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LISA DEAL
Purchasing Director
University of Florida
NAEP Board President
2015-2016
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IN-PERSON EVENTS

STRATEGIC PROCUREMENT INSTITUTE
August 30–September 2, 2015 • Denver, CO
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2015 ANNUAL MEETING
May 22–25, 2016
San Antonio, TX
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January 31–February 2, 2016 • Phoenix, AZ

IN-PERSON EVENTS

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COMPLIMENTARY WEBINARS
Visit www.naepnet.org to see a full calendar of complimentary webinars on various procurement topics.

REGIONAL MEETINGS

Great Plains
Sept. 13–16, 2015
Overland Park, KS

Florida
Sept. 16–18, 2015
Ft. Lauderdale, FL

TOAL
Sept. 20–23, 2015
Rogers, AR

Kentucky
Sept. 27–30, 2015
Hebron, KY

Great Lakes
Sandusky, OH

Michigan
Sept. 29–30, 2015
Rochester, MI

TAGM
Oct. 5–7, 2015
Birmingham, AL

District VI
Oct. 5–8, 2015
Tempe, AZ

Upstate New York
Oct. 6–9, 2015
Syracuse, NY

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Portland, ME

Carolinans
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Interface
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Konica Minolta Business Solutions, Inc.
www.kmbs.konicaminolta.us

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www.merchantsfleetmanagement.com

MetaProcure
www.metasysinc.com

NASPO Value Point
www.naspovaluelpoint.com

National IPA, A Provista Company
www.nationalipa.org

National Joint Powers Alliance (NJPA)
www.njpacoop.org

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www.pcnametag.com

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You Asked for It; We Delivered

Doreen Murner
CEO, NAEP

Just like higher education, NAEP has ridden the tidal wave of the economy over the past years, from budget cuts to serious resource evaluation. So what better time than now, when we appear to be on the upswing of the economy, to overhaul and update our Strategic Plan.

Your NAEP Board of Directors and Regional Leaders met recently to do just that. After two intense facilitated days, the new plan emerged. We went from five strategic goals to three. Along with the Strategic Plan, the mission and vision of the Association were also updated to better reflect our current environment.

New Strategic Plan Goals

1. NAEP will be recognized as the authority for innovative educational procurement and business solutions.
2. NAEP will foster strategic partnerships that benefit our members.
3. NAEP will be recognized as an inclusive community that institutions view as invaluable and essential to their success.

Along with each goal are defined objectives where staff resources will be used to meet the goals.

By the Numbers

You might think “two days to do only that?” Well, let me tell you what your Board and Regional Leaders went through. Prior to any conversations, we needed to have relevant Member data. NAEP sent a survey to 4,336 Members and received a 6% response rate. One of the defining demographics used was large school (>10,000 FTE) vs. small school (<10,000 FTE). Major data findings include:

- 63% of responses had more than 10,000 FTE (large school);
- 67% of respondents were female;
- 70% of the respondents stated they were committed to remaining in the profession long term;
- When asked, “How supportive is your institution’s leadership of a strategic procurement department versus a more process-oriented, tactical purchasing program?” 61% of large institutions stated their leadership is supportive of a strategic procurement department versus only 38% of smaller institutions;
- 61% of large institutions are driven by e-procurement systems versus only 30% of the smaller institutions;
- Only 3% of participants say their institutions outsource any part of the procurement department (outsourced areas included auditing of procurement cards, collaborative contracting, computer purchasing, invoice receipt and input, program management for capital needs, receiving and delivery, and consultants to assist with strategic sourcing initiatives);
- Both large and small schools agreed procurement needs to take a more strategic role in managing the supply chain, 63%.

Continued on page 13
Five Ways to Promote Your Procurement Department

by Cory Harms, M.S.
Iowa State University

Recently attended an NAEP forum that helped me look at my Procurement Department in a very different way. The entire forum was dedicated to branding and how it relates to procurement. This wasn’t just drafting a mission statement or a strategy for the department, but developing an identity that could be projected to the campus vendor community. It made me seriously think about the way we interact with departments and how they may perceive that interaction. To that end, I would like to provide you with five initiatives I am working on to create a better image for my department.

Find a Way NOT to Say “No” (Be Flexible)

The easiest answer, sometimes, to give clients—when they call with something that is obvious to us that they cannot do—is, “We can’t do that.” We are making a concerted effort to avoid saying “no,” even when we know that what they want to do is not possible—at least not in the way they have presented it to us. The tactic we are trying to use is to let them know that we may not be able to do what they want to do exactly as they have described, but we can work with them to find a way, within the guidelines, to accomplish their goal. It is not always easy, but it is usually effective.

Develop an Atmosphere of Service

Remind your agents and other staff that yours is a service unit. The best way to reflect that is to be friendly and service-oriented. Communication is a huge key. Let departments know the status of projects, or make contact before you are going to be out, so that they know where projects stand or who to call. It is also hugely important to be responsive, even if the only answer you can give them is that you are looking into it. Clients appreciate just knowing that they got through to somebody and that some progress is underway.

Make Sure Your Systems Aren’t Your Entire Brand

As many of you foray into eProcurement, expand P-card programs, and establish a web presence, it is important not to let the systems become your entire brand. One of the best questions asked at the forum I attended was: “How much of your brand is portrayed by your systems?” If your systems are frustrating and hard to work with, how does that affect your brand? If your systems arepressive and user-friendly, do you use that as a way to enhance your image? It is still important to get out of the office and let departments know there are people behind the systems and that they are not your only form of outreach and service.

Be Progressive

It may be helpful to review policies and procedures that cause difficulties for our departments. We should make sure they still make sense in the current environment. It doesn’t mean we should change every policy that someone doesn’t like, but we should be open to looking critically at what we are doing and asking whether it makes the most sense. Sometimes we do things the way we always have, without looking at why. I have always been impressed when new people come to our department and ask, “Why do we do that?” Often it is because we just didn’t look at other options—it has always worked that way.

