



Joliet Junior College

STARS REPORT

Date Submitted: June 11, 2015

Rating: Bronze

Score: 43.83

Online Report: [Joliet Junior College](#)

STARS Version: 2.0

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About STARS

The Sustainability Tracking, Assessment & Rating System (STARS[®]) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by [AASHE](#) with broad participation from the higher education community.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

The STARS framework is intended to engage and recognize the full spectrum of colleges and universities in the United States and Canada – from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

[STARS 1.0](#), which launched on January 19, 2010, after a three-year development process, is the first version of STARS in which participants can earn a rating.

About AASHE

STARS is a program of AASHE, the [Association for the Advancement of Sustainability in Higher Education](#). AASHE is a [member-driven organization](#) with a mission to empower higher education to lead the sustainability transformation. [Learn more about AASHE](#).

Table of Contents

Summary of Results	5
Institutional Characteristics	7
Institutional Characteristics	7
Academics	16
Curriculum	16
Research	33
Engagement	37
Campus Engagement	37
Public Engagement	60
Operations	74
Air & Climate	74
Buildings	82
Dining Services	92
Energy	98
Grounds	106
Purchasing	115
Transportation	128
Waste	138
Water	151
Planning & Administration	160
Coordination, Planning & Governance	160
Diversity & Affordability	190
Health, Wellbeing & Work	210
Investment	220
Innovation	225
Innovation	225

Summary of Results

Score 43.83

Rating: Bronze

Institutional Characteristics

Institutional Characteristics	0.00 / 0.00
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Academics

Curriculum	10.70 / 37.00
------------	---------------

Research	0.00 / 0.00
----------	-------------

Engagement

Campus Engagement	7.75 / 20.00
-------------------	--------------

Public Engagement	4.30 / 21.00
-------------------	--------------

Operations

Air & Climate	1.33 / 11.00
---------------	--------------

Buildings	5.97 / 8.00
-----------	-------------

Dining Services	1.26 / 7.00
-----------------	-------------

Energy	2.43 / 10.00
--------	--------------

Grounds	3.30 / 4.00
---------	-------------

Purchasing	1.98 / 6.00
------------	-------------

Transportation	1.79 / 7.00
----------------	-------------

Waste	5.90 / 10.00
-------	--------------

Water	2.54 / 6.00
-------	-------------

Planning & Administration

Coordination, Planning & Governance	8.00 / 8.00
-------------------------------------	-------------

Diversity & Affordability	9.00 / 10.00
---------------------------	--------------

Health, Wellbeing & Work	4.04 / 7.00
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Investment	1.00 / 7.00
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Innovation

The information presented in this submission is self-reported and has not been verified by AASHE or a third party. If you believe any of this information is erroneous, please see the [process for inquiring](#) about the information reported by an institution.

Institutional Characteristics

Institutional Characteristics

Points Claimed 0.00

Points Available 0.00

The passthrough subcategory for the boundary

Credit	Points
Institutional Boundary	0.00 / Total adjusted for non-applicable credits Close
Operational Characteristics	0.00 / Total adjusted for non-applicable credits Close
Academics and Demographics	0.00 / Total adjusted for non-applicable credits Close

Institutional Boundary

Score

0.00 /

Responsible Party

Total adjusted for non-applicable credits

[Close](#)

Criteria

This won't display

"---" indicates that no data was submitted for this field

Institution type:

Associate

Institutional control:

Public

Which campus features are present and included in the institutional boundary?:

	Present?	Included?
Agricultural school	No	No
Medical school	No	No
Pharmacy school	No	No
Public health school	No	No
Veterinary school	No	No
Satellite campus	Yes	Yes
Hospital	No	No

Farm larger than 5 acres or 2 hectares	Yes	Yes
Agricultural experiment station larger than 5 acres or 2 hectares	No	No

Reason for excluding agricultural school:

Although JJC has a strong Agricultural Sciences program, it is a Department rather than an Agricultural school - JJC is a community college.

Reason for excluding medical school:

JJC is a community college.

Reason for excluding pharmacy school:

JJC is a community college.

Reason for excluding public health school:

Although JJC offers degree programs in the Health Sciences, JJC is a community college.

Reason for excluding veterinary school:

Although JJC has a Veterinary program, JJC is a community college.

Reason for excluding satellite campus:

N/A

Reason for excluding hospital:

JJC is a community college.

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Agricultural Sciences program at JJC consists mostly of traditional classroom-based studies augmented by required in-field internship experiences affording a wide variety of directly related opportunities.

Narrative:

Operational Characteristics

Score

Responsible Party

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Criteria

n/a

"---" indicates that no data was submitted for this field

Endowment size:

0 US/Canadian \$

Total campus area:

463.13 Acres

IECC climate region:

Mixed-Humid

Locale:

Mid-size city

Gross floor area of building space:

1,200,000 Gross Square Feet

Conditioned floor area:

Floor area of laboratory space:

37,985 Square Feet

Floor area of healthcare space:

21,528 Square Feet

Floor area of other energy intensive space:

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118,740 Square Feet

Floor area of residential space:

0 Square Feet

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	0
Coal	0
Geothermal	0
Hydro	0
Natural gas	0
Nuclear	85
Solar photovoltaic	0
Wind	0
Other (please specify and explain below)	15

A brief description of other sources of electricity not specified above:

Through the South Metropolitan Higher Education Consortium, Joliet Junior College purchases 15% of our electricity from Renewable Energy Credits.

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	0
Coal	0
Electricity	0

Fuel oil	0
Geothermal	23.30
Natural gas	76.70
Other (please specify and explain below)	---

A brief description of other sources of building heating not specified above:

Academics and Demographics

Score

Responsible Party

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Criteria

n/a

"---" indicates that no data was submitted for this field

Number of academic divisions:

10

Number of academic departments (or the equivalent):

56

Full-time equivalent enrollment:

9,020

Full-time equivalent of employees:

560

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

15,776

Total number of graduate students:

0

Number of degree-seeking students:

13,014

Number of non-credit students:

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3,855

Number of employees:

1,480

Number of residential students:

100

Number of residential employees:

0

Number of in-patient hospital beds:

0

Academics

Curriculum

Points Claimed 10.70

Points Available 37.00

This subcategory seeks to recognize institutions that have formal education programs and courses that address sustainability. One of the primary functions of colleges and universities is to educate students. By training and educating future leaders, scholars, workers, and professionals, higher education institutions are uniquely positioned to prepare students to understand and address sustainability challenges. Institutions that offer courses covering sustainability issues help equip their students to lead society to a sustainable future.

Credit	Points
Academic Courses	3.46 / 14.00
Learning Outcomes	0.04 / 8.00
Undergraduate Program	0.00 / 3.00
Graduate Program	Not Applicable
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	0.00 / 4.00
Incentives for Developing Courses	2.00 / 2.00
Campus as a Living Laboratory	3.20 / 4.00

Academic Courses

Score	Responsible Party
3.46 / 14.00	Bette Conkin Dean Arts & Sciences

Criteria

Part 1

Institution offers sustainability courses and/or courses that include sustainability and makes an inventory of those courses publicly available.

Part 2

Institution's academic departments (or the equivalent) offer sustainability courses and/or courses that include sustainability.

In order to report and earn points for this credit, the institution must conduct a course inventory. The inventory should consist of two parts:

- 1) An inventory of sustainability courses that includes, at minimum, the title, department (or equivalent), and level of each course (i.e. undergraduate or graduate), as well as a brief description if the sustainability focus of the course is not apparent from its title
- 2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

A course may be a sustainability course or it may include sustainability; no course should be identified as both:

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the [Earth Charter](#)).
- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *Standards and Terms* and the Credit Example in the [STARS Technical Manual](#). An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty and departments to self-identify sustainability courses and courses that include sustainability using the definitions outlined in *Standards and Terms* or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

This credit does not include continuing education and extension courses, which are covered by *EN 11: Continuing Education*.

Submission Note:

This credit was completed collaboratively by Linda Aguilar, Professor, Counseling; Bette Conkin, Dean, Arts and Sciences; and Nataliya Marchenko, Associate Professor, Business Education.

"---" indicates that no data was submitted for this field

Figures required to calculate the percentage of courses with sustainability content::

	Undergraduate	Graduate
Total number of courses offered by the institution	1,202	0
Number of sustainability courses offered	4	0
Number of courses offered that include sustainability	14	0

Number of academic departments (or the equivalent) that offer at least one sustainability course and/or course that includes sustainability (at any level):

6

Total number of academic departments (or the equivalent) that offer courses (at any level):

14

Number of years covered by the data:

Three

A copy of the institution's inventory of its course offerings with sustainability content (and course descriptions):

[Inventory of Sustainability Courses.docx](#)

An inventory of the institution's course offerings with sustainability content (and course descriptions):

The website URL where the inventory of course offerings with sustainability content is publicly available:

<http://www.jjc.edu/about/committees/sustainable-campus/Documents/Inventory%20of%20Sustainability%20Courses.pdf>

A brief description of the methodology the institution followed to complete the course inventory:

All departments were asked to submit courses they felt included sustainability or they felt should be counted as a sustainability course. A committee reviewed each course's description, outcomes, assignments, and list of topics covered.

How did the institution count courses with multiple offerings or sections in the inventory?:

Each course was counted as a single course regardless of the number of offerings or sections

A brief description of how courses with multiple offerings or sections were counted (if different from the options outlined above):

Because we examined the student learning outcomes and the master syllabus topical outline and assignments, all sections should be teaching the same basic information.

Which of the following course types were included in the inventory?:

	Yes or No
Internships	No
Practicums	No
Independent study	No
Special topics	Yes
Thesis/dissertation	No
Clinical	No
Physical education	No
Performance arts	No

Does the institution designate sustainability courses in its catalog of course offerings?:

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Score	Responsible Party
0.04 / 8.00	Nataliya Marchenko Prof. of Economics Business

Criteria

Institution's students graduate from degree programs that include sustainability as a learning outcome or include multiple sustainability learning outcomes. Sustainability learning outcomes (or the equivalent) may be specified at:

- Institution level (e.g. covering all students)
- Division level (e.g. covering one or more schools or colleges within the institution)
- Program level
- Course level

This credit includes graduate as well as undergraduate programs. For this credit, "degree programs" include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*. Programs that include co-curricular aspects may count as long as there is an academic component of the program. Learning outcomes at the course level count if the course is required to complete the program.

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of "sustainability learning outcomes" included in Standards and Terms.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may report graduates from sustainability-focused programs (i.e. majors, minors, concentrations and the equivalent as reported for *AC 3: Undergraduate Program* and *AC 4: Graduate Program*) in lieu of the above criteria.

Submission Note:

Number of graduates data are for the year 2013 and based on Fact Book:
<http://www.jjc.edu/institutional-research/Documents/Fact%20Book%202014.pdf>

Here is a link to the list of programs/degrees/certificates at JJC:
http://www.curricunet.com/joliet/search/program/program_search_result.cfm

The list includes program descriptions and requirements but not learning outcomes.
Learning outcomes are specified in the Annual Program Review (unavailable online).

Here is a link to the list of course offerings at JJC:
http://www.curricunet.com/joliet/search/course/course_search_result.cfm

The list includes course syllabi with course learning outcomes specified.

This credit was completed collaboratively by Linda Aguilar, Professor, Counseling; Bette Conkin, Dean, Arts and Sciences; and Nataliya Marchenko, Associate Professor, Business Education.

"---" indicates that no data was submitted for this field

Number of students who graduated from a program that has adopted at least one sustainability learning outcome:

9

Total number of graduates from degree programs:

1,673

A copy of the list or inventory of degree, diploma or certificate programs that have sustainability learning outcomes:

[Inventory of degree programs with sustainability outcome_2.docx](#)

A list of degree, diploma or certificate programs that have sustainability learning outcomes:

AG651 HORT URBAN FORESTRY/ARBORICULTURE OPT - Associate in Applied Science

Program contains one sustainability learning outcome: "Students will employ sustainable practices in a wide range of horticultural applications"

TE317 (formerly TE310) CONSTRUCTION MANAGEMENT - Associate in Applied Science

Courses required for program completion contain sustainability learning outcomes. See attached document for more info.

TE316 BASIC CONSTRUCTION - Certificate of Completion

Courses required for program completion contain sustainability learning outcomes. See attached document for more info.

A list or sample of the sustainability learning outcomes associated with degree, diploma or certificate programs (if not included in an inventory above):

The website URL where information about the institution's sustainability learning outcomes is available:

Undergraduate Program

Score

0.00 / 3.00

Responsible Party

Bette Conkin

Dean
Arts & Sciences

Criteria

Institution offers at least one:

- Sustainability-focused program (major, degree program, or equivalent) for undergraduate students

And/or

- Undergraduate-level sustainability-focused minor or concentration (e.g. a concentration on sustainable business within a business major).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Graduate Program

Responsible Party

Maria Rafac
Professor
Technical Department

Criteria

Institution offers at least one:

- Sustainability-focused program (major, degree program, or equivalent) for graduate students

And/or

- Graduate-level sustainability-focused minor, concentration or certificate (e.g. a concentration on sustainable business within an MBA program).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*.

This credit was marked as **Not Applicable** for the following reason:

Institution offers fewer than 25 distinct graduate programs.

Immersive Experience

Score

2.00 / 2.00

Responsible Party

Eric Gorder

Associate Professor of Art
Fine Arts

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program is one week or more in length and may take place off-campus, overseas, or on-campus.

For this credit, the program must meet one or both of the following criteria:

- It concentrates on sustainability, including its social, economic, and environmental dimensions

And/or

- It examines an issue or topic using sustainability as a lens.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

See the Credit Example in the STARS Technical Manual for further guidance.

"---" indicates that no data was submitted for this field

Does the institution offer at least one immersive, sustainability-focused educational study program that meets the criteria for this credit?:

Yes

A brief description of the sustainability-focused immersive program(s) offered by the institution:

A summer 3-week course, taught by our faculty in conjunction with Ehime University located in Matsuyama, Japan. The immersion into sustainability is relevant in many ways. Beginning with hand-outs and several hours of lecture, students are immersed into the recycling practices needed to live in Japan. Students are placed into group housing and home-stay situations for the initial two weeks where these practices must be met and fully adhered to for the duration of the trip . As we enter year three, additional educational focus will also be placed on organic rice production and land use, development of local products and sustainable fisheries. During the trip, the historical and contemporary use and development of green spaces is investigated, as is the relationship of urban space on a compact growing economy.

The website URL where information about the immersive program(s) is available:

Sustainability Literacy Assessment

Score

0.00 / 4.00

Responsible Party

Bette Conkin

Dean
Arts & Sciences

Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and may also address values, behaviors and/or beliefs. Assessments that focus exclusively on values, behaviors and/or beliefs are not sufficient to earn points for this credit.

Institution may conduct a follow-up assessment of the same cohort group(s) using the same instrument.

This credit includes graduate as well as undergraduate students.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Incentives for Developing Courses

Score	Responsible Party
2.00 / 2.00	Maria Rafac Professor Technical Department

Criteria

Institution has an ongoing program or programs that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. The program specifically aims to increase student learning of sustainability.

Incentives may include release time, funding for professional development, and trainings offered by the institution.

Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

Submission Note:

Project Flyer

<http://www.jjc.edu/about/committees/sustainable-campus/Documents/flyer%202.pdf>

"---" indicates that no data was submitted for this field

Does the institution have an ongoing incentives program or programs that meet the criteria for this credit?:

Yes

A brief description of the program(s), including positive outcomes during the previous three years:

Grand Prairie Sustainability Leadership Project is an annual sustainability leadership faculty development project offered to full time and adjunct faculty which touches on institution-wide, community, and global sustainability solutions while focusing on personal and course-level activities. This greening the curriculum experience includes a 6 week online Introduction to Sustainability course, a 3 day Retreat at Joliet Junior College and Midewin National Tallgrass Prairie, a 3 month project development phase, a semester long project implementation, and a final assessment of the project.

A brief description of the incentives that faculty members who participate in the program(s) receive:

Participants who successfully complete all phases of the 10 month project receive a \$500 stipend. We are currently looking at expanding the project and increasing the incentives for participants.

The website URL where information about the incentive program(s) is available:

<http://www.jjc.edu/about/committees/sustainable-campus/Pages/Grand-Prairie-Sustainability-Leadership-Project.aspx>

Campus as a Living Laboratory

Score	Responsible Party
3.20 / 4.00	Maria Rafac Professor Technical Department

Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning, applied research and practical work that advances sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination, Planning & Governance
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Public Engagement
- Other

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning and contributes to positive sustainability outcomes on campus (see the Credit Example in the [STARS Technical Manual](#)). On-campus internships and non-credit work (e.g. that take place under supervision of sustainability staff or committees) may count as long as the work has a learning component.

This credit does not include immersive education programs, co-curricular activities, or community-based work, which are covered by AC 5: *Immersive Experience*, credits in the Campus Engagement subcategory, and credits in the Public Engagement subcategory, respectively.

"---" indicates that no data was submitted for this field

Is the institution utilizing the campus as a living laboratory in the following areas?:

	Yes or No
--	------------------

Air & Climate	No
Buildings	Yes
Dining Services/Food	Yes
Energy	No
Grounds	Yes
Purchasing	No
Transportation	Yes
Waste	No
Water	Yes
Coordination, Planning & Governance	No
Diversity & Affordability	Yes
Health, Wellbeing & Work	Yes
Investment	No
Public Engagement	No
Other	Yes

A brief description of how the institution is using the campus as a living laboratory for Air & Climate and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Buildings and the positive outcomes associated with the work:

The Architecture, Engineering, and Construction programs use the campus as our lab in numerous ways. We incorporate our Green Campus Center tours in several of our courses requiring students to research and actively participate in the tour. We use our numerous LEED buildings as working examples. We use our history one-room schoolhouse on campus for drafting and sketching and model stars.aashe.org

building giving our students a strong sense of place. We have formalized and begun construction on our outdoor lab for hands-on building experience to supplement the classroom instruction.

The HVAC program tours and uses the physical infrastructure of the campus as part of their curriculum. These give students physical examples of the sustainable building practices incorporated in LEED certified buildings on campus and how they are managed on campus. Often the program hires JJC's facilities staff as adjunct faculty.

A brief description of how the institution is using the campus as a living laboratory for Dining Services/Food and the positive outcomes associated with the work:

The Culinary Arts department offers Advanced ala Carte cooking courses each semester. As part of the culinary art curriculum students work in The Saveur restaurant located on main campus. This year they added a sustainability focus, including growing herbs, canning and pickling, sourcing from local farmers, special dietary options, and several special projects like increasing recycling and compost efforts throughout the department. The students are gaining first hand experience on how to operate and maintain a sustainable restaurant which they will take with them into the profession.

A brief description of how the institution is using the campus as a living laboratory for Energy and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Grounds and the positive outcomes associated with the work:

The Fine Arts department offers courses that physically use our natural areas for developing "site specific" work using a sustainable model and practice such as ART 104

The Natural Science department uses the lake and natural areas in several courses, as well as for ongoing research projects.
BIO 107 Plants & Society - We collect vegetation data to document how the area we sample is responding to restoration and management practices. Students are introduced to the concept of restoration ecology and learn about native and introduced plants.
BIO 146 Environmental Biology - Students complete field notes and observations along the campus nature trails.

A brief description of how the institution is using the campus as a living laboratory for Purchasing and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Transportation and the positive outcomes associated with the work:

The Automotive program teaches sustainability practices in the day to day operations of the service center. Students gain hands-on, real world experience and work on alternative fuel vehicles. Additionally, the program recently wrote a grant to have a group of students convert a truck from gas to electric.

The last six week of the Computer Update Technology Class (AS212) is devoted to studying alternate fuels and alternately fueled vehicles. The students become familiar with the Energy Policy Act and its requirements for alternative fuels. The students become

familiar with the alternate fuels and the vehicles that use them through classroom lecture and hands-on lab activities. The students explore hybrid and electric vehicles, clean diesel vehicles, propane and natural gas powered vehicles, and ethanol powered vehicles. Additionally, each student is required to write a two page on a topic in the broad category of alternate fuels and alternately fueled vehicles.

A brief description of how the institution is using the campus as a living laboratory for Waste and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Water and the positive outcomes associated with the work:

Horticulture students are involved in all aspects of the LEED Certified greenhouse operations - growth, maintenance, and selling of plants and flowers. Greenhouse has a rainwater collection system that is continually used as part of the operations for the greenhouse. This reduces the need for city water. They also have an aqua-ponics system and high hoop tunnels that extends our growing season.

A brief description of how the institution is using the campus as a living laboratory for Coordination, Planning & Governance and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Diversity & Affordability and the positive outcomes associated with the work:

Our child care center is used by all early childcare students as well as our psychology students, but this also make an education affordable and accessible to many of our adult students.

JJC works with Plainfield High School to offer Work Training Program that provides job training for students with physical and mental disabilities. Students enroll in Food Service developmental courses offered through the culinary program to learn food preparation and other job skills.

A brief description of how the institution is using the campus as a living laboratory for Health, Wellbeing & Work and the positive outcomes associated with the work:

HPR 101 course offered by the JJC fitness center teaches students to lead healthy lifestyle through exercise and nutrition. The course is available to students, faculty, staff, and the community members.

A brief description of how the institution is using the campus as a living laboratory for Investment and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Public Engagement and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory in Other areas and the positive outcomes associated with the work:

The campus arboretum is used by the Horticulture and Biology programs.

Arboretum: The JJC Arboretum is used by Horticulture students in Plant identification courses. The Arboretum is home to many tree species that are native to Illinois and are used in the landscape industry. The Arboretum provides students the opportunity to see how these species thrive in our climate and soils as well as their form and function. Flowering, fall color, branching structure and pest resistance are also available for them to study. Specimen in the arboretum also provide shelter for wildlife living on campus. The public can also explore the arboretum.

Landlab: The JJC Landlab is used extensively by all horticulture classes – from plant id, pest identification and control, cover crop trials, season extension. The landlab provides students the opportunity to practice what is learned in the classroom. A small vineyard provides hands-on- management vineyard experience to those interested in viticulture. Grapes grown are sold and the income invested back into the landlab. The agroforestry plots demonstrate how to use land efficiently for production . Fruit and vegetable crops provide students with hands on experience in those areas. Produce grown by students is sold at the local farmers market or given to local food pantries. Landscape Construction class completes projects that are installed in the landlab. Composting techniques and outdoor hydroponic demonstration as also in place in the landlab. Honeybees are also kept, providing students with an opportunity to learn more about beekeeping. The general public is also welcome to take a look at what is happening there.

The website URL where information about the institution’s campus as a living laboratory program or projects is available:

Research

Points Claimed 0.00

Points Available 0.00

This subcategory seeks to recognize institutions that are conducting research on sustainability topics. Conducting research is a major function of many colleges and universities. By researching sustainability issues and refining theories and concepts, higher education institutions can continue to help the world understand sustainability challenges and develop new technologies, strategies, and approaches to address those challenges.

Credit	Points
Academic Research	Not Applicable
Support for Research	Not Applicable
Access to Research	Not Applicable

Responsible Party

Maria Rafac

Professor

Technical Department

Criteria

Part 1

Institution's faculty and/or staff conduct sustainability research and the institution makes an inventory of its sustainability research publicly available.

Part 2

Institution's academic departments (or the equivalent) include faculty and staff who conduct sustainability research.

Any level of sustainability research is sufficient to be included for this credit. In other words, a researcher who conducts both sustainability research and other research may be included.

In order to report for this credit, the institution should conduct an inventory to identify its sustainability research activities and initiatives.

Each institution is free to choose a methodology to identify sustainability research that is most appropriate given its unique circumstances. For example, an institution may distribute a survey to all faculty members and ask them to self-identify as being engaged in sustainability research or ask the chairperson of each department to identify the sustainability research activities within his or her department. The research inventory should be based on the definition of "sustainability research" outlined in Standards and Terms and include, at minimum, all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

This credit was marked as **Not Applicable** for the following reason:

Research is not considered during faculty tenure and promotion decisions as a matter of policy or standard practice.

Support for Research

Responsible Party

Maria Rafac
Professor
Technical Department

Criteria

Institution encourages and/or supports sustainability research through one or more of the following:

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships. The program specifically aims to increase student sustainability research.
 - An ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops. The program specifically aims to increase faculty sustainability research.
 - Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
 - Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.
-

This credit was marked as **Not Applicable** for the following reason:

Research is not considered during faculty tenure and promotion decisions as a matter of policy or standard practice.

Responsible Party

Maria Rafac
Professor
Technical Department

Criteria

Institution has a formally adopted open access policy that ensures that versions of all future scholarly articles by faculty and staff and all future theses and dissertations are deposited in a designated open access repository.

The open access repository may be managed by the institution or the institution may participate in a consortium with a consortial and/or outsourced open access repository.

This credit was marked as **Not Applicable** for the following reason:

Research is not considered in faculty promotion or tenure decisions as a matter of policy or standard practice

Engagement

Campus Engagement

Points Claimed 7.75

Points Available 20.00

This subcategory seeks to recognize institutions that provide their students with sustainability learning experiences outside the formal curriculum. Engaging in sustainability issues through co-curricular activities allows students to deepen and apply their understandings of sustainability principles. Institution-sponsored co-curricular sustainability offerings, often coordinated by student affairs offices, help integrate sustainability into the campus culture and set a positive tone for the institution.

