

SUSTAINABILITY PLAN

2023-2025

COLLEGE OF LAKE COUNTY

SEPTEMBER 27, 2022
COLLEGE OF LAKE COUNTY

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Message from the President

The College of Lake County (CLC) is deeply committed to helping students succeed academically, in the workforce, and as responsible citizens. CLC is also committed to sustainability as it intersects with each of these spheres of student success. CLC has set an ambitious plan to move forward as a leader for sustainability in higher education and “providing students with the knowledge and skills needed to address the critical, systemic challenges faced by the world” (American College and University Presidents’ Climate Commitment).

The College of Lake County’s Sustainability Plan unites its commitment to natural resources, learning, and community engagement. The Plan calls for the implementation of new technologies to minimize the impact of college operations on natural resources. The Plan also promotes learning outcomes in the curriculum equipping CLC students to actively engage in today’s green economy. Additionally, CLC wholly owns its community responsibility by serving as a “living laboratory” for sustainability with sustainable buildings and operations that in turn provide applied learning opportunities. The Sustainability Plan comprises the key ideas and goals for continual improvement and innovation toward a sustainable campus, curriculum, and community.

CLC has received many sustainability accomplishments since the last Plan was compiled.

- 2020 [Green Ribbon Award](#) from the U.S. Department of Education
- 2020 [Silver STARS award](#) from the Association for the Advancement of Sustainability in Higher Education (AASHE)
- 2017-2019 Listed in Top 10 among associate colleges in the [Sustainable Campus Index \(PDF\)](#)
- 2019 [Café Willow](#) received a 3-Star rating with its [Green Restaurant Certification](#)
- 2019 AIA Sustainability Award for the Science and Engineering Building
- 2018 Illinois Sustainability Award from the [Illinois Sustainable Technology Center](#)

In addition, CLC is a founding member and administrative agent of the Illinois Green Economy Network (IGEN), a consortium of Illinois community colleges working together to share resources, common experiences and best practices to help grow the new green economy. IGEN helps colleges improve resource management on campus, develop new green job training and educational programs, and collaborate with partners in the community and across the state. These forms of recognition and engagement at the local, state, and national level position CLC as a sustainability leader in higher education and in the community.

CLC integrates social, economic, and environmental sustainability into its daily operations. To ensure institutional impact, CLC remains committed to dedicating resources its sustainability efforts. By putting its Sustainability Plan into action, CLC promotes sustainable practices and transforms the communities it serves.

*Lori Suddick, Ed.D.
President*

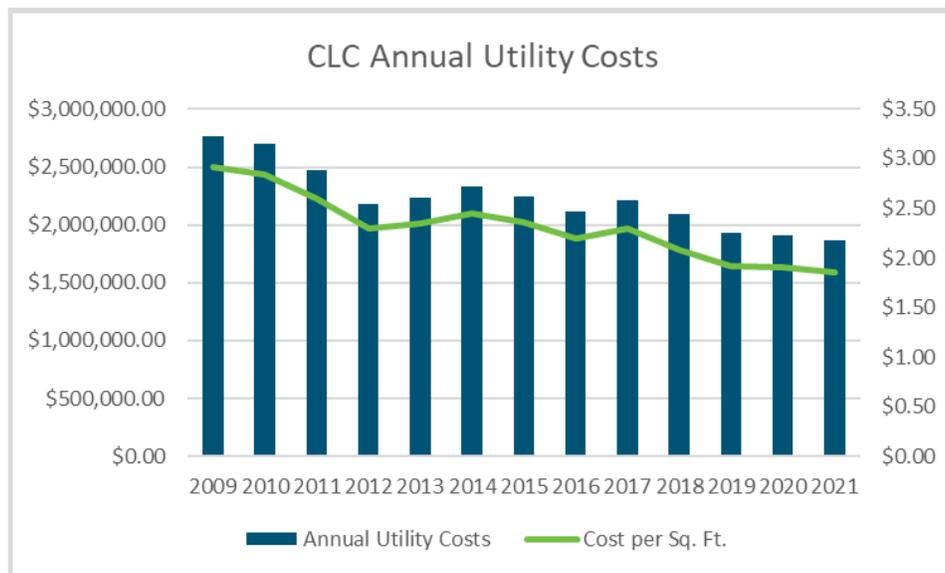
I. Overview: Working Toward a Sustainable Future for All

The College of Lake County Sustainability Plan establishes an ambitious agenda to be a leader in sustainability in higher education and in the community. Being “sustainable” means living, learning, working, and thriving in an equitable manner, while preserving resources for future generations to do so as well. This definition is based on the United Nations report “Our Common Future” (1987). The College leads in sustainability in the interconnecting spheres of greening its campuses, expanding its learning experiences, and gathering with its community members. CLC’s Sustainability Plan key ideas and goals fit within these spheres. Each goal has performance metrics that are tracked annually in a Sustainability Performance Report. This plan includes and supports the college’s Climate Action Plan commitment to reach carbon neutrality by the year 2042.

This is the fourth iteration of the college’s Sustainability Plan. Since 2012, CLC has established a Sustainability Plan and a Climate Action Plan. Since 2018, these plans have been combined into one document. The plan is developed with input and support from faculty, staff, students, and administration from across many sectors of the college. The College’s Strategic Plan, with its Mission, Values, and Pillars guide the development and implementation of the Sustainability Plan. The Sustainability Council oversees this plan development. CLC also seeks the input from local governmental, business, community, and educational leaders. Once complete, the Plan is reviewed by the College Leadership Team and is forwarded to the Board of Trustees for review.

The Sustainability Plan is evaluated annually using performance metrics to track progress of the College in pursuing its goals in the Annual Performance Report. The results of the Performance Report are shared with the Sustainability Council and the Operations and Facilities Commission (OFC). Copies of the

Figure 1. CLC Utility Costs 2009-2021

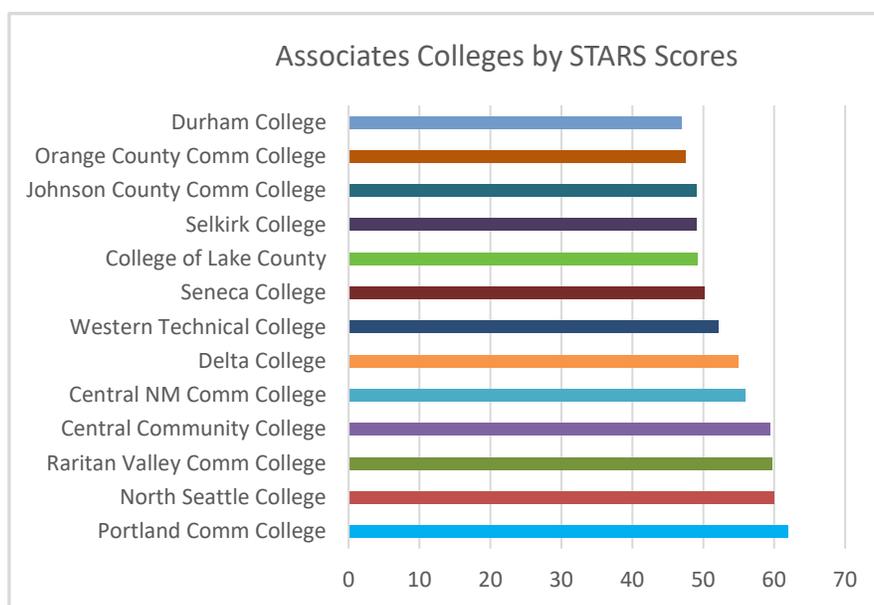


report will be available for the CLT, Board of Trustees and the Community Partners for Sustainability. This pathway describes how CLC’s process of using evidence and inquiry help inform sustainability goals and progress evaluation.

Since the first Sustainability Plan has been in place, the College of Lake County has made great strides in sustainability, by retrofitting outdated mechanical systems and incorporating green building features that result in reduced energy use, costs and emissions. During this time, even as CLC increased its square footage of building space, its total utility costs have continued to go down. Figure 1 illustrates CLC’s progression in lowering annual utility costs over the past 12 years. The increased efficiency of new and retrofitted mechanical systems have more than compensated for increased square footage of new building space.

The College of Lake County is making great strides in sustainability leadership. The Message from the President cites a list of accomplishments demonstrating the college’s success in implementing the Sustainability Plan, including rankings among the top 10 associates level colleges on the AASHE Campus Sustainability Index. AASHE also gave CLC special recognition for its Campus Farm and Living Lab Trail as innovative practices for other colleges to learn from.

Figure 2. Top Associates Degree Colleges in Sustainability by STARS Scores in 2022



The College of Lake County recently received other notable acclamations for its sustainability efforts. In 2021, CLC was invited to be listed as a resource promoting best landscaping practices by the Sustainable Gardening Institute. On Earth Day 2020, CLC received a Green Ribbon Award from the US Department of Education. The USGBC certified the A Wing Science Building with LEED Platinum distinction in January 2019. In fact, the Science Building received the highest rating of green building points from the USGBC, making it the greenest new construction building in Illinois and much of the Midwest. The Green Restaurant Association awarded Café Willow with a Three-Star Certification for sustainability in food service in 2018. CLC also received a Sustainability Award from the University of Illinois’ Sustainability Technology Center in 2018. Each year, CLC continues to be re-certified by Tree Campus Higher Education and Bee Campus USA.



These forms of recognition reflect the sustainability work that is ongoing and continuing across CLC’s campuses. A substantial portion of this work involves the college’s use of energy. In 2020, CLC entered into a power purchase agreement to finance the installation of 1.9 MW of solar photovoltaic panels on the Grayslake Campus. Completed in 2021, this system is projected to provide the campus with 17% of its electricity needs with clean energy. On the Lakeshore Campus, a new Student Center is under construction, designed to LEED Platinum green building certification standards. The new urban agriculture center is being planned. Three additional electric vehicle level II charging stations have been purchased with IGEN grant funding that are planned for installation.

While sustainability is typically appreciated in light of the environmental problems facing the world, people need to thrive in that world, leading to a broader comprehensive consideration of the “Triple Bottom Line” of the environment, social equity and economic viability. The concept of the Triple Bottom Line was developed in 1994 as a concept by John Elkington, the famed British economist, who suggested that for businesses to be successful (i.e. sustainable) they should be managed in a way that not only make money but which also improve people's lives and the well-being of the planet (Investopedia). CLC reflects social needs for equity, diversity and inclusion, which are elaborated in its Equity in Student Access & Success Plan and also its financial responsibilities with the College Plan and Annual Budget. In fact, Equity & Inclusion and Strategic Use of Resources are two of the Pillars supporting CLC’s Strategic Plan, which are described further in Appendix A.

II. Sustainability Plan Goals

Eleven key ideas serve to increase sustainability at the College of Lake County and in the surrounding community. Each key idea contains a goal or set of goals that provide direction for achieving each key idea in the three years of this Sustainability Plan, in connection with the College Plan and annual budget cycle. Each goal comes with strategies that serve as concrete guides for the College. The 24 performance metrics measure the progress being made for each key idea's goal and are shared in the Annual Performance Report.

The key ideas in this Sustainability Plan identify CLC's aspirations to enhance its environmental, economic, and social equity sustainability. These goals are each aligned with the college's Strategic Pillars and also with the requirements and recommendations established by external organizations that benchmark sustainability for institutions of higher education. Key ideas are identified with symbols that correspond with these institutions in the following order: CLC Strategic Pillars, AASHE STARS, Second Nature Climate Commitment, and the United Nations' Sustainable Development Goals.



Identifying each of the following key ideas with these symbols reminds us of how each one supports the Strategic Plan and external guidelines for sustainability in higher education. See the Appendix for more information about these organizations that provide support and benchmarking data.

A. Greening Our Campus

By integrating sustainability principles and practices into all college operations, CLC can refresh its campus facilities to be efficient, clean and renewable.

