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"Going Green in the Library: It's Not Just for Contractors"

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This established the guidelines for librarian participation in kickoff meetings which became course development calls. We now had a model in place to be implemented in 2008 to begin participating in course development conference calls. The meetings with the librarians and academic units took the form of conference calls with orientations to the many facets of course development. Each professional i.e., instructional designer, assessment specialist, etc. and librarians described their role to the course developer, explaining how their particular expertise and resources could be used in the course.

The outreach of the librarians established a clear way to begin to meet the needs of the students through course involvement. As the requests for librarians participation in the course development calls increased there was also an increase in requests for assistance in providing resources and services. The instructional designers, program directors, deans, and assessment specialists shared the value of working together on the initial conversations about the course content.

In the course development calls the librarians would familiarize the developers with accessibility to resources, and highlighted discipline specific sources. The overview included an introduction to services and a demonstration of where the library module and link to the library (resources) appeared in the course shell. These calls gave the developer an opportunity to ask questions of the librarians as well as the other team members in on the call. The developers recognized the advantage to

having librarians help early in the process, with acquiring sources of relevance and opportunity for collaboration on instruction.

Once the call was completed the librarian documented the call and calendared for follow up with the developer in two to three weeks. Follow up consisted of making contact with the developer and again offering services or resources, if they were not requested previously. The ECVL team of librarians wanted to extend the opportunity for developers to take advantage of the resources and services available, through follow up contacts.

Communication was the most important factor in achieving course integration. Librarians maintained contact with the academic units and other support service areas as requests for conference calls continued. The librarians continued to be invited to the calls, increasing overall requests with some months busier than others.

As time progressed, not all orientations resulted in the use of library resources and services. We attributed the lack of use of resources (from ECVL) to developers who had preselected resources (for new courses). As we evaluated the pilot progress, we decided we would participate in more calls for new courses. Our goal for our pilot was reached and we began to accept more course development call invitations. We recognized that we were able to open up our pilot to include all new online courses. As a result of increasing the number of conference calls participated in, we increased our visibility.

Approximately half of the conference calls resulted in requests for services such as chats, library assignments, tip sheets and database resources. The first year ended with the li-

brarians providing resources to about half of the courses where course development calls took place.

Conclusion

This year, the calls have increased about 10% to include a wider range of disciplines. As we move forward in our course integration process, we will evaluate how we can improve the model by revisiting our statistics, the types of requests we have received and review the anticipated number of new courses to be developed for the upcoming year. We will coordinate with the instructional designers and academic units to share what worked well, what our challenges were (as a group) and what we can do to enhance the experience. From all of this, we will analyze the overall process and begin to establish best practices.

The synergy that has been generated through the team of librarians, academic unit (administrators), developers, instructional designers and assessment specialists is an example of how defined roles blend together, yet remain distinct to accomplish a common goal. Each professional brought a different set of skills to the development phase of the courses. All the available options for creating a rich and robust course were available to the developer, who often took advantage of these opportunities.

We understand we are still at the early stages of developing our course development model and over time will make changes and adjustments fitting for the college. We do feel that we have made a great effort in developing a systematic way in our collaborative approach to library integration. 🌱

“Going Green in the Library: It’s Not Just for Contractors”

by **Michael A. Crumpton** (Assistant Dean for Administrative Services, University of North Carolina at Greensboro)

A panel discussion is defined as a discussion of a subject of public interest, by a group of persons forming a panel, often before an audience. At the recent conference, *Inspiration, Innovation, Celebration: an Entrepreneurial Conference for Librarians*, the subject was “Green” and “Libraries” and the panel was a group of librarians who really care about sustainability. Panel members who presented and contributed included; **Ameet Doshi** from **Georgia Perimeter College**, **Mary Scanlon** from **Wake Forest University** and **Sarah Dorsey**, **Beth Filar-Williams** and **Mike Crumpton**, all from the **University of North Carolina at Greensboro**.

