

**CONSORTIUM OF ACADEMIC & RESEARCH LIBRARIES IN ILLINOIS**

**PROPOSAL COVER SHEET -- FY 2009**

**PROJECT: Green and Sustainable: Education in the 21<sup>st</sup> Century**

**NATURE OF PROJECT:** Collection Partnership Proposal

**AMOUNT OF MONEY REQUESTED:** \$6,000

**HOST LIBRARY:** Chicago State University

**HOST LIBRARY INFORMATION:**

**Contact Person:** Beverly Meyer, NAL-336

**Address:** Chicago State University Library

9501 S King Drive

Chicago IL 60628-1598

**Phone:** 773-995-2587; **Fax:** 773-995-2273

**E-mail:** [bmeyer@csu.edu](mailto:bmeyer@csu.edu)

**Director of Host Library:** Dr. Lawrence J. McCrank

**PARTICIPATING LIBRARIES, CONTACT PERSONS, AND FULL CONTACT INFORMATION:** (Include the name, title, full U.S. postal address, phone number, and e-mail address of a contact person at each participating library.)

Chicago State University  
Beverly Meyer, Curriculum Materials Librarian  
Chicago State University Library Room 336  
9501 S King Drive  
Chicago IL 60628-1598  
773-995-2587 (voice); 773-995-2273 (fax)  
[bmeyer@csu.edu](mailto:bmeyer@csu.edu)

University of Illinois at Springfield  
Pamela M. Salela, Chair, Norris L. Brookens Library  
Norris L. Brookens Library, Room 237  
One University Plaza MS BRK 140  
Springfield IL 62703-5407  
217-206-6783 (voice); 217-206-6208 (fax)  
[psale2@uis.edu](mailto:psale2@uis.edu)

Parkland College  
Raeann Dossett, Information Services Librarian  
Parkland College Library Room 210  
2400 W Bradley Avenue  
Champaign IL 61821  
217-351-2883 (voice); 217-351-2581 (fax)  
[rdossett@parkland.edu](mailto:rdossett@parkland.edu)

# GREEN AND SUSTAINABLE: EDUCATION IN THE 21<sup>ST</sup> CENTURY

## INTRODUCTION

A crucial means for developing an awareness of the value of “green, global and sustainable” is environmental education, for teachers as well as for students. This partnership will collect materials that encompass the interests of elementary, secondary, and higher education. Materials chosen will provide information about the theory as well as the practice of teaching about the environment to support all teachers and their curriculums. Literature is a vital way of educating the spirit of future generations to “think green,” and so youth literature with a focus on environmentalism will be included to support the needs of students. Finally, what better way to encourage an environmental conscience than through modeling? Our collection activities will include materials to assist institutions of higher education in their efforts to achieve sustainable models on campus and lessen their environmental impact.

## WHO WILL BENEFIT?

The primary beneficiaries of our plan will be all members of the CARLI consortium as all materials will be easily available for inter-institutional borrowing. In particular, however, the pre-service teachers who are being trained in CARLI colleges and universities will be motivated and inspired to teach the critically important elective subject of environmental education, they will have the opportunity to develop more content knowledge, and they will have greater access to creative and challenging unit and lesson plan ideas. They will be able to support their teaching by having easily accessible, thought-provoking, and informative examples of good children’s literature—fiction as well as nonfiction. CARLI institutions will benefit by having access to informative materials to help them achieve a green campus.

## COST AND FUNDING PLAN

<b>Institution</b>	<b>Subject</b>	<b>Amount</b>
University of Illinois -- Springfield	K-12 Environmental Literature	\$2,000
Chicago State University	Environmental Education: Theory and Practice	\$2,000
Parkland College	The Sustainable Campus	\$2,000
Total Cost		\$6,000

The applying institutions will provide local funds for the costs of acquisition, cataloging, circulation, and maintenance of all materials purchased with any monies received from the grant program.

## **PLAN OF OPERATION**

All partners in the application will be seeking to buy primarily materials which will supplement the I-Share Catalog, with duplication only if there are no nearby copies. All members agree to catalog the materials purchased within two months and to make them available for interlibrary loan. All members agree to be the last copy repositories for their collection areas.