Key Idea 1 – Buildings and Energy: Minimize energy consumption through building efficiency and the development of renewable energy resources, in support of Climate Action Plan goals for carbon neutrality.



According to the US EPA greenhouse gas emissions webpage (2022), 38% of greenhouse gas emissions come from buildings, for electricity and natural gas consumption. Over the past five years, CLC has spent an average of just over \$2 million a year on electricity and natural gas utilities. Energy consumption is a chief concern in Pillar VI: Strategic Use of Resources of CLC’s Strategic Plan and also AASHE STARS, Second Nature’s Climate Commitment and the United Nations’ Sustainable Development Goals. CLC is working to reduce its energy consumption by increasing energy efficiency and reduce its greenhouse gas emissions by increasing energy coming from renewable sources such as solar photovoltaics (PV) and geothermal heat exchange systems.

1.1 Energy Efficiency

	FY 2023	FY 2024	FY 2025
Annual Goals 1.1	Evaluate strategies and plan budgets to enact building efficiency projects that reduce utility costs by 10% from average levels in the previous 5 years.	Evaluate and enact strategies that reduce utility costs by 10% from average levels in the previous 5 years.	Evaluate and enact strategies that reduce utility costs by 10% from average levels in the previous 5 years.
Strategy 1.1a	Work with staff and faculty to take responsibility for energy conservation efforts, such as by turning off computers, lights and other equipment at night.		
Strategy 1.1b	Adjust lighting and temperature controls in existing building operating systems in order to find optimal settings and to avoid potentially wasteful energy use.		
Strategy 1.1c	Utilize B3 energy information software and Energy Star Performance Manager to track electricity and gas use on a building by building basis to identify which buildings are most in need of retrofitting and renovation.		
Strategy 1.1d	Continue process of retro-commissioning building operating systems and energy efficiency audits across each campus and location in order to identify optimal system settings and equipment retrofits in order to maximize utility savings.		
Strategy 1.1e	Explore and utilize available incentives offered through utilities and State initiatives for all construction and renovation projects.		
Strategy 1.1f	Identify opportunities in the College Plan and in the budget cycle to utilize funds to retrofit building operating systems to newer, more efficient systems, as available.		
Strategy 1.1g	Continue retrofitting of all lighting systems to energy efficient LED fixtures, expand use of occupancy and daylight sensors, and install smart lighting control systems where possible.		
Strategy 1.1h	Expand the use of solar photovoltaics on all buildings and geothermal heat exchange systems through the main buildings across the Grayslake Campus.		
Strategy 1.1i	Prioritize the incorporation of sustainable construction materials, high efficiency HVAC, LED lighting and further green building techniques in all new buildings and major renovations.		
Strategy 1.1j	Use the Energy Star Performance Manager tool to compare energy use intensity of CLC buildings with those of other colleges in the region.		
Performance Metric 1.1	Measure and track progression of annual electricity and natural gas consumption in total utility costs and energy use intensity.		

1.2 Green Fund

	FY 2023	FY 2024	FY 2025
Annual Goals 1.2	Clarify and establish Green Fund parameters for spending and reinvestment of rebates, savings or other incentives.	Implement procedures for Green Fund spending and reinvestment of incentives.	Implement procedures for Green Fund spending and reinvestment of incentives.
Strategy 1.2a	Utilize the Green Fund to support retrofits and updates to campus building infrastructure, by reinvesting incentives and rebates for future projects.		
Performance Metric 1.2	Track the financial incentives received through available energy efficiency programs in and the expenditures from the Green Fund.		

Key Idea 2 – Dining Services: Increase the sustainability of food and beverage operations on all campuses.



The US EPA states that 11% of greenhouse gas emissions come from agricultural production and another 27% of emissions come from transportation. Purchasing more locally produced and plant-based food will help CLC to reduce greenhouse gas emissions and be more sustainable. CLC’s culinary and agricultural education and training programs provide excellent resources for fresh, healthy and locally produced food. CLC’s Dining Services Committee helps to connect sustainability initiatives with operations at Café Willow. Café Willow is a certified Green Restaurant at the three-star level, by utilizing energy efficient appliances. The café has been making progress in composting food scraps, with both pre-consumer scraps in the kitchen and post-consumer scraps in the café. CLC’s culinary program has consistently done great job in training students to compost food scraps.

Sustainably Sourced Food

	FY 2023	FY 2024	FY 2025
Annual Goals 2.1	Food service vendor to identify sources for locally grown, raised, or produced food products, including from the Campus Farm.	Food service vendor to procure and track locally grown, raised, or produced food products, including from the Campus Farm.	Food service vendor to procure and track locally grown, raised, or produced food products, including from the Campus Farm.
Strategy 2.1a	Explore purchasing of produce in dining services that come from the Campus Farm and eventually from the Lakeshore urban farm program.		
Strategy 2.1b	Support sourcing of sustainable foods and beverages at culinary programs at Brae Loch and other locations.		
Strategy 2.1c	Expand plant-based, sustainably or ethically produced food options in the Café,		

	including those that are organically produced, or raised in responsible fisheries or fair trade certified.
Strategy 2.1d	Expand purchasing of sustainably and ethically produced beverages in the Café and coffee shops, including locally sourced or fair-trade options.
Strategy 2.1e	Promote awareness and education about the benefits of local and sustainable foods along with CLC’s Campus Farm, apiary, farm market, and urban agriculture programs.
Performance Metric 2.1	Establish baseline and track annual quantities of sustainably produced food and plant-based entrees.

Food-Related Waste

	FY 2023	FY 2024	FY 2025
Annual Goals 2.2	Establish baseline and track annual percentage of food scraps diverted from landfill for composting.	Track annual percentage of food scraps diverted from landfill for composting.	Track annual percentage of food scraps diverted from landfill for composting.
Strategy 2.2a	Expand pre- and post-consumer food scrap composting in the café, coffee shops, special events catering, culinary, and student-run programs.		
Strategy 2.2b	Promote the use of reusable food and beverage containers.		
Strategy 2.2c	Support ban on polystyrene (i.e. Styrofoam®) products on campus.		
Performance Metric 2.2	Establish baseline and track annual percentage increase in food scraps diverted from the landfill for composting.		

Key Idea 3 – Grounds: Increase sustainable landscape, integrated pest management, and stormwater best management practices on campuses.



Campus grounds are managed through the Facilities Department, which has made great strides in increasing sustainable practices. Grounds staff work to efficiently manage turfgrass areas, steward forestry efforts and practice integrated pest management practices. They have reduced the amount of fertilizers in turf areas, attended deicing workshops to learn about strategic use of ice melt products, and have assisted in the management of natural areas. New landscape maintenance equipment is becoming available that use electric power, that reduce greenhouse gas emissions and other forms of pollution. The Living Lab Trail crosses the Grayslake Campus, with natural areas serve as a living laboratory for students. The Sustainable Landscape Management Plan provides guidelines for tiered levels of landscape maintenance, industry guidelines for staffing levels, integrated pest management,

bioswale maintenance, tree care, pollinator-friendly practices, and the recertification needs for Tree Campus Higher Education and Bee Campus USA.

Grounds Operations

	FY 2023	FY 2024	FY 2025
Annual Goals 3.1	Reduce unnecessary application of herbicides and fertilizers. Evaluate lawncare equipment for replacement with electric machinery.	Reduce unnecessary application of herbicides and fertilizers. Begin replacement of older lawncare equipment for with electric machinery.	Reduce unnecessary application of herbicides and fertilizers. Begin replacement of older lawncare equipment for with electric machinery.
Strategy 3.1a	Evaluate and strategically reduce the amounts of fertilizers and herbicides applied to turf grass areas, explore more natural control methods.		
Strategy 3.1b	Replace lawn maintenance equipment with cleaner operating electric mowers, blowers and trimmers, prioritizing a phase out of 2-stroke engines.		
Performance Metric 3.1	Track and evaluate annual purchases of fertilizers, herbicides, and electric lawn maintenance equipment.		

Natural Areas

	FY 2023	FY 2024	FY 2025
Annual Goals 3.2	Restore natural prairie and wetland areas with prescribed burn, weed mgmt., and overseeding. Research and request funding for woodland restoration in FY24.	Restore natural prairie, wetland and woodland areas with prescribed burn, weed mgmt., invasive removal, and overseeding.	Maintain natural prairie, wetland and woodland areas with prescribed burn, weed mgmt., and overseeding.
Strategy 3.2a	Increase installation of native plants in natural areas and in landscaped garden spaces, explore more use of low mow turf grass in hard to mow areas and those with less foot traffic.		
Strategy 3.2b	Utilize the Japanese Garden as an example of conservation landscaping, balancing formal design with native plants and lower weekly maintenance needs.		
Strategy 3.2c	Continue ecological restoration of campus natural areas, by grounds crew, consultants, and/or with regularly scheduled volunteer workdays.		
Strategy 3.2d	Reforest campus trees annually with species native to Lake County and hardy to local climate conditions.		
Strategy 3.2e	Explore plans for renovation and restoration of the campus arboretum with the Horticulture Department.		
Performance Metric 3.2	Track the acres of land that are restored natural ecosystems and number of trees planted on an annual basis.		

Bioswales

	FY 2023	FY 2024	FY 2025
Annual Goals 3.3	Renovate parking lot bioswales with native grasses and sedges.	Renovate and maintain bioswales with native grasses and sedges.	Renovate and maintain bioswales with native grasses and sedges.
Strategy 3.3a	Remove invasive plant material and integrate low-profile, native grasses and sedges in all sedges.		
Strategy 3.3b	Maintain and expand best management practices such as bioswales, rain gardens and rainwater catchment systems.		
Performance Metric 3.3	Track progress being made in restoring bioswales.		

Key Idea 4 – Purchasing: Increase environmental and social considerations in purchasing and procurement procedures.



In 2016, the CLC Board approved the addition of Policy 712.08 Sustainability to “... consider the procurement of products or services that minimize potentially negative impacts on the environment and human health ...” including those with reusable materials, recycled-content, low energy footprint, reduced waste, or that are locally sourced. By purchasing sustainable materials, the College can demonstrate its value for sustainability, both internally for those who use those items and externally to the marketplace where those items are produced and sold. Contractor expectations for sustainability are set in the language in requests for bids and quotes. It is important to keep considerations in the front of mind early on in the purchasing process.

Purchasing Technology and Supplies

	FY 2023	FY 2024	FY 2025
Annual Goals 4.1	Explore standards of tracking sustainable purchasing.	Track purchasing of sustainable products, from vendors with sustainability credentials.	Increase purchasing of sustainable products or support from such vendors.
Strategy 4.1a	Prioritize goods and services in requests for quotation and proposals from companies that highlight their own sustainability efforts		
Strategy 4.1b	Prioritize purchase of supplies with Green Seal certification (or similar equivalent) and eliminate use of products that emit volatile organic compounds (VOCs) and/or other toxins.		
Strategy 4.1c	Utilize ENERGY STAR® purchasing standards for all new computer equipment, appliances and equipment.		
Strategy 4.1d	Implement smaller physical footprint devices such as “mini” form factor computers which reduce freight costs, generate less heat, and use less energy.		

Strategy 4.1e	Complete the consolidation of printers with shared multi-function print devices and implement the managed print program.
Performance Metric 4.1	Report progress on standards and tracking of sustainable purchasing.

Contracting

	FY 2023	FY 2024	FY 2025
Annual Goals 4.2	Explore procedures to be included in purchasing contracts, such as requiring that materials be recycled, trucks and cars do not idle.	Complete updates of contracts to include sustainable practices.	Monitor progress of compliance from vendors in recycling construction waste and not idling.
Strategy 4.2a	Implement procedures for quotation, proposals and bids that include sustainability provisions requiring no idling on CLC property and that all construction waste be recycled, particularly metals, wiring and electronic components.		
Performance Metric 4.2	Monitor and track progress and made by the Purchasing and Capital, Sustainability & Construction Management departments in updating contracting procedures.		

