2013

Crossing Borders: Two Academic Librarians and a Young Adult Librarian Collaborate to Teach Teens about Sustainability

George J. Aulisio

The University of Scranton, george.aulisio@scranton.edu

Sheli McHugh

University of Scranton, michelle.mchugh@scranton.edu

Follow this and additional works at: <https://digitalcommons.du.edu/collaborativelibrarianship>

Part of the [Environmental Studies Commons](#), and the [Information Literacy Commons](#)

Recommended Citation

Aulisio, George J. and McHugh, Sheli (2013) "Crossing Borders: Two Academic Librarians and a Young Adult Librarian Collaborate to Teach Teens about Sustainability," *Collaborative Librarianship*: Vol. 5 : Iss. 2 , Article 3.

DOI: <https://doi.org/10.29087/2013.5.2.04>

Available at: <https://digitalcommons.du.edu/collaborativelibrarianship/vol5/iss2/3>

This Scholarly Article is brought to you for free and open access by Digital Commons @ DU. It has been accepted for inclusion in Collaborative Librarianship by an authorized editor of Digital Commons @ DU. For more information, please contact jennifer.cox@du.edu, dig-commons@du.edu.

Crossing Borders: Two Academic Librarians and a Young Adult Librarian Collaborate to Teach Teens about Sustainability

George J. Aulisio (George.Aulisio@scranton.edu)
University of Scranton

Sheli McHugh (michelle.mchugh@scranton.edu)
University of Scranton

Abstract

Two academic librarians from The University of Scranton's Weinberg Memorial Library partnered with a young adult librarian from the Scranton Public Library to help plan, organize, and implement, a sustainability themed summer series of events for a teen group. This paper discusses experiences of collaborating across traditional library boundaries from perspectives of a technical services librarian, an academic reference librarian, and a young adult librarian united to work together and educate teens about going green. Various resources and literature helped build a successful summer series on sustainability and demonstrated the important role librarians can play in promoting related environmental issues. The project also formed a meaningful bond between a public librarian and two academic librarians.

Introduction

The World Commission on Environment and Development defines sustainability as "meet(ing) the needs of the present generation without compromising the ability of future generations to meet their own needs."¹ Librarians across the globe are involved in sustainability and sustainable education in various ways. Some begin with creating a "green" environment by designing and building sustainable libraries, while others assess current conditions and conduct environmental audits of the structure to see where improvements can be made.² Libraries may find it attainable to improve or implement recycling efforts, use energy efficient products like compact fluorescent light bulbs (CFL), and decrease waste such as printer paper.³ Creating sustainability collections and keeping sustainability in mind when developing the collection are also important for libraries.⁴ Sustainability may also be utilized and promoted as a cost saving technique for libraries.⁵ The University of Scranton is a Catholic and Jesuit University located in Scranton, Pennsylvania. Part of the University's mission is to "seek God in all things" and to "promote justice."⁶ Rev. Peter-Hans Kolvenbach, S.J., Superior General for the Society of Jesus (S.J.), closely tied "care

for the environment and environmental degradation issues" to the concept of justice.⁷ In order to live up to the ideals of a Jesuit university, then president of The University of Scranton, Rev. Scott Pilarz, S.J., convened a task force to integrate sustainability into academics and campus life.⁸

In light of the university's publicized commitment to sustainability, the Weinberg Memorial Library (WML) of The University of Scranton formed a "green team" in 2010 to help fulfill this new aspect of the university's mission and to improve sustainability within the library. The elected Chair of the Green Team is librarian, George Aulisio. Librarian, Sheli McHugh, has been an active member since the team's formation and has taken the lead on specific Green Team projects, including the adoption of a local hiking trail that the Green Team regularly maintains by participating in volunteer cleanups. The Green Team unanimously voted to adopt a mission statement that vowed to enact sustainable practices in the library and to promote sustainability through academics and scholarship.⁹ The Green Team quickly worked to update library practices and the facility by implementing sustainable products, including color coded recycling bins, duplex printers, special signage, and

a water bottle filling station, amongst other services.