So, how is this promoting procurement? By creating an atmosphere of service and collaboration, I hope to make procurement the service of choice at Iowa State University. We can showcase our knowledge, flexibility, and responsiveness and create an atmosphere in which everyone knows that procurement is an asset—here to be used.

Although much of this message is not new, I think it is helpful to remind ourselves that devoting time to outreach—and fostering a spirit of service and cooperation—is not only essential, but vital.
NAEP Annual Meeting Recognizes the Best of the Best

Explore. Engage. Innovate. These words are just a slogan unless you act upon them. More than 400 attendees and 126 vendors and sponsors put these words into action over the course of the 2015 Annual Meeting in April in Atlanta, Georgia.

Our volunteer Program Committee, led by Incoming President Lisa Deal from the University of Florida, put together a very impressive educational sessions over the course of the conference. Fifty sessions presented over eight tracks delivered content that was relevant, timely, and could be implemented right away. NAEP Members can find the PowerPoints of many of the sessions in the Resources tab on the NAEP website.

Our keynote speakers delivered thoughtful and inspiring messages each day. From a discussion on leadership by John Spence to an inspiring message from Dr. Bernice King, these headlining presentations set the tone for the meeting.

The conference started off swimmingly with a wonderful Host Event at the Georgia Aquarium, held in partnership with E&I. The evening set a tone of collegiality as old and new friends connected under the watchful eyes of beluga whales! In between all of the education and networking, our Exhibit Hall was bustling with vendors sharing their solutions across a wide range of categories. We would like to thank all of our exhibitors and sponsors, whose support is invaluable at this meeting.

On Wednesday, we honored the best of the best at our 2015 Awards Luncheon in front of a packed audience. NAEP is pleased to announce our 2015 National Award winners.
The National Awards were presented to winners by Kelly Kozisek, Chief Procurement Officer, Oregon State University, the newly elected NAEP 1st Vice President; and Denise Finn, Associate Director, Purchasing Division, University of Kentucky. *All photos in this article are courtesy of Eddie Jackson Photography.*

**Bert C. Ahrens Achievement Award**
Tom Kaloupek, Virginia Tech, retired; Kelly Kozisek

**Bob Ashby Mentor of the Year Award**
Curtis Monroe, Assistant Purchasing Director
University of Louisville; Denise Finn

**Neil D. Markee Communicator of the Year Award**
Finesha Colton-Lee, Assistant Director of Procurement Operations, Emory University

**Distinguished Service Award**
Terry Tzitzis, Director of University Services
SUNY Fredonia

**Distinguished Service Award**
Tamara Gash, Strategic Procurement Manager, Oregon State University

**Young Professional in Procurement Award**
Blake Reagan, Director of Contracts Administration, University of Tennessee

**Volunteer of the Year Award**
Mary Ellen McClellan, Senior Manager, Procurement Marketing & Communications
Emory University

**Professional Perspective Award**
Kimberly Dulaney, Assistant Director & Contracts Manager, Virginia Tech

**NAEP Award of Excellence in Procurement**
Rensselaer Polytechnic Institute:
Ron Moraski, Rachael Kruse, Paul Martin

**NAEP Award of Excellence in Procurement**
University of Colorado:
Sandy Hicks and the Procurement Service Center team

**Distinguished Service Award**
Tamara Gash, Strategic Procurement Manager, Oregon State University

**NAEP Award of Excellence in Procurement**
Rensselaer Polytechnic Institute:
Ron Moraski, Rachael Kruse, Paul Martin

**Distinguished Service Award**
Tamara Gash, Strategic Procurement Manager, Oregon State University

**Nancy Trogue Scholarship**
Dee Ann Schneider, Director of Purchasing Texas A&M AgriLife; Denise Finn (left), Kelly Kozisek

**Sons & Daughters Scholarships**
Adam Hoole, University of Massachusetts Amherst, Son of Tom Hoole, University of Massachusetts Lowell

**Sons & Daughters Scholarships**
Taylor Bounds, Texas A&M University Galveston, Daughter of Robert Bounds, Texas A&M Health Science Center

NAEP is proud of our national award winners and all of our volunteers. This Association is built upon our volunteer leadership and would not be what it is today without the dedication and support of many people. Now is a great time to volunteer and engage your professional association. Visit our homepage [www.naepnet.org](http://www.naepnet.org) to learn more about how you can become more involved in NAEP.

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2015 Annual Meeting Program Committee

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Loette King, Emory University
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Denise Finn, University of Kentucky
Nichol Luoma, Arizona State University
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Jason Knoch, Princeton University
Todd Adams, UC San Diego
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Duane Bulloc, Oklahoma State University Tulsa
Karim Cooper smith, Indiana University
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• Only 10% of the respondents believe that procurement is considered a destination for top talent, and even less believe procurement is a career track to a leadership position;
• Both large and small schools rated procurement staff training and development as the highest relevant issue facing them today at 83%.

Once analyzed, the data was used to drive the strategy. The strategy will be used to drive organizational structure, which will then drive talent and resources for NAEP.

Your national and regional leadership realized that moving to the mega data is a winning strategy for the Membership. It took inventive thinking, a mindset of continuous learning, Member-centric value propositions, unique solutions, and motivation. At the end of the two days, the Boards wanted to be sure to “make a difference.” And we did just that.

Look for our Strategic Plan on our website in the coming months.

Letter from the CEO, continued from page 8
By moving its procurement to Unimarket’s online cloud-based solution, Creighton University has reduced and eased administration, saved money and improved its carbon footprint thanks to a dramatic reduction in paper use. Creighton University has also improved its procurement with approved suppliers while limiting their numbers, and – crucially – made procurement easier for faculty members.