Central Stores

	FY 2023	FY 2024	FY 2025
Annual Goals 4.3	Promote the Central Stores for purchasing needs and track the reallocation.	Promote the Central Stores for purchasing needs and track the reallocation.	Promote the Central Stores for purchasing needs and track the reallocation.
Strategy 4.3a	Support use of the Central Store as a way to reduce waste in office supplies, reallocate overstocked desk supplies, paper goods and writing instruments, and promote the reuse of non-consumable items such as staplers, calculators, file holders etc.		
Strategy 4.3b	Support the Central Furniture Store as a first step for departments looking to meet furniture and office equipment needs, available through Procurement Services.		
Performance Metric 4.3	Track and report the usage of the central stores in reallocating existing resources at the College.		

Key Idea 5 – Transportation: Increase utilization of alternative modes of transportation.



According to the EPA, transportation accounts for 27% of greenhouse gas emissions. While this figure also includes freight, air, rail, and sea transport modalities, the impact of commuting contributes over 28% of the College’s contribution of greenhouse gases. Students, faculty and staff travel almost 23 million miles to get to and from CLC in a “normal” year, under pre-COVID conditions. These contributions of emissions will change as some classes remain on-line and flexible work options become more institutionalized. Nevertheless, CLC is joining local, state and national initiatives to promote alternative forms of transportation, encouraging walking or the use of bicycles, electric vehicles (EVs) and public transportation. These strategies not only support lower carbon transportation options but also, in the case of bicycles or walking, better health and wellness as well. Surveys of students and faculty/staff are scheduled to come out every three years so that transportation data can be analyzed. Staff/faculty survey went out in spring 2022 and the student survey will be sent out in the fall. CLC is also following other colleges and institutions that evaluate the impact of air travel on carbon emissions. By developing its own carbon offset program, the results of such a funding project can be realized right on campus and in the community, rather than somewhere out of reach. See below in Goal 9.4 about how carbon offsets are being proposed to compensate for carbon emitted through air travel conducted on behalf of CLC.

Commuting:

	FY 2023	FY 2024	FY 2025
Annual Goals 5.2	Reduce carbon emissions from commuting to and from campus.	Reduce carbon emissions from commuting to and from campus.	Reduce carbon emissions from commuting to and from campus.
Strategy 5.1a	Promote alternative modes of transportation, including: walking, bicycling, public transport, car sharing programs, car-pooling, low-emission vehicles and teleconferencing.		
Strategy 5.1b	Provide parking space incentives for commuters driving EVs and other low-emission vehicles to campus.		
Strategy 5.1c	Support efforts by Lake County and neighboring municipalities and park districts to connect bicycle/multi-use trails to CLC campuses.		
Strategy 5.1d	Support the Grayslake Bike Share program and evaluate opportunities to expand with other campuses and local community entities.		
Strategy 5.1e	Continue surveying students and faculty/staff to gather commuting data on a triennial basis.		
Performance Metric 5.1	Calculate and track the annual carbon emissions from commuting, using survey and enrollment data.		

EV Stations:

	FY 2023	FY 2024	FY 2025
Annual Goals 5.2	Install the two EV charge stations currently available.	Install remaining EV charge stations and monitor usage.	Purchase, install and monitor use of EV stations and need for further installations.
Strategy 5.2a	Monitor existing EV charging stations and install additional charging stations on all campuses and satellite locations.		
Strategy 5.2b	Set pricing strategically so that students, faculty/staff and community members are encouraged to drive EVs, but without financially challenging the College.		
Performance Metric 5.2	Track the number of EV stations installed at the various campuses and other locations. Measure the number of users and charge sessions at the various stations.		

Campus Fleet:

	FY 2023	FY 2024	FY 2025
Annual Goals 5.3	Identify opportunities with College fleet.	Replace existing vehicles with more efficient ones.	Replace existing vehicles with more efficient ones.
Strategy 5.3a	Purchase electric and/or hybrid vehicles for the campus fleet as replacements are needed, pursuing grant funding opportunities.		
Strategy 5.3b	Respond to survey recommendations for shuttle service between campuses and to Metra stations.		
Strategy 5.3b	Establish program to offset greenhouse gas emissions that result from business-related air travel.		
Performance Metric 5.3	Track the number of fleet vehicles replaced with more efficient ones and any other new vehicles. Monitor carbon offsets, once they are developed.		

Key Idea 6 – Waste Reduction: Maximize solid waste diversion and resource recovery across all campuses.



Waste reduction is a very important aspect of sustainability that requires broad participation across all campuses. Participation in recycling and composting are growing, but these efforts are secondary to a primary responsibility to avoid buying or using more than we actually need. Reusing materials such as shopping bags, eating utensils, or office supplies from the Central Store are great ways that people are reducing waste.

Waste Reduction:

	FY 2023	FY 2024	FY 2025
Annual Goals 6.1	Reduce the amount of waste that is considered trash and sent to the landfill.	Reduce the amount of waste that is considered trash and sent to the landfill.	Reduce the amount of waste that is considered trash and sent to the landfill.
Strategy 6.1a	Purchase items with materials that can be reused, recycled and with less packaging		
Strategy 6.1b	Make sure that trash/recycling signage is prominently displayed in classrooms and hallways and that each trash can has a recycling can next to it, in order to make it easier for constituents to sort trash from recycling.		
Strategy 6.1c	Enhance awareness of and expand opportunities to recover materials through various recycling and composting educational activities.		
Strategy 6.1d	Share progress reports in reducing and diverting waste through recycling and compost disposal.		
Strategy 6.1e	Support purchasing efforts to require that construction and demolition (C&D) waste and divert as much waste through donations and recycling as possible.		
Strategy 6.1f	Explore educational demonstration projects for reusing landscape and food waste, such as biodigesters.		
Strategy 6.1g	Conduct assessments of trash, recycling and compost being disposed of, based on annual audits of weight being disposed of the trash vs. being diverted to recycling or compost.		
Performance Metric 6.1	Measure quantities of trash, recycling, and compost disposal and benchmark progress being made in diverting waste from landfills.		

Key Idea 7 – Water: Improve water conservation across all campuses and sites.



Some say that water will become the new oil, as sources for fresh clean water become scarce around the world. Lake County is fortunate to have access to the Great Lakes for water supply, the world’s largest freshwater lake system. Even so, Lake Michigan has wavered lately from a record low to a record high in the past 10 years. Climate change and population growth make water supplies less than certain. CLC has been proactive in water conservation over the past 10 years by installing low-flow faucets, dual flush toilets and also water refill stations.

Water:

	FY 2023	FY 2024	FY 2025
Annual Goals 7.1	Explore and expand methods of water conservation.	Explore and expand methods of water conservation.	Explore and expand methods of water conservation.

Strategy 7.1a	Increase education and awareness of water use implications, conservation strategies and water quality issues on campus and throughout the community.
Strategy 7.1b	Minimize irrigation for turf areas and gardens; install drought tolerant and native plant species on campus grounds as much as possible.
Strategy 7.1c	Monitor and report on the impacts of rainwater collection for wastewater in the A Wing Science Building.
Strategy 7.1d	Encourage the installation of water refill stations at all CLC locations, including new facilities such as ATC.
Performance Metric 7.1	Measure and track gallons of water metered annually.

B. Expanding our Learning Experiences

When faculty incorporate sustainability into educational and extra-curricular experiences at the college, student engagement in learning increases and students are better prepared for careers in the world that is changing around us.

Key Idea 8 – Learning: Integrate sustainability opportunities across the learning spectrum, for credit classes, adult education, workforce training, and professional development programs.



Sustainability in the Curriculum:

	FY 2023	FY 2024	FY 2025
Annual Goals 8.1	Expand connections between curricula with sustainability.	Expand connections between curricula with sustainability.	Expand connections between curricula with sustainability.
Strategy 8.1a	Offer faculty development opportunities, training, incentives and resources to support curriculum development with sustainability content and focus.		
Strategy 8.1b	Encourage the integration of sustainability into existing curricula through learning outcomes, course objectives, student assignments, and immersive experiences.		
Strategy 8.1c	Support inclusion of renewable energy, energy efficiency, electric vehicle technology in existing and new courses.		
Strategy 8.1d	Support and fund the Sustainability Across the Curriculum training opportunities for faculty		
Strategy 8.1e	Support and monitor the roll out of the sustainability college-wide learning outcomes (CLOs) to review data about how teaching and learning about sustainability		
Strategy 8.1f	Explore student sustainability literacy assessments and tracking methodology to evaluate student exposure and comprehension of sustainability principles.		
Strategy 8.1g	Explore the possibility of establishing a sustainability graduation requirement.		
Performance Metric 8.1	Measure and track for-credit and WPDI courses reported to have sustainability content or sustainability focus.		

Technology Skills:

	FY 2023	FY 2024	FY 2025
Annual Goals 8.2	Connect students with sustainable technology resources in the community.	Connect students with sustainable technology resources in the community.	Connect students with sustainable technology resources in the community.
Strategy 8.2a	Explore opportunities to develop workforce training related to Climate Equity Jobs Act (CEJA) and new national initiatives.		
Strategy 8.2b	Utilize sustainability technologies and initiatives in campus operations to enhance the living laboratory with hands-on training and educational opportunities in the classroom.		
Strategy 8.2c	Expand partnerships with local corporate and community organizations to provide resources to students and community members interested in pursuing sustainability related careers.		
Strategy 8.2d	Engage students through support, skills training and collaboration with community entities that provide additional supportive services.		
Performance Metric 8.2	Measure and track connections between training programs and sustainable technology resources.		

C. Convening Our Community

CLC seeks to engage and convene members of our community, whether on campus or in the region, to foster collaboration, share best practices, and build public awareness of issues and opportunities to support a more sustainable world around us. Communication of College sustainability initiatives is an essential part of bringing a sense of community to campus and with our partners in the region.

Key Idea 9 – Collegewide Engagement: Increase student, faculty, and staff engagement in sustainability activities and initiatives.



Sustainability initiatives without stakeholder engagement are unsustainable. Students, faculty and staff report in CLC surveys that sustainability adds important value to the learning and work environment. Sustainability challenges individuals to get involved and work in collaboration for the betterment of the community.

Student Engagement:

	FY 2023	FY 2024	FY 2025
Annual Goals 9.1	Increase student engagement in sustainability-related activities.	Increase student engagement in sustainability-related activities.	Increase student engagement in sustainability-related activities.

Strategy 9.1a	Develop opportunities for student involvement and education through Earth Week and other special events taking place throughout the year.
Strategy 9.1b	Support the student clubs pursuing environmental or sustainability activities.
Strategy 9.1c	Support sustainability student work/internships through the Career Job Placement Center or Human Relations.
Strategy 9.1d	Develop and track opportunities for students to volunteer to provide community service, both on and off campus.
Strategy 9.1e	Explore opportunities for peer-to-peer sustainability outreach among the student body.
Strategy 9.1f	Support communication outreach to students, informing them of sustainability initiatives, successes and missed opportunities.
Strategy 9.1g	Support CLC's Share Market as a resource for collecting and distributing food supplies for college constituents.
Performance Metric 9.1	Measure and track student engagement in sustainability activities, both on and off campus.

Faculty/Staff Engagement:

	FY 2023	FY 2024	FY 2025
Annual Goals 9.2	Increase faculty/staff engagement in sustainability-related activities.	Increase faculty/staff engagement in sustainability-related activities.	Increase faculty/staff engagement in sustainability-related activities.
Strategy 9.2a	Support the Sustainability Council and other governance entities in including and expanding sustainability considerations in decision making processes at the college.		
Strategy 9.2b	Provide education and support for faculty and staff to pursue sustainable practices or activities on campus and in the community, through Professional Development Days, the Teaching Learning and Educational Technology Center (TLETC), Earth Week, and other special events taking place throughout the year.		
Strategy 9.2c	Develop and track opportunities for faculty/staff to volunteer to provide community service, both on and off campus.		
Strategy 9.2d	Continue and expand campus-wide communication of sustainability initiatives, successes and missed opportunities.		
Strategy 9.2e	Encourage staff/faculty to participate in efforts to recycle and compost waste, not idle cars on campus, turning off lights and other equipment, among other efforts.		
Performance Metric 9.2	Measure and track faculty/staff engagement in sustainability activities, both on and off campus.		