The Green Team educates the campus community on sustainable practices by teaching and leading by example. To do this, the Green Team uses signage to promote sustainable practices and increase recycling within the library. For example, we have a sign with photos of discarded food mixed with recycled paper that reads, "One bad apple spoils the bunch" so that library visitors understand co-mingling garbage and recyclables prevents the entire bag from being recycled. The librarians also use sustainability as examples during information literacy sessions to illustrate the breadth of materials and disciplines to which sustainability relates within the databases and online library catalog. Members of the team have also written articles in the library's newsletter detailing the Green Team's projects and the library's resources on sustainability. Aulisio and McHugh have spread knowledge and best practices on sustainability by presenting at the *International Conference on Sustainability* and the *Pennsylvania Library Association Annual Conference*. In addition, the Green Team has collaborated with academic departments on student assignments dealing with sustainability, including a video production class that created videos promoting recycling within the library that now run on the library's TV monitors throughout the day. Currently, the WML is seen as a champion of sustainable practices at The University of Scranton.¹⁰ This was accomplished despite a few hurdles, such as the age of the building—twenty this year—and a limited budget. The Green Team's progress and success has been spreading on campus across the borders of academic departments, offices, and buildings. It was not a huge leap, then, for news of our success to reach the nearby Scranton Public Library.

The Scranton Public Library (SPL) is located just four city blocks away from the WML. This proximity had provided the opportunity for public and academic librarians to collaborate in the past. For example, *Scranton Reads*, the community reading project, is led by the SPL, but academic librarians from the WML have participated on the planning committee each year. SPL and WML librarians both volunteer for the

Northeast Chapter of the Pennsylvania Library Association (NEPaLA), the regional library association, where they jointly plan workshops and social events. Staff of the two libraries are always exploring new ways to work together, share resources, and brainstorm with one another. When the WML academic librarians were approached about a new collaborative project focusing on sustainability, they responded enthusiastically.

The SPL has a vibrant and well attended teen group called the *Teen Action Board (TAB)*. TAB is comprised of a core group of about twelve teenagers. According to Young Adult Librarian, Anna Kilcullen, the group's founder and current supervisor, "TAB exists to give a voice to, and provide new opportunities for, young adults in the 7th through 12th grades."¹¹ Kilcullen has mentored teens invested in the local community and interested in library programming for the past six years. Each summer, Kilcullen and TAB plan a series of events for area teens usually focusing on the arts. Past events included acting, painting, and music workshops. Last summer a local musician met with the teens twice for a songwriting workshop, a painter met with them four times, and an actor met with them five times. On average, each session had between ten and twenty teens. Kilcullen wanted to reach a new audience of teens and try a new theme for this summer. After a brainstorming session with her supervisor and consulting with TAB, Kilcullen decided to make *sustainability* the theme of TAB's upcoming summer program.

In order to gain a better understanding of the WML Green Team, and since the SPL did not have a similar committee, Kilcullen contacted McHugh, seeking advice on how to create a successful *Teen Green Team*. Kilcullen was seeking information on how WML formed its team, how they determined which areas of concern needed to be addressed urgently, how the sustainability projects were initiated, and how the projects were funded. McHugh and Kilcullen decided to hold a meeting so that a more in-depth discussion could occur. In order to provide additional information, Aulisio was also invited to this meeting.

During the brainstorming session, Kilcullen asked Aulisio and McHugh to formally collaborate on the planning of the sustainability summer series of events. Believing the opportunity to collaborate would be mutually beneficial the academic librarians accepted the invitation. Kilcullen was interested in sustainability, but she had not yet done much research on the topic. The academic librarians, having knowledge of the topic, would be able to help Kilcullen plan specific events. In addition, because the academic librarians had made connections with other local sustainability advocates, securing speakers for events would not be difficult. The academic librarians were aware of certain maturation that occurs between the freshmen and sophomore years of college, so the librarians believed talking with middle school and high school students in an educational setting would further broaden their understanding of the transformation that takes place in young adults. The academic librarians could learn from Kilcullen's interaction with the teens and glean insight on how to better connect with young adults. Also, on a professional level, planning and participating in the summer series would reflect positively on the academic librarians' tenure and promotion dossiers. Planning a summer event series for area teens could be viewed as community service and because the series was through the public library, the academic librarians would also be performing service in an expanded way to their profession.

As the librarians discussed their goals for the program, it became apparent that the public librarian had different expectations than the academic librarians. Kilcullen was seeking practical outcomes whereas the academic librarians hoped to change teen perspectives and outlook. More specifically, Kilcullen wanted a new and exciting program that would attract more teens and increase participation in TAB while the academic librarians were hoping for greater teen enthusiasm for the subject. This difference emphasizes service variation in public and academic libraries. Where public librarians are focused on providing information and services for their patrons, academic librarians are more focused on teaching students how to find the information they are looking for and how to use specific services.

Aulisio and McHugh wanted to encourage the teens to adopt a more sustainable lifestyle whereas Kilcullen wanted the teens to form a Teen Green Team that could lead to other opportunities to participate in TAB after the summer series concluded. She also hoped that the teen group would use the knowledge they acquired throughout the summer to identify green issues in the SPL, brainstorm corrective programs, and submit a recommendation to Kilcullen that she could share with library administrators.