This panel addressed sustainable and green issues and actions outside of the larger realm of contract work or building design, and specifically, what libraries can do to make a difference within their larger community or organization. Libraries can present themselves as meeting the

needs of the present so that future generations can meet their own need and, simultaneously, create healthier ecosystems, healthier social systems and healthier economies — the triple bottom line. Libraries can also influence actions by using the facility to promote awareness, using resources to educate and encouraging staff to take action and set examples.

The panel broke this discussion down into the topics reflecting current and potential activities for libraries or individuals to address or influence. Using **TurningPoint** software the panel also solicited input from the audience as to current activities that each are aware of or participate in. These results are a sampling of sustainable activities within a library environment.

Reduce, Reuse, Recycle

The first step in developing a sustainable program is to learn to REDUCE. As an example, start simple: reduce paper usage and

waste. The average American worker uses about 10,000 sheets a year — about five sheets per hour worked — Or, 650 lbs of paper where only half might get recycled. Americans trash enough office paper to build a 12-foot wall from Los Angeles to New York City so start thinking about reducing your own paper waste. *How?* A lot can be saved just by breaking habits. Do you really need to print that email? Print on demand, not just to file in a folder for later use. Make your margins smaller. Print only a selection. Avoid images. These actions are especially relevant with recent budget reductions faced by most organizations. Try software such as **printgreener.com**, which makes it easy for you and gets rid of extra images, legal jargon, banners ads, etc. It’s free for basic use or you can pay for a MAC version or an upgrade. The software also keeps track of the amount of paper used and money saved.

continued on page 36

Going Green in the Library ... from page 34

Set all printers to automatic two-sided printing only, if they have that capability or network to printers that can. Duplexing will reduce paper use by at least 10%. Require your users to pay for printing; if they have to pay for it, they will most likely think twice about what they print. Reducing paper also saves energy. Our audience poll indicated that only 54% have printers set for double-sided printing, so there is plenty of opportunity for improvement.

Start shifting from print to digital in order to reduce. Create online versions of guides you can print on demand, purchase more online resources, databases, audio books, eBooks, etc. Also move your focus to interlibrary loan — borrow it — you don't have to buy everything! Scan print items and deliver them electronically to patrons both on and off campus. This service reduces the carbon footprint of driving to campus as well as wasted paper from photocopying. You can also find many free journals and resources online. Check out the **Directory of Open Access Journals** (<http://doaj.org>) for thousands available for free.

Reduce purchases and look for freeware. Blogs and wikis can be used to collaborate with people wherever they are, from collaborating on a presentation or event to offering suggestions, tips and ideas on a specific topic. Save money on buying software and have better collaboration by using free office software such as **Google Docs**, **Zoho**, and **Open Office**. In addition to creating documents they can also include presentations, reports, planners, repository, quick polls, chat, etc. Use instant messaging for quick free communication or tools like mebeam.com, dimdim.com or skype.com for group video/audio conferencing for free. Communicate with your users, other librarians, or the campus/community by podcasting. Podcasting can replace your library newsletter as an audio magazine as well as record events, conduct interviews, or create audio tutorials.

Reuse of highly used material is also important, especially when recycling potential is low for frequently used products. A good example in a library setting could be in serving food for parties, meetings or events. One such activity could produce several bags of garbage that won't be recycled, so consider alternatives such as real dishes (or bringing your own), fabric tablecloths or napkins, reusable serving dishes, etc. Measure the garbage generated at your next event and you decide.

Regarding recycling, the panel polled the audience and was very gratified to see that 100% of the folks attending indicated that they have some form of recycling in their library. A further breakdown identified paper, glass and plastic as the primary materials recycled at libraries today, based on this sampling. Since the concept of recycling has been around for awhile, what can be considered new is in the details.

Operations and Maintenance

In April 2009, the **U.S. Green Building Council** introduced an update to the **LEED (Leadership in Energy and Environmental Design)** certification standards. This new update is aimed at improving the efficiency and sustainability of operations for existing buildings. The **LEED** certification for Operations and Maintenance allows librarians, operations personnel and interested staff the ability to "green" their libraries without the burden of raising funds for an expensive building project or major renovation. By understanding the **LEED** Operations and Maintenance standards for Water Efficiency, Sustainable Sites, Indoor Air Quality, Materials and Operations, and Energy, it is possible for academic librarians to serve as informed colleagues and even entrepreneurial innovators for creating inexpensive, sustainable operations in libraries and other academic buildings on campus.