## **EXPANDABILITY/ADAPTABILITY OF THE PROGRAM**

These collections will continue to be important in the future as the earth's population grows and places an ever-greater strain on limited and diminishing resources. Environmental concerns are not going to go away, and there will always be a need to educate people about the seriousness of the problems. To achieve the desired expandability, each collection development partner has agreed to grow their respective collections with the addition of collection development funds in the future.

## **PLAN FOR EVALUATION AND ASSESSMENT**

All collection partners will expend their funds by June 30, 2009 and will provide a complete list of titles purchased and funds expended to the lead person by July 31, 2009. The lead person will provide a summation report to CARLI by August 29, 2009. By May 31, 2010, partners will provide a report on their efforts to publicize their purchases and on any known circulation or impact of the purchased items. The lead person will submit the final report for FY09 to CARLI by June 30, 2010.

## APPENDIX

### EXPLANATIONS OF REQUESTS FOR EXPENDITURES

#### **Chicago State University Library**

**Subject: Environmental Education: Theory and Practice**

**Contact Bibliographer: Beverly Meyer**

**Amount requested: \$2,000**

The North American Association for Environmental Education's National Project for Excellence in Environmental Education Guidelines for Learning (K-12) has developed the following definition: "Environmental education is a process that aims to develop an environmentally literate citizenry that can compete in our global economy; has the skills, knowledge, and inclinations to make well-informed choices; and exercises the rights and responsibilities of members of a community."<sup>1</sup> Awareness is rising rapidly that human beings need to be wiser stewards of the earth's rapidly diminishing resources, but Americans suffer from an "environmental literacy" gap. For example, a recent study revealed that 45 million Americans think that the ocean is a source of fresh water (as quoted by the Chesapeake Bay Foundation at [http://www.cbf.org/site/PageServer?pagename=act\\_sub\\_actioncenter\\_federal\\_nclb\\_why](http://www.cbf.org/site/PageServer?pagename=act_sub_actioncenter_federal_nclb_why) ).

Educators are beginning to realize that they can help to close this gap through environmental education (EE). Students enjoy the connection between classroom learning and the real world that is provided by the hands-on nature of EE, and research has shown that EE improves student achievement not only in science, but also in areas such as reading, math, social studies and critical thinking. The field-based (i.e., outdoors) aspect of EE also combats the increasing tendency of children today to play inside (an average of six hours a day in front of electronic media but less than four minutes a day in unstructured outdoor play) which is leading to a "nature deficit disorder" correlated with obesity, loneliness, depression, attention problems and greater social isolation.

Urban children, such as those living in the area served by Chicago State University (CSU), have limited opportunities to interact with nature or to play outdoors. Teachers who are enthusiastic and knowledgeable about the environment can play an important role in encouraging students to explore and learn more about this important area. Since CSU has large undergraduate and graduate programs in education (including many options in biological sciences) and many of its graduates go on to teach in the Chicago Public Schools, developing a strong collection of materials at CSU about the theory and practice of EE would be useful and very beneficial.

A search of the WorldCat database performed early in March 2008 for the subject heading "environmental education" indicates 3,554 book titles (non-juvenile and in English) published between 1995 and 2008 that are held by libraries; the same search returns 460 holdings in the SILC database, 342 holdings in the I-Share database and 11 holdings in the CSU library. Because of its obvious need for more materials in this subject area, CSU would be an excellent choice as a repository library for the collection we propose to develop on environmental

---

<sup>1</sup> <http://eelink.net/pages/Perspectives++Organizational+EE+Perspectives>

education (theory and practice). \$2,000 is requested to begin the collection. CSU agrees to maintain and grow this collection with future purchases from the library's acquisitions budget and also agrees to catalog all materials purchased in a timely manner (two months) and make them available for interlibrary loan. Last copies will be retained.

