compares the participant’s footprint with the world, the United States, Brazil, China, India, Nigeria, and Sweden.

Activity: Pairs Discussion

TIME INSTRUCTIONS

- 10-15” 1. Tell participants to find a partner and spend five minutes each discussing changes they would like to see happen in their respective communities in five years. There may or may not be reporting back on this activity.

Activity: Case Study of a Library Involved in Sustainable Community Work

A guest speaker will tell the story of a library successfully involved in sustainable community work, illustrating the step-by-step process that the staff went through, their challenges, and the milestones. If the speaker has had international experience, e.g., in a local development project, ask them to draw out any similarities and differences between their two experiences. Ask the speaker to provide handouts. Fifteen minute presentation, with an additional ten minutes for questions

Activity: Role Play with Library Director

TIME INSTRUCTIONS

- 10-20” 1. Ask participants to find a partner for this activity. One person will be the library director and the other person will be herself/himself. “I want you to role play a phone call or a meeting with the library director upon your return from this workshop.” If time permits, have participants switch roles.

MY LOCAL COMMUNITY DIRECTIONS

1. Think of a program or project in your community that is improving the quality of life and creating a more sustainable community
2. Briefly describe that program or project on the blank side of these directions.
3. On a portion of the newsprint, draw a simple picture or symbol that represents your project or program. Please do not worry about the artistic quality of your drawing. Each person will draw their own picture to compose a group collage of community programs.
4. Share your story within the small group.

MY LOCAL COMMUNITY DIRECTIONS

1. Think of a program or project in your community that is improving the quality of life and creating a more sustainable community
2. Briefly describe that program or project on the blank side of these directions.
3. On a portion of the newsprint, draw a simple picture or symbol that represents your project or program. Please do not worry about the artistic quality of your drawing. Each person will draw their own picture to compose a group collage of community programs.
4. Share your story within the small group.

Activity: Community Inventory Role Play (Time: 37–47 minutes)

MATERIALS

- Community role cards for half the participants
- *Librarian's Instructions* cards for the second half
- Large ball of twine or yarn

Half of the participants will be assigned roles as community agency staff members. Each of the community agencies will have a card that suggests their unique concerns regarding the librarians' questions. The other half will be librarians who will interview the community representatives.

TIME INSTRUCTIONS

- 5" 1. "In this activity, you will form pairs and each will be given a role to play. One will be a community agency or organization representative and one will be a librarian. The purpose of the activity is to give the librarian an opportunity to think through how to approach such an organization representative in terms of building a more sustainable local community, as well as to practice an interview. Those of you who play community representatives, please use your imaginations and your own personal experience to elaborate on these role descriptions."
2. Make pairs by asking participants to find a partner.
3. Distribute one *Librarian's Instructions* card and one community agency card to each pair. (These cards have been formatted so you can cut the pages into even quarters.)
- 15" 4. Tell them each to read their own card silently. Tell the "librarians" to proceed with their preparations and then their interviews. Ask the "community representatives" to get into their roles by picturing how their stated concerns would look in their own communities or in communities they know.
- [15"] 5. If time permits, you can have participants switch roles and repeat the interviews. Distribute unused role cards to the pairs, or have pairs switch community group roles between pairs so each pair has a new situation.
- 10" 6. In the whole group, debrief the interviews:
- a. When you were the interviewing librarian, how did your explanation of your interest in a sustainable community go?
 - b. What worked well for you in terms of your questions?
 - c. When you were the community representative, how did the interview work for you?
 - d. Would either of you do anything differently in a real interview?
 - e. What, if anything, did you discover—or rediscover—about librarians and sustainable communities?
- 7" 7. Concluding activity: Ask the pairs to stand in a circle with their community role cards.
8. Holding on to the end of the ball of twine or yarn, throw the ball to a person across the circle. Ask them to read their community role card for all to hear. Then tell them to hold onto the twine/yarn and throw the ball to someone else in the circle. Have that person read his/her pair's community role card and then throw the ball to someone else until all pairs (or all persons with role cards) have read their role cards and the circle is criss-crossed with twine.
9. Pluck the twine in front of you to make the web of twine move up and down. Conclude: "A community is a very complex system. It's got all kinds of connections—environmental, economic, political, and social. And a characteristic of all systems is that they're made up of parts, all of which are connected, so that if you influence one part, you influence the whole. Librarians can play pivotal roles in building more sustainable communities. We can bring together resources, we can reach out to new constituencies, and we can bring together people who may not even talk to each other now to start a new dialog. We can make a difference!"