Though the goals were not identical, both parties agreed that the two outcomes were not incompatible. Both parties agreed that making sustainability interesting and important to the teens would be mutually beneficial. According to Paul C. Stern, an expert on environmental and sustainability issues, people need to value the environment and human benefits of living sustainably if they are going to attempt to make a difference in regards to these issues.¹² The series would aim to accomplish both goals and would do so by building the students' understanding of sustainability. The overarching goal for the entire summer series would be to make sustainability education fun and interesting so that the teens would want to adopt sustainability in their lives. With this in mind, Kilcullen agreed that Aulisio and McHugh should teach an introductory session defining sustainability that would serve as a foundation for the series.

Assessment of the summer series would stem from a list of outcomes and expectations. All parties agreed that the series would be considered successful, if at least half of the teens that attended the first event returned for subsequent events. The librarians also hoped that the teens would want to implement at least one sustainability project, such as forming a Teen Green Team, or conducting an informal sustainability audit of the SPL, or forming or joining a sustainability club at their school. The summer series ultimately would be considered successful if some of the teens could identify specific details and important information on sustainability related to the events. Since there were events that the academic librarians could not attend, Kilcullen alone would assess the knowledge acquired by the participants and share this with the oth-

ers. Kilcullen would also provide feedback on the presentations of the academic librarians and on the overall success of the program.

Literature Review

Part of the exploration of the literature focused on environmental education for children and teens, its importance, the hands-on green programs in student centers, schools and libraries, and ways libraries educate patrons and young people about sustainability. We found that environmental issues may be integrated into education at all levels, from primary and secondary, through college and post-graduate schools as well as across the curriculum in many subject areas. Lessons on sustainability may address topics like renewable energy, climate change, and the environmental movement, as examined in disciplines like science, political science, and so on. It became clear, though, that educators who aim to change students' behavior and attitudes cannot simply inform students about environmental issues. Chawla and Cushing "noted that environmental educators typically assume that if they simply impart knowledge to students, responsible action will follow. Research, however, indicates that the antecedents of action are much more complex than knowledge alone."¹³ Arvai discussed pedagogical techniques educators can use to more effectively encourage students to adopt sustainable behaviors.¹⁴ Environmental education should include multiple forms of instruction, from theoretical to practical, and could include lectures for historical context as well as projects that help students visualize the impact their behavior might have on a particular issue.

It is also important for children and young adults to feel ownership of their environment in order for them to take action to protect their future. Hacking, Barrat, and Scott, in their introduction to a special issue of *Environmental Education Research*, provide recommendations for future research. They state that children are environmental stakeholders and should be included in decisions that affect the future environment,¹⁵ and go on to discuss how children are very concerned and frustrated about the future environment.¹⁶ Kopnina studied attitudes on consumption in students from different socioec-

onomic backgrounds.¹⁷ She reports that children of low income families exhibit more "pro-environmental" attitudes and often consume less. However, children of families that are financially sound have more knowledge of environmental issues than their poorer counterparts.

Many libraries, schools, community centers, and other public organizations have embraced environmental education for young adults. Recycled art events are common ways to introduce "green" concepts to teens. For example, the Public Library of Charlotte & Mecklenburg County's "6R Movement" encourages young people to reuse materials in new and creative ways, such as building furniture from old phone books, converting old computer motherboards into bookmarks, and collecting recycled paper to make journals.¹⁸ Colston describes other recycled craft projects for children and teens, like creating collages from junk mail.¹⁹ Williams suggests hosting an eco-fashion show with clothing made from repurposed materials.²⁰ Craft events can be easy to implement while engaging teens with an environmental message.

The WML held a recycled craft night where recycled book covers were used to make origami. This event was very well received by the library staff and faculty from other departments but was not as popular with students as only a handful participated. The completed origami pieces were put on display as part of an Environmental Art Show that is held annually during Earth Week and features artwork by students, staff and faculty. For this, the artwork can be any medium created from recycled material that features the environment, or contains an environmental message. The opening reception for the Environmental Art Show was well attended by the artists, their friends and families, students, faculty, and local news outlets both in 2011 and 2012.