Financial Engagement:

	FY 2023	FY 2024	FY 2025
Annual Goals 9.3	Support sustainability initiatives in ways that have financial impacts.	Support sustainability initiatives in ways that have financial impacts.	Support sustainability initiatives in ways that have financial impacts.
Strategy 9.3a	Evaluate opportunities for the College and the Foundation to develop sustainable investment and responsible investor procedures, per STARS recommendations.		

Strategy 9.3b	Explore opportunities for sustainable investments, in Environmental, Sustainable and Governance (ESG), or otherwise climate positive, funds for both the College and the Foundation, per STARS recommendations
Strategy 9.3c	Support employee involvement with reducing costs, by turning off lights, computers and other equipment when not in use and by utilizing the central stores for dropping off or picking up office supplies.
Performance Metric 9.3	Record and track sustainable investment policies and holdings.

Carbon Offsets

	FY 2023	FY 2024	FY 2025
Annual Goals 9.4	Formulate and enact a formal procedure for offsetting carbon emissions from CLC-related air travel.	Follow the procedure for offsetting carbon emissions from CLC-related air travel.	Follow and evaluate the procedure for offsetting carbon emissions from CLC-related air travel.
Strategy 9.4a	Develop and promote a carbon offset procedure, working through shared governance groups, such as the International Education Committee, Operations and Facilities Commission, Student Government Association, and Governance Coordinating Council.		
Strategy 9.4b	Establish a tax-deductible fund through the Foundation, to deposit carbon offset fees. Use funds to plant trees or restore prairie in order to sink carbon as a way to compensate for carbon emissions emitted from air travel by staff and faculty.		
Strategy 9.4c	Involve students with the tree planting or prairie restoration, in order to provide educational and service experiences about the impacts of carbon emissions from air travel.		
Performance Metric 9.4	Record and track carbon offset funds and related projects, once initiated.		

Key Idea 10 – Community Collaboration: Work with community partners to facilitate environmental, social and economic sustainability across the Lake County.



By their name and nature, community colleges instinctively connect with the community. In a similar way, sustainability initiatives also reach across boundaries, intersecting with the community by filling education and skills training needs of local employers and also by demonstrating best practices in sustainability for local businesses and municipalities to learn from.

	FY 2023	FY 2024	FY 2025
Annual Goals 10.1	Engage community partners to participate with CLC in sustainability events	Engage community partners to participate with CLC in sustainability events	Engage community partners to participate with CLC in sustainability events
Strategy 10.1a	Host the Sustainable CLC website with information, tools, resources and opportunities to engage with sustainable businesses, consumers and supporting entities		
Strategy 10.1b	Facilitate networking among stakeholders, including the Community Partners for Sustainability, to share successes and opportunities to reduce negative impacts on the environment and Lake County constituents.		
Strategy 10.1c	Support and host events, such as films, conferences, speakers, or activities, that bring community members together to connect on social, economic and environmental sustainability opportunities.		
Strategy 10.1d	Develop system to encourage faculty and staff to volunteer in community service; record levels of participation.		
Strategy 10.1e	Promote environmental features on campus grounds and facilities to demonstrate best management practices for community stakeholders.		
Strategy 10.1f	Share institutional sustainability commitments and performance updates with the community.		
Strategy 10.1g	Connect community members with CLC students, faculty and staff in community service initiatives.		
Strategy 10.1h	Support bike share programming with regional partners.		
Strategy 10.1i	Convene the Community Partners for Sustainability to review plans or projects designed to be resilient to extreme storm events.		
Strategy 10.1j	Work with the Lake County Emergency Management Agency and local municipalities to assess resilience and vulnerabilities to extreme climate events, including infrastructure, economics, ecosystem services, and social equity and governance.		
Performance Metric 10.1	Measure and benchmark CLC events and the number of community members coming together to participate in sustainability-related initiatives.		

D. Keeping Our Climate Commitment

CLC has committed to reach carbon neutrality by the year 2042, as stated in CLC’s Climate Action Plan below. Carbon, or greenhouse gas (GHG), emissions stem from fuels burnt on campus, such as natural gas, fuels burnt off campus to power its buildings, such as power plants, and fuels burnt indirectly to sustain campus life, such as transportation, purchasing, trash disposal etc.



Key Idea 11 – Climate Commitment: Work with partners across all areas of the college and in the community to reduce greenhouse gas emissions (GHGs) toward carbon neutrality by the year 2042, as stated in the Climate Action Plan below.

	FY 2023	FY 2024	FY 2025
Annual Goals 11.1	Reduce GHGs leading to carbon neutrality by 2042.	Reduce GHGs leading to carbon neutrality by 2042.	Reduce GHGs leading to carbon neutrality by 2042.
Strategy 11.1a	Utilize each of the key ideas, goals and strategies above as guides in reducing GHGs.		
Strategy 11.1b	Monitor changes in GHGs, using graphs to help identify and communicate trends toward the long-term goal of carbon neutrality.		
Performance Metric 11.1	Measure, benchmark and evaluate GHG emissions on an annual basis.		

III. Performance Metrics & Annual Evaluation

Progress in meeting Sustainability Plan goals is tracked in the Annual Performance Report. Each key idea has three-year goals describing activities to be taken in the identified fiscal years. Strategies under each of the goals outline longer-term, ongoing sustainability initiatives that support achievement of the goals. Each of the goals also has a performance metric that identify the current baseline and targeted outcome. Each of the 24 performance metrics are measured after each fiscal year to benchmark progress with quantifiable data in order to inform College decision making.

FY23-25 Performance Metrics

Performance Metric 1.1	Measure and track progression of annual electricity and natural gas consumption in total utility costs and energy use intensity.
Performance Metric 1.2	Track the financial incentives received through available energy efficiency programs in and the expenditures from the Green Fund.
Performance Metric 2.1	Establish baseline and track annual quantities of sustainably produced food and plant-based entrees.
Performance Metric 2.2	Establish baseline and track annual percentage increase in food scraps diverted from the landfill for composting.
Performance Metric 3.1	Track and evaluate annual purchases of fertilizers, herbicides, and electric lawn maintenance equipment.
Performance Metric 3.2	Track the acres of land that are restored natural ecosystems and number of trees planted on an annual basis.
Performance Metric 3.3	Track progress being made in restoring bioswales.
Performance Metric 4.1	Report progress on standards and tracking of sustainable purchasing.
Performance Metric 4.2	Monitor and track progress and made by the Purchasing and Capital, Sustainability & Construction Management departments in updating contracting procedures.
Performance Metric 4.3	Track and report the usage of the central stores in reallocating existing resources at the College.
Performance Metric 5.1	Calculate and track the annual carbon emissions from commuting, using survey and enrollment data.
Performance Metric 5.2	Track the number of EV stations installed at the various campuses and locations. Measure the number of users and charge sessions at the various stations.
Performance Metric 5.3	Track the number of fleet vehicles replaced with more efficient ones and any other new vehicles.
Performance Metric 5.4	Measure and monitor carbon offsets for college business-related air travel, once developed.
Performance Metric 6.1	Measure quantities of trash, recycling, and compost disposal and benchmark progress being made in diverting waste from landfills.
Performance Metric 7.1	Measure and track gallons of water metered annually.
Performance Metric 8.1	Measure and track for-credit and WPDl courses reported to have sustainability content or sustainability focus.
Performance Metric 8.2	Measure and track connections between training programs and sustainable technology resources.

Performance Metric 9.1	Measure and track student engagement in sustainability activities, both on and off campus.
Performance Metric 9.2	Measure and track faculty/staff engagement in sustainability activities, both on and off campus.
Performance Metric 9.3	Record and track sustainable policies and investments; also record and track carbon offsets once initiated.
Performance Metric 9.4	Record and track carbon offset funds and related projects, once initiated.
Performance Metric 10.1	Measure and benchmark CLC events and the number of community members coming together to participate in sustainability-related initiatives.
Performance Metric 11.1	Measure, benchmark and evaluate GHG emissions on an annual basis.

Additionally, narrative data may be included to provide qualitative descriptions of achievements undertaken during that year. Together these reporting mechanisms are reported annually in the Annual Performance Report for the College’s Sustainability Plan.

The Capital, Sustainability and Construction Management Department, Sustainability Council, the Facilities Department, and other stakeholders across the college community have responsibility for working together toward each key idea, helping to determine completion, calculating quantitative progress, and providing anecdotal qualitative progress updates.

IV. Climate Action Plan

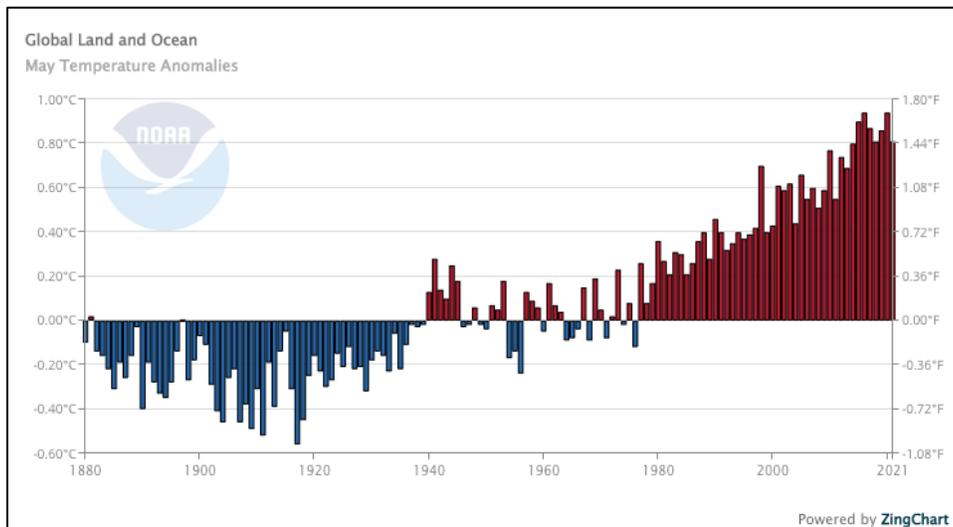
As part of signing the American College and University Presidents' Climate Commitment (ACUPCC) in 2009, CLC developed its first Climate Action Plan (CAP) in spring 2012. The CAP lays out action items that lead the College toward climate neutrality.

CLC's Climate Action Plan establishes intermediate goals reducing carbon emissions on the way to the ultimate goal of carbon neutrality by the year 2042. Section III: Sustainability Goals identifies operational action items for reducing carbon emissions and increasing resilience to anticipated changes to climate. Section IV: Evaluation and Tracking sets the format measuring progress as reported in the Annual Performance Report.

A. Climate Action

The need for climate action has become ever more apparent over the past decade. According to the National Oceanic and Atmospheric Administration (NOAA), the last seven years have been the hottest years on record. News reports show that early 2021 was remarkable for record heat; while Lake County was suffering a severe to extreme drought, Chicago had a record rainfall that barely hit north of Countyline Road. "For 2020, the average temperature across global land and ocean surfaces was 1.76°F (0.98°C) above the 20th-century average. This was the second highest among all years in the 1880-2020 record and just 0.04°F (0.02°C) shy of tying the record value set in 2016." (NOAA)

Figure 2: Global Temperatures and Atmospheric Carbon Dioxide Levels (NOAA)



In December 2016, the United States joined 197 nations in signing the Paris Agreement to strengthen the global response to the threat of climate change by keeping a global temperature rise this century well below 2 degrees Celsius above pre-industrial levels. While the United States briefly withdrew from the

Agreement during the previous administration, American cities, states, and educational institutions continued working together to reduce carbon emissions. In January 2021 the U.S. rejoined the international Climate Accords and has resumed working toward reducing greenhouse gasses.