In addition, this subcategory recognizes institutions that support faculty and staff engagement, training, and development programs in sustainability. Faculty and staff members' daily decisions impact an institution's sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

Credit	Points
Student Educators Program	0.00 / 4.00
Student Orientation	0.00 / 2.00
Student Life	1.25 / 2.00
Outreach Materials and Publications	1.50 / 2.00
Outreach Campaign	4.00 / 4.00
Employee Educators Program	0.00 / 3.00
Employee Orientation	1.00 / 1.00
Staff Professional Development	0.00 / 2.00

Student Educators Program

Score

0.00 / 4.00

Responsible Party

Criteria

Institution coordinates an ongoing peer-to-peer sustainability outreach and education program for degree-seeking students. The institution:

- Selects or appoints students to serve as educators and formally designates the students as educators (paid and/or volunteer),
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or other financial support to the program.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education and/or non-credit students are excluded from this credit.

This credit recognizes ongoing student educator programs that engage students on a regular basis. For example, student educators may be responsible for serving (i.e. directly targeting) a particular subset of students, such as those living in residence halls or enrolled in certain academic subdivisions. Thus, a group of students may be served by a program even if not all of these students avail themselves of the outreach and education offerings.

Sustainability outreach campaigns, sustainability events, and student clubs or groups are not eligible for this credit unless the criteria outlined above are met. These programs are covered by *EN 5: Outreach Campaign* and *EN 3: Student Life*.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Student Orientation

Score	Responsible Party
0.00 / 2.00	Layton Cooper Coordinator Employer Relations

Criteria

Institution includes sustainability prominently in its student orientation activities and programming. Sustainability activities and programming are intended to educate about the principles and practices of sustainability. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. Prominent inclusion of sustainability may also take different forms for different types of students (e.g. undergraduate students, transfer students, graduate students). When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context. (See the Credit Example in the STARS Technical Manual.)

As this credit is intended to recognize programming and student learning about sustainability, incorporating sustainability strategies into event planning (e.g. making recycling bins accessible or not serving bottled water) is not, in and of itself, sufficient for this credit. Such strategies may count if they are highlighted and are part of the educational offerings. For example, serving local food would not, in and of itself, be sufficient for this credit; however, serving local food and providing information about sustainable food systems during meals could contribute to earning this credit.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Score	Responsible Party
1.25 / 2.00	Kathleen Bailey Student Student

Criteria

Institution has co-curricular sustainability programs and initiatives. The programs and initiatives fall into one or more of the following categories:

- Active student groups focused on sustainability
- Gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems
- Sustainable enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)
- Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills
- Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience
- Cultural arts events, installations or performances related to sustainability that have students as the intended audience
- Wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students and follow Leave No Trace principles)
- Sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)
- Programs through which students can learn sustainable life skills (e.g. a series of sustainable living workshops, a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, or sustainability-themed housing where residents and visitors learn about sustainability together)
- Sustainability-focused student employment opportunities offered by the institution
- Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions
- Other co-curricular sustainability programs and initiatives

Multiple programs and initiatives may be reported for each category and each category may include institution-governed and/or student-governed programs.

"---" indicates that no data was submitted for this field

Does the institution have one or more co-curricular sustainability programs and initiatives that fall into the following categories?:

	Yes or No
--	------------------

Active student groups focused on sustainability	Yes
Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems	Yes
Student-run enterprises that include sustainability as part of their mission statements or stated purposes	Yes
Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills	No
Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	No
Wilderness or outdoors programs that follow Leave No Trace principles	No
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	No
Programs through which students can learn sustainable life skills	No
Sustainability-focused student employment opportunities offered by the institution	No
Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	No
Other co-curricular sustainability programs and initiatives	Yes

The name and a brief description of each student group focused on sustainability:

Students for a Sustainable Future: Employs the use of sound environmental practices, reducing our negative impact on the local environment, raising awareness on campus and in the community, and promoting social responsibility and global awareness.

The website URL where information about student groups is available:

<http://www.jjc.edu/student-activities/Pages/club-listing.aspx>

A brief description of gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems:

Greenhouse and Gardens: These facilities are also used extensively by horticulture courses. The greenhouse is pivotal to our greenhouse production program. It serves as the lab for 2/3rd's of the courses that student take to obtain their degree. Floral crop production I and II, plant propagation, as well as greenhouse management would be non-existent without the greenhouse. Students gain hands on experience producing floral crops, bedding plants and hydroponic lettuce and vegetables that are in turn sold to the public to support the greenhouse or in the case of vegetables, given to the local food pantry or the culinary students to use. Students learn all aspects of operating the greenhouse. The greenhouse also provide an excellent work experience for horticulture students employed as student workers. The greenhouse and gardens house plants used for plant identification throughout the year.

The website URL where information about the organic agriculture and/or sustainable food systems projects and initiatives is available:

A brief description of student-run enterprises that include sustainability as part of their mission statements or stated purposes:

The Culinary Arts department offers Advanced ala Carte cooking courses each semester. As part of the culinary art curriculum students work in The Saveur restaurant located on main campus. Both the back and front of the restaurant is student run. This year they added a sustainability focus, including growing herbs, canning and pickling, sourcing from local farmers, special dietary options, and several special projects like increasing recycling and compost efforts throughout the department. The students are gaining first hand experience on how to operate and maintain a sustainable restaurant which they will take with them into the profession.

The website URL where information about the student-run enterprise(s) is available:

A brief description of the sustainable investment or finance initiatives:

The website URL where information about the sustainable investment or finance initiatives is available:

A brief description of conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience:

JJC hosted the fourth annual Student Sustainability Summit for the South Metropolitan Higher Education Consortium (SMHEC) in April 2015. These summits are for the students by the students and include student speakers, presenters, and panelists, as well as providing sustainable networking and internship opportunities.

Earth Month is a month long celebration of films, speakers, green tours, and an expo of community sustainability organizations and businesses. This month is planned and executed by Students for a Sustainable Future.

The website URL where information about the event(s) is available:

<http://news.jjc.edu/2014/11/jjc-hosts-conference-that-connects-colleges-with-local-communities/>

A brief description of cultural arts events, installations or performances related to sustainability that have students as the intended audience:

The website URL where information about the cultural arts event(s) is available:

A brief description of wilderness or outdoors programs for students that follow Leave No Trace principles:

The website URL where information about the wilderness or outdoors program(s) is available:

A brief description of sustainability-related themes chosen for themed semesters, years, or first-year experiences:

The website URL where information about the theme is available:

A brief description of program(s) through which students can learn sustainable life skills:

The website URL where information about the sustainable life skills program(s) is available:

A brief description of sustainability-focused student employment opportunities:

The website URL where information about the student employment opportunities is available:

A brief description of graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions:

The website URL where information about the graduation pledge program is available:

A brief description of other co-curricular sustainability programs and initiatives:

GTR (Garbage to Recycling) is a student founded and run initiative that seeks to bring awareness throughout the campus on how much recycling actually ends up in the garbage. These students spent two semesters collecting, tracking, and sharing the data they found on campus recycling habits in our shared areas.

The website URL where information about other co-curricular sustainability programs and initiatives is available:

Outreach Materials and Publications

Score

1.50 / 2.00

Responsible Party

Samantha Ritz

Communications Specialist
Communications & External Relations

Criteria

Institution produces outreach materials and/or publications that foster sustainability learning and knowledge. The publications and outreach materials may include the following:

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Food service area signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and incorporating sustainability into the residential experience
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Other

A single outreach material or publication that serves multiple purposes may be counted more than once. For example, a sustainability website that includes tools for bicyclists and pedestrians may be counted in both categories.

Submission Note:

Additional files related to this submission are linked from the JJC Sustainability website:

<http://www.jjc.edu/about/committees/sustainable-campus/Pages/AASHE-STARs.aspx>

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"---" indicates that no data was submitted for this field

Does the institution produce the following outreach materials and/or publications that foster sustainability learning and knowledge? :

	Yes or No
A central sustainability website that consolidates information about the institution's sustainability efforts	Yes
A sustainability newsletter	No
Social media platforms that focus specifically on campus sustainability	No
A vehicle to publish and disseminate student research on sustainability	No
Building signage that highlights green building features	Yes
Food service area signage and/or brochures that include information about sustainable food systems	No
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	No
A sustainability walking map or tour	Yes
A guide for commuters about how to use alternative methods of transportation	Yes
Navigation and educational tools for bicyclists and pedestrians	No
A guide for green living and incorporating sustainability into the residential experience	No
Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat	No
Other sustainability publications or outreach materials not covered above	Yes

A brief description of the central sustainability website:

Joliet Junior College's Sustainability website includes tabs on the following subjects:

- Accomplishments
- AASHE STARS
- Campus Involvement
- Climate Action Plan
- LEED Scorecard
- Recycling at JJC
- Sustainable Resources
- Taskforces
- Tell Us Your Story - Submit Your Sustainability Story Form
- Then and Now
- Tips and Tricks
- Upcoming events

It also includes the Mission, which is to encourage employees and students to become more responsible to our environment by conserving resources necessary for life now and in the future.

The website also includes information about JJC's Sustainability Committee, contact information for Sustainability Co-Chairs, access to signing the Sustainability Pledge, and a decal that says JJC is a part of the Illinois Campus Sustainability Compact.

Note: JJC is currently in the process of creating a new set of goals and updating the college's mission and vision statements. As of right now, it is planned that JJC will incorporate more social sustainability into its mission, vision and goals. If this is approved, the website will be updated.

The website URL for the central sustainability website:

<http://www.jjc.edu/about/committees/sustainable-campus>

A brief description of the sustainability newsletter:

The website URL for the sustainability newsletter:

A brief description of the social media platforms that focus specifically on campus sustainability:

The website URL of the primary social media platform that focuses on sustainability:

A brief description of the vehicle to publish and disseminate student research on sustainability:

The website URL for the vehicle to publish and disseminate student research on sustainability:

A brief description of building signage that highlights green building features :

Joliet Junior College has permanent signage in our LEED Gold Campus Center on both the first and second floor that highlight the sustainable building features and are incorporated into a Green Building Tour.

The website URL for building signage that highlights green building features :

A brief description of food service area signage and/or brochures that include information about sustainable food systems:

The website URL for food service area signage and/or brochures that include information about sustainable food systems:

A brief description of signage on the grounds about sustainable groundskeeping and/or landscaping strategies:

The website URL for signage on the grounds about sustainable groundskeeping and/or landscaping strategies:

A brief description of the sustainability walking map or tour:

JJC faculty host sustainability tours of both the Natural Areas & Fen with Andy Neill, biology professor and the LEED Gold Campus Center with Maria Anna Rafac, Sustainability Coordinator.

The Campus Center tours are offered throughout the year and by request for both internal and external audiences.

The website URL of the sustainability walking map or tour:

A brief description of the guide for commuters about how to use alternative methods of transportation:

Joliet Junior College encourages students and employees to take the PACE bus to and from school to save money on gas and to leave their cars at home to help the environment. JJC has posters about this service and also lists it in the transportation section on our Main Campus website.

The JJC Marketing and Creative Services Office has created flyers letting students and employees know about JJC's PACE bus service. Using this service can help eliminate the excess use of gasoline.

The website URL for the guide for commuters about how to use alternative methods of transportation:

<http://www.jjc.edu/campuses/Pages/main-campus.aspx>

A brief description of the navigation and educational tools for bicyclists and pedestrians:

The website URL for navigation and educational tools for bicyclists and pedestrians:

A brief description of the guide for green living and incorporating sustainability into the residential experience:

The website URL for the guide for green living and incorporating sustainability into the residential experience:

<http://www.jjc.edu/about/committees/sustainable-campus/Pages/community.aspx>

A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:

The website URL for regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:

A brief description of another sustainability publication or outreach material not covered above (1st material):

The JJC Communications Office publishes news releases to their website,

<http://news.jjc.edu>

. This website is an easy way for local newspapers and other media outlets to find out what's going on at JJC. Just like with any other news release, JJC sustainability news releases are published on that site and then sent out to the community newspapers and local media outlets. This helps get the word out about what JJC is doing for sustainability. Outlets looking just for JJC sustainability stories can visit the dedicated website page below.

The website URL for this material (1st material):

<http://news.jjc.edu/category/sustainability>

Does the institution produce another sustainability publication or outreach material not covered above? (2nd material):

Yes

A brief description of this material (2nd material):

Joliet Junior College has an online, interactive timeline about the history of sustainability at JJC.

The website URL for this material (2nd material):

<http://www.dipity.com/jjcwolves1901/JJC-History-of-Sustainability/>

Does the institution produce another sustainability publication or outreach material not covered above? (3rd material):

No

A brief description of this material (3rd material):

The website URL for this material (3rd material):

Does the institution produce another sustainability publication or outreach material not covered above? (4th material):

No

A brief description of this material (4th material):

The website URL for this material (4th material):

Does the institution produce another sustainability publication or outreach material not covered above? (5th material):

No

A brief description of this material (5th material):

The website URL for this material (5th material):

Does the institution produce another sustainability publication or outreach material not covered above? (6th material):

No

A brief description of this material (6th material):

The website URL for this material (6th material):

Does the institution produce another sustainability publication or outreach material not covered above? (7th material):

No

A brief description of this material (7th material):

The website URL for this material (7th material):

Does the institution produce another sustainability publication or outreach material not covered above? (8th material):

No

A brief description of this material (8th material):

The website URL for this material (8th material):

Outreach Campaign

Score

4.00 / 4.00

Responsible Party

Samantha Ritz

Communications Specialist
Communications & External Relations

Criteria

Part 1

Institution holds at least one sustainability-related outreach campaign directed at students that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution, a student organization, or students in a course.

Part 2

Institution holds at least one sustainability-related outreach campaign directed at employees that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution or an employee organization.

The campaign(s) reported for this credit could take the form of a competition (e.g. a residence hall conservation competition), a rating or certification program (e.g. a green labs or green office program), and/or a collective challenge (e.g. a campus-wide drive to achieve a specific sustainability target). A single campus-wide campaign may meet the criteria for both parts of this credit if educating students is a prime feature of the campaign and it is directed at both students and employees.

To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. The following impacts are not sufficient for this credit:

- Increased awareness
 - Additional members of a mailing list or group
-

"---" indicates that no data was submitted for this field

Has the institution held at least one sustainability-related outreach campaign directed at students within the previous three years that has yielded measurable, positive results in advancing sustainability?:

Yes

Has the institution held at least one sustainability-related outreach campaign directed at employees within the previous three years that has yielded measurable, positive results in advancing sustainability?:

Yes

The name of the campaign (1st campaign):

The PepsiCo Dream Machine Campaign

A brief description of the campaign (1st campaign):

In August 2013, Joliet Junior College received a PepsiCo Dream Machine for its Main Campus. This campaign is aimed toward students, however, faculty and staff can participate as well. The PepsiCo Dream Machine is an electronic recycling bin where anyone on campus can recycle their used cans and bottles for points. Once enough points are accumulated, the participant can redeem the points for coupons at local restaurants, shops, entertainment avenues, and more.

Joliet Junior College has been extremely successful in this campaign. In addition to JJC, other colleges and universities across the country participate in this program. For the 2013-2014 school year, JJC was first place in the nation for most cans and bottles recycled. For the 2014-2015 school year, JJC took second place. Our goal was to start a marketing the campaign early Fall 2015 in order to be winners again, in which we did. Here is a PEPSICO link to see our standings:

<https://www.pepsicorecycling.com/Programs/RecyclingOnCampus>

Also, as long as people continue to use the Dream Machine, PepsiCo Recycling has promised to donate to the Entrepreneurship Bootcamp for Veterans with Disabilities (EBV). The EBV is a national program that gives free training to post-9/11 veterans who have goals of starting their own businesses.

Here is an article about how JJC won the PepsiCo Dream Machine contest last school year (2013-2014):

<http://news.jjc.edu/2014/04/jjc-slides-into-first-place-in-nationwide-pepsico-college-recycling>

[-challenge/](#)

Here is a graph we posted on Facebook that shows how many items were recycled on a month-by-month basis that year:

<https://www.facebook.com/JolietJuniorCollege/photos/pb.69511125863.-2207520000.1414004197./1015>

[2803908085864/?type=3&theater](#)

A brief description of the measured positive impact(s) of the campaign (1st campaign):

The positive impact include education, cooperation, and a monetary award. Collecting almost 1 ton of bottles and can in a few month period was an eye opener and showed exactly how much we can recycle and how much recycling actually goes into landfills. This communal effort was a great collaboration among the faculty, staff, and students; and we hope that next year we can engage the community as well. By winning second place, JJC received \$15,000 which has been earmarked for future Student Sustainable initiatives that will have a great impact for many semesters to come.

The website URL where information about the campaign is available (1st campaign):

<http://news.jjc.edu/2013/09/recycling-now-comes-with-free-rewards-at-jjc-thanks-to-dream-machine/>

The name of the campaign (2nd campaign):

Sign the Sustainability Pledge

A brief description of the campaign (2nd campaign):

New students and new staff and faculty are encouraged to sign the JJC Sustainability Pledge when they first come to campus, during orientation and by word of mouth. The student pledge reads as follows:

"The Joliet Junior College Student Sustainability Pledge was established through the JJC Sustainability Initiatives Committee by the Students for a Sustainable Future. The Pledge encourages students to take small but mindful action in their daily lives that will support the sustainability efforts on campus and collectively reduce the ecological footprint of our community.

I pledge to explore and consider the economic, social, and environmental impacts of my habits. I will make every effort to reduce my ecological footprint and to explore ways to foster a sustainable environment during my time here at Joliet Junior College and beyond. Specifically, I will commit to the following practices to the best of my ability:"

The faculty/staff pledge reads as follows:

"I pledge to explore and consider the economic, social and environmental impacts of my habits. I will make every effort to reduce my ecological footprint and to explore ways to foster a sustainable environment during my time here at Joliet Junior College and beyond. Specifically, I will commit to the following practices to the best of my ability:

I will reduce my energy use by:

- Turning off lights and appliances when they are not in use
- Unplugging small electronics and appliances at the end of my work day
- Disabling my screensaver
- Taking the stairs instead of taking the elevator

I will reduce the waste I produce by:

- Working with electronic documents as much as possible to reduce the amount of printed/copied material
- Programming default printer/copier settings to double-sided
- Using rechargeable batteries
- Using scratch paper for notes
- Using my JJC Reusable Green Container when taking food out of the cafeteria
- Using reusable food and drink containers and reducing the amount of bottled water that I purchase
- Holding paperless meetings and reviewing items online
- Using the proper recycling bin containers located throughout the campus
- Removing my name from unwanted junk mail lists

I will socialize my pledge by:

- Leading by example
- Encouraging others to take the Sustainability Pledge
- Being tolerant of inconveniences associated with implementing more ecofriendly programs on campus
- Informing students and colleagues about college activities that promote social development, environmental protection and economic growth
- Keeping an open mind about options to reduce energy and waste and sharing new ideas with colleagues

A brief description of the measured positive impact(s) of the campaign (2nd campaign):

JJC offers separate pledges for Students and one for Faculty and staff. Since the pledge's inception, more than 330 faculty and staff have taken the pledge and almost 200 students. Many employees proudly display their Pledge certificates and encourage others to participate or at least consider the impact of their day to day actions.

The website URL where information about the campaign is available (2nd campaign):

<http://www.jjc.edu/about/committees/sustainable-campus/Pages/sustainability-pledge.aspx>

A brief description of other outreach campaigns, including measured positive impacts:

Employee Educators Program

Score

0.00 / 3.00

Responsible Party

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program.

In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

This credit recognizes ongoing programs that engage employees on a regular basis. For example, employee educators may represent or be responsible for engaging workers in certain departments or buildings. Thus, a group of employees may be served (i.e. directly targeted) by a program even if not all of these employees avail themselves of the outreach and education offerings.

Training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in *EN 8: Staff Professional Development*.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Employee Orientation

Score	Responsible Party
1.00 / 1.00	Kerri O'Shea Student Athlete Retention Specialist Athletics

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

Submission Note:

Note that 100 % of our Faculty/Staff both part time and full time are highly encouraged to partake in orientation. It is an open invitation to attend but is not mandatory. Faculty also have a separate orientation that reviews the same information so if they are unable to attend the New Employee Orientation the information is covered in their Faculty Orientation.

"---" indicates that no data was submitted for this field

The percentage of new employees that are offered orientation and/or outreach and guidance materials that cover sustainability topics:

100

A brief description of how sustainability is included in new employee orientation:

Our orientation is a presentation that embodies our institutional history as well as standard operating procedures. The 3 hour orientation is offered every few weeks. Each department has a guest speaker representing their area. Different areas discuss and identify their impact on the institution. The following departments have speakers: Alumni/Resource Development, Student Development/Enrollment Management, Information Technology, Financial Services, Business & Auxiliary Services, Early Childhood Center, Campus Police, Library, Sustainability, Facility Services.

We have an individual who specifically will present during a portion of the orientation and speak directly on sustainability. Highlights include:

*Each department plays a role in creating a sustainable campus--sustainability is a collaborative effort-- and we inform our new employees of our active involvement by sharing our sustainability initiatives on campus and in the community.

*New staff are also given information about current and future building projects, which are all LEED-certified, and about sustainability committees they can join.

*We also include a grab bag with JJC materials for our new employees, including a reusable lunch container.

*We inform everyone about our website and where to find all of the active information involving our sustainability initiatives through our campus and community. We direct everyone not only to our website but social media networks where we reference our collaborative efforts through facebook, flicker, twitter, media and our school paper. We encourage faculty/staff to submit their own personal stories online of sustainability efforts as well. New employees are encouraged to join the Sustainability Initiatives Committee and they are given stars.aashe.org

information regarding meeting dates and times.

This sparks the conversation when approaching sustainability through economic, social and environmental options we practice as an institution. This allows for us to create a sustainability starting point for our new employees to enter the conversation and join our sustainability efforts.

The website URL where information about sustainability in new employee orientation is available:

Staff Professional Development

Score

0.00 / 2.00

Responsible Party

Kerri O'Shea

Student Athlete Retention Specialist
Athletics

Criteria

Institution makes available training and/or other professional development opportunities in sustainability to all staff at least once per year.

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year. It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

This credit applies to staff members only; it does not include faculty members.

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
 - The opportunity to participate in an institutional sustainability committee or group
-

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Public Engagement

Points Claimed 4.30

Points Available 21.00

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, non-profit and for-profit sectors, institutions can help solve sustainability challenges. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

Credit	Points
Community Partnerships	2.00 / 3.00
Inter-Campus Collaboration	2.00 / 2.00
Continuing Education	0.30 / 5.00
Community Service	0.00 / 5.00
Community Stakeholder Engagement	0.00 / 2.00
Participation in Public Policy	0.00 / 2.00
Trademark Licensing	0.00 / 2.00
Hospital Network	Not Applicable

Community Partnerships

Score	Responsible Party
2.00 / 3.00	Nick Romano Career Training Specialist Workforce

Criteria

Institution has one or more formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, businesses and/or other entities, to work together to advance sustainability within the community.

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
A. Supportive	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing • <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development
B. Collaborative	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood) • <i>Duration:</i> May be time-limited, multi-year, or ongoing • <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support • <i>Governance:</i> Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

C.Transformative

- *Scope:* Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. “transition” projects and partnerships focused on community adaptation to climate change)
- *Duration:* Is multi-year or ongoing and proposes or plans for institutionalized and systemic change
- *Commitment:* Institution provides faculty/staff and financial or material support
- *Governance:* Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

Recognizing the diversity of forms that community partnerships may take, it is not required that a partnership meet all of the criteria listed to be considered supportive or collaborative. A partnership must meet all of the criteria listed to be considered transformative, however. For further guidance in identifying community partnerships that meet the criteria for each type, see the Credit Example in the [STARS Technical Manual](#).

This credit recognizes campus-community partnerships that advance sustainability in an explicit and participatory way. Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve local partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by *EN 12: Community Service*.

"---" indicates that no data was submitted for this field

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “supportive”?:

Yes

A brief description of the institution’s supportive sustainability partnership(s) with the local community:

For the third year in a row JJC will host a Farmers Market on Thursdays from May to September open to the community.

To date, approximately 20 vendors have signed up to participate, and will be offering goods such as fresh produce, specialty baked goods, artisan cheeses, organic, grass-fed meats, prepared foods, gourmet caramel apples, gourmet candy and much more.

The Farmers Market accepts Illinois SNAP/LINK funds for eligible items, and most forms of debit and credit cards in addition to cash.

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “collaborative”?:

Yes

A brief description of the institution's collaborative sustainability partnership(s):

RECYCLEPALOOZA - In 2012 and 2015 JJC partnered with Will County Resource and Recovery Division and the City of Joliet to host a regional community recycling event. Joliet Junior College initiated the idea and worked with the partners to plan and execute the event. stars.aashe.org [Joliet Junior College](#) | STARS Report | 63

JJC provided the facilities by hosting and providing traffic assistance as well as volunteer support.

This year over 1,500 households were serviced, over 77,000 pounds of electronics brought from 55% of participants and over 4 semi-loads of hazardous materials taken from 49% of vehicles! The parking lots of the Joliet Junior College overflowed on Saturday, April 11 with an abundance of people waiting to recycle and we deeply appreciated their patience as we broke all participation levels ever set in the County's twenty years of collection events!