Founded in 1878 and located in Omaha, Creighton University is one of 28 Jesuit colleges and universities in the United States. Nationally recognized for providing a challenging and balanced educational experience, the University offers a rigorous academic agenda with a broad range of disciplines, providing more than 7,700 undergraduate, graduate and professional students with degree programs.

A PAPER-HEAVY PROCESS

Like many organizations, Creighton University has revenue enhancement and cost containment as an ongoing priority, confirms Joseph Zaborowski, Director of Purchasing. “I came to the University from a private sector background to find purchasing relying on a legacy approach and system. While it worked, there were problems which provided opportunities for improvement,” he relates.

These problems included poor visibility into procurement, and difficulty in keeping faculty and staff informed of which suppliers they should look to for various products and services (and as a consequence, “supplier creep” increased as more were added often on an ad-hoc basis).

But most importantly, says Zaborowski, procurement was just difficult. “A major driver is that I wanted to make it easier for our university community to get the things they need to be effective. The system we were using was antiquated; I wanted to provide more control and a centralized view.”

With the previous model, Zaborowski adds that procurement was a paper-heavy process. “There was a lot of faxing and filing which took place between our office and those of suppliers. There were at least 7 filing cabinets filled with paper records as a result.”

“It just wasn’t as complex as I thought it might be. The Unimarket supplier marketplace made the process of on-boarding and integrating supplier catalogs a straightforward process,”

– Joseph Zaborowski, Creighton University Director of Purchasing
A VALUABLE CHANGE

Unimarket came to the forefront as not only delivering good value for money, but also a level of flexibility that wasn’t available from any other provider, says Zaborowski.

Finding a solution depended first on identifying and defining the problem, and then on securing the necessary budget to enact change. That process alone took some time, remembers Zaborowski. “With some money allocated, we went to market and assessed the usual suspects, narrowing it down to 7 potential providers which specialize in the academic field. Unimarket came to the forefront as not only delivering good value for money, but also a level of flexibility that wasn’t available from any other provider.”

Unimarket’s cloud-based eProcurement solution also delivers other advantages. A cloud-based Software-as-a-Service solution which delivers full procure-to-pay functionality via a standard web browser, it is rapidly installed with the ability to meet the needs of small and large organizations.

It is also designed with ease of use in mind: individuals comfortable with consumer online shopping systems, such as eBay or Amazon, have little difficulty in understanding the Unimarket interface.

From a technical perspective, continues Zaborowski, migrating to Unimarket presented no particular challenges. “It just wasn’t as complex as I thought it might be. The Unimarket supplier marketplace made the process of on-boarding and integrating supplier catalogs a straightforward process,” he relates. “And we had engaged with a number of key suppliers before we got on board with Unimarket; from their perspective, it was an easy connection too.”

In terms of change management – getting the various faculties, of which Creighton has nine – Zaborowski says an approach of targeting the “low hanging fruit” was taken. “In an academic environment change is best accomplished by getting buy-in from the end users. We initially targeted groups where achieving buy-in would be easier, then as the ease of use was demonstrated, the Unimarket system gathered momentum to extend to more areas throughout the University,” he explains.

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A VISIBLE IMPROVEMENT

Our suppliers are seeing the benefit of a tightly integrated electronic supply chain, says Zaborowski.

Some three years have passed since the introduction of Unimarket to Creighton University, providing ample opportunity for the organization to evaluate the system. Zaborowski says a good example of how things have changed can be seen in the approval process – from requisitioning goods to getting a purchase order. “That’s gone from 8 days before Unimarket, down to 20 hours now.”

A highly visible improvement, he continues, is the amount of paper and related supplies which are used by the procurement team. “From those 7 or 8 filing cabinets, we’re down to one. From a sustainability and environmental point of view, that really helps a lot.” There’s a dollar savings too; for example, “We spend around $30-$40,000 less per year on office supplies.”

Because Unimarket provides full visibility of the procurement process, including catalogs from suppliers organized by Creighton purchasing to be visible and available to the appropriate groups of staff and faculty for purchases, he says compliance levels with contracts entered into by the University are considerably improved.

At the same time, “supplier creep” is contained. “Even in the 3rd year of using the system, we have reduced the number of suppliers by 9%,” Zaborowski confirms, noting that fewer suppliers allows for consolidated purchasing, discounts and ease of management.

Visibility also means the ability to see what people are doing and intervening quickly and accurately should there be deviations or if assistance is required. “You can manage the process far more effectively if you can see what is going on,” he notes.

There’s also a tangible supplier benefit which has flowed from Creighton’s project. “Our suppliers are seeing the benefit of a tightly integrated electronic supply chain. Creighton worked together with the suppliers and Unimarket’s supplier adoption team to on-board the required suppliers with catalogs and integration so they can electronically receive orders and submit invoices to get paid easier and faster. For all parties involved an integrated supply chain just works better.”

On the goal of making it easier for users, Zaborowski says this is very much “mission accomplished.” “That’s a key factor in driving the success of Unimarket; the longer it is in place, the more people come to realize just how simple and easy finding what they need can be with an online e-procurement solution,” he concludes.

- Joseph Zaborowski, Creighton University Director of Purchasing
Remember those instructions—lather, rinse, repeat—on the shampoo bottle? Apply the same concept to the theme of this year’s NAEP Annual Meeting, recently held in Atlanta, Georgia: “Explore, Engage, Innovate.” How often do you employ that theme in your work? It should be every time you finish a task or project. It’s a continuous process. Explore, engage, innovate—then repeat.

Sound exhausting? In my experience, if we don’t practice this cycle, we aren’t convincingly demonstrating the value that we, as procurement leaders, bring to our campuses.