Librarian's Instructions

You are interviewing this person because you want to know how they and/or their organization are currently involved in sustainability concerns and what the library can do to assist them in that work.

1. Ask your partner what role they are playing.
2. By yourself, think of how you'd approach this person in your community.
3. Prepare a brief explanation of why you want to interview this person and why as a librarian you're interested in sustainable communities.
4. Prepare your interview questions.
5. Conduct the interview.

Librarian's Instructions

You are interviewing this person because you want to know how they and/or their organization are currently involved in sustainability concerns and what the library can do to assist them in that work.

1. Ask your partner what role they are playing.
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3. Prepare a brief explanation of why you want to interview this person and why as a librarian you're interested in sustainable communities.
4. Prepare your interview questions.
5. Conduct the interview.

The Mayor

Elected mayor three years ago, you have lived in the community for more than two decades and have a long record of community service. By statute, you currently serve as a member of the Planning Board and as trustee of the public library. During your term as mayor, you've worked with the town council on a number of important issues: improving public transportation for commuters; community-based pre-K education; performance-based budgeting for the public schools; shared services among the various agencies of municipal government; and increased parking and aggressive downtown development.

League of Women Voters

You are a member of a LWV study group that has looked at what can be done at the community level to address the needs of the environment, economic development, and social equity. Your study group has brainstormed possible indicators by which the community could track its progress toward a sustainable future. You came up with such indicators as percent of residents covered by health insurance; number of days per year air quality standards are met; amount of water consumed and sewage produced; diversity of businesses; percent of residents shopping in the community; percent participating in community service; and the crime rate. Your league is not yet sure how best to involve the total community in collecting and disseminating information on such indicators.

Director of the Community Foundation

Your community foundation is a non-profit organization that exists to oversee endowment funds set up by members of its community and to make charitable grants to local people and organizations. Your foundation pools all of its funds for investment and strategic purposes—making it possible for individual, small funds to achieve economies of scale. For example, you recently made a single grant for development of low-income housing that includes money from a half-dozen different individual funds focused on the same field. You like to think of the foundation as a pool of funds invested for the future of your community.

Garden Club

You enjoy gardening and are an active member of the Garden Club. To beautify the community, members "adopt" public places, such as major intersections, and maintain mini gardens. You've recently become concerned with emphasizing native plants over the exotic species that are threatening to overrun the region. Aggressive non-native weeds not only displace native plants, they upset fire and water cycles, and do billions of dollars in agricultural damage every year in the United States. Taken as a whole, invasive species now pose the second largest threat to the diversity of life on Earth, after habitat destruction. You'd like community members to recognize this global challenge and act locally to address it.

Director of the Planning &
Community Development
Department

Your department prepares land use plans and elements of the community's master plan, reviews development proposals, and provides general planning information on request. The planning staff provide technical assistance to the Planning Board, Board of Adjustment, Economic Development Corporation, and the Historic Preservation Commission. The staff also administer the Community Block Grant application process.

Environmental Commission

You are a volunteer member of the Environmental Commission and have been appointed by the mayor. The commission's purpose is to study and make recommendations to municipal agencies and the public concerning open space preservation; water resources management; air pollution control; solid waste management; noise control; soil and landscape protection; environmental appearance; marine resources; and protection of flora and fauna.

Director of the Chamber of
Commerce

The chamber's mission is to unite, strengthen, represent, and promote the growth of businesses in the community. The chamber works to improve community understanding of the free enterprise system with frank, face-to-face exchanges between local business people and officials. The chamber provides information on demographics, municipal services, recycling schedules, bus schedules, and government services.

Union Official

As a union officer, you are expecting another good year for your members. A good economy, along with a strong construction industry, presents opportunities for you to strengthen your union, your collective bargaining agreements, and your industry. In the year ahead, you want to involve your members in organizing, chapter meetings, get-out-the vote campaigns, and safety activities.