Materials selected for this grant will be chosen which support teaching that is correlated with the Green Standards<sup>2</sup> (part of the Illinois Learning Standards). Criteria for selection will be based on the six guidelines for excellence established by the North American Association for Environmental Education which state that environmental materials should: (1) be fair and accurate in describing environmental problems, issues, and conditions...; (2) foster an awareness of the natural and built environment...; (3) build lifelong skills that enable learners to address environmental issues; (4) promote civic responsibility, encouraging learners to use their knowledge, personal skills, and assessments of environmental issues as a basis for environmental problem solving and action; (5) rely on instructional techniques that create an effective learning environment; and (6) be based on well-designed materials that are easy to use and fit with national, state, or local standards.<sup>3</sup>

One example of an item that would be purchased is a subscription to Green Teacher, a periodical currently available in the I-Share database only as an online subscription at one university. CSU will maintain this subscription in the future. Individual issues of this periodical would be housed in the Education Resource Center and would be available for circulation locally and through interlibrary loan.

---

<sup>2</sup> [http://www.isbe.net/ils/science/pdf/enviro\\_standards.pdf](http://www.isbe.net/ils/science/pdf/enviro_standards.pdf)

<sup>3</sup> <http://www.naee.org/npeee/materials.php>

\*\*\*\*\*

**University of Illinois, Springfield, IL**  
**Subject: K-12 environmental literature**  
**Contact Bibliographer: Pamela M. Salela**  
**Amount Requested: \$2000**

There is little argument that an environmentalist consciousness has seized the imagination of citizens in the United States. The Illinois State Board of Education recognized the need to establish Environmental Education Standards<sup>1</sup> in 2005. At the University of Illinois at Springfield (UIS) we have embraced a leadership role in helping to “create an environmentally acceptable future.” This is reflected in several arenas on our campus. It is reflected in our Environmental Studies Program mission and curriculum.<sup>2</sup> It is reflected in our strategic plan which stresses “environmental sustainability and preservation in all plans to enhance the physical

---

<sup>1</sup> [http://www.isbe.net/ils/science/pdf/enviro\\_standards.pdf](http://www.isbe.net/ils/science/pdf/enviro_standards.pdf)

<sup>2</sup> <http://www.uis.edu/admissions/applyGrad/EnvironStudies/index.html>

environment” of our campus, The recent establishment (February 2008) of a Senate Subcommittee on Sustainability is a critical step toward making manifest the vision set forth in our strategic plan. We have a supportive academic milieu at UIS for sustaining the consciousness and collection that I would like to recommend be housed here.

Reflecting the spirit of this institution’s public affairs and administration mission, our general education curriculum provides the pragmatic and philosophical components necessary for engaging the minds and hearts of our future teacher leaders in civic engagement that includes environmental foci. In order to fulfill the objective of the Illinois State Board of Education’s Environmental Education Standards it is important to charge the imagination at a young age and to provide the necessary tools for teachers to do so. Therefore, we would like to build a foundation collection in children’s environmental literature – fiction as well as nonfiction – directed toward a K-12 audience. This collection will circulate to the library patrons of Illinois (and beyond) and serve directly the mission of our Teacher Education Program curriculum in reading and social studies and complement the strategic mission objectives of the University of Illinois at Springfield as a leader in environmental education from start to finish (K-20) and for the community at large.

A start up collection would include current titles as well as classics that are still of relevance (Dr. Seuss’ *The Lorax*, for instance) and establish the beginnings of a contemporary collection. There is a collection development endowment earmarked for our children's literature collection. We will attach instructions to the annual allotment of this endowment to ensure that a healthy portion of it is expended on children's environmental literature thus ensuring the continued growth and development of this aspect of the collection.

The UIS collection has a long way to go to respond to the needs outlined in this proposal. A check of the I-Share catalog with the following compound search produced the following results:

Subject: juvenile literature

Subject: environment?

SILC catalog @ 415 (unique<sup>3</sup>) items published from 1995-2008

I-Share catalog: 170 (unique) items published from 1995-2008

There is no clear indicator that any one institution is attempting to be a repository for this type of material. The same searches in the UIS catalog resulted in 11 and 1 record respectively indicating a strong need to collect in this area to complement our environmental initiatives within our Teacher Education program. Also, the remarkable difference between SILC & I-Share would indicate that our public libraries are collecting more in this area than our teacher education programs. These combined results indicate that there is a need for a repository institution that has a Teacher Education focus. UIS’ newly established and growing focus on environmental sustainability coupled with our Teacher Education programming makes us a good choice to be that institution. Therefore, we would like to request \$2,000 for children’s environmental literature. We would commit to maintaining last copies.