The good news is that NAEP is one of the best tools available to help us stay current. The Association provides resources that facilitates finding ideas (exploring), then promotes learning more about them (engaging), which makes implementing them (innovating on your campus) that much easier.

Explore

“Exploration is really the essence of the human spirit.”
—Frank Borman

A unique characteristic of higher education procurement is the energetic sharing of information about solutions for our campuses. This allows us to learn from real procurement rock stars about what worked and what didn’t. In the private sector, purchasing professionals rarely share solutions; in some cases, it is a breach of company policy to do so.

Lucky us! We can converse with colleagues from different campuses who have solved situations similar to ours, but solved them in different ways. This allows us to think through what the best practices may be for our own campus. NAEP events allow us to meet those rock stars and hear about interesting solution alternatives. Exploration can take place at an Annual or Regional Meeting, at the NAEP Academies, or at any one of the Institutes (e.g., Strategic Procurement, Federal Procurement, RFP Process, Supplier Diversity, Sustainability). Any of these are golden opportunities to learn, network, and nurture lasting friendships. And don’t forget about NAEP’s webinars, roundtables, and listservs (regional and national) for exchanging ideas.

Engage

“The only way to do great work is to love what you do.”
—Steve Jobs

Solutions to the many new challenges arising on our campuses are rarely simple. Two procurement rock stars with whom I had the good fortune to collaborate told me they believe procurement in higher education is more challenging than in the private sector because our reach is so much broader. Solutions require engaging multiple stakeholders, not merely solving an isolated production-line issue. Procurement often gets involved in finding funding or other resources to solve challenges. It may even design new business processes outside the traditional procurement realm. Creating custom solutions requires digging into the details, thoroughly researching potential solutions, and determining which one is right for the culture, technology, and skill sets on campus. Effective communication with the stakeholders—faculty, staff, students—is vital.
When I started working in purchasing, I had no idea I would need to learn about technology, marketing, and communications—in addition to negotiation, business process, and leadership. NAEP provided me the tools to learn about potential solutions. The NAEP toolsets include the website, including the Innovators Forum white papers; the Educational Procurement Journal (this publication); and Purchasing Link (on-line newsletter).

Innovate
“Swipe from the best, then adapt.” —Tom Peters

I always thought that innovation meant coming up with something brand new and great, which sounded intimidating. Fortunately, procurement rock star Sandy Hicks, Assistant Vice President and Chief Procurement Officer at University of Colorado—and Chair of NAEP’s Innovators Forum—encouraged me to think about innovation as a solution that hasn’t yet been used on my own campus. It freed me to talk with other colleagues, explore options, and comb through the details. As others have said, “Why reinvent the wheel?”

Repeat
“Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time.” —Thomas A. Edison

In my view, the best way to ensure a successful outcome to an audit or to ensure that business processes are customer-friendly is to continuously “explore, engage and innovate.” If you have the energy, you can do any of these things, at the same time, on any number of tasks.

NAEP is there for us and is continually searching for ways to improve. In the last few years, the Association has significantly expanded the toolset to support higher education procurement and to enable us to explore, engage, innovate and repeat.

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.” —Margaret Mead

Lisa Deal serves as the Purchasing Director at the University of Florida in Gainesville, and NAEP Board President, 2015-2016. Her career experience includes both private and public sector. She began purchasing for the banking/credit card industry and progressed to consulting on implementation/configuration of inventory software, and then worked in the contract-furniture industry. She entered higher education procurement in 1995, working at both the University of Florida and the University of South Florida. She has enjoyed implementing a P-card program, designing and delivering training, implementing eProcurement and a managed print solution. Lisa continues the process of transitioning purchasing from solely a transactional unit to one that is actively involved in institutional strategic goals. An active NAEP volunteer on both the regional and national levels, she was awarded an NAEP scholarship to fund her professional development. She received a Best Practices in Procurement Award in 2011 from the Association’s Florida Region. The University of Florida was recently awarded the National Procurement Institute’s Award for Excellence in Procurement. Lisa Deal serves on the E&I Cooperative Services’ Strategic Sourcing Committee (2007–present). Email: lsd@ufl.edu.

Purchase cards deliver an estimated $74 savings per transaction compared to paper-based processes.

Richard J. Palmer & Mahendra Gupta
2012 Purchasing Card Benchmark Survey Results
RPMG Research Corporation

Learn how Visa Commercial Solutions can streamline your procure-to-pay process by contacting Orson Morgan at 571.439.7266 or ormorgan@visa.com.
Not so many years ago, purchasing professionals, in describing their green purchasing practices, focused on a limited number of product categories and attributes when substantiating program effectiveness. Office (copy) paper was the universally accepted green benchmark, and institutional success was generally measured as the percentage that recycled content bore to total paper consumption. The limitations of the recycled attribute were soon better understood, and the metric was refined to include more clarity around the sources of recycled fiber used in manufacturing. The number of products and attributes soon grew, and not long afterwards, buyers were introduced to a number of certifying organizations offering attribute verification whenever a buyer’s preferences were limited to products labeled with the coveted endorsement. The Environmental Protection Agency (EPA), too, soon developed guidelines to help buyers understand the meanings of the various attributes. Over the years, definition refinement has continued.

Until recently, most green purchasing practices in higher education were institutional reactions to the demands placed by others, most often students. Over the years, the voices have grown louder and more sophisticated, and the once-small subset of green products now number in the hundreds. Globally, more than 450 products and attributes are now tracked within the Ecolabel Index. The institutional buyer should well expect the number of attributes and the associated array of products to continue to expand. Buyers will likewise be expected to incorporate them into their green strategies. For most, it is unlikely that purchasing training budgets will keep pace with the ever-expanding body of knowledge. The eco-labeling industry was once able to assist the buyer to navigate the green maze. Now, with each player in that industry touting competing standards, confusion has been magnified. Buyers struggle to know which certifying organization best represents the environment.

This increase in the number of products and attributes is, at least in part, due to changes in the accepted definition of what constitutes the buyer’s “environment.” The universe of green concerns now includes variables not previously discussed. Customers, along with a growing list of new stakeholders, now hold the institutional purchaser accountable for: finding ways to reduce toxins in the supply chain; developing sourcing strategies to reduce carbon’s impact; addressing working conditions of those who manufacture the products; and in the best of all situations, confining sourcing activities to within a 50-mile radius of campus.

External stakeholder influences are often injected subtly into the purchasing process. Each new set of questions in the ever-growing number of green-practice surveys introduces the buyer to new and emerging environmental concerns. The questionnaire itself, through its content, raises awareness and, many times, may be the buyer’s first introduction to changes in the body of knowledge. The institutional response to each new survey is broadcast like a beacon to a host of media outlets, evaluated for national rankings, and offered as an example worthy of consideration. The respondents are many times left wondering what standards were used to make the comparisons.

A review of a recent NAEP Green Purchasing Study demonstrates the growing importance placed on these green concerns. An analysis of the data in a recent study showed that, among the study participants, membership in the Association of Sustainability in Higher Education (AASHE) had increased by nearly 50 percent in just five years, and that the number of respondents with at least a limited set of green policies had doubled. The growing participation in AASHE is not surprising. University public relations teams work hard to achieve recognition in the midst of the heightened national emphasis, as they benchmark against peer institutions. Organizations of every type develop strategies designed to put their best foot forward—in social media, advertising, rankings, and published reports. They do so in order to remain competitive in the marketplace. Exactly which foot to lead with, however, is at times difficult to determine, considering the evolving environmental landscape. What has been needed, in the minds of many, is a set of clear and understandable environmental benchmarks capable of guiding buyers toward a pathway to success. Without such a roadmap, buyers and suppliers do what most do when faced with uncertainty: very little.

Such a roadmap has been shown to work effectively within the building and construction industry. Few institutional purchasers have not heard or been exposed to the U.S. Green Building Council’s (USGBC) LEED rating system. Using a leadership continuum requiring difficult environmental standards, institutions voluntarily direct how their buildings are designed and constructed. These voluntary standards are now recognized globally. Would such an approach work for purchasing? Writing for the College Planning & Management (CPM) publication in 2012, Sam Hummel, then a staff member employed by AASHE, proposed, “...the time appears to be ripe for a standardized assessment and leadership recognition program for sustainability in institutional procurement.” He went on to say, “Just as LEED allowed construction professionals—with sustainability science degrees—to create buildings that make scientists swoon, a similar program can empower procurement professionals to produce dramatic benefits for the planet, society, and their institution’s bottom line.”

Since publication of the CPM article, much has been accomplished. In early 2012, a new organization, the Sustainable Purchasing Leadership Council (SPLC), was formed with the goal of creating a multi-sector program for developing uniform guidance, metrics, and recognizing leadership in sustainable purchasing. The development of a concise set of sustainable purchasing standards and a clear pathway for leadership is a goal that is long overdue.
purchasing by organizations. As a first step toward that goal, SPLC’s members came to consensus on a set of Principles for Leadership in Sustainable Purchasing v1.0, which were released in May 2014. The Council’s 2014 Summit in Washington, DC, kicked-off the development of the Council’s comprehensive Guidance for Leadership in Sustainable Purchasing v1.0, which was released in February. Building on the Principles, this 200-page handbook provides detailed instructions on how organizations can ensure that their sustainable purchasing efforts are effective and that their sustainable purchasing programs are capable of demonstrating the kind of leadership called for in the Principles. In addition to program design instructions, Guidance v1.0 includes detailed information for 17 high-priority purchasing categories, such as cleaning products, renewable energy, IT, food and beverage, transportation, and paper. Both the Principles and Guidance are available to the NAEP Membership as free downloads on SPLC’s website.

At the Council’s 2015 Summit, held in May in Seattle, work was scheduled to begin on its next major product: Rating System for Leadership in Sustainable Purchasing v1.0. SPLC expects Rating System v1.0 to go out for pilot in 2016. Given the organization’s track record for moving fast and hitting ambitious deadlines, there is every reason to believe that the procurement community will have sustainability Rating System of its own by mid-2016. That’s why now is the right time for NAEP Members to become aware of this work and get engaged in the Rating System development process, which could influence existing guidance and rating programs like AASHE’s STARS. AASHE is involved in the Council and is interested the possibility that the SPLC Rating System could become a reference standard in the next version of STARS.

The work of the SPLC is well documented on its website, www.sustainablepurchasing.org. Several NAEP Member institutions were Founders Circle members of the Council, including American University, Arizona State University, Emory University, Michigan State. Other NAEP Members are serving on Technical Advisory Groups, participating in the Guidance v1.0 Pilot Program and contributing greatly to the development of the Council’s guidance resources. The development of a concise set of sustainable purchasing standards and a clear pathway for leadership is a goal that is long overdue. Looking back, it seems that the seeds planted in the early day of the green-purchasing effort may finally be taking root. Certainly, the current body of knowledge is expanding and the impact of purchasing activities is no longer limited to campus boundaries. Green-purchasing efforts need these refinements in order to notably contribute to the institution’s bottom line.