Director of H.O.M.E.

H.O.M.E. is a nonprofit organization working to restore the community and “make every house a home.” Its mission is to provide low- and moderate-income families access to safe and decent housing, both rented and owned. You’ve been wrestling with the tradeoffs between short-term lower construction costs versus longer-range savings from green building practices, such as high energy efficiency and innovative solar design.

Director of the Y.W.C.A.

The Y’s focus on empowering women and eliminating racism is expressed in programs that develop youth leadership skills, meet the educational and recreational needs of active adults, and encourage independence and socialization for seniors. You’re very concerned with developing new and creative methods to reach new constituencies in the community.

President of the Rotary Club

The Rotary Club is a community volunteer organization of business men and women. It holds regular informational meetings for its members, conducts service projects, and raises funds to donate to worthy causes. Many official Rotary programs are intended to meet community needs, whether it be to promote literacy, help the elderly or disabled, combat urban violence, or provide opportunities for local youth. Rotarians also undertake international service activities to advance international understanding, goodwill, and peace. You are particularly supportive of the PolioPlus program to immunize all the children of the world against polio.

President of the Local Chapter of the NAACP

The National Association for the Advancement of Colored People is the oldest and largest civil rights organization in the United States. The principal objective of the NAACP is to ensure the political, educational, social, and economic equality of minority group citizens of the United States. The NAACP is committed to nonviolence and relies upon the press, the petition, the ballot, and the courts, even in the face of overt and violent racial hostility.

Director of H.O.T.L.I.N.E.

H.O.T.L.I.N.E. is a free, confidential information and referral service that puts individuals with problems in touch with community agencies and organizations ready to help. The kinds of problems addressed include food, clothing, and shelter; marital, family, and emotional problems; healthcare services; childcare; alcohol and drug abuse; and care for the elderly.

President of the 4 H Club

Your organization wants to be an uncommon youth development organization fostering innovation and shared learning for youth workers and young leaders. You believe strongly that the problems and issues of young people are connected to the issues and problems of the larger community and that youths can be valuable partners, resources and producers in community problem solving and development. You would like to see every community institution and organization find meaningful roles for young people.

Director of BREATHE FREE!

You direct a community agency that is trying to reverse the rising incidence of asthma. Your community has extremely high hospitalization rates for children with asthma. This neighborhood has an asthma rate twelve times the national average. Your community also has two major highways that run through it and that carry thousands of diesel trucks every day of the week. Diesel-fueled truck traffic contributes to the contamination of the air in the area by generating suspended particulates, sulfur dioxide, nitrous oxide, and other pollutants. In addition, the Planning Department has proposed building a new bus garage in a low-income neighborhood close to the highways. The buses use diesel fuel.

Director of Parks and Recreation

You are the director of the Parks and Recreation Department. You oversee playgrounds, ball fields, tennis courts, footpaths, bikeways, and a small petting zoo. You've recently adopted a "least toxic" Integrated Pest Management policy to reduce the amounts of toxic chemicals used in these facilities. IPM is the coordinated use of pest and environmental information with a combination of available pest control methods to manage pest damage by the most economical means, and with the least possible hazard to people, property, and the environment. Most community residents seem never to have heard about IPM.

Director of F.U.T.U.R.E.

F.U.T.U.R.E. is a comprehensive social service agency that serves a section of the community containing ethnic groups whose members have limited facility with spoken and written English. This neighborhood contains a garbage incinerator, a Superfund site, and numerous old industrial buildings with contaminated property. You feel this concentration of sites represents a classic case of environmental racism.

Watershed Association

Your group is working to preserve the community's watershed lands in a natural state for drinking water protection. It works to limit development in sensitive areas and labels storm drains to promote awareness of non point source pollution—pollution that comes from such activities as littering, spilling or dripping motor oil, run-off from fertilizers and pesticides on lawns, etc.

Project Homeless Volunteer

Project Homeless is a local advocacy network of homeless persons, activists, service providers, and others committed to ending homelessness through public education, policy advocacy, grassroots organization, and technical assistance. In your view, two trends are largely responsible for the rise in homelessness over the past fifteen to twenty years: a growing shortage of affordable rental housing and a simultaneous increase in poverty. Two factors help account for increasing poverty: eroding employment opportunities for large segments of the workforce, and the declining value and availability of public assistance. A person earning the minimum wage simply can't afford a one- or two-bedroom apartment at fair market rents.