The State of Illinois passed the Climate and Equitable Jobs Act (CEJA) in 2021. CEJA puts the state on a path to 40% renewable energy by 2030 and 50% by 2040 and further sets the goal for 100% carbon-free energy by the year 2050. In addition to economic incentives to dramatically upscale renewable energy, CEJA is providing generous investments in electrification of transportation and energy efficiency programs. Bill funding is also targeted to workforce training in Clean Jobs Network Hubs across the state. Energy Transition Navigators will provide education, outreach, and recruitment to equity-focused populations to ensure they are aware of workforce development programs across the state.

The College of Lake County, Lake County and the City of Waukegan participated in the development of the Climate Action Plan for the Chicago Region (2021), one of the first regional climate plans in the U.S. Given the complexity of addressing climate change, a multi-jurisdictional approach is needed with regional collaboration and cooperation to build effective strategies. The Climate Action Plan calls for a 50% reduction in GHGs from 2005 levels by 2030. Lake County and several of its municipalities have signed on to this Climate Action Plan.

Greenhouse Gas Inventory (GHG)

A greenhouse gas (GHG) inventory measures the amount of greenhouse (carbon and nitrogen) gases being released into the atmosphere as a result of the construction and operations of an institution. The most commonly measured greenhouse gases are carbon dioxide, methane, nitrous oxide and water vapor. GHG emissions are measured in three scopes, based on emission source, and then converted to metric tons of carbon dioxide equivalent (CO₂e). The three scopes of greenhouse emissions identify the sources of the carbon emissions: first, those generated onsite; second, those generated offsite for use on campus; and third, those produced indirectly by those commuting to or from campus. CLC’s Institutional Effectiveness, Planning and Research Department will be issuing new transportation surveys for faculty/staff and for students, separately in spring and fall 2022.

Figure 3: Scopes of Greenhouse Gas Emissions

Fiscal Year	Scope 1	Scope 2	Scope 3
Definition	Emissions generated on-site by burning of fossil fuels and use of chemicals	Emissions generated off-site and purchased for use by the college	Emissions generated by individuals commuting to and from campus
CLC Sources Measured	<ul style="list-style-type: none"> • Natural gas • Gas & diesel fleet • Refrigerants • Fertilizers 	<ul style="list-style-type: none"> • Electricity • Paper purchased 	<ul style="list-style-type: none"> • Full and part time faculty, staff, & student commuting
Method	<ul style="list-style-type: none"> ➤ Facilities metering ➤ Natural gas budget 	<ul style="list-style-type: none"> ➤ Facilities metering ➤ Purchasing bills and receipts 	<ul style="list-style-type: none"> ➤ IEPR Faculty/Staff survey and Student survey 2022

Inventory of Greenhouse Gas Emissions

CLC currently develops its calculations using the Sustainability Indicator Management and Analysis Platform (SIMAP) based out of the University of New Hampshire Sustainability Institute. The six greenhouse gases specified by the Kyoto Protocol (CO₂, CH₄, N₂O, HFC and PFC, and SF₆) are included in the assessment. The database was originally developed from the Intergovernmental Panel on Climate Change (IPCC) for national-level inventories and adapted the data for use at institutions of higher education.

Figure 4: Greenhouse Gas Emissions (GHGs) by Scope in Metric Tons of CO₂ Equivalent (MTCO₂e)

Fiscal Year	CO ₂ (kg)	CH ₄ (kg)	N ₂ O (kg)	GHG MTCDE
2010	4,426.25	13,549.40	11,392.68	29,368.33
2011	4,332.74	14,450.20	11,668.39	30,451.33
2012	3,860.41	11,969.30	10,910.50	26,740.21
2013	4,036.63	12,291.73	12,021.00	28,349.36
2014	4,750.63	13,319.57	11,970.97	30,041.17
2015	4,440.42	13,026.06	10,624.95	28,091.43
2016	3,585.35	10,788.71	10,728.21	25,102.27
2017	3,532.11	11,669.90	10,322.41	25,524.42
2018	4,399.26	10,342.47	10,333.43	25,075.16
2019	4,623.98	7,451.28	10,842.59	22,917.85
2020	3,801.58	7,384.25	8,343.99	19,529.82
2021	4,562.46	7,964.08	5,285.89	17,812.43

The Sustainability Indicator Management & Analysis Platform (SIMAP) tool is used to calculate the college’s metric tons of carbon dioxide equivalent. A part of the drops seen in 2020 and 2021 are impacted by the pandemic shutdown, with drops in commuting, lighting and some HVAC functions. However, given the CDC recommendations, CLC began bringing in as much fresh air into buildings as possible, thereby impacting the need to condition the air intake significantly in both summer and winter.

Goals for Mitigation of GHG Emissions

The assessment of greenhouse gas (GHG) emissions during fiscal year 2009 serves as the baseline calculation. The thirty-year goal for carbon neutrality was formalized in 2012, with the year 2042 as the year for 100% mitigation of GHGs. Figure 5 below shows the progression originally anticipated for the college in meeting its long-term goals of carbon neutrality. CLC was able to drop its GHG emissions by 21.7% in FY 2016. With the continued upgrades and retrofits, consistent with Sustainability Plan goals, CLC should continue to lower its projected reduction in GHG emissions.

Figure 5: Proposed GHG Emission Scenarios 2009-2042

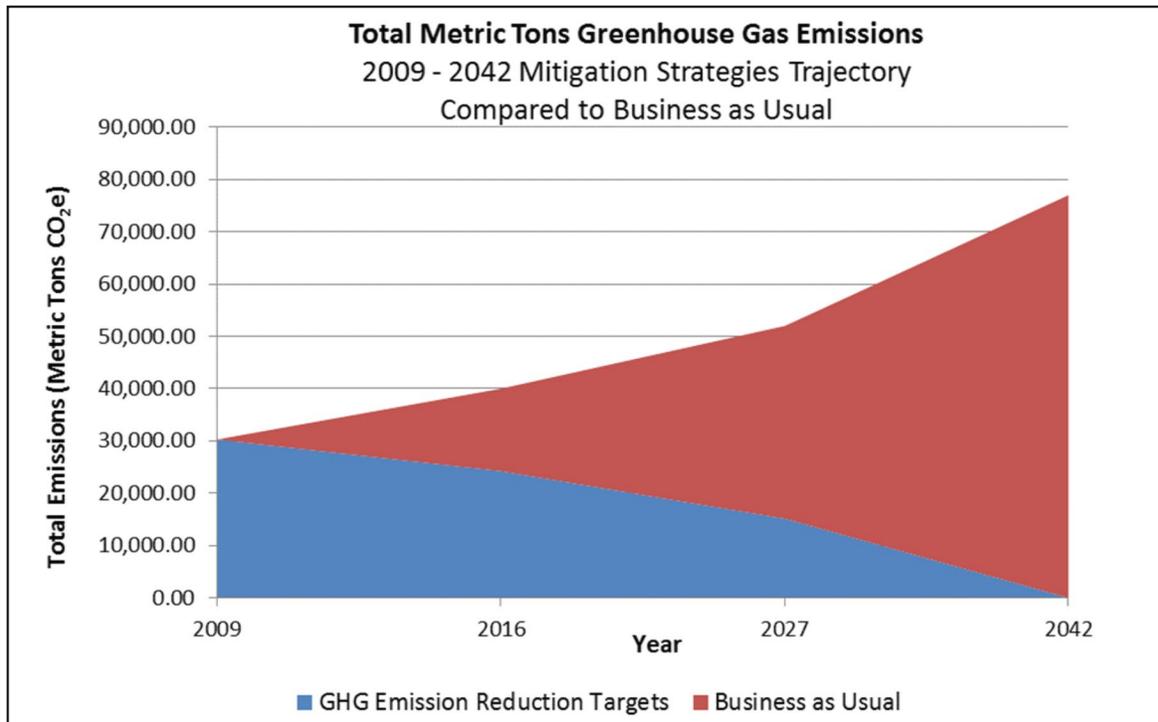
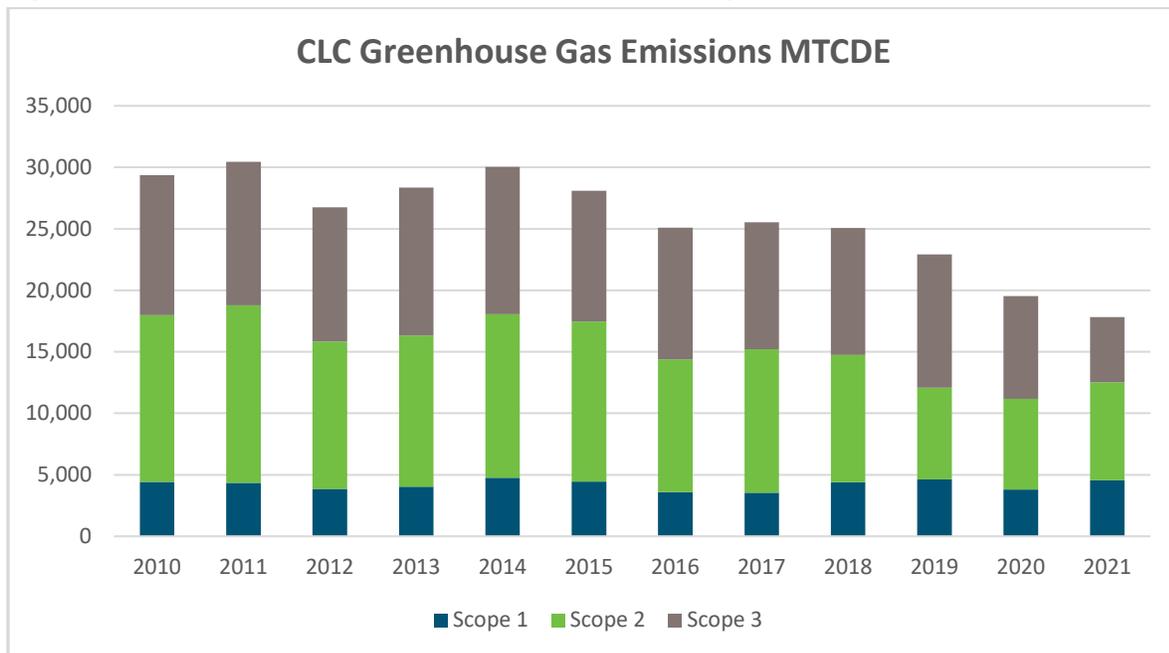


Figure 6: GHG Emissions 2010-2021 in Metric Tons of CO₂ Equivalent



The decreases in GHGs over the past 10 years follow the recommended progress set back in the 2012 Climate Action Plan. Master Plan construction projects with increased energy efficiency and the integration of geothermal heat exchange systems could help explain much of the progress made over the past decade. Emissions have decreased, even though CLC has added over 50,000 square feet to conditioned campus building space.

Greenhouse Gas Emissions Mitigation Strategies

Key Idea 11: Carbon Commitment calls for the College to work with its internal partners across different departments and campuses to reduce emissions and utilize renewable resources. The key ideas and goals for Greening our Campus and Gathering our Community provide actionable steps to carry out the carbon commitment. Performance metrics, associated with each of these key ideas, are tracked annually to report progress in improving practices and reducing greenhouse gas emissions.

Implementation Structure

The college plans to continue its GHG mitigation strategies over the next twenty years. The Sustainability Plan is monitored yearly and updated every three years, to reflect progress toward its sustainability and climate action goals. The acceptance and implementation of this Plan has been delayed by one year in order to provide the Board of Trustees an opportunity to see how Sustainability fits within the context of other plans at the transition of the new fiscal year.