Other literature suggests teaching young adults about purchasing organic materials or locally grown foods, as well as planting and maintaining community gardens and trees. Savedge's book, *The Green Teen*, has a chapter on, "Eating Your Greens," that advises teens on options for shopping locally, making choices on food that are better for the environment, and composting

home waste.²¹ This text is a good resource for teens who are beginning to implement projects at home and at school and includes quick tips for going green and additional sources for further reading. We found it so useful that we decided to provide a copy for each teen attending the summer series. Kilcullen also added a title to the collection at SPL. The Williams article profiles the Richmond Grows Seed Lending Library that offers not only information about plants and planting, but provides actual seeds to use at home. It also discusses schools that have gardens on campus where students can learn about seeds, planting, and growing.²² Williams advises that if a school or community garden is too much to take on, one might consider a tree planting event instead. For additional resources on organizations that have implemented successful garden and tree planting programs, the Cornell Cooperative Extension Green Teen Community Gardening Program (<http://www.ccedutchess.org/4h/green-teen-community-gardening-program>) is recommended.²³

Libraries and community centers can also incorporate sustainability into existing programs. For example, many libraries and community centers already host film presentations, book discussions, and lectures for young people. Embedding sustainable messages within those existing programs remains an attractive option. When beginning to plan events, consider sustainability as a theme or think about ways to add a green element to such events. Williams suggests using a green theme for annual poster design or essay contests where winners also win a green prize.²⁴ Colston recommends creating a book display of environmental activist resources to help encourage young people to read more widely on the topic.²⁵ WML has created book displays during Earth Week and maintains an online research guide to library books, databases, and websites focusing on sustainability.

In addition to hands-on programs, librarians often teach research sessions and provide library orientation that usually focuses on information literacy, reading literacy, or technological literacy. However, these sessions could also include sustainability or environmental literacy. Abiolu and Okere expand their definition of infor-

mation literacy to include environmental literacy as one of many literacies,²⁶ and regard its promotion as a key responsibility of a librarian.²⁷

Developing the Summer Series

According to Chawla and Cushing, "peer activities are only likely to be motivating if a group achieves a level of success that boosts members' confidence and morale. Therefore it is critical for environmental educators to help groups judge what they can accomplish with the time and resources available."²⁸ One key objective of the summer series would be to bring participants to know and understand sustainability and environmentalism. Based on the literature and librarian experiences with the WML Green Team, the leaders agreed that the most prevalent areas to focus on would be recycling, food, and the local environment, that is, those areas that most greatly affect a teen's life. Following the advice of the academic librarians, Kilcullen organized the summer series of six events that touched on different aspects of sustainability concluding with a wrap up session.

The three librarians decided that Aulisio and McHugh would lead the introductory session on sustainability because of their knowledge of the subject, their experience with the WML Green Team, and their participation in both The University of Scranton's Sustainability Task Force and the Sustainability Workshop. The workshop, in fact, was a faculty development workshop on sustainability that provided attendees with the necessary tools to infuse sustainability into their courses and beyond.²⁹ Those participating in the series of events would be urged to contact any of the librarians should they have additional questions throughout the summer. The academic librarians could not be present for all six sessions for various reasons, but volunteered to serve as consultants on an as-needed basis throughout the summer. Kilcullen agreed to share relevant information, such as number of attendees, problems, questions, or any changes that arose from each of the sessions following the introduction.

The summer series schedule was planned as follows:

Session	Topic	Presenter(s)
One	Introduction to Sustainability and the WML Green Team	Aulisio and McHugh
Two	Recycling	(Event Cancelled)
Three	Environment	Bernard McGurl, Director, LCRA
Four	Food	Christian Pilosi, Owner, Eden – A Vegan Cafe
Five	Trail Clean-up	Owen Worozbyt, LHVA Volunteer Coordinator
Six	Conclusion, Recap, and Discussion	Aulisio and McHugh

Table 1. Original schedule for TAB's Sustainability Summer Series.

Session One

The initial meeting with the teens focused on providing background education, including defining sustainability and providing various examples so that the teens had a framework upon which to build throughout the summer. All agreed that a necessary prerequisite was to ensure that the teens could be both informed and engaged in sustainability. In order to ground some of the more abstract ideas of sustainability, example programs of the WML Green Team were used. The presentation featured photographs of Team projects (such as color coded recycling bins) and events (such as volunteer hiking trail cleanup) to help the students envision their own projects and activities. The literature as well as common sense suggested that seeing the successes of other green initiatives might encourage the students to make changes in their personal lives, at home, at school, and at the SPL.