<http://news.jjc.edu/2015/03/recyclepalooza-offers-household-hazardous-waste-collection-and-more>

-april-11-at-jjc/

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “transformative”?:

No

A brief description of the institution's transformative sustainability partnership(s) with the local community:

A brief description of the institution’s sustainability partnerships with distant (i.e. non-local) communities:

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Score	Responsible Party
2.00 / 2.00	Layton Cooper Coordinator Employer Relations

Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

See the Credit Example in the STARS Technical Manual for guidance on identifying appropriate collaborations.

"---" indicates that no data was submitted for this field

Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community?:

Yes

A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions:

The names of local, state/provincial, regional, national, or international campus sustainability organizations or consortia in which the institution participates and/or is a member:

Joliet Junior College is a member of the South Metropolitan Higher Education Consortium,

www.SouthMetroEd.org

, otherwise known as SMHEC. Participating institutions include: DeVry University, Governors State University, Illinois Institute of Technology, JJC, Kankakee Community College, Lewis University, Moraine Valley Community College, Northwestern College, Prairie State College, Saint Xavier University, South Suburban College, and the University of Saint Francis.

JJC actively participates in the SMHEC Sustainability Taskforce which meets monthly and hosts two annual sustainability conferences for faculty and staff and students. We also host quarterly Community Action events to 'Link and Leverage' our regional resources.

<http://www.southmetroed.org/sustainability>

JJC is also an active member of IGEN (Illinois Green Economy Network) and their Affiliates program which includes all the community colleges in Illinois.

<http://www.igence.org>

and

http://www.igence.org/network_affiliates

JJC is also members of AASHE, the ACUPCC, and the USGBC.

A brief summary of additional ways the institution collaborates with other campuses to advance sustainability :

Joliet Junior College is one of 21 Illinois community colleges in an education consortium, known as the Illinois Network for Advanced Manufacturing (INAM), that received a \$12.9 million federal grant from the U.S. Department of Labor to support innovative job training and manufacturing programs.

<http://www.jjc.edu/communications/Pages/news.aspx?i=624>

The website URL where information about cross-campus collaboration is available:

<http://jjc.edu/about/committees/sustainable-campus>

Continuing Education

Score	Responsible Party
0.30 / 5.00	Layton Cooper Coordinator Employer Relations

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

Courses that address sustainability include continuing education sustainability courses and continuing education courses that include sustainability. Courses that can be taken for academic credit are not included in this credit. They are covered by the Curriculum subcategory.

Part 2

Institution has at least one sustainability-themed certificate program through its continuing education or extension department.

Degree-granting programs (e.g. programs that confer Baccalaureate, Masters, and Associates degrees) and certificates that are part of academic degree programs are not included in this credit. They are covered in the Curriculum subcategory.

"---" indicates that no data was submitted for this field

Does the institution offer continuing education courses that address sustainability?:

Yes

Number of continuing education courses offered that address sustainability:

15

Total number of continuing education courses offered:

1,500

A copy of the list and brief descriptions of the continuing education courses that address sustainability:

A list and brief descriptions of the continuing education courses that address sustainability:

Biofuel Production Operations
Indoor Environmentalist
Wind Energy
ICD-Fast Track Course
Performing Comprehensive Building Assessments

JJC publishes and distributes a catalog to all its residents in the district including a website:

<http://www.jjc.edu/community-education/Documents/continuing-education-catalog.pdf>

Sustainable courses can be found on page 31 under "Green/Renewable Energy Careers"

JJC offers gardening classes including:

1. Rain Gardens
2. Butterfly Gardening
3. Award Winning Lawns and Landscaping
4. Growing Roses
5. Planting a Perennial Paradise
6. Design You Own Landscape
7. Gardening – Bees

The classes are designed to create beautiful gardens but also help control storm water and attract butterflies, hummingbirds and bees. We need to support pollinators by planting native gardens and plants that attract animals, birds, and insects including bees and butterflies. This will provide food, shelter areas and a safe habitat for them. We also need to educate the community about the importance of pollinators in our natural environment as well as our gardens. JJC provides these ideas through its continuing education programs held each semester.

Does the institution have at least one sustainability-themed certificate program through its continuing education or extension department?:

No

A brief description of the certificate program:

Year the certificate program was created:

The website URL where information about sustainability in continuing education courses is available :

<http://www.jjc.edu/community-education/Documents/continuing-education-catalog.pdf>

Community Service

Score

0.00 / 5.00

Responsible Party

Kerri O'Shea

Student Athlete Retention Specialist
Athletics

Criteria

Part 1

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

Part 2

Institution engages students in community service, as measured by the average hours contributed per full-time student per year.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Community Stakeholder Engagement

Score

0.00 / 2.00

Responsible Party

Samantha Ritz

Communications Specialist
Communications & External Relations

Criteria

Institution has adopted a framework for community stakeholder engagement in governance, strategy and operations. The framework includes:

1) Policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities (e.g. planning and development efforts, capital investment projects, and/or other activities and decisions that affect the broader community)

And

2) Established practices to identify and engage relevant community stakeholders, including any vulnerable or underrepresented groups.

Frameworks adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

This credit does not include the engagement of internal campus stakeholders (e.g. students, faculty and staff); internal stakeholder engagement is covered in *PA 3: Governance*.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Participation in Public Policy

Score

0.00 / 2.00

Responsible Party

Sue Klen

JJC Board of Trustees

JJC Board of Trustees

Criteria

Institution advocates for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group. This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Trademark Licensing

Score	Responsible Party
0.00 / 2.00	Cathy Trezek Project Coordinator Marketing

Criteria

Institution is a member of the Fair Labor Association (FLA) and/or the Worker Rights Consortium (WRC).

Submission Note:

After researching and conversing with various staff and departments at JJC. I find that we will not be pursuing credit in this area. Although the JJC bookstore vendors are ones who adhere to the FLA, JJC staff are not members of the FLA and do not plan to become members.

Per JJC bookstore staff:

I checked with all of our clothing vendors (Overture, JansSport, Boxercraft and J-America) and all adhere to FLA.

Thank you,

Cindy Mayfield

Cindy Mayfield
Bookstore Accounts Coordinator
Joliet Junior College Bookstore

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Hospital Network

Responsible Party

Criteria

Institution's affiliated hospital or health system is a member of the Global Green and Healthy Hospitals Network, the Healthier Hospitals Initiative and/or Practice Greenhealth.

This credit includes hospitals and health systems that are formally affiliated with a higher education institution (sometimes called "university hospitals"). Other types of health care providers (e.g. insurers through which an institution obtains health care for its employees) are not included.

This credit was marked as **Not Applicable** for the following reason:

The institution does not have an affiliated hospital or health system.

Operations

Air & Climate

Points Claimed 1.33

Points Available 11.00

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

Credit	Points
Greenhouse Gas Emissions	1.33 / 10.00
Outdoor Air Quality	0.00 / 1.00

Greenhouse Gas Emissions

Score

1.33 / 10.00

Responsible Party

Patrick Van Duyne

Director

Facility Services

Criteria

Part 1

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions. The inventory may be validated internally by campus personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party.

Part 2

Institution reduced its adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a baseline.

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO₂e) per gross square foot (0.002 MtCO₂e per gross square metre) of floor area.

Performance for Part 3 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

For this credit, the following carbon offsets may be counted:

1. Institution-catalyzed carbon offsets (popularly known as "local offsets")
2. Carbon sequestration due to land that the institution manages specifically for sequestration (as documented in policies, land management plans or the equivalent)
3. Carbon storage from on-site composting
4. Third-party verified purchased carbon offsets

Purchased Renewable Energy Certificates (RECs) that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party may be counted as zero emissions energy for purposes of Scope 2 GHG accounting.

Purchased carbon offsets and RECs that have not been third-party verified do not count.

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit.

"---" indicates that no data was submitted for this field

Does the institution's GHG emissions inventory include all Scope 1 and Scope 2 GHG emissions?:

Yes

Does the institution's GHG emissions inventory include all Scope 3 GHG emissions from any of the following categories?:

	Yes or No
Business travel	Yes
Commuting	Yes
Purchased goods and services	No
Capital goods	No
Fuel- and energy-related activities not included in Scope 1 or Scope 2	No
Waste generated in operations	No

Does the institution's GHG emissions inventory include Scope 3 emissions from other categories?:

No

A brief description of the methodology and/or tool used to complete the GHG emissions inventory:

The GHG emissions were calculated by an independent third party consultant as part of Joliet Junior Colleges' Climate Action Plan completed as part of the commitment to the American College & University Presidents' Climate Commitment. Document is available for review at the URL listed below.

Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:

Yes

A brief description of the internal and/or external verification process:

The GHG emissions inventory, Scope 1, 2, 3 review and verification, including calculations and mitigation strategies were conducted by an independent third party consultant, Legat Architects, using both historical and design data. JJC 2011 Climate Action Plan published provides detailed summary of the process and results.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	<i>3,139 Metric Tons of CO2 Equivalent</i>	<i>2,419 Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	<i>867 Metric Tons of CO2 Equivalent</i>	<i>738 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	<i>25,003 Metric Tons of CO2 Equivalent</i>	<i>18,337 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Carbon sequestration due to land that the institution manages specifically for sequestration	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Third-party verified carbon offsets purchased	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

A brief description of the institution-catalyzed carbon offsets program:

Not applicable.

A brief description of the carbon sequestration program and reporting protocol used:

Not applicable.

A brief description of the composting and carbon storage program:

Not applicable.

A brief description of the purchased carbon offsets, including third party verifier(s) and contract timeframes:

Not applicable.

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	0	0
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	9,431	10,709
Full-time equivalent of employees	1,630	1,630
Full-time equivalent of distance education students	0	0

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	July 1, 2010	June 30, 2011
Baseline Year	July 1, 2009	June 30, 2010

A brief description of when and why the GHG emissions baseline was adopted:

Joliet Junior College created a Climate Action Plan in 2011. Fiscal year 2009-2010 was used as a closest baseline from which to start documenting future improvements.

Gross floor area of building space, performance year:

1,147,000 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	<i>22,000 Square Feet</i>
Healthcare space	<i>0 Square Feet</i>
Other energy intensive space	<i>0 Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	<i>415 Metric Tons of CO2 Equivalent</i>
Commuting	<i>2,542 Metric Tons of CO2 Equivalent</i>
Purchased goods and services	<i>0 Metric Tons of CO2 Equivalent</i>
Capital goods	<i>0 Metric Tons of CO2 Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	<i>0 Metric Tons of CO2 Equivalent</i>
Waste generated in operations	<i>0 Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	<i>0 Metric Tons of CO2 Equivalent</i>

A brief description of the sources included in Scope 3 GHG emissions from "other categories":

Scope 3 GHG emissions include JJC student and faculty commuting and business-related air travel (educational conferences and meetings) conducted by JJC faculty and administrators.

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

<http://jjc.edu/about/committees/sustainable-campus/Documents/JJC%202011%20Climate%20Action%20Plan.pdf>

A brief description of the institution's GHG emissions reduction initiatives, including efforts made during the

previous three years:

Mitigation strategies are identified on Page 18 of the JJC Climate Action Plan (see URL above). Many of the efforts over the past three years have been to improve Energy Efficiency and Conservation, listed as Strategy 01 in the plan. Joliet Junior College (JJC) has partnered with Smart Energy Design Assistance Center (SEDAC). SEDAC has conducted retro-commissioning studies which provide Joliet Junior College with a list of retro-commissioning measures (RCxM). JJC has completed all of the measures for our T-building and we are currently starting on measures for C-G Buildings.

Outdoor Air Quality

Score

0.00 / 1.00

Responsible Party

Criteria

Part 1

Institution has adopted policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources. Policies and/or guidelines may include, but are not limited to, prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and other strategies for minimizing mobile emissions.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for Part 1 of this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Buildings

Points Claimed 5.97

Points Available 8.00

This subcategory seeks to recognize institutions that are taking steps to improve the sustainability performance of their buildings. Buildings are generally the largest user of energy and the largest source of greenhouse gas emissions on campuses. Buildings also use significant amounts of potable water. Institutions can design, build, and maintain buildings in ways that provide a safe and healthy indoor environment for inhabitants while simultaneously mitigating the building's impact on the outdoor environment.

Credit	Points
Building Operations and Maintenance	2.84 / 4.00
Building Design and Construction	2.13 / 3.00
Indoor Air Quality	1.00 / 1.00

Building Operations and Maintenance

Score	Responsible Party
2.84 / 4.00	Patrick Van Duyne Director Facility Services

Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system for existing buildings, e.g. LEED® for Existing Buildings: Operations & Maintenance (O&M)

And/or

2) Operated and maintained in accordance with formally adopted sustainable operations and maintenance guidelines and policies that cover all of the following:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

"---" indicates that no data was submitted for this field

Does the institution have any building space certified under the following green building rating systems for existing buildings?:

	Yes or No
LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)	Yes
The DGNB system, Green Star Performance, or another 3-tier GBC rating system	No

BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system	No
Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)	No

A brief description of the green building rating system(s) used and/or a list or sample of certified buildings and ratings:

LEED

Campus Center - LEED Gold (114,538SF)

Facility Services - LEED Gold (40,572SF)

Health Professions Center - LEED Gold (124,694SF)

Automotive Expansion - LEED Silver (17,022SF)

Science Expansion - LEED Silver (86,620SF)

Greenhouse - LEED Certified (11,626SF)

Total floor area of eligible building space (operations and maintenance):

395,072 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	11,626 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	103,642 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	279,804 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	0 <i>Square Feet</i>

Floor area of building space that is certified at each level under a 3-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---
Mid-Level	---

Highest Achievable Level	---
---------------------------------	-----

Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

Floor area of building space that is certified at any level under other green building rating systems for existing buildings:

Floor area of building space that is maintained in accordance with formally adopted sustainable building operations and maintenance guidelines or policies, but NOT certified:

A copy of the sustainable building operations and maintenance guidelines or policies:

The date the guidelines or policies were formally adopted:

A brief description of the sustainable building operations and maintenance program and/or a list or sample of buildings covered:

Using building automation software (JCI), the heating and cooling are monitored and scheduled in accordance to class/event schedules. JJC closes on Fridays in the summer months and consolidates classes to M-Th. We have established complete preventative maintenance program for all HVAC equipment, including filters, pumps, traps, and annual boiler tune-ups.

A brief description of how the institution ensures compliance with sustainable building operation and maintenance guidelines and policies:

We do not have written guidelines or policies.

The website URL where information about the institution's certified buildings and/or sustainable operations and maintenance guidelines or policies is available:

Building Design and Construction

Score	Responsible Party
2.13 / 3.00	Patrick Van Duyne Director Facility Services

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the previous five years are:

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

"---" indicates that no data was submitted for this field

Does the institution have any building space certified under the following green building rating systems for new construction and major renovations?:

	Yes or No
LEED or another 4-tier rating system used by an Established Green Building Council (GBC)	Yes
The DGNB system, Green Star, or another 3-tier GBC rating system	No

BREEAM, CASBEE, or another 5-tier GBC rating system	No
The Living Building Challenge	No
Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)	No

A brief description of the green building rating system(s) used and/or a list of certified buildings and ratings:

LEED

- Campus Center - LEED Gold (114,538SF)
- Facility Services - LEED Gold (40,572SF)
- Health Professions Center - LEED Gold (124,694SF)
- Automotive Expansion - LEED Silver (17,022SF)
- Science Expansion - LEED Silver (86,620SF)
- Greenhouse - LEED Certified (11,626SF)

Total floor area of eligible building space (design and construction):

395,072 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	11,626 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	103,642 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	279,804 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	---

Floor area of building space that is certified at each level under a 3-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---

Mid-Level	---
Highest Achievable Level	---

Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

Floor area of building space certified Living under the Living Building Challenge:

Floor area of building space that is certified at any level under other green building rating systems for new construction and major renovations:

Floor area of building space that was designed and constructed in accordance with green building policies or guidelines but NOT certified:

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

A brief description of the green building guidelines or policies and/or a list or sample of buildings covered:

A brief description of how the institution ensures compliance with green building design and construction guidelines

and policies:

During the construction phases, we worked with A/E's to assure LEED certification was met and all guidelines were followed. We are now partnering with SEDAC (Smart Energy Design Assistance Center) to retro commission existing buildings and plan to utilize their services to maintain LEED status on the certified buildings.

The website URL where information about the institution's certified buildings and/or green building design and construction guidelines or policies is available:

<http://www.jjc.edu/about/committees/sustainable-campus/Documents/JJC%20LEED%20Projects%20Scorecard%2020120424.pdf>

Indoor Air Quality

Score	Responsible Party
1.00 / 1.00	Patrick Van Duyne Director Facility Services

Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

Policies and plans adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

---" indicates that no data was submitted for this field

Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:

1,200,000 *Square Feet*

Gross floor area of building space:

1,200,000 *Square Feet*

A brief description of the institution's indoor air quality program(s):

JJC has a building automation system (BAS) that monitors the operation of the HVAC systems throughout the campus. The system trends equipment use and notifies staff on any alarms or system failures. This includes notifications such as dirty filters, air handling systems not running or ventilation dampers malfunctioning, which allows JJC maintenance personnel to address the issues prior to indoor air quality issues developing. Additionally, the College has a service desk that allows building users to register complaints and concerns with environmental conditions. Any issues are registered and work orders developed so Facility Services can address the problem. The JJC Facility Services staff consists of 18 full time maintenance personnel with 24/7 availability so any concerns can be addressed in a timely manner.

The website URL where information about the institution's indoor air quality program(s) is available:

Dining Services

Points Claimed 1.26

Points Available 7.00

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

Please note that while dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food, STARS measures these impacts across the institution instead of by department; therefore, the benefits of these actions are captured in the Energy, Water, Waste, and Purchasing subcategories, respectively.

From the institution:

FOOD SERVICES -MAIN CAMPUS,RENAISSANCE CENTER
CULINARY ARTS NOT INCLUDED THUS FAR

Credit	Points
Food and Beverage Purchasing	1.26 / 4.00
Low Impact Dining	0.00 / 3.00

Food and Beverage Purchasing

Score	Responsible Party
1.26 / 4.00	Terry Pagoria Manager Food Services

Criteria

Part 1

Institution's dining services purchase food and beverages that meet at least one of the following criteria:

- Local and community-based

And/or

- Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community- based products:

- Are sourced from local community-based producers (directly or through distributors)
- Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
- Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the [STARS Technical Manual](#). Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in "Notes about this submission".

Part 1 of this credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending services, and concessions are excluded from Part 1.

Part 2

Institution's on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

"---" indicates that no data was submitted for this field

Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:

31.40

A copy of an inventory, list or sample of sustainable food and beverage purchases:

[155820012 Standard Purchase Report \(HQManufacturingPI\)_2.pdf](#)

An inventory, list or sample of sustainable food and beverage purchases:

Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:

No

Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:

0

A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

N/A

A brief description of the sustainable food and beverage purchasing program:

All purchases from our current food vendor (Gordon Food Services) are designated as local and community-based. This practice will continue during the duration of the contract with Gordon Food Services. If JJC enters into a new contract with a different vendor, we will ensure a certain percentage of food purchases are sourced from local and community-based suppliers.

A brief description of the methodology used to track/inventory sustainable food and beverage purchases:

Our current food vendor (Gordon Food Services) tracks all of our "local" purchases on an annual basis thru their "Near Buy" program.

Total annual food and beverage expenditures:

700,000 US/Canadian \$

Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:

	Present?	Included?
Dining operations and catering services operated by the institution	Yes	Yes
Dining operations and catering services operated by a contractor	No	No
Franchises	No	No
Convenience stores	No	No
Vending services	Yes	Yes
Concessions	No	No

Has the institution achieved the following?:

	Yes or No
Fair Trade Campus, College or University status	No
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	---
Marine Stewardship Council (MSC) certification	No
Signatory of the Real Food Campus Commitment (U.S.)	No

A brief description of other sustainable restaurant and food service standards that the institution's dining services operations are certified under:

N/A

The website URL where information about the institution's sustainable food and beverage purchasing efforts is available:

Low Impact Dining

Score

0.00 / 3.00

Responsible Party

Terry Pagoria
Manager
Food Services

Criteria

Part 1

Conventionally produced animal products comprise less than 30 percent of the institution's total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

- Third party verified to be ecologically sound and/or humane (see *OP 6: Food and Beverage Purchasing*)

Or

- Verified by the institution to be both ecologically sound and humane (e.g. "Pasture Raised", "Grass Fed" or "Humanely Raised") through a relationship with a local producer

Part 2

Institution:

- Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

And

- Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Energy

Points Claimed 2.43

Points Available 10.00

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global climate change. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

Implementing conservation measures and switching to renewable sources of energy can help institutions save money and protect them from utility rate volatility. Renewable energy may be generated locally and allow campuses to support local economic development. Furthermore, institutions can help shape markets by creating demand for cleaner, renewable sources of energy.

Credit	Points
Building Energy Consumption	2.09 / 6.00
Clean and Renewable Energy	0.34 / 4.00

Building Energy Consumption

Score	Responsible Party
2.09 / 6.00	Patrick Van Duyne Director Facility Services

Criteria

Part 1

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

"---" indicates that no data was submitted for this field

Total building energy consumption, all sources (transportation fuels excluded):

	Performance Year	Baseline Year
Total building energy consumption	123,122 <i>MMBtu</i>	89,312 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	59,019 <i>MMBtu</i>	42,812 <i>MMBtu</i>
District steam/hot water	0 <i>MMBtu</i>	0 <i>MMBtu</i>

Gross floor area of building space::

	Performance Year	Baseline Year
--	------------------	---------------

Gross floor area	1,147,000 <i>Gross Square Feet</i>	796,800 <i>Gross Square Feet</i>
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Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	0 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	

Degree days, performance year (base 65 °F / 18 °C)::

	Degree Days
Heating degree days	7,423
Cooling degree days	1,050

Source-site ratios::

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	3.14
District steam/hot water	1.20

Start and end dates of the performance year and baseline year (or 3-year periods)::

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2010	June 30, 2011

A brief description of when and why the building energy consumption baseline was adopted:

This baseline year was adopted due to the new construction that was to be completed on JJC's main campus over the next few years. JJC had the desire to monitor the energy consumption and mark the changes, as we added new buildings that were designed with new energy

savings guidelines.

A brief description of any building temperature standards employed by the institution:

During occupied mode, spaces are generally set to 68F in heating season and 74F in cooling season. During unoccupied modes, temperatures are reset to 62F for heating and 82F for cooling.

A brief description of any light emitting diode (LED) lighting employed by the institution:

Approximately 60% of the campus space is served by LED fixtures including nearly all of the lighting in recent campus additions.

A brief description of any occupancy and/or vacancy sensors employed by the institution:

Approximately 60% of the campus spaces is connected to occupancy sensors including nearly all of the lighting in recent campus additions. Vacancy sensors are being added to new projects as Energy Code dictates.

A brief description of any passive solar heating employed by the institution:

The Facility Services building has a passive solar heating system on its outside air system. Exterior ductwork is mounted on the roof of the building and during periods with cold and sunny ambient conditions, outside air is routed through the ductwork to pick up heat prior to entering the air handler.

A brief description of any ground-source heat pumps employed by the institution:

Three new projects completed within the last couple years include the use of ground-source heat pumps. The Campus Center renovation and addition and the Facility Services building implement water-to-air heat pumps connected to a geothermal loop. The Health Professions Center uses water-to-water heat pumps to generate heating water and chilled water that is distributed to a chilled beam and centralized air handling unit system. The water-to-water heat pump are also served by a geothermal loop.

A brief description of any cogeneration technologies employed by the institution:

None.

A brief description of any building recommissioning or retrofit program employed by the institution:

A comprehensive retro-commissioning study was performed by Illinois Smart Energy Design Assistance Center (SEDAC) and recommendations are starting to be implemented for Building T and C-G. Additional studies are currently being performed on Buildings H, J and K.

A brief description of any energy metering and management systems employed by the institution:

The entire campus is currently connected to a Building Automation System (BAS). Some areas of campus have greater monitoring capability than others, however, all recent additions and renovations have provided significant metering and alarming capabilities of the HVAC systems. Additional upgrades are planned for areas that have less BAS capabilities.

A brief description of the institution's program to replace energy-consuming appliances, equipment and systems with high efficiency alternatives:

JJC completed a Facility Condition Assessment in 2008. This assessment is a living document that provides total useful life of mechanical equipment and interior space elements. When energy consuming equipment has reached its useful life, Facility Services works with the Business office to specify energy efficient replacements and procure those pieces of equipment.

A brief description of any energy-efficient landscape design initiatives employed by the institution:

The 2008 Master Plan developed a landscape master plan. All landscape is now native drought resistant landscaping. Integrated Pest Management was also employed at that time.

A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:

JJC has required in the vendor contracts that energy efficient machines must be provided. We have also required the vendor to turn off the lighting on these machines and have place placards on the machines to communicate the machines are still on even though the lighting is off to save energy.

A brief description of other energy conservation and efficiency initiatives employed by the institution:

We are currently retrofitting all interior and exterior lighting to LED. We are approximately 50% completed across all campuses. We have installed water misers on all of the sink faucets, low flush toilets/urinals, and motion sensors on all classrooms and all offices. We are also implementing two stage lighting on all stairwells. We converted one building from pneumatic to DDC and are planning to retrofit the remaining buildings. Carpet is standardized with Interface recycled carpet tiles throughout all campuses. We also replaced 90% of all roofs with white EPDM roofing systems.