B. Climate Resilience

Given that our changing climate is understood to be one of the greatest challenges of our time, CLC is committed to doing its part to reduce its carbon emissions and prepare for more extreme climate events. CLC signed the American College and University Presidents' Climate Commitment in 2009 and reaffirmed that with the renamed Second Nature Climate Commitment in 2015. "... [E]xerting leadership in addressing climate change will reduce our long-term energy costs and the costs of climate disturbance, increase our quality of life, attract excellent students and faculty, and build the support of alumni and local communities."

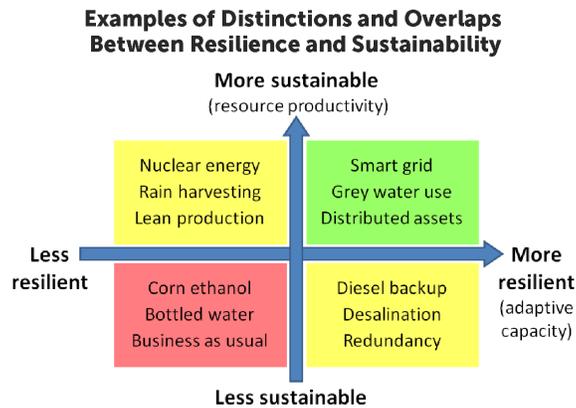
While the State of Illinois recently established a goal for carbon neutrality by the year 2050, back in 2012, the College of Lake County set its goal for neutrality by 2042. Climate Action Plan goals for reducing greenhouse gas emissions (GHGs) are identified in Section II of the Sustainability Plan. Sustainability key ideas in Section III provide goals for campus operations and transportation to reduce greenhouse gas emissions.



Having signed onto the Second Nature Climate Commitment in 2015, CLC has committed itself not only to reducing its carbon emissions but also to assessing and building resilience to the increasing frequency and severity of climate-related events, a combined strategy of mitigation of and adaptation to climate impacts. Second Nature describes resilience as "the ability of a system or community to survive disruption and to anticipate, adapt, and flourish in the face of change."

Resilience combines the efforts to mitigate contributions to climate change with efforts to adapt and manage the consequences of the changing world. The college is looking at practices that will improve its capacity to operate in the face of a changing climate, with increasingly severe events. Figure 7 illustrates how sustainability and resilience relate to each other.

Figure 7: Resilience and Sustainability



Reference:
Fiksel, J Goodman I and Hecht, A. (2014) Resilience: Navigating Towards a Sustainable Future. Solutions, Vol 5, No 5, pp38-47

In 2006, Lake County and participating Lake County municipalities developed and adopted the first Lake County countywide “All Natural Hazards Mitigation Plan” (ANHMP). The Federal Emergency Management Agency (FEMA) requires that a community develop and adopt a FEMA-approved ANHMP in order to be eligible for hazard mitigation grant funds. Lake County Stormwater’s 2017 ANHMP is the second update for the 2006 ANHMP. This plan is multi-jurisdictional, meaning the County and its municipalities must adopt the ANHMP. The mitigation plan identifies activities and projects to reduce the damages caused by natural hazards such as tornadoes, floods, and severe summer and winter storms. Annual ANHMP reports are published yearly. CLC’s municipalities of Grayslake, Waukegan and Vernon Hills each work within the reporting structure of the Lake County ANHMP.

After the extensive flood damage occurring in 2017, CLC reconstructed its A Wing loading dock and reengineered the drainage system to help accommodate increasingly severe stormwater events. CLC is assessing other loading docks and roofing systems for other possible vulnerabilities to future potential weather-related damage. Resilience planning is incorporated into Key Idea 11.

V. Communication Plan

CLC cannot be sustainable without the participation and involvement of its stakeholders. Key Idea 9 Collegewide Engagement calls for reaching out to students, faculty/staff and the community to encourage their involvement with sustainability initiatives. The following list further outlines strategies to raise awareness among internal and external stakeholders about the Sustainability Plan and its implications for action.

- Kick-off event to announce the plan – interactive quiz for internal community
- Utilize the Hub to announce the Sustainability Plan, once approved
- Consider regular postings on the Hub, about different aspects about plan updates
- Post fliers about Sustainability initiatives on clipboards in Student Street
- Host a table outside Café Willow to talk about the Plan, share various initiatives and provide demonstrations
- Share the news with local community stakeholders, through email announcements, social media, press releases, and at special events
- Share the news internally with Sust’y eblasts, announcing different components of the Plan
- Work with Public Relations staff to post on Student Life and CLC social media accounts
- Consider sharing news through podcast as guest speaker about sustainability at CLC or at home
- Seek alternative modes of communication with students, such as sidewalk chalk facts around campus
- Join Chat with Lori with news to highlight, present spotlights on topics of interest
- Share Plan with the Board and provide follow up where indicated
- Continue work with Sustainability Council to expand avenues of communication and enlisting of support

VI. Appendices

Appendix A: Alignment with College of Lake County Strategic Plan

CLC reaffirms its commitment to provide “equitable high-quality education, cultural enrichment and partnerships to advance the diverse communities it serves” in the Mission Statement. In order to support and uphold the Strategic Plan and its Mission, CLC developed six Strategic Pillars with key concepts and strategies. This Sustainability Plan aligns with the College of Lake County 2024 Strategic Plan. Each key idea of the Sustainability Plan supports one or more of the Strategic Pillars.

Figure A-1: 2020-2024 Strategic Plan Pillars



Strategic Pillar 1: Access & Success for Students



The college developed the Lancer Success Framework under the first Strategic Pillar: Access and Success for Students. The most important endeavor for the college is to support the success of its students. The Lancer Success Framework is an integrated seamless experience for every student beginning with the first point of contact and continuing through the student’s exploration, planning for success, experiential learning, academic progress, timely completion and transition to the workforce or university.

Sustainability supports student access and success by providing students with exposure to state-of-the-art green technologies, engaging students in systems and critical thinking exercises, and preparing students for careers in a changing economy.

Figure A-2: Lancer Success Framework



CLC's national leadership in sustainability helps to "link" prospective students with the college as an institution where they can take pride in attending. CLC's LEED Platinum-rated Science Building, solar photovoltaic arrays, geothermal heat exchange systems, green roofs, Campus Farm, and restored natural areas demonstrate to prospective students and to the community that CLC is a place that takes bold steps to protect the environment. The new Lakeshore Campus Student Center will demonstrate sustainability with its heliostatic smart glass and bird safe window, solar PV system and energy efficient features that contribute to its sustainable design, as it seeks LEED Platinum certification. Living Lab Trail signage helps interpret these sustainable features on campus, inspiring students to "launch" into academic and co-curricular activities and to "learn" more about training certificate and education degree opportunities, which in turn prepare students to "leap" toward advanced degrees and career opportunities.

Strategic Pillar 2: Equity & Inclusion



Equity and Inclusion are integral to the Triple Bottom Line of sustainability, along with the environment and the economy. The world cannot be considered sustainable if people are left out or discriminated against. It is also worth noting that climate change will have broader impacts on economically disadvantaged populations around the world, many of whom live in coastal areas without resources to manage rising tides and increasing storm events.

Sustainability supports the work of the Diversity and Lancer Success Councils; supportive groups on campus such as the Women's Center, Diversity Programs, and Resource Centers; and student clubs. CLC has long held up its Lakeshore Campus as equity in practice, making higher education resources available in the northeast areas of Lake County, especially now with the new sustainable state-of-the-art Student Center opening soon and urban agriculture center being planned.

Strategic Pillar 3: Teaching & Learning Excellence



Sustainability supports and enhances Teaching and Learning Excellence. CLC spent two years of Academic Quality Improvement Project (AQIP) research exploring the dimensions of sustainability in the curriculum and ways to provide additional resources for faculty. Sustainability Across the Curriculum is a program that follows up on the findings and recommendations of those AQIP studies providing professional development to foster improved student outcomes with sustainability as a tremendous resource in teaching and learning excellence.

Sustainability is a primary source of inspiration leading to the design of the Living Lab Trail. Described below also in more detail, the Living Lab Trail provides experiential learning with signage that interprets sustainable features on campus and connects those features with real-world issues and opportunities that can be explored further with classroom curricula. Buildings with state-of-the-art technology become places to learn from, rather than simply places in which to learn.

Strategic Pillar 4: Community & Workforce Partnerships



Many sustainability efforts depend on Community and Workforce Partnerships. Policy and industry leaders from across the US and around the world recognize that the labor force must prepare for the transition to a clean energy economy. Community partners have reached out to CLC, asking for solar PV installation training. CLC is in contact with industry and union partners to consider the viability of this training track as a pipeline for further training and education pathways. The passage of the Climate and Equitable Jobs Act (2021) will spur on further community connections with workforce training.

CLC facilitates the Community Partners for Sustainability in Lake County, which has gained a significant recent success with the Grayslake Bike Share project. After years of collaborating, CLC team members, the Village of Grayslake, the Grayslake Park District and the Grayslake Public Library District have inaugurated the bike share project in April 2021. Bikes are now available across the Village of Grayslake for students, faculty/staff and community members to explore regional bike trails, to pursue alternative forms of transportation and to increase health and wellness.

CLC completed a Quality Improvement Project (QIP) to explore opportunities to encourage students, faculty, and staff to volunteer in the community in 2020. Sustainability has been cited as one of the supporting initiatives for creating an organized community service program. Community service ties seamlessly into social and environmental sustainability concerns. CLC and the community benefit from the connections that service projects provide. The Sustainability Tracking, Assessment and Rating System provides points to incentivize organized community service programs in higher education.

Strategic Pillar 5: Collaborative Culture



As a function of its collaborative culture, sustainability is an important part of the shared governance system at the College of Lake County that empowers employees and student representatives to participate in the discussion of issues and opportunities that impact college-wide decision-making. While senates represent employee work groups and commissions vet projects within topical areas, councils represent CLC's centers of excellence within the shared governance system. This integration of Diversity, Health and Wellness, Lancer Success, and Sustainability as councils in the shared governance system helps to ensure that these four areas are incorporated throughout the college decision-making process. The Sustainability Council is one of the several work groups represented in the Governance Coordinating Council (GCC), which oversees and coordinates the shared governance system.

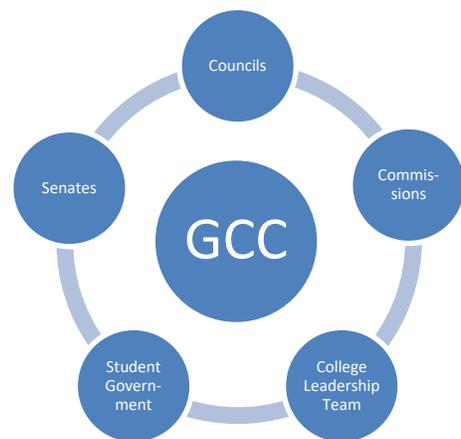


Figure A-3: GCC Structure

Sustainability work is not limited to one person or department but rather extends college-wide, as is demonstrated by faculty, staff and student involvement in activities and on the Sustainability Council. The Sustainability Council is responsible for supporting the development of the Sustainability Plan and guiding sustainability initiatives across the college in support of the Plan. The Sustainability Council has an annual

budget to fund projects requested from departments across the college, support work of the Campus Farm, pay for students, faculty and staff to attend the national sustainability conference, and support activities planned for Earth Week and year-round.

Strategic Pillar 6: Strategic Use of Resources



Sustainability is a key component of a Strategic Use of Resources, echoing back to the economic aspect of the triple bottom line. Campus sustainability initiatives can free up substantial budget resources. For example, increased energy efficiency and renewable energy systems provide substantial energy savings for the college, in the \$100,000s in operational costs. Over the past several years, CLC Facilities staff have been retrofitting its fluorescent and metal halide lighting to LED fixtures. These LED retrofits provide quick returns on investments in terms of energy cost savings, especially with the help of rebates. Rebates are captured in CLC's Green Fund, which was established by the Board of Trustees in the Fall of 2018. The Green Fund captures not only rebates, but also grants and monies from recycled metal materials. The Green Fund has captured and reinvested over \$700,000. In fiscal year 2023, the fund is beginning with a balance of about \$20,000.

