



Universidad Autonoma de Tamaulipas ***STARS REPORT***

Date Submitted: Nov. 27, 2017

Rating: Silver

Score: 50.43

Online Report: [Universidad Autonoma de Tamaulipas](#)

STARS Version: 2.1

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About STARS

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

STARS is designed to:

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

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

About AASHE

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

Summary of Results

Score 50.43

Rating: Silver

Institutional Characteristics

Institutional Characteristics 0.00 / 0.00

Academics

Curriculum 23.86 / 40.00

Research 16.00 / 18.00

Engagement

Campus Engagement 12.50 / 21.00

Public Engagement 10.01 / 18.00

Operations

Air & Climate 5.08 / 11.00

Buildings 0.00 / 8.00

Energy 3.00 / 10.00

Food & Dining 0.00 / 8.00

Grounds 2.00 / 4.00

Purchasing 1.00 / 6.00

Transportation 1.89 / 7.00

Waste 3.48 / 10.00

Water 5.23 / 8.00

Planning & Administration

Coordination & Planning 2.50 / 8.00

Diversity & Affordability 3.91 / 10.00

Investment & Finance 0.00 / 7.00

Wellbeing & Work 2.87 / 7.00

Innovation & Leadership

Exemplary Practice 1.00 / 1.00

Innovation 4.00 / 4.00

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

Institutional Characteristics

Institutional Characteristics

Points Claimed 0.00

Points Available 0.00

Institutional characteristics include data related to an institution's boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics and academics (programs, students, staff, and faculty). This information provides valuable context for understanding and interpreting STARS data. Thus, all information documented in the sections below will be displayed in the institution's public STARS report.

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

Institutional Boundary

Score	Responsible Party
0.00 /	Yolanda Mendoza
Total adjusted for non-applicable credits	MSc.
Close	Sustainability

Criteria

Each institution is expected to include its entire main campus when collecting data. Institutions may choose to include any other land holdings, facilities, farms, and satellite campuses, as long as the selected boundary is the same for each credit. If an institution finds it necessary to exclude a particular unit from its submission, the reason for excluding it must be provided in the appropriate reporting field, below.

"" indicates that no data was submitted for this field

Institution type: Associate (i.e., short-cycle), Baccalaureate, Doctoral/Research, or Master's:

Doctoral/Research

Institutional control (Public, Private for-profit, or Private non-profit):

Public

A brief description of the institution's main campus and other aspects of the institutional boundary used to complete this report:

Universidad Autónoma de Tamaulipas is present in 7 cities in the State, Nuevo Laredo, Reynosa, Valle Hermoso, Matamoros, Cd. Victoria, Mante y Tampico. However, Cd. Victoria and Tampico Campuses are the biggest with more than 10 000 students each.

Which of the following features are present on campus and which are included within the institutional boundary?:

	Present?	Included?
Agricultural school	Yes	Yes
Medical school	Yes	Yes
Other professional school with labs and clinics (e.g. dental, nursing, pharmacy, public health, veterinary)	Yes	Yes
Satellite campus	Yes	Yes
Farm larger than 5 acres or 2 hectares	Yes	Yes
Agricultural experiment station larger than 5 acres or 2 hectares	No	No
Hospital	No	No

The rationale for excluding any features that are present from the institutional boundary:

Additional documentation to support the submission :

Operational Characteristics

Score	Responsible Party
0.00 /	Yolanda Mendoza
Total adjusted for non-applicable credits	MSc.
Close	Sustainability

Criteria

Operational characteristics are variables that provide information about the context in which the institution operates. Report the most recent data available within the three years prior to the anticipated date of submission.

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

Endowment size:

220,391,551 *US/Canadian \$*

Total campus area:

1,143 *Hectares*

Locale:

Mid-size city

IECC climate zone:

1 - Very Hot

Gross floor area of building space:

2,651,075 *Gross Square Metres*

Floor area of laboratory space:

90,987 *Square Metres*

Floor area of healthcare space:

0 *Square Metres*

Floor area of other energy intensive space:

63,905 *Square Metres*

Additional documentation to support the submission :

Academics and Demographics

Score	Responsible Party
0.00 /	Yolanda Mendoza
Total adjusted for non-applicable credits	MSc.
Close	Sustainability

Criteria

This section includes variables that provide information about the institution's academic programs, students, faculty and staff. Report the most recent data available within the three years prior to the anticipated date of submission. Some population figures are used to calculate "weighted campus user", a measurement of an institution's population that is adjusted to accommodate how intensively certain community members use the campus.

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

Number of academic divisions (e.g. colleges, schools):

24

Number of academic departments (or the equivalent):

68

Number of students enrolled for credit:

35,038

Total number of employees (staff + faculty):

7,436

Full-time equivalent student enrollment (undergraduate and graduate):

40,219

Full-time equivalent of employees (staff + faculty):

6,555

Full-time equivalent of students enrolled exclusively in distance education:

165

Number of students resident on-site:

0

Number of employees resident on-site:

0

Number of other individuals resident on-site, e.g. family members of employees, individuals lodging on-site (by average occupancy rate), and/or staffed hospital beds (if applicable):

0

Weighted campus users, performance year:

34,956.75

Additional documentation to support the submission:

Data source(s) and notes about the submission:

ACADEMIC DIVISIONS= REFERS TO SCHOOLS

ACADEMIC DEPARTMENTS= REFERS TO PROGRAMS AVAILABLE (THERE ARE NO ADMINISTRATIVE DIVISIONS INSIDE SCHOOLS)

UAT has several Language Centres, open to all the community. These students are considered as part time in the FTE count because they are not in pursue for an specific credit. That is why FTE is higher than regular headcount.

Academics

Curriculum

Points Claimed 23.86

Points Available 40.00

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

Credit	Points
Academic Courses	9.27 / 14.00
Learning Outcomes	1.39 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	3.00 / 3.00
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	0.00 / 4.00
Incentives for Developing Courses	2.00 / 2.00
Campus as a Living Laboratory	3.20 / 4.00

Academic Courses

Score	Responsible Party
9.27 / 14.00	Yolanda Mendoza MSc. Sustainability

Criteria

Institution has conducted an inventory during the previous three years to identify its sustainability course offerings for current and prospective students. Sustainability course offerings include:

- Courses that have been identified as “sustainability courses” and “courses that include sustainability” using the definitions provided in *G. Standards and Terms*.
- Courses that have been formally designated as sustainability course offerings in the institution’s standard course listings or catalog.

For each course, the inventory provides:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).
- A brief description of the course.
- An indication of whether the course is a “sustainability course” or a “course that includes sustainability” (or equivalent terminology).

A course may be a sustainability course or it may include sustainability; no course should be identified as both. Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. This credit does not include continuing education and extension courses, which are covered by the *Continuing Education* credit in Public Engagement.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *F. Measurement*, *G. Standards and Terms*, and the Credit Example, below. An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Part 1

Institution offers sustainability course content as measured by the percentage of courses offered that are sustainability course offerings.

The total number of courses offered and the number of sustainability course offerings must be counted in the same manner; see *F. Measurement*.

Part 2

Institution offers sustainability course content as measured by the percentage of academic departments (or the equivalent) with sustainability course offerings.

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

Figures required to calculate the percentage of courses offered by the institution that are sustainability course offerings:

	Undergraduate	Graduate
Total number of courses offered by the institution	5,281	1,374
Number of sustainability courses offered	201	35
Number of courses offered that include sustainability	211	97

Percentage of courses that are sustainability course offerings:

8.17

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

68

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

68

Percentage of academic departments with sustainability course offerings:

100

A copy of the institution's inventory of its sustainability course offerings and descriptions:

[Academic courses UAT Final.pdf](#)

Do the figures reported above cover one, two, or three academic years?:

One

A brief description of the methodology used to determine the total number of courses offered and to identify sustainability course offerings, including the definitions used and the process for reviewing and/or validating the course inventory :

All the educational programs listed in the entire curriculum offered in its official website were reviewed.

In order to list the courses directly focused on Sustainability, the ones which include the word "sustainability" were counted as well as those which solve one or more sustainability challenges related to the earth charter.

On the other hand, the Indirect courses were those, which even though does not include the word sustainability, they are directly related to ecology, environment, entrepreneurship, waste management, community health, efficiency among others that contribute to achieve balance and harmony in the society.

How were courses with multiple offerings or sections counted for the figures reported above?:

Each offering or section of a course was counted as an individual course

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

Courses in relation to the number of Academics Programs (PA) that are included in their curriculum were counted, regardless if the PA is offered in various faculties and academic units.

On the other hand, we considered courses that are given to different students each time through academic units and faculties that are distributed in the state of Tamaulipas; for example, the subject "Environment and Sustainable Development" is taught in 85 academic programs running in different faculties and academic units, thus 85 direct courses with a focus on sustainability were recorded. Each of this sustainability courses are focused according to each specific courses.

Are the following course types included in the inventory? :

	Yes (included) or No (not included)
Internships	No
Practicums	No
Independent study	No
Special topics	No
Thesis / dissertation	No
Clinical	No
Physical education	No
Performance arts	No

The website URL where information about the programs or initiatives is available:

<http://sustentabilidad.uat.edu.mx/curricula>

Additional documentation to support the submission:

[Academic courses UAT Final.pdf](#)

Data source(s) and notes about the submission:

There are 4 courses that are offered in all programs at UAT University, therefore they are counted 85 times and counted in every department of our institution, the content of each course however varies according the specific program.

Data for this credit is from academic year 2016, new curricula has been created as well as courses including sustainability; they appear online at our website,

<http://sustentabilidad.uat.edu.mx/curricula>

however this information has not processed yet.

Learning Outcomes

Score

1.39 / 8.00

Responsible Party

Miriam Sanchez Garza

MDE

Sustainability dept

Criteria

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

- Institution level (e.g., covering all students)
- Division level (e.g., covering one or more schools or colleges within the institution)
- Program level (e.g., covering all graduates from a degree program)
- Course level (if successful completion of the course is required to complete a degree program)

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

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of "sustainability learning outcomes" included in *G. Standards and Terms*. While they do not necessarily have to use the term "sustainability", learning outcomes must collectively address sustainability as an integrated concept having social, economic, and environmental dimensions for a program's graduates to count. Mission, vision and values statements are not sufficient unless the above criteria are met.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may count graduates from sustainability-focused programs (i.e., majors, minors, concentrations and the equivalent as reported for the *Undergraduate Program* and *Graduate Program* credits) and other degree programs that do not have specified sustainability learning outcomes, but require the successful completion of one or more sustainability courses (i.e., courses in which the primary and explicit focus is on sustainability as reported for the *Academic Courses* credit).

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

Total number of graduates from degree programs (i.e. majors, minors, concentrations, certificates, and other academic designations):

10,462

Number of students that graduate from programs that have adopted at least one sustainability learning outcome:

1,824

Percentage of students who graduate from programs that have adopted at least one sustainability learning outcome:

17.43

Do the figures reported above cover one, two, or three academic years?:

Two

Does the institution specify sustainability learning outcomes at the institution level (e.g. covering all students)?:

No

Does the institution specify sustainability learning outcomes at the division level (e.g. covering particular schools or colleges within the institution)?:

Yes

A list or brief description of the institution level or division level sustainability learning outcomes:

-Students from FCAV (Business School) will be able to learn with autonomy and responsibility, respect for culture and awareness of environmental protection.

Does the institution specify sustainability learning outcomes at the program level (i.e. majors, minors, concentrations, degrees, diplomas, certificates, and other academic designations)?:

Yes

A list or brief description of the program level sustainability learning outcomes (or a list of sustainability-focused programs):

LIST AND DESCRIPTION IN ADDITIONAL DOCUMENTATION

Do course level sustainability learning outcomes contribute to the figure reported above (i.e. in the absence of program, division, or institution level learning outcomes)?:

No

A list or brief description of the course level sustainability learning outcomes and the programs for which the courses are required:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

[AC2 -LEARNING OUTCOMES 2018_1.pdf](#)

Data source(s) and notes about the submission:

Program list does not include other sustainability issues as wellbeing focused programs.
Programs which includes a Social Responsibility approach integrate economic, environmental and social issues

Undergraduate Program

Score

3.00 / 3.00

Responsible Party

Miriam Sanchez Garza
MDE
Sustainability dept

Criteria

Institution offers at least one:

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

And/or

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

To count, programs must concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions.

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

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

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for undergraduate students (i.e. an interdisciplinary academic program that concentrates on sustainability as an integrated concept)?:

Yes

Name of the sustainability-focused undergraduate degree program:

Economics and Sustainable Development

A brief description of the undergraduate degree program:

To train professionals specialized in solving problems in the socio-economic areas, international trade policy, regulation of competition between companies, exchange rate management, evaluation of investment projects and operation of the stock exchange, all related to the best use of physical, financial and human resources in the corporate, governmental, social and financial sectors for the benefit of society.

The website URL for the undergraduate degree program:

<http://sustentabilidad.uat.edu.mx/>

Name of the sustainability-focused, undergraduate degree program (2nd program):

Environmental Sciences Engineering

A brief description of the undergraduate degree program (2nd program):

Professionals able to the apply or develop techniques, technologies or laws related to the environment. They can deepen the areas of environmental chemistry, management, measurement, mitigation and development of preventive measures and resolution for contingencies.

Students are trained in the preservation, management, measurement and control of protected areas, development of environmental units and preservation of living species.

<http://www.fic.uat.edu.mx/portal/amb.html>

The website URL for the undergraduate degree program (2nd program):

<http://www.fic.uat.edu.mx/>

Name of the sustainability-focused, undergraduate degree program (3rd program):

Environmental and Safety Engineer

A brief description of the undergraduate degree program (3rd program):

Train professionals to present solutions to environmental and industrial problems through the implementation of technologies for treating wastewater, emissions evaluations, solid waste management with legal criteria, to comprehend the environmental and safety legislation in Mexico, USA and Canada.

The website URL for the undergraduate degree program (3rd program):

<http://www.rodhe.uat.edu.mx/>

The name and website URLs of all other sustainability-focused, undergraduate degree program(s):

<https://fcav.uat.edu.mx/>

Does the institution offer one or more sustainability-focused minors, concentrations or certificates for undergraduate students?:

Yes

Name of the sustainability-focused undergraduate minor, concentration or certificate:

Higher Technician University in Energy Business Administration Mission

A brief description of the undergraduate minor, concentration or certificate:

To train and develop technical professionals in organizations of the energy sector, with social responsibility and care of the environment, with analytical and creative capacity in the areas of financial administration, human capital and supply chain, to participate in the making of congruent decisions in time, space and form in changing and globalized environments, in accordance with the values that regulate their performance in the labor market.

The website URL for the undergraduate minor, concentration or certificate:

<http://sustentabilidad.uat.edu.mx/>

Name of the sustainability-focused undergraduate minor, concentration or certificate (2nd program):

Higher Technical University in Hydrocarbons

A brief description of the undergraduate minor, concentration or certificate (2nd program):

Is a Senior Technician with skills, attitudes and values generated by the ability to analyze and support the area's engineers to operate, control and optimize the exploration, drilling, maintenance, transportation and storage of wells. The Senior Technical is able to work as a team to solve problems.

The website URL for the undergraduate minor, concentration or certificate (2nd program):

Name of the sustainability-focused undergraduate minor, concentration or certificate (3rd program):

Higher Technician University in Solar Energy

A brief description of the undergraduate minor, concentration or certificate (3rd program):

Professional in the area of alternative sources of solar energy that promotes the development of innovative strategies related to the use of renewable energies in the public and private sector and that has the necessary capacities for the installation and maintenance of the energy generating equipment that will impact favorably to the environment and the community economy through the efficient use of energy.

The website URL for the undergraduate minor, concentration or certificate (3rd program):

The name and website URLs of all other sustainability-focused undergraduate minors, concentrations and certificates:

<https://fcav.uat.edu.mx/>

Additional documentation to support the submission:

[Lic enfocadas a la sustentabilidad.xlsx](#)

Data source(s) and notes about the submission:

<http://sustentabilidad.uat.edu.mx/investigacion-academia-licenciaturas>

Graduate Program

Score

3.00 / 3.00

Responsible Party

Miriam Sanchez Garza

MDE

Sustainability dept

Criteria

Institution offers at least one:

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

And/or

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

To count, programs must concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions.

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

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

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for graduate students (i.e. an interdisciplinary academic program that concentrates on sustainability as an integrated concept)?:

Yes

Name of the sustainability-focused graduate-level degree program:

PhD in Natural Environment

A brief description of the graduate-level degree program:

The aim of this PhD is to train professionals able to manage knowledge and contribute to original research in order to identify and analyze environmental situations in national, regional and international context, promoting the institutions values with entrepreneurship projects and social responsibility always linked with the community.

The website URL for the graduate-level degree program:

<http://2014.uat.edu.mx/>

Name of the sustainability-focused, graduate-level degree program (2nd program):

PhD in Ecology and Natural Resource Management (PNPC-CONACyT)

A brief description of the graduate degree program (2nd program):

the objective is to train human resources with the knowledge , skills and critical value in the natural resources area in order to solve problems related to environmental degradation including: forest fires, drought, desertification, pollution, looting species, deforestation and loss of biodiversity.

The website URL for the graduate degree program (2nd program):

<http://2014.uat.edu.mx/>

Name of the sustainability-focused, graduate-level degree program (3rd program):

DSc: Agricultural and Environmental Systems

A brief description of the graduate degree program (3rd program):

Train human resources with skills to develop and propose solutions to contemporary problems through the design and implementation of original research, able to open other frontiers ensuring new opportunities in science and technology associated with agricultural production, environmental conservation and natural resources.

The website URL for the graduate degree program (3rd program):

<http://2014.uat.edu.mx/>

The name and website URLs of all other sustainability-focused graduate-level degree programs:

Master of Science in Agricultural and Environmental Systems (PNPC-CONACyT)
Master of Ecological Systems and Production (PNPC-CONACyT)
Master of Ecology and Natural Resource Management

<http://www.uat.edu.mx/paginas/oferta-educativa/maestria.aspx>

Does the institution offer one or more graduate-level sustainability-focused minors, concentrations or certificates?:

Yes

Name of the graduate-level sustainability-focused minor, concentration or certificate:

Specialty in Occupational and Environmental Medicine

A brief description of the graduate minor, concentration or certificate:

Train specialists with the knowledge, skills and attitudes to study and solve human health problems, with emphasis on its relationship with work; capable of evaluate the interactions between humans and their work environment preventing every harm caused by any work conditions.

The website URL for the graduate minor, concentration or certificate:

<http://2014.uat.edu.mx/>

Name of the graduate-level sustainability-focused minor, concentration or certificate (2nd program):

A brief description of the graduate minor, concentration or certificate (2nd program):

The website URL for the graduate minor, concentration or certificate (2nd program):

Name of the graduate-level sustainability-focused minor, concentration or certificate (3rd program):

A brief description of the graduate minor, concentration or certificate (3rd program):

The website URL for the graduate minor, concentration or certificate (3rd program):

The name and website URLs of all other graduate-level, sustainability-focused minors, concentrations and certificates:

Additional documentation to support the submission:

[doctorados.xlsx](#)

Immersive Experience

Score

2.00 / 2.00

Responsible Party

Yolanda Mendoza

MSc.
Sustainability

Criteria

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

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

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

And/or

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

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

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

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

Does the institution offer at least one immersive, sustainability-focused educational study program that is one week or more in length?:

Yes

A brief description of the sustainability-focused immersive program(s) offered by the institution, including how each program addresses the social, economic, and environmental dimensions of sustainability:

FADU- SEDUMA

The School of Architecture, Urban Planning and Graphic Design (FADU) in collaboration with SEDUMA (Department of Urban Development and Natural Environment) (Government Office) run a program which involves the participation of Architecture Students.

This program is an opportunity for UAT Architecture Students to collaborate in the restoration and redesign project of existing public spaces in the community. The program last around one semester and only the most outstanding students are invited to participate. Working teams are generated providing real work experience in order to improve the urban environment in a sustainable way, social needs are considered in order to develop sustainable projects as well as environmental impact assessments; all students courses are graded with this program which allows students to contribute to society and their community, encourages professional values and commits the students in a completely professional environment.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Sustainability Literacy Assessment

Score

0.00 / 4.00

Responsible Party

Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and challenges.

Assessments that primarily address sustainability culture (i.e. values, behaviors, beliefs, and awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. Cultural assessments are recognized in the *Assessing Sustainability Culture* credit in Campus Engagement.

Participation by U.S. and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count for this credit, but may be reported as an Exemplary Practice in Innovation & Leadership.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if at least ten questions or a third of the assessment focuses on student knowledge of sustainability topics and challenges.

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

Incentives for Developing Courses

Score

2.00 / 2.00

Responsible Party

Yolanda Mendoza

MSc.
Sustainability

Criteria

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

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

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

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

Does the institution have an ongoing program or programs that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses?:

Yes

A brief description of the program(s), including positive outcomes during the previous three years (e.g. descriptions of new courses or course content resulting from the program):

The Academic Profession Department has a program to incentive faculty members in the institution. This year social responsibility is included as an indicator of this evaluation therefore all faculty members are invited to integrate sustainability issues into research, course development and others.

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

The incentive received by the faculty is represented by a fee award, this award is different to each faculty member according to several levels of recognition obtained during evaluation.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Campus as a Living Laboratory

Score

3.20 / 4.00

Responsible Party

Yolanda Mendoza
MSc.
Sustainability

Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning and applied research that contributes to understanding campus sustainability challenges or advancing sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning
- Diversity & Affordability
- Investment & Finance
- Public Engagement
- Wellbeing & Work
- Other (e.g., arts and culture or technology)

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning (see the Credit Example in the *STARS Technical Manual*). On-campus internships and non-credit work that take place under supervision of faculty members, sustainability staff, or sustainability committees may count as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

This credit does not include immersive education programs, co-curricular activities, or community service, which are covered by the *Immersive Experience* credit, credits in Campus Engagement, and the *Community Service* credit in Public Engagement, respectively.

Projects that utilize the local community as a living laboratory to advance sustainability may be included under "Public Engagement". A single, multidisciplinary living lab project may simultaneously address up to three of the areas listed above.