The website URL where information about the institution's energy conservation and efficiency initiatives is available:

Clean and Renewable Energy

Score	Responsible Party
0.34 / 4.00	Patrick Van Duyne Director Facility Services

Criteria

Institution supports the development and use of clean and renewable energy sources, using any one or combination of the following options.

- Option 1: Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.
- Option 2: Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.
- Option 3: Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.
- Option 4: Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy’s technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution’s electric utility through a certified green power purchasing option.

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

"---" indicates that no data was submitted for this field

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	1.70 <i>MMBtu</i>
Option 2: Non-electric renewable energy generated on-site	0 <i>MMBtu</i>
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 <i>MMBtu</i>
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	8,852 <i>MMBtu</i>

Total energy consumption, performance year:

103,102 *MMBtu*

A brief description of on-site renewable electricity generating devices :

Building A has a photovoltaic system consisting of 2 panels each approximately 200 watts.

A brief description of on-site renewable non-electric energy devices:

None.

A brief description of off-site, institution-catalyzed, renewable electricity generating devices:

None.

A brief description of the RECs and/or similar renewable energy products:

JJC purchases 15% of OUR electricity via REC's.

The website URL where information about the institution's renewable energy sources is available:

Grounds

Points Claimed 3.30

Points Available 4.00

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving water and resources.

Credit	Points
Landscape Management	1.30 / 2.00
Biodiversity	<p data-bbox="1425 621 1547 646">2.00 / 2.00</p> <p data-bbox="857 695 1547 762">This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:</p> <ul data-bbox="818 810 1547 1098" style="list-style-type: none"> <li data-bbox="818 810 1547 835">• Legally protected areas (e.g. IUCN Category I-VI) <li data-bbox="818 856 1547 924">• Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000) <li data-bbox="818 945 1547 1012">• Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites) <li data-bbox="818 1033 1547 1100">• Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas) <p data-bbox="824 1148 1547 1331">Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning or an equivalent resource or study.</p> <p data-bbox="1479 1379 1547 1404">Close</p>

Landscape Management

Score	Responsible Party
1.30 / 2.00	Richard Rivera Assistant Director Facility Services/Roads & Grounds

Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none">• Using least-toxic chemical pesticides,• Minimum use of chemicals, and• Use of chemicals only in targeted locations and only for targeted species

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

"---" indicates that no data was submitted for this field

Figures required to calculate the total area of managed grounds::

	Area
Total campus area	<i>423 Acres</i>
Footprint of the institution's buildings	<i>17.90 Acres</i>
Area of undeveloped land, excluding any protected areas	<i>133.50 Acres</i>

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	<i>106.30 Acres</i>
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	<i>165.30 Acres</i>
Managed organically, third party certified and/or protected	<i>0 Acres</i>

A copy of the IPM plan:

[IPM.pdf](#)

The IPM plan :

The College has an IPM action plan for its natural areas on the campus that combines various management strategies to deal with pest problems. Action thresholds center around protection of lake water quality and preventing the spread of invasive species. To achieve these thresholds, the College emphasizes monitoring, prevention, control and training actions. Areas are routinely monitored for pests and invasive species so that appropriate control decisions can be made. Primary tools for control include biological, cultural, mechanical and chemical. Biological controls focus on establishing/reestablishing healthy prairie plant communities that attract migratory birds and other beneficial fauna and that are resistant to invasion. The College has established an active burn program as a cultural measure to control invasive species and promote healthy ecosystems. Specific control measures are identified and used as needed depending on the pest species identified. Mechanical (mowing) is utilized for some species; chemical (herbicide) application is utilized for other specific species. Other IPM actions include training and licensing activities to ensure safe herbicide/pesticide applications, as well as contractual requirements to ensure seed purchased is certified "weed free" and that contractors are properly licensed. The adoption of multiple pest management methods continues to help the College achieve its goal of creating and maintaining healthy ecosystems on the campus. The College's Groundskeeping staff and contractors are licensed Pesticide Applicators and Operators under the State of Illinois Department of Agriculture Bureau of Environmental Programs. As State of Illinois Licensed Pesticide Applicators and Operators, we are signatory to the State of Illinois IPM plan which is attached above and included in Illinois Pesticide Training Manual SP39.

A brief summary of the institution's approach to sustainable landscape management:

JJC's approach to sustainable landscape management focuses on a process that incorporates good planning, design, operations, and maintenance in ways that look to "fit" elements to the landscape rather than "imposing" them on the landscape. This process starts with a thorough understanding of site conditions and assessment of the built landscape's capability to support existing natural ecological functions. Consequently, practical ideas and techniques are identified that support sustainable landscape management on campus. Some examples include recycling debris on site to provide mulch and compost, creating infiltration basins near new buildings and within parking lots to reduce runoff and improve water quality, minimizing mowing and returning clippings to provide additional nutrients and moisture to plants, and emphasizing the use of native and climate-tolerant adapted species relative to campus landscape design. Species are selected that do not rely on permanent irrigation systems to survive, and require less fertilization, two aspects that have beneficial impacts on the environment. Additionally, the College has recently restored much of the campus's undeveloped area to native prairie and savanna ecosystems, an action that promotes good land stewardship and a healthier environment. Ultimately, sustainability is about creating healthy ecosystems that provide benefits to all living organisms.

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

JJC's Master Plan identifies areas that are appropriate for various types of landscape treatment. Once established, these areas are monitored frequently and maintained so as to meet sustainable landscape management objectives. For many areas, appropriate native species are selected based on an evaluation of the ecological setting of the site. For example, mesic-wet-mesic native plant species have been selected for low-lying, wetter sites while more drought-tolerant xeric native plant species have been selected for hotter, drier sites. The institution controls and manages invasive plant species through frequent monitoring of sites. Invasive and non-desirable species are physically removed in many areas within the campus landscaped sites. Herbiciding and physical removal are currently utilized for the larger natural areas due to the restoration efforts recently undertaken. Ultimately, JJC will control invasive plant species in these areas through establishment of native plants that, over time, will fill in and preclude invasive species. Invasive species are further controlled through the implementation of a Burn Program established by JJC for its natural areas.

A brief description of the institution's landscape materials management and waste minimization policies and practices:

The College recycles all landscape waste and compost generated at all campuses. All woody landscape waste is chipped into mulch and recycled into existing plant beds at all campuses. All vegetative landscape waste is transported to our compost pile for use in the Ag fields as soil amendments.

A brief description of the institution's organic soils management practices:

Much of JJC's campus area is characterized by shallow soils over limestone bedrock. Consequently, the institution emphasizes practices that minimize soil disturbance as much as practicable. Organic debris (leaves, fallen limbs) is left undisturbed within undeveloped and natural areas unless it is deemed unsafe. Inorganic fertilizers and chemicals are not applied in these areas, especially near the campus's existing lake where disturbances to shallow soils can readily affect the lake's ecosystem.

A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:

JJC emphasizes the use of recycled and reused materials and sustainable products as part of its landscape management program. Re-used pavers were recently utilized as part of the design and construction of an outside sitting area for the campus's new cafeteria. As part of its sustainability commitment, JJC routinely requires landscape material be obtained from local/regional nurseries. Native seed species are required to be of local genotype within a radius of 250 miles from the project site.

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:

JJC has a strong commitment to protecting the integrity of the natural hydrology of the campus. Many of the campus's stormwater management areas are designed with infiltration basins to help catch sediment and improve water quality leaving the site. Similarly, porous paving materials are frequently used to help infiltrate runoff, as was recently done with part of the campus's new loop access road and several walkways. The institution's emphasis on native and regionally-adaptable plant species helps keep potable water for irrigation to a minimum. One example is the campus' Greenway, which includes drought-tolerant fescue grasses. A significant objective for protecting JJC's natural hydrology is the on-going management and protection of the headwaters to the campus lake. This area consists of a native fen, actively managed and protected by the College.

A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):

Since each snow and ice event is unique, the College applies only the minimal amount of deicing materials necessary per occurrence to maintain the safety of college roadways, parking lots and walkways.

A brief description of any certified and/or protected areas:

The College maintains and protects an existing three acre fen located at the headwaters of the campus's lake. The fen is home to a number of high quality wetland and prairie plants, and is an important element in protecting the water quality of the lake.

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:

No

The website URL where information about the institution's sustainable landscape management programs and practices is available:

Score

2.00 / 2.00

Responsible Party

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g. IUCN Category I-VI)
- Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)
- Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)
- Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

Richard Rivera
Assistant Director
Facility Services/Roads & Grounds

Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the [Integrated Biodiversity Assessment Tool \(IBAT\)](#) for Research & Conservation Planning or an equivalent resource or study.

[Close](#)

Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

Submission Note:

Additional files related to this submission are linked from the JJC Sustainability website:

<http://www.jjc.edu/about/committees/sustainable-campus/Pages/AASHE-STARs.aspx>

stars.aashe.org

---" indicates that no data was submitted for this field

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

Yes

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:

The JJC Main Campus in Joliet, IL borders on the north and west sides properties owned by the Will County Forest Preserve District. Will County FPD lands are managed for conservation and protection of species. JJC has several sites for biodiversity and regions of conservation importance on institution owned lands known as the JJC Natural Areas, both at the Main Campus in Joliet, IL and our Romeoville Campus in Romeoville, IL.

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:

Yes

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:

Yes

The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:

Methodology used is survey and transects of the JJC natural areas. Monitoring process is ongoing during our Natural Areas Restoration Maintenance Project, which is currently in our sixth year scheduled to end June 30, 2015. The College has plans and is currently budgeting to continue the project for an additional 3 years. Formal assessments were conducted from 2002 to present.

A brief description of identified species, habitats and/or environmentally sensitive areas:

A 2002 survey found 2 rare species of Lichens, *Trapelia involuta* & *Xanthoparmelia cumberlandia*. Habitats and environmentally sensitive areas are too numerous to mention. See files JJC Lichen Survey Report, JJC Nature Trails Brochure, JJC Nature Trail Map, JJC Tree Survey & Map, JJC Natural Areas Historical Overview and JJC Resolution Natural Areas, all linked from our Sustainability website:

<http://www.jjc.edu/about/committees/sustainable-campus/Pages/AASHE-STARs.aspx>

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or

environmentally sensitive areas:

See plans and specifications for protection of species, habitats and environmentally sensitive areas, at the URL below.

The website URL where information about the institution's biodiversity policies and programs(s) is available:

Purchasing

Points Claimed 1.98

Points Available 6.00

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

Credit	Points
Electronics Purchasing	0.16 / 1.00
Cleaning Products Purchasing	0.79 / 1.00
Office Paper Purchasing	0.28 / 1.00
Inclusive and Local Purchasing	0.25 / 1.00
Life Cycle Cost Analysis	0.00 / 1.00
Guidelines for Business Partners	0.50 / 1.00

Electronics Purchasing

Score	Responsible Party
0.16 / 1.00	Roxanne Venegas Manager Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

"---" indicates that no data was submitted for this field

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:

No

A copy of the electronics purchasing policy, directive, or guidelines:

The electronics purchasing policy, directive, or guidelines :

The college's procurement documents for computers, laptops, and other applicable electronics contain an Energy Star qualified/energy star 5.0 requirement.

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

Vendors that are unable to satisfy the Energy Star requirements will not be awarded the bid, quote, or proposal.

Does the institution wish to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:

Yes

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Bronze	0 US/Canadian \$
EPEAT Silver	0 US/Canadian \$
EPEAT Gold	313,379.62 US/Canadian \$

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

1,514,833.86 US/Canadian \$

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

Cleaning Products Purchasing

Score	Responsible Party
0.79 / 1.00	Nick Sciacotta Superintendent Custodial

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
 - General-purpose, bathroom, glass, and carpet cleaners
 - Biologically-active cleaning products (enzymatic and microbial products)
 - Floor-care products, e.g. floor finish and floor finish strippers
 - Hand cleaners
 - Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
 - Plastic film products (e.g. garbage bags/liners)
 - Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
 - Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses
-

"---" indicates that no data was submitted for this field

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:

Yes

A copy of the green cleaning product purchasing policy, directive, or guidelines:

[Green_Building_OM_Manual_PHA.pdf](#)

The green cleaning product purchasing policy, directive, or guidelines:

JJC utilizes cleaning procedures and product use/selection as outlined in the Green Building Operations and Maintenance Manual for Public Housing Authorities, attached above.

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

Green Seal and/or UL Environment certification requirements are listed on bid items.

Joliet Junior College has adapted all custodial supplies to meet requirements to achieve and maintain specified LEED certifications at all buildings/campuses regardless of current certification level.

Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?:

Yes

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

123,984.76 US/Canadian \$

Total expenditures on cleaning and janitorial products:

173,108 US/Canadian \$

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological (“green”) cleaning program?:

Yes

A brief description of the institution’s low-impact, ecological cleaning program:

JJC provides easily understood directions to cleaning staff in appropriate written languages or graphic representation for the dilution of chemical cleaning products. Staff members are trained on the following items in conjunction with the green cleaning program.

∞ Track the quantities of cleaning chemicals used over time on at least a quarterly basis by utilizing WebTMA inventory controls and area PM material use and cost tracking.

∞ Use a chemical measuring and dilution control system that limits worker exposure to chemical concentrates while facilitating the proper dilution of these concentrates (e.g., wall-mounted dispensing systems where concentrates are sequestered and dispensed remotely and cleaning chemical is automatically mixed with water for proper end-use dilution without the worker needing to touch concentrates). Currently JJC utilizes Spartan Clean-on-the-Go dilution control systems in combination with equipment designed for chemical-less cleaning.

∞ Use the appropriate technology (coarse spray or squirt bottles, automatic chemical dispensers on powered equipment, etc.) for applying the chemical product to avoid aerosolization, overuse, or waste.

∞ Provide directions for the proper rinsing and disposal of expended or empty chemical solution containers.

∞ Reduce, minimize, or eliminate the need for using cleaning chemicals if possible.

- ∞ Provide employees with initial, on-site, site-specific, and annual in-service training. Training should be done in a manner that respects unique needs of the employee, such as limited English proficiency, physical challenges, or learning disabilities. All employees should receive training and/or education on an annual basis to maintain knowledge of correct procedures for safety, tools, techniques, and pertinent environmental standards.
- ∞ Train cleaning personnel in the proper handling of chemicals, proper use and maintenance of equipment, and proper cleaning procedures.
- ∞ Train purchasing personnel in the selection of green cleaning materials.
- ∞ Give all personnel standard safety training, including how to reduce and prevent ergonomic injuries and exposure to hazardous materials.
- ∞ Provide site-specific training focusing on standards for the facility to which workers will be assigned. This site-specific training covers: facility specific cleaning instructions, tailored procedural training (e.g., servicing areas for vulnerable populations) based on the needs of the facility and occupants, and hazardous communication standards.

A copy of the sections of the cleaning contract(s) that reference certified green products:

[CustodialBidDocFY2014.pdf](#)

The sections of the cleaning contract(s) that reference certified green products:

The custodial bid documents for FY2014 includes soaps/hand sanitizers, paper products, and liners. The bid specifies that products that are not brand specific must be Green Seal certified (GS-01) for paper products and meet ASTM D6954-04 for degradable liners. Other products listed are brand specific and are Green Seal certified products.

In addition to those specified in the custodial bid process, JJC also purchases the following products exclusively:

- Cleaning/Degreasing Agent: Simple Green (Green Seal Certified, RTU)
- General Purpose Cleaner: Spartan Clean by Peroxy (Green Seal Certified, Dilution controlled)
- Bathroom Cleaner: General use-Spartan Clean by Peroxy (Green Seal Certified, Dilution controlled), limited use - Spartan hdqC2 (dilution controlled)
- Glass Cleaner: Spartan Glass Cleaner (Green Seal Certified, Dilution controlled), Unger Hi-Flo water filtration system utilized for clear-water only exterior window cleaning (chemical-free)
- Carpet Cleaner: General use - Spartan Clean by Peroxy (Green Seal Certified, Dilution controlled), Carpet Spotter - Renown Spotter & Deodorizer (enzyme based, RTU)
- Biologically-active Cleaning Products: Renown Spotter & Deodorizer enzyme based and RTU, Sweet Nothings UL bacterial deodorant RTU, Nu Floor drain treatment enzyme based and RTU, Fresh Product Wave Urinal Screens enzyme based.
- Floor-Care Products: JJC utilized Square Scrub and orbital cleaning technology for water-based/chemical-free stripping.
- Hand Cleaners: Per bid Spartan Lite N' Foamy hand and body soap (Green Seal Certified)
- Toilet Paper: Per bid, product must meet GS-01 Certification
- Paper Towels: Per bid, product must meet GS-01 Certification
- Liners: Per bid, product must meet ASTM D6954-04 for biodegradable
- Odor Removers: Renown Spotter & Deodorizer enzyme based and RTU, Sweet Nothings UL bacterial deodorant RTU
- Graffiti Remover: Spartan Clean by Peroxy (Green Seal Certified, Dilution controlled), Soy Green Graffiti and Paint Remover (bio-based)

The website URL where information about the institution's green cleaning initiatives is available:

Office Paper Purchasing

Score	Responsible Party
0.28 / 1.00	Roxanne Venegas Manager Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

"---" indicates that no data was submitted for this field

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

A copy of the paper purchasing policy, directive or guidelines:

[A15001 Multi Purpose Paper 012215_3.pdf](#)

The paper purchasing policy, directive or guidelines:

Paper bid/quote documents request the recycled material percentages for all paper being bid. Bids are evaluated based on price, recycled material content, and whether the vendor is able to meet all bid/quote specifications. If everything else is equal, recycled paper is preferred. A sample bid document is attached.

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed :

Paper bid documents request the recycled material percentages for all paper being bid. Bids are evaluated based on price, recycled material content, and whether the vendor is able to meet all bid/quote specifications. If everything else is equal, recycled paper is preferred.

86% of the paper purchased from the January 2015 paper quote award contained 30% recycled content. This is a huge improvement from previous awards and was not captured in the data used in part two of this credit which includes FY 2014 figures.

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	16.21 <i>US/Canadian \$</i>
30-49 percent	391.99 <i>US/Canadian \$</i>
50-69 percent	0 <i>US/Canadian \$</i>
70-89 percent (or FSC Mix label)	0 <i>US/Canadian \$</i>
90-100 percent (or FSC Recycled label)	87.87 <i>US/Canadian \$</i>

Total expenditures on office paper :

6,944.34 *US/Canadian \$*

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

Inclusive and Local Purchasing

Score	Responsible Party
0.25 / 1.00	Roxanne Venegas Purchasing Manager BASV

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

"---" indicates that no data was submitted for this field

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

[8.5.3.Responsible Bidder.pdf](#)

The policy, guidelines or directive governing inclusive and local purchasing:

All bids are evaluated based on pricing in order to stay in compliance with ICCB procurement guidelines. However, in the event of tie bids, preferences will be given to persons or firms located within the confines of the college district if they are recognized as qualified and can provide the needed services of materials on a substantially equal basis with persons located outside of the college district.

Requests for Proposals (RFP), on the other hand, are evaluated by a number of factors. In many cases, proximity to the college is listed as evaluation criteria, especially when services are involved.

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

No

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

Life Cycle Cost Analysis

Score

0.00 / 1.00

Responsible Party

Janice Reedus

Director
Business & Auxillary Services

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Guidelines for Business Partners

Score	Responsible Party
0.50 / 1.00	Roxanne Venegas Purchasing Manager BASV

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

"---" indicates that no data was submitted for this field

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

Some

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

Some

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

All construction bid documents and contracts contain specific verbiage requiring all participating vendors to adhere to OSHA guidelines. This ensures conservation of an ecological balance by avoiding depletion of resources and protection for people and the environment from toxic chemicals and biological impacts.

The college has also signed a labor management project agreement with Three Rivers Construction Alliance to ensure that our vendors are adhering to prevailing wage standards. Certified payroll is required from all vendors on construction projects.

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

The college's Facility Services Department requires that awarded vendors sign contracts before work begins. Certified payroll is required from all vendors on construction projects. JJC also has a full-time Environmental Health & Safety Manager on staff.

The website URL where information about the institution's guidelines for its business partners is available:

Transportation

Points Claimed 1.79

Points Available 7.00

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

Credit	Points
Campus Fleet	0.00 / 1.00
Student Commute Modal Split	0.10 / 2.00
Employee Commute Modal Split	0.06 / 2.00
Support for Sustainable Transportation	1.63 / 2.00

Score

0.00 / 1.00

Responsible Party

Richard Rivera
Assistant Director
Facility Services/Roads & Grounds

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Student Commute Modal Split

Score	Responsible Party
0.10 / 2.00	Pat Van Duyne Director, Facilities Services Facilities Services

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

"---" indicates that no data was submitted for this field

Total percentage of students that use more sustainable commuting options:

5

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	95
Walk, bicycle, or use other non-motorized means	1
Vanpool or carpool	1
Take a campus shuttle or public transportation	2
Use a motorcycle, scooter or moped	1

A brief description of the method(s) used to gather data about student commuting:

A survey was conducted through the Institutional Research Departement.

The website URL where information about sustainable transportation for students is available:

stars.aashe.org

Employee Commute Modal Split

Score	Responsible Party
0.06 / 2.00	Patrick Van Duyne Director Facility Services

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

"---" indicates that no data was submitted for this field

Total percentage of the institution's employees that use more sustainable commuting options:

3

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	93
Walk, bicycle, or use other non-motorized means	1
Vanpool or carpool	2
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	0
Telecommute for 50 percent or more of their regular work hours	0

A brief description of the method(s) used to gather data about employee commuting:

A survey was conducted in February 2015 through the Institutional Research Department.

The website URL where information about sustainable transportation for employees is available:

Support for Sustainable Transportation

Score	Responsible Party
1.63 / 2.00	Patrick Van Duyne Director Facility Services

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

---" indicates that no data was submitted for this field

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

The Health Profession Center, Campus Center and Facility Services building have racks and showers. The Technical building, Science building and Planetarium have racks.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

The Health Profession Center, Campus Center and Facility Services building have racks and showers. The Technical building, Science building and Planetarium have racks. There are no long term racks and we do not have residence halls.

Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

Yes

A brief description of the bicycle/pedestrian policy and/or network:

Joliet Junior College has recently installed pedestrian pathways also utilized by cyclists from the closest city street to all building entrances on campus. The pathways also connect to the forest preserve bike and pedestrian pathways.

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

No

A brief description of the bicycle sharing program:

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

A brief description of the certification, including date certified and level:

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:

Yes

A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

Joliet Junior College is affiliated with the transit provider PACE. Pace offers discounted rates to students that can verify they are currently enrolled at JJC.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

No

A brief description of the GRT program:

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

There are 7 reserved van pool spaces identified around the campus.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

No

A brief description of the car sharing program:

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

Yes

A brief description of the electric vehicle recharging stations:

Joliet Junior College has two level 2 charging stations.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

No

A brief description of the telecommuting program:

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

Yes

A brief description of the condensed work week program:

Joliet Junior College recognized a low population on Fridays in the summer. The college is now closed approximately 13 Fridays during the summer months for energy conservation.

Does the institution have incentives or programs to encourage employees to live close to campus?:

No

A brief description of the incentives or programs to encourage employees to live close to campus:

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

Yes

A brief description of other sustainable transportation initiatives and programs:

Joliet Junior College has installed 70 Low Emission Vehicle parking spaces around the campus. These spaces are located closest to the buildings and are considered prime parking. LEV owners are required to register their vehicle with campus police and these spots are closely monitored.

The website URL where information about the institution's sustainable transportation program(s) is available:

Waste

Points Claimed 5.90

Points Available 10.00

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit	Points
Waste Minimization	2.10 / 5.00
Waste Diversion	1.80 / 3.00
Construction and Demolition Waste Diversion	1.00 / 1.00
Hazardous Waste Management	1.00 / 1.00

Waste Minimization

Score	Responsible Party
2.10 / 5.00	Nick Sciacotta Superintendent Custodial

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

"---" indicates that no data was submitted for this field

Waste generated::

	Performance Year	Baseline Year
Materials recycled	263.27 Tons	47 Tons
Materials composted	4.36 Tons	27.32 Tons
Materials reused, donated or re-sold	35.25 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	482.62 Tons	304 Tons

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	0	0
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	9,637	5,380
Full-time equivalent of employees	925	781
Full-time equivalent of distance education students	1,046	56

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 1993	June 30, 1994

A brief description of when and why the waste generation baseline was adopted:

The Waste Generation baseline was adopted as a result of the 1994 Waste Reduction Plan developed by Becker Associates, Inc. The Waste Reduction Plan from JJC was submitted to the Illinois Department of Commerce and Economic Opportunity in accordance with Illinois Public Act 86-1363, Section 415 ILCS 20/3.1.

A brief description of any (non-food) waste audits employed by the institution:

Joliet Junior College has utilized third party consulting firms Patrick Engineering to conduct the 2000, 2004 and 2009 Waste Reduction Plan Update, and Waste Specialty to conduct the 2014 Waste Reduction Plan Update submitted to the Illinois Department of Commerce and Economic Opportunity in accordance with Illinois Public Act 86-1363, Section 415 ILCS 20/3.1.

A brief description of any institutional procurement policies designed to prevent waste:

Sustainability/Recycling procedure 9.10 states: "The College is committed to the concept of waste minimization and the conservation of all materials and supplies in accordance with all national, state, and local laws and ordinances and beyond. Since 1991 the College has supported the active involvement of all campus constituencies in order to satisfy the environmental goals of waste minimization, material conservation and recycling."