Recycling Activist

Most communities your size recycle at least 25 percent of their garbage, with some communities achieving rates as high as 35-40 percent or greater. In your community, however, recycling rates range more in the 5-8 percent range. You are organizing community action to get city officials to improve the existing inadequate recycling program. The proposed changes include:

- Moving towards separate collection of recyclables and yardwaste;
- Reimbursing not-for-profits like the Resource Center (which picks up source separated recyclables in certain city wards for a nominal fee) whose programs save the city money on disposal fees; and
- Beginning an aggressive campaign aimed at helping residents manage yardwastes in their own backyards.

Investors in the Public Interest

You are a local investment support group that focuses on socially responsible investments. You support a social venture capital program that invests in innovative young companies providing solutions to the social and environmental challenges of our age. Your community-based investing program directly invests a small portion of your assets at below-market rates in neighborhoods where credit, jobs, and hope are often in scarce supply. The New Africa Fund focuses exclusively on investments in African and African-related companies.

Officer in the Homebuilders Association

The association's membership encompasses residential and light commercial construction, remodeling, and home improvement. Key to its success has been the association's wide array of services to members, consumers, and communities—including member and consumer education; apprenticeship training; insurance and other similar group programs; consumer referrals; product and home promotions; construction standards; governmental affairs in legislation and regulation; building permit data; and community projects. As a professional trade association, it is dedicated to the principles that the American dream of home ownership is central to a community's economic and societal well-being and that the ability to realize that dream must be preserved for all generations.

City Manager

For you, the most important reasons people move into the community all revolve around the sense of community. You are pleased with what community members say about family, education, diversity, and music and the arts. This talk is matched by action, including debates about race; education; arts; zoning; transportation; historical preservation; shared services; regionalization and economic development; and what it means to be a "livable community."

Chairperson of the Civil Rights Commission

The Civil Rights Commission is an advisory body appointed by the town/city council. Two of the most pressing issues you've been reviewing recently involve "minority" hiring and advancement in city agencies, including police, fire, and the public works departments, as well as the widening gap in academic performance between Caucasian and African-American students in the middle and high schools.

Land Preservation Fund

You are a private, nonprofit foundation that operates a land acquisition program to preserve open space. You use a revolving fund to purchase ecologically significant land in the region threatened by development. The land is later sold to a public agency, which agrees to protect it in perpetuity. You are currently very interested in protecting contiguous sites in order to provide greenways for migrating animals. The fund also is involved with education and advocacy programs.

Public Affairs Officer Local Gas & Electric Co.

The LGE Company is proud of its role as corporate citizen and has supported more stringent environmental regulations for all utility companies. You are upset that recent actions to let customers choose energy suppliers may reward out-of-state producers with dirty environmental practices. LGE invests in schools, organizations, and communities where its dollars can help improve people's lives and the economic vitality of the region. LGE also supports communities by donating goods and technology, such as computers, and by encouraging your employees to share their time and talents where they are needed.

Women's Club Board Member

You rent out your facilities for social events and contribute the proceeds to such causes as local scholarship funds, the hospital, historical buildings, the library, a daycare center, the volunteer ambulance unit, and the animal protection agency. You've recently begun to wonder about the environmental impact of the building, including such things as its energy efficiency and regular use of pesticides.

Commuter Council

As a volunteer officer in the Commuter Council, you are concerned with improving mass transit and reducing traffic congestion. Vehicles on the road account for more than 25 percent of the local air pollution problems. The Council promotes ride sharing, car pooling, walking and biking to work. You've recently launched a campaign to get commuters to leave the car at home once or twice a week.