The first session of the summer series addressed these key questions:

- What is sustainability?
- Why is it important to you?
- Why is it important to the future?
- Examples from the WML Green Team
- Brainstorming and goal creation

The WML librarians believed that the most effective teaching strategy for a group of teenagers would be to incorporate as much discussion as possible. By doing this, the librarians also would be embracing TAB's philosophy of giving a voice to young adults by treating the teens as equals. All three librarians believed that promoting discussion would help to make the teens more relaxed and comfortable. Breaking up lecture time with both open-ended and specific questions and ending the evening with a brainstorming session would help to keep the teens interested and involved throughout. According to Meyers and Jones, the "best small-group activities are those in which everyone gets a chance to voice their perspective."³⁰ This helps speakers to clarify their thoughts, while listeners have time for reflecting on their own ideas.³¹ This was especially important, because, as Kilcullen emphasized that, the summer series was meant to be fun for the teens, not simply an extension of the school year. Kilcullen knew from experience that if the teens were not interested and having fun, they would not learn, and likely react negatively to the concept of sustainability. The first event of the summer series had 18 teens in attendance. Kilcullen was pleased with this turnout and thought it was a good start to the summer series. Most of the students participated in the discussion, though some were more outgoing than others. All the students seemed genuinely interested and engaged in the content throughout the presentation.

Immediately following the session, Kilcullen provided the academic librarians with initial feedback. Overall, she believed that the teens were interested and had definitely gained knowledge about sustainability that they probably did not have before. However, critical comments were shared as well. She feared at times the academic librarians were communicating in

a more advanced and technical way, leaving her concerned that the definitions and examples of various sustainability models may have been over the teens' heads. Kilcullen proactively tried to correct this during the presentation by interjecting with basic questions that allowed the academic librarians to rephrase their content so that it was presented in layman's terms. Ultimately, she felt that her questions and the academic librarians' rewording made the somewhat complex ideas easier for the students to understand. Had they not collaborated in this way, the message of the session may have been misinterpreted.

Session Two

Kilcullen approached the local recycling center to secure a speaker for the second session. The speaker agreed to participate and explain the recycling process at the county's recycling plant. Unfortunately, multiple scheduling conflicts forced Kilcullen to cancel the recycling event altogether, but because recycling is a critical component of sustainability, Aulisio and McHugh offered to include information on recycling when they returned for the final session.

With this cancellation, the librarians feared that the summer series would have to be shortened to five sessions. Fortunately, during the first session, one teen suggested a "guerrilla marketing" project to educate the local community on sustainability. Levinson, who coined the term guerrilla marketing, describes it as using low-cost unconventional means to promote an idea.³² The teens thought it would be fun to decorate the sidewalks surrounding the Lackawanna County Courthouse located in the center of downtown Scranton with chalk messages about "going green" and recycling. Another teen suggested the event could coincide with Scranton's *First Friday Art Walk*, a popular community event held on the first Friday of every month. Since the teens were excited about creating guerrilla art, it was decided to add this event. The updated and final Summer Series schedule was as follows:

Session	Topic	Presenter(s)
One	Introduction to Sustainability and the WML Green Team	Aulisio and McHugh
Two	Guerilla Marketing	Teen Lead Activity
Three	Environment	Bernard McGurl, Director, LCRA
Four	Food	Christian Pilosi, Owner, Eden - A Vegan Cafe
Five	Trail Clean-up	Owen Worozbyt, LHVA Volunteer Coordinator
Six	Recycling, Recap, and Discussion	Aulisio and McHugh

Table 2. Updated and final schedule for TAB's Sustainability Summer Series.

Though the teens felt rebellious about the idea of guerrilla art, Kilcullen did obtain permission from the city to draw on the sidewalks prior to *First Friday*. This project fulfilled one of the objectives of having the teens implement projects on their own and to share a sustainable message with others in their community. Though this session had the lowest turnout with just three teens, each provided Kilcullen with positive feedback. Ultimately, Kilcullen believed that the guerrilla marketing project was successful despite the poor turnout, and the participants suggested doing more sidewalk chalk events in the future.

Session Three

The third session focused on the local environment and featured a speaker from the Lackawanna River Corridor Association (LCRA). "[C]reated by local citizens in 1987 to promote the restoration and conservation of the Lackawanna River and its watershed resources in the great Northeast Pennsylvania, ... [the Association] is a nonprofit, nonpolitical organization promoting [the] river through education, public

involvement, consensus building, partnerships and hands on opportunities for young and old.”³³ The director of the LCRA, Bernard McGurl, gave the teens a tour of the Lackawanna River in Scranton and spoke to them about its ecology and its impact on the city and surrounding area.

Only four teens attended this outside session as it was a very hot and humid day and were critical of the presentation. They felt he spoke at length about issues unrelated to the river. However, because it was a very hot day and the event took place along the river, the teens may have been uncomfortable standing outdoors listening to a lecture. Kilcullen admitted that the weather had made it difficult for her to concentrate as well, but she found McGurl’s presentation informative and interesting.