Also, the college's surplus inventory policy requires that we sell unwanted surplus inventory through an online auction; items that do not sell are offered at no cost to the local public school districts and then to the local non-profits.

The college has also standardized classroom and office furniture to give more flexibility with re-using furniture on campus.

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

The Purchasing Department handles surplus furniture and equipment, which is available for academic use. Pictures, dimensions, and quality rating of items available for re-use on campus are available through the college's portal. Items that are not re-used on campus are sold or donated. The college has also standardized classroom and office furniture to give more flexibility with re-using furniture on campus.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

The Purchasing Department no longer prints training handouts. They are all available electronically through the college portal. This includes a 130+ page handbook for the colleges ERP system, which hasn't been printed in over 2 years. Additionally, instead of having three-part forms printed for our Independent Contractor Agreements, we are making this available in a fillable format electronically through the college's portal.

A brief description of any limits on paper and ink consumption employed by the institution:

Procedure 8.3.1.4 lists the following as ways to increase sustainability practices:

1. use electronic distribution for documents whenever possible versus distributing in paper form
2. copy and print documents double-sided
3. reuse the back of paper for interdepartmental use
4. use recycle bins
5. utilize recycled notepads available through Print Services
6. recycled paper can be taken to Print Services to create the notepads

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

Joliet Junior College does not have on-campus residence/residence halls.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

The college actively pursues the following waste minimization strategies:

-E-waste 3rd party disposal

stars.aashe.org

- Metal Recycling
- Wood Recycling
- C&D Waste Recycling
- Publicize waste reduction and recycling efforts
- Use of voicemail and email
- Use of double-sided settings on copiers
- Use of reusable interoffice mail envelopes
- Reusable shipping containers
- Removal of office/department from junk mail lists
- Use of hand dryers in restrooms
- Use washable rags instead of paper towels
- Separate hazardous waste from solid waste
- Preventative maintenance programs to reduce waste generated from breakdowns
- Sponsor charitable collections for end of year clothes, books, etc.

A brief description of any food waste audits employed by the institution:

Food Services does not conduct any food waste audits at this time.

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

Food Services keeps track of salad and sandwich grab & go production and produces items on a daily basis based on prior sales trends in order not to over-produce such items, resulting in waste. Compostable vegetative waste (no food scraps) are collected daily by Food Service and transported by Facility Services to our compost pile for use in the Ag fields.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

Food Services tracks left over grab & go produced items at the end of each shift and day. Adjustments are then made to the next day or week's production based on what was tossed on that particular day.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

Food Services at main campus utilizes only third party certified compostable products in all of its cups, plates and to-go containers for carry-out purchases. These products are not composted on campus but are picked up with the regular waste management pickups.

A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

Food Services at main campus utilizes only third party certified compostable products in all of its cups, plates and to-go containers for dine-in purchases. These products are not composted on campus but are picked up with the regular waste management pickups.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

Discounts ranging from \$.30 - \$.70 are offered to customers who take advantage of using the college's reusable coffee mug, sports beverage bottle and food container program. All three items are sold in the cafeteria and campus book store.

A brief description of other dining services waste minimization programs and initiatives:

Food Services collects #10 size food cans for recycling.

The website URL where information about the institution's waste minimization initiatives is available:

<http://www.jjc.edu/about/committees/sustainable-campus/Pages/recycling-jjc.aspx>

Waste Diversion

Score	Responsible Party
1.80 / 3.00	Nick Sciacotta Superintendent Custodial

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

"---" indicates that no data was submitted for this field

Materials diverted from the solid waste landfill or incinerator:

361.38 Tons

Materials disposed in a solid waste landfill or incinerator :

241.31 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

The actual cost of recycling for JJC for FY2014 was \$105,932 and included:

- 2 part time recyclers (Custodial department)
- Grounds department expenses for composting in Food Service and Greenhouse
- Co-Mingled recycling disposal contract
- Bio-Degradable can liners
- Replacement cost of recycling containers
- Replacement cost of public-area trash/recycling containers

The college provides all campus faculty and general staff with desk-side recycling containers. Containers are also provided in classrooms, labs, offices, and public spaces for the collection of mixed paper, plastic bottles, glass and aluminum. There are approximately 1200 recycling containers around the four campuses.

In addition to the activities of the Sustainability Initiatives Committee, the college uses display cases, bulletin boards, and e-communications to promote the sustainability initiatives and to educate faculty, students and staff.

JJC has partnered with PepsiCo as part of the PepsiCo Dream Machine Recycling Program.

JJC works with Will County for annual recycling events for the local community.

A brief description of any food donation programs employed by the institution:

The downtown Joliet Renaissance Center and the main campus Living Land Lab both donate surplus event food and crops to local food pantries and homeless shelters.

A brief description of any pre-consumer food waste composting program employed by the institution:

The main campus Food Services operations collects on a daily basis all vegetable and fruit scraps which come from the salad bar and catering production process. The scraps collected are picked up daily by Facility Services to be used in the agricultural fields.

A brief description of any post-consumer food waste composting program employed by the institution:

The Food Services department does not have a post-consumer food waste composting program in place at this time.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	Yes
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes

White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	No
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

Joliet Junior College works with Interface Carpets to recycle all used carpet tiles.

Construction and Demolition Waste Diversion

Score	Responsible Party
1.00 / 1.00	Nick Sciacotta Superintendent Custodial

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

"---" indicates that no data was submitted for this field

Construction and demolition materials recycled, donated, or otherwise recovered:

15.86 Tons

Construction and demolition materials landfilled or incinerated :

0 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate for construction and demolition waste:

All waste from internal C&D projects are sent to a separate C&D waste container for recycling through Republic Services.

Hazardous Waste Management

Score	Responsible Party
1.00 / 1.00	Nick Sciacotta Superintendent Custodial

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

"---" indicates that no data was submitted for this field

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

- 1) Reduction begins in the ordering process. Although there is no “central ordering officer” for chemical purchasing, most of the Departments have a limited number of people who have the authority to order chemicals or hazardous materials.
- 2) Departments are also instructed at the Safety Meetings to use the entire quantities of substances they purchase and not order more until needed.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

Every six months as required by EPA the hazardous, universal, and non-regulated chemicals and biomedical wastes are picked up and transported to a TSD facility by R3 Environmental Service according to EPA Standards. Manifests/documents are kept in the EHS Manager's office. All of the above are safely stored in L-1040, the Hazardous Waste Storage room, in required storage cabinets.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

The most recent spill was an approximately 30 gallon antifreeze spill that occurred from a broken pipe in the air-conditioning system in the U-Building. Maintenance was notified and handled the spill. The impact was some inconvenience to students and staff in the area, along with floor/tile/carpet damage.

There was also an automobile accident at the Weitendorf Facility involving a potential oil spill into the nearby pond. It was contained by the local fire department and cleaned up by the JJC Grounds Department.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Laboratory chemicals are only purchased as needed and used with minimal waste. Chemicals are not reused and the waste is sent to the Hazardous Waste Storage L-1040.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

With the passage of Public Act 97-0287 - Electronic Products Recycling & Reuse Act and effective January 1, 2012, computers (laptop, notebook, netbook, tablet, desktop), monitors, printers, fax machines, VCR, DVD players, scanners, electronic mice, keyboards, and small scale servers are banned from landfills and need to be recycled. We consider items e-waste when they are unrepairable or so obsolete as to have no auction value. We just take care of school generated e-waste. We do not collect e-waste from students, staff or faculty.

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:

Main Campus: Any e-waste from main campus can be sent to Zone 2 workroom for consolidation. This includes any broken or unusable electronics. Once a week (more if needed) we will have the student worker check in with the zones and move any e-waste back to Zone 2. Any auction equipment from main campus can be sent to the Zone 2 workroom and we will process and store it from there. Once a week (more if needed) we will have the student worker check in with the zones and move any auction items back to Zone 2 workroom. If there is a large amount, like a lab replacement, we arrange to have it moved directly to storage in facilities. Equipment is DBAN'd and tagged.

Remote Campuses: E-waste from remote campuses is sent directly to receiving where they have containers for it. A running tally of the e-waste is kept in receiving. Auction equipment is evaluated on a case by case basis. Large amounts, like a lab replacement, go directly to storage. Small amounts are sent to Zone 2 workroom for consolidation into larger auction lots.

E-Waste Batteries: Any type of battery (i.e. UPS/battery back-up, laptop batteries) are treated as hazardous waste and sent to Hazardous Waste storage. Main Campus sends them to the J-building workroom for consolidation. Remote Campuses send them directly to

Hazardous Waste storage in facilities. They are listed on their own work order.

Plastic CD Cases: These are considered e-waste and not recyclable through facilities. Our e-waste removal company takes these items.

Non Functioning Hard Drives: Damaged, non-functioning, unDBANable hard drives are sent to Zone 2 workroom for destruction. There is a box next to the DBAN station marked for destruction. These need to be physically destroyed before they are added to e-waste to ensure that we are not exposing confidential data that might still be on these non-functioning hard drives.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

<http://www.jjc.edu/about/committees/sustainable-campus/Pages/recycling-jjc.aspx>

Water

Points Claimed 2.54

Points Available 6.00

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit	Points																		
Water Use	<p style="text-align: right;">0.54 / 3.00</p> <p style="text-align: center;">This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus,, as indicated by the World Resources Institute's Aqueduct Water Risk Atlas and detailed in the following table:</p> <table border="1" data-bbox="813 1066 1542 1562"> <thead> <tr> <th data-bbox="813 1066 1057 1203">Physical Risk QUANTITY</th> <th data-bbox="1062 1066 1300 1203">Points Available For Each Part</th> <th data-bbox="1305 1066 1542 1203">Total Available Points For This Credit</th> </tr> </thead> <tbody> <tr> <td data-bbox="813 1209 1057 1257">Low Risk</td> <td data-bbox="1062 1209 1300 1257" style="text-align: center;">■</td> <td data-bbox="1305 1209 1542 1257" style="text-align: center;">2</td> </tr> <tr> <td data-bbox="813 1264 1057 1352">Low to Medium Risk</td> <td data-bbox="1062 1264 1300 1352" style="text-align: center;">1</td> <td data-bbox="1305 1264 1542 1352" style="text-align: center;">3</td> </tr> <tr> <td data-bbox="813 1358 1057 1446">Medium to High Risk</td> <td data-bbox="1062 1358 1300 1446" style="text-align: center;">1■</td> <td data-bbox="1305 1358 1542 1446" style="text-align: center;">4</td> </tr> <tr> <td data-bbox="813 1453 1057 1501">High Risk</td> <td data-bbox="1062 1453 1300 1501" style="text-align: center;">1■</td> <td data-bbox="1305 1453 1542 1501" style="text-align: center;">5</td> </tr> <tr> <td data-bbox="813 1507 1057 1556">Extremely High Risk</td> <td data-bbox="1062 1507 1300 1556" style="text-align: center;">2</td> <td data-bbox="1305 1507 1542 1556" style="text-align: center;">6</td> </tr> </tbody> </table> <p style="text-align: right;">Close</p>	Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit	Low Risk	■	2	Low to Medium Risk	1	3	Medium to High Risk	1■	4	High Risk	1■	5	Extremely High Risk	2	6
Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit																	
Low Risk	■	2																	
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High Risk	1■	5																	
Extremely High Risk	2	6																	
Rainwater Management	2.00 / 2.00																		
Wastewater Management	0.00 / 1.00																		

Water Use

Score

0.54 / 3.00

Responsible Party

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus,, as indicated by the World Resources Institute's [Aqueduct Water Risk Atlas](#) and detailed in the following table:

Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit
Low Risk	■	2
Low to Medium Risk	1	3
Medium to High Risk	1■	4
High Risk	1■	5
Extremely High Risk	2	6

Patrick Van Duyne
Director
Facility Services

[Close](#)

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

"---" indicates that no data was submitted for this field

Level of water risk for the institution's main campus:

Low to Medium

Total water use::

	Performance Year	Baseline Year
Total water use	1,634,305 <i>Gallons</i>	1,296,658 <i>Gallons</i>

Potable water use::

	Performance Year	Baseline Year
Potable water use	1,634,305 <i>Gallons</i>	1,296,658 <i>Gallons</i>

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	0	0
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	9,431	10,709
Full-time equivalent of employees	1,630	1,630
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	1,200,000 <i>Square Feet</i>	796,800 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	251 Acres	251 Acres

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	June 1, 2013	May 31, 2014
Baseline Year	June 1, 2010	May 31, 2011

A brief description of when and why the water use baseline was adopted:

JJC's 2011 Climate Action Plan documented much of the information pertaining to campus energy and carbon use. The Action Plan serves as the starting point for tracking water usage and a basis to compare future improvements too.

Water recycled/reused on campus, performance year:

Recycled/reused water withdrawn from off-campus sources, performance year:

A brief description of any water recovery and reuse systems employed by the institution:

There is a rain water harvesting system on the roof of the greenhouse that is used to irrigate the plants within the greenhouse.

A brief description of any water metering and management systems employed by the institution:

Installing all native drought resistant landscaping. we have reduced our watering needs to solely our baseball field and one soccer game field and one soccer practice field. We do not meter when we water.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

All new facilities built since the baseline year have been outfitted with low-flow plumbing fixtures in compliance with the guidelines found in the USGBC LEED process.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

All water fixtures have been changed to low-flow across all campuses.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

All landscaping is now native drought resistant and does not require watering. We do not water turf other than the athletic fields (one baseball field and one soccer game field and one soccer practice field).

A brief description of any weather-informed irrigation technologies employed by the institution:

N/A

A brief description of other water conservation and efficiency strategies employed by the institution:

Rain water harvesting has been installed on the greenhouse and used to water the plants. Low-flow toilet fixtures and water misers have been installed on all sinks. Low-flow spray nozzles have been implemented in kitchen areas.

The website URL where information about the institution's water conservation and efficiency initiatives is available:

Rainwater Management

Score	Responsible Party
2.00 / 2.00	Richard Rivera Assistant Director Facility Services/Roads & Grounds

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for both parts of this credit as long as the policies apply to and are followed by the institution.

"---" indicates that no data was submitted for this field

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

Joliet Junior College's commitment to site sustainability includes a number of LID practices throughout the campus. LID practices have included construction of a LEED Certified greenhouse that utilizes rain water harvesting to capture the water utilized to water the plant material within the greenhouses, green roof development on several new buildings, and the use of rain gardens, vortex separators, bio-swales and infiltration basins to help control and manage campus stormwater runoff.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

The 2008 master plan completed a holistic storm water management plan for the 6 new construction projects, submitted to the ILEPA. The master plan emphasized the need to better manage and treat stormwater runoff from campus development. Strategies were established that focused on implementing techniques that would reduce post-development runoff, retain runoff, and treat runoff to improve water quality prior to leaving the campus. Specific LID practices, discussed herein, have helped and will continue to help achieve these strategies.

A brief description of any rainwater harvesting employed by the institution:

LID practices have included construction of a LEED certified greenhouse that utilizes rain water harvesting to capture the water utilized to water the plant material within the greenhouses.

Rainwater harvested directly and stored/used by the institution, performance year:

32,000 Gallons

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

JJC has installed a bioswale/weir system within one of the large parking lots. The system consists of a rock-lined drainage interplanted with native vegetation within it and along the side slopes. Stone weirs were included to slow down large flows and allow greater time for infiltration. Similarly, native-vegetated storm catchment basins connected by native-vegetated swales were constructed as part of the stormwater management system for the College's new Facilities building. This LID technique helps filter stormwater before it empties into the campus lake. Another technique included the development of an infiltration basin west of existing campus buildings north of the lake. The basin serves an important function of catching runoff from the impervious parking lots and allowing time to settle out particulates before entering the campus lake. North and east of the campus ring road, a large bioswale/infiltration basin system was constructed to help control and improve runoff from adjacent agriculture and off-site developments. Three vortex separators have been installed at impervious runoff locations. A series of detention basins, including weirs and native vegetation, have been constructed along the outer ring road to manage stormwater and help filter it before leaving the campus property. A rain garden system was installed between the Natural Science addition and the Automotive addition.

A brief description of any living or vegetated roofs on campus:

JJC has 7,488 square feet of green roofs on our Campus Center A Building and 3,300 square feet of green roofs on our Health Professions U Building both at our Main Campus in Joliet, IL.

A brief description of any porous (i.e. permeable) paving employed by the institution:

JJC utilizes porous granite screens as a walkway bordering the campus greenway in order to reduce impacts from pavement and to allow infiltration to provide additional water to the allee of trees within it.

A brief description of any downspout disconnection employed by the institution:

N/A

A brief description of any rain gardens on campus:

A rain garden system was installed between the Natural Sciences and the Automotive additions. Runoff from the adjacent buildings and walkways are channeled into the rain gardens, which are interconnected and vegetated by a variety of water-tolerant grasses and perennials.

A brief description of any stormwater retention and/or detention ponds employed by the institution:

A series of detention basins, including weirs and native vegetation, have been constructed along the outer ring road to manage stormwater and help filter it before leaving the campus property. Native-vegetated storm catchment basins connected by native-vegetated swales were constructed as part of the stormwater management system for the College's new Facilities Building. This LID technique helps filter stormwater before it empties into the campus lake. Another technique included the development of an infiltration basin west of existing campus buildings north of the lake. The basin serves an important function of catching runoff from the impervious parking lots and allowing time to settle out particulates before entering the campus lake.

A brief description of any bioswales on campus (vegetated, compost or stone):

JJC has installed a bioswale/weir system within one of the large parking lots. The system consists of a rock-lined drainage interplanted with native vegetation within it and along the side slopes. Stone weirs were included to slow down large flows and allow greater time for infiltration. North and east of the campus ring road, a large bioswale/infiltration basin system was constructed to help control and improve runoff from adjacent agriculture and off-site developments. Both swales and basins were planted with native vegetation.

A brief description of any other rainwater management technologies or strategies employed by the institution:

JJC recently took much of its undeveloped land, which was largely vegetated by Buckthorn thickets with sparse understory, and restored them to native prairie. Once established, the prairie grasses and forbs will provide a significant improvement in water quality through the reduction and filtering of stormwater runoff.

The website URL where information about the institution's rainwater management initiatives, plan or policy is available:

Wastewater Management

Score

0.00 / 1.00

Responsible Party

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Planning & Administration

Coordination, Planning & Governance

Points Claimed 8.00

Points Available 8.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit	Points
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	4.00 / 4.00
Governance	3.00 / 3.00

Sustainability Coordination

Score	Responsible Party
1.00 / 1.00	Kelly Larson Grant Writer Grants Office

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

"---" indicates that no data was submitted for this field

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The Sustainability Committee is an institutional committee with cross-departmental representation which reports to the President's Leadership Council. The committee is chaired by the Dean of Technical Education, includes an education coordinator, active participation from the Board of Trustees and vets all initiatives through the Senior Leadership Team.

Business Practices Team Accomplishments

1. Recycle more paper – Bookstore now has recycle bins for all extra receipts, flyers, etc. - Facilities Services
2. Green products – Bookstore is carrying a new line of environmentally safe products for staff/students to purchase.
3. Elimination of Styrofoam cups in cafeteria - Purchasing plastic cups for staff to use in place of Styrofoam/paper cups. - Food Services
4. New Bridge/concourse furniture is LEED-certified. - Business & Auxiliary Services
5. The Bookstore is reducing paper waste by eliminating the large BuyBack flyer and going to a bookmark.
6. Double-sided printing initiative - Campus-Wide

Communication/External Education Team Accomplishments

1. Created information clearinghouse for all sustainability news.
2. Created Web site to publicize Sustainability Initiatives Committee.

Utilities Conservation/Carbon Reduction Team Accomplishments

1. Encouraged staff members to turn off lights when they leave their offices.
2. Increased task lighting on desks to eliminate over-usage of overhead fluorescent lighting.
3. Installed low-flow aerators in sinks to decrease water usage.

Other Accomplishments

- Food Services and Facility Services are recycling food (vegetable/fruit) for compost.
- Facility Services has completed their report on recycling throughout the campuses.
- Bookstore and Food Services are selling reusable mugs and sport bottles.
- Food Services is charging 5 cents for Styrofoam cups for water to discourage "one-time" use of cups and encourage the purchase of reusable cups.
- Green Purchasing – Beginning January 1, 2015, all paper mailings were eliminated for bids, quotes and proposals. All notification is now electronic.

Catherine Comments: Printers on campus are now double sided as a default setting.

Sustainable Teaching at Joliet Junior College

Through the sustainability committee's education coordinator and the college's curriculum committee, there is ongoing submission of new sustainable oriented curricula.

Joliet Junior College Master Plan Embraces Green Movement

The new Joliet Junior College master plan has gone green. The board approved plan has many sustainable elements and green initiatives that came from recommendations made by the steering committee, natural areas committee, and other members of the college community. Some of the proposed initiatives include:

- Green roofs
- LEED certification for new buildings
- Alternative energy used such as solar and geo-thermal
- Improved lake and storm water management
- Native, drought resistant plantings

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

The Joliet Junior College Sustainability Initiative encourages employees and students to become more responsible to environment, economic, and social equity that promotes living and educating in a manner that conserves resources necessary for life making sure these are available for generations to come.

With this in mind, the Sustainability committee, through its task forces, working in their respective areas, ensures that initiatives and projects are consistent with the holistic approach to sustainability. This can be seen, for example, by way of LEED certified buildings across campus. Task Forces include:

- Academics (Curriculum Committee)
- Information Technology
- Operations
- Procurement & Finance
- Student Engagement

- Sustainability Planning

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Name Department Role

Linda Aguilar Counseling F

Juan Alvarado Students for a Sustainable Future Student

Gisele Atterberry Fine Arts F

Kathleen Bailey Student

John Bialas Mathematics F

Brent Braski Facilities Services S

Tamara Brattoli English/Foreign Lang F

Paul Bringas Culinary Arts/Hospitality F

Stevan Brockman Manager, Land Labs, Bus. Aux. Services S

Brian Campus Bookstore S

Shannon Christ Student Development F

Bette Conkin Dean, Arts & Sciences Admin

Judy Connelly Manager, Employee Relations S

Layton Cooper Career Services S

Noella Dcruz Natural Sciences F

Laura Egner Mathematics F

Eric Gorder Fine Arts F

Adam Heidenreich English/Foreign Lang F

Cheryl Klemp Nursing, Allied Health and Emergency Svcs F

Susan Klen Board of Trustees Board

John Koepke Technical F

Susan Krause Social & Behavioral Sciences F

Shelly La Fevers CIOS F

Kelly Larson Resource Development S

Kristin LaTour English/World Languages F

Andrew Lenaghan Assistant Professor, Library F (Catherine COMMENT: Andrew no longer committee member)

Peter Linden Career & Technical Admin

Nataliya Marchenko Business Education F

William Martin CIOS F

Griselda Martinez Workforce Development S

Marlene McPartlin Career and Technical S

Laura Mejia Administrative Services S

Michelle Meyer Business Education F

Judy Mitchell Administrative Services Admin

Andrew Neill Natural Sciences F

Kerri O'Shea Athletics S

Terry Pagoria Food Service S

Virginia Piekarski Natural Sciences S

Susan Prokopeak Library F (Catherine COMMENT: not able to attend)

Maria Rafac Technical F

Nathan Ray Agriculture/Horticulture F

Janice Reedus Business & Auxiliary Services S

Karen Reid Social & Behavioral Sciences F

Samantha Ritz Comm & Ext Relations S
Richard Rivera Roads and Grounds S
Sander Robinson Natural Sciences F
Kelly Rohder Comm & Ext Relations S
Nick Romano Workforce Development S
Ben Roohani Director, Technology Services S
Patty Sanchez Employee Benefits/HR S
Sarena Schott Director, Development Education S
Nick Sciacotta Custodial S
Jim Serr Information Technology S
Patricia Shue Mathematics S Catherine Comment: add Catherine Suchy name
Jeff Smith Sergeant, Campus Police S
Jennifer Steffes Financial Services S
Catherine Trezek Marketing S
Patrick Van Duyne Facilities Services S
Roxanne Venegas Purchasing S
Robert Verkler Nursing, Allied Health and Emergency Svcs F
Eric Wilhelmi Students for a Sustainable Future Student
Jeff Wisdom English/World Languages F

The website URL where information about the sustainability committee(s) is available:

<http://www.jjc.edu/about/committees/sustainable-campus/>

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

No

A brief description of each sustainability office:

Full-time equivalent (FTE) of people employed in the sustainability office(s):

The website URL where information about the sustainability office(s) is available:

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Maria Ana Rafac, Education Coordinator of Sustainability - Peter Linden, PhD, Dean of Career and Technical Education

A brief description of each sustainability officer position:

Education Coordinator of Sustainability:

Full-Time Faculty

Dean of Career and Technical Education:

Academic Dean

The website URL where information about the sustainability officer(s) is available:

<http://www.jjc.edu/about/committees/sustainable-campus/Pages/default.aspx>

Sustainability Planning

Score

4.00 / 4.00

Responsible Party

Sarena Schott

Director of Developmental Education
Developmental Education

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Submission Note:

"---" indicates that no data was submitted for this field

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	Yes
Research (or other scholarship)	No	No
Campus Engagement	Yes	No
Public Engagement	Yes	No
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	No
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	Yes	Yes
Transportation	Yes	Yes
Waste	Yes	Yes
Water	Yes	Yes
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	Yes	Yes

Investment	No	No
Other	No	No

A brief description of the plan(s) to advance sustainability in Curriculum:

Consistent with Joliet Junior College’s commitment to enhancing the sustainability of facilities, sustainability is also at the forefront in our efforts in curriculum, faculty development, and student engagement. It is through greater emphasis on education that stimulating discussions, collaboration, and cohesive efforts can promote a culture of sustainability throughout the campus and the surrounding communities.