Strategic Plan: Systems and Culture

The Strategic Plan identifies a “systems thinking” approach as valuable to understanding and supporting the Strategic Pillars. Systems thinking allows individuals to approach complex issues through the adaptive and participatory practices of discovery, framing, and action (Davis et al., 2015). These practices expand the way that information is gathered, understood and acted upon. Systems involve taking broad, holistic, interconnected, and long-term perspectives of the world, in a way that sustainability practitioners approach the interrelated aspects of social, economic and environmental issues of today (Williams et al., 2017). Sustainability provides the CLC community with additional perspective in systems thinking to support and address the Strategic Pillars.

The Sustainability Plan fits within the college’s “culture of evidence and inquiry,” which CLC has identified as necessary to fulfill its Mission and reach its Vision. Evidence has to do with the qualitative and quantitative results and outcomes that inform policies, practices and procedures. Inquiry empowers stakeholders to make regular practice of asking questions to seek information, explore hypotheses and examine assumptions. Like other initiatives at the College, this Sustainability Plan is built upon evidence and inquiry to help establish what the concerns are, what questions to ask, how to gather information, what to do with that information, identify choices that are supported by the evidence, what action to take, and how to observe effects that come from that action.

Each key idea identified in the Plan has corresponding strategies, Annual Goals and performance metrics. Strategies identify longer term approaches that the college will consider in pursuing action that leads toward the key idea. Annual Goals are laid out in a table such that higher priority or higher expense items are prepared for action over the upcoming three fiscal years. Performance metrics identify key performance indicators (KPIs) for measuring progress in the Annual Reports that are reviewed by the Sustainability Council and administration.

Appendix B: Sustainability and External Benchmarks

Since the beginning of CLC’s organized efforts around sustainability, the college has turned to external organizations for support, information, best practices, and recognition. CLC became a charter signatory to the American College and University Presidents’ Climate Commitment (ACUPCC) in 2009 and a charter reporter for the Sustainability Tracking and Assessment Rating System (STARS) with a Silver rating in 2010. CLC’s climate commitment along with these networks led to the development of its first Climate Action Plan and Sustainability Plan in 2012. The ACUPCC has since been renamed Second Nature. CLC has renewed its Climate Commitment with Second Nature. CLC continues to get recertified with a Silver STARS certification.



The College of Lake County is one of the founding members of the Illinois Green Economy Network (IGEN). IGEN is a consortium of Illinois community colleges working together to share resources, common experiences and best practices to help prepare students with career degrees and certificates in the green economy. IGEN is working to turn college campuses into living laboratories, to develop strong resilient communities, and to open doors to green careers. IGEN has been instrumental in helping CLC to receive grant funding for several projects, including electric vehicle charging stations, solar thermal water heating and landscape projects.

Organizations such as Tree Campus USA and Bee Campus USA help guide CLC in reaching for excellence in combining sustainable landscaping practices with educational opportunities. Certification provides the college with encouragement to procure pollinator friendly plants, apply integrated pest management techniques and to pursue healthy urban forestry practices.



CLC works in tandem with many of its community partners in local government that have established sustainability plans and priorities. Lake County and the Village of Grayslake have sustainability plans with specific goals, while the City of Waukegan and Village of Vernon Hills identify strategies and goals on their websites. Lake County, the City of Waukegan and Village of Grayslake joined 136 communities of all sizes to adopt the Greenest Region Compact (GRC), which is sponsored by the Metropolitan Mayors’ Compact. The GRC’s 49 high-level goals fall into ten sustainability categories: climate, economic development, energy, land, leadership, mobility, municipal operations, sustainable communities, water, and waste and recycling. The municipalities adopting the GRC make a general commitment to support its consensus goals, while each community prioritizes and monitors specific actions to best suit their own Annual Goals and abilities.

The Metropolitan Mayors’ Caucus completed the 2021 Climate Action Plan for the Chicago Region, one of the first regional climate plans in the United States, with assistance from the Chicago Metropolitan Agency

for Planning (CMAP), Metropolitan Planning Council, the National Oceanic and Atmospheric Administration (NOAA) and the European Union International Urban Cooperation program. The Global Covenant of Mayors for Climate & Energy (GCoM) chose the Chicago area in 2019 as one of just four regions in the U.S. to demonstrate the power of regional and collaborative climate change planning. In October 2021, the Climate Action Plan for the Chicago Region received a prestigious national 2021 Climate Leadership Award for Innovative Partnerships.

CLC’s Sustainability Plan key ideas also intersect with the 17 Sustainable Development Goals (SDGs) established by the United Nations. The SDGs identify what sorts of efforts are needed to make the world more sustainable for all, including: an end to poverty, reduced inequalities, economic growth, health and wellbeing, access to clean air and water, and climate action. The SDGs are not legally binding, but rather provide governments with a common baseline to incorporate into individual national framework goals. The SDGs remind us at CLC how diversity, social equity, health/wellness, and environmental sustainability are all related to the collective success in the future. Each of the Sustainability Plan key ideas that connect with the SDGs are identified with the multi-colored circle icon.

Figure B-1: UN Sustainable Development Goals



Universities and colleges across the world are signing on to the SDG Accord, in a collective response to inspire, celebrate and advance the critical role that higher education plays in supporting the Sustainable Development Goals along with governments, business and wider society. The SDG Accord also provides a commitment that learning institutions are making to one another to do more to deliver the goals, to annually report on each signatory's progress, and to do so in ways which share the learning with each other both nationally and internationally.

The Association for the Advancement of Sustainability in Higher Education (AASHE) supports colleges and universities considering SDGs in their sustainability planning. The College of Lake County reports regularly to AASHE through its membership and the STARS reports. CLC’s progress toward meeting its goals help contribute to an understanding of how higher education is approaching the SDGs across the country and beyond.

Appendix C: Sustainability Connections with Students and Success

The College of Lake County is committed to providing its students with exceptional learning experiences that prepare them for a successful future. Sustainability can bolster curricular and co-curricular experiences to help prepare students to be resilient and to find productive careers in this changing world.

The College of Lake County completed two Academic Quality Improvement Projects (AQIPs) to study and encourage the infusion of sustainability into the curriculum. The 2016 AQIP evaluated existing elements of sustainability in the curriculum, as understood by faculty. The 2017 project evaluated opportunities to infuse sustainability further across the curriculum. Since the 2018 academic year, the college has been providing training opportunities for faculty to expand curricula to include sustainability concepts. Training, support and resources are being made available on an ongoing basis.

Figure C-1: Definitions for Courses with Sustainability Content and Focus

Courses with Sustainability Content	Courses which address topics related to the triple bottom line of environmental quality, social justice, and/or economic responsibility within the context of that academic discipline.
Courses with Sustainability Focus	Courses in which sustainability is a major theme of the course and involve an evaluation of various applications of the triple bottom line of environmental quality, social justice, and/or economic responsibility within that discipline.

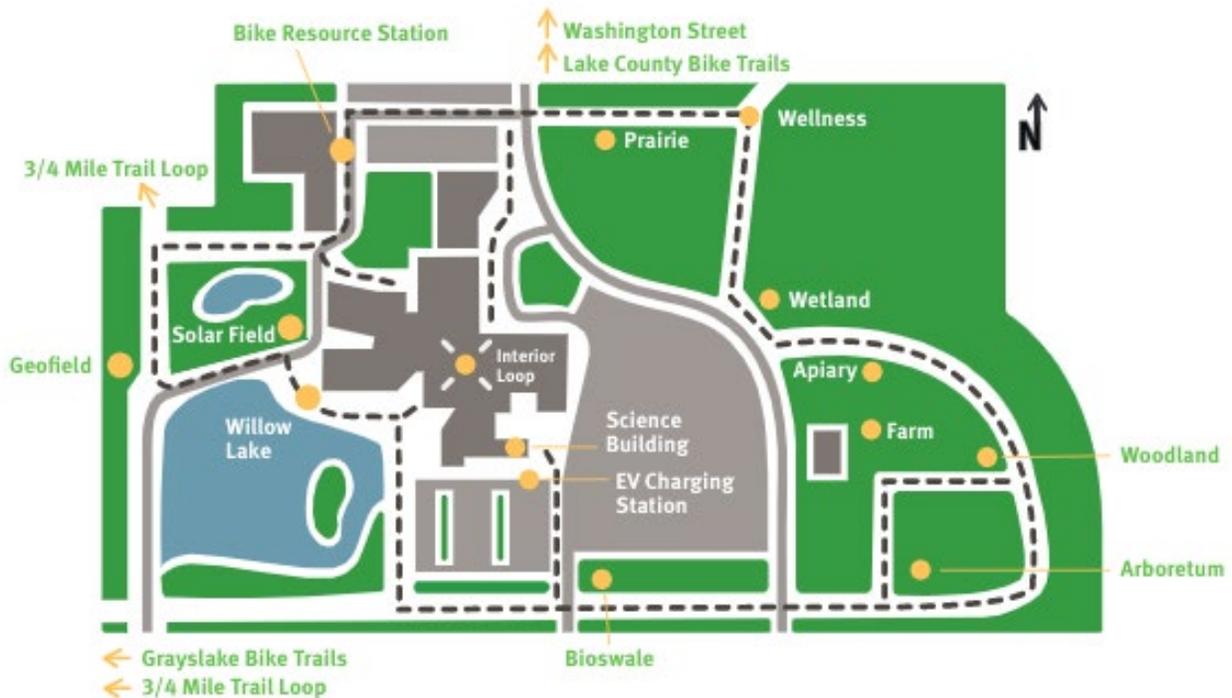
Through participation in the Sustainability Tracking, Assessment and Rating System (STARS), CLC has identified courses with sustainability content and sustainability focus. Courses with sustainability content incorporate sustainability as a distinct component or module, or concentrate on a single sustainability principle or issue. Sustainability is a major theme of courses with sustainability focus, as they involve an evaluation of various applications of the triple bottom line of environmental quality, social justice, and/or economic responsibility within that discipline. The Sustainability Council supports a faculty member to facilitate Sustainability Across the Curriculum continuing education efforts for faculty members at CLC.

The College of Lake County is further assessing sustainability learning with the rolling out of the Collegewide Learning Outcomes (CLOs) in 2022. The CLOs allow the college to communicate learning outcomes and expectations and to monitor student achievement at different levels—within courses, in departments, and across the institution. Every semester, all eight CLOs are assessed. Faculty participate by choosing an assignment from their class and using a rubric to assess how well students achieved the particular CLO. Assessment results are aggregated across the institution and analyzed to determine how we can impact student learning. Resulting actions can include new resource materials for students, professional development experiences for faculty, curriculum changes, or expanded services to students. Along with sustainability, the other eight CLOs include: collaboration; critical thinking; diversity, equity & inclusion; information literacy; quantitative reasoning; and writing.

By connecting sustainability across campus operations and the curriculum, the college becomes a living laboratory for sustainability. The college grows from being a place where to go to learn, to also being a place from which to learn. CLC developed the Living Lab Trail in order to make sustainable technology features and natural areas on campus more accessible and also to provide opportunities for students to explore health and wellness. The Trail incorporates the campus experiences into learning opportunities that support education, career development and benefit the community. The Living Lab Trail also provides an opportunity for CLC to demonstrate its areas of excellence, not only for current students, but also for high school students and community members. CLC hosts several tours a year for high school and middle school science classes to explore sustainability on the Living Lab Trail.

Figure C-2:

Living Lab Trail



The Living Lab is growing on the Lakeshore Campus with the new Student Center under construction. This building is also designed to meet LEED Platinum standards, with many of the sustainable features of the Science Building. With its position on Sheridan Road, it will overlook the bluffs to Waukegan Harbor in Lake Michigan. A new sustainable urban agriculture center is beginning construction across Madison Street from that new building. This exciting new facility is being coordinated with the Chicago Botanic Garden, which co-sponsors similar programs in Chicago. The sustainable urban agriculture program will involve collaborative work with community partners, non-profits, health care providers and local governments. The program will combine community garden plots with hydroponic food growing systems, with education opportunities in horticulture, culinary, and business.