Session Four

The fourth session was led by Christian Pilosi, owner and chef of Eden, a local vegan restaurant. Pilosi discussed the effects human eating habits have on the environment and how a vegan or vegetarian diet can be one of the most sustainable lifestyle choices. Pilosi brought in food from his restaurant so the teens could sample vegan food. At the final wrap-up session, the teens reported that they were especially fond of the sustainable food presentation and the free samples. Many of the teens who had not eaten at Eden before Pilosi’s presentation verbally expressed how surprised they were to find how good vegan food tasted.

The teens were clearly affected by the sustainability portion of his presentation as well. A few of the teens reiterated one of Pilosi’s main points that meat production is very resource intensive, explaining that a disproportionately large amount of resources was needed to produce a relatively small amount of meat whereas more than triple the amount of edible food would be produced if the same resources were used to grow vegetables. One of the teens declared that he planned to eat less meat, but admitted he would not be able to become a vegetarian altogether. Kilcullen reported that the teens’ reiterations of Pilosi’s points were mostly accurate,

with only some of the specific details being inaccurate.

Session Five

Upon the academic librarians’ suggestion, Kilcullen contacted Owen Worozbyt, Volunteer Coordinator for the Lackawanna Heritage Valley Authority (LHVA) to do a session on the local Heritage Trail. The focus of the LHVA is on the – “renewal of the environment, renewal of a strong and diverse economic base, renewal of pride and a sense of place. The heritage area serves a number of diverse constituencies, including historic and cultural sites, environmental organizations, students, educators, municipal governments, residents, and visitors to the region.”³⁴ A large component of LHVA’s mission is building and maintaining the Lackawanna River Heritage Trail, “a multi-purpose trail that follows the Lackawanna River for forty miles in Northeastern Pennsylvania.”³⁵ The trail runs through the city of Scranton and borders The University of Scranton’s athletic fields. Since part of the WML Green Team’s mission is outreach and service, members have worked with Worozbyt in the past. The Team adopted a section of the Heritage Trail to maintain and clean approximately one Saturday every other month. Worozbyt agreed to host a special cleanup day on the trail with the teens, who could experience firsthand valuable community service that addresses the effects of litter and promotes an environmentally friendly lifestyle.

At the final session, the teens reported having a positive experience on the Heritage Trail. They were able to learn about the trail, its various expansions, trail-heads, and future developments, and they could see the improvements their effort made on the landscape. They also seemed interested in using the trail for their own recreation and participating in future trail cleanups. One of the teens passionately spoke about giving back to the community and articulated the importance of living an environmentally friendly lifestyle and promoting resource conservation as well as the importance of actively trying to repair the damage that has already been done.

Session Six

The academic librarians returned for the final session at the end of the summer to recap what the teens learned from each of the speakers, to discuss the formation of a Teen Green Team at SPL, and to hear if participants planned on leading a more sustainable lifestyle. The main goal of the final session was to allow the teens to share their experiences so that those unable to attend specific sessions could learn from the others. The librarians also asked the teens to share any new goals and ideas for how they were going to either bring sustainability to their schools, friends, and family or how they would make a change in their own lives. Though no new goals were stated, the teen who wanted to eat less meat and the other teen who was passionate about giving back to the community, both restated their commitments.

The fact that only six attended the final session was rather discouraging. Participants were quite enthusiastic about the various sessions, and low attendance, Kilcullen believes, due to other extenuating circumstances such as vacations, summer camps and sporting events. Overall, there were on average five to ten teens at each of the sessions, with the high point being the 18 that attended the first session. Only one teen was in attendance for all six events.

Overall Assessment

In order to implement institutional changes in favor of sustainability and to improve upon future summer series, some recommendations are made based directly on teen comments during the last session and a debriefing email survey Kilcullen. During the final session, the teens discussed problem areas in the public library, pinpointing areas for improvement and how they could be remedied. Though the students gave some useful recommendations on how the library could be more sustainable, they did not seem to be interested in investing time in developing those recommendations. However, one of the teens did take action. He composed a letter to the director of the Scranton Public Library offering recommendations for greening the library and indicating the cost savings that they might provide. The teen suggested installing

duplex printers, asking patrons if they want a receipt rather than automatically printing one, and adding recycling bins in high traffic areas. All of the recommendations were topics that were covered in the first and final sessions of the series. He also proposed that any financial savings recovered from the sustainability initiatives should be used to increase TAB's budget in order to sponsor more teen events. The director assured Kilcullen and the student that he would take the letter to the Board of Directors for consideration. Kilcullen is optimistic that some changes will occur.