Phrases like sustainable living, global warming, and going green are all fast becoming common vernacular in today’s society. JJC is actively participating in this worldwide dialogue through the recent formation of a committee to address issues of sustainability at the college, while JJC Professor Bill Yarrow is contributing to the cause by making his classes completely paperless.

Joliet Junior College’s Senior Leadership Team (SLT) has approved and funded an initiative to advance sustainability across all departments and curriculum. The Senior Leadership Team is proposing to do this through the Grand Prairie Faculty Development Project. The project is funded and administered through the Office of the Vice President of Academic Affairs. It is modeled after the AASHE Greening Your Curriculum initiative. JJC is now in Year 3 of the project. It’s developed into a 10 month project which involves spring coursework, summer retreat, fall project implementation, and spring assessment . The next annual faculty developing training will hopefully include 13 individuals, one from each academic department, with the goal of moving sustainability across all curricula. In addition, the Technical Department is working on a Sustainability in Construction certificate through funding from a National Science Foundation grant. The initiative has not yet gone through Curriculum Committee.

Accomplishments to Date:

Curriculum

- Conducted a campus-wide survey of sustainable courses, modules, topics and proposals as a benchmark for developing new curriculum.
- Offered two sustainability courses in Sustainable Construction and Sustainable Agriculture.
- Two faculty members trained in the AASHE “Greening Your Curriculum – Train the Trainer” program to enable campus faculty development.

Faculty

- Numerous faculty along with staff and administrators are committed to participate in the IGEN consortium of Illinois Community Colleges working together to develop state- wide standards for sustainability and curriculum in multiple areas including Sustainability, Local Foods, Transportation, Energy, Technology, and Healthcare (

www.igencec.org

[<http://www.igencec.org/>].

- Increased contributing membership in the Joliet Junior College Sustainability Initiative (JJCSI) to include representatives from 100% of the academic departments.
- Formed the Sustainability Academic Taskforce charged with the expansion of the sustainability curriculum, the encouragement of faculty participation in the sustainable course curriculum, and the evaluation of course delivery methods.

Sources:

- 2011 Climate Action Plan:

- JJC Website:

<http://www.jjc.edu/about/committees/sustainable-campus/Pages/green-news.aspx>

- Maria Rafac

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

JJC faculty that participate in the GPP are required to develop a sustainable element to their course(s) in summer, execute the module in the fall, and conduct a formal assessment in the spring.

JJC is currently trying to define what makes sustainable curriculum. JJC will assess campus wide, what Sustainability Curriculum means to us and how it can be embedded into the general education outcomes.

Accountable parties, offices or departments for the Curriculum plan(s):

Senior Leadership Team, The Office of the Vice President of Academic Affairs, Academic Deans Offices, Academic Departments, and the Curriculum Committee.

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

The measurable objectives, strategies and timeframes included in the Research plan(s):

Accountable parties, offices or departments for the Research plan(s):

A brief description of the plan(s) to advance Campus Engagement around sustainability:

As part of our mission, the JJC Sustainability Initiatives Committee is committed to becoming a leader in the community by promoting awareness and education. We hope to provide a place of sustainability for not only our students and employees, but also for the community we serve. The College is moving toward carbon neutrality through the Climate Action Plan but as a commuter college, this is not feasible over the long term.

Source: JJC Website:

In addition, Student Government also sets Sustainability as one of its goals for each year. The goal of Student Government is to “support the college’s goal of increasing awareness of sustainability and efforts we can make as individuals to be more sustainable.” In that vein, the members this year have decided to: Continue with the Recycled Art Show, sponsor a Prom Dress Swap where JJC students donate their dresses and Student Government will then donate them to an area high school, conduct a Book Swap to help reduce costs of textbooks for students and also work with departments on campus to continue the efforts to recycle used electronics.

Source: Pam Dilday, Director, Student Activities and Student Life

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Proposed Action Items:

- Develop a faculty seminar to promote the exchange of the sustainable course curriculum, encourage the development of new courses, and provide information on means to integrate sustainability into existing courses.
- Present a sustainable guest speaker seminar to increase awareness for faculty and student body participation.
- Increase communication on the Sustainability website of current sustainability efforts, new course offerings, and campus activities.
- Prepare and review inventory of distance education course offerings.

Student Engagement (Past)

- Increased efforts to recruit students into the JJCSI committee.

Increased recycling efforts and education across campus.

- o Coordinate with student government sustainable initiative and programs such as Earth Day, etc.
- Engaged students in JJC outdoor teaching laboratory and ongoing restoration projects.

Source: 2011 Climate Action Plan:

<http://www.jjc.edu/about/committees/sustainable-campus/Documents/JJC%202011%20Climate%20Action%20Plan.pdf>

Accountable parties, offices or departments for the Campus Engagement plan(s):

Sustainability Initiative Committee, Students for a Sustainable Future, Student Government, and the Sustainability Coordinator.

A brief description of the plan(s) to advance Public Engagement around sustainability:

Joliet Junior College has a rich history in the variety and breadth of extra-curricular activities, programs, and events offered to our surrounding community. Featuring not only cultural topics, Joliet Junior College has tried to address current affairs and to engage community members in the intellectual discourse about the world they live in. We focus our efforts in sustainability and our responsibility to the community we serve through educational outreach and partnerships.

Goal: To become a leader in sustainability programs and initiatives in the communities that we serve and to become a valuable resource for our district as we move to a more sustainable future.

Selected Accomplishments to date:

First Weekly JJC Farmers Market

May 2013

The Joliet Junior College Farmers Market kicked off for the first time on Thursday, May 23, 2013, with more than 15 vendors and a crowd ready to shop. JJC was one of 131 projects in 39 states to receive funding under the USDA's FMPP. The grants are targeted to help increase and strengthen direct producer-to-consumer marketing channels. Through a competitive grants application process, FMPP funds marketing proposals not only for farmers markets but also for community-supported agriculture programs.

<http://news.jjc.edu/2013/06/jjc-farmers-market-now-open-every-thursday/>

JJC Honored with Illinois Campus Sustainability Compact award

Nov 2012

Joliet Junior College was one of 21 Illinois colleges and universities honored recently with an Illinois Campus Sustainability Compact award, presented by the Illinois Sustainable Technology Center (ISTC), a unit of the Prairie Research Institute at the University of Illinois on Nov. 9. The college was one of only eight institutions to earn a gold-level award for integrating sustainability throughout its campus and working towards measured improvement. The compact includes objectives such as purchasing renewable energy, implementing green building practices, developing sustainable transportation options, improving water conservation, and incorporating sustainable dining practices.

<http://news.jjc.edu/2012/11/jjc-honored-with-top-state-sustainability-award/>

Celebrating Sustainability Festival

Joliet Junior College hosts annual Celebrating Sustainability Festivals on main campus. The festival is a free family event that celebrates and explores sustainable practices, technologies and initiatives happening in and around Will County. The festival features activities, displays, speakers, demonstrations, entertainment, and Recyclepalooza.

<http://news.jjc.edu/2012/04/annual-gr2012-celebrating-sustainability-festival-at-jjc-may-19/>

Sustainability Tours

Tours of LEED Certified campus buildings.

Local Foods Activities to Date

- Hosted first Sustainable Farmers' Market with the plans to provide a permanent annual market.
- Produced off-season produce with hydroponic technology in the greenhouse.
- Provided sustainably grown fruit and local CSA (community supported agriculture) opportunities to the community.
- Organized a Local Foods Advisory Committee of local, regional, and community stakeholders.
- Planted a vegetable and herb garden on campus with the help of student workers and volunteers.

Partnerships

Celebrating Sustainability

Since 2010 Joliet Junior College has partnered annually with 10 local agencies to bring valuable information relative to healthy families and sustainable communities to the Will County communities. The partners include the City of Joliet, Joliet Job Corp, Forest Preserve District of Will County, Joliet Park District, Joliet Public Library, Joliet School District 86, Will County Land Use, Joliet Township Government and the University of Illinois Will County Extension.

Greening your Business

Joliet Junior College partners with the Will County Land Use to offer the community a half day seminar on greening their business practices. This educational event focuses on bringing business owners and operators in direct contact with the agencies, consultants, and businesses that offer sustainable services and products.

Joliet Partners for Healthy Families

Joliet Junior College partners with Presence Medical Center's Joliet Partners for Healthy Families. JPHF's mission is to enhance the quality of life and improve the overall health and wellness of our community for people of all ages, abilities and diverse backgrounds.

Source: 2011 Climate Action Plan:

<http://www.jjc.edu/about/committees/sustainable-campus/Documents/JJC%202011%20Climate%20Action%20Plan.pdf>

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Proposed Action Items:

- Continue to offer educational activities, programs and events for our communities and to continue our partnerships and look to create new ones that move us as a community to a more sustainable future.
- Provide sustainable construction tours of our new LEED facilities for campus visitors and school groups.

Source: 2011 Climate Action Plan:

<http://www.jjc.edu/about/committees/sustainable-campus/Documents/JJC%202011%20Climate%20Action%20Plan.pdf>

Accountable parties, offices or departments for the Public Engagement plan(s):

Sustainability Community Engagement and Workforce Development Taskforces

Source: 2011 Climate Action Plan:

<http://www.jjc.edu/about/committees/sustainable-campus/Documents/JJC%202011%20Climate%20Action%20Plan.pdf>

A brief description of the plan(s) to advance sustainability in Air and Climate:

Joliet Junior College (JJC) signed the American College & University Presidents' Climate Commitment (ACUPCC) in 2009. JJC's participation in this initiative demonstrates institutional commitment to global, social and environmental responsibility. In this, JJC seeks to not only reduce the impact of the College's operation on the environment but also to help create a generation of environmentally conscious leaders. This commitment involves developing a Climate Action Plan to lay out the strategies and action items leading toward future climate neutrality.

The JJC Climate Action Plan sets goals for future action and develops a timeline for goal achievement. In order to determine the current level of impact, an inventory of greenhouse gas emissions (GHG) was conducted for fiscal years 2009-2010 and 2010-2011. Through this, strategies were developed to address the most significant sources of GHG emissions. Incorporated with these strategies are educational efforts intended to promote awareness throughout the College. These strategies will be open to constant updates and revisions, as GHG research and sustainable technology further develop.

Joliet Junior College's Climate Action Plan was adopted on January 31, 2012.

Source: 2011 Climate Action Plan:

<http://www.jjc.edu/about/committees/sustainable-campus/Documents/JJC%202011%20Climate%20Action%20Plan.pdf>

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Joliet Junior College has chosen year 2041 as the target date to achieve carbon neutrality across all campuses. The timeline started in 2011 with the creation of JJC's Climate Action Plan, followed by the 30-year period for implementation of proposed mitigation strategies.

The proposed strategies are reviewed relative to their scope, cost and anticipated time required for implementation. The strategies are further grouped and identified based on their anticipated implementation timelines: Short Term, Mid Term, and Long Term each have a set of goals and action items associated with them. Strategies for the Short Term (2011-2016) are ones that are cost-neutral or have short payback cycles. Strategies for the Mid Term (2016-2026) and Long Term (2026-2041) involve greater financial investment (refer to tables on pages 27 and 28). This 30-year plan allows for the implementation of various strategies to achieve the overall goal of climate neutrality.

The first step towards this goal is to reduce greenhouse gas emissions by 15% below the 2011 emissions level. However, achieving goals also depends on the amount of funding and support. Currently 15% of all electrical purchasing is through renewable energy credits.

Source: 2011 Climate Action Plan:

<http://www.jjc.edu/about/committees/sustainable-campus/Documents/JJC%202011%20Climate%20Action%20stars.aashe.org>

Accountable parties, offices or departments for the Air and Climate plan(s):

Pat Van Duyne, Director of Facility Services
Sustainability Initiatives Committee

A brief description of the plan(s) to advance sustainability in Buildings:

2014 Master Plan Update:

- City Center

- o The design includes many sustainable technologies and is also targeting LEED Silver certification through the United States Green Building Council. Source:

<http://www.jjc.edu/master-plan/Pages/citycentercampus.aspx>

- Multipurpose Center
- Romeoville Expansion

Source: LEED Score Card

<http://www.jjc.edu/about/committees/sustainable-campus/Documents/JJC%20LEED%20Projects%20Scorecard%2020120424.pdf>

The Master Plan 2008-2013 included many sustainable elements and green initiatives that came from recommendations made by the steering committee, natural areas committee, and other members of the college community.

Some of the completed projects include:

- Health Professions Center

Sustainable Features

- o Planned to be 30% more efficient than the latest energy standards (ASHRAE 90.1).
- o Heat recovery and radiant heating systems conserve energy and distribute heat efficiently.
- o Chilled air beam system reduces recirculated air, maximizes fresh air, and cools rooms efficiently.
- o Ground-based geothermal system further reduces heating/cooling load

- Main Campus Center

Sustainable Features

- o Solar panels.
- o Ground-source geothermal heat pump system.
- o Green roofs.

stars.aashe.org

o Accessible natural areas.

- Green House

Sustainable Features

- o Rainwater harvesting system.
- o Hydroponics (growing without soil).
- o Pulse watering for hanging plants.
- o On-site sanitary treatment system.
- o Passive ventilation system.
- o Reflective roof surface.
- o Horizontal air flow fans.
- o Thermal and blackout curtains.
- o High intensity discharge lights.

JJC also updated the following buildings to include sustainable features: Natural Sciences Addition, Facility Services, and the Automotive Building.

Source: Laura Mejia, Sr. Administrative Assistant, Administrative Services

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

- Encourage staff members to turn off lights when they leave their offices. (in practice)
- Increase task lighting on desks to eliminate over-usage of overhead fluorescent lighting. (in practice with new furniture purchasing)
- Installed low-flow aerators in sinks to decrease water usage. (complete and in practice)
- Food Services and Facility Services are composting (vegetable/fruit). (in practice)
- Facility Services meet and exceeds 40% DCEO diversion rates through robust recycling program. (complete and in progress)
- Bookstore and Food Services are selling reusable mugs and sport bottles. (in progress)
- Green Purchasing – All paper mailings will go away for bids, quotes and proposals. All notification will be electronic. (complete and in progress)

Source: JJC Website

<http://www.jjc.edu/about/committees/sustainable-campus/Pages/green-news.aspx>

Accountable parties, offices or departments for the Buildings plan(s):

Pat Van Duyne, Director of Facility Services

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

The 2011 Climate Action Plan states JJC will:

- Establish recycling goals for all campus operation and purchasing
- Establish sustainable purchasing policies
- Promote sustainable, local food consumption
- Establish composting programs
- Implement construction waste reduction

Source:

<http://www.jjc.edu/about/committees/sustainable-campus/Documents/JJC%202011%20Climate%20Action%20Plan.pdf>

Accomplishments:

- Food Services and Facility Services are recycling food (vegetable/fruit) compost. JJC is in its 6th year of composting food waste. At Main Campus we are composting 25 gallons of waste /day. Limited manpower prevents us from composting more and expanding the program to other campuses.
- Food Services and the Bookstore sell reusable mugs and sport bottles.
- Food Services is charging 5 cents for Styrofoam cups for water to discourage "one-time" use of cups and encourage the purchase of reusable cups.
- JJC purchases biodegradable serving ware for use in its Food Services facilities.
- As a recipient of a USDA grant, JJC hosted two sustainable farmers markets. The 2015 market will be self-run with no grant funding.
- The Greenhouse grows off-season produce with hydroponic technology.
- JJC donates leftover food to local missions.

• Source: Janice Reedus, Director, Business & Auxiliary Services

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

All purchases from our current food vendor (Gordon Food Services) are designated as local and community-based. The vendor tracks all of our "local" purchases on an annual basis thru their "Near Buy" program. We will meet with the vendor on a semi-annual basis to review the data and determine where improvements can be made.

Annual food and beverage expenditures that are local and community-based and/or third party verified equals \$110,000 out of \$700,000. Our goal will be to increase this ratio (based on total expenditures) by 5% per year.

If JJC enters into a new contract with a different vendor, we will require at least 15% of the expenditures are sourced from local and community-based suppliers.

Source: Janice Reedus, Director, Business & Auxiliary Services

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Food Services Manager, Director of Business & Auxiliary Services

Janice Reedus, Director, Business & Auxiliary Services

A brief description of the plan(s) to advance sustainability in Energy:

- Improve Building Energy Efficiency and Conservation
- Increase Use of Clean/Renewable Energy
- Improve Transportation Options
- Improve Campus Operations and Maintenance
- Improve Recycling and Reduced Waste Streams Programs

Source: 2011 Climate Action Plan:

<http://www.jjc.edu/about/committees/sustainable-campus/Documents/JJC%202011%20Climate%20Action%20Plan.pdf>

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Strategy 01: Improve Building Energy Efficiency and Conservation

- Building retrofits
- Building monitoring and maintenance
- Energy performance
- Water conservation
- Establish Green Building Standards for all new construction and major renovation projects, and for all existing buildings
- Create Roofing Standard for all future roofing installation and retrofits
- Energy conservation

Strategy 02: Increase Use of Clean/ Renewable Energy

- Geothermal
- Wind
- Solar

Strategy 03: Improve Transportation Options

- Provide incentives for JJC faculty, staff, and students
- Improve accessibility for safe pedestrian, bicycle, and public transportation
- Implement programs to assist and incentivize carpooling and car sharing
- Promote purchasing of fuel-efficient vehicles
- Create and enforce anti-Idling guidelines
- Measure emissions that result from business-related travel by College employees
- Increase awareness and education of alternative transportation
- Conduct a study on the effectiveness of electric vehicles used on campus

Strategy 04: Improve Campus Operations and Maintenance

- Capture storm water onsite
- Reduce (eliminate) irrigation
- Promote water conservation
- Use native drought-resistant (water-efficient) plant species
- Have an environmentally sensitive management plan in place for all campus grounds' natural components

Strategy 05: Improve Recycling and Reduced Waste Streams Programs

stars.aashe.org

- Establish recycling goals for all campus operation and purchasing
- Establish sustainable purchasing policies
- Promote sustainable, local food consumption
- Establish composting programs
- Implement construction waste reduction

Source: 2011 Climate Action Plan

<http://www.jjc.edu/about/committees/sustainable-campus/Documents/JJC%202011%20Climate%20Action%20Plan.pdf>

Accountable parties, offices or departments for the Energy plan(s):

Administrative Services, Sustainability Initiatives Committee

A brief description of the plan(s) to advance sustainability in Grounds:

All landscaping is native drought resistant landscaping limiting irrigation to only the athletic fields. Develop a storm water management plan and certify with the state of Illinois EPA

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Measurable objectives for the college’s Strategic, Master and Climate Action Plans include:

- Preserving environmentally valuable spaces within our natural areas, such as wetlands, mature trees and groves, groundwater infiltration areas, and drainage-ways
- Preventing environmental degradation through land use and land development decisions and processes
- Completed a storm water management plan, implementing storm water retention and detention. Installation of vortex separators to remove sediment before going into waterways.
- Planted drought resistant landscaping around all campuses

Accountable parties, offices or departments for the Grounds plan(s):

Facility Services

A brief description of the plan(s) to advance sustainability in Purchasing:

JJC aims to increase its quantity of environmentally-responsible purchases. The college will advance sustainable purchasing by working with campus partners to make purchases that lead to climate neutrality on our campus.

Source:

<http://www.jjc.edu/about/committees/sustainable-campus/Documents/JJC%202011%20Climate%20Action%20stars.aashe.org>

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

- For the RFP and bid templates add “commitment to sustainable practices” as an evaluation criterion. This practice has begun and will be ongoing. A demonstration of their commitment will be factored into the evaluation process.
- Develop a sustainable procurement policy and sustainable procurement guidelines by June 2016.
- Include explicit green purchasing guidelines in all RFPs by August 2016.
- Working in conjunction with Facilities Services, incorporate life-cycle accounting into purchasing decisions by January 2017.

Accountable parties, offices or departments for the Purchasing plan(s):

Purchasing Manager ,Director of Business & Auxiliary Services
Director of Facilities Services

A brief description of the plan(s) to advance sustainability in Transportation:

Joliet Junior College seeks to encourage sustainable transportation by encouraging employees and students to become more responsible to our environment by traveling in a manner that conserves resources, reduces pollution, and preserves natural resources.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Measurable outcomes from JJC’s Climate Action Plan:

Strategy 03 (Improve Transportation Options) include:

- Providing incentives for JJC faculty, staff and students to use public transportation and/or alternative modes of transport when traveling to and from campuses
- Improving accessibility and safety for pedestrian traffic, bicycle routes, and public transportation options through enhancement of on-campus facilities and collaboration with community transportation and municipal entities
- Purchasing fuel-efficient vehicles for campus fleet (flex fuel, hybrid and diesel vehicles)
- Measuring emissions that result from business-related travel by college employees
- Increasing awareness and education of alternative transportation options to all faculty, staff, and students
- Conducting a study on the effectiveness of electric vehicle use on campus, and install electric vehicle charging stations for facilities vehicles, staff, students, and visitors

JJC hopes to implement all aforementioned improvements by 2030.

Accountable parties, offices or departments for the Transportation plan(s):

Facility Services

A brief description of the plan(s) to advance sustainability in Waste:

Joliet Junior College aims to control, minimize or eliminate solid waste materials (plastic, glass, cardboard, etc.) in order to help mitigate and reduce GHG emissions resulting from everyday operations on campus.

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Measurable outcomes from JJC's Climate Action Plan:

Strategy 5.0 (Recycling and Reduced Waste Streams) include:

- Exceed DCEO diversion rates of 40% diversion (complete and in practice)
- Composting (in practice)
- Sustainable food purchases and use of biodegradable packaging (in practice)
- Collecting and converting vegetable oil (in practice)
- Construction debris (in practice)

Accountable parties, offices or departments for the Waste plan(s):

Facility Services

A brief description of the plan(s) to advance sustainability in Water:

Because climate change will contribute to increased occurrence of heavier rainfalls resulting flooding, continued campus grounds water management and improved operation at Joliet Junior College will: reduce overall potable water use; increase on-site water retention and detention capacities; and improve existing water infrastructure to minimize potential flooding-related damage and/or disruption to campus operation.

The measurable objectives, strategies and timeframes included in the Water plan(s):

- Reducing (or eliminating) irrigation (for example, by using on-site rainwater storage and/or gray water). Currently only the athletic fields are irrigated.
- Promoting water conservation (for example, by promoting "culture change" aimed at reducing water use within the facilities.
- Using native drought-resistant (water-efficient) plant species (completed and in practice)

Accountable parties, offices or departments for the Water plan(s):

Facility Services

A brief description of the plan(s) to advance Diversity and Affordability:

The 2012-2015 Strategic Plan addresses diversity and affordability in its fourth goal to "address the needs of the growing minority, underrepresented and underprepared student populations."

Joliet Junior College has made considerable strides toward building a truly diverse, inclusive, and equitable institution and in establishing an infrastructure to facilitate effective diversity planning, implementation, and reporting processes. Fostering diversity must be recognized as being at the heart of our institutional viability and vitality, a core value of the academic mission, and a priority of the institution.

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

- Develop college-wide performance indicators by which JJC can measure its progress toward sustaining a diverse institution with affordable services for district residents
- Recruit, support, retain, and graduate a diverse student population
- Monitor diversity in student success by measuring average time-to-degree/certificate for students by demographic groups
- Maintain and enhance diversity in employment of staff, faculty, and administrators
- Adopt a tuition policy that supports a quality education while delivering best-in-class return on investment for students
- Establish partnerships and more financial aid and scholarships that provide affordable ways for students to complete an education

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

The College's Human Resources Office is a focal point for initiating and overseeing Diversity and Affordability plans working in concert with, for example, Student Development and Senior Leadership Council. At the granular level, each functional department undergoes training coordinated through HR and is accountable for compliance.

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The college will continue to provide quality education and services while progressively reducing negative environmental, health and economic impacts. Through active citizenship, teaching and research, we will ensure the health of our planet and its people for the long term. Every member of the Joliet Junior College community, including students, faculty and staff, will have the opportunity for a sustainable and healthy working, living and learning environment.

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

- Provide incentives to encourage employees to take the annual health screening provided on campus, as well as participate in other healthy initiatives, to improve JJC's health numbers
- Access to healthy, local, organic and fair trade food with vegan and vegetarian options are widely available throughout campus
- Promote success of disabled students by converting entrances to faculty departments
- Establish a university-wide center for the advancement of well-being
- Build curricular and co-curricular programs that help students achieve well-being outcomes
- Provide our communities and alumni with access to well-being assessment and practices

Efforts to implement measurable objectives will occur the 2016-2019 Strategic Plan period.

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Human Resources Department
Facility Services
stars.aashe.org

A brief description of the plan(s) to advance sustainability in Investment:

A sustainable approach to investments can be seen, for example, in how the College Foundation invests its financial resources benefitting students. Moreover, formation of the College's annual budget reflects a great degree of sustainability.

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Sustainable investment plans, if developed, will be implemented during the 2016-2019 Strategic Plan period.