There are numerous opportunities for existing library buildings to "green" their operations. Some examples include: using Compact Fluorescent Lighting which uses less energy and lasts longer than conventional lighting, installing water efficient faucet aerators and waterless urinals; conducting a "Waste Stream Audit" to identify opportunities for recycling; and partnering with campus facilities managers to re-examine cleaning products. Since many public institutions require state approval for purchasing facilities-related products, librarians should lobby state university system personnel to implement more sustainable purchasing policies.

Going green can have many positive attributes not specifically related to energy use. For example, by applying "Daylighting" techniques, it is possible to reduce heating and cooling costs, as well as improve the aesthetics of the library space — indeed, as most librarians have observed, students strongly prefer to study in sunlit areas of the library. Furthermore, research has demonstrated that day lit classrooms can result in significantly higher academic performance.

Whether discovering new forms of literature, access technologies or innovative modes of communication, librarians have often been "early adopters." With a burgeoning global emphasis on the crisis of climate change, there exists yet another opportunity for early adoption by librarians: to promote sustainable library building operations and to help contribute to a healthier planet and inspire happier patrons. The question we should ask ourselves is *when it comes to green library building operations and maintenance, will librarians LEED or follow?*

Transportation

Why should the library be concerned about the transportation aspect of being green? One of our influence factors regarding sustainability is the example we set as well as the information we provide. Our audience poll indicated that 53% of our attendees typically carpool alone to work, an overwhelming number given the

number of choices provided. So are we promoting the transportation option properly or aggressively enough?

As stated in our vision: the steps towards sustainability we take in each of our libraries can have a profound impact...also the steps towards sustainability we take in each of our lives can also make a difference. As public figures we can take part in local transportation challenges or publicize and support them if we are unable to participate individually.

Know and learn alternative modes of transport. Each community is different. Big cities have the advantage of an existing public transportation system. Look for options in your area and encourage staff to participate and support. Share this information with patrons, and this can become part of your "Green" image within the larger community. Also consider telecommuting and flex time options and be sure to document these types of activities to get credit for the savings they bring.

Communication

The influence that the library can bring to sustainable efforts should include communication. Developing internal programs, benchmarking and documenting results, will create an image for the library as embracing the elements of "Green" for a healthier community and environment. Some communication suggestions: create a Green Community or Campus Portal, create displays in house or link to the catalog record on your Website. Create a green section on your Website to promote local green events, your green resources, suggested readings, highlight green things you are already doing, spotlight a green patron or library staff member or student. Develop a green blog to promote green practices, events, green tips for patrons, etc. Make sure you link to local green institutions, businesses, and non-profits and get them to support a library activity or event such as a film night.

Film screenings (Green of course!) and sustainable book groups are also a great marketing component for your library's efforts. In our audience poll, 43% of attendees had screened a film on sustainability and 29% had organized a sustainable book group, once again, plenty of opportunity for more activity. These activities provide the opportunity to give good information to patrons, hoping they will do the right thing, so if even just one person is convinced to modify their behavior at each film or book discussion, it is worth it.

Another form of sustainable communication includes the use of paperless collaboration tools, which this panel used in the creation of this presentation. Our audience poll indicated 50% of our attendees frequently use these tools and another 43% occasionally do. What a great tribute to librarians who model this behavior.

Playing Politics

Finally, the audience was asked if they were engaged in sustainable activities, and a large majority of 92% said they were, although 15% without the library's approval or support. Knowing and understanding the risks involved in making sustainable changes, such

continued on page 38

Going Green in the Library ... from page 36

as existing equipment or behaviors, as well as understanding the barriers to overcome, are part of the planning process. And don't be isolated; find out what is going on in your community and within your larger organization. True sustainability requires partnership and collaboration.

The entrepreneurial librarian sees crisis as opportunity. The current environmental and economic crisis is motivating people and institutions across the world to rethink traditional processes towards those that are more sustainable. We believe libraries and librarians can serve as progressive exemplars for taking measurable action in a practical, affordable manner. The steps towards sustainability we take in each of our libraries can have a profound positive impact on the environment, public budgets and even the behavior of our patrons.