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

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Air & Climate?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Air & Climate:

The faculty of Engineering and Sciences through the Academic Group Dynamics and Environmental Conservation developed a project in order to study the hicrothermal confort in educational offices of

the postgraduate area. This project counted with the participation of postgraduate students from the faculty and studied several phenomena inside the offices such as: temperature, humidity, noise and illumination inside the Building "Centro de Gestión del Conocimiento" inside Main campus.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Buildings?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Buildings:

In the Faculty of Architecture and Urban Design (FADU) Campus Tampico experimental sustainable buildings were built for research purposes on dissertation Projects; faculty, staff and students were able to use these "Sustainable Housing" in order to analyze their structural behavior and thermal comfort.

One of these houses was made from bamboo and the other one from PET bottles. These projects were conducted in order to find alternative materials simultaneously solving the main problem of housing for rural communities.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Energy?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Energy:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Food & Dining?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Food & Dining:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Grounds?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Grounds:

"Cause ECO" or ECO cause is an ecological group from the Students Participation office, this office carried out a project in which students received a certificate of adoption of trees. This project aims to raise awareness about caring from the environment and is not a simple reforestation campaign but an activity through which students commit in order to grow greater trees inside the campus. The main idea of the project is to increase surviving trees.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Purchasing?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Purchasing:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Transportation?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Transportation:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Waste?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Waste:

"Eco-Recycle" is an initiative implemented since 2013 with the purpose of motivating among Young University the collection of alkaline batteries, in order to prevent groundwater and water bodies pollution.
The purpose of this project is to sensitize the university community about the ecological impact caused by the improper disposal of alkaline batteries because of their chemical components, leading to pollute up to 600-1000 liters of water with a single stack.
Every year the university donates this material to COMAPA which is in charge of its correct disposal

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Water?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Water:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Coordination & Planning?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Coordination & Planning:

The "Environmental Awareness Week" "Caring for our environment"

In this week seven conferences were offered at the University distributed in various faculties and academic units highlighting the most important environmental issues of our state.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Diversity & Affordability?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Diversity & Affordability:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Investment & Finance?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Investment & Finance:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Public Engagement?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Public Engagement:

the School of Law and Social Sciences through its program International Business, has a project in which students collaborate with small business entrepreneurs. Students are in charge of developing real solutions and proposals to this small business in order to create a business plan, business image and social media marketing and present them at a school fair.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Wellbeing & Work?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Wellbeing & Work:

In 2014 the First Great Race, and Family Walk Trot "The Generation of Knowledge" was held by UAT University with the purpose of promoting values, live and disseminate physical activity and sport within the society.

This race was held on the main campus of Victoria City at the University Campus and it was open to all the citizens, students, staff and faculty.

Is the institution utilizing its campus as a living laboratory for multidisciplinary

student learning and applied research in relation to other areas (e.g. arts & culture or technology)?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to other areas:

The Cultural Diffusion office, through the university theater group "TESPIS" invites to all the university community to reflect on the current situation of our society. TESPIS prepares different acting presentations about social problems such as violence, addictions or equity among others. Most of the members of the group are students at the University and thier plays appear inside the campus at different faculties but also at secondary schools and high schools.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Research

Points Claimed 16.00

Points Available 18.00

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

Credit	Points
Research and Scholarship	12.00 / 12.00
Support for Research	4.00 / 4.00
Open Access to Research	0.00 / 2.00

Research and Scholarship

Score	Responsible Party
12.00 / 12.00	Miriam Sanchez Garza MDE Sustainability dept

Criteria

Institution has conducted an inventory during the previous three years to identify its sustainability research activities and initiatives and makes the inventory publicly available. The research inventory should be based on the definition of "sustainability research" outlined in *G. Standards and Terms* and include, at minimum, the names and department affiliations of all faculty and staff members engaged in sustainability research. Research for which partial or incomplete information is provided may not be counted toward earning points for this credit.

Part 1

Institution produces sustainability research as measured by the percentage of faculty and staff engaged in research that are engaged in sustainability research.

Part 2

Institution produces sustainability research as measured by the percentage of academic departments that conduct research that include at least one faculty member who conducts sustainability research.

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

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

Total number of the institution's faculty and/or staff that are engaged in research (headcount):

587

Number of the institution's faculty and/or staff that are engaged in sustainability research (headcount):

232

Percentage of the institution's faculty and staff researchers that are engaged in sustainability research :

39.52

Total number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts research:

24

Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:

22

Percentage of research-producing departments that are engaged in sustainability research:

91.67

A copy of the institution's inventory of its sustainability research that includes names and department affiliations of faculty and staff engaged in sustainability research:

[AC 9 INVESTIGACIÓN Y BECAS CUERPOS ACADEMICOS 2017 CDS.pdf](#)

The institution's inventory of its sustainability research that includes names and department affiliations of faculty and staff engaged in sustainability research:

UAT-CA-111.- ADMINISTRATION OF COMPUTERS AND SUSTAINABILITY (CAEF)
UAT-CA-130.- COMMUNITY HEALTH (CAEC)
UAT-CA-131.- CHRONICITY (CAEF)
UAT-CA-137.- HEALTH PROMOTION (CAEF)
UAT-CA-139.- HEALTH AND ENVIRONMENT (CAEF)
GD-UAT-94.- APPLIED ENERGY AND BIOTECHNOLOGY (GD)
UAT-CA-144.- ENVIRONMENTAL BIOTECHNOLOGY (CAEC)
UAT-CA-165.- BUSINESS MANAGEMENT AND COMPETITIVENESS (CAEF)
UAT-CA-164.- STRATEGIC PLANNING AND SUSTAINABLE DEVELOPMENT (CAEF)
UAT-CA-156.- APPLIED ECOLOGY (CAEC)
UAT-CA-152.- GEOGRAPHIC INFORMATION SYSTEMS AND REMOTE SENSORS FOR THE RESEARCH OF ECOSYSTEMS AND THEIR RESOURCES (CAEC)
UAT-CA-24.- DYNAMIC AND ENVIRONMENTAL CONSERVATION (CAC)
UAT-CA-21.- APPLIED ENTOMOLOGY (CAC)
UAT-CA-23.- MANAGEMENT, CONSERVATION AND IMPROVEMENT OF PLANT GENETIC RESOURCES (CAC)
UAT-CA-18.- IMPROVEMENT, BIOTECHNOLOGY AND FOOD SYSTEMS (CAC)
UAT-CA-121.- ECOLOGY AND CONSERVATION OF BIODIVERSITY (CAEC)
UAT-CA-57.- FRUIT AND VEGETABLE PRODUCTION SYSTEMS (CAEC)
UAT-CA-85.- ECOLOGY AND CONSERVATION OF ECOSYSTEMS (CAEF)
UAT-CA-120.- IMPROVEMENT AND SUSTAINABILITY OF AGROECOSYSTEMS (CAEF)
UAT-CA-73.- MIGRATION, DEVELOPMENT AND HUMAN RIGHTS (CAC)
GD-UAT-55.- SOCIOLOGICAL PERSPECTIVES AND EMERGING PROBLEMS OF SUSTAINABLE DEVELOPMENT (GD)
UAT-CA-150.- ECONOMIC, SOCIAL AND ENVIRONMENTAL COMPETITIVENESS OF THE ORGANIZATIONS (CAEC)
UAT-CA-103.- STRATEGIES FOR REGIONAL DEVELOPMENT (CAEC)
UAT-CA-149.- URBAN AND RURAL REGIONAL DEVELOPMENT STRATEGIES (CAEF)
UAT-AC-5.- AQUACULTURE (CAC)
UAT-CA-6.- ANIMAL HEALTH (CAC)
UAT-CA-116.- ANIMAL AND AGRIBUSINESS SCIENCE (CAEC)
UAT-CA-93.- BIOTECHNOLOGY AND ANIMAL PRODUCTION (CAEF)
UAT-CA-160.- PRODUCTIVE IMPROVEMENT OF THE CATTLE (CAEF)
GD-UAT-98.- TRANSVERSALITY IN PUBLIC HEALTH (GD)
UAT-CA-2.- COMMUNITY NURSING (CAEC)
UAT-CA-108.- LEGAL REGIME AND REGIONAL PUBLIC POLICIES (CAEF)
UAT-CA-163.- PRODUCTION OF AGROECOSYSTEMS (CAEC)
UAT-CA-115.- AGRICULTURAL SCIENCE AND TECHNOLOGY (CAEF)
UAT-CA-37.- PUBLIC HEALTH (CAC)
UAT-CA-112.- EDUCATION AND HEALTH CARE (CAEC)
UAT-CA-80.- STUDIES OF ECONOMY AND SOCIETY (CAEC)
UAT-CA-136.- REGIONAL DEVELOPMENT AND SUSTAINABILITY (CAEF)
UAT-CA-142.- JURIDICAL STUDIES AND CLIMATE CHANGE (CAEF)
UAT-CA-29.- ENVIRONMENT AND SUSTAINABLE DEVELOPMENT (CAEC)
UAT-CA-89.- TERRITORIAL PLANNING AND SUSTAINABLE DEVELOPMENT IN AREAS
UAT-CA-28.- INTEGRAL DEVELOPMENT OF COASTAL ZONES (CAEF)
UAT-CA-134.- ENVIRONMENTAL TRANSVERSALITY IN ENGINEERING PROJECTS (CAEF)
UAT-CA-140.- ENVIRONMENTAL SUSTAINABILITY AS A FOUNDATION OF COMPETITIVENESS IN ORGANIZATIONS (CAEF)
UAT-CA-106.- QUALITY OF HABITAT (CAEC)
UAT-CA-75.- DESIGN AND SUSTAINABLE BUILDING (CAEC)
UAT-CA-105.- URBANISM AND ENVIRONMENT (CAEF)
UAT-CA-126.- HUASTECA MUSICULTURE: A MULTIDISCIPLINARY VISION OF THE HUASTECA AS A

A brief description of the methodology the institution followed to complete the research inventory (including the types of faculty and staff included as researchers):

The methodology was based on the database announced by the management of support programs of the Autonomous University of Tamaulipas to 2017, where the total number of researchers, collaborators, full time teachers and free time are found.

Regarding this database, a selection of academic bodies focused on sustainability in its nature, society, welfare and economy axes was carried out.

It should be noted that a large part of the university's researchers are members of CONACYT's national research system.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Support for Research

Score

4.00 / 4.00

Responsible Party

Miriam Sanchez Garza

MDE

Sustainability dept

Criteria

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

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

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

Does the institution have an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability? :

Yes

A brief description of the student research program, including the incentives provided and any positive outcomes during the previous three years:

The curricula of our University contains one program called Natural Environment and Sustainable Development, where all the students are invited to collaborate in sustainability projects including research in this subject. The best projects are proposed to be applied on a larger scale for example on an Academic Department or on Campus.

The students can also collaborate with the University Researchers with a sustainability Project, and if this Project is on a Quality Research Program and won, they would receive financial support for their work and to develop their dissertation as well

Does the institution have a program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics?:

Yes

A brief description of the faculty research program, including the incentives provided and any positive outcomes during the previous three years:

In an internal research request of the Department of Research and Graduate studies in UAT University, in order to support sustainable research, the projects or thesis should contain general data such as:

- Name of the axis

- Name of priority sector
- Name Challenge

Moreover, there is a section called "Sustainable Tamaulipas" which covers areas of environment, sustainable development and energy research proposals. They should include axes related to the subject and the sectors helped or served and that match the research challenges.

In the expected results of the research should be considered the environmental impact, qualitative and quantitative impact areas and related environmental protection products.

Has the institution published written policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?:

Yes

A brief description of the institution's support for interdisciplinary, transdisciplinary, and multidisciplinary research, including any positive outcomes during the previous three years:

The university offers the student community quality information through the Network of Libraries of Schools, Faculties and Academic Units.

It has a database contracted from 2014 in diverse academic subjects:

- Art Source
- Dentistry and oral sciences
- Day Nursing
- Medline Complete
- VLex

On the other hand it also offers:

- Training schedule
- Evaluation of services
- OPAC-UAT electronic catalog, library network
- Access to contracted digital databases
- Institutional repository UA
- Scientific databases CONRICYT (National Consortium of Scientific and Technological Information Resources)

Does the institution have ongoing library support for sustainability research and learning?:

Yes

A brief description of the institution's library support for sustainability research, including any positive outcomes during the previous three years:

In the scientific database of the CONICYT (National Consortium of Scientific and Technological Information Resources), students can investigate freely access to any subject. In these can find topics related to the thematic axes of university sustainability:

- Environment and nature
- Society
- Social welfare
- Sustainable Economy

An example are all the theses of the students of bachelor, master's or PhD focused on the sustainability

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

<http://www.uat.edu.mx/SADM/BIBLIO>

Open Access to Research

Score

0.00 / 2.00

Responsible Party

Criteria

Institution has a published open access policy that ensures that versions of future scholarly articles by faculty and staff are deposited in a designated open access repository.

The policy may allow for publisher embargoes and/or provide a waiver option that allows faculty to opt-out of the open access license/program for individual articles. Open access policies and programs that are strictly voluntary (opt-in) in nature (including open access policies published by external funding agencies) do not earn points unless the institution also provides financial incentives to support faculty members with article processing and other open access publication charges.

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

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

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

Engagement

Campus Engagement

Points Claimed 12.50

Points Available 21.00

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

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

Credit	Points
Student Educators Program	0.00 / 4.00
Student Orientation	2.00 / 2.00
Student Life	2.00 / 2.00
Outreach Materials and Publications	1.75 / 2.00
Outreach Campaign	4.00 / 4.00
Assessing Sustainability Culture	0.50 / 1.00
Employee Educators Program	0.00 / 3.00
Employee Orientation	1.00 / 1.00
Staff Professional Development	1.25 / 2.00

Student Educators Program

Score

0.00 / 4.00

Responsible Party

Criteria

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

- Selects or appoints students to serve as peer educators and formally designates the students as educators (paid and/or volunteer);
- Provides formal training to the student educators in how to conduct peer outreach; and
- Supports the program with financial resources (e.g. by providing an annual budget) and/or administrative coordination by faculty or staff.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education students, non-credit students, and other students who are not recognized by the institution as seeking a degree, certificate, or other formal award are excluded.

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

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

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

Student Orientation

Score

2.00 / 2.00

Responsible Party

Yolanda Mendoza

MSc.

Sustainability

Criteria

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

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

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

Are the following students provided an opportunity to participate in orientation activities and programming that prominently include sustainability? :

	Yes or No
First-year students	Yes
Transfer students	Yes
Entering graduate students	Yes

Percentage of all entering (i.e. new) students (including transfers and graduate students) that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability (0-100):

100

A brief description of how sustainability is included prominently in new student orientation (including how multiple dimensions of sustainability are addressed):

"Student Participation" department is part of the School Management Office. Its aim is the promotion and practice of values serving the society with the participation of principals, teachers, students and staff.

This department has a Program called "Intro UAT" make a meeting once each semester in which all new students are willing to know and integrate in all the programs carried out within our University, such as:

"CAUSA ECO" (Eco Cause) is a recycling program and ecological motivation to students and staff.

"CODISUAT" to promote access, inclusion and Equality of persons with disabilities at the University.

"Anímate" (Cheer You Up!) to strengthen the physical, mental and emotional development of seniors.

"Cuidarte" (Take Care of Yourself) to facilitate tools to contribute to the full development in different areas such as life of children, youth, their families and other programs.

All the programs are promoted in "INTROUAT" and all new students are invited to participate in these programs as volunteers.

The website URL where information about the programs or initiatives is available:
<http://www.valores.uat.edu.mx/programas/index.html>

Additional documentation to support the submission:

Student Life

Score

2.00 / 2.00

Responsible Party

Miriam Sanchez Garza

MDE

Sustainability dept

Criteria

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

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

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

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

Does the institution have one or more active student groups focused on sustainability?:

Yes

A brief description of active student groups focused on sustainability:

ECOVET

It is a student group at the Veterinary Medicine and Animal Husbandry Faculty in our University. The group assist on cleaning aspects of the environment and seeks to create awareness among people and students who go to community green areas to prevent the pollution and the damage of natural resources.

Eco Búhos

It is another student group at the Academic Unit of Law and Social Sciences. They are focused on care and protection of the environment and sustainable development. This group seeks to strengthen environmental awareness and respect for natural resources, among students and staff and generate impact on society taking actions directed to environmental preservation.

The website URL where information about the student groups is available (optional):

Does the institution have gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems?:

Yes

A brief description of the gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects:

Green Workspace of the Faculty of Engineering and Science

The students of this faculty are keeping all the green areas clean. They separate the waste in order to use it for compost or conducting experiments and research in the area for a course in their curricula.

Veterinary School

The School has a fish farm where students can learn how to develop strategies and projects in order to obtained sustainable food systems.

The "Green House"

The intitute of Applied Ecology as a green house inside their school in which they have and maintain regional plants and trees in order to perform research and other activities

The website URL where information about the gardens, farms or agriculture projects is available (optional):

Does the institution have student-run enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)?:

Yes

A brief description of the student-run enterprises:

The "Entrepreneur University's Program" is coaching a sustainable banquet service start-up called "MAC Sustainable Food & Service" by students. This start-up promotes sustainability within their plans and organization of each feast, enhancing local and regional products. Also they present all products that are made in UAT University

The website URL where information about the student-run enterprises is available (optional):

Does the institution have sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills?:

No

A brief description of the sustainable investment funds, green revolving funds or sustainable microfinance initiatives:

The website URL where information about the sustainable investment funds, green revolving funds or sustainable microfinance initiatives is available (optional):

Does the institution have conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience?:

Yes

A brief description of the conferences, speaker series, symposia or similar events related to sustainability:

UAT University offer sustainable seminars and conferences in order to promote environmental education and strengthening knowledge about environmental care. On 2014, the following seminars/ conferences were imparted:

- Shale Gas Development in Tamaulipas; Challenges and Opportunities
- The Shale Gas in Tamaulipas
- 15th Anniversary of the Center for Genomic Biotechnology. Organized with the National Polytechnic Institute. Participation with the subject "Sources of Renewable Energy and Wind Energy in northeastern Tamaulipas " .
- First Symposium on Biodiversity of the Sierra de Tamaulipas
- First Research Symposium "Laguna Madre and Delta from Rio Bravo"
- IV Graduate Research Seminar of the Applied Ecology Institute
- World Environment Day 2014. Turn off your light, not the sea level.

The website URL where information about the conferences, speaker series, symposia or similar events related to sustainability is available (optional):

Does the institution have cultural arts events, installations or performances related to sustainability that have students as the intended audience?:

Yes

A brief description of the cultural arts events, installations or performances related to sustainability:

UAT University performed a concert called "First Class", to welcome students from different academic units and faculties of the University Center "Campus Victoria". In this event, the students have the opportunity to enjoy music and participate in contests and raffles of courtesies. "First Class" is an event that aims to young people enjoy a bit of healthy recreation, strengthening ties between new students, increasing UAT rooting, and promoting equity and equality among students in addition to posicionate the concert in a space to relax in their own University encouraging contact with campus natural environment.

The website URL where information about the cultural arts events, installations or performances is available (optional):

Does the institution have wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles?:

Yes

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

The Student Participation Department through the program ECO CAUSE and the collaboration of the BIRD TrOOP and the Applied Ecology Institute has a Bird view workshop where students and faculty members are invited in order to observe birds in their natural environment

The website URL where information about the wilderness or outdoors programs is available (optional):

Does the institution have sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)?:

No

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

The website URL where information about the sustainability-related themes is available (optional):

Does the institution have programs through which students can learn sustainable life skills?:

Yes

A brief description of the programs through which students can learn sustainable life skills:

The Student participation department has several program which promote among students different sustainability life skills, including, natural environment, social responsibility, equity and health.
"Causa ECO" (ECO-Reason)
This program aims to make focused activities promoting environmental conservation culture in the University for the benefit of society.
CODIS UAT in order to provide accesibility and equity for disabled students or university members at the university
University as Unity, in order to develop valuable activities in order to contribute to society as volunteers.

The website URL where information about the sustainable life skills programs is available (optional):

<http://www.uat.edu.mx/SEV/Valores/Paginas/PROGRAMAS.aspx>

Does the institution offer sustainability-focused student employment opportunities?:

Yes

A brief description of the sustainability-focused student employment opportunities offered by the institution:

The linking and employment office is the area responsible for the relations and links of cooperation of the university and its students with the public, social and productive sector for purposes of collaboration, as well as to promote the services with which it counts and to strengthen the relation of graduates with the university and the community.

Among his main functions, is responsible for managing the labor market system and incorporating the life and career plan model, identifying the demands of human capital, promoting student talent and the follow-up of graduates. It is also aimed at providing professional development opportunities for students and graduates, as well as establishing agreements and alliances with the public and private sectors.

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

Does the institution have graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions?:

No

A brief description of the graduation pledges:

The website URL where information about the graduation pledges is available (optional):

Does the institution have other co-curricular sustainability programs and initiatives?:

Yes

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

The university, through the committee for sustainable development, promotes sustainability initiatives. In this area, programs and manuals focused on topics of nature, society, welfare and sustainable economy.

- Lower Impact Purchasing Manual
- Manual of certification of sustainable events
- Green Workshop Program
- Sustainable Event Guide

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

Estimated percentage of students (full-time and part-time) that participate annually in sustainability-focused co-curricular education and outreach programs (0-100):

Additional documentation to support the submission:

Data source(s) and notes about the submission:

<http://sustentabilidad.uat.edu.mx/descargas>

Outreach Materials and Publications

Score

1.75 / 2.00

Responsible Party

Miriam Sanchez Garza

MDE

Sustainability dept

Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use more sustainable methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and/or incorporating sustainability into the residential experience
- Other sustainability outreach materials and publications not covered above

This credit is focused on ongoing outreach efforts. Materials and publications designed to promote a specific event or time-limited campaign are excluded and covered by other credits in this subcategory.

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

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

Does the institution have a central sustainability website that consolidates information about the institution's sustainability efforts?:

Yes

A brief description of the central sustainability website (optional):

"Sustentabilidad UAT" is the main University Sustainability Website. It contains the Sustainability vision, mission and activities conducted by the University. It is also the main access to the internal system to upload sustainable projects, activities, programs or workshops related with sustainability developed by staff, faculty or researchers.