Libraries Build Sustainable Communities

State Workshop Evaluation Form

Date _____ State _____ Event _____

1. As a result of this workshop my understanding of the meaning of sustainable communities has increased:
(Minimally) 1 2 3 4 5 (Substantially)
2. A sustainable community has as its base a positive synergy among the e_____, the e_____ and e_____, as well as a concern for the welfare of future generations.
3. As a result of this workshop I will acquire at least one sustainable communities' resource for my library. Yes _____ No _____ Does not apply _____
4. A sustainability issue that is a concern for my community is:
economic development _____ air quality _____ land use _____
water quality _____ job training _____ neighborhood revitalization _____
health care _____ brownfield development _____ literacy _____
quality education _____ civic participation _____ land conservation _____
farm preservation _____ homelessness _____ hunger _____
other _____
5. A global issue that relates to sustainability issues in my community:
Growing gap between the rich and the poor _____ Global warming _____
Natural resource depletion _____ Ozone depletion _____
Effects of globalization on the economy _____ Access to information _____
Other _____
6. My overall rating for this workshop:
(Excellent) 5 4 3 2 1 (Poor)
7. As a result of this workshop, I will . . .
8. I would like to learn more about, or become more involved in . . .
9. Other comments or suggestions?

Libraries Build Sustainable Communities

Workshop Leader Report Form

Your Name _____ Tele. _____

Work Address _____

E-mail _____

Names of any other facilitators _____

Location of Workshop _____

Date _____ Event _____

Amount of time for the workshop 60 _____ 75 _____ 90 _____ 120 _____ Other _____

Total number of participants _____, mostly:

Public Librarians _____ Academic Librarians _____ School Librarians _____

Library Trustees _____ Library Staff _____ Community People _____

State Librarians _____ Gov't. Agency Staff _____ A mix of the above _____

Other _____

I used the following activities (please check all that apply):

The Core Workshop: Introduction _____; Activity 1: Postcards from Home _____;

Activity 2: Local Libraries & Sustainable Communities _____

Extension Activities: Calculating Ecological Footprint _____;

Our Local Communities _____; Case Study Speaker(s) _____; Community Inventory

Role Play _____; Library Director Role Play _____; Pairs Discussion _____;

Other _____

Overall the activities were well received: yes _____ no _____.

The activities did _____ did not _____ provoke lively discussion.

Evaluation Form Tabulation

Total number of responses _____

1. Total number per category: *As a result of this workshop my understanding of the meaning of sustainable communities has increased:*

Minimally 1 _____
2 _____
3 _____
4 _____
Substantially 5 _____

2. Number of participants able to identify the 3 E's (environment, economy, equity) of a sustainable community: all 3 E's _____ only 2 E's _____ only 1 E _____

3. The number of participants who *will acquire at least one sustainable communities resource* for their library _____. The number of N/A's _____.

4. The number of participants able to identify a *sustainable community issue* relevant for their community _____

5. The number of participants able to identify a *global sustainability issue* relevant to their community _____

6. The number of responses to the overall rating for the workshop:

Excellent 5 _____
4 _____
3 _____
2 _____
Poor 1 _____

7. Please summarize number of responses to: *As a result of this workshop, participants will . . .*

Add to collections _____
Conduct programs at the library _____
More outreach to officials & groups _____
Become involved internationally _____
Address issues of facilities/grounds _____
Other: _____

8. Please summarize what participants would like to learn more about, or become more involved in:

9. Other *noteworthy* comments & suggestions from participants:

10. Your suggestions to improve the workshop as it is offered in other locations:

The Libraries Build Sustainable Communities Project is a partnership between the American Library Association and Global Learning, Inc.

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The public library has been called “one of the seven sustainable wonders of the world.” The written wisdom of the world at the fingertips of anyone with a library card!

“The average American pays \$20 a year in taxes to support public libraries and can save that much by borrowing instead of buying just one or two books. A book that is loaned 10 times cuts not only cost but paper use per reader by a factor of 10.”—Donella H. Meadows, Dartmouth College

Health care is important for all communities. The University of Florida Health Science Center Library (UF) and University of Zambia Medical Library (UNZA) sister library program is based on concern for health care issues that impact on public health throughout the world. “The UF/UNZA twinning program has succeeded where most others have failed due to the enthusiasm and motivation of the UF librarian and the professional relationship and understanding with the librarians of UNZA. This situation has led to mutual growth—the wealth of assistance in many forms given to the UNZA library has made it one of the most important medical libraries in Africa and the first to have its own Internet Home Page.”—Irene Bertrand, World Health Organization, Office of Library and Health Literature