You can find the panel's presentation, as well as a plethora of resources for Greening your own Library at: <http://greeningyourlibrary.pbworks.com/InspirationInnovation-Celebration>. 🌱

Rumors from page 26

guess who were the special guests? **Anthony Watkinson** <anthony.watkinson@btopenworld.com> and his lovely wife **Sara**! They had just come from the wedding of their son **Charles**. You will remember that **Charles Watkinson** has been a regular attendee at Charleston.

continued on page 46

against the grain people profile

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Jennifer Calvo

EARLY LIFE: I spent most of my early years hanging out in public libraries after school. I would sit on the floor and page through 1970's editions of *Better Homes and Gardens* decorating books. Unfortunately I was never able to convince my mother to go with a chartreuse and purple color scheme in the living room.

EDUCATION: BA: Political Science, **University of North Carolina at Greensboro**.
MSLS: **University of North Carolina at Chapel Hill**.

FIRST JOB: A junior camp counselor. There is nothing better than arts and crafts in the morning, horseback riding before lunch, and swimming in the afternoon after eating peanut butter and jelly sandwiches.

PROFESSIONAL CAREER AND ACTIVITIES: I have worked and volunteered in a variety of library and museum settings, including law firms, public libraries, art museums, and science libraries. For the past six years I have worked for **NCSU Libraries**. Originally I was hired as a graduate assistant, but was promoted to the position of Reference Librarian for the **Learning Commons**.

IN MY SPARE TIME I LIKE TO: In between visiting museums and botanical gardens, I like to encourage Soul Train lines in the library.

FAVORITE BOOKS: *Slaughterhouse Five*, *Kurt Vonnegut*, *Mr. Summer's Story*, *Patrick Suskind*, and *The Woman in the Dunes*, *Kobo Abe*.

PHILOSOPHY: Only by occupying the "space between" can we allow ourselves the time to recognize the amazing beauty in the simplest things... Cupcakes seem to make everything better as well.

PET PEEVES/WHAT MAKES ME MAD: Libraries that want to be innovative and cutting edge, but do not support the creative talent they hire... Oh, and people who wear eyeliner, but don't wear mascara.

MOST MEANINGFUL CAREER ACHIEVEMENT: The day a student came back from visiting an art museum and told me a whole new world opened up for him after the talk we had about modern art and reading the books I suggested.

GOAL I HOPE TO ACHIEVE FIVE YEARS FROM NOW: Hopefully to be in a leadership role at an institution in which I fully support its mission and share its creative vision. Did I mention *Proust*? I should mention reading *Proust* as a goal as well... 🌱

Preserving the Vitality of Learning Commons Spaces Through Dynamic Programming: The Learning Commons After Dark Series

by **Jennifer Calvo** (Former Reference Librarian for the Learning Commons, North Carolina State University Libraries)
<jenni4calvo@gmail.com>

Libraries face an interesting challenge when planning and maintaining new learning spaces. Most are heavily used spaces designed to facilitate collaborative learning and social engagement. Attracting students to the space is not as much of a challenge as finding ways to meet the vision of the space, and keep the space both vibrant and relevant to the users. Three key components to keeping learning spaces vibrant will be discussed, as well as programming ideas from the *Learning Commons After Dark Series*.

The History and Culture of the Commons

In 2007, the NCSU Libraries opened **D. H. Hill Library's Learning Commons**, a space designed to meet the rapidly changing

needs of today's students. It is not only a student-centered, but a student defined space with mobile furniture, soft-seating areas, and collaborative workspaces. The flexible design of the **Learning Commons**

facilitates change by offering students a place that provokes their imagination. I believe the design of the space is effective because it provides a welcoming environment for students to congregate, collaborate, and create.

The **Learning Commons** was immediately a hit with students. Even after two years the number of students in the space can top 300 at eleven o'clock at night. Students tend to linger in the space because it accommodates both their social and academic needs. I like to think of this type of use of academic library space as a new addition to a college student's lifestyle — a "Learning Commons Lifestyle."

continued on page 40