-Develop and employ sustainability guidelines and procedures in key financial and administrative services operations

-Investigate the requirements and process to become a signatory to the UN Principles on Responsible Investment as a means to incorporate sustainability into decisions regarding investments

-Invest in green tech, conservation, renewable power, energy optimization, energy efficiency, alternative and renewable energy companies as well as sustainable forestry

-Refrain from investing in companies that have investments directly or indirectly associated with human rights violations and/or environmentally irresponsible practices

Accountable parties, offices or departments for the Investment plan(s):

Office of the Vice President of Administrative Services

A brief description of the plan(s) to advance sustainability in other areas:

N/A

The measurable objectives, strategies and timeframes included in the other plan(s):

N/A

Accountable parties, offices or departments for the other plan(s):

N/A

The institution's definition of sustainability:

Joliet Junior College defines sustainability as being more responsible to our environment by living and educating in a manner that conserves resources so that vital resources necessary for life are available for generations to come; reducing pollution and preserve natural resources; being a leader in sustainability in our community by promoting awareness and education; and initiating and monitoring standards of sustainability at JJC.

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

The current 2012-2015 Strategic Plan identifies the need to “expand the use of technology and sustainable methods” are one of its five goals.

Objectives developed to implement the sustainability component of this goal include:

-Applying sustainable practices throughout college operations

-Enhancing technology-based access to administrative process and information (reducing necessity for paper and additional resources for printing)

-Updating the existing technology infrastructure, computer systems and applications (eliminating antiquated equipment that consume more energy than newer, more efficient equipment)

The website URL where information about the institution's sustainability planning is available:

<http://www.jjc.edu/about/committees/sustainable-campus/>

Governance

Score	Responsible Party
3.00 / 3.00	Peter Linden Dean Career & Technical Education

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

- A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
- B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

- A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
- B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

Structures or mechanisms adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as they apply and are adhered to by the institution.

Submission Note:

Once on the JJC home page (link above), click on ABOUT and then see the various links under ADMINISTRATION.

"---" indicates that no data was submitted for this field

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

Interested students have a variety of avenues for participation as a member of College governing bodies. Primary examples include the Student Government Board, Faculty Advisory Committee and College's Board of Trustees. Direct participation by interested students begins with submission of a formal application to the Director of Student Activities & Student Life. To promote active engagement and underscore the importance of serving, scheduling availability is an important consideration in addition to an expressed commitment to attend all regularly held meetings. A non-voting alternate student member is also selected.

There are multiple examples of governance opportunities designed to grow and engage our students as seen in the previous response. In each instance student representatives are endorsed by the College Club Council headed by the Director of Student Activities & Student Life. The College Club Council is also responsible for a budget through the Student Development Division that provides funding to support student groups and activities across campus whereas the 21-member Student Government Association (SGA) serves as the student body's collective voice on campus. Students apply for open SGA seats each academic year. The SGA is structured in the same fashion as a traditional Board also meeting on a regularly scheduled basis.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

Yes

A brief description of student representation on the governing body, including how the representatives are selected:

There is a student representative serving on the College’s Board of Trustees. A Student Trustee is named to the College Board at the start of each academic year. Students interested in serving as Student Trustee to the College’s Board must submit a completed application that includes a 50-signature student petition supporting the applicant in addition to signatures of endorsement from the Vice President of Student Development, Dean of Students and Director of Student Activities & Student Life.

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

The College Board’s Student Trustee actively provides input and votes on College-wide issues including, but not limited to, annual strategic planning, expansion or upgrading of campus facilities as well as formation of the annual operating budget.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

Serving as a governance body within the College, Staff Council provides a means for staff members to actively and consistently participate in shared governance. Formally, this is evidenced through an Agreement entered into by the Board of Trustees of Joliet Junior

College and the College’s Support and Technical Staff Council – Staff Council, serving as exclusive bargaining agent for all full-time and part-time support and technical staff employees. Additionally, as valued stakeholders, Staff Council members are encouraged and readily afforded opportunity to engage in shared governance by way of formal College-wide processes including, but not limited to, strategic planning, budget development, personnel searches and ongoing continuous quality improvement initiatives.

Is there at least one non-supervisory staff representative on the institution’s governing body who was elected by peers or appointed by a representative staff body or organization?:

Yes

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

There is a consistently applied College-wide application/nomination and election process. See above.

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Staff Council assures and promotes staff members’ collective voice as an ongoing and viable part of shared governance. This often entails coordination, communication and collaboration promoting understanding and mutual agreement between Council membership and the College’s administrative leaders with respect to design and implementation of new initiatives. Such was evident in formation of new employee health insurance guidelines resulting from passage of the Affordable Care Act – an example applicable to establishing new policy. Added examples within the relevant time frame include, as part of College-wide participation, involvement in development of the College’s strategic plan – also incorporating physical resources, budgeting, organizational mission and goals. Moreover, staff members prioritize short-term and long-term projects in their respective work areas.

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

Faculty are very invested and actively engaged in a wide array of campus-wide committees fostering the College’s mission and strategic plan including, but not limited to, the Process Improvement Task Force and Strategic Planning Committee. For example, as part of the College’s ongoing commitment to AQIP, the Process Improvement Task Force transitioned into the College-wide Process Improvement Committee and was given a formal charge. In addition to key administrators, its membership reflects a robust cross-section of faculty from across the College with a mission to create and submit for recommendation to the Board of Trustees the College’s new and updated Education Plan – to be implemented in concert with the new and updated Strategic Plan.

Is there at least one teaching or research faculty representative on the institution’s governing body who was elected by peers or appointed by a representative faculty body or organization?:

Yes

A brief description of faculty representation on the governing body, including how the representatives are selected:

As previously indicated, faculty are represented and engaged in College-wide governance bodies. The Faculty Council serves as the exclusive bargaining agent for full-time faculty members. It is headed by a member-elected President who runs for the position by initially submitting an application, petition or receiving a formal nomination followed by a vote of collective membership. The same applies to Council officers. Adjunct instructors are represented by a separate collective bargaining Agreement. Although engaged in governance, Adjunct involvement is not to the extent of full-time faculty since the majority of Adjuncts are gainfully employed full-time outside of the College or simultaneously serving as an Adjunct instructor at other area college/university campuses.

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes

Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

At the forefront as the nation’s first public community college, faculty continue to be an integral part of the policy and decision-making processes. Although there is not a Faculty Senate, faculty members are actively engaged in governance through their participation in a variety of College-wide committees indicative of having a vital voice as seen in, but not limited to, strategic planning; AQIP action teams – to assure and implement continuous quality improvement processes institution-wide; and development of their respective Department’s annual operating budget. Additionally, faculty are at the forefront of developing new programs and curricula correspondingly conducting outreach with industry and other external partners across the region. Throughout, faculty provide meaningful input into the process of establishing and sustaining the organization’s mission. Additionally, as part of engaging in development of the College’s Strategic Plan, considerations including both short and long-term project prioritization, budgeting, staffing and financial planning directly benefit from faculty participation.

The website URL where information about the institution’s governance structure is available:

<http://www.jjc.edu/>

Diversity & Affordability

Points Claimed 9.00

Points Available 10.00

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit	Points
Diversity and Equity Coordination	2.00 / 2.00
Assessing Diversity and Equity	1.00 / 1.00
Support for Underrepresented Groups	2.00 / 2.00
Support for Future Faculty Diversity	1.00 / 1.00
Affordability and Access	3.00 / 4.00

Diversity and Equity Coordination

Score	Responsible Party
2.00 / 2.00	Judy Connelly Manager, Employee Relations Human Relations

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
 - Staff
 - Faculty
 - Administrators
-

Submission Note:

Other websites where information about the cultural competence trainings are available include:

<http://www.jjc.edu/brown-bag/Pages/default.aspx>

<http://www.jjc.edu/about/committees/diversity/Pages/safe-zones.aspx>

<http://www.jjc.edu/about/committees/diversity/Pages/committee-members.aspx>

"---" indicates that no data was submitted for this field

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

stars.aashe.org

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

From the JJC website for the Diversity Advisory Council:

"The President's Diversity Advisory Council (PDAC) serves to provide a coordinating function for diversity groups and issues on campus including serving as a clearinghouse for information and acting as a champion for diversity and inclusion. The objectives of the council align most closely with the following strategic goals and focus on both employees and students.

1. Improve student success with an emphasis on enrollment, retention, graduation, transfer rates, and effective teaching and learning outcomes
2. Improve success of minority, underrepresented, and underprepared student populations in addition to closing the gap between high school and college performance
3. To bring the voice of the employee into the council and to act as a catalyst in building a more diverse work environment
4. Improve workplace equality: an environment in which every individual has an equal opportunity to perform, develop, and advance"

The current College Diversity and Inclusion Plan is for 2013-2015

The full-time equivalent of people employed in the diversity and equity office:

1.50

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://www.jjc.edu/about/committees/diversity/Pages/advisory-council.aspx>

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

JJC holds a range of workshops related to cultural competence among students, faculty and staff, such as harassment/discrimination prevention training, search committee training, safety and wellness and new employee orientation. JJC recruits a diverse applicant pool utilizing the HigherEdJobs Affirmative Action Email module. The email is sent weekly to 280,849 job seekers and features job postings from colleges and universities that are actively recruiting candidates in accordance with affirmative action or diversity plans. The recipient list is opt-in and proprietary – each recipient has asked to receive the emails. JJC participates in annual diversity dialogues with local colleges (students, faculty & staff), community members and business leaders. Attendees participate in interactive workshops on teambuilding and discuss issues impacting diversity and inclusion in communities.

The Safe Zone Ally Project exists to make Joliet Junior College a safer environment for all members of the campus community, regardless of sexual orientation, gender identity or gender expression, through training allies. The Ally Training Program is a campus-wide program that is designed to foster a more welcoming and affirming environment for lesbian, gay, bisexual, transgender, and queer (LGBTQ) students by creating a visible network of Allies. Allies who have completed the Ally Training Program display the "JJC Safe Zone Ally" sticker in their offices. JJC has a Student Speakers Bureau Program designed to use personal storytelling to promote understanding for different cultural communities (LGBTQ). In 2012 Joliet Junior College was the only community college in Illinois to receive a grant from the U.S. Department of Justice Office on Violence Against Women. The grant is used to make an impact on the education and prevention of sexual assault, domestic violence, dating violence, and stalking against college students. The college board of trustees celebrates diversity by reading and approving resolutions for various ethnic activities. CAALC, made up of employees and students holds monthly meetings, fundraisers, issues scholarships to benefit black/Latino students, holds a community leader dinner, and provides a shadow day for high school students in different professions. In conjunction with GLOW, the Office of Student Activities (OSA) holds a transgender day of remembrance. The college holds a World Aids Day drag show (benefit for different agencies). Brown Bag speakers often focus on culture and diversity topics. OSA conducts programming for MLK day. Student Clubs, Black Student Union, Sister Circle (Precious Jewel), Religious, Disabilities (Here is your sign), and student government projects for MLK Day. Board prepares the proclamations for various months. The college provides for numerous faculty development opportunities. The college demonstrates support of individuals to attend National Conferences (ex: LGBTQ). The college has a partnership with the Will County Health Department for HIV testing. Often the college pulls together target focus groups. Other outreach includes the International Student Mentor Program, Black Teen Summit, Study Abroad, International Student Recruitment and Retention, and Video Awareness Segments on topics such as disability awareness.

NATALIYA'S COMMENTS/QUESTIONS: If this is a quote/quotes, the source should be specified.

In the first paragraph, sentence "The recipient list is opt-in and proprietary – each recipient has asked to receive the emails." may have grammar error. Should it read "... recipient is asked"?

Two entries between first and last paragraphs interrupt the flow of information. I would suggest restructuring information by type of engagement/activity or group involved to enhance clarity.

I would recommend to either include full names and possibly JJC email addresses for contact persons or exclude names entirely.

Add more specific information about each event if available/applicable - how often is it held, date of last event, number and type of participants (students/faculty, etc.).

URL below may not qualify as cultural competency training. There are only a few slides devoted to diversity and harassment which do not go beyond general policy statements. Do we have anything more specific?

END OF NATALIA'S COMMENTS/QUESTIONS

The website URL where information about the cultural competence trainings is available:

<https://my.jjc.edu/faculty-staff/human-resources/Pages/new-employee.aspx>

Assessing Diversity and Equity

Score	Responsible Party
1.00 / 1.00	Laura Mejia Sr. Administrative Assistant Administrative Services

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
 2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
 3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
 4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
-

"---" indicates that no data was submitted for this field

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

In May 2012, the Personal Assessment of the College Environment (PACE) survey was administered to 1,504 employees at Joliet Junior College (JJC). Of those 1,504 employees, 472 (31.4%) completed and returned the instrument for analysis. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist JJC in promoting more open and constructive communication among faculty, staff, and administrators. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and representatives of JJC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

In the PACE model, the leadership of an institution motivates the Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus climate factors toward an outcome of student success and institutional effectiveness.

The PACE Model

NILIE has synthesized from the literature four leadership or organizational systems ranging from coercive to collaborative. According to Likert (1967), the Collaborative System, which he termed System 4, generally produced better results in terms of productivity, job

satisfaction, communication, and overall organizational climate. The other systems were Consultative (System 3), Competitive (System 2) and Coercive (System 1). In agreement with Likert, NILIE has concluded that Collaborative (System 4) is the climate to be sought as opposed to existing naturally in the environment. Likert discovered that most of the organizations he studied functioned at the Competitive or Consultative levels. This has been NILIE's experience as well, with most college climates falling into the Consultative system across the four factors of the climate instrument.

At JJC, the overall results from the PACE instrument yield an overall 3.26 mean score within the low Consultative system. The Student Focus category received the highest mean score (3.58), whereas the Institutional Structure category received the lowest mean score (2.82). When respondents were classified according to personnel classification at JJC, the composite ratings were as follows: Administrator (3.28), Campus Police, Facilities, Food Service (3.22), Clerical (3.33), Faculty (3.35), Professional (3.11) and Support (3.15).

How are Results Used?

Ongoing communication and collaboration with employees is important to identifying strengths and weaknesses of current processes and systems associated with valuing people. JJC uses PACE results to lead the institution to develop responsive action plans. The PACE survey is used for Critical Issue Analysis which is essentially a form of "internal scanning" and identifies critical issues and examines JJC's culture, organizational structure, relevant data, and strengths, weaknesses, opportunities, and threats. The goals of critical issue analysis are: 1) to identify critical internal issues and 2) present responses to critical issues and the implications of varied responses to JJC leaders.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

Joliet Junior College participates in the Community College Survey of Student Engagement (CCSSE). Extensive research has identified good educational practices that are directly related to retention and other desired student outcomes. CCSSE builds on this research and asks students about their college experiences. CCSSE provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges. The survey, administered to community college students, asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

The PACE instrument administered at JJC includes 55 total items. Items #5 and #18 relate directly to diversity. Respondents are asked to rate the extent to which the institution effectively promotes diversity in the workplace and the extent to which student ethnic and cultural diversity are important at this institution.

Also, a utilization analysis is completed to identify those job categories where there is an under-utilization and/or concentration of minorities and females in relation to their availability in JJC's relevant labor market. The utilization analysis serves as the basis of establishing JJC's affirmative action goals and timetables, and to correct employment practices that contribute to any identified absences, under-utilization or concentration of minorities or women in JJC's workforce.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

Yes

A brief description of the governance and public engagement assessment(s):

A governance task force has been assembled to identify a governance structure that will define decision-making and communication channels, and clarify expectations for campus constituent groups and individual employees. It is their intent to make sure that administration, faculty, staff and student representation is apparent within decision-making committees where the outcomes have an institutional impact.

Given that the task force is currently assessing the college's governance structure, a website with information is not yet available. The final outcome of the assessment is expected to be completed by July 2015.

The website URL where information about the assessment(s) is available:

Support for Underrepresented Groups

Score	Responsible Party
2.00 / 2.00	Laura Mejia Sr. Administrative Assistant Administrative Services

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

"---" indicates that no data was submitted for this field

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

Joliet Junior College developed an Inclusion/Diversity Plan to show its commitment to fostering respect, collaboration, and productive relationships within the workplace.

The Diversity Advisory Council provides a coordinating function for diversity groups and issues on campus including serving as a clearinghouse for information and acting as a champion for diversity.

JJC developed a workforce analysis and corresponding availability analysis and was able to identify the areas of underutilization in its workforce (areas where actual participation in JJC's workforce is less than the availability identified in the relevant labor market). As a result, JJC has:

- Standardized the search committee process and procedures by providing mandatory training for search committee members, technical assistance and support
- Held college-wide diversity forums to gain insight into issues as they pertain to staffing patterns and communication issues
- Gained additional community partners as a result of our outreach efforts with local high schools, churches and community organizations
- Broadened its approach to recruitment by collaborating with area colleges and universities to tap into their alumni as prospective candidates

- Targeted “special” recruitment sources to increase minority applicant pool.

JJC also collaborated with the South Metropolitan Higher Education Consortium (SMHEC) on the following two projects:

- Diversifying Faculty in Illinois Initiative, which recognizes the positive impact of minority faculty within institutions
- The Brother 2 Brother Initiative, which promotes networking among students and staff

The Committee of African American and Latino American Concerns promotes the empowerment and advancement of African Americans and Latinos at JJC.

The Safe Zone Ally Project aspires to create a safer environment through training allies for all members of the campus community regardless of sexual orientation, gender identity, or gender expression.

The Student Speakers Bureau Program is designed to use personal storytelling to promote understanding and respect for Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) people and dispel myths about these communities.

Student Accommodations and Resources (StAR) supports students who have documented disabilities under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. StAR arranges accommodations for eligible students and assists college administration, faculty, and staff to provide required accommodations.

The Office of Multicultural Student Affairs (OMSA) provides outreach, academic guidance, personal support, cultural resources, and leadership opportunities to enhance the educational experience and facilitate the academic and personal growth of underrepresented students.

Project Achieve is an integrated TRIO/Student Support Services program dedicated to enhancing college experience for eligible students, including first-generation college students, low-income students, and/or students with a documented disability.

Veterans Resource Center

The Veterans Resource Center is open to all veterans attending the college and provides a dedicated area for veterans to gather and socialize, study, have computer access, and space for counseling and meetings.

Veterans Coordinator

JJC has a full-time Veterans Coordinator to serve as the primary contact and campus advocate to student veterans, their families and college staff concerning eligibility for veteran's educational benefits through institutional, state, and federal agencies.

Veterans Alliance Club

The Veterans Alliance Club provides support and resources for JJC student veterans, their families, and the community.

The following websites provide information about the support programs for underrepresented groups:

Diversity Advisory Council:

<http://www.jjc.edu/about/committees/diversity/Pages/advisory-council.aspx>

Safe Zone Programs:

<http://www.jjc.edu/about/committees/diversity/Pages/safe-zones.aspx>

StAR:

<http://www.jjc.edu/disability-services/Pages/default.aspx>
stars.aashe.org

OMSA:

<http://www.jjc.edu/multicultural-affairs/pages/default.aspx>

Project Achieve:

<http://www.jjc.edu/project-achieve/Pages/default.aspx>

Veterans:

<http://www.jjc.edu/financial-aid/Pages/veterans.aspx>

The website URL where more information about the support programs for underrepresented groups is available:

<http://www.jjc.edu/about/committees/diversity/Pages/advisory-council.aspx>

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

FACULTY and STAFF: Upon receipt of a complaint or concern regarding alleged discrimination, the Executive Director of HR, or an HR Manager (EE Relations, Labor, or Recruitment) will meet with the employee/complainant to conduct an initial assessment of the nature of the claim and evaluate any supporting evidence. Typically, complaints are recorded on an "Employee Complaint" form and can either be completed by the employee or HR. Human Resources will make a decision as to what type of investigation is needed, and will conduct the appropriate investigation, consulting with the college's attorneys, if needed. It is the goal to complete any investigation in a timely, comprehensive and confidential matter as possible. HR will maintain documentation of investigatory interviews and prepare a confidential report of findings. As appropriate, corrective action will be taken to remediate the situation.

STUDENTS: The college has an anti-discrimination policies infused in various areas of the college through Human Resources and Student Development. Students are protected from such discrimination through the code of student conduct as well as a new policy revisions that are awaiting approval. The Sexual Discrimination, Harassment, and Sexual Misconduct Policy and Procedures, and the Pregnant and Parenting Students this fall.

We assist student that experience these challenges by avenues of complaints through the student complaint process,

<http://www.jjc.edu/academic-behavior-standards/Pages/student-complaint-procedures.aspx>

and the student code of conduct

-09-new%20logo.pdf

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In addition, we work with complainants through the Office of Student Rights and Responsibilities (formally Dean of Students Office) Case Manager. This individual is responsible for working with respondents, complainants, and witnesses that need assistance with life skills, coping skills, and referral to counseling or outside agencies to support the students in becoming whole. This case manager is a licensed counselor and has other certifications such as sexual assault crisis counseling.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

No

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Yes

Support for Future Faculty Diversity

Score	Responsible Party
1.00 / 1.00	Larry Sladek Manager, Labor Relations Human Resources

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
 - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

"---" indicates that no data was submitted for this field

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

The recruitment of diverse students, faculty and staff is the cornerstone of Joliet Junior College's commitment to an innovative, collaborative and inclusive educational community. Joliet Junior College has a long-established foundation for promoting the principles of diversity and inclusion. Its policies promote this foundation and many of the programs and practices at the local levels support these principles as well. As stated in the college's Core Value of Respect, "Joliet Junior College celebrates the diversity of our communities and pledges to promote and recognize the strengths as reflected in the employees, faculty and students." This commitment is outlined here:

<https://careers.insidehighered.com/joliet-junior-college>

Joliet Junior College has developed and implemented programs with the purpose of increasing the diversity of higher education faculty. Specifically, programs include utilizing Affirmative Action/Inclusion Plans, attending Diversity Job Fairs, implementing a diversity profile on recruiting sites, establishing a Diversity Recruiting Consortium and joining the Illinois Community College Diversity Consortium.

Following is a brief overview of each program.

Inclusion/Diversity Plan FY 2013-2015

stars.aashe.org

Joliet Junior College believes in and is committed to a workplace that fosters employee respect and promotes collaborative, productive working relationships. This commitment is reflected in an assertive Inclusion/Diversity Plan which applies to all personnel practices including recruitment and job advertising, hiring, selection for training, promotion, separation, demotion, lay-off, transfer, rates of pay and all other terms, conditions and privileges of employment.

The plan is available here:

[http://www.jjc.edu/about/committees/diversity/Documents/Inclusion-Diversity%20Plan%202013-2015.](http://www.jjc.edu/about/committees/diversity/Documents/Inclusion-Diversity%20Plan%202013-2015.pdf#search=diversity%20recruiting%20consortium)

[pdf#search=diversity%20recruiting%20consortium](http://www.jjc.edu/about/committees/diversity/Documents/Inclusion-Diversity%20Plan%202013-2015.pdf#search=diversity%20recruiting%20consortium)

Affirmative Action Emails: Post positions on

HigherEdjobs.com

The purpose of this program is to recruit a diverse applicant pool with the HigherEdJobs Affirmative Action Email. The email is sent weekly to 280,849 job seekers and features job postings from colleges and universities that are actively recruiting candidates in accordance with affirmative action or diversity plans. The recipient list is opt-in and proprietary - each recipient has asked to receive it. Last year, over 600 colleges and universities used the HigherEdJobs Affirmative Action Email to enhance their affirmative action and diversity initiatives.

Attend diversity recruitment career fairs:

Human Resources assists in the promotion of affirmative action goals and objectives through active recruitment and hiring of qualified minorities and females by ensuring that qualified minority group members and females are among the list of candidates provided to department chairs, directors, administrators and all other hiring authorities. Promoting diversity at Joliet Junior College is evident in the recruiting process. Joliet Junior College attended the Chicago Professional & Technology Diversity Career Fair in 2014. Additionally, one of the core interview questions of the candidates for various jobs on campus revolves around diversity.

Establishing a Diversity Recruiting Consortium

The mission of the Diversity Recruiting Consortium is to partner with approximately 30 peer institutions to share best practices for diversity recruiting, reduce advertising costs and share advertising resources.

Joining the ICC Diversity Consortium

The Illinois Community College Diversity Consortium brings together diversity practitioners from across the state to discuss diversity issues, concerns/challenges at the state level. I was unable to attend the last meeting (4/30/2015) where practitioners discussed efforts to diversify faculty at the community college level. Participants in the group include: Chief Diversity Officers, Diversity Committee/Task force Chairpersons, HR EEO and Compliance Officers, Multicultural Affairs Coordinators, Directors and Coordinators of programs that serve diverse populations (disability services, veterans, international, LGBT, underrepresented groups, etc.), and Instructors and Directors of Diversity Education (Women's, Latin, African-American, Race and Ethnicity, Diversity/Multiculturalism, LGBT, etc. programs).