Rex Hardaway is the Director of Contract Administration at Emory University, where he has served since 2006. Prior to his current role, Rex served as Emory’s Director of Procurement & Materiel Services, a position he held for more than 18 years and, before that, as Director of Procurement & Property Control at the Georgia Institute of Technology. Rex began his purchasing career while attending graduate school at Texas A&M University and has more than 40 years of experience in the purchasing profession. In 2012, Emory joined the newly formed Sustainable Purchasing Leadership Council (SPLC) as a member of the Founder’s Circle, where Rex now serves as a member of its Strategic Advisory Committee. Email: purrdh@emory.edu.
One of the most common questions procurement professionals ask is, “How do we promote the value of procurement?” “How do we elevate its status?” The answers are complicated. There is no magic bullet and no promotional campaign. The real question might be, “How do we gain recognition of procurement’s value?”

The first step is to make sure we are adding value. Why does it appear that the grounds crew gets more recognition than procurement? It’s simple. When the campus looks beautiful, it serves to attract and retain students, faculty, and staff; it helps create pride among the alumni. Therefore, it plays a role to support enrollment and fundraising. Keeping the campus attractive adds and protects value.

Aligning with Institution’s Goals and Objectives

Procurement should ensure that it is aligned with the institution’s vision and goals. This should be a proactive process: Understand the strategic plan and create an action plan to support it. It is critical to demonstrate how procurement’s strategy and actions support the overall institution, in addition to meeting everyday business unit objectives.

One strategy is to develop a procurement strategic plan and annual action plan that aligns with and supports the business and finance office’s strategic plan. This will require many of the activities of the procurement department to directly relate to institutional goals. Measuring performance and periodically reporting accomplishments to senior administration promotes procurement in terms that have real meaning to them.

Another strategy is to develop a procurement advisory panel made up of a champion, sponsors, key stakeholders, and other appropriate members. The panel can guide procurement in maintaining a high profile in its support of the goals and objectives of the institution. It should meet formally and regularly to discuss new ideas, opportunities, and approaches. The panel’s role can also be purposed to elevate procurement’s profile to senior administration and governing boards. It can facilitate top-level buy-in on supporting or revising policies and procedures that can improve procurement’s efficiency and effectiveness.

Customer Relations

It is important to promote procurement internally to gain trust and credibility. This is best done by making the effort to understand the internal customer’s needs and objectives. A customer is anyone who interfaces with the procurement function, and procurement’s role should be to help that customer succeed. Each customer may have unique objectives. Discovering what is important requires contact, communication, and sincere curiosity.

Demonstrating genuine interest in a researcher’s work can result in a better understanding of that person’s needs thereby improving procurement’s ability to provide value. Internal customers usually do not perceive value in bidding, contracting, or compliance monitoring. Procurement processes are often perceived as barriers. Understanding how procurement is perceived is a significant step toward correcting that perception. The objective is not to convince, but to demonstrate value by acting as an enabling element to the customer’s success.

The finance and audit side of the institution understands the need for effective procurement processes. However, other internal customers likely do not. Streamlined and user-friendly procurement processes can minimize the perception of procurement as a bureaucracy. Soliciting input from internal customers about how procurement can make processes easier can provide helpful information. It can also provide an opportunity to engage internal customers as partners.

Face-to-face meetings with new faculty will make them feel welcome and encourage them to reach out when they need something. New faculty do not have time to understand how the institution works before they are expected to start teaching and advising students, producing research, and working toward tenure.

Procurement can and should become involved with departments when they plan significant acquisitions. This reduces time and effort for departments and procurement, while demonstrating procurement’s sincere interest. Procurement’s participation in committees is also an activity that often yields promotional benefits. Even serving in ex-officio status can help the value of procurement become apparent to other committee members.

Promoting procurement with external customers can be exhausting, due to their vast number. Focusing on key external customers (those who provide notably positive service and benefits to the institution or who make critical decisions affecting procurement) will clarify the strategy. Promotion can be accomplished...
by treating these customers fairly, helping them acquire more business on campus, and engaging them in finding solutions for campus clients. Suppliers can provide a wealth of benefits such as exceptional service, creative recommendations, custom solutions, future donations, or research funding. They typically are also influential among legislators, governing boards, and senior level administrators, who likely are other key external customers. Positive endorsements of procurement from key suppliers equates to promotion at high levels.

Another key external customer is the student. Procurement can provide valuable learning and job experience by providing internships. This supports strategic goals of the institution by providing employment to students, which can reduce reliance on student loans. It provides experience for career placement after graduation, and it increases the student’s understanding of procurement, which may be shared with other students and faculty.

**Communicating Procurement’s Value**

An important key to communicating procurement’s value is to align the message with the needs and interests of the audience. No amount of metrics or reports will be effective unless they support the goals of the institution. Does the audience care about how many purchase orders were processed or how many dollars were spent? Probably not. The institution would likely care about new innovative solutions—implemented by procurement—that benefit students, faculty, or research. It might care as much about how much revenue Procurement generated as how many dollars procurement saved.

An elevator speech is an effective tool for communicating quickly and succinctly. It is a few sentences that have great impact and that can be delivered quickly. It might contain a brief statement of what procurement does to provide value. It might also contain a short example demonstrating value that procurement delivered to a key researcher or highly visible department.

There is not one canned speech for this purpose. Each procurement professional should develop an approach appropriate to the culture and goals of the institution and to the prevailing attitude toward procurement. Elevator speeches can be used with internal and external customers.

**Summary**

Promoting procurement is more action than words. Activities should be aligned with the institution’s strategic goals and objectives. Procurement must know what is important to its customers and satisfy their needs before it can promote itself. When this is achieved, the internal and external customers will do most of the promoting.

Nancy S. Brooks, MPA, is Director of Purchasing at Iowa State University (ISU) and served as NAEP Board President for 2008-2009. Employed by ISU since 1989, Ms. Brook’s career began in the private sector as a purchasing agent in a large manufacturing facility. Her background includes a number of years in the construction management field. She received her B.S. in Business and Master in Public Policy and Administration from Iowa State University. Email: nbrooke@iastate.edu.
Planting Professional Development in Our Own Backyard

by Marianne Peffall
West Chester University

Neither snow, nor rain, nor heat, nor gloom of night stays these couriers from the swift completion of their appointed rounds.”