When the teens were asked how they could make a difference in their own schools, they believed that their teachers and principals would not be interested in implementing any green projects, programs, or upgrades for various reasons, including: none of their schoolmates would be interested in trying to lead a more sustainable life; the principals and teachers wouldn't be interested in listening to the students' suggestions; and their school district didn't have enough money to take on any sustainability projects, even the inexpensive ones. All three librarians encouraged the teen to seek ways for their further empowerment such as forming a student group, writing a concise plan on how to implement green projects, finding a teacher they felt comfortable sharing the plan with to see how their ideas could be supported, and starting a grassroots campaign in their school to spread the idea of sustainability, one student at a time. However, the teens did not seem convinced that these ideas would work or perhaps they believed it would be too much work to take on. Since the librarians, unfortunately, have not heard from the teens since the summer series ended, the effect of their encouragement is unknown.

Conclusion

The "three legged stool" model of sustainability states that sustainability is comprised of three legs. The three legs represented are social, economic, and environmental, and all three must be balanced for the stool to stand properly.³⁶ Coincidentally, the collaboration in developing and staging this summer series by the two different types of librarians could have benefited by

adopting a similar model. More time should have been spent by the three librarians in discussing methods of reaching the teens in the most effective way possible. The academic librarians should have shared more information with each another so that Kilcullen could have helped simplify the academic librarians' presentations. And the academic librarians should have sought out more advice from the young adult librarian. The academic librarians, familiar with information literacy instruction for college level students, believed they were prepared to teach teenagers, but this turned out to be more difficult than Aulisio and McHugh expected. Spending additional time with the young adult librarian, discussing her pedagogy, and sharing more of the presentation with her would have made for a more enlightening session for the teens.

That being said, the three librarians did engage the students who returned for the final session and gained insight from the teens and each other. The librarians know that the students did learn a great deal about sustainability. They were able to articulate what they learned almost two months later at the final session, being able to accurately describe the various models and definitions of sustainability, able to explain different sustainability concepts from each of the sessions, list the projects the WML Green Team initiated, and provide summaries of the other events. Though the teens may have felt discouraged from trying to implement sustainability programs in their schools, a few of them were enthusiastic about making personal changes and carrying sustainability with them in their daily lives. It is clear that at least three of the teens were deeply affected by the sustainability summer series in a positive way. One teen vowed to adopt a more vegetarian friendly lifestyle, one spoke about volunteering time to clean the Heritage Trail, and one shared his thoughts and recommendations with Kilcullen and library administration for how to "green" the SPL.

More generally, the collaborations between public and academic librarians were both enjoyable and mutually beneficial. As both parties have their own strengths and weaknesses, it is crucial that we embrace these connections and learn from one another. The academic librarians now

feel more comfortable interacting with young adults. The knowledge and insight the academic librarians gained will assuredly be incorporated into their information literacy sessions for freshmen. Kilcullen was able to find assistance in planning a multi-session summer series focused on a topic with which she was not very familiar. Moreover, librarians from the public and academic sectors, through the series, were able to explore the field of sustainability and related topics that traditionally have been out of scope. In particular, Kilcullen was able draw on the others in expanding her knowledge in these areas. And the teens, too, benefitted from this type of collaboration. Not only did they learn about sustainability, but they also got to meet college librarians and local sustainability advocates. In fact, several of the teens had questions about The University of Scranton and what college is like, and the academic librarians were happy to answer their questions.

The librarians learned valuable information about working with one another and may be able to do another series or session in the future, such as a recycled craft night, or hosting a film event with a sustainability theme followed by a group discussion. The relationship between the librarians has grown stronger and the three are now open to work together more, learn from each other in greater ways, and share resources on sustainability, teaching teens, and expanding their respective library's reach to different audiences.

Endnotes

¹ World Commission on Environment and Development, *Report of the World Commission on Environment and Development: Our Common Future*, 1987.

² Judith Norton, "A How-To: Conduct an Environmental Audit in Your Library," *OLA Q* 13, no. 4 (2007): 7-11; Raya Kuzyk, "Going Green," *Library Journal* 133 (2008): 1-7.

³ Heather Smith, "UAMS Library Green Team: Making Recycling Work!," *Arkansas Libraries* 68, no. 1 (2011): 14-15; Kathleen Rickert, "'Greening' Our College Libraries: Complete the Cycle of the Three Rs," *College & Research Libraries News* 62,

no. 8 (2001): 825–828; Greg Johnson, “Greening Our Libraries : Practical Advice for Saving the Planet and Your Budget,” *Mississippi Libraries* 73, no. 4 (2009): 86–89.

⁴ Virginia Connell, “Greening the Library: Collection Development Decisions,” *Endnotes* 1, no. 1 (2010): 1–12.