Appendix D: Energy Use Intensity

Energy Use Intensity (EUI) is calculated by taking the overall energy use and dividing that by square footage of conditioned indoor space. Energy use is measured in British Thermal Units (BTUs), which is a unit that combines both electrical use (measured in kilowatts or kw) and natural gas (measured in therms). When dealing with a large quantity of energy, one million BTUs can be abbreviated as 1 MMBTU.

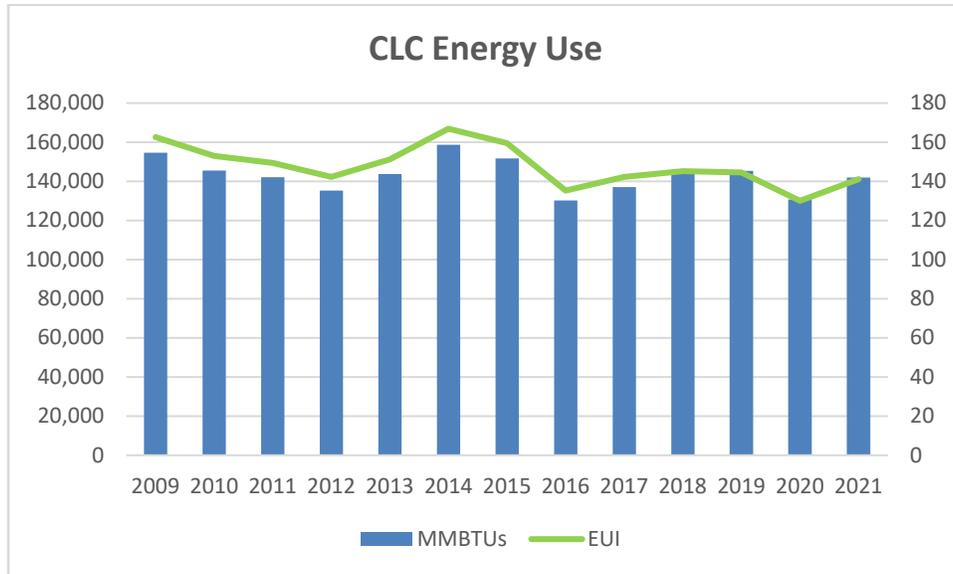


Figure D-1. Energy Use, in British Thermal Units and by Energy Use Intensity

From fiscal years 2009 to 2021, CLC has increased its indoor conditioned space by 5.7% to a total of 1,005,370 sq. ft. At the same time, the College's energy use has dropped 8.2% to 141,849 MMBTUs in 2021. Building space was added in 2016 with the core and café and the Southlake chemistry lab and in 2018 with the A wing Science Building. This reverse trend is a good sign for CLC and its sustainability efforts. Energy efficient buildings and the retrofits to HVAC and lighting systems in existing buildings have together more than compensated for the additional square footage of conditioned building space. As noted in Figure 1 in the Overview of this Plan, utility costs have dropped by 33%.

Appendix E: Reporting, Accountability & Technical Assistance

The College of Lake County reports progress on the Sustainability Plan key ideas and greenhouse gas inventory in its Annual Performance Report. CLC also reports its progress in meeting sustainability initiatives through third party mechanisms such as: AASHE STARS, Second Nature Climate Commitment. These reporting platforms allow CLC to benchmark its sustainability performance in relation to peer institutions across North America. These organizations that host these reporting mechanisms and several others are identified below that provide support within global, regional, and local contexts.

Association for the Advancement of Sustainability in Higher Education (AASHE)

The Sustainability Tracking, Assessment & Rating System (STARS) is a voluntary, self-reporting framework for helping colleges and universities track and measure their sustainability progress, administered by the Association for the Advancement of Sustainability in Higher Education (AASHE).

By becoming a STARS charter participant, CLC demonstrated leadership among institutions of higher education across the United States in addressing the triple bottom line of sustainability. CLC received a Silver STARS rating in 2011 and again in 2017. In the 2017 Sustainable Campus Index, AASHE ranked the College of Lake County as number 8 in North America among over 300 associate's level colleges in North America for sustainability. Each goal that helps the college to meet its STARS reporting tools are identified with the AASHE STARS Silver logo. (<https://stars.aashe.org/>)

Bee Campus USA

An initiative of the Xerces Society, Bee Campus USA provides a framework for campus communities to work together to conserve pollinators by increasing the abundance of native plants, providing nest sites, and reducing the use of pesticides. Bee Campus USA affiliates make commitments to conserve honeybees and native pollinators. Students, faculty, administrators, and staff work together to carry out these commitments and make their campus a better place for pollinators. CLC has renewed its Bee Campus USA certification annually since 2017. (<https://beecityusa.org/bee-campus-usa-commitments/>)

Green Restaurant Association

The Green Restaurant Association's (GRA) standards reflect 29 years of research in the field of restaurants and the environment. Thousands of restaurants and hundreds of thousands of restaurant personnel have provided the living laboratory for the continued evolution of the GRA Standards. The purpose of the GRA standards is to provide a transparent way to measure each restaurant's environmental accomplishments while providing a pathway for the next steps each restaurant can take towards increased environmental sustainability. CLC's Café Willow was awarded with a Three-Star Certification for sustainability in food service in 2018. (<https://www.dinegreen.com/>)

Greenest Region Compact

The Greenest Region Compact (GRC) leverages the strength of municipal government to build vibrant, sustainable communities across the Chicago region. The foundation of the GRC is 49 high-level goals that have been reached by consensus; not only are the goals aligned with important local, regional, national

and global goals, but they are also broadly supported by municipal members of the Metropolitan Mayors Caucus and allied organizations. These consensus goals guide municipal action, support mayors in their role as environmental leaders, and foster collaboration that positively impacts sustainability in the region. Grayslake and Waukegan have signed on to the Greenest Region Compact, along with 134 other local communities. <https://mayorscaucus.org/initiatives/environment/rec/>

Illinois Food Scrap Coalition (IFSC)

The Illinois Food Scrap Coalition (IFSC) is a group of solid waste agencies, counties, community and government organizations, businesses, schools, institutions, service providers, and processors dedicated to advancing food scrap composting in Illinois through program implementation, policy, and advocacy. CLC joined the IFSC in 2017 when it began its food scrap composting program in Café Willow. The IFSC provide technical assistance with composting procedures and helps to raise awareness of CLC's composting programs. (<https://illinoiscomposts.org/>)

Illinois Green Economy Network

As one of its founding members, the College of Lake County works with the Illinois Green Economy Network (IGEN) to promote green economic development and workforce training programs, leveraging the power of all forty-eight community colleges across the State of Illinois. IGEN helps to make education resources to colleges for job training, renewable energy systems, and other sustainable practices. CLC is joining other affiliate colleges to develop the Illinois Community College Monarch Migration Network to assist others in the restoration of monarch butterfly habitats across the state. (<http://www.igenc.org/>)

Illinois Sustainable Technology Center (ISTC)

Housed within the University of Illinois, the role of the ISTC is to encourage and assist citizens, businesses, and government agencies to prevent pollution, conserve natural resources, and reduce waste to protect human health and the environment of Illinois and beyond. ISTC integrates applied research, technical assistance, and information services to advance efforts in the areas of pollution prevention; water and energy conservation; and materials recycling and beneficial reuse. CLC received Sustainability awards in 2018 and 2014 from the ISTC. (<https://www.istc.illinois.edu/>)

Second Nature

CLC is a charter signatory to Second Nature's Climate Commitment. Formerly known as the American College & University Presidents' Climate Commitment (ACUPCC), Second Nature has helped hundreds of colleges and universities to make the principles of sustainability fundamental to every aspect of higher education. The College of Lake County became a signatory to the ACUPCC in 2009 and further to Second Nature's Climate Commitment in 2015 to formalize the college's commitment to climate leadership.

The Second Nature Climate Commitment covers both the reduction of carbon emissions and also the planning with community partners to increase resilience, both on campus and across the community. (<https://secondnature.org/>)

CLC conducts an annual greenhouse gas inventory to measure progress in reducing carbon emissions and the move toward its goal of climate neutrality by the year 2042. Interim target dates for meeting carbon reduction and resilience indicators are included in Section II Climate Action Plan. Mitigation mechanisms and strategies are identified in Section III Sustainability Plan key ideas and goals. Key ideas in the

Sustainability Plan which help CLC to achieve compliance with the Climate Commitment. (<https://secondnature.org/>)

SEED Center

The SEED Center was originally a program of the American Association of Community Colleges. The Center is now run by the National Council for Workforce Education and Bellevue College. The SEED Center houses resources and toolkits for community colleges looking to incorporate climate resilience, green job training and the campus as a living laboratory into curricula. CLC received a Green Genome award in 2016 from the SEED Center for establishing outstanding personnel, policy, plans, resources and practices that reflect a commitment to sustainability and green-focused education and training. (<https://theseedcenter.org/>)

SWALCO

Created in 1996, the purpose of the Solid Waste Agency of Lake County (SWALCO) is to implement a regional approach to solid waste management which addresses the economic, political and environmental issues in Lake County. SWALCO's goal is to provide Lake County residents with the programs and infrastructure necessary to divert as much material from final disposal as possible. SWALCO provides advice and assistance regarding waste reduction and diversion of waste through recycling of materials and composting food scraps. SWALCO has been instrumental in guiding CLC's efforts to increase waste diversion through recycling and compost collection programs. (<http://www.swalco.org/>)

Tree Campus Higher Education

Formerly known as Tree Campus USA, the Arbor Day Foundation sponsors this program in order to support and recognize colleges and universities in establishing and sustaining healthy community forests. Colleges and universities are required to meet five core standards of tree care and community engagement, including the establishment of a campus tree advisory committee, developing a Campus Tree Care Plan, verification dedicated annual expenditures on the Campus Tree Plan, demonstrating an Arbor Day observance, and instituting Service Learning Projects aimed at engaging the student body. CLC has maintained its Tree Campus USA/Higher Education certification since 2017. (<https://www.arborday.org/programs/tree-campus-higher-education/index.cfm>)

United Nations – Sustainable Development Goals

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve the world's oceans and forests. Colleges and universities around the world are using the SDGs to help with connecting campuses to global impacts. AASHE has aligned its STARS reporting tool with the SDGs. (<https://sdgs.un.org/goals>)

United States Department of Education

The Green Ribbon Schools (ED-GRS) inspire schools, districts, and institutions of higher education (IHEs) to strive for 21st-century excellence by highlighting promising school sustainability practices and

resources that all can employ. To that end, the award recognizes schools, districts, and IHEs that: reduce environmental impact and costs; improve the health and wellness of schools, students, and staff; and provide effective environmental and sustainability education. On Earth Day 2020, CLC received a Green Ribbon Award. (<https://www2.ed.gov/programs/green-ribbon-schools/index.html>)

United States Green Building Council (USGBC)

The United States Green Building Council (USGBC) developed the Leadership in Energy Efficient Design (LEED) building rating system to benchmark building construction and operations. CLC is opening up renovated and new construction completed under the Sustainable Master Plan. Each of these projects are designed to meet a minimum of LEED Silver standards, including the new Southlake Chemistry Lab and the renovated B and C wings in Grayslake. The new Science Building received LEED Platinum certification in 2018. CLC received a 2017 Emerald Award from the Illinois Chapter of the USGBC for the Science Building, due to its innovative design with sustainable features. The Lakeshore Campus Student Center is also designed to LEED Platinum standards. This building is currently under construction. The USGBC also hosts the Community Green – Center for Green Schools, which CLC has joined as a member to assist students wishing to increase access to USGBC resources. (<https://www.usgbc.org/>)

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