—Herodotus, 503 B.C.

I’m sure you have heard this unofficial motto of the United States Post Office, but the NAEP PA/DE/WVA Region is now officially claiming it! On March 2, the Region hosted its first-ever, one-day professional development workshop at West Chester University. After all the months of planning and organizing, the day was finally here. However, Mother Nature had other plans for us. The day brought snow and ice and a two-hour delayed opening. But the event went on without a hitch, thanks to the 30-or-so hardy folks who came.

The goal was for the participants to spend a day, within their own geographical region, where they could learn something that they could take back and use at their institutions.

We started the program with a presentation by Shane Boyle, NAEP Marketing Manager. He spoke about NAEP’s new NAeProcure searchable database of procurement contracts from cooperatives, group purchasing organizations (GPOs), and suppliers across the country. It is designed to decrease the amount of time and energy needed to search and compare contracts.

We had the honor of hearing Doreen Murner, NAEP Chief Executive Officer, talk about the 2014 Innovators Forum—in particular, Talent Management. The Innovators Forum focuses on all aspects of talent management in procurement. Doreen shared with us leading and innovative practices in talent acquisition, compensation, organizational design, change management, training, perfor-
mance management, evaluation, and other aspects of human resources. Through discussion and facilitation, we began to develop a roadmap of innovative practices that procurement teams can follow to increase talent levels and deliver the superior value being demanded today.

Continuing in the theme of the day, Melanie Freeman, NAEP Education and Training Manager, presented NAEP’s Competency Model. In 2013, NAEP’s Professional Development Committee completed the long-term project of developing such a model for higher education procurement. As a result, Members have access to a position matrix that comprises three levels: Entry, Mid and Advanced. Each position has a list of expected competencies and behaviors. Melanie focused on the competencies and how they can be used throughout the stages of an employee’s lifecycle.

Here at West Chester University, we are currently experiencing several rounds of retirements that have depleted staff in both Procurement and Accounts Payable Departments. I have been able to use the tools and information provided by Doreen and her staff in my efforts to rebuild and to be more strategic and better aligned for the changing business models.

If you are interested in learning more about these topics and many others, I encourage you to visit NAEP’s website to explore the wealth of available information there.

Given the success of the event and the positive responses from the participants, we are planning more professional development events. The regional leadership team wants to work with our Members to build a stronger region and a solid framework for professional development. The regional leadership team is also looking to geographically expand these opportunities to institutions in the Pittsburgh area, as well as in West Virginia.

In order to do that, we need your help! Please let us know if you are interested in working with the regional leadership to develop a workshop in your area. We would also appreciate your ideas about content. Hopefully, the next event will be drama-free, weather-wise, but no less informative.

Here is the contact information for the team.

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Marianne Peffall is Director of Business Services at West Chester University, where she has overall responsibility for the management of procurement, contracting, campus post office, construction procurement, accounts payable, and procurement card functions. She serves as Senior Procurement Officer, Senior Contracting Officer, and University Liaison with University Legal Counsel regarding procurement and contract actions. Marianne is Secretary for NAEP’s PA/DE/WVA Region Region. Email: mpeffall@wcupa.edu.

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Burr Millsap was wrong! Before I ran my very first full marathon in 2010, I contacted Burr, Associate Vice President, Administration & Finance (Purchasing), University of Oklahoma (Norman) for advice, since he had run a marathon before and I not only had never run one, I had never even run a race of any distance. He said the best thing about running a marathon is crossing the finish line and being able to quit. I think Burr was wrong.

When I presented workshops on how to pass the C.P.M. and CPSM exams, how and why to obtain a college education, and how those actions would make a person more marketable, I heard feedback that the best thing about those efforts was that eventually we are done with them. I think that belief to be wrong, too. Let me explain.

For each of the last five years, I have run one full and two half-marathons, and the best part has not been the finishing; it has been the camaraderie of training, running, and being part of the Team in Training (TNT) community. Since TNT is nationwide, even when out of town travels prevented me from running with my Las Vegas group, I knew I would never be without a teammate. I knew I could always find a similarly focused person or group to join me wherever I was. Since TEAM means Together Each Achieves More, this camaraderie has kept me focused on Wow Is Me, look what I have accomplished rather than Woe Is Me, what am I doing here? No, the best part has not been finishing the races but associating with great coaches, mentors, and experienced teammates who convinced my mental self that I could accomplish something I thought was impossible, gave me the tools to do so, and then showed me how to use those tools.

Getting mentally ready has been easier than getting physically ready. That has been surprising since, to paraphrase former New York Yankee great Yogi Berra, “Running is 90 percent mental; the other half is physical.” Given that I didn’t run that first race until I was 71 years old, my mental self had to convince my poor, tired, ol’ physical self that I really could run 26.2 miles, when I knew darned well that I couldn’t. It did so by telling my physical self that it had to run only one mile. At the end of that mile my legs got a brand new message to—well, you get the picture. How did I develop that plan? It came from my coach/mentor, who told me that by adhering to the definition of TEAM I could accomplish things I otherwise could not. Then she and the team showed me little tricks (like “just one more mile”) so I could accomplish my impossible goals. She also told me this philosophy should permeate my very being. She has been right.

How can this philosophy benefit you, my NAEP fellow Member, who wants to improve your chances for a promotion or to obtain that new job? First, to get past the 90 percent mental blockade, think of the words of Albert Einstein: “The value of a college education is not the learning of many facts but the training of the mind to think.” I am sure he would agree that that same thought applies to improving oneself in any academic way. In general, managers agree that an interviewee who demonstrates a mind capable of thinking has already proved his/her worth.