⁵ Maria Anna Jankowska and James W Marcum, “Sustainability Challenge for Academic Libraries : Planning for the Future,” *College & Research Libraries* 71, no. 2 (2010): 160–170; Johnson, “Greening Our Libraries : Practical Advice for Saving the Planet and Your Budget.”

⁶ “The University of Scranton: Mission,” n.d., <http://www.scranton.edu/about/jesuit-tradition/index.shtml>.

⁷ Peter-Hans Kolvenbach, “The Service of Faith and the Promotion of Justice in American Jesuit Higher Education,” 2000, http://www.scu.edu/ignatiancenter/events/conferences/archives/justice/upload/f07_kolvenbach_keynote.pdf.

⁸ “Task Force on Sustainability,” 2005, <http://www.scranton.edu/sustainability/taskforce.shtml>.

⁹ “Weinberg: Green Team Mission Statement,” n.d., <http://matrix.scranton.edu/academics/wml/green/index.shtml>.

¹⁰ Michael Cann, “Email Message to Author Aulisio,” 2011.

¹¹ Anna Kilcullen, “Email Message to Authors Aulisio and McHugh,” 2012.

¹² Paul C Stern, “Toward a Coherent Theory of Environmentally Significant Behavior,” *Journal of Social Issues* 56, no. 3 (2000): 407–424.

¹³ Louise Chawla and Debra Flanders Cushing, “Education for Strategic Environmental Behavior,” *Environmental Education Research* 13, no. 4 (2007): 437–452.

¹⁴ Joseph L. Arvai et al., “Teaching Students to Make Better Decisions About the Environment: Lessons From the Decision Sciences,” *The Journal of Environmental Education* 36, no. 1 (October 2004): 33–44,

<http://www.tandfonline.com/doi/abs/10.3200/JOEE.36.1.33-44>.

¹⁵ Elisabeth Barratt Hacking, Robert Barratt, and William Scott, “Engaging Children: Research Issues Around Participation and Environmental Learning,” *Environmental Education Research* 13, no. 4 (2007): 529–544.

¹⁶ Ibid.

¹⁷ Helen Kopnina, “What Is (responsible) Consumption? Discussing Environment and Consumption with Children from Different Socioeconomic Backgrounds in The Netherlands,” *The Environmentalist* 31, no. 3 (March 29, 2011): 216–226, <http://www.springerlink.com/index/10.1007/s10669-011-9324-y>.

¹⁸ Michele Gorman, “The 6R Move: Reduce, Reuse, Reclaim, Redesign, Recycle, Renew,” *Voice Youth Advocates* 31, no. 4 (2008): 304–307.

¹⁹ Valerie Colston, “It’s so Easy Going Green! Especially with Teens,” *VOYA* 32, no. 4 (2008): 290–292.

²⁰ Beth Filar Williams, “Green Teen Programming,” *Young Adult Library Services* Winter (2012): 29–31.

²¹ Jenn Savedge, *The Green Teen: The Eco-Friendly Teen’s Guide to Saving the Planet* (New Society Publishers, 2009), <http://www.amazon.com/dp/0865716498>.

²² Filar Williams, “Green Teen Programming.”

²³ Ibid.

²⁴ Ibid.

²⁵ Colston, “It’s so Easy Going Green! Especially with Teens.”

²⁶ O. A. Abiolu and O. O. Okere, “Environmental Literacy and the Emerging Roles of Information Professionals in Developing Economies,” *IFLA Journal* 38, no. 1 (March 16, 2012): 53–59, <http://ifl.sagepub.com/cgi/doi/10.1177/0340035211435070>.

²⁷ Ibid.

²⁸ Chawla and Flanders Cushing, “Education for Strategic Environmental Behavior.”

²⁹ Michael Cann and Sharon Meagher, “Workshop on Sustainability,” *University of Scranton*, n.d., <http://www.scranton.edu/sustainability/workshop.shtml>.

³⁰ Chet Meyers and Thomas B. Jones, *Promoting Active Learning: Strategies for the College Classroom* (San Francisco: Jossey-Bass Publishers, 1993)

³¹ Ibid.

³² Jay Conrad Levinson and Shel Horowitz, *Guerrilla Marketing Goes Green : Winning Strategies to Improve Your Profits and Your Planet* (Hoboken, NJ: Wiley, 2010)

³³ “Lackawanna River Corridor Association,” 2010, <http://www.lrca.org/LRCA/main.aspx?pageid=1>.

³⁴ “Lackawanna Heritage Valley Authority,” n.d., <http://www.lhva.org>.

³⁵ Ibid.

³⁶ James W. S. Young, “A Framework for the Ultimate Environmental Index--Putting Atmospheric Change into Context with Sustainability,” *Environmental Monitoring and Assessment* 46 (1997): 135–149.