The website URL for the central sustainability website:

<https://sustentabilidad.uat.edu.mx/>

Does the institution have a sustainability newsletter?:

Yes

A brief description of the sustainability newsletter:

The Autonomous University of Tamaulipas has a newspaper that is distributed in the student community, personal administrative and teaching bimonthly printed and internet news releases weekly.

Since May 2017 the Committee for Sustainable Development has a section in the newspaper that publishes the logos related to the 4 sustainable axes of the university which are: nature, society, economy and welfare.

Under these guidelines there is a "Sustainable Communication UAT" program where researchers related to the exponential area their research works and their participation in projects, symposiums, workshops, articles of high impact and theses that lead related to the topic of sustainability.

The website URL for the sustainability newsletter:

Does the institution have social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability?:

Yes

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

Sustainable Development Committee / UAT:

In this network, relevant topics such as energy, water, waste, green areas, recycling, mobility, responsible and sustainable consumption and relevant Mexico and the world's news are detailed.

Furthermore its purpose is to show all the efforts of researchers from the Universidad Autónoma de Tamaulipas related to sustainability, so that the community is aware of what is done in the University on this topics.

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

<https://www.facebook.com/uatcsustentable>

Does the institution have regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat?:

Yes

A brief description of the regular coverage of sustainability in the main student newspaper:

The institution has a student newspaper which is published weekly by internet and bimonthly printed. This newspaper includes from May of 2017 a section of "Sustainable Communication UAT" in which the student community is informed of interviews with researchers related to the theme of sustainability in any of its axes: nature, society, economy and well-being social.

The website URL for regular coverage of sustainability in the main student newspaper:

Does the institution produce a vehicle to publish and disseminate student research on sustainability?:

Yes

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

In the program of "Sustainable Communication UAT" the selected researchers under the heading of sustainability, expose thesis works of students who participate under some specific project in their area, this way the theoretical, methodological and field work which they perform in their respective areas.

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

Does the institution have building signage that highlights green building features?:

No

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

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

Does the institution have signage and/or brochures that include information about sustainable food systems?:

No

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

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

Does the institution have signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed?:

No

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

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

Does the institution produce a sustainability walking map or tour?:

No

A brief description of the sustainability walking map or tour:

The website URL of the sustainability walking map or tour:

Does the institution produce a guide for commuters about how to use more sustainable methods of transportation?:

No

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

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

Does the institution produce navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)? :

Yes

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

The office of sustainability developed a project called "UAT sobre ruedas", including several conferences available to students. The conference include the presentation of the project "Jane´s walk" a project for city pedestrians and "Rodando por Victoria" a talk for students who are interested in using a bike as commuter; including safety issues, routes and policies.

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

Does the institution produce a guide for green living and/or incorporating sustainability into the residential experience?:

No

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

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

Does the institution produce other sustainability outreach materials or publications not covered above?:

Yes

A brief description of these materials or publications:

"Universidad Sustentable" (Sustainable University) is a radio broadcast transmitted by the University Radio Station "Radio UAT". This broadcast is once a week show in which the main subject is sustainability. The program includes invited researchers, faculty or staff in order to communicate to the society all the sustainable issues in our city, our state, our country and all around the world.

InterUAT:

It publishes videos related to the program "Sustainable Communication UAT" where the researchers of the University talk about relevant subjects in material of sustainability.

The website URL for these materials or publications:

<http://radiouat.mx/programas/>

Additional documentation to support the submission:

Outreach Campaign

Score

4.00 / 4.00

Responsible Party

Yolanda Mendoza

MSc.
Sustainability

Criteria

Part 1

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

Part 2

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

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

Measurable, positive results typically involve reductions in energy, waste or water use, cost savings and/or other benefits. To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. Increased awareness or increased membership of a mailing list or group is not sufficient in the absence of other positive results.

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

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

Yes

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

Yes

Name of the campaign:

"Eco-recicla" or "Eco-recycle"

A brief description of the campaign, including how students and/or employees were engaged:

This project started in 2013 with the purpose of motivate students to recollect old or used bateries, in order to prevent groundwater and water bodies pollution. Several repositories were installed all over the Central Campus and inside the offices with the mark of this program.

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

The results were 124 kg on april 2014, All of them has been delivered to the Potable Water Commission who is in charge of the right disposal.

The website URL where information about the campaign is available:

Name of the campaign (2nd campaign):

Events with sustainable spirit

A brief description of the campaign, including how students and/or employees were engaged (2nd campaign):

The Research Department organize 5 events each year. These events consist on seminars, workshops or conferences opened to general public, students and staff at the University. The sustainable spirit consist in used them as a vehicle to promote sustainable activities such as: car sharing for the assistants. All the material is available online in digital format in order to reduce paper use. They only print a small amount of programs flyers in a 100% recycled paper.

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

With this program it was possible to reduce the use of 1800 PET bottles, 1000 styrofoam cups, also support 10 local business per event. This event is broadcast on 4 campuses at the same time in order to reduce the waste and CO2 emitted on transportation to the main Campus. Other departments besides the Research one are interested in using this model in the next years.

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

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

NO MORE PET Department

The Research and Postgraduate Studies Department has being committed in a Campaign against the use of PET and styrofoam in their offices. In order to acheive this, all the staff received a water bottle and a coffe cup for personal use as a gift to presuade them to stop using disposable material. No disposable material is allowed in the offices. The staff received talks about the importance and benefit to use the water bottle and coffe cup showing them the tragedies and damage to the environment caused by the large time degradation of these materials.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Assessing Sustainability Culture

Score	Responsible Party
0.50 / 1.00	Miriam Sanchez Garza MDE Sustainability dept

Criteria

Institution conducts an assessment of campus sustainability culture. The cultural assessment focuses on sustainability values, behaviors and beliefs, and may also address awareness of campus sustainability initiatives.

An assessment that covers a single sustainability topic (e.g. a transportation survey) does not count in the absence of a more comprehensive cultural assessment.

Assessments that exclusively address sustainability literacy (i.e. knowledge of sustainability topics and challenges) or student engagement in sustainability-related programs and activities are excluded. Literacy assessments are recognized in the *Sustainability Literacy Assessment* credit in Curriculum.

Participation by U.S, and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count, but may be reported as an Exemplary Practice in Innovation & Leadership.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if at least ten questions or a third of the assessment focuses on sustainability values, behaviors and beliefs.

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

Does the institution conduct an assessment of sustainability culture (i.e. the assessment focuses on sustainability values, behaviors and beliefs, and may also address awareness of campus sustainability initiatives)?:

Yes

Which of the following best describes the cultural assessment? The assessment is administered to::

The entire campus community (students, staff and faculty), directly or by representative sample

Which of the following best describes the structure of the cultural assessment? The assessment is administered::

Without a follow-up assessment of the same cohort or representative samples of the same population

A brief description of how and when the cultural assessment(s) were developed and/or adopted:

The Sustainable Development Committee of our University on June/July made a quizz related of some of the most important matters in the 4 axes of sustainability on all the campus. Was taken into account a simple random representative sample of all the faculties and administrative buildings with a 95% of level of confidence with a 5% of error. We evaluate approximately 373 persons in total. In that quizz we make some questions about sustainability culture.

A copy or sample of the questions related to sustainability culture:

[QUESTIONS FOR ASSESSING SUSTAINABILITY ON CAMPUS.docx](#)

A sample of the questions related to sustainability culture or the website URL where the assessment tool is available:

[https://docs.google.com/forms/d/e/
1FAIpQLScZZ7PLUuIPB5HDG9vxLq0aCxHwAQoAr3OSHV5HLhDdJVjxcw/view](https://docs.google.com/forms/d/e/1FAIpQLScZZ7PLUuIPB5HDG9vxLq0aCxHwAQoAr3OSHV5HLhDdJVjxcw/view)
[form?c=0&w=1](https://docs.google.com/forms/d/e/1FAIpQLScZZ7PLUuIPB5HDG9vxLq0aCxHwAQoAr3OSHV5HLhDdJVjxcw/view)

A brief description of how representative samples were reached (if applicable) and how the cultural assessment is administered:

Was taken into account a simple random representative sample of all the faculties and administrative buildings with a 95% of level of confidence with a 5% of error in each faculty or administrative building. We evaluate approximately 373 persons in total.

A brief summary of results from the cultural assessment, including a description of any measurable changes over time:

- More than 60% of the student population eat on the cafeterias on campus
- More than 60% of the student population drink water on campus
- More than 55% of the student population use public transportation from home to the campus
- more than 30% of the student population share their car or motorcycle with other students from home to campus.
- more than 55% of the student population know the sustainability term
- The ones who know the term think that sustainability is the ability to maintain the balance of the resources and have a good quality of life.

The website URL where information about the programs or initiatives is available:

[https://docs.google.com/forms/d/e/1FAIpQLScZZ7PLUuIPB5HDG9vxLq0aCxHwAQoAr3OSHV5HLhDdJVjxcw/
view](https://docs.google.com/forms/d/e/1FAIpQLScZZ7PLUuIPB5HDG9vxLq0aCxHwAQoAr3OSHV5HLhDdJVjxcw/view)
[form?c=0&w=1](https://docs.google.com/forms/d/e/1FAIpQLScZZ7PLUuIPB5HDG9vxLq0aCxHwAQoAr3OSHV5HLhDdJVjxcw/view)

Additional documentation to support the submission:

Employee Educators Program

Score

0.00 / 3.00

Responsible Party

Miriam Sanchez Garza

MDE

Sustainability dept

Criteria

Institution administers or oversees an ongoing staff/faculty peer-to-peer sustainability outreach and education program that meets the following criteria:

- Employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation to prepare them to conduct peer outreach to other employees;
- The institution supports the program with financial resources (e.g. by providing an annual budget) and/or administrative coordination by staff or faculty; and
- The peer educators represent diverse areas of campus; the outreach and education efforts of sustainability staff or a sustainability office do not count in the absence of a broader network of peer educators.

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

Ongoing green office certification programs and the equivalent may count for this credit if they include formally designated and trained peer employee educators (e.g. "green leaders").

Employee orientation activities and training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in the *Employee Orientation* and *Staff Professional Development* credits.

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

Employee Orientation

Score

1.00 / 1.00

Responsible Party

Yolanda Mendoza

MSc.
Sustainability

Criteria

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

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

Percentage of new employees (faculty and staff) that are offered orientation and/or outreach and guidance materials that cover sustainability topics:

100

A brief description of how sustainability is included in new employee orientation (including how multiple dimensions of sustainability are addressed):

Every year Human Resources office gives an induction course for new employees. The aim of his course is to inform the new members of the university community about the University's history. During this session UAT team presents the institutional development plan, including the transversal axes:

- Human formation
- practice of values
- inclusion and equity
- Transparency and accountability
- Univesity sustainability

New employees are informed about the institutional programs that are carried out and how could they participate such as:

- animate
- university students with a child's heart;
- sheltering a friend
- flashes of love
- university students as a unit
- compac uat
- codis uat
- CAUSE ECO
- watch over you

All these programs linked to the axes of sustainability, social, welfare and natural environment.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Staff Professional Development

Score

1.25 / 2.00

Responsible Party

Miriam Sanchez Garza

MDE

Sustainability dept

Criteria

Part 1

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

Part 2

Institution's regular (full-time and part-time) staff participate in sustainability professional development and training opportunities that are either provided or supported by the institution.

For both Part 1 and Part 2 of this credit, the opportunities may be provided internally (e.g. by departments or by the sustainability office) or externally as long as they are specific to sustainability. The opportunities may include:

- Training to integrate sustainability knowledge and skills into the workplace.
- Lifelong learning and continuing education in sustainability.
- Sustainability accreditation and credential maintenance (e.g. LEED AP/GA).

This credit focuses on formal professional development and training opportunities, for example as delivered by trainers, managers, sustainability staff, and external organizations. Peer-to-peer educator programs and employee outreach campaigns are recognized in the *Employee Educators Program* and *Outreach Campaign* credits, respectively and should only be reported in this credit if such programs are formally recognized by the institution as professional development and training, for example in employee performance reviews.

For an external professional development and training opportunity to count, the institution must offer financial or other support (e.g. payment, reimbursement, or subsidy).

This credit applies to staff members only; it does not include faculty members. Faculty professional development in sustainability is recognized in the *Incentives for Developing Courses* credit in Curriculum.

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

Does the institution make available professional development and training opportunities in sustainability to all staff at least once per year?:

Yes

Does the institution wish to pursue Part 2 of this credit (the rate of employee participation in sustainability professional development and training)?:

Yes

Estimated percentage of regular staff (full-time and part-time) that participates annually in sustainability professional development and training that is either provided or supported by the institution (0, 1-24%, 25-49%, 50-74%, 75% or more):

1-24%

A brief description of any internal sustainability professional development and training opportunities that the institution makes available to staff:

a) Regarding to the courses- workshops of the semester of autumn 2014 at the University:

- Health and Safety at Work
- Neuro Linguistic Programming
- Managing Stress in the workplace
- Emotional intelligence applied in service

b) Courses about the environment:

- Course "Development of Culinary Products and Cosmetics".
- Workshop "Overview of Hydroponics".
- Basic Workshop "Molecular Biology".
- Workshop "Sustainable Production of Piquin Chili in Tamaulipas".
- Workshop "Grafting Plants".
- Basic Workshop "Generic Engineering and Molecular Biology".
- Workshop "Electrophoresis as a Tool for Biological Studies".
- Workshop "Piquin Chili in Northeastern Mexico".

c) International Seminar on Strategic Planning, Territorial Planning and Management with a focus on High Simplicity. (January,2015) (24 hours).

- In which held a workshop on the perspective of territorial development in 2030 of three lines: companies, universities and territory.

A brief description of any external professional development and training opportunities in sustainability that are supported by the institution(e.g. through payment, reimbursement, or subsidy):

Estimated percentage of regular staff (full-time and part-time) for which sustainability is included in performance reviews (0, 1-24%, 25-49%, 50-74%, 75% or more) :

0

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Public Engagement

Points Claimed 10.01

Points Available 18.00

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

Credit	Points
Community Partnerships	1.00 / 3.00
Inter-Campus Collaboration	2.00 / 3.00
Continuing Education	1.05 / 5.00
Community Service	4.63 / 5.00
Participation in Public Policy	1.33 / 2.00
Trademark Licensing	Not Applicable

Community Partnerships

Score

1.00 / 3.00

Responsible Party

Yolanda Mendoza
MSc.
Sustainability

Criteria

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

This credit recognizes campus-community partnerships that the institution supports (materially or financially) and that address sustainability challenges in the broader community. This may be demonstrated by having an active community partnership that meets one or more of the following criteria:

- The partnership is multi-year or ongoing, rather than a short-term project or event;
- The partnership simultaneously supports all three dimensions of sustainability, i.e. social equity and wellbeing, economic prosperity, and ecological health; and/or
- The partnership is inclusive and participatory, i.e. underrepresented groups and/or vulnerable populations are engaged as equal partners in strategic planning, decision-making, implementation and review.

A partnership is considered to be “transformative”, “collaborative”, or “supportive” based on the number of criteria that are met (see *D. Scoring*).

This credit is inclusive of partnerships with local and distant communities.

Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by the *Community Service* credit.

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

Name of the institution’s formal community partnership to advance sustainability :

MERCADO CAMPESINO TULA. (Tula Farmer Market)

Does the institution provide financial or material support for the partnership? :

Yes

Which of the following best describes the partnership timeframe?:

Short-term project or event

Which of the following best describes the partnership’s sustainability focus?:

The partnership supports at least one, but not all three, dimensions of sustainability

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):

Yes

A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:

With the aim of supporting local producers from different municipalities of the state UAT University through the Permanent Educational office organized this exhibition. In order to provide spaces for handmade products and establish links between businessmen, financial institutions and local producers.

52 producers from the municipality of Tula participated during this exhibition however, this activity was carried out in other municipalities as well.

<http://www.eldiariodevictoria.com/2017/11/09/exposiciones-apoya-uat-artesanos/>

Name of the institution's formal community partnership to advance sustainability (2nd partnership):

Does the institution provide financial or material support for the partnership? (2nd partnership):

Which of the following best describes the partnership timeframe? (2nd partnership):

Which of the following best describes the partnership's sustainability focus? (2nd partnership):

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (2nd partnership) (Yes, No, or Not Sure):

A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above (2nd partnership):

Name of the institution's formal community partnership to advance sustainability (3rd partnership):

Does the institution provide financial or material support for the partnership? (3rd partnership):

Which of the following best describes the partnership timeframe? (3rd partnership):

Which of the following best describes the partnership's sustainability focus? (3rd partnership):

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (3rd partnership) (Yes, No, or Unknown):

A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above (3rd partnership):

A brief description of the institution's other community partnerships to advance sustainability:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Inter-Campus Collaboration

Score

2.00 / 3.00

Responsible Party

Yolanda Mendoza

MSc.
Sustainability

Criteria

Institution collaborates with other colleges and universities in one or more of the following ways to support and help build the campus sustainability community. The institution:

- Is an active member of a national or international sustainability network;
 - Is an active member of a regional, state/provincial or local sustainability network;
 - Has presented at a sustainability conference during the previous year;
 - Has submitted a case study during the previous year to a sustainability resource center or awards program that is inclusive of multiple campuses;
 - Has had staff, students, or faculty serving on a board or committee of a sustainability network or conference during the previous three years;
 - Has an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program;
 - Has had staff, faculty, or students serving as peer reviewers of another institution's sustainability data (e.g. GHG emissions or course inventory) and/or STARS submission during the previous three years; and/or
 - Has participated in other collaborative efforts around sustainability during the previous year, e.g. joint planning or resource sharing with other institutions.
-

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

Is the institution an active member of a national or international sustainability network?:

Yes

The name of the national or international sustainability network(s):

Member of AASHE

Is the institution an active member of a regional, state/provincial or local sustainability network?:

No

The name of the regional, state/provincial or local sustainability network(s):

Has the institution presented at a sustainability conference during the previous year?

:

Yes

A list or brief description of the conference(s) and presentation(s):

Dr. Mendoza has presented how social factor impacted on sustainability at our university during a SUMMER School at Politecnico di Torino POLITOWARD, during this event other professionals from all over the world such as Turkey, Japan, Italy and UK share their experiences in campus sustainability .

Has the institution submitted a case study during the previous year to a sustainability awards program that is inclusive of multiple campuses? :

No

A list or brief description of the awards program(s) and submission(s):

Has the institution had staff, students or faculty serving on a board or committee of a sustainability network or conference during the previous three years? :

Yes

A list or brief description of the board or committee appointment(s):

The Director of Academic profession is part of a subcommittee called Sustainable Development at Secretariat of Higher Education from the Secretariat of Public Education in México. This Subcommittee is in charge of develop a proposal for indicators applied to Public higher education schools.

Does the institution have an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program?:

No

A brief description of the mentoring relationship and activities:

Has the institution had staff, faculty, or students serving as peer reviewers of another institution's sustainability data (e.g. GHG emissions or course inventory) and/or STARS submission during the previous three years?:

No

A brief description of the peer review activities:

Has the institution participated in other collaborative efforts around sustainability during the previous year, e.g. joint planning or resource sharing with other institutions? :

Yes

A brief description of other collaborative efforts around sustainability during the previous year:

Our university has a close collaboration with Politecnico di Torino, sharing information about sustainability efforts and living lab experiences. POLITO and UAT had a Memorandum of understanding for collaboration on studies on campus sustainability and green institutions: society, policy and environment.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Continuing Education

Score	Responsible Party
1.05 / 5.00	Yolanda Mendoza MSc. Sustainability

Criteria

Part 1

Institution has conducted an inventory during the previous three years to identify its continuing education courses that address sustainability. These course offerings may include:

- Continuing education courses that have been identified as sustainability course offerings using the definitions provided in *G. Standards and Terms*; and/or
- Continuing education courses that have been formally designated as sustainability course offerings in the institution's standard course listings or catalog.

For each course, the inventory provides:

- The title and department (or equivalent) of the course.
- A brief description of the course. Courses for which partial or incomplete information is provided may not be counted toward earning points for Part 1 of this credit.

Courses that are typically taken for academic credit are not included in this credit; they are covered in the Curriculum subcategory

Part 2

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

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

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

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

Yes

Total number of continuing education courses offered:

86

Number of continuing education courses offered that address sustainability:

3

Percentage of continuing education courses that address sustainability:

3.49

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

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

- Emotional Intelligence Workshop

It is a workshop that allows participants to make an assessment to meet their emotional maturity, manage their emotions, and develop social skills such as negotiation, self-motivation, leadership, to support them on their professional development.

The goal of this workshop is to equip students with more and better tools to help in their comprehensive training, development of skills and competencies.

- Women who choose FORUM

In the context of gender equity policies, the UAT University performs this forum, leading academic part of the university.

This forum is intended that successful women talk about their experiences at the Victoria University campus.

Currently UAT University has developed actions against violence to women and preventive actions to protect them, as well as men.

- Workshop on Sustainable Production of wild chili "Piquín" in Tamaulipas

The program aims to improve the productive chain of this activity through theoretical and practical update is provided to producers in the Tamaulipas region.

The course is offered in the county of San Carlos to producers who cultivate this species in 20 communities in the region, who will be multipliers of the knowledge they received.

This is part of the research projects of more than eight years at the Institute of Applied Ecology of UAT University. In order to share new knowledge in this field so that in the short term technology is transferred to raise the productivity growing chili "Piquín".

Do the figures reported above cover one, two, or three academic years?:

One

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

No

A brief description of the certificate program(s), including the year the program was created:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Community Service

Score	Responsible Party
4.63 / 5.00	Yolanda Mendoza MSc. Sustainability

Criteria

Part 1

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

Part 2

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

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

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

Number of students enrolled for credit (headcount; part-time students, continuing education, and/or graduate students may be excluded):

35,038

Number of students engaged in community service (headcount):

30,740

Percentage of students engaged in community service:

87.73

Does the institution wish to pursue Part 2 of this credit (community service hours)? (if data not available, respond 'No'):

Yes

Total number of student community service hours contributed during the most recent one-year period:

2,890,600

Number of annual community service hours contributed per student :

82.50

The website URL where information about the programs or initiatives is available:

<http://www.siss.uat.edu.mx/>

Does the institution include community service achievements on student transcripts?:

No

Does the institution provide incentives for employees to participate in community service (on- or off-campus)? (Incentives may include voluntary leave, compensatory time, or other forms of positive recognition):

No

A brief description of the institution's employee community service initiatives:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Community Service is one of the most important elements in the humanistic and professional development of the students in our University. It is an indispensable requirement in order to obtain a professional degree.

Every student must contribute in no less than 6 months and no more than 2 years with 480 hours of community service. This service should be performed after having complete the 60% of the academic credits. All students should assist to an induction course offered by the University in order to prepare them for any social intervention.

Participation in Public Policy

Score

1.33 / 2.00

Responsible Party

Yolanda Mendoza

MSc.

Sustainability

Criteria

Institution advocates for public policies that support campus sustainability or that otherwise advance sustainability. The advocacy may take place at one or more of the following levels:

- Municipal/local,
- State/provincial/regional,
- National, and/or
- International.

The policy advocacy must have the implicit or explicit support of the institution's top administrators and/or governing bodies to count. For example, advocacy by administrators, students, staff, or faculty who are acting as representatives of the institution or its governance bodies may count. Advocacy by students, staff, or faculty conducted in a personal capacity does not count unless it is formally endorsed at the institutional level.

Examples of advocacy efforts include supporting or endorsing legislation, ordinances, and public policies that advance sustainability; active participation in campaigns aiming to change public policy; and discussions with legislators in regard to the above.

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

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

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the municipal/local level?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability at the municipal/local level, including the issues, legislation, and ordinances for or against which the institution has advocated:

UAT University has an office called CEDEMUN Municipal Development Centre, this office is responsible for the design of intervention strategies in order to promote sustainable development of our state cities. This project is realized through the links between or university and city councils. Civil society organizations and other higher education institutions.

CEDEMUN provides advice, training and services to the public, private and social sectors through the development of social programs and projects in pursuit of mutual benefit with participation, commitment and social responsibility.

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the state/provincial/regional level?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability at the state/provincial/regional level, including the issues, legislation, and ordinances for or against which the institution has advocated:

In 2017, the State Secretariat of Urban Development and Environment (SEDUMA) has created a project called ProAire with the objective of improve the air quality of our entity. This project includes the collaboration of the municipalities, dependencies, academia, civil society, private initiative and research institutions in order to ensure their commitment to provide support and participate in the working groups that will generate the strategies, measures and actions that will be contained in the ProAire project for Tamaulipas. UAT university is part of the working group.

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the national level?:

No

A brief description of how the institution engages in public policy advocacy for sustainability at the national level, including the issues, legislation, and ordinances for or against which the institution has advocated:

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the international level?:

No

A brief description of how the institution engages in public policy advocacy for sustainability at the international level, including the issues, legislation, and ordinances for or against which the institution has advocated:

A brief description of other political positions the institution has taken during the previous three years (if applicable):

The IEA " Institute of Applied Ecology" Which is part of the University carry out the Project and book management program of the "El Cielo" World Reserve Biosphere. This was submitted to "SEDUMA" Ministry of Urban Development and Environment of the Government of Tamaulipas.

A brief description of political donations the institution made during the previous three years (if applicable):

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Trademark Licensing

Responsible Party

Criteria

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

Please note that other initiatives to support fair labor standards in the supply chain are recognized in the *Sustainable Procurement* credit in Purchasing.

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

Institution is not eligible for FLA or WRC membership.

Operations

Air & Climate

Points Claimed 5.08

Points Available 11.00

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

Credit	Points
Greenhouse Gas Emissions	5.08 / 10.00
Outdoor Air Quality	0.00 / 1.00

Greenhouse Gas Emissions

Score	Responsible Party
5.08 / 10.00	Yolanda Mendoza MSc. Sustainability

Criteria

Part 1

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions.

The inventory may also be verified by an independent, external third party and/or validated internally by campus personnel who are independent of the GHG accounting and reporting process.

Part 2

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

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO₂e) per gross square foot (0.215 MtCO₂e per gross square metre) of floor area.

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

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

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

Purchased Renewable Energy Certificates (RECs) or Guarantees of Origin (GOs) may not be counted as carbon offsets. Emissions reductions attributable to RECs and GOs that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party are reported separately (see *E. Reporting Fields*). Purchased carbon offsets and RECs/GOs that have not been third-party verified do not count.

Institution-catalyzed offsets, on-site composting, and carbon sequestration projects (on and off campus) that are to be counted as offsets must be third party verified or, at minimum, quantified using a method that addresses all of the following accounting issues:

- Selection of a baseline scenario (i.e. what would have happened in the absence of the project?);
- Demonstration of additionality (i.e. the project has resulted in emission reductions or removals in addition to what would have happened in the absence of the project);
- Identification and quantification of relevant secondary effects (i.e. small, unintended GHG consequences of a project, include leakage and changes in GHG emissions up- and downstream of the project);
- Consideration of reversibility (i.e. assessing the risk of reversibility, together with any mitigation or compensation measures included in the project design);
- Avoidance of double-counting (i.e. the reductions giving rise to the offset must occur at sources or sinks not included in the target or cap for which the offset is used).

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit. Those transactions are reported separately and net GHG emissions are automatically adjusted upward to reflect the sale or transfer of any institution-generated offsets that have been included as carbon offsets (see *D. Scoring*).

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

Has the institution conducted a GHG emissions inventory that includes all Scope 1 and 2 emissions? :

Yes

Does the institution's GHG emissions inventory include all, some or none of its Scope 3 GHG emissions from the following categories?:

	All, Some, or None
Business travel	None
Commuting	Some
Purchased goods and services	None
Capital goods	None
Waste generated in operations	None
Fuel- and energy-related activities not included in Scope 1 or Scope 2	Some
Other categories	None

A copy of the most recent GHG emissions inventory:

[CARBON FOOTPRINT uat EXERCISE.pdf](#)

A brief description of the methodology and/or tool used to complete the GHG emissions inventory, including how the institution accounted for each category of Scope 3 emissions reported above:

The University used the Electric Emission Factor 2013 in order to quantify the indirect emissions of greenhouse gases from purchased electricity. This web page

<http://www.geimexico.org/factor.html>

methodology is based in the total fuel consumption and the net electricity generation delivered to the net.

For the general CO2 inventory calculation air.e software was used in order to compile available data. The electric power emissions factor (tCO2e/Mwh) for 2013 is 0.4999

Scope 1, only includes the gas Lp used at the Gastronomic Centre from the Law and Social Sciences Schools; the emission factor used for this calculation came from the Ecology and Climate Change National Institute (1.34 kg CO2/l)

Commuting is only available from students data, and the fuel data came from the official vehicles at our university.

Fuel- and energy-related activities not included in Scope 1 or Scope 2, includes emissions from the official vehicle fleet fuel. Both commuting and fuel emissions were obtained using Air-e software.

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

No

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

Documentation to support the internal and/or external verification process:

Does the institution wish to pursue Part 2 and Part 3 of this credit? (reductions in Scope 1 and Scope 2 GHG emissions):

Yes

Gross Scope 1 and Scope 2 GHG emissions:

	Performance Year	Baseline Year
Gross Scope 1 GHG emissions from stationary combustion	0.72 Metric Tons of CO2 Equivalent	0.63 Metric Tons of CO2 Equivalent
Gross Scope 1 GHG emissions from other sources	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Gross Scope 2 GHG emissions from purchased electricity	14,013 Metric Tons of CO2 Equivalent	12,539 Metric Tons of CO2 Equivalent
Gross Scope 2 GHG emissions from other sources	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Total	14,013.72 Metric Tons of CO2 Equivalent	12,539.63 Metric Tons of CO2 Equivalent

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

	Start Date	End Date
Performance Year	Jan. 1, 2016	Dec. 30, 2016
Baseline Year	Jan. 1, 2014	Dec. 30, 2014

A brief description of when and why the GHG emissions baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

The baseline was adopted from first AASHE Stars report when electric consumption information became available for this department.

Figures needed to determine total carbon offsets:

	Performance Year	Baseline Year
Third-party verified carbon offsets purchased (exclude purchased RECs/GOs)	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Institution-catalyzed carbon offsets generated	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Carbon sequestration due to land that the institution manages specifically for sequestration	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent

	Performance Year	Baseline Year
Carbon storage from on-site composting	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon offsets included above for which the emissions reductions have been sold or transferred by the institution	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Net carbon offsets	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

A brief description of the offsets in each category reported above, including vendor, project source, verification program and contract timeframes (as applicable):

Emissions reductions attributable to Renewable Energy Certificate (REC) or Guarantee of Origin (GO) purchases:

	Performance Year	Baseline Year
Emissions reductions attributable to REC/GO purchases	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

A brief description of the purchased RECs/GOs including vendor, project source and verification program:

Adjusted net Scope 1 and 2 GHG emissions:

	Performance Year	Baseline Year
Adjusted net Scope 1 and 2 GHG emissions	14,013.72 <i>Metric Tons of CO2 Equivalent</i>	12,539.63 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine “Weighted Campus Users”:

	Performance Year	Baseline Year
Number of students resident on-site	0	0
Number of employees resident on-site	0	0
Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	40,219	41,725
Full-time equivalent of employees (staff + faculty)	6,555	6,211
Full-time equivalent of students enrolled exclusively in distance education	165	93
Weighted campus users	34,956.75	35,882.25

Adjusted net Scope 1 and 2 GHG emissions per weighted campus user:

	Performance Year	Baseline Year
Adjusted net Scope 1 and 2 GHG emissions per weighted campus user	0.40 <i>Metric Tons of CO2 Equivalent</i>	0.35 <i>Metric Tons of CO2 Equivalent</i>

Percentage reduction in adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user from baseline:

0

Gross floor area of building space, performance year:

2,651,075 *Gross Square Metres*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	90,987 <i>Square Metres</i>
Healthcare space	0 <i>Square Metres</i>
Other energy intensive space	63,905 <i>Square Metres</i>

EUI-adjusted floor area, performance year:

31,182,553.34 *Gross Square Metres*

Adjusted net Scope 1 and 2 GHG emissions per unit of EUI-adjusted floor area, performance year:

0.00 *MtCO2e / GSM*

Scope 3 GHG emissions, performance year:

	Emissions
Business travel	0 <i>Metric Tons of CO2 Equivalent</i>
Commuting	708.60 <i>Metric Tons of CO2 Equivalent</i>
Purchased goods and services	0 <i>Metric Tons of CO2 Equivalent</i>
Capital goods	0 <i>Metric Tons of CO2 Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	1,387.23 <i>Metric Tons of CO2 Equivalent</i>
Waste generated in operations	0 <i>Metric Tons of CO2 Equivalent</i>
Other categories	0 <i>Metric Tons of CO2 Equivalent</i>

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

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Outdoor Air Quality

Score

0.00 / 1.00

Responsible Party

Criteria

Part 1

Institution has written policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources on campus. Policies and/or guidelines may include prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and similar strategies.

Policies and guidelines that support cleaner and more fuel-efficient fleet vehicles and more sustainable commuting options are covered by credits in the Transportation subcategory.

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

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus or else verified that no such emissions are produced. Significant emissions include nitrogen oxides (NO_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

Buildings

Points Claimed 0.00

Points Available 8.00

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

Credit	Points
Building Operations and Maintenance	0.00 / 5.00
Building Design and Construction	0.00 / 3.00

Building Operations and Maintenance

Score

0.00 / 5.00

Responsible Party

Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED[®]: Building Operations + Maintenance (O+M)

And/or

2) Operated and maintained in accordance with published sustainable operations and maintenance guidelines and policies that include one or more of the following:

- Indoor air quality (IAQ) management policy or protocol
- Green cleaning policy, program or contract
- Energy management or benchmarking program
- Water management or benchmarking program

Energy and water management and benchmarking programs include dashboards, analytics tools, and other mechanisms to assess performance, set goals, create and implement action plans, and evaluate progress. See, for example [ENERGY STAR Guidelines for Energy Management](#) and [U.S. EPA Portfolio Manager](#).

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

Building space that is certified under a green building rating system for new construction and major renovation must also be certified under a rating system focusing on operations and maintenance to count as certified space for this credit. For example, a building that is certified under LEED: Building Design + Construction (BD+C) but not LEED: Building Operations + Maintenance (O+M) should not be counted as certified space. Sustainability in new construction and major renovation projects is covered in the *Building Design and Construction* credit.

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

Building Design and Construction

Score

0.00 / 3.00

Responsible Party

Criteria

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

1) Certified under a green building rating system for new construction and major renovations, e.g. LEED[®]: Building Design & Construction (BD+C)

2) Certified Living under the Living Building Challenge

And/or

3) Designed and built in accordance with published green building codes, guidelines and/or policies that cover one or more of the following:

- Impacts on the surrounding site (e.g. guidelines to reuse previously developed land, protect environmentally sensitive areas, and otherwise minimize site impacts)
- Energy consumption (e.g. policies requiring a minimum level of energy efficiency for buildings and their systems)
- Building-level energy metering
- Use of environmentally preferable materials (e.g. guidelines to minimize the life cycle impacts associated with building materials)
- Indoor environmental quality (i.e. guidelines to protect the health and comfort of building occupants)
- Water consumption (e.g. requiring minimum standards of efficiency for indoor and outdoor water use)
- Building-level water metering

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

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

Energy

Points Claimed 3.00

Points Available 10.00

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

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

Credit	Points
Building Energy Consumption	3.00 / 6.00
Clean and Renewable Energy	0.00 / 4.00

Building Energy Consumption

Score	Responsible Party
3.00 / 6.00	Yolanda Mendoza MSc. Sustainability

Criteria

Part 1

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

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 65 Btu per gross square foot per Fahrenheit degree day (389 Btu per gross square metre per Celsius degree day).

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

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

Figures needed to determine total building energy consumption:

	Performance Year	Baseline Year
Grid-purchased electricity	95,580 MMBtu	85,523 MMBtu
Electricity from on-site renewables	0 MMBtu	0 MMBtu
District steam/hot water (sourced from offsite)	0 MMBtu	0 MMBtu
Energy from all other sources (e.g., natural gas, fuel oil, propane/LPG, district chilled water, coal/coke, biomass)	0 MMBtu	0 MMBtu
Total	95,580 MMBtu	85,523 MMBtu

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

	Start Date	End Date
Performance Year	Jan. 1, 2016	Dec. 31, 2016
Baseline Year	Jan. 1, 2014	Dec. 31, 2014

A brief description of when and why the building energy consumption baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

Registration of this information started with the introduction of the Sustainability Program at the University with the new administration.

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area of building space	2,651,075 <i>Gross Square Metres</i>	2,651,075 <i>Gross Square Metres</i>

Source-site ratio for grid-purchased electricity:

3.14

Total building energy consumption per unit of floor area:

	Performance Year	Baseline Year
Site energy	0.00 <i>MMBtu / GSM</i>	0.00 <i>MMBtu / GSM</i>
Source energy	0.01 <i>MMBtu / GSM</i>	0.01 <i>MMBtu / GSM</i>

Percentage reduction in total building energy consumption (source energy) per unit of floor area from baseline:

0

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

	Degree days (see help icon above)
Heating degree days	443 <i>Degree-Days (°C)</i>
Cooling degree days	2,203 <i>Degree-Days (°C)</i>

Floor area of energy intensive space, performance year:

	Floor Area
Laboratory space	90,987 <i>Square Metres</i>
Healthcare space	0 <i>Square Metres</i>
Other energy intensive space	

EUI-adjusted floor area, performance year:31,182,553.34 *Gross Square Metres***Building energy consumption (site energy) per unit of EUI-adjusted floor area per degree day, performance year:**0.64 *Btu / GSM / Degree-Day (°C)***Documentation (e.g. spreadsheet or utility records) to support the performance year energy consumption figures reported above:**

A brief description of the institution's initiatives to shift individual attitudes and practices in regard to energy efficiency (e.g. outreach and education efforts):

Sustainability office has a project called UAT Sustentable which aim is to rise awarenes of environmental issues, energy efficiency, sustainable practices through conferences, workshops and campaigns.

It also has two manuals: sustainable events and green offices.

A brief description of energy use standards and controls employed by the institution (e.g. building temperature standards, occupancy and vacancy sensors):

A brief description of Light Emitting Diode (LED) lighting and other energy-efficient lighting strategies employed by the institution:

According to the strategic plan of the Administration Secretariat, the Maintenance Department of the University has started a program which aim is to change the luminaries in the main existing buildings. LEDs luminaries has been installed in the Management Building, "Gestion del Conocimiento"

A brief description of passive solar heating, geothermal systems, and related strategies employed by the institution:

NA

A brief description of co-generation employed by the institution, e.g. combined heat and power (CHP):

NA

A brief description of the institution's initiatives to replace energy-consuming appliances, equipment and systems with high efficiency alternatives (e.g. building re-commissioning or retrofit programs):

NA

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Clean and Renewable Energy

Score
0.00 / 4.00

Responsible Party

Criteria

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

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

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution (i.e. the utility's standard or default product) count for this credit.

The following renewable systems are eligible for this credit:

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

Biofuels from the following sources are eligible:

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

- Other organic waste

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

Transportation fuels, which are covered by the *Greenhouse Gas Emissions* and *Campus Fleet* credits, are not included.

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

Food & Dining

Points Claimed 0.00

Points Available 8.00

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

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

Dining services can also support sustainable food systems by preventing food waste and diverting food materials from the waste stream, by making low impact dining options available, and by educating its customers about more sustainable options and practices.

Credit	Points
Food and Beverage Purchasing	0.00 / 6.00
Sustainable Dining	0.00 / 2.00

Food and Beverage Purchasing

Score
0.00 / 6.00

Responsible Party

Criteria

Institution and/or its primary dining services contractor conducts an inventory to identify food and beverage purchases that have the following attributes:

1. **Third Party Verified.** The product is sustainably and/or ethically produced as determined by one or more recognized food and beverage sustainability standards (see G. Standards and Terms).
2. **Local & Community Based.** The product does not qualify as Third Party Verified, but meets the criteria outlined in the table below. This category provides a path for campus farms and gardens and small and mid-sized producers to be recognized in the absence of third party certification.

Consistent with the [Real Food Standards](#), a product must meet the following criteria to qualify as Local & Community Based:

A single-ingredient product must meet ALL of the following criteria:

- | | |
|----------------------------|--|
| Single-Ingredient Products | <ol style="list-style-type: none">1. Ownership. Producer must be a privately or cooperatively owned enterprise. Wild-caught seafood must come from owner-operated boats.2. Size. Produce: Gross annual sales for individual farms must not exceed \$5 million (US/Canadian). Meat, poultry, eggs, dairy, fish/seafood, grocery/staple items (e.g., grains): Producing company's gross annual sales must not exceed \$50 million (US/Canadian).3. Distance. All production, processing, and distribution facilities must be within a 250 mile (400 kilometre) radius of the institution. This radius is extended to 500 miles (800 kilometres) for meat (i.e., beef, lamb, pork, game). |
|----------------------------|--|

Single-Ingredient Products Aggregated From Multiple Sources (e.g., fluid milk)	At least 75 percent of the product (by volume) must meet the Ownership, Size, and Distance criteria outlined above.
--	---

Producing company must meet ALL of the following criteria:

- | | |
|---|---|
| Multi-Ingredient Products (e.g., baked goods) | <ol style="list-style-type: none">1. Ownership. Company must be a privately or cooperatively owned enterprise.2. Size. Company's gross annual sales must be less than or equal to \$50 million (US/Canadian).3. Distance. All processing and distribution facilities must be within a 250 mile (400 kilometre) radius of the institution. |
|---|---|

AND

At least 50 percent of the ingredients must come from farms meeting the Ownership, Size, and Distance criteria for Single-Ingredient Products outlined above.

Products from intensive livestock operations (e.g., CAFO-permitted facilities in the U.S.) are excluded. Due to the prevalence of industrial livestock production, meat, poultry, egg, and dairy producers should be assumed to be intensive operations unless the institution can verify otherwise through third party certification, transparent information from the supplier, and/or an appropriate regulatory body.

For additional guidance in identifying products that are Local & Community Based, see the [Real Food Calculator](#).

The institution may also choose to identify purchases that have Other Sustainability Attributes (see E. Reporting Fields), i.e., that are environmentally or socially preferable in ways that are not recognized above. Examples include expenditures on products with credible sustainability claims and labels not formally recognized in the Third Party Verified category and products from local companies and regional farms that do not fully meet the Local & Community Based criteria. Although products reported in this category are considered to be conventionally produced and do not count toward scoring, identifying them can provide a more comprehensive picture of the institution's sustainable purchasing efforts.

Products that meet more than one of the criteria outlined above (e.g., products from small and mid-sized local producers that are Certified Organic) should not be double-counted.

While products with sustainability attributes may be sourced through distributors or other third parties, the attributes of distributors do not count. For example, a product purchased from a local distributor may only be considered local if the product itself meets the criteria outlined above.

Transparency in the supply chain is a fundamental component of a sustainable food system. Products without verifiable sustainability attributes do not count in any of the categories outlined above. For each product that has one or more verifiable sustainability attributes, the inventory provides (at minimum):

- Product description/type.
- Label, brand or producer.
- The category in which the product is being counted (e.g., Third Party Verified, Local & Community-Based), and/or a brief description of the specific sustainability attribute(s) for which it is being counted (i.e., information about the producer and any sustainability certifications or claims justifying its inclusion, e.g., "Certified Organic", "local farm-to-institution program").

Institutions in the U.S. and Canada with students running the [Real Food Calculator](#) may upload Calculator results to fulfill the inventory requirement. Likewise, products that have been formally verified through the use of the Real Food Calculator to be "Real Food A" or "Real Food B" may be counted as "third party verified... or Local & Community-Based" (see E. Reporting Fields).

For transparency and to help ensure comparability across institutions, it is strongly recommended that institutions not reporting Real Food Calculator results use the [STARS Food and Beverage Purchasing Inventory template](#) to record their purchases, and upload the results as documentation.

This credit includes food and beverage purchases for on-campus dining halls and catering services operated by the institution or the institution's primary dining services contractor (e.g., Aramark, Bon Appétit Management Company, Chartwells, Sodexo). Outlets that are unique to the institution or its primary contractor (e.g., retail concepts developed and managed by the institution or contractor) are included. On-site franchises (e.g., national or global brands), convenience stores, vending services, and concessions may be excluded; they are covered in the Sustainable Procurement credit in Purchasing

Part 1

Institution's dining services purchase food and beverage products that are third party verified under one or more recognized food and beverage sustainability standards or Local & Community-Based.

Part 2

Institution's dining services minimize the purchase of conventional animal products, as measured by the percentage of total dining services food and beverage expenditures on such products.

Conventional animal products include all meat, fish/seafood, poultry, eggs, and dairy products that do NOT qualify in either the Third Party Verified category or the Local & Community-Based category (as outlined

above). Please note that products reported in the “other sustainability attributes” category are considered to be conventionally produced.

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

Sustainable Dining

Score

0.00 / 2.00

Responsible Party

Criteria

Institution's dining services support sustainable food systems in one or more of the following ways. The institution or its primary dining services contractor:

- Has a published sustainable dining policy that includes specific criteria to support the procurement of environmentally and socially preferable food and beverage products and/or includes guidelines to reduce or minimize the adverse environmental and social impacts of dining operations;
- Sources food from a campus garden or farm;
- Hosts a farmers market, community supported agriculture (CSA) or fishery program, and/or urban agriculture project, or supports such a program in the local community;
- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal;
- Hosts low impact dining events (e.g. Meatless Mondays);
- Hosts sustainability-themed meals (e.g. local harvest dinners);
- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer;
- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls;
- Engages in outreach efforts to support learning and research about sustainable food systems; and/or
- Other sustainability-related initiatives (e.g. health and wellness initiatives, making culturally diverse options available)

Part 2

Institution's dining services minimize food and dining waste in one or more of the following ways. The institution or its primary dining services contractor:

- Participates in a competition or commitment program (e.g. U.S. EPA Food Recovery Challenge) and/or uses a food waste prevention system (e.g. LeanPath) to track and improve its food management practices;
- Has implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste;
- Donates food that would otherwise go to waste to feed people;
- Diverts food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g. converting cooking oil to fuel, on-site anaerobic digestion);
- Has a pre-consumer composting program;
- Has a post-consumer composting program;
- Utilizes reusable service ware for "dine in" meals;
- Provides reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with an on-site composting program);
- Offers discounts or other incentives to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in "to-go" food service operations; and/or
- Other materials management initiatives to minimize waste not covered above (e.g. working with vendors and other entities to reduce waste from food packaging).

This credit includes on-campus dining operations and catering services operated by the institution and the institution's primary dining services contractor.

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

Grounds

Points Claimed 2.00

Points Available 4.00

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

Credit	Points
Landscape Management	0.00 / 2.00 2.00 / 2.00
Biodiversity	<p>This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:</p> <ul style="list-style-type: none">• Legally protected areas (e.g. IUCN Category I-VI)• Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)• Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)• Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas) <p>Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning, the U.S. Information, Planning, and Conservation (IPaC) decision support system, or an equivalent resource or study.</p>
Close	

Landscape Management

Score

0.00 / 2.00

Responsible Party

Criteria

Institution's grounds include areas that are managed in accordance with:

1) An Integrated Pest Management (IPM) program;

Or

2) An organic land care standard or landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials.

To count, an IPM program must use a four-tiered approach as outlined in *G. Standards and Terms*.

Management programs that employ some IPM principles or techniques but do not include a four-tiered approach should be counted as conventional programs.

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

Biodiversity

Score

2.00 / 2.00

Responsible Party

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

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

Yolanda Mendoza
MSc.
Sustainability

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

[Close](#)

Criteria

Institution conducts one or both of the following:

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

And/or

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

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

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

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

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

Yes

A brief description of the legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance:

"El Cielo" is a Biosphere Reserve with a land of 144,530 hectares and it is located in Tamaulipas, Mexico. This biosphere is recognized by the United Nations since 1987 and it is the most protected area in northeastern México. In 1985, the government of Tamaulipas declared this land as a protected area. It is also part of the UNESCO "Man and the Biosphere Program" and of the National Commission of Natural Protected Areas of México.

Even though the University does not own the property of the biosphere land, it is part of the "El cielo" research committee and is one of the responsible institutions of any foreign or local research within the reserve, being UAT through IEA (Institute of Applied Ecology) the one who coordinates all research activities held in the reserve since 1985.

Besides, UAT has several properties near the reserve in order to develop research projects of the site including an equipped lab available for any foreign and local studies. These projects or research correspond to a many different species in that region.

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

Yes

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

Yes

The methodologies used to identify endangered and vulnerable species and/or environmentally sensitive areas (including most recent year assessed) and any ongoing assessment and monitoring mechanisms:

Three methods were used in order to identify environmentally sensitive areas:

- 1) The first is descriptive and presents a scenario in all issues related to the reserve, since the justification for its establishment, the main physical characteristics and biological elements, the fundamental biological processes, reaching the major actions taken after its decree.
- 2) The second section relates to a diagnosis of the environmental situation including a description of the social, economic and natural environment as well as the diagnosis of its problematic.
- 3) The third is the description of the subprograms and components conservation, management, restoration, knowledge, culture and management. They define all the objectives, activities and operational actions, from the inspection and surveillance to the merely administrative, including those related to research, education, social development and the needs of knowledge generation, among others. They also include the analysis of the detected problems and management proposals in order to solving them. Management units and administrative rules were established which give legal certainty to any conservation and management activity. Further comprising monitoring mechanisms, which will allow to continue its application.

The steps of the methodology utilized to identify endangered and vulnerable species are the following:

- 1) Monitoring the species of a protected area
- 2) Training environmental promoters for location and preservation
- 3) Development of updated census
- 4) Diagnosis of the state of conservation of the wild population
- 5) Development of education and outreach materials
- 6) Training environmental conservation promoters

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

The reserve " El Cielo" has 4 ecosystems that have not been altered by humans, representing unique species of flora and fauna in the world.

Including 743 plant species, 430 bird species, 99 mammals, 60 reptiles and 21 amphibious.

Some of the diverse identified vulnerable species are:

- *Leopardus Wiedii,
- *Panthera Onca Verae crucis,
- *Eira Barbara Senex,
- *Ursus Americanus Eremicus,

*Ara Ambiguus
*Stanhopea tigrina

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

Through the scientific project "Instruments of Environmental Management for Sustainable Development in the Biosphere Reserve of El Cielo", UAT University developed a set of defence mechanisms focused on this protected natural area.

This multidisciplinary project involved national and foreign researchers and resulted in 4 management tools:

1. An environmental impact study focused on tourism
2. Community management plans for major local authorities
3. Land planning for ecotourism
4. An Overall Management Program of the Biosphere "El Cielo "

This "Overall Management Program of the Biosphere "El Cielo" has six sub-programs:

- +Protection
- +Handling
- +Restoration
- +Knowledge
- +Culture
- +Management

The website URL where information about the programs or initiatives is available:

<http://po.tamaulipas.gob.mx/wp-content/uploads/2013/12/cxxxviii-144-281113F-ANEXO.pdf>

Additional documentation to support the submission:

Purchasing

Points Claimed 1.00

Points Available 6.00

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

Credit	Points
Sustainable Procurement	1.00 / 3.00
Electronics Purchasing	0.00 / 1.00
Cleaning and Janitorial Purchasing	0.00 / 1.00
Office Paper Purchasing	0.00 / 1.00

Sustainable Procurement

Score

1.00 / 3.00

Responsible Party

Miriam Sanchez Garza

MDE

Sustainability dept

Criteria

Part 1

Institution has written policies, guidelines or directives that seek to support sustainable purchasing across commodity categories institution-wide, for example:

- A stated preference for post-consumer recycled or bio-based content or to otherwise minimize the negative environmental impacts of products and services.
- A stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs) or otherwise support positive social and economic impacts and minimize negative impacts.
- A vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of the institution's business partners (i.e. product and service providers).

Part 2

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

Please note that LCCA is a method for assessing the *total cost of ownership* over the life cycle of a product or system (i.e. purchase, installation, operation, maintenance, and disposal). Life Cycle Assessment (LCA), by contrast, is a method for assessing the *environmental impacts* of a product or service over its life cycle. While LCAs may inform the sustainability criteria recognized in Part 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.

Part 3

Institution has published sustainability criteria to be applied when evaluating products and services in one or more of the following categories. The criteria address the specific sustainability challenges and impacts associated with products and services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category.

Category

Examples

1) Chemically intensive products and services (e.g. building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance)

- Published measures to minimize the use of chemicals.
- A stated preference for green cleaning services and third party certified products.

2) Construction and renovation (e.g. furnishings and building materials).

- A stated preference for materials that meet LEED requirements.

3) Information technology (IT) (e.g. computers, imaging equipment, mobile phones, data centers and cloud services)

- Published measures to reduce the demand for equipment.
- A stated preference for ENERGY STAR or EPEAT registered products.

4) Food services (i.e. franchises, vending services, concessions, convenience stores)

(Note that dining halls and catering services operated by the institution or the institution's primary dining services contractor are covered in Food & Dining).

5) Garments and linens

6) Professional services (e.g. architectural, engineering, public relations, financial)

7) Transportation and fuels (e.g. travel, vehicles, delivery services, long haul transport, generator fuels, steam plants)

8) Wood and paper

9) Other commodity categories that the institution has determined to have significant sustainability impacts

- Including sustainability objectives in contracts with on-site franchises.
- Requiring that franchises pay a living wage to employees.

- Published labor and human rights standards that suppliers must meet.

- A stated preference for disadvantaged or community-based service providers.
- A stated preference for B Corporations.

- Published measures to minimize the size of the campus fleet or otherwise reduce the impacts of travel or transport.
- A stated preference for clean and renewable technologies.

- A stated preference for post-consumer recycled, agricultural residue or third party certified content.
- A stated preference for FSC certified printing services.

- Strategies designed to address the specific impacts of the commodities, e.g. a stated preference for relevant multi-criteria sustainability standards.

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

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

Does the institution have written policies, guidelines or directives that seek to support sustainable purchasing across commodity categories institution-wide?:

Yes

A copy of the policies, guidelines or directives:

[manual-compras-25-octubre-2016.pdf](#)

The policies, guidelines or directives:

The Autonomous University of Tamaulipas (UAT) as an institution of higher education in the state incorporates strategies, criteria and objectives to promote sustainable development. One of these strategies is the generation of the purchasing manual which includes criteria and recommendations for all dependencies and schools of our campuses in order to promote the acquisition of low environmental impact products.

This manual includes the suggestion of suppliers, brands and certifications related to sustainability. The document includes several sections such as:

- Office supplies and utensils:
 - This section includes recommendations of products for everyday office demand; rice fiber-based products, made with post-consumer paper, re-usable products, recycled paper, recycled plastic, non-toxic products, without paint, without gums, Water-based, free of plastic laminates, free of chlorine and phosphates, with thread, without adhesive and others.
- Promotional materials:
 - In this section the university community is invited to consider ecological promotional products based on recycled PET, recycled paper, re-usable, free of BPA, biodegradable materials, etc.
- Disposable materials:
 - The main point in this section is the restriction for disposable Polystyrene products. The purchase of disposable articles based on cardboard, corn starch or bamboo is suggested.
- Cleaning materials:
 - Environmental cleaning products options are presented, as well as a brief description of the characteristics of these products biodegradable, free of phosphates, non-corrosive, biodegradable, water-based.

This material is available to down load at the sustainanility webpage for download.

Does the institution employ Life Cycle Cost Analysis (LCCA) when evaluating energy- and water-using products and systems?:

No

Which of the following best describes the institution's use of LCCA?:

A brief description of the LCCA policy and/or practices:

Does the institution have published sustainability criteria to be applied when evaluating chemically intensive products and services (e.g. building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance)?:

Yes

A brief description of the published sustainability criteria for chemically intensive products and services:

The Autonomous University of Tamaulipas, through the Committee for Sustainable Development and the Institute of Applied Ecology, carried out a Manual of Procedures for the Control of Urban Plagues, where it is recommended to the areas, schools or dependencies of the same the use of preventive methods minimizing chemicals, using them responsibly, reducing environmental deterioration and side effects within the university community.

Does the institution have published sustainability criteria to be applied when evaluating construction and renovation products (e.g. furnishings and building materials)?:

No

A brief description of the published sustainability criteria for construction and renovation products:

Does the institution have published sustainability criteria to be applied when evaluating Information technology (IT) products and services (e.g. computers, imaging equipment, mobile phones, data centers and cloud services)?:

No

A brief description of the published sustainability criteria for IT products and services:

Does the institution have published sustainability criteria to be applied when evaluating food services (i.e. franchises, vending services, concessions, convenience stores)?:

No

A brief description of the published sustainability criteria for food services:

Does the institution have published sustainability criteria to be applied when evaluating garments and linens?:

No

A brief description of the published sustainability criteria for garments and linens:

Does the institution have published sustainability criteria to be applied when evaluating professional services (e.g. architectural, engineering, public relations, financial)?:

No

A brief description of the published sustainability criteria for professional services:

Does the institution have published sustainability criteria to be applied when evaluating transportation and fuels (e.g. travel, vehicles, delivery services, long haul transport, generator fuels, steam plants)?:

No

A brief description of the published sustainability criteria for transportation and fuels:

Does the institution have published sustainability criteria to be applied when evaluating wood and paper products?:

Yes

A brief description of the published sustainability criteria for wood and paper products:

The Autonomous University of Tamaulipas within its Manual of Purchases of Minor Impact recommends to all the areas, the paper of office that must buy for the handling of files of the same one.
For this, it is recommended to each school and administrative area the use of paper at least 70% post consumption.

Does the institution have published sustainability criteria to be applied when evaluating products and services in other commodity categories that the institution has determined to have significant sustainability impacts?:

No

A brief description of the published sustainability criteria for other commodity categories:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Electronics Purchasing

Score

0.00 / 1.00

Responsible Party

Criteria

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, printers and scanners).

This credit does not include servers, smartphones, or specialized equipment for which no EPEAT certified products are available.

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

Cleaning and Janitorial Purchasing

Score

0.00 / 1.00

Responsible Party

Criteria

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase cleaning and janitorial paper products that meet one or more of the following criteria:

- Forest Stewardship Council (FSC) certified
- Green Seal certified
- UL ECOLOGO certified
- U.S. EPA Safer Choice labeled (formerly Design for the Environment)
- Local equivalents for institutions outside the U.S. and Canada

Cleaning products include general purpose bathroom, glass and carpet cleaners; degreasing agents; biologically-active cleaning products (enzymatic and microbial products); floor-care products (e.g. floor finish and floor finish strippers); hand soaps and hand sanitizers, disinfectants, and metal polish and other specialty cleaning products.

Janitorial paper products include toilet tissue, tissue paper, paper towels, hand towels, and napkins.

Other janitorial products and materials (e.g. cleaning devices that use only ionized water or electrolyzed water) should be excluded from both total expenditures and expenditures on environmentally preferable products to the extent feasible.

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

Office Paper Purchasing

Score

0.00 / 1.00

Responsible Party

Criteria

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

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

Transportation

Points Claimed 1.89

Points Available 7.00

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

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

Credit	Points
Campus Fleet	0.00 / 1.00
Student Commute Modal Split	1.49 / 2.00
Employee Commute Modal Split	0.00 / 2.00
Support for Sustainable Transportation	0.40 / 2.00

Campus Fleet

Score

0.00 / 1.00

Responsible Party

Criteria

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

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

And/or

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

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

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

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

Student Commute Modal Split

Score

1.49 / 2.00

Responsible Party

Yolanda Mendoza

MSc.
Sustainability

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students (graduate and undergraduate) that use more sustainable commuting options as their primary means of transportation:

74.50

A brief description of the method(s) used to gather data about student commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable:

A representative group of students complete a survey including information about water consumption, energy use and transport method, each school has their group according to total students.

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	25.50
Walk, bicycle, or use other non-motorized means	9.90
Vanpool or carpool	7.40
Take a campus shuttle or public transportation	56.30
Use a motorcycle, scooter or moped	0.90

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Employee Commute Modal Split

Score

0.00 / 2.00

Responsible Party

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

Support for Sustainable Transportation

Score

0.40 / 2.00

Responsible Party

Yolanda Mendoza

MSc.

Sustainability

Criteria

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
 - Provides short-term bicycle parking (e.g. racks) for all occupied buildings and makes long-term bicycle storage available for students who live on-site (if applicable). Long-term bicycle storage may include bicycle depots/hubs/stations, indoor bicycle rooms, and/or bicycle cages/secure bicycle parking areas. Standard public bicycle racks are not sufficient for long-term storage.
 - Has a bicycle and pedestrian plan or policy (or adheres to a local community plan/policy) that sets standards and practices for campus streets to enable safe access for all users (e.g. a "complete streets" or bicycle accommodation policy)
 - Has a bicycle-sharing program or participates in a local bicycle-sharing program.
 - Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
 - Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
 - Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
 - Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
 - Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
 - Offers a telecommuting program for employees, either as a matter of policy or as standard practice
 - Offers a condensed work week option, for employees, either as a matter of policy or as standard practice, that reduces employee commuting
 - Has incentives or programs to encourage employees to live close to campus
 - Other strategies to reduce the impact of commuting (e.g. preferred parking for fuel-efficient vehicles, cash-out of parking programs)
-

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

No

A brief description of the facilities for bicycle commuters:

Does the institution provide short-term bicycle parking for all occupied buildings and makes long-term bicycle storage available for students who live on-site (if applicable)?:

No

A brief description of the bicycle parking and storage facilities:

Does the institution have a bicycle and pedestrian plan or policy (or adhere to a local community plan/policy) that sets standards and practices for campus streets to enable safe access for all users?:

No

A brief description of the bicycle and pedestrian plan or policy:

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

No

A brief description of the bicycle sharing program:

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:

Yes

A brief description of the mass transit programs:

The Campus Tampico has an internal free shuttle bus. This bus has an internal route connecting all the schools of the Campus and it is available for all the employees or students of the University.

Does the institution offer a guaranteed return trip program to regular users of alternative modes of transportation?:

No

A brief description of the guaranteed return trip program:

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

No

A brief description of the carpool/vanpool program:

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

No

A brief description of the car sharing program:

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

No

A brief description of the electric vehicle recharging stations:

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

No

A brief description of the telecommuting program:

Does the institution offer a condensed work week option that reduces employee commuting (as a matter of policy or standard practice)?:

No

A brief description of the condensed work week option:

Does the institution have incentives or programs to encourage employees to live close to campus?:

No

A brief description of the incentives or programs to encourage employees to live close to campus:

Does the institution employ other strategies to reduce the impact of commuting (e.g. preferred parking for fuel-efficient vehicles, cash-out of parking programs)?:

Yes

A brief description of other strategies to reduce the impact of commuting:

The Veterinary School is located outside the city of Victoria where the main Campus is located. This school offers an official bus in order to transport students, staff, and faculty members from the City to the Veterinary School and viceversa. This bus has 16 stops along the route and runs every 15 min on 3 different hours.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Waste

Points Claimed 3.48

Points Available 10.00

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit	Points
Waste Minimization and Diversion	2.98 / 8.00
Construction and Demolition Waste Diversion	0.00 / 1.00
Hazardous Waste Management	0.50 / 1.00

Waste Minimization and Diversion

Score

2.98 / 8.00

Responsible Party

Yolanda Mendoza

MSc.
Sustainability

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.50 tons (0.45 tonnes) per weighted campus user.

Part 3

Institution diverts materials from the landfill or incinerator by recycling, composting, donating or re-selling.

For scoring purposes, up to 10 percent of total waste generated may also be disposed through post-recycling residual conversion. To count, residual conversion must include an integrated materials recovery facility (MRF) or equivalent sorting system to recover recyclables and compostable material prior to conversion.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Waste includes all materials that the institution discards, intends to discard or is required to discard (i.e. all materials that are recycled, composted, donated, re-sold, or disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in the *Construction and Demolition Waste Diversion* and *Hazardous Waste Management* credits.

Consistent with the U.S Environmental Protection Agency's Waste Reduction Model (WARM), the on-site reuse of materials is treated as a form of source reduction for scoring purposes. All materials that are reused on campus are automatically recognized in scoring for Part 1 and Part 2 of this credit. To avoid double counting, reuse therefore does not also contribute to scoring for Part 3 as waste diversion.

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

Figures needed to determine total waste generated (and diverted):

	Performance Year	Baseline Year
Materials recycled	37.66 Tonnes	36.58 Tonnes
Materials composted	44.50 Tonnes	42.50 Tonnes
Materials donated or re-sold	57.03 Tonnes	54.46 Tonnes
Materials disposed through post-recycling residual conversion	0 Tonnes	0 Tonnes
Materials disposed in a solid waste landfill or incinerator	751.76 Tonnes	717.43 Tonnes
Total waste generated	982.10 Tonnes	938.03 Tonnes

A brief description of the residual conversion facility, including affirmation that materials are sorted prior to conversion to recover recyclables and compostable materials:

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

	Start Date	End Date
Performance Year	Jan. 4, 2016	Dec. 9, 2016
Baseline Year	Jan. 1, 2015	Dec. 8, 2015

A brief description of when and why the waste generation baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	0	0
Number of employees resident on-site	0	0
Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	40,219	37,230
Full-time equivalent of employees (staff + faculty)	6,555	7,320
Full-time equivalent of students enrolled exclusively in distance education	165	101
Weighted campus users	34,956.75	33,336.75

Total waste generated per weighted campus user:

	Performance Year	Baseline Year
Total waste generated per weighted campus user	890.95 <i>Tonnes</i>	850.97 <i>Tonnes</i>

Percentage reduction in total waste generated per weighted campus user from baseline:

0.15

Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year:

15.62

Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion):

15.62

In the waste figures reported above, has the institution recycled, composted, donated and/or re-sold the following materials?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food	Yes
Cooking oil	No
Plant materials	Yes
Animal bedding	No
White goods (i.e. appliances)	Yes
Laboratory equipment	No
Furniture	Yes

	Yes or No
Residence hall move-in/move-out waste	No
Scrap metal	No
Pallets	No
Tires	Yes
Other (please specify below)	No

A brief description of other materials the institution has recycled, composted, donated and/or re-sold:

Since 2010, recycle of some polymers such as: PET, PT, PP, PE on the Veterinary and Science and Engineering Faculties.

The Social and Legal Sciences Faculty was in a campaign to recycle PET. (

<http://www.uacjs.uat.edu.mx/15019.html>

)

Materials intended for disposal but subsequently recovered and reused on campus, performance year (e.g. materials that are actively diverted from the landfill or incinerator and refurbished/repurposed) :

Does the institution use single stream recycling (a single container for commingled recyclables) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:

No

Does the institution use dual stream (two separate containers for recyclables, e.g. one for paper and another for plastic, glass, and metals) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:

No

Does the institution use multi-stream recycling (multiple containers that further separate different types of materials) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:

Yes

Average contamination rate for the institution's recycling program (percentage, 0-100):

A brief description of any recycling quality control mechanisms employed, e.g. efforts to minimize contamination and/or monitor the discard rates of the materials recovery facilities and mills to which materials are diverted:

A brief description of the institution's waste-related behavior change initiatives, e.g. initiatives to shift individual attitudes and practices such as signage and competitions:

A brief description of the institution's waste audits and other initiatives to assess its materials management efforts and identify areas for improvement:

A brief description of the institution's procurement policies designed to prevent waste (e.g. by minimizing packaging and purchasing in bulk):

A brief description of the institution's surplus department or formal office supplies exchange program that facilitates reuse of materials:

A brief description of the institution's platforms to encourage peer-to-peer exchange and reuse (e.g. of electronics, furnishings, books and other goods):

A brief description of the institution's limits on paper and ink consumption (e.g. restricting free printing and/or mandating doubled-sided printing in libraries and computer labs):

A brief description of the institution's initiatives to make materials (e.g. course catalogs, course schedules, and directories) available online by default rather than printing them:

A brief description of the institution's program to reduce residence hall move-in/move-out waste:

A brief description of the institution's programs or initiatives to recover and reuse other materials intended for disposal:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Construction and Demolition Waste Diversion

Score

0.00 / 1.00

Responsible Party

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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

Hazardous Waste Management

Score

0.50 / 1.00

Responsible Party

Yolanda Mendoza

MSc.

Sustainability

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution ensures that the electronic waste is recycled responsibly by using a recycler certified under the e-Stewards[®] and/or Responsible Recycling (R2) standards.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

UAT University has 9 faculties or work centers that generate, manage, store and dispose Biological-Infectious Hazardous Waste. These procedures are realized in accordance to the NOM-087-ECOL-SSAA-2002, environmental protection, environmental health, hazardous biological-infectious waste.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

For the final disposal of these materials the university has a contract with "Tecnologías Ecológicas de Reducción de Altamira" and "Ecotecnología en Tratamientos". These companies has the official permits for the handling and final disposal of hazardous materials according to Official MEXican Standards.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

There has not been any incident during the previous three years at our University.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

There is no inventory system employed

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s), including information about how electronic waste generated by the institution and/or students is recycled:

"E-Waste Donation"

The direction of university property has a program whereby schools report electronic equipment no longer used which can be reused for other purposes before being sent to the warehouse.

On the other hand any low-income school is eligible to apply for a donation of furniture or electronic equipment. This program has helped 38 regional institutions in the last 3 years.

"Reciclato" is a program developed by School of Economics students with the collaboration of the faculty. In this program the students collect electronic waste, during one year every thursday of each month, resulting a 14 tons of electronic waste were collected and delivered to the regional commission of water to their correct disposal.

"ECO-RECICLA" is a program in which the university recollects used batteries. The containers are available for students, staff and faculty all over the campus. The main objective is to avoid the pollution of water.

The School of Law and Social Sciences at Tampico City Campus has a permanent campaign since 2010 in charged of collect used batteries with the coordination of the Core Basic Training Faculty in order to generate knowledge of the proper disposal of this material.

Is the institution's electronic waste recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards?:

Electronic waste recycled or otherwise diverted from the landfill or incinerator during the most recent year for which data is available during the previous three years:

The website URL where information about the programs or initiatives is available:

<http://www.uacjs.uat.edu.mx/14159.html>

Additional documentation to support the submission:

Water

Points Claimed 5.23

Points Available 8.00

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit				Points
	5.23 / 6.00			
	This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus,, as indicated by the World Resources Institute's Aqueduct Water Risk Atlas and detailed in the following table:			
Water Use	Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit	
	Low and Low to Medium Risk	1⅓	4	
	Medium to High Risk	1⅔	5	
	High and Extremely High Risk	2	6	
Close				
Rainwater Management	0.00 / 2.00			

Water Use

Score

5.23 / 6.00

Responsible
Party

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus,, as indicated by the World Resources Institute's [Aqueduct Water Risk Atlas](#) and detailed in the following table:

Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit	Yolanda Mendoza MSc. Sustainability
Low and Low to Medium Risk	1 $\frac{1}{3}$	4	
Medium to High Risk	1 $\frac{2}{3}$	5	
High and Extremely High Risk	2	6	

[Close](#)

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

Level of "Physical Risk QUANTITY" for the institution's main campus as indicated by the World Resources Institute's Aqueduct Water Risk Atlas:

High

Total water use (potable and non-potable combined):

	Performance Year	Baseline Year
Total water use	104,538 Cubic Metres	148,356 Cubic Metres

Potable water use:

	Performance Year	Baseline Year
Potable water use	104,538 <i>Cubic Metres</i>	148,356 <i>Cubic Metres</i>

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

	Start Date	End Date
Performance Year	Jan. 5, 2016	Dec. 14, 2016
Baseline Year	Jan. 4, 2015	Dec. 14, 2015

A brief description of when and why the water use baseline was adopted:

This information is based according to available data only for Campus at Cd. Victoria.

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	0	0
Number of employees resident on-site	0	0
Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	7,585	8,939
Full-time equivalent of employees (staff + faculty)	2,198	2,167
Full-time equivalent of students enrolled exclusively in distance education	165	101
Weighted campus users	7,213.50	8,253.75

Potable water use per weighted campus user:

	Performance Year	Baseline Year
Potable water use per weighted campus user	104,538 <i>Cubic Metres</i>	148,356 <i>Cubic Metres</i>

Percentage reduction in potable water use per weighted campus user from baseline:
19.37

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area	97,697.17 <i>Gross Square Metres</i>	97,697.17 <i>Gross Square Metres</i>

Potable water use per unit of floor area:

	Performance Year	Baseline Year
Potable water use per unit of floor area	26.26 <i>Cubic Metres / GSM</i>	37.27 <i>Cubic Metres / GSM</i>

Percentage reduction in potable water use per unit of floor area from baseline:

29.54

Does the institution wish to pursue Part 3 of this credit? (reductions in total water use per acre/hectare of vegetated grounds):

Yes

Area of vegetated grounds:

	Performance Year	Baseline Year
Vegetated grounds	114,122.56 Hectares	114,122.56 Hectares

Total water use (potable + non-potable) per unit of vegetated grounds:

	Performance Year	Baseline Year
Total water use per unit of vegetated grounds	97.93 Cubic Metres / Hectare	138.98 Cubic Metres / Hectare

Percentage reduction in total water use per unit of vegetated grounds from baseline:

29.54

A brief description of the institution's water-related behavior change initiatives, e.g. initiatives to shift individual attitudes and practices such as signage and competitions:

The University is gradually implementing a water efficiency program which consist of several stages ranging from outreach campaigns, measurement, attention to emergency problems and consumption reductions. Most of these campaigns are based on signage and audio spots through internal phone services.

A brief description of the institution's water recovery and reuse initiatives:

A brief description of the institution's initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives (e.g. building retrofits):

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Water use data for this credit is based only for central campus, Cd. Victoria one of the biggest campus of our University.

Rainwater Management

Score

0.00 / 2.00

Responsible Party

Criteria

Institution uses green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product.

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

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

Planning & Administration

Coordination & Planning

Points Claimed 2.50

Points Available 8.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit	Points
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	0.00 / 4.00
Participatory Governance	1.50 / 3.00

Sustainability Coordination

Score

1.00 / 1.00

Responsible Party

Miriam Sanchez Garza

MDE

Sustainability dept

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focuses on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and covers the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on one aspect of sustainability (e.g. an energy efficiency committee) or has jurisdiction over only a part of the institution (e.g. "Academic Affairs Sustainability Taskforce") does not count toward scoring in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

The Sustainability Committee has the function to develop and supervise the work plan to guarantee that the University will be certified as a sustainable institution, maintaining the distinction permanently.

Among these functions includes:

- The development and promotion of sustainability projects of the university
- Innovative actions to reach sustainability goals of the university.
- Suggest policies, educate the university's community.
- Advise to the president the identification and prioritization of institutional sustainability efforts.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

The committee will be presided by the CP. Etienne Enrique Pérez del Río, Dean of the Autonomous University of Tamaulipas (UAT) and including:

- MSc. Marco Antonio Delgado Barrios. Chief of Staff
- Lic. Bernabé Nakashima Corona .- Secretary of Extension and Connection
- Dr. Marco Aurelio Leal Navarro. Academic Secretary
- Dr. José Luis Fragoso Pariente. Secretary of Research and Graduate Studies
- Lic. Hugo Guerra García .- Secretary of Administration

The Executive Secretary of the Committee is the MSc. Yolanda Mendoza Cavazos.

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

Coordinate sustainable strategic efforts of the Autonomous University of Tamaulipas (UAT)

Full-time equivalent (FTE) of people employed in the sustainability office(s):

5

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Dr. Yolanda Mendoza Cavazos.- Excecutive Secretary of the Sustainability University Committe at the Universidad Autónoma de Tamaulipas

Does the institution have a mechanism for broad sustainability coordination for the entire institution (e.g. a campus-wide committee or an officer/office responsible for the entire campus)?:

Yes

A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

1. Develop and coordinate the overall environmental management programs, energy conservation, policies and outreach of sustainability to unify efforts throughout the university.
2. Develop and review a sustainability program through coordination, research and activities of the students, administrative staff and faculty members in order to establish the environmental strategies and objectives of the university.
3. Consolidate a sustainability culture among the students, faculty and staff in order to foster sustainable development of the University
4. Identify and prioritize the institutional sustainability efforts
5. Planning and developing programs in short and long therms
6. Collaborate with the university authorities to integrate sustainability in all the campuses, academic units and schools.
7. Represent all sustainability activities inside the University.
8. Reviewing annual reports and other university policies regarding sustainability.
9. Be the University prolocutor about sustainability topics like: energy, environment, society and welfare.

Job title of the sustainability officer position:

MSC. Maria Teresa Maldonado Sada .- Strategic Projects Coordination

Job description for the sustainability officer position:

Job description for the sustainability officer position:

Coordination Strategic Projects is the area responsible for developing, planning, monitoring, evaluating and managing projects focused on the four sustainable axes (nature, society, economy, and welfare).

Job title of the sustainability officer position (2nd position):

MDE. Miriam Nanyeli Sanchez Garza.- Communication Coordination and Linking

Job description for the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

Coordination of Communication and Linkage, is the area in charge of maintaining communication with researchers related to the sustainability theme of the University. This area is responsible for disseminating the efforts of researchers in the four sustainable axes of the committee for sustainable development (nature, society, economy and welfare).

Job title of the sustainability officer position (3rd position):

Msc. Noe Poli Castillo

Job description for the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Sustainability Planning

Score

0.00 / 4.00

Responsible Party

Miriam Sanchez Garza

MDE

Sustainability dept

Criteria

Institution has published one or more written plans that include measurable sustainability objectives addressing one or more of the following areas:

- Curriculum
- Research
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Investment & Finance
- Wellbeing & Work
- Other (e.g. arts and culture or technology)

The criteria may be met by any combination of published plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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

Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

Within the Institutional Development Plan 2014-2017 UAT University sets five main transversal axes, which are: a) human development; b) the practice of values; c) inclusion and equity; d) Transparent University; and e) Sustainable University. The sustainable axis includes:

- Promote environmental awareness in university's community
- Ensuring social and economic sustainability policies of the university

- Promote specific actions to protect the ecosystem, air quality, combat deforestation, efficient use of water, clean energy generation
- Promote environmental friendly products for the University's consumption
- Collaborate with public agencies and society

A copy of the strategic plan:

[PlanDesarrolloUat2014-2017.pdf](#)

The website URL where the strategic plan is publicly available:

Does the institution have a published sustainability plan (apart from what is reported above)? :

No

A copy of the sustainability plan:

The website URL where the sustainability plan is publicly available:

Does the institution have a published climate action plan (apart from what is reported above)? :

No

A copy of the climate action plan:

The website URL where the climate action plan is publicly available:

Does the institution have other published plans that address sustainability or include measurable sustainability objectives (e.g. campus master plan, physical campus plan, diversity plan, human resources plan)? :

No

A list of other published plans that address sustainability, including public website URLs (if available):

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Curriculum?:

No

A list or sample of the measurable sustainability objectives that address Curriculum and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Research?:

No

A list or sample of the measurable sustainability objectives that address Research and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Campus Engagement?:

No

A list or sample of the measurable sustainability objectives that address Campus Engagement and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Public Engagement?:

No

A list or sample of the measurable sustainability objectives that address Public Engagement and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Air & Climate?:

No

A list or sample of the measurable sustainability objectives that address Air & Climate and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Buildings?:

No

A list or sample of the measurable sustainability objectives that address Buildings and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Energy?:

No

A list or sample of the measurable sustainability objectives that address Energy and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Food & Dining?:

No

A list or sample of the measurable sustainability objectives that address Food & Dining and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Grounds?:

No

A list or sample of the measurable sustainability objectives that address Grounds and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Purchasing?:

No

A list or sample of the measurable sustainability objectives that address Purchasing and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Transportation?:

No

A list or sample of the measurable sustainability objectives that address Transportation and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Waste?:

No

A list or sample of the measurable sustainability objectives that address Waste and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Water?:

No

A list or sample of the measurable sustainability objectives that address Water and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Diversity & Affordability?:

No

A list or sample of the measurable sustainability objectives that address Diversity & Affordability and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Investment & Finance?:

No

A list or sample of the measurable sustainability objectives that address Investment & Finance and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Wellbeing & Work?:

No

A list or sample of the measurable sustainability objectives that address Wellbeing & Work and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address other areas (e.g. arts and culture or technology)?:

No

A list or sample of the measurable sustainability objectives that address other areas and the published plans in which each objective is included:

Does the institution have a formal statement in support of sustainability endorsed by its governing body (e.g. a mission statement that specifically includes sustainability and is endorsed by the Board of Trustees)? :

No

The formal statement in support of sustainability:

The institution's definition of sustainability (e.g. as included in a published statement or plan):

Is the institution an endorser or signatory of the following? :

	Yes or No
The Earth Charter	No
The Higher Education Sustainability Initiative (HESI)	No
ISCN-GULF Sustainable Campus Charter	No
Second Nature's Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment	No
The Talloires Declaration (TD)	No
UN Global Compact	No
Other multi-dimensional sustainability commitments (please specify below)	No

A brief description of the institution's formal sustainability commitments, including the specific initiatives selected above:

The Autonomous University of Tamaulipas, through the Committee for Sustainable Development and in its four axes (Nature, Society, Economy and Welfare) has as its main commitments of sustainability the following:

* Reduce the impact to the environment through PET campaigns, alkaline batteries collection, plastic lids collection, paper collection. These are destined as contribution to noble causes as for example to the Association "A Cachito de Luz" shelter where it is supported and help with medicine against the cancer. Another example is the collection of PET in the faculties, where it is donated to schools or association of "Will Against Cancer", "Campaign for collection of alkaline batteries in faculties and administrative offices, which are donated to the Municipal Commission of (COMAPA) and the "Recycle to Read" campaign, where the University has an agreement with the National Commission of Free Textbooks (CONALITEG) where paper, carton and derivatives are donated for the generation of books. text in Mexico.

With these noble tasks the university reduces in its four thematic axes related to waste, reduction, reuse, deterioration of the environment and saving of materials.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Participatory Governance

Score	Responsible Party
1.50 / 3.00	Maria Teresa Maldonado Sada Special Projects Sustainability dept

Criteria

Part 1

Institution has adopted a framework for engaging internal stakeholders (i.e. students, staff, faculty) in governance. The framework includes:

- Representative bodies through which students, staff and/or faculty can each participate in governance (e.g. student council, staff council, faculty senate);

And/or

- Elected student, staff and/or faculty representatives on the institution's highest governing body. To count, representatives must be elected by their peers or appointed by a representative student, staff or faculty body or organization.

Part 2

Institution has adopted a framework for engaging external stakeholders (i.e. local community members) in the institution's governance, strategy and operations. The framework includes:

- Written policies and procedures to identify and engage local residents in land use planning, capital investment projects, and other institutional decisions that affect the broader community (e.g. development projects that impact adjacent neighborhoods);

And/or

- Formal participatory or shared governance bodies (e.g. seats on the institution's governing body and/or a formally recognized board, council or committee) through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance:
 - Local government and/or educational organizations;
 - Private sector organizations; and/or
 - Civil society (e.g. non-governmental organizations and non-profit organizations).

The bodies and mechanisms reported for this credit may be managed by the institution (e.g. formal boards, committees, and councils), by stakeholder groups (e.g. independent committees and organizations that are formally recognized by the institution), or jointly (e.g. union/management structures).

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

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

Do the institution's students have a representative body through which they can participate in governance (e.g. a student council)? :

Yes

Do the institution's students have an elected representative on the institution's highest governing body?:

Yes

A brief description of the bodies and mechanisms through which students are engaged in governance, including information to support each affirmative response above:

The mechanism used for the students to participate in the University's governability is through the "University Assembly". This is the maximum referee team in our University. The "University Assembly" has the following attributions:

- 1) Expedite norms and regulation decrees to best academic and administrative functioning
- 2) Approve the creation and modification of academic programs
- 3) Approve the creation and modification of schools, faculties, academic units, Institutes and other dependencies of the academic organization that could be necessary for the better University's performance and decide their location.
- 4) Regulate the President's election, assign the Interine President, to know and in the case, to solve his remotion and resignation.
- 5) To make the elected President's declaration
- 6) To indorse the General Secretariat designated by the University's Dean
- 7) To approve the annual University Budget presented by the patronage by conduit of the Dean
- 8) Name the permanent comissions
- 9) To confer acknowledgements and distinctions to people that has been outstanding on science or contributed to the University's improvement
- 10) To know and solve the cases that haven't been competency of other dependency of the University
- 11) To know and attend the resources and defense derivated from the resolutions issued by the Thecnical Board of Committee of the schools, faculties or academic units.
- 12) Other that been established by other norms and reglamentary dispositions of the University

In order to participate in the "University Assembly", peers elections are conducted every year. Each school, faculty or academic unit has 2 representative students in this governing body "University Assambly" previously elected in their own schools, faculties or academic units. The elected students will be in this charge or position two years and they couldn't be re-elected. To be able to be "elected student", they have to have the following requirements:

- 1) To be a regular student and have an average grade point of 8.5 or more
- 2) Have been completed 40 to 60% of the credits of their programs
- 3) Don't be part of the academic or faculty members of the University
- 4) Don't be part of the University staff
- 5) Don't have comited seriuos misconduct
- 6) Enjoy recognized honorability among students community, school, faculty or academic unit
- 7) Be elected for the majority of the students of the school, faculty or academic unit

More Information about the University's statute are in the following web page:

<http://sein.uat.edu.mx/consultas/docs/EstatutoOrganico.PDF>

Do the institution's staff members have a representative body through which they can participate in governance (e.g. a staff council)?:

Yes

Do the institution's non-supervisory staff members have an elected representative on the institution's highest governing body?:

Yes

A brief description of the bodies and mechanisms through which staff are engaged in governance, including information to support each affirmative response above:

According to the University's Organic Statute, the University's governance is integrated by the following personnel (in order of higher importance and power in governability matters):

- I. The University's Assembly
- II. The President of the University
- III. General Secretariat
- IV. The Technic Committee of Technic Board of each Faculty, School or Academic Unit (Including one faculty personnel representative previously elected in each School, Faculty or Academic Unit)
- V. The Faculty or Schools' Directors
- VI. The patronate

For the "University's Assambly", it is integrated by the following:

- I. The President of the University
- II. The General Secretary
- III. The Dean of the University
- IV. The Directors of each School, Faculty or Academic Unit
- V. One member of the academic personnel designed (previously elected) from each School, Faculty or Academic Unit
- VI. Two students representatives of each School, Faculty or Academic Unit (previously elected).
- VI. One representative of each "Staff Syndicate" of the University (previously elected)

The representatives of each "Staff Syndicate" will have voice and vote in the matters suitable only of their represented staff.

To be a "Staff Syndicate" in the face of the "Assamby University", it must comply the following requirements:

- 1) Have a minimum antiquity of two years in the University
- 2) To be hired for indetermined time
- 3) To be full time staff
- 4) Don't be University's student
- 5) Don't be hired as a confident staff

The representative members of the "Syndicate Staff" will designate a substitute for direct vote to be part of the "University Assambly". They will be registered by the General Secretariat and they will be in charge two years.

More University Assembly information are in the following web page:

<http://www.uat.edu.mx/SG/Documents/LeyOrganicaUAT.pdf>

Do the institution's teaching and research faculty have a representative body through which they can participate in governance (e.g. a faculty senate)?:

Yes

Do the institution's teaching and research faculty have an elected representative on the institution's highest governing body? :

Yes

A brief description of the bodies and mechanisms through which teaching and research faculty are engaged in governance, including information to support each affirmative response above:

The mechanism used for the faculty to participate in the University's governability is through the "University's Assambly" previously elected in each Faculty, School or Academic Unit

To be the representative or suplent like academic personnel for the "University's Assambly", the School, Faculty or Academic Unit has to accomplish all the requirements that are in the 18th Article of the University Organic Statute, that were:

- 1) To have more than two years in the School, Faculty or Academic Unit
- 2) To have master's degree
- 3) Do not be part of the administrative staff of the University
- 4) Do not be part of the trusted staff of the University
- 5) Do not be part of the sindicalized staff of the University
- 6) To be elected for the mayority of the academic staff of their representative School, Faculty or Academic Unit
- 7) To be honorable and wise

Those requirements can be found in the following page:

<http://www.uat.edu.mx/SG/Documents/LeyOrganicaUAT.pdf>

Does the institution have written policies and procedures to identify and engage external stakeholders (i.e. local residents) in land use planning, capital investment projects, and other institutional decisions that affect the community?:

No

A copy of the written policies and procedures:

The policies and procedures:

Does the institution have formal participatory or shared governance bodies through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance?:

	Yes or No
Local government and/or educational organizations	No
Private sector organizations	No
Civil society (e.g. NGOs, NPOs)	No

A brief description of the bodies and mechanisms through which external stakeholders are engaged in institutional governance (including information about each stakeholder group selected above):

The website URL where information about the programs or initiatives is available:

<http://sein.uat.edu.mx/consultas/docs/EstatutoOrganico.pdf>

Additional documentation to support the submission:

[EstatutoOrganico.pdf](#)

Data source(s) and notes about the submission:

<http://2014.uat.edu.mx/trans>

Diversity & Affordability

Points Claimed 3.91

Points Available 10.00

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit	Points
Diversity and Equity Coordination	1.00 / 2.00
Assessing Diversity and Equity	0.00 / 1.00
Support for Underrepresented Groups	0.75 / 3.00
Affordability and Access	2.16 / 4.00

Diversity and Equity Coordination

Score

1.00 / 2.00

Responsible Party

Miriam Sanchez Garza

MDE

Sustainability dept

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus. The committee, office and/or officer may focus on students and/or employees.

Part 2

Institution makes cultural competence trainings and activities available to students, staff, and/or faculty.

The trainings and activities help participants build the awareness, knowledge and skills necessary to work effectively in cross-cultural situations. Trainings and activities that focus exclusively on awareness, knowledge or skills do not count.

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

Does the institution have a diversity and equity committee, office, and/or officer tasked to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus?:

Yes

Does the committee, office and/or officer focus on students, employees, or both?:

Both students and employees

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

CODISUAT is the Coordination of Care for People with Disabilities from the Values Department at UAT. This Coordination is focused on the promotion and practice of values; promoting the inclusion of people with disabilities (faculty, staff or students) at the University,

This Coordination has been encouraging a cultural change in all students, faculty or staff because they are accepted although they had a disability. Some services offered by this coordination are:

- Management of disabilities' students scholarships
- Physical infrastructure guidance for different faculties, academic units and offices corresponding to UAT.
- Vocational guidance to ensure their permanence at UAT.
- Awareness workshops that promote inclusion in the University community.
- Disability in higher education Forums and Conferences
- Orientation teachers from different schools, colleges and academic units for curricular adjustments in areas offered by UAT.
- Adapted technology to improve teaching and learning through information technology.

Estimated proportion of students that has participated in cultural competence trainings and activities (All, Most, Some, or None):

None

Estimated proportion of staff (including administrators) that has participated in cultural competence trainings and activities (All, Most, Some, or None):

None

Estimated proportion of faculty that has participated in cultural competence trainings and activities (All, Most, Some, or None):

None

A brief description of the institution's cultural competence trainings and activities for each of the groups identified above:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Assessing Diversity and Equity

Score

0.00 / 1.00

Responsible Party

Criteria

Institution has engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus. The structured diversity and equity assessment process addresses:

- 1) Campus climate by engaging stakeholders to assess the attitudes perceptions and behaviors of faculty, staff, administrators and students, including the experiences of underrepresented groups;
- 2) Student outcomes related to diversity, equity and success (e.g. graduation/success and retention rates for underrepresented groups); and/or
- 3) Employee outcomes related to diversity and equity (e.g. pay and retention rates for underrepresented groups).

The results of the assessment may be shared with the campus community and/or made publicly available.

An employee satisfaction or engagement survey is not sufficient to meet the campus climate or employee outcome criteria outlined above, but may contribute to the overall structured assessment. Employee satisfaction and engagement surveys are recognized in the *Assessing Employee Satisfaction* credit.

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

Support for Underrepresented Groups

Score

0.75 / 3.00

Responsible Party

Miriam Sanchez Garza

MDE

Sustainability dept

Criteria

Institution has one or more of the following policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community:

- 1) A publicly posted non-discrimination statement.
 - 2) A discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.
 - 3) Programs specifically designed to recruit students, staff and/or faculty from underrepresented groups.
 - 4) Mentoring, counseling, peer support, academic support, or other programs to support students, staff and/or faculty from underrepresented groups.
 - 5) Programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members (sometimes known as pipeline programs). Such programs could take any of the following forms:
 - Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
 - Financial and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
 - Financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

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

Does the institution have a publicly posted non-discrimination statement? :

No

The non-discrimination statement, including the website URL where the policy is publicly accessible:

Does the institution have a discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

No

A brief description of the institution's discrimination response protocol or team (including examples of actions taken during the previous three years):

Does the institution have programs specifically designed to recruit students from underrepresented groups?:

No

Does the institution have programs specifically designed to recruit staff from underrepresented groups?:

No

Does the institution have programs specifically designed to recruit faculty from underrepresented groups?:

No

A brief description of the institution's programs to recruit students, staff and/or faculty from underrepresented groups:

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support students from underrepresented groups on campus?:

Yes

Does the institution have mentoring, counseling, peer support or other programs to support staff from underrepresented groups on campus?:

Yes

Does the institution have mentoring, counseling, peer support or other programs to support faculty from underrepresented groups on campus?:

Yes

A brief description of the institution's programs to support students, staff and/or faculty from underrepresented groups:

* For staff, faculty and students:

CoDisUAT (Coordination of care for people with disabilities at UAT) is an office which aim is the full inclusion of people with disabilities in the University. They also encourage the university community changing their culture with the collaboration of students, faculty and staff through their academic process and their social coexistence.

Some of the programs of this office are:

- Scholarships management for students with disabilities (All students with any disability own a scholarship)
- Physical Guidance on infrastructure
- Vocational guidance
- Awareness workshops to promote inclusion in the University community
- Disability in Higher Education conferences
- Technologies adaptation to enhance the teaching process.

* For students:

PERAJ Program "Adopt a Friend" objective

It is a federal program aimed at strengthening and developing the individual and social potential of the child by establishing a meaningful relationship with the young university student who serves as a tutor throughout the program.

We work with children in grades 5 and 6 of primary education.

You can be a mentor-tutor!

Peraj - adopts a friend needs people trained, responsible and eager to share their academic, personal, social and cultural experience.

As a university of the country you represent a fundamental piece to generate changes and well-being to the society.

Five areas of child development are strengthened:

1. Academic: improving and strengthening their learning strategies through a reading, writing and comprehension workshop and English.
 2. Affective: strengthening self-esteem and expression of his affectivity for himself and others.
 3. Social: to develop activities of interaction, collaboration, through assistance activities of the career of Educational Sciences, such as the celebration of Children's Day and Mother's Day.
 4. Motivational: expand your professional aspirations and life project, exemplifying the above through a tour of facilities of the university center.
 5. Cultural: expand your vision and cultural interest, through visits to museums, zoo and cinema.
- In Peraj - adopts a friend it is sought that the tutoring is really easy and fun, where it acquires a great value of responsibility, but above all that represents for the mentors / tutors and friends an unforgettable life experience.

Does the institution have training and development programs, teaching fellowships and/or other programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members?:

No

A brief description of the institution's programs to support and prepare students from underrepresented groups for careers as faculty members:

Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?:

No

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

No

The website URL where information about the programs or initiatives is available:

<http://www.uat.edu.mx/SEV/Valores/Paginas/Boletines/Brinda-UAT-apoyos-con-valores-a-través-de-CoDis-.aspx>

Additional documentation to support the submission:

Affordability and Access

Score	Responsible Party
2.16 / 4.00	Miriam Sanchez Garza MDE Sustainability dept

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to guide and prepare students and families from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution documents its accessibility and affordability to low-income students as demonstrated by one or more of the following indicators:

1. The percentage of entering students that are low-income (e.g., the percentage of students receiving Pell Grant funds as reported in the U.S. IPEDS Student Financial Aid component or the percentage of students receiving the Canada Student Grant for Students from Low-Income Families)
 2. The graduation/success rate for low-income students
 3. On average, the percentage of need met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2)
 4. The percentage of students graduating without interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans)
-

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

Does the institution have policies and programs to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

UAT University is committed to accept all the future students applying for different kinds of scholarships. It is indispensable to meet different requirements depending of the application you want.

The Institutional scholarship support is:

- Maintenance

Federal scholarship support through UAT is:

- PRONABES

Moreover it is supported by several scholarship from national institutions such as:

- Banco Santander (Scholarship student)
- Banco Banamex (Scholarship student)
- Conacyt (Support for heads of households)

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

Diploma in Educational Counseling and Holistic Health.

UAT University contemplates in its strategic axes, a virtual and open education to diversify its offerings and expand its educational coverage with a deep sense of equity that allows the University extends to society the benefits of culture, science and technology. Therefore considers important the right choice of a college career that matches the interests, abilities and skills, as well as the overall health of young people from high school. For this reason, UAT offers the Diploma of Educational and Integral Health.

The general objective of this program is:

Promote continuous training of Educational Counsellors in order to improve its services in the formation of autonomous, freely oriented pursuit of personal and common wellbeing and now the professional skills required in the labor context.

RECIPIENTS OF THE YEAR:

Coordinators and professionals interested in learning new tools for educational guidance and counselors and health career

Relevant topics covered in this program are:

- Emotions managing
- Learning Disabilities
- Addictions and their consequences
- Bullying, its definition, characteristics and types that exist

<http://www.uat.edu.mx/SACD/ASE/Paginas/diplomado.aspx>

A brief description of the institution's programs to guide and prepare students and families from low-income backgrounds for higher education:

UAT has four dependant High Schools. The students profile from these programs are a critical, scientific and humanistic person. They also develop intellectual abilities, skills, attitudes and values at the school and at society, allowing them to successfully enter to a higher education level.

The students participate in the University activities from diferent departments such as "Students Participation and Leadership", conferences, forums and others programs.

There are also different scholarships for low income students in UAT high schools

<http://www.uat.edu.mx/Paginas/OFERTA-EDUCATIVA/Bachillerato.aspx>

A brief description of the institution's scholarships for low-income students:

The University offers two types of scholarships for low income students; one directly from the University (maintenance) and another from the federal government through the university (PRONABES):

- MAINTENANCE:

Recognize the student quality and performance, with the aim of strengthening their academic work and contribute to comprehensive quality training that meets the expectations of a developing society. It also contribute to the qualitative development of the student from low-income families.

- PRONABES:

The PRONABES is a federal scholarship brought through our University. Is aimed at students with very limited resources; those not receiving their scholarships may signify the difference between studying or leave higher education. This is a monthly scholarship depend of the semester in which the student is registred. This monthly payment help them to buy books or pay the transportation to the University.

A brief description of the institution's targeted outreach to recruit students from low-income backgrounds:

The "EXPO ORIENTA" (Orientation Expo) is an exhibition of vocational guidance for future posible students and high school students which allows them to have a space where they can find all kind of educational opportunities available to UAT University and other activities that they can do if they register at UAT, like social services, social activities, sustainability programs and activities, etc. This event serves to support aspiring Middle Level Superior in making autonomous decisions for their professional and personal lives.

The general objective is to provide timely and relevant information of the diferent educational programs offered by the University to contribute to guide high education students

In this event UAT University in addition to all the information of each program, it also discloses other areas where students can get information regarding scholarships, social service, courses of different languages, internet programs on campus (EUAT), Radio program (RadioUAT), institutional programs relating to securities, among others.

A brief description of the institution's other policies or programs to make the institution accessible and affordable to low-income students:

Does the institution have policies and programs to support non-traditional students?:

Yes

A brief description of the institution's scholarships provided specifically for part-time students:

A brief description of the institution's on-site child care facility, partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students:

The University has a Child Development Circle on Campus Victoria aims to provide mothers and fathers of the students, a special nursing for their children and giving them the sureness that are well cared inside the campus while they are fulfilling their school activities. This in order to contribute to an increased student performance.

A brief description of the institution's other policies and programs to support non-traditional students:

Mothers Program Family Leader.

Aimed at Mexican mothers (single, divorced, widowed or separated), who are pursuing professional studies in Higher and Public Education Institutions (HEIs) belonging to the Institutions' National Register and Scientific and Technological Enterprise (RENIECYT) by CONACYT. The objective of this support is to build professional formation obtaining 100% of credits, facilitating their integration in labor market and bring them an economic independence.

Does the institution wish to pursue Part 2 of this credit (tracking accessibility and affordability)? (If data is not available, select 'No'):

Yes

The percentage of entering students that are low-income (0-100):

58

The graduation/success rate for low-income students (0-100):

On average, the percentage of need that was met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2) (0-100):

58

The percentage of students graduating with no interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans) (0-100):

Estimated percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students (0-100):

14

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

1. New students enrolled in the University were 3,678 and they answer an enrollment survey from the Systems Department. From the data obtained, 2131 students assured that they had one scholarship (from state or federal) in order to study a degree in the University. However, the support granted by these entities are also granted in the following cases: academic excellence, low income, national scholarship programs and the union force. In addition there is a margin of error because this information was filled directly by students.

2. Today, UAT University doesn't have the information to ensure the percentage of low-income students graduated successfully yet.

3. UAT University through its schools, colleges or academic units can give credit to the students for their registration payment with a prior request; however, such registrations doesn't generate taxes, therefore it is a zero-rate financing (another kind of support).

4. The percentage of students for whom the University condone the enrollment payment is 14%. In accordance with the connection between the income captured by enrollment payments and scholarships applied to these concepts. It is understood that the enrollment payment condoned persons are in an unfavorable economic situation; however, the University also awards scholarships to students of academic excellence or elite athletes of the faculties, schools or academic units.

Investment & Finance

Points Claimed 0.00

Points Available 7.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit	Points
Committee on Investor Responsibility	0.00 / 2.00
Sustainable Investment	0.00 / 4.00
Investment Disclosure	0.00 / 1.00

Committee on Investor Responsibility

Score

0.00 / 2.00

Responsible Party

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or equivalent body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting (if the institution engages in proxy voting). The body has multi-stakeholder representation, which means its membership includes faculty, staff, and/or students (and may also include alumni, trustees, and/or other parties).

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or a regular part of its agenda.

This credit recognizes committees that regularly make recommendations to fund decision-makers on the institution's external investments. Committees that only have within their purview green revolving loan funds or similar initiatives to fund campus infrastructure improvements and sustainability committees that occasionally make recommendations to fund decision-makers do not count. Student-managed sustainable investment funds, green fees and revolving funds, and sustainable microfinance initiatives are covered in the *Student Life* credit in Campus Engagement.

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

Sustainable Investment

Score

0.00 / 4.00

Responsible Party

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- Sustainable industries (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- Businesses *selected* for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- Sustainability investment funds (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- Community development financial institutions(CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- Socially responsible mutual funds with positive screens (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- Green revolving loan funds that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Investment Disclosure

Score

0.00 / 1.00

Responsible Party

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Wellbeing & Work

Points Claimed 2.87

Points Available 7.00

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and by acting to protect and positively affect the health, safety and wellbeing of the campus community.

Credit	Points
Employee Compensation	0.00 / 3.00
Assessing Employee Satisfaction	0.90 / 1.00
Wellness Program	1.00 / 1.00
Workplace Health and Safety	0.97 / 2.00

Employee Compensation

Score

0.00 / 3.00

Responsible Party

Yolanda Mendoza

MSc.
Sustainability

Criteria

Part 1

More than 75 percent of the institution's employees receive a living wage (benefits excluded).

Include all regular full-time, regular part-time, and temporary (or non-regular) employees (staff and faculty). Institutions may choose to include or omit student workers.

Part 2

Institution is able to verify that more than 75 percent of the employees of contractors that work on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Part 2 is only applicable to institutions that have one or more significant on-site contractors, which may include (but are not limited to) regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services (e.g. book and supply stores).

Part 3

Total compensation provided to the institution's lowest paid regular (i.e. permanent) employee or pay grade meets or exceeds the local living wage.

Include regular part-time and full-time workers. Newly hired, entry-level employees may be excluded from Part 3 during the first six months of employment. Institutions may choose to include or omit student workers.

To determine the local living wage::

- U.S. institutions must use the [Living Wage Calculator](#) hosted by the Massachusetts Institute of Technology to look up the living wage for "2 [working] Adults, 2 Children" for the community in which the main campus is located.
- Canadian institutions must use [Living Wage Canada's](#) standards (if a living wage has been calculated for the community in which the main campus is located) or else the appropriate after tax [Low Income Cut-Off \(LICO\)](#) for a family of four (expressed as an hourly wage),
- Institutions located outside the U.S. and Canada must use local equivalents of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

For further guidance, see *F. Measurement*.

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

Assessing Employee Satisfaction

Score

0.90 / 1.00

Responsible Party

Maria Teresa Maldonado Sada
Special Projects
Sustainability dept

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement during the previous three years?:

Yes

Percentage of employees (staff and faculty) assessed, directly or by representative sample (0-100):

90

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

The employee satisfaction survey is applied each three years to the main campus central staff (sample). The sample is 1797 of the main central staff employees.

The Human Resources Management that depend of the Administrative Secretariat is the responsible to apply the surveys.

The survey is a 360 degrees instrument of workers' data recollection in order to know about the behavior, the way of working, and interaction with each other. The main purpose of this survey is to facilitate the necessary elements to provide a good working environment, identify work risks, seize opportunities, improve processes, increase the productivity and personnel performance.

The methodology has four stages:

- 1) Survey Design: that includes which aspects to evaluate, what kind of questions and the measure scale will be used.
- 2) Pilot: the pilot survey is applied to 6 different secretariats.
- 3) Data capture and analysis: the results of the pilot is analyzed.
- 4) Communication: the human resources communicated the instrument and the purpose of the survey to all the campus managers.

The most important aspects to measure and to consider the University's working environment are: about the immediate boss (leadership), the workers and their working place (functions), conditions, capacitation and personal relationships.

Two scales are defined: one for the working environment and other for the performance evaluation. In order to obtain a well working environment on the Institution, the department or office has to obtain a 8.0 or higher score.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The University pretend to involve all the aspects for a good working environment in all the human resources politics.

As a result of the last survey, the working environment of the University score was 8.45, which means that the University in that year had a good working environment. 15 areas of main central campus had opportunities' areas and another 5 had alert areas.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Wellness Program

Score	Responsible Party
1.00 / 1.00	Maria Teresa Maldonado Sada Special Projects Sustainability dept

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all students, staff, and/or faculty members.

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

Does the institution have a wellness program that makes counseling, referral, and wellbeing services available to all students?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all staff?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all faculty?:

Yes

A brief description of the institution's wellness and/or employee assistance program(s), including information to support each affirmative response above :

For the students we have an insurance that cover health, psychological or other kind of problems that can be related with the activities in the University. This insurance is a public service called IMSS (Mexican Institute of Social Security), and all the students received preventive courses through it. In that courses IMSS includes: birth control, stress control, weight control, diabetes, cholesterol prevention, among others. (

<http://www.imss.gob.mx/derechoH>

).

Another health program for the students inside the University is the Sports and Recreation Program. Its objective is to provide a healthy life style in the students through some sport discipline. The Sports and Recreation Programs encourage the students to participate in state, national and international competences and develops the well-being program.

For the staff and professors we have an administrative and academic courses about health and security in the work place.

In 2014, the staff and professors had the following workshops/courses:

1) Hygiene and Security in the workplace (13 hours course, 55 assistants, two campuses:

<https://www.youtube.com/watch?v=G0-YhI25Ksk>

)

2) Neurolinguistic Programing Course (12 hours, 110 assistants, two campuses) (

<http://www.hoytamaulipas.net/notas/61563/Imparten-diplomado-en-Neuroling%C3%BCistica-a-personal>

-de-la-UAT.html

)
3) Executive Writing (12 hours, 176 assistants, two campuses) (

<http://www.metronoticias.com.mx/nota.cgi?id=280065>

,
<http://intranet.uat.edu.mx/dit/videoconferencia/Lists/Calendario/DispForm.aspx?ID=10686>

)
4) Stress control in the workplace (5 hours, 85 assistants, two campuses)
5) Emotional Intelligence applied in customer service (5 hours, 80 assistants, two campuses) (

<http://intranet.uat.edu.mx/dit/videoconferencia/Lists/Calendario/DispForm.aspx?ID=10599>

)
6) Induction Workshop for new personnel (3 hrs course, 60 assistants, main campus)

All the Union members have the following benefits that support their well-being and better quality of life (Universidad Autónoma de Tamaulipas Collective Work Contract) (

http://www.sutauat.org.mx/Contrato_Colectivo_12.pdf

):
1) If a person has to be changed, the University will pay a bonus for transportation expenses.
2) If a person work for a one year period and that work is necessary for the services of the University, the worker will be contracted as base worker
3) The extra labor hours will be paid 100% of the normal working hours. This hours cannot be exceed 3 hours a day and three days a week.
4) The woman that work extra hours in extraordinary services, will be paid 200% per hour.
5) If a worker has to work in rest days or holidays, the worker will received the extra full day salary.
6) Every worker has two days of rest for each five days of work.
7) All the workers that have being working for six months to 15 years, will have 3 periods of holidays a year. One of 5 days, the second of 10 days and the third for 12 days. The workers that have being working from 15 to 20 years, will have another 4th period of 5 days in the same year.
8) All the workers will received a pantry bonus each holiday period.
9) All the workers will received a vacation pay each holiday period.
10) It will be an annual salary increase.
11) All the workers have the opportunity to make a capacity test in order to increase their salary and the working category.
12) The University has the obligation to bring competence, conditions and antiquity equity
13) The University has the obligation the make all the necessary test to new workers
14) The University has the obligation to respect the University Budget in the all the contracts
15) The University has the obligation to cover all the contributions in order that all the worker Union has a social security
16) The University has the obligation to observe all the laws and regulations to prevent accidents in the working place with machinery or working materials.
17) The University has the obligation to proportionate all the materials and instruments that will be used for their work.
18) The University has the obligation to proportionate permission to absence for sickness if the IMSS give the correspondent sickness letter.
19) The University has the obligation to prepare courses, test or workshops to the Union, in order to increase their salary or the working category
20) The University provide all the school expenses to the children of the Union in preprimary school, primary and secondary school and high school. In case that the worker register his son in a private school, the University will provide the 50% of all the school expenses. In professional studies (undergraduate and graduate), all the children of the Union will have a 100% scholarship in Universidad Autónoma de Tamaulipas; in the case that they register in the particular University because our University doesn't have the program that the student are looking for, UAT will provide the 50% of all the college expenses but the student has to have 8.0 average.

- 21) The University has to bring facilities to the working students. The University will pay the books.
- 22) The University has the obligation to proportionate adequate places to the Union for their offices
- 23) The University has the obligation to proportionate an official working credential each three years
- 24) The University has the obligation to proportionate a seven days absence permission with an anticipated applications and describing the reasons of the license application
- 25) The University has the obligation to proportionate an absence permission with the 100% salary, if the worker has a Union meeting or has to make a government procedure with the Union President letter.
- 26) The University has the obligation to proportionate an absence permission if a worker of the Union has a 14 year old or less children in the hospital with the hospital letter and the born certificate of the child
- 27) The University has the obligation to proportionate a five labor day permission if the worker of the Union will be father or in the same case of the adoption of a child
- 28) The University has the obligation to facilitate a workshops or courses to the workers of the Union or give them permission to assist to external courses or workshops in order to increase their life level and their productivity
- 29) The woman will enjoy the same rights and obligations of man.
- 30) The working mothers have the following rights:
 - During pregnancy, they will not work in dangerous work (push, pull or load heavy things, stay in foot a long period of time)
 - They have 7 weeks of permission (100% paid) before and after childbird
 - If is a medical condition, the University can extend that periods.
 - In nursing period, the woman will have two 30 minutes periods to feed their child in a place that the University allocate.
 - To return to their work after the permission period
 - To register their pre and post birth periods
- 31) If the worker of the Union has to be moved to other city for the IMSS recommendations, the University has the obligation to proportionate a bonus for the worker and a family member for three days period.
- 32) The University will provide to the workers of the Union, glasses, orthopedic appliances, hearing, prothesis, orthoses and 100% of intraocular lenses when the IMSS doctor dictate the necessity of those appliances.
- 33) The University covers 55% of the odonatological services in the Universities' Clinics and a 35% of the specialist odonatological services.
- 34) The University will provide a bonus each month for the Union's workers for the rent matter.
- 35) The University will provide a bonus each month for the Union's workers for the larder matter.
- 36) The University will provide a productivity bonus at the end of the year to the workers with more than one year of services. Plus they will receive an annual bonus at January.
- 37) The University will provide all the worker death expenses plus an 18 months of salary for the family. This is independent of the working period of the worker
- 38) The University has the obligation to increase the credit line of the existing credit bank line that could be granted between February and November of the year. The worker has the obligation to accomplish all the requirements.
- 39) The University has the obligation to give to the Union's workers a bonus on December for shoes plus two working outfits on January and two on August
- 40) The University has the obligation to proportionate to the Union's workers a place and sports' instruments when they ask in advance for a tournament.
- 41) For the drivers, the University will provide all the license's expenses.
- 42) For the guards, the University will provide them with a security stalls in all the gates of the University.
- 43) For the Union's workers that work unhealthy places, the University will give them a bonus and personal protection equipment.
- 44) The University will pay an amount for trips expenses to the drivers
- 45) The University will provide two bonus in a year for each workers' children that are studying
- 46) The University compromise to bring a kinder garden for the workers' children with the IMSS.
- 47) The University will celebrate with the Union's workers or the retired the following dates: The Children's Day, The Mother's Day and Christmas.
- 48) The University will cooperate for the celebration of the Union's Anniversary.
 - Will pay a years of service special bonus for all the workers: for 15 years of service, will receive 20 days of salary; for 20 years of service, 25 days of salary; for 30 years of service, 40 days of salary; and for more than 35 years of service, a special bonus.
- 49) The University will provide a sum for the administrative expenses of the Union
- 50) The University will provide free legal advice

51) The University will provide to all the Union's workers who has a real state credit, all the design project costs.

52) The workers that are in a year librarianship courses will receive a 100% of their salary during the course.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Workplace Health and Safety

Score	Responsible Party
0.97 / 2.00	Maria Teresa Maldonado Sada Special Projects Sustainability dept

Criteria

Part 1

Institution has reduced its total number of recordable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 6 recordable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-recordable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *F. Measurement*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below:

	Performance Year	Baseline Year
Number of recordable workplace injuries and occupational disease cases	12	9
Full-time equivalent of employees	7,336	6,211
Number of injuries and cases per FTE employee	0.00	0.00

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

	Start Date	End Date
Performance Year	Jan. 6, 2016	Dec. 20, 2016
Baseline Year	Jan. 6, 2013	Dec. 20, 2013

A brief description of when and why the workplace health and safety baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

Based on the 2014 Universidad Autónoma de Tamaulipas Collective Work Contract (

http://www.sutauat.org.mx/Contrato_Colectivo_12.pdf

), the Security and Health Commissions were renovated in order to establish a Program to detect the risk areas, biological and chemical operations (laboratory areas, dental and medical clinics), and implement the necessary capacitation in this matter.

Percentage reduction in workplace injuries and occupational disease cases per FTE employee from baseline:

0

Number of workplace injuries and occupational disease cases per 100 FTE employees, performance year:

0.16

A brief description of the institution's workplace health and safety initiatives, including how workers are engaged in monitoring and advising on health and safety programs:

The Integral Security Management provide the Civil Protection Program for the University. This program includes (

<http://slideplayer.es/slide/1615189/>

-):
- Intern Operative Plan (Preventive, Assistant and Recovery)
 - 4 Intern Brigades: a) First Aid, b) Fire Prevention and Fighting, c) Search and Rescue, d) Evacuation
 - The brigade have to receive a capacitation each year in their type of brigade
 - The University has to have a maintenance plan for the Health and Security equipment
 - The University has to check the signs
 - Diffusion and Awareness inside the University Community

They offer capacitation programs concerning work risk in which the personnel has to inspect all the University installations in order to correct or prevent future work risks.

(

[http://www.emagister.com.mx/cursos_uat_universidad_autonoma_tamaulipas-cen-52564.htm?](http://www.emagister.com.mx/cursos_uat_universidad_autonoma_tamaulipas-cen-52564.htm?ignorarCus)

[tomFilter=1&idCateg=99](http://www.emagister.com.mx/cursos_uat_universidad_autonoma_tamaulipas-cen-52564.htm?ignorarCus)

)

The website URL where information about the programs or initiatives is available:

http://www.sein.uat.edu.mx/proteccion_civil/index-pc.html

Additional documentation to support the submission:

[ProgramaProteccionCivilUAT.ppt](#)

Innovation & Leadership

Exemplary Practice

Points Claimed 1.00

Points Available 1.00

Exemplary practice credits recognize specific initiatives that demonstrate sustainability leadership. Exemplary practices include:

- Emerging best practices that are not otherwise recognized in STARS (e.g. seeking independent review of STARS data prior to submission).
- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g. achieving third party certification for a program or exceeding the highest criterion of an existing credit).
- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g. participation in green hospital networks).
- Exemplary practice credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

A catalog of currently available exemplary practice credits is [available on the STARS website](#).

Credit	Points
Green Event Certification	0.50 / 0.50
Campus Water Balance	0.50 / 0.50

Green Event Certification

Score

0.50 / 0.50

Responsible Party

Yolanda Mendoza
MSc.
Sustainability

Criteria

Institution has or participates in a green event certification program and has held one or more certified events in the previous year. The certification program addresses at least four of the following:

- Sustainable transportation options, teleconferencing options, and/or carbon offsets
 - Sustainable catering (e.g. sourcing local and third party certified food and beverages, providing vegetarian/vegan options, using reusable/compostable materials)
 - Paper consumption (e.g. minimization and recycled/FSC certified content)
 - Energy efficiency (e.g. equipment and lighting)
 - Waste minimization and diversion
 - Communications and/or signage about the sustainable practices
-

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

Does the institution's green event certification program address the following?:

	Yes or No
Sustainable transportation options, teleconferencing options, and/or carbon offsets	Yes
Sustainable catering (e.g. sourcing local and third party certified food and beverages, providing vegetarian/vegan options, using reusable/compostable materials)	Yes
Paper consumption (e.g. minimization and recycled/FSC certified content)	Yes
Energy efficiency (e.g. equipment and lighting)	Yes
Waste minimization and diversion	Yes
Communications and/or signage about the sustainable practices	Yes

A brief description of the institution's green event certification program, including the specific components selected above:

The Green Event Certification started in 2016. Its objective is to reduce the negative impact of all the University events. It is a voluntary participation and certification with four levels of awards: bronze, silver, gold and platinum, depend of the % of minimization of negative impacts. The manual includes eight main categories: transport, paper, food services, energy and mitigation, waste, communication and innovation.

The website URL where information about the programs or initiatives is available:

<http://sustentabilidad.uat.edu.mx/descargas>

Additional documentation to support the submission:

[Guia para evento sustentable UAT.pdf](#)

Campus Water Balance

Score

0.50 / 0.50

Responsible Party

Yolanda Mendoza

MSc.
Sustainability

Criteria

Institution has calculated a natural water balance for the campus to assess the sustainability of its water withdrawals (e.g. institution water use compared to a water budget based on precipitation, potential evapotranspiration and campus/watershed area).

For guidance in calculating a natural water balance, see the [Sustainable Sanitation and Water Management Toolbox](#) and the [Water Evaluation and Planning \(WEAP\) tool](#).

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

A brief description of the methodology used to calculate the campus water balance:

Data for the campus water balance was obtained by 3 methodologies, first camp studies and interviews with employees during irrigation hours in order to appreciate time for absorption in gardens. Secondly surveys in order to obtain how students and faculty and employees use water inside de campus for drink, clean, and other uses. Finally former calculations in order to obtained data from precipitation in campus.

A brief description of how the institution's water use compares to the natural water balance of the campus:

Rainwater capture and storage has the potential of represent approximately 20% of total water in campus this represents 90% of the water used for irrigation. And according to grounds absorption and temperature, our campus has the potential to implement diverse strategies like xeriscaping projects and soild rain.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Innovation

Points Claimed 4.00

Points Available 4.00

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit	Points
Innovation A	1.00 / 1.00
Innovation B	1.00 / 1.00
Innovation C	1.00 / 1.00
Innovation D	1.00 / 1.00

Innovation A

Score	Responsible Party
1.00 / 1.00	Maria Teresa Maldonado Sada Special Projects Sustainability dept

Criteria

Innovation credits are open-ended and reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that address sustainability challenges and are not covered by an existing credit or exemplary practice option.

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To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

Name or title of the innovative policy, practice, program, or outcome:

Green Macaw: Conservation; Awareness and Birdwatching

A brief description of the innovative policy, practice, program, or outcome that

outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

GREEN MACAW: CONSERVATION, AWARENESS AND BIRDWATCHING

This initiative started through the research and environmental education programs. The University has been creating new environmental and research programs with the purpose of Green macaw conservation, one of the most threatened species in Mexico for their cultural and comercial value.

The Institute of Applied Ecology (IEA) has been research about Green macaw conservation. This Project has been financed for the last three years.

Today IEA are giving games and educational activities about Green Macaw awareness and conservation on the UAT comunity and outside our University in public primary schools.

On the other hand, this Project has influence in other cities from our state Tamaulipas, with the environmental education about conservation, awareness and birdwatching for Eco tourism for the comunity.

<http://comunicacionsocial.uat.edu.mx/comunicados/2017/637-contribuye-uat-a-proteger-la-guacamaya-a-verde-en-tamaulipas>

<http://elmanana.com.mx/noticia/90683/Protege-UAT-a-guacamaya-verde.html>

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Research

Diversity & Affordability

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

[guacamaya verde UAT \(PRESS ONLINE\).pdf](#)

The website URL where information about the innovation is available :

<http://comunicacionsocial.uat.edu.mx/comunicados/2017/637-contribuye-uat-a-proteger-la-guacamaya-a-verde-en-tamaulipas>

Additional documentation to support the submission:

[CONSERVACION DE GUACAMAYA VERDE \(CONCIENTIZACIÓN\).docx](#)

Innovation B

Score	Responsible Party
1.00 / 1.00	Maria Teresa Maldonado Sada Special Projects Sustainability dept

Criteria

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To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

Name or title of the innovative policy, practice, program, or outcome:

CIDIPORT "Vessel"

A brief description of the innovative policy, practice, program, or outcome that

outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

CIDIPOORT "Centro de Investigación y Desarrollo en Ingeniería Portuaria, Marítima y Costera"
(Research and Development of Port, Nautical and Coastal Center)

This Center position the University in R&D applied activities and profesional specialized services in Civil Engineering, Port, Naval and Coastal.

The CIDIPOORT services are:

- Regional hydrodynamics and coastal waters studies
- Hydrological studies
- Regional and local development
- Climate change and vulnerability
- Turism
- Geomatic Engineering
- Materials Laboratory

Research Areas:

- 1) Standarization and development ecology indicators
- 2) Management and uses of wetlands
- 3) Environmental ecosystem rehabilitation
- 4) Municipal environmental adviser
- 5) Organic waste management and exploitation management

In other areas "Territorial and urban planning"

- 1) Urban Planning
- 2) Territorial Planning and Regional Development
- 3) Coastal areas and territorial planning
- 4) Environment and territory planning

The University has a ocean vessel named "UAT-1 CIDIPOORT", acquired on may of 2014. This ship is the first type of its kind in Gulf of Mexico. For the geospatial recognition it has a dron and an airoplane equiped with high technology and a hyperspectral camara.

With this adquisition, our state will be stranghtened on scientific research and activities oriented to knowledge, explotation and conservation of maritim fauna, and working for a sustainable Tamaulipas.

The services that the ocean vessel offer, are:

- 1) Topographic survey and bathymetric Envir
- 2) Ocean cartography
- 3) Inspection of sea bottom studies
- 4) Deep and shallow exploration
- 5) Naval geophysics
- 6) Logistics of islands, cayos, reefs, and coastals areas
- 7) Deployment, recovery and maintainance of ocean research bouys
- 8) Samples of benthic fauna
- 9) Ocean Sciences Education
- 10) Oil Spill through ocean Education

Since 2015, CIDIPOORT (UAT Vessel) has been studyng the maritime geophysics, like seismic activities) pipeline in Gulf of Mexico through his infraestructure. Adicionally CIDIPOORT is part of the program MEXUSGOLF, which main objective is the fast and efficient colaboration and coordination between México and United States when a contingency case has been presented like oil spills in Gulf of Mexico in order to avoid a mayor disaster.

On the other hand, CIDIPOORT is working on research and technical services for PEMEX (Mexican Petroleum) in modernization and maintainance, as well as characterization and remediation of contaminated soils from oil. And for CONAGUA (National Commission of Water in México) with the valorization and inspection of dams.

On 2017, CIDIPOORT was aproved for unanimity to be a Permanent Member of CONACIO (National Commission of Ocean Research in Mexico), that was preceed by the Marine Secretary, admiral Vidal

Francisco Soberón Sanz. CONACIO is headed by SEMAR (Secretaría de Marina de México, Marine Secretariat of Mexico) and it has permanent members like: 1) Governance Secretariat (Federal Governance); 2) External Affairs Secretariat (Federal Governance); 3) SEMARNAT (Secretaría de Medio Ambiente y Recursos Naturales; Environment and Natural Resources Secretariat); 4) SAGARPA (Secretaría de Agricultura, Ganadería y Desarrollo Rural, Pesca y Alimentación; Agriculture, Livestock and Rural Development, Fishing and Feeding Secretariat); 5) CONACYT (National Council of Science and Technology); among others.

<https://www.facebook.com/CIDIPOINT>

<http://www.elfinanciero.com.mx/economia/tamaulipas-cuenta-con-buque-para-investigacion-petrolera-en-el-golfo.html>

<http://www.eldiariodevictoria.com/2017/03/17/destacan-labor-buque-la-uat/>

<http://www.cronica.com.mx/notas/2016/945040.html>

<https://sumario.com.mx/2015/01/26/realiza-uat-estudios-de-geofisica-marina-para-un-gasoducto-en-el-golfo-de-mexico/>

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Research

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

[PRESS RELEASE ON 2015 ABOUT CIDIPOINT ACTUAL RESEARCH.docx](#)

The website URL where information about the programs or initiatives is available:

<https://sumario.com.mx/2015/01/26/realiza-uat-estudios-de-geofisica-marina-para-un-gasoducto-en-el-golfo-de-mexico/>

Additional documentation to support the submission:

[BUQUE OCEANOGRÁFICO UAT.docx](#)

Data source(s) and notes about the submission:

<http://www.eldiariodevictoria.com/2017/03/17/destacan-labor-buque-la-uat/>

<https://sumario.com.mx/2015/01/26/realiza-uat-estudios-de-geofisica-marina-para-un-gasoducto-en-el-golfo-de-mexico/>

Innovation C

Score	Responsible Party
1.00 / 1.00	Maria Teresa Maldonado Sada Special Projects Sustainability dept

Criteria

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Name or title of the innovative policy, practice, program, or outcome:

Blood donation Campaign: "Doy Sangre, Doy Vida"

A brief description of the innovative policy, practice, program, or outcome that

outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

The blood donation campaign is associated with the strategic vectors of the Autonomous University of Tamaulipas (UAT) dean "Enrique Etienne Pérez del Río" to attend the society problems, principally the more vulnerable population; at the same time we transform the humanistic spirit to the students, with empathy, responsibility and promoting the practice of values and professional knowledge.

During the blood donation campaign "Doy Sangre, Doy Vida (Give blood, Give life)", in the Faculty of Medicine and Systems in Matamoros City, we offered sensibility talks to more than 400 students in where we could registered a total of 211 pre-donors and 120 blood units recolected in the first phase.

On August of 2016, the Faculty of Medicine "Dr. Alberto Romo Caballero" in Tampico received 291 pre-donors, from which we could help 416 persons who need one or some of the four components of the blood. In the Faculty of Nursery in Nuevo Laredo received 80 pre-donors students.

The University Autonomous of Tamaulipas participation in Blood Donation Campaign occupied the 80% of the total blood donation of our State: Tamaulipas. This is something very achieving in the State according to the Health Secretariat through the State Director of Blood Transfusion, like no other Public or Private Education Institution or other No-Educative institutions.

[http://www.uat.edu.mx/SEV/Valores/Paginas/Boletines/Universitarios-con-Valores-UAT-trascendiend
o-en-donaci%C3%B3n-de-sangre.aspx](http://www.uat.edu.mx/SEV/Valores/Paginas/Boletines/Universitarios-con-Valores-UAT-trascendiend-o-en-donaci%C3%B3n-de-sangre.aspx)

[http://www.ultimasnoticiasenred.com.mx/el-lado-amable/promueve-uat-campana-de-donacion-de-
sangr
e-en-matamoros/](http://www.ultimasnoticiasenred.com.mx/el-lado-amable/promueve-uat-campana-de-donacion-de-sangr
e-en-matamoros/)

<https://nuevolaredo.tv/responden-alumnos-de-enfermeria-a-donacion-de-sangre-video/>

<https://elmercurio.com.mx/la-region/inicia-uat-en-tampico-campana-dona-amor-dona-sangre>

<http://www.aquitamaulipas.com/2017/10/17/campana-de-donacion-de-sangre-en-la-uat-aztlan/>

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Public Engagement
Wellbeing & Work
Health

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

[Innovation credit - external expert \(blood donation campaign\).pdf](#)

The website URL where information about the programs or initiatives is available:

[http://www.uat.edu.mx/SEV/Valores/Paginas/Boletines/Universitarios-con-Valores-UAT-trascendiend
o-en-donaci%C3%B3n-de-sangre.aspx](http://www.uat.edu.mx/SEV/Valores/Paginas/Boletines/Universitarios-con-Valores-UAT-trascendiend-o-en-donaci%C3%B3n-de-sangre.aspx)

Additional documentation to support the submission:

[CAMPAÑA DONACIÓN DE SANGRE.pdf](#)

Innovation D

Score	Responsible Party
1.00 / 1.00	Maria Teresa Maldonado Sada Special Projects Sustainability dept

Criteria

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Name or title of the innovative policy, practice, program, or outcome:
COMASS

A brief description of the innovative policy, practice, program, or outcome that

outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

COMASS (Multi-disciplinary Operative Center for Care and Community Service)

It was created on 2004, but in that year its principal function was to bring free assistance services on health and social work to the community. Since 2014 the impact of the Center was significantly increased because of the functions that were expanded to attend not only health and social work, as well as nursing, psychology, legal, finance, statistics and systems free services to all the Community.

On 2014, the Center work on the following:

- Extramural brigades with free services through the public institutions or health institutions (with agreements with those institutions from the University). Since 2014 with DIF Tamaulipas (Family Integral Development in our State).
- Upgrading courses for the community services coordinators
- Stand by ISO 9001/2008 norm
- Strengthen programs and incorporate innovative and new ones that bring professionals in different specialities.
- The last three years the achievement of the attended population was very significant with 12,522 people attenden on urban and rural localities in Victoria City.

The attended people was distributed on the following suburbs:

- 1) Héroe de Nacosari, with 2632 attended persons.
- 2) Miguel Alemán, with 3576 attended persons.
- 3) Lázaro Cárdenas, with 2685 attended persons.
- 4) Álvaro Obregón, with 386 attended persons.
- 5) AltaVista, with 1678 attended persons.
- 6) Esperanza, with 1565 attended persons.

No other University in our state bring to the Community all of the services offered by us. The exit of this Center nowadays lies mainly to fight loneliness of elderly population with new and innovating techniques to auto care of them. The above in coordination with Stanford University and Peru Academic Institutions with the Project: "Self driven of cronic diseases".

<http://www.uat.edu.mx/SEV/SS/Paginas/commas.aspx>

<https://www.elmanana.com/calidezayatencionrecibenabuelitosencomassuat-3071208.html>

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Campus Engagement
Public Engagement
Wellbeing & Work

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

[Innovation credit - external expert \(COMASS UAT\)](#)

The website URL where information about the programs or initiatives is available:

<http://www.uat.edu.mx/SEV/SS/Paginas/commas.aspx>

Additional documentation to support the submission:

[operaciones COMASS ene-nov 2017.xlsx](#)

Data source(s) and notes about the submission:

<http://comunicacionsocial.uat.edu.mx/comunicados/2017/648-el-xito-del-comass-uat-radica-en-combatir-la-soledad-del-adulto-mayor>

stars.aashe.org Universidad Autonoma de Tamaulipas | STARS Report |