Second, getting past that 50 percent physical blockade means actually taking the first step
— the hardest one — and starting the process. It often takes a mentor who, as above, will show you how to get started, give you the tools, and show you how to use them. One tool is to trick your mind, just as I tricked my tired old legs, by telling you not to concentrate on 120 credit hours toward a degree, but rather only 15, then another 15. When you have done this you will already have finished one fourth of your race. The same thing applies to obtaining your CPSM certification. Just do it one test at a time. The same as eating an elephant; the best way is one bite at a time. Find that mentor and show you how to use them. One tool is to show you how to get started, give you the tools, and lead you through the process. It often takes a mentor who, as above, will give you the tools and knowledge to achieve your goals. The same as eating an elephant; the best way is one bite at a time. Find that mentor and show you how to use them. One tool is to show you how to get started, give you the tools, and lead you through the process.
What books would you recommend to someone to begin building a fund of sustainability knowledge? This is a question I’m frequently asked, so much so that I have compiled a recommended reading list that has been distributed many times. Not a very efficient or effective manner of assisting the NAEP Membership. Upon reflection, the notion of producing, instead, a series of book reviews for this journal came to be.

Partake of the reviews. If you are interested in purchasing any of the books, I’ve provided the ISBN number with each review. Enjoy, and remember: it’s all about the journey, not the destination.

Silent Spring
By Rachel Carson
Published June 1962
ISBN 0-618-24906-0

Silent Spring is one of the seminal works in the environmental movement. It challenged many of the assumptions taken for granted in the post-WW II world, principally that all technological progress is good. The book shaped the modern environmental movement. Carson’s work was one of the influencing factors that led to the formation of the Environmental Defense Fund (EDF) in 1967. EDF’s first priority was to challenge the U.S. government to establish a citizen’s right to a clean environment. Silent Spring also influenced Richard Nixon, who, as President, signed into law the National Environmental Policy Act, creating the U.S. Environmental Protection Agency (EPA). Much of the EPA’s early work was firmly rooted in addressing the concerns raised in Silent Spring.

Carson was able to translate scientific material into a format that average citizens could understand. Silent Spring was not a dry scientific discourse on the impacts of pollution; rather it was an understandable appeal to take action before humans destroyed environmental systems. The title is an example of what could result from mankind’s unfettered introduction of chemicals into the environment: a springtime in which there are no surviving birds to create their beautiful songs. Today, more than 50 years following publication, the book is still capable of generating controversy. Carson’s nonscientific appeal to action remains the focus of many attacks.

For me, the book is critical for several reasons. First, it points out the significant impacts of pollution, which up to that time had been viewed as an unavoidable result of progress. Carson illustrated pollution’s impacts, basing her arguments on scientific studies. She expanded the definition of pollution to include chemicals designed for a specific purpose, such as killing insects, but which, when released into the environment, resulted in unintended consequences. Thanks to Silent Spring, the general public became familiar with words such as bioaccumulation, chemical persistence, mutagenicity, carcinogenicity, and toxicity.

The second reason the book is important is that it illustrates the interconnectedness of life on earth. The chemicals discussed were targeted to work on insects and plants. However, due to the fact that many pieces of DNA are shared in common by all living organisms, these chemicals also had impacts on non-target organisms. Carson referred to these chemicals as biocides—once released into the environment they impact all living organisms until they decay.

Finally, the book is important because it establishes a systems perspective of the environment. Carson wrote from an ecology-based view. She realized that the environment is an interwoven grouping of chemicals (organic and inorganic) and biological systems and that insecticides and herbicides impact these systems.

Silent Spring reminds me that, regardless of the amazing advances of reductionist science, we can rarely know the full impact of our actions. The lack of immediate visible impacts today does not mean that there will be no effects tomorrow. Indeed, this work is credited as a major driving force in the deep ecology movement. The book stresses that the precautionary principle is not just a great idea; it is a requirement for preservation. Carson’s sentiments can be seen today in the works of Bill McKibben and Janine Benyus.
A Sand County Almanac
Aldo Leopold
Published in 1949, a year after his death

A Sand County Almanac likely ranks in the top 10 of all sustainability literature. To me, it is an essential building block for the development of a sustainability fund of knowledge. What the world knows and understands about the land ethic was first enumerated here. Leopold was a brilliant conservationist on top of being an astute observer and author. One passage in the book, perhaps, illustrates this: “Only the mountain has lived long enough to listen objectively to the howl of a wolf.” This is an enduring portrait of the natural world. Aldo Leopold is recognized as one of the most eloquent spokespersons for a natural world that cannot speak for itself.

The book is built around three main ideas, with an argument for each. First, land is a community of living things; second, land is to be loved and respected, and third, land yields a harvest of culture. Leopold argues for the study of ecology, conservation ethics, and realities long known but forgotten recently. The book has persevered because the reader experiences the land. Reading this book creates a continuing awareness of land as a living community, a thing to be loved and respected, and the deepest source of all our cultural harvests.

A Sand County Almanac shocked me into reflecting on my own responsibilities towards land, something I had never seriously considered. It will challenge all readers to rethink their relationship to the land. One of Leopold’s goals was to expand the definition of community to include not only humans and animals but plants, trees, soil, water—the biosphere, if you will.

Thinking of community in that way makes perfect sense, such that, if we humans could include the land in our definition of community, we will develop more respect for it. We also will be more conscious of how we treat it. Thus, there is hope for action before we destroy all living systems.

A scholarly ecologist friend likes me to remember that Thoreau influenced Muir, Muir influenced Leopold, and Leopold influenced Carson. He argues that Leopold and Carson are the two most important influencers of the 20th century when it comes to environmentalism.

I hope you have enjoyed these reviews of two important works and that you will continue to follow this series. Remember that you, too, can do great things! Invest in yourself.
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