---

<sup>3</sup> Unique means the search was sorted alphabetically by title and duplicate titles were subtracted.

Some useful collection development resources which we would consult for juvenile environmental literature and fiction are as follows:

Skipping Stones Honor Awards, given by *Skipping Stones* magazine. These awards are given annually to five to ten children's books and teaching resources in the areas of ecological awareness and multicultural/international understanding. This is the only award program currently in existence for children's books focused on the environment.

<http://www.skippingstones.org>

*Multicultural Review: Dedicated to a better understanding of ethnic, racial, and religious diversity.* A quarterly review publication directed primarily towards librarians. It frequently includes titles with an environmental focus. <http://www.mcreview.com/> (Brookens Library has a current subscription to MCR.)

*Acorn Naturalists.* Dedicated to “developing resources for enhancing science and outdoor learning experiences. We believe that curiosity about the natural world is universal and that science, mathematics, language arts and other subjects can be taught effectively through environment-based education. Toward this end, Acorn Naturalists catalog, in both printed and electronic form, offers resources for teachers, naturalists, interpreters, outdoor educators, camp counselors, parents and their children.” <http://www.acornnaturalists.com/>

Oyate. A Native organization dedicated to the honest portrayal of Indian histories and lives. Included in their literature and curriculum offerings are many resources with an American Indian environmentalist focus which has been a part of the native ethos for hundreds of years. Our youth can learn much from the spiritual environmental teachings of our continent forebears. <http://www.oyate.org/>

Teaching for Change. This organization “provides teachers and parents with the tools to transform schools into centers of justice where students learn to read, write and change the world.” Included in their offerings are books on environmental justice <http://www.teachingforchange.org/>

\*\*\*\*\*

**Parkland College, Champaign IL**  
**Subject: The Sustainable Campus**  
**Contact Bibliographer: Raeann Dossett**  
**Amount Requested: \$2000**

Issues surrounding the environment have a decades-long history as hot issues on college campuses. With Hurricane Katrina, global warming, rising oil prices, emerging energy technologies and more, it's not surprising that campus activism around sustainability is stronger than ever. Students, government, and communities are applying pressure on institutions of higher education to mitigate their environmental impact and develop and apply sustainable

models to all campus systems. For example, at this writing, nearly 500 colleges and universities are signatories to the American College and University Presidents Climate Commitment (see <http://www.presidentsclimatecommitment.org/> ).

Is CARLI's collection of material keeping pace with this trend? As a snapshot, three major subject headings under which materials related to campus sustainability were compared for the WorldCat Catalog and the I-Share catalog.

Universities and colleges – Environmental aspects – United States

WorldCat Catalog: 51 book titles

I-Share Catalog: 8 total titles

Education, Higher – Environmental aspects

WorldCat Catalog: 34 book titles

I-Share Catalog: 16 total titles

Campus planning – Environmental aspects

WorldCat Catalog: 201 book titles published from 1995-2008

I-Share Catalog: 5 total titles, all dates

Parkland College is a community college in east central Illinois. In support of our building trades program, we have already collected extensively in the area of green building and alternative energy sources. As one of many colleges seriously considering our environmental footprint and sustainability issues on campus, we are motivated to collect and share materials in this area and have institutional support for continuing collection development on campus sustainability after the grant funding has ended.

In particular, we have identified the fact that many organizations at the forefront of the sustainable campus movement often do not publish along the formal model. Therefore, in addition to material coming from formal publishers, Parkland intends to capture the grey literature available from groups such as the Association of University Leaders for a Sustainable Future, the US Conference on Sustainability in Higher Education, the Association for Higher Education Facilities Officers, Society for College and University Planning, and Association for the Advancement of Sustainability in Higher Education. For example, we will create and catalog a print copy of the “Smart & Sustainable Campuses Conference” proceeding (First through Third), currently available only as online files.

Therefore, we would like to request \$2,000 for materials on sustainability issues on higher education campuses. We agree to abide by all the CARLI requirements for cataloging, circulation of purchased materials, and retaining last copies.