The website URL where more information about the faculty diversity program(s) is available :

<http://www.jjc.edu/about/committees/diversity/Documents/Inclusion-Diversity%20Plan%202013-2015.pdf>

Affordability and Access

Score

3.00 / 4.00

Responsible Party

Brian Campus
Assistant to Manager
Bookstore

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
 - B. The graduation/success rate for low-income students
 - C. The percentage of student financial need met, on average
 - D. The percentage of students graduating with no interest-bearing student loan debt
-

Submission Note:

Other websites where information about the institution's affordability and access programs is available include:

<http://www.jjc.edu/multicultural-affairs/>

<http://www.jjc.edu/project-achieve>

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

Joliet Junior College Financial Aid/Veterans Office Department Mission Statement: The Financial Aid/Veterans office at Joliet Junior College strives to provide financial resources to students who would otherwise be unable to pursue their educational and professional goals. Through the highest quality service, the expertise of our professional and support staff, significant community outreach efforts, and continual assessment of our policies and procedures, we are deeply committed to providing our students with every opportunity to obtain funding to meet their educational costs. To support this purpose, the Financial Aid/Veterans Office commits to maintaining integrity and accuracy in the delivery of these services.

The Financial Aid/Veterans Office encourages all students to fill out the Free Application for Federal Student Aid (FAFSA) so that it can be determined if they qualify for both federal and state grant assistance. We offer free workshops and one-on-one appointments to assist students in this process. We meet with students individually to educate them regarding student loan funding and eligibility, to further assist them to “Borrow Smart”. We also encourage students to research and apply for the numerous scholarships available.

Joliet Junior College also encourages students to establish residency in our district at least thirty days prior to the start of the semester, and provide documentation of residency to our Admissions Office, to be eligible for in-district tuition rates.

The Joliet Junior College Bookstore offers students the option of renting textbooks instead of having to purchase them, to keep textbook costs to a minimum. Our library also keeps a copy of almost every required text each semester for no-cost use in the library.

The regional PACE public transit system serves our main campus, with a bus stop at the entrance of our Campus Center. This assists students with transportation costs to attend classes on campus.

For students who do not qualify for financial aid, Joliet Junior College also offers a convenient no-interest payment plan option each semester.

A brief description of any programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds:

The Professional Learning Center (PLC) provides professional development opportunities, resources and support for Joliet Junior College employees so JJC can deliver a lifetime of affordable, accessible and quality learning programs and services to the diverse community it serves.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

Project Achieve is an integrated TRIO/Student Support Services program dedicated to enhancing the college experience. Eligible students can access counseling; free professional tutoring in Sciences, English, Math, and Computer Science/Office Systems; and multicultural events in a friendly, supportive atmosphere of dedicated students who want to achieve their goals. Project Achieve provides the tools to stay in college and assists students to graduate and to transfer to a four-year institution to pursue and successfully complete a bachelor's

degree. Eligible students include first-generation college students, low-income students, and students with a documented disability. All students must currently be enrolled at Joliet Junior College.

The My Future program is open to youth ages 17-21 who have earned their high school diploma or GED and meet income eligibility guidelines. My Future provides occupational training in high growth-high demand occupations in Will County. Services include: FREE occupational skills training, career assessments, one-on-one and small group mentoring and academic advising, work readiness workshops, and placement into employment.

The Transitioning Young Adults (TYA) program offers Grundy County youth ages 16-21 continuous support through career guidance, employment, and internship opportunities, GED support and vocational training. Participants will receive training and services leading to self-sufficiency. TYA is funded under the federal Workforce Investment Act and the Grundy Livingston Kankakee Workforce Board. No cost to Grundy County eligible youth.

Connect2Employment (C2E) is a program for youth ages 16-21 who meet WIA eligibility. The youth can participate in work readiness and leadership sessions including: interactive interviewing, goal setting, communication, career exploration, stress management, job shadowing, basic skills, conflict resolution, and much more. No cost to Will County eligible youth.

Joliet Junior College also has a new program designed for people looking to acquire skills to be successful in the healthcare industry. This is a collaborative effort between JJC departments: Workforce Development, Corporate & Community Services, Division of Adult & Family Services, and Allied Health/Nursing, to advance bridge programs as a model for providing low income, low skilled individuals with career opportunities in the healthcare industry.

A brief description of the institution's scholarships for low-income students:

Aschinberg, Dr. L. Claude M.D. Annual Scholarship

The Dr. L. Claude Aschinberg Annual Scholarship was established for Latino students that do not have a social security number. Students must be a seniors in high school in District 525 with a GPA of 3.0 or above (on a 4.0 scale) and accepted to JJC as full-time students (12 credit hours or more). This scholarship is awarded to a student with financial need who is unable to qualify for state or federal assistance due to lack of a social security number. Students must submit a written essay (of at least 200 words) on how their education at JJC is going to facilitate them helping and serving in the Latino community. The scholarship can be used for tuition, fees and/or books.

Barnes, Evelyn Memorial Scholarship

This scholarship has been established in honor of Evelyn Barnes. Applicants must be working toward a degree in journalism, taking creative writing classes or be actively involved as a member of the Joliet Junior College Blazer staff (student newspaper). Students must be in good academic standing and have unusual financial need which cannot be fulfilled from existing financial aid programs.

Crawford, Kim Memorial Scholarship

This scholarship was established in memory of Kim Crawford to recognize students majoring in Fire Science/EMS at Joliet Junior College. This annual award is given to a JJC student who is enrolled in their second year of the Fire Science/EMS program, has a GPA of 3.0 or above on a 4.0 scale and demonstrates financial need. The scholarship can be used for tuition, fees and/or books.

Junior College Student Government Spring Semester Book Scholarship

The JJC Student Government (SG) works together to make sure fellow students' interests and rights are protected. Members of student government enjoy representing JJC students and have had several successful projects since their formation in 1998. This scholarship is one of the projects SG is proud to be sponsoring. The Book Scholarship is funded by fees collected through the use of the ATM located in the A-Building at Main Campus. A maximum of four \$250 scholarships are awarded both fall and spring semesters for use in the JJC bookstore. Students must be currently enrolled in at least 3 credit hours and have earned a minimum of 6 credit hours at the time of application. Students are eligible to receive this award one time only. Current voting members of the JJC Student Government are ineligible.

Joliet Region Model A Restorers Club

This scholarship was established for a student who is a resident of District 525, who demonstrates financial need and is enrolled in the automotive curriculum. Each scholarship award can be used for tuition, fees, and/or books. Joliet residents preferred.

Larson, Evard and Vernetta Memorial Scholarship

This scholarship was established for a student who is a resident of JJC District 525, has a GPA of 3.0 or above, is pursuing a degree in either Engineering or Engineering Technology and demonstrates financial need.

Mulcahy, James and Alice Automotive Technology Scholarship

The James and Alice Mulcahy Automotive Technology Scholarship has been established to recognize students majoring in Automotive Technology at Joliet Junior College. Applicant must be enrolled in the JJC Automotive Technology Program, have completed 26 credit hours and have financial need.

Rogers, Leah L. Scholarship

This annual award is given to a student who is a graduate of a high school within District 525 and is a second year (non-freshman) planning to enter the teaching profession and/or is enrolled in the teacher assistant program. The student must demonstrate financial need.

All information has been taken from

<http://www.jjc.edu/scholarships>

A brief description of any programs to guide parents of low-income students through the higher education experience:

JJC Connect

JJC Connect is designed for new students (full-time, part-time, adult, veteran, etc.) to get to know JJC before beginning classes. Students get a chance to meet each other as well as faculty and staff, learn about paying for college, campus life, college resources, and much more. Family members are invited to attend with their students.

The JJC Financial Aid Office also provides information to parents on scholarships and paying for college and assists families in finding options to pay for college.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

The Office of Multicultural Student Affairs works with our Admissions Office to provide outreach to area high schools. They provide prospective students with information on scholarships, tutoring, and mentoring, as well as how an education at the Joliet Junior College is affordable compared to the costs at a four year university.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

The Office of Multicultural Student Affairs (OMSA) provides outreach, academic guidance, personal support, cultural resources, and leadership opportunities to enhance the educational experience and facilitate the academic and personal growth of underrepresented stars.aashe.org

students. OMSA's vision is to increase enrollment and ensure optimal academic success, retention, and graduation of underrepresented groups. OMSA supports diversity initiatives to enhance the college community in creating a diverse, culturally inclusive environment.

OMSA also provides information on scholarships and resources at:

<http://www.jjc.edu/multicultural-affairs/Pages/scholarships-resources.aspx>

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

Pell Grant: Available to undergraduates and does not have to be repaid. It can be used for tuition, fees, books, and living expenses.

Federal Supplemental Education Opportunity Grant (FSEOG): Campus-based grant awarded to undergraduates that does not have to be repaid. It can be used for same expenses as the Pell Grant.

Illinois Student Assistance Commission Monetary Award Program (ISAC MAP): Illinois state grant available to undergraduate students that does not have to be repaid. Used for tuition and fees, excluding course fees at JJC.

Illinois Incentive for Access Grant (IIA): Illinois supplemental grant available to undergraduate freshmen students with an EFC of 0.

Federal Work-Study (FWS): Based on EFC and for students enrolled in 6 credit hours. This is paid every two weeks in conjunction with the regular college payroll.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

All covered above.

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:

AEC Construction Advisory Committee Scholarship

This scholarship was established to recognize students majoring in technical careers at Joliet Junior College. The scholarship is for a part- or full-time student who has a minimum of 24 credit hours earned with 12 credits in AEC or Construction Management and a 3.0 or above GPA. An essay is required discussing future goals in the Construction Management industry and why they deserve the scholarship. This scholarship is for tuition, fees and books.

Cwiklo, Edward J. Technical Scholarship

This scholarship was established by the Joliet Junior College Foundation to honor Edward J. Cwiklo for his generous donation to Joliet Junior College. The scholarship is for a student who is enrolled part-time in a minimum of 6 and a maximum of 11 credit hours and is majoring in the technical curriculum. Applicant must upload a letter of recommendation from any full- or part-time faculty member in the stars.aashe.org

Technical Department. Applicant must also complete the essay question (a paragraph) on why they should be considered for the scholarship. This scholarship is for tuition, fees and books.

Joliet Junior College Auto Club Scholarship

The JJC Auto Club has established this scholarship for a part-time student who is majoring in the JJC Automotive Program. Applicant must have earned 9 credit hours and have a 2.5 or above GPA. A brief essay is required explaining why the student is deserving of a scholarship.

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

Joliet Junior College's licensed Early Childhood Center is offered to students and staff at the college. We make it possible for students or employees with children ages 3 -5 years old to attend classes or work while incurring minimal child care expenses. We maintain a program of learning experiences while providing care and protection in a safe, healthy and nurturing environment. We provide guidance and encourage the social, emotional, physical and cognitive growth of the individual child. We also provide opportunities for social interactions during short tours and activities on campus.

The Early Childhood Center was established to provide young children with a safe and healthy environment where they are nurtured and cared for by responsible caregivers. It is open to members of the JJC community, students and staff. Childcare professionals take a developmental approach to the preschool curriculum and follow the guidelines developed by the National Association for the Education of Young Children (NAEYC).

A brief description of other policies and programs to support non-traditional students:

Joliet Junior College offers financial and educational assistance to veterans, insuring that they have the opportunity to take classes after their service is complete. A detailed list of Veterans Education Programs can be found at

<http://www.jjc.edu/financial-aid/Pages/veterans-education-programs.aspx>

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	23
The graduation/success rate for low-income students	8.50
The percentage of student financial need met, on average	87

The percentage of students graduating with no interest-bearing student loan debt

81.50

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

0

The website URL where information about the institution's affordability and access programs is available:

<http://www.jjc.edu/financial-aid/>

Health, Wellbeing & Work

Points Claimed 4.04

Points Available 7.00

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit	Points
Employee Compensation	2.04 / 3.00
Assessing Employee Satisfaction	1.00 / 1.00
Wellness Program	1.00 / 1.00
Workplace Health and Safety	0.00 / 2.00

Employee Compensation

Score	Responsible Party
2.04 / 3.00	Judy Connelly Manager, Employee Relations Human Relations

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

"---" indicates that no data was submitted for this field

Number of employees:

1,600

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

1,600

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

No

Number of employees of contractors working on campus:

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

There are seven collective bargaining agreements covering compensation for facilities, food service ft, clerical ft, adjunct, faculty ft, police and support/technical. Positions are evaluated using the National Position Evaluation Method and are benchmarked using the Decision Band Methodology.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

579

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

Historically, Joliet Junior College has utilized the National Position Evaluation Method, a point factor evaluation method where jobs are judged against compensable factors that fall within the general categories of skill, responsibility, effort and working conditions. In 2012, the college engaged in a formal compensation study with Fox Lawson, Associates and utilized their Decision Band Methodology for benchmarking approximately 50 positions in Joliet and evaluating all positions for internal and external equity.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

All full time employees (40 or more hours a week) are paid more than the minimum wage. The lowest paid is \$10.60/hr. Comprehensive health, dental, vision and life insurance are available. JJC participates in the state retirement plan. There is a host of voluntary employee paid benefits such as flex, long term disability, and additional/optional life insurance.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

All part-time employees are paid more than the minimum wage. The lowest paid position is \$9.49/hr. For non-grant or tipped employee, some contractually bargained groups provide a small PTO plan and they are also eligibility for tuition discounts.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

Generally, no benefits are provided to temporary staff.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

Temporary full time faculty receive the same benefits as full time regular faculty do. Adjunct, part time, and temporary positions do not receive any benefits.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

\$8.25/hr; no benefits

The local legal minimum hourly wage for regular employees:

8.25 US/Canadian \$

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

The website URL where information about the institution's sustainable compensation policies and practices is available:

<http://www.jjc.edu/human-resources/Pages/contractual.aspx>

Assessing Employee Satisfaction

Score	Responsible Party
1.00 / 1.00	Patty Sanchez Employee Benefits/Training Specialist Human Resources

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

"---" indicates that no data was submitted for this field

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

100

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

The college has utilized the Personal Assessment of the College Environment (PACE). This assessment was done in 2008, 2009, 2011 and 2012. Employees completed a 46-item PACE instrument organized into four climate factors as follows: Institutional Structure, Supervisory Relationships, Teamwork and Student Focus. They also completed a customized section designed specifically for Joliet Junior College. Respondents were asked to rate the four factors on a five point Likert-type scale. The instrument is specifically designed to compare the existing climate at JJC to a range of systems found to exist in community colleges across North America. The information generated from the instrument has been developed into a research report and is used for planning and decision-making in order to improve the college climate. Also, the college's Human Resources Department has conducted departmental climate surveys as needed. All full time employees are invited to participate in a formal one-on-one exit interview process with an HR manager. Part time employees are encouraged to complete an exit interview and are given the opportunity for an in person meeting. The college president has hosted "breakfast with the President" as a method to collect feedback from employees about college operations and work environment. The President has engaged the entire college community on a series of work groups to define "world class organization" for JJC. There is an opportunity for everyone (community, industry, students and staff) to participate in current strategic planning.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

Ongoing communication and collaboration with employees is important to identifying strengths and weaknesses of current processes and systems associated with valuing people. JJC uses PACE results to lead the institution to develop responsive action plans. The PACE survey is used for Critical Issue Analysis which is essentially a form of “internal scanning” and identifies critical issues and examines JJC’s culture, organizational structure, relevant data, and strengths, weaknesses, opportunities, and threats. The goals of critical issue analysis are: 1) to identify critical internal issues and 2) present responses to critical issues and the implications of varied responses to JJC leaders.

Additionally, the college is accredited through the Higher Learning Commission AQIP, and one of the recent quality action projects was "valuing people." In order to meet the objective for the accreditation process, the college analyzed and focused on the results of the PACE survey.

The year the employee satisfaction and engagement evaluation was last administered:

2,012

The website URL where information about the institution’s employee satisfaction and engagement assessment is available:

<http://www.jjc.edu/institutional-research/Pages/surveys.aspx>

Wellness Program

Score	Responsible Party
1.00 / 1.00	Patty Sanchez Employee Benefits/Training Specialist Human Resources

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
 - Staff
 - Faculty
-

"---" indicates that no data was submitted for this field

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

Joliet Junior College (JJC) partners with Ceridian LifeWorks to help manage work, home health and life challenges for all full-time employees and their families. Ceridian LifeWorks is a full service Employee Assistance Program. Part-time employees can utilize the program as well by referral via Human Resources. JJC also partners with Wellness Inc. and provides on-site screening for employees, retirees and eligible dependents. One blood draw provides 36 tests that provide early detection of disease. Employees can get additional tests such as flu shots, Colocare, PSA and Thyroid Screen. The results the employee obtained during the screening process can also be used to provide the primary care physician with a screenshot of one's overall health and well-being. The main campus of the college has an onsite wellness/fitness center with personal training and fitness classes that are available to employees, students and the community. In 2015, Human Resources formed a formal Wellness Committee. The purpose of the committee is to promote awareness and provide/coordinate opportunities for personal wellness.

The website URL where information about the institution's wellness program(s) is available:

<http://www.jjc.edu/about/committees/sustainable-campus/Pages/AASHE-STARs.aspx>

Workplace Health and Safety

Score

0.00 / 2.00

Responsible Party

Larry Sladek
Manager, Labor Relations
Human Resources

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Investment

Points Claimed 1.00

Points Available 7.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit	Points
Committee on Investor Responsibility	0.00 / 2.00
Sustainable Investment	0.00 / 4.00
Investment Disclosure	1.00 / 1.00

Committee on Investor Responsibility

Score

0.00 / 2.00

Responsible Party

Peter Linden

Dean
Career & Technical Education

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Sustainable Investment

Score

0.00 / 4.00

Responsible Party

Brian Campus

Assistant to Manager

Bookstore

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions (CDFI)** or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Investment Disclosure

Score	Responsible Party
1.00 / 1.00	Brian Campus Assistant to Manager Bookstore

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Submission Note:

"---" indicates that no data was submitted for this field

Does the institution make a snapshot of its investment holdings available to the public?:

Yes

The percentage of the total investment pool included in the snapshot of investment holdings:

100

A copy of the investment holdings snapshot:

[JJC CAFR FY14.pdf](#)

The website URL where the holdings snapshot is publicly available:

Innovation

Innovation

Points Claimed 4.00

Points Available 4.00

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit	Points
Innovation 1	1.00 / 1.00
Innovation 2	1.00 / 1.00
Innovation 3	1.00 / 1.00
Innovation 4	1.00 / 1.00

Innovation 1

Score	Responsible Party
1.00 / 1.00	Michael McGreal Chef & Department Chair Culinary Arts Department

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Culinary Arts Department Annual Farm to Fork Dinner and Market

A brief description of the innovative policy, practice, program, or outcome :

Since 2013, the Culinary Arts Program at JJC has held an annual Farm to Fork Scholarship dinner in a grove populated with large oak trees on the beautiful college grounds. The meal is designed to promote local farmers, growers, and producers as well as to introduce our culinary students to the importance of local products, getting ingredients at the peak of freshness, and practicing sustainable food production.

In conjunction with the dinner, we have a farmer’s market where the local growers, farmers and producers are able to sell their items directly to the guests. This enables the guests and the students to interact and support these local businesses while stressing the importance of local farming and shopping.

For the past two years, the dinner has sold out at 200 guests. The next one will be held in September 2015. Cumulatively over the two years a total of 400 guests and approximately 250 students participated.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

All of the students who participated in the program during the past two years (approximately 250) met the farmers, learned about their products and methods, toured local farms, and used local products (pork, trout, produce, poultry, beef, wine, beer, honey, etc.) to produce the meal. Each of the guests who attended the events (400) were able to meet the farmers at the farmer’s market set up along the perimeter of the dining area. We provided the guests with donated farmer’s market bags so they could shop at the market and purchase locally grown and produced items directly from the source. Approximately \$10,000 in scholarship and professional development funds were raised from the events as well. Because the majority of ingredients were donated by the growers and producers, the program saved approximately \$8000 in expenses which were then turned into scholarships. We also introduced some of our vendors to the JJC Foodservice Department who subsequently purchased some produce for events.

A letter of affirmation from an individual with relevant expertise:

[Culinary Program Letter.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	Yes
Research	No
Campus Engagement	Yes

Public Engagement	Yes
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	Yes
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	Yes
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

Innovation 2

Score	Responsible Party
1.00 / 1.00	Richard Rivera Assistant Director Facility Services/Roads & Grounds

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Water Harvesting System - Greenhouse

A brief description of the innovative policy, practice, program, or outcome:

Joliet Junior College employed a rainwater harvesting system associated with the construction of their new greenhouse facility in 2009. The system was designed to capture rainwater runoff from the roof of the facility, direct it to an underground cistern on the exterior of the building. The water is then pumped back into the irrigation system as the main source of water.

The rainwater harvesting system has a dual impact on the campus, as it significantly reduces the demand of potable water required to irrigate the vegetation and reduces the storm water runoff into the storm water detention. The rainwater harvesting system is a demonstration of innovation, but was only part of the system that earned the LEED Certified level for new buildings. Further, Joliet Junior College's Greenhouse was one of three known greenhouses in the United States to have achieved the LEED Certification at the time of its opening.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The impact to the irrigation demand on potable water obviously varies with the amount of rainfall over any particular period of time. The range of rainfall in Northern Illinois is 23.9 inches for the low and 46.9 inches for the high. The average is 37.1 inches. Over the surface of the roof it can be calculated that the rainwater harvesting collects between 128,800 gallons to 252,700 gallons on an annual basis. This reduces direct costs to JJC and overall demand on the aquifers.

The second impact of the reduction to the stormwater runoff eliminates the impervious area within the watershed. This effectively eliminates 0.198 acres of tributary area from producing runoff discharging to the system. This is a very small portion of the watershed, however does provide a cumulative impact on the system.

A letter of affirmation from an individual with relevant expertise:

[Greenhouse_Letter.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	Yes
Public Engagement	---

Air & Climate	---
Buildings	Yes
Dining Services	---
Energy	Yes
Grounds	Yes
Purchasing	---
Transportation	---
Waste	---
Water	Yes
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

Innovation 3

Score	Responsible Party
1.00 / 1.00	Catherine Suchy Chairperson Library Department

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Textbooks in the Library

A brief description of the innovative policy, practice, program, or outcome:

The Joliet Junior College Library has a Textbook Reserve Program where students can use the textbook in the library for 3 hours. For often requested titles, the library provides a second copy of the text. This program is funded through academic departments and the library working in conjunction with the college bookstore.

The program was started about ten years ago as a student government initiative with no staff or funding and consisted of just a handful of books, but willing departments. A plea from Pam Dilday, Director of the Office of Student Affairs and Advisor of Student Government to make the program work, led Catherine Suchy, Library Department Chairperson, to take an active role in the program and since then, the college has been able to secure funding and rely on the staff to work on sections of the program. About four years ago, we revived the textbook program and focused on General Education courses exclusively. Once we had a streamlined process in place, we expanded to carry all the textbooks required on campus. This program need attention every semester to update the new adoption while removing the older textbooks. Few institutions can engage in such a project since it can become quickly overwhelming. Our academic departments provide 75% of the titles needed to keep the program up to date and the library closes the gap with titles not supplied by the departments. The bookstore offers the library a substantial discount so we can make this a reality every semester.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

For the fall 2015 semester alone, 3267 students used the textbook collection. This represents over 20% of the student population.

A letter of affirmation from an individual with relevant expertise:

[Textbooks_Letter.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	---
Campus Engagement	Yes
Public Engagement	---

Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	Yes
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

Innovation 4

Score	Responsible Party
1.00 / 1.00	Nick Sciacotta Superintendent Custodial

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

WTP/JJC Vocational Skills Partnership

A brief description of the innovative policy, practice, program, or outcome:

When reflecting on Joliet Junior College’s commitment to sustainability as a whole, many things come to mind. There are obvious signs of JJC’s commitment throughout the campus; the numerous recycle bins (environmental) as well as the many programs, services, and activities for the general student population (social and economic). JJC’s commitment is more extensive and incorporates an easily overlooked population: individuals with disabilities. JJC’s sustainability also includes programs supporting individuals with disabilities. JJC has as very active program (S.T.A.R) to serve the JJC students in their standard classes. The college also hosts a yearly conference for individuals with disabilities and their families, offers zero level classes for students who are not able or ready to take creditable classes, and partners with Plainfield School District and Romeoville School District to offer vocational training for students with disabilities.

The Work Training Partnership (WTP) between Plainfield District # 202 and Joliet Junior College, launched in February 2002, teaches vocational skills to students with disabilities ages between the ages of 16-22. The program has grown from 5 students to approximately 50 students each year. The population served includes any student with a disability who has the basic pre-skills needed to classify him or her as having the potential of becoming community employed and who has not yet developed the skills needed to secure and maintain community employment. The “Win-Win” phrase has always been used to describe the partnership. JJC department participation has always been voluntary and the jobs available provide the students with a meaningful learning experience. This respectful approach has been at the core of our success.

The importance and value of WTP as well as all other programs supporting individuals with disabilities offered by JJC may not be apparent to the typical individual, however, when reviewing the employment and unemployment rates by groups, historically the rate of unemployment is significantly higher among individuals with disabilities. Reflecting on the programs noted above, it is evident that Joliet Junior College is committed to decreasing the gap between individuals with disabilities and the general population - and this enhances our approach to holistic sustainability.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Student Retention Rates: 97%. Measured by student program progression until such time that the student is either no longer eligible for financial aid or are ready for community job placement services.

Student Completion Rates are measured by meeting individual education plan (IEP). Due to the confidential nature of IEP, specific goals, action plans and completions cannot be shared.

A letter of affirmation from an individual with relevant expertise:

[WTP_Letter.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No

Curriculum	Yes
Research	---
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	Yes
Health, Wellbeing & Work	Yes
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:
