



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

Date Submitted: June 19, 2015

Rating: Bronze

Score: 39.01

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

STARS Version: 2.0

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About STARS

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

STARS is designed to:

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

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 39.01

Rating: Bronze

Institutional Characteristics

Institutional Characteristics 0.00 / 0.00

Academics

Curriculum 19.53 / 40.00

Research 14.00 / 18.00

Engagement

Campus Engagement 10.50 / 20.00

Public Engagement 14.09 / 21.00

Operations

Air & Climate 1.10 / 11.00

Buildings 0.00 / 8.00

Dining Services 0.00 / 7.00

Energy 0.24 / 10.00

Grounds 2.00 / 4.00

Purchasing 0.00 / 6.00

Transportation 0.50 / 7.00

Waste 0.58 / 10.00

Water 0.00 / 5.00

Planning & Administration

Coordination, Planning & Governance 5.33 / 8.00

Diversity & Affordability 4.16 / 10.00

Health, Wellbeing & Work 3.61 / 7.00

Investment 0.00 / 7.00

Innovation

Innovation 1.00 / 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

The passthrough subcategory for the boundary

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

0.00 /

Responsible Party

Total adjusted for non-applicable credits

[Close](#)

Criteria

This won't display

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

Institution type (Associate, Baccalaureate, Doctorate, or Master's):

Doctorate

Institutional control:

Public

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

	Present?	Included?
Agricultural school	Yes	Yes
Medical school	Yes	Yes
Pharmacy school	No	---
Public health school	No	---
Veterinary school	Yes	Yes
Satellite campus	Yes	Yes
Hospital	No	No
Farm larger than 5 acres or 2 hectares	Yes	Yes
Agricultural experiment station larger than 5 acres or 2 hectares	No	No

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Score

0.00 /

Responsible Party

Total adjusted for non-applicable credits

[Close](#)

Criteria

n/a

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

Endowment size:

220,391,551 US/Canadian \$

Total campus area:

1,143.87 Hectares

IECC climate region:

Hot-Humid

Locale:

Mid-size city

Gross floor area of building space:

246,293 Gross Square Metres

Conditioned floor area:

Floor area of laboratory space:

8,453 Square Metres

Floor area of healthcare space:

0 Square Metres

Floor area of other energy intensive space:

5,937 Square Metres

Floor area of residential space:

0 Square Metres

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	---
Coal	7.20
Geothermal	2.60
Hydro	12

	Percentage of total electricity use (0-100)
Natural gas	---
Nuclear	3.80
Solar photovoltaic	---
Wind	0.20
Other (please specify and explain below)	22

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

These electricity sources are equivalent to the National Electricity Production of 22% correspond to the combustion of gas, diesel and oil.

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	100
Fuel oil	---
Geothermal	---
Natural gas	---
Other (please specify and explain below)	---

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

Academics and Demographics

Score

0.00 /

Responsible Party

Total adjusted for non-applicable credits

[Close](#)

Criteria

n/a

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

Number of academic divisions:

24

Number of academic departments (or the equivalent):

6

Full-time equivalent enrollment:

39,799

Full-time equivalent of employees:

6,189

Full-time equivalent of distance education students:

101

Total number of undergraduate students:

34,267

Total number of graduate students:

2,324

Number of degree-seeking students:

36,913

Number of non-credit students:

5,928

Number of employees:

7,275

Number of residential students:

0

Number of residential employees:

0

Number of in-patient hospital beds:

0

Academics

Curriculum

Points Claimed 19.53

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	8.66 / 14.00
Learning Outcomes	1.27 / 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	0.00 / 2.00
Campus as a Living Laboratory	1.60 / 4.00

Academic Courses

Score	Responsible Party
8.66 / 14.00	Yolanda Mendoza MSc. Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	5,281	1,374
Number of sustainability courses offered	195	33
Number of courses offered that include sustainability	112	103

Number of academic departments (or the equivalent) that offer at least one sustainability course and/or course that includes sustainability (at any level):
24

Total number of academic departments (or the equivalent) that offer courses (at any level):
24

Number of years covered by the data:
Two

A copy of the institution's inventory of its course offerings with sustainability content (and course descriptions):
[Academic courses UAT Final.xlsx](#)

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

The website URL where the inventory of course offerings with sustainability content is publicly available:
<http://www.uat.edu.mx/>

A brief description of the methodology the institution followed to complete 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 did the institution count courses with multiple offerings or sections in the inventory?:

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

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

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.

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

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

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

Yes

Does the institution designate sustainability courses on student transcripts?:

Yes

Learning Outcomes

Score

1.27 / 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
- Course level

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

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

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

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

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

853

Total number of graduates from degree programs:

5,355

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

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

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

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

Undergraduate Program

Score

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).

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

"---" 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?:

Yes

The name of the sustainability-focused, undergraduate degree program (1st program):

Safety, Health and Environment

A brief description of the undergraduate degree program (1st program):

In this program students are prepared for the identification, recognition, evaluation and risk control in working areas. Safety, Health and Natural Environment degree serves society and organizations applying knowledge and skills enabling an holistic view to prevent, recognize, evaluate and control working environmental factors related to safety and hygiene.

The website URL for the undergraduate degree program (1st program):

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

The 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/>

The 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):

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

No

The name of the sustainability-focused undergraduate minor, concentration or certificate (1st program):

A brief description of the undergraduate minor, concentration or certificate (1st program):

The website URL for the undergraduate minor, concentration or certificate (1st program):

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

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

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

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

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

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

The name, brief description and URL of all other undergraduate-level sustainability-focused minors, concentrations and certificates:

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).

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

"---" 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?:

Yes

The name of the sustainability-focused, graduate-level degree program (1st program):

PhD in Natural Environment

A brief description of the graduate degree program (1st 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 degree program (1st program) :

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

The 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/>

The 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 program(s):

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

The name of the graduate-level sustainability-focused minor, concentration or certificate (1st program):

Specialty in Occupational and Environmental Medicine

A brief description of the graduate minor, concentration or certificate (1st program):

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 (1st program):

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

The 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):

The 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:

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 meets the criteria for this credit?:

Yes

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

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 too 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 immersive program(s) is available:

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 may also address values, behaviors and/or beliefs. Assessments that focus exclusively on values, behaviors and/or beliefs are not sufficient to earn points for this credit.

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

This credit includes graduate as well as undergraduate students.

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

Incentives for Developing Courses

Score

0.00 / 2.00

Responsible Party

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.

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

Campus as a Living Laboratory

Score

1.60 / 4.00

Responsible Party

Miriam Sanchez Garza

MDE

Sustainability dept

Criteria

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

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

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

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

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

Is the institution utilizing the campus as a living laboratory for multidisciplinary student learning and applied research in the following areas?:

	Yes or No
Air & Climate	No
Buildings	Yes
Dining Services/Food	No
Energy	No
Grounds	No
Purchasing	No
Transportation	No

	Yes or No
Waste	Yes
Water	No
Coordination, Planning & Governance	Yes
Diversity & Affordability	No
Health, Wellbeing & Work	Yes
Investment	No
Public Engagement	No
Other	No

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

Concerned to promote the care of the physical health of their community and aware of the damage produced by snuff smoke on health, UAT Medical School raises the need of a culture of respect for students faculty and staff concerning tobacco smoke. The Medicine Faculty in Tampico Campus is 100% smoke-free, in order to encourage and promote health among faculty members.

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

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.

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

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

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

The Faculty of Veterinary Medicine of UAT has recovered the land area for grazing animals from school up to 75%. A program in which the animals are rotated through previously marked areas on the ground so it can be recovered once grazing has finished in the area. In order to to always have the green area covered.

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

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

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

"Eco-Recycle" is an initiative implemented in 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.

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

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

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.

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

The Child Development Circle (CDIN) in Campus victoria aims to provide students with care support for their children, giving them the assurance that the children are well cared within their own campus while they are fulfilling their school activities. In order to contribute to an increased focus on student performance.

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

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.

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

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

UAT University offers a summer camp for workers children and general public in the University GYM, this event is released each year during summer vacations, offering children a comprehensive sports training with professional assistance and coaching. This camp is focused mainly for children from 5-12 years, it last about 6 hours daily during 9 days including sports, jazz dance and other cultural activities.

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

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

Research

Points Claimed 14.00

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
Academic Research	12.00 / 12.00
Support for Research	2.00 / 4.00
Access to Research	0.00 / 2.00

Academic Research

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

Criteria

Part 1

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

Part 2

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

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

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

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

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

Number of the institution's faculty and/or staff engaged in sustainability research:

63

Total number of the institution's faculty and/or staff engaged in research:

173

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

22

The total number of academic departments (or the equivalent) that conduct research:

24

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

[STARS SUSTAINABILITY RESEARCHER_1](#)

Names and department affiliations of faculty and staff engaged in sustainability research:

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

The methodology was based on a database of 2014 and 2013 related to the Academic Research Groups of UAT University at the Research Department. Those Groups engaged to sustainability were selected considering their research lines and disciplines.

A brief description of notable accomplishments during the previous three years by faculty and/or staff engaged in sustainability research:

The website URL where information about sustainability research is available:

Support for Research

Score

2.00 / 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.
 - Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
 - Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.
-

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

Does the institution have a program to encourage student sustainability research that meets the criteria for this credit?:

Yes

A brief description of the institution's program(s) to encourage student research in sustainability:

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

The website URL where information about the student research program is available:

Does the institution have a program to encourage faculty sustainability research that meets the criteria for this credit?:

Yes

A brief description of the institution's program(s) to encourage faculty research in sustainability:

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.

The website URL where information about the faculty research program is available:

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

No

A brief description or the text of the institution's policy regarding interdisciplinary research:

The website URL where information about the treatment of interdisciplinary research is available:

Does the institution provide ongoing library support for sustainability research and learning that meets the criteria for this credit?:

No

A brief description of the institution's library support for sustainability research and learning:

The website URL where information about the institution's library support for sustainability is available:

Access to Research

Score

0.00 / 2.00

Responsible Party

Criteria

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

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

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

Engagement

Campus Engagement

Points Claimed 10.50

Points Available 20.00

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

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

Credit	Points
Student Educators Program	0.00 / 4.00
Student Orientation	2.00 / 2.00
Student Life	1.75 / 2.00
Outreach Materials and Publications	0.75 / 2.00
Outreach Campaign	4.00 / 4.00
Employee Educators Program	0.00 / 3.00
Employee Orientation	0.00 / 1.00
Staff Professional Development	2.00 / 2.00

Student Educators Program

Score

0.00 / 4.00

Responsible Party

Criteria

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

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

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

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

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

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

Student Orientation

Score

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).

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

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

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

The percentage of entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability:

100

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

"Valores UAT" (UAT Values) department is part of the Extension and Binding 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 sustainability in student orientation is available:

<http://www.valores.uat.edu.mx/programas/index.html>

Student Life

Score

1.75 / 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 co-curricular sustainability programs and initiatives that fall into the following categories?:

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

The name and a brief description of each student group 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.

EcoAzul

It is another student group at the Academic Unit of Social Work and Human Development Sciences faculty. 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 student groups is available:

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

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. Moreover all the green areas and gardens of this school are always maintained, ie it is always clean and bring them through community work by the students.

The "Botanical Garden"

The Academic Unit of Science Education and Humanities has a "Botanical Garden" in which they have and maintain regional plants and trees themselves and selected by the Institute of Applied Ecology of the University.

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

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

The "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 enterprise(s) is available:

A brief description of the sustainable investment or finance initiatives:

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

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

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 event(s) is available:

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

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 event(s) is available:

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

"San Marcos River Cleanliness"

This activity is performed by the Department Values UAT with a group of 30 young volunteers. This activity aims to clean up solid waste one stretch of the river from the city in order to have a space to strengthen environmental education for sustainability.

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

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

The website URL where information about the theme is available:

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

"Causa ECO" (ECO-Reason)

This program is part of the Department of Values UAT which aims to make focused activities promoting environmental conservation culture in the University for the benefit of society.

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

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

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

A brief description of sustainability-focused student employment opportunities:

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

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

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

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

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

Outreach Materials and Publications

Score	Responsible Party
0.75 / 2.00	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 may include the following:

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

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

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

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

	Yes or No
A central sustainability website that consolidates information about the institution’s sustainability efforts	Yes
A sustainability newsletter	No
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	No
Building signage that highlights green building features	No
Food service area signage and/or brochures that include information about sustainable food systems	No
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	No

	Yes or No
A sustainability walking map or tour	No
A guide for commuters about how to use alternative methods of transportation	No
Navigation and educational tools for bicyclists and pedestrians	No
A guide for green living and incorporating sustainability into the residential experience	No
Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat	No
Other sustainability publications or outreach materials not covered above	Yes

A brief description of the central sustainability website:

"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/>

A brief description of the sustainability newsletter:

The website URL for the sustainability newsletter:

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

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 that focuses on sustainability:

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

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

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

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

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

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

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

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

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

A brief description of the sustainability walking map or tour:

The website URL of the sustainability walking map or tour:

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

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

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

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

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

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

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

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

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

"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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Score

4.00 / 4.00

Responsible Party

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 students in a course.

Part 2

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

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

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

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

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

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

Yes

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

Yes

The name of the campaign (1st campaign):

"Eco-recicla" or "Eco-recycle"

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

This project started on April 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 (1st campaign):

The results were 96 kg of alkaline batteries on June 2013 and 124 kg on april 2014, resulting in a total of 220 kg of batteries collected. 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 (1st campaign):

The name of the campaign (2nd campaign):

Events with sustainable spirit

A brief description of the campaign (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 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 persuade them to stop using dispoisible material on February 2014. 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.

Employee Educators Program

Score

0.00 / 3.00

Responsible Party

Criteria

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

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

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

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

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

Employee Orientation

Score

0.00 / 1.00

Responsible Party

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).

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

Staff Professional Development

Score

2.00 / 2.00

Responsible Party

Miriam Sanchez Garza

MDE

Sustainability dept

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

Yes

A brief description of the sustainability trainings and professional development opportunities 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.

The percentage of staff that participated in training and/or other professional development opportunities in sustainability during the previous year:

The website URL where information about staff training opportunities in sustainability is available:

Public Engagement

Points Claimed 14.09

Points Available 21.00

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

Credit	Points
Community Partnerships	3.00 / 3.00
Inter-Campus Collaboration	2.00 / 2.00
Continuing Education	1.05 / 5.00
Community Service	4.04 / 5.00
Community Stakeholder Engagement	2.00 / 2.00
Participation in Public Policy	2.00 / 2.00
Trademark Licensing	0.00 / 2.00
Hospital Network	Not Applicable

Community Partnerships

Score	Responsible Party
3.00 / 3.00	Yolanda Mendoza MSc. Sustainability

Criteria

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

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
A. Supportive	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing • <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development
B. Collaborative	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood) • <i>Duration:</i> May be time-limited, multi-year, or ongoing • <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support • <i>Governance:</i> Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review
C. Transformative	<ul style="list-style-type: none"> • <i>Scope:</i> Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. "transition" projects and partnerships focused on community adaptation to climate change) • <i>Duration:</i> Is multi-year or ongoing and proposes or plans for institutionalized and systemic change • <i>Commitment:</i> Institution provides faculty/staff and financial or material support • <i>Governance:</i> Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

An

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

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

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

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

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

Yes

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

COMASS (Operational Centre of Multidisciplinary Attention and Social Service) created in 2004, has its main purpose to link students with the vulnerable community in order to apply the knowledge acquired in the classroom.

It also provides free services in Health, Nursing, Social Work, Psychology, Law, Informatics and Statistics to the community.

Always intended to impact the community in the short, medium and long term, through free brigades and the collaboration of public institutions.

The working area covers low income and vulnerable neighborhoods of the city as well as users from communities near Victoria city.

It is currently serving 6 neighborhoods and has benefit 12522 people so far.

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

No

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

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

Yes

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

Another project of community partnership is the distribution of laying hens to families in rural communities of Victoria for auto-consumption and/or for eggs sale.

This is a project that takes place annually, but has the constant participation of students that are in charge of monitoring the growth process of the hens during the project (the first weeks)

It is designed for families in rural areas of Victoria city in order to get them additional income, providing better nutrition to their families and encourage roots in their communities.

It is done in collaboration with the municipal government and UAT University, particularly the Faculty

of Veterinary Medicine and Animal Science.

Annually about 10 thousand laying hens are distributed to families in rural communities. In the first year the 94% survival of birds and a production between 60 and 70 eggs per week for both consumption and marketing. This has managed to revive the economy in this sector so the University are trying to continue implementing this program

<http://www.ciudadvictoria.gob.mx/noticia.php?id=504>http://www.laverdad.com.mx/desplegar_noticia.php?seccion=LOCAL-a=194279

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

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Score

2.00 / 2.00

Responsible Party

Yolanda Mendoza
MSc.
Sustainability

Criteria

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

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

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

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

Yes

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

Universidad Autónoma de Tamaulipas participates and organizes several different events in order to share their sustainability experience with other institutions.

The main Research Institute working with natural environment is the IEA "Institute of Applied Ecology". During 2014, the IEA has collaborated in two important symposiums. 1st Research Symposium of Natural Protected Area "Laguna Madre and Rio Bravo Delta" and "Biodiversity and Climate Change". The symposiums are open to students, researchers, NGOs and society in general to disseminate the results of their research in their knowledge areas of biodiversity, conservation, productive activities, education, restoration, environmental impact, social aspects, among others.

"Biodiversity Symposium Sierra de Tamaulipas" brought together researchers of Mexico and other countries with the members of the IEA, the participation of researchers from the University of Seville, Spain; UNAM (National Autonomous University of Mexico); Technologic Institute of Victoria teachers and Students of postgraduate studies in Ecology and Management of Natural Resources.

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

AASHE Member
UI GreenMetrics

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

Through collaboration agreements ,Research Projects and Memorandums of Understanding

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

Continuing Education

Score

1.05 / 5.00

Responsible Party

Yolanda Mendoza

MSc.
Sustainability

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

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

Yes

Number of continuing education courses offered that address sustainability:

3

Total number of continuing education courses offered:

86

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

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

- 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".

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

No

A brief description of the certificate program:

Year the certificate program was created:

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

Community Service

Score

4.04 / 5.00

Responsible Party

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 full-time student per year.

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

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

Number of students engaged in community service:

25,072

Total number of students :

36,913

Does the institution wish to pursue Part 2 of this credit (community service hours)?:

Yes

Total number of student community service hours contributed during a one-year period:

4,926,720

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

No

A brief description of the practice of including community service on transcripts, if applicable:

Does the institution provide incentives for employees to participate in community service (on- or off-campus)?:

No

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

The website URL where information about the institution's community service initiatives is available:

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. 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.

Community Stakeholder Engagement

Score

2.00 / 2.00

Responsible Party

Miriam Sanchez Garza

MDE

Sustainability dept

Criteria

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

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

And

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

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

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

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

Has the institution adopted a framework for community stakeholder engagement in governance, strategy and operations?:

Yes

A brief description of the policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities:

The Universidad Autónoma de Tamaulipas has various agreements with public and private community sectors.

The agreements are to formalize social and charity activities with the organization in the following sectors: social, productive, educational institutions and research centers.

They are collaborative projects which fit in the actual University operational lines of each of the parties involved, in order to create synergies to maximize the results.

In 2014 there were 125 cooperation agreements with the social sector, 59 with the productive sector and 16 with educational institutions and research centers.

A brief description of how the institution identifies and engages community stakeholders, including any vulnerable or underrepresented groups:

The Universidad Autónoma de Tamaulipas (UAT) and other higher education institutions, once they identify community needs, they make a public invitation in which a person can participate if they fit with the established requirements.

When a project of a person is approved, this is notified to a legal, technical and administrative responsible of the University (UAT).

After the agreement is inspected, it is sent to the corresponding funding source, which is a part of the

UAT Agreements' System; then it is reviewed by the University's lawyer also. In case of a clarification, change or observation, the lawyer can make the changes in order to be signed and published.

List of identified community stakeholders:

COLLABORATION AGREEMENTS WITH THE SOCIAL SECTOR:

- City of Victoria
- National Forestry Commission
- Mexican Institute of Social Security
- Sustains Corporate Commitment to Solid Waste Manage
- DIF Tamaulipas
- Tamaulipas Congress
- Ministry of Social Development
- Municipal Commission of Water and Sewerage of the city of Tampico
- Court of the Judiciary of the State of Tamaulipas
- Tamaulipas State Government
- Banamex (Bank)
- Food Bank of Victoria, B.C.
- Tamaulipas Institute for Adult Education
- Pemex Refinery
- Other

COLLABORATION AGREEMENTS WITH THE PRODUCTIVE SECTOR:

- Intrasec Services, S.A. de C.V.
- Specialties Hospital "Santander"
- Union of Foresters and Forest Entrepreneurs of Tamaulipas, AC
- Mexico Optical
- Rio Regional Hospital CV S.A
- Santander Bank Student Mobility
- Santander Bank Scholarships
- Banorte Bank General Insurance S.A of C.V.
- Others

COLLABORATION AGREEMENTS WITH INSTITUTIONS OF HIGHER EDUCATION AND RESEARCH CENTRES:

- "Juárez" Tabasco Autonomous Univeristy
- Bicentennial Mar de Tamaulipas Technological University
- Coahuila Autonomous University
- Eastern Washington University
- Escuela Libre de Derecho (Law School)
- Burgos University
- Ecuador Technological University
- Norbert Wiener Private University (Peru)
- National Commission on Science and Technology
- Mexico Autonomous University
- Polytechnic of Torino, Italy
- Americas College
- Calquímica
- Others

A brief description of successful community stakeholder engagement outcomes from the previous three years:

The Universidad Autónoma de Tamaulipas has made agreements for over 45 years, which has allowed many benefits in different aspects.

The fact that the University has an agreement with a public or private institutions benefits all the

individuals involved in the community.

With this agreements, the students can be involved in community service applying what they learn in the classroom. In some cases the coomunity service is for the improvement of a needed sector like blind, deaf or mute people.

The website URL where information about the institution's community stakeholder engagement framework and activities is available:

Participation in Public Policy

Score

2.00 / 2.00

Responsible Party

Yolanda Mendoza

MSc.
Sustainability

Criteria

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

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

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

Does the institution advocate for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability?:

Yes

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

UAT University as part of the academic sector and researchers of the region, has been also invited to be part of the working group in coordination with the state government and the Border Environment Cooperation Commission (COCEF) to monitor the interpretation, analysis and policy proposals for the mitigation of Climate Change in the State of Tamaulipas. Along with the Sustainability Coordination Office, various specialist and researchers worked as advisors of the issues involved, such as:

- Agriculture
- Forestry and waste
- Energy
- Residential, commercial and Industrial
- Cross cutting Issues
- Transportation
- Land use

In order to generate the State Plan for Climate Change.

<http://www2.inecc.gob.mx/sistemas/peacc/>

The Local Coordinator of the Climate Change State Program of Tamaulipas (our State) is Dr. Glenda N Requena an University Researcher part of the IEA Institute of Applied Ecology

Also the University is hosting the meetings in order to train those involved in the development of the Municipal Plan for Climate Change

<http://pacmun.org.mx>

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

The energy Reform (in Mexico) aims to attract investment and modernize the energy sector. It is an opportunity to Mexico in order to exploit its energy resources in a rational, sustainable adherence to the principles of national sovereignty , economic efficiency and social benefit form.

The Energy Agenda of Tamaulipas (our State) is a strategic vision of the context and the regional energy prospects, it defines main aspects of work, society and government, in order to establish priorities and actions that must be developed in the years to come. The aim of the energy agenda of Tamaulipas is to leverage orderly development driven by the energy reform to benefit Tamaulipas.

UAT University as a center of higher education and research is committed to participate actively in favor of research and development of the energetic Agenda with the implementation of important Projects. The former president of the University José M Leal is the Executive Secretary of the Energy State Council. Reinforcing the Commitment of the University to the development of the Energy Agenda.

<http://www.ultimasnoticiasenred.com.mx/opinion/gobernador-etc-incluye-a-la-uat-en-agenda-energetica/>

A brief description of political donations the institution made 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.

The website URL where information about the institution’s advocacy efforts is available:

Trademark Licensing

Score

0.00 / 2.00

Responsible Party

Criteria

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

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

Hospital Network

Responsible Party

Criteria

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

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

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

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

Operations

Air & Climate

Points Claimed 1.10

Points Available 11.00

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

Credit	Points
Greenhouse Gas Emissions	1.10 / 10.00
Outdoor Air Quality	0.00 / 1.00

Greenhouse Gas Emissions

Score	Responsible Party
1.10 / 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 be validated internally by campus personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party.

Part 2

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

Part 3

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

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

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

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

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

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

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

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

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

Yes

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

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

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

No

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

The 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.

This method is approved by the Clean Development Mechanism.

The electric power emissions factor (tCO₂e/Mwh) for 2013 is 0.4999

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:

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	0 Metric Tons of CO ₂ Equivalent	0 Metric Tons of CO ₂ Equivalent
Scope 1 GHG emissions from other sources	0 Metric Tons of CO ₂ Equivalent	0 Metric Tons of CO ₂ Equivalent
Scope 2 GHG emissions from purchased electricity	12,538 Metric Tons of CO ₂ Equivalent	14,332 Metric Tons of CO ₂ Equivalent
Scope 2 GHG emissions from other sources	0 Metric Tons of CO ₂ Equivalent	0 Metric Tons of CO ₂ Equivalent

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
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
Carbon storage from on-site composting	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Third-party verified carbon offsets purchased	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent

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

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

A brief description of the composting and carbon storage program:

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

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	0	0
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	39,799	41,725
Full-time equivalent of employees	6,189	6,211
Full-time equivalent of distance education students	101	93

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

	Start Date	End Date
Performance Year	Jan. 1, 2014	Dec. 30, 2014
Baseline Year	Jan. 1, 2013	Dec. 30, 2013

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

Gross floor area of building space, performance year:

246,293 *Square Metres*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	8,453 <i>Square Metres</i>
Healthcare space	0 <i>Square Metres</i>
Other energy intensive space	5,400 <i>Square Metres</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	---
Commuting	---
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---
Waste generated in operations	---
Other categories (please specify below)	---

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

A copy of the most recent GHG emissions inventory:

[Inventario GEI CFE 2013-14.pdf](#)

The website URL where the GHG emissions inventory is posted:

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

Outdoor Air Quality

Score

0.00 / 1.00

Responsible Party

Criteria

Part 1

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

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

Part 2

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

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

Buildings

Points Claimed 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 / 4.00
Building Design and Construction	0.00 / 3.00
Indoor Air Quality	0.00 / 1.00

Building Operations and Maintenance

Score

0.00 / 4.00

Responsible Party

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

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

And/or

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

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

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

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

Indoor Air Quality

Score

0.00 / 1.00

Responsible Party

Criteria

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

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

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

Dining Services

Points Claimed 0.00

Points Available 7.00

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

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

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

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

Food and Beverage Purchasing

Score
0.00 / 4.00

Responsible Party

Criteria

Part 1

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

- Local and community-based

And/or

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

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

Local community-based products:

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

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

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

Part 2

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

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

Low Impact Dining

Score

0.00 / 3.00

Responsible Party

Criteria

Part 1

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

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

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

Or

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

Part 2

Institution:

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

And

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

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

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

Energy

Points Claimed 0.24

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	0.24 / 6.00
Clean and Renewable Energy	0.00 / 4.00

Building Energy Consumption

Score	Responsible Party
0.24 / 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 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

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

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

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

	Performance Year	Baseline Year
Total building energy consumption	85,589 <i>MMBtu</i>	89,186 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	85,589 <i>MMBtu</i>	89,186 <i>MMBtu</i>
District steam/hot water	0 <i>MMBtu</i>	0 <i>MMBtu</i>

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	246,293 <i>Gross Square Metres</i>	246,293 <i>Gross Square Metres</i>

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	8,453 <i>Square Metres</i>
Healthcare space	0 <i>Square Metres</i>
Other energy intensive space	

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

Degree days (see help icon above)

Heating degree days 443

Cooling degree days 2,203

Source-site ratios::

Source-Site Ratio (see help icon above)

Grid-purchased electricity 3.14

District steam/hot water 1.20

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

Start Date End Date

Performance Year Jan. 1, 2014 Dec. 31, 2014

Baseline Year Jan. 1, 2013 Dec. 31, 2013

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 for non-electric, on-site energy generation, such as biomass for heating.
- Option 3: Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.
- Option 4: Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

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

The following renewable systems are eligible for this credit:

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

Biofuels from the following sources are eligible:

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

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

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

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 water and 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 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 at one or more of the following levels:

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

And/or

- 3) Organic, certified and/or protected

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

Management Level	Standards and/or Certifications Required
1) IPM Plan	<p>IPM plan calls for:</p> <ul style="list-style-type: none">• Using least-toxic chemical pesticides,• Minimum use of chemicals, and• Use of chemicals only in targeted locations and only for targeted species
2) Sustainable Landscape Management Program	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none">• Integrated pest management (see above)• Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species• Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals• Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials• Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams• Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings• Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal

Protected areas and land that is:

3) Organic, Certified
and/or Protected

- Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials
- Certified Organic
- Certified under the Forest Stewardship Council (FSC) Forest Management standard
- Certified under the Sustainable Sites Initiative™ (SITES™) and/or
- Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

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

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 or an equivalent resource or study.

[Close](#)

Criteria

The institution conducts one or both of the following:

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

And/or

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

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

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

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

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

Yes

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

"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 with habitats on institution-owned or -managed land?:

Yes

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

Yes

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

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 Veraecrucis,
- *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 institution's biodiversity policies and programs(s) is available:

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

Purchasing

Points Claimed 0.00

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
Electronics Purchasing	0.00 / 1.00
Cleaning Products Purchasing	0.00 / 1.00
Office Paper Purchasing	0.00 / 1.00
Inclusive and Local Purchasing	0.00 / 1.00
Life Cycle Cost Analysis	0.00 / 1.00
Guidelines for Business Partners	0.00 / 1.00

Electronics Purchasing

Score

0.00 / 1.00

Responsible Party

Criteria

Part 1

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

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

Part 2

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

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

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

Cleaning Products Purchasing

Score
0.00 / 1.00

Responsible Party

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

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

Part 1

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

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

Part 2

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

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

Inclusive and Local Purchasing

Score

0.00 / 1.00

Responsible Party

Criteria

Part 1

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

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

Part 2

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

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

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

Life Cycle Cost Analysis

Score

0.00 / 1.00

Responsible Party

Criteria

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

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

Guidelines for Business Partners

Score

0.00 / 1.00

Responsible Party

Criteria

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

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

And/or

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

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

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

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

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

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

Transportation

Points Claimed 0.50

Points Available 7.00

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

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

Credit	Points
Campus Fleet	0.00 / 1.00
Student Commute Modal Split	0.00 / 2.00
Employee Commute Modal Split	0.00 / 2.00
Support for Sustainable Transportation	0.50 / 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
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

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

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

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

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

Student Commute Modal Split

Score

0.00 / 2.00

Responsible Party

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.

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

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

0.50 / 2.00

Responsible Party

Yolanda Mendoza

MSc.
Sustainability

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
 - Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
 - Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
 - Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
 - Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
 - Offers a telecommuting program for employees, either as a matter of policy or as standard practice
 - Offers a condensed work week option for employees, either as a matter of policy or as standard practice
 - Has incentives or programs to encourage employees to live close to campus
 - Other strategies
-

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

No

A brief description of the facilities for bicycle commuters:

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

No

A brief description of the bicycle parking and storage facilities:

Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

No

A brief description of the bicycle/pedestrian policy and/or network:

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

No

A brief description of the bicycle sharing program:

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

A brief description of the certification, including date certified and level:

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:

Yes

A brief description of the mass transit program(s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

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 (GRT) program to regular users of alternative modes of transportation?:

No

A brief description of the GRT program:

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

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 for employees as a matter of policy or as standard practice?:

No

A brief description of the condensed work week program:

Does the institution have incentives or programs to encourage employees to live close to campus?:

No

A brief description of the incentives or programs to encourage employees to live close to campus:

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

Yes

A brief description of other sustainable transportation initiatives and programs:

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 institution's sustainable transportation program(s) is available:

Waste

Points Claimed 0.58

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	0.00 / 5.00
Waste Diversion	0.08 / 3.00
Construction and Demolition Waste Diversion	0.00 / 1.00
Hazardous Waste Management	0.50 / 1.00

Waste Minimization

Score
0.00 / 5.00

Responsible Party

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Waste Diversion

Score	Responsible Party
0.08 / 3.00	Maria Teresa Maldonado Sada Special Projects Sustainability dept

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Materials diverted from the solid waste landfill or incinerator:

15.53 Tonnes

Materials disposed in a solid waste landfill or incinerator :

551.16 Tonnes

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

The University has been making efforts through different programs in order to reduce, reuse and recycle solid waste. Some of the most important programs are the following:

- 1) Permanent Waste Recollection Campaign "Make it like in your home".
- 2) The Program "Eco-Recycle" (Eco-Recicla) for electronic waste and all kind of batteries. (

<https://www.youtube.com/watch?v=TugySWInxBA>

),
(

<http://panucoaldia.diariodebate.info/2012/11/d1940-jornada-de-recoleccion-de-basura-electronica-cisneros/>

),

- 3) Integral Environmental Management University System
- 4) Common Areas Cleaning Day promoted by the Integral Security Management of the University (

<https://www.youtube.com/watch?v=IbsD2G8v83E>

)

- 5) Since 2010, "Causa Eco" is a contest performed each year where the students can promote and bring ideas about a more sustainable University. One of the cases is to promote other ways to reduce, recycle and reuse the solid waste. (

<http://www.ultimasnoticiasenred.com.mx/el-lado-amable/impulsa-la-uat-cultura-ambiental/>

), (

<https://www.youtube.com/watch?v=AHegkHpjKCg>

)

6) Tire Recycle Reuse and Research. On 2014, a faculty member of the Architecture, Design and Urbanism Academic Unit made a partition wall material reducing from 40% to 36% the sand and 4% of tire dust. This wall can be used like loadbearing with more life time than conventional ones. The faculty member with the University support, made 8 partition walls to evaluate the room temperature and they found that it function like insulator. This material reduce the costs and is more sustainable than conventional ones. (

<http://elquiosco.mx/desarrolla-universidad-autonoma-de-tamaulipas-tabiques-con-llantas-reciclad>
as/

)

A brief description of any food donation programs employed by the institution:

COMMUNITY DINER PROGRAM

There is a food donation for the Community Diner Program of the Science, Education and Humanities Faculty inside the main campus of our University (Ciudad Victoria, Tamaulipas, México).

At the end of each semester, the faculty in charge of this program make a pantry with all the food that has not been used and it is distributed to all the students (35 students) that are in the Community Diner Program.

A brief description of any pre-consumer food waste composting program employed by the institution:

PRE-CONSUMPTION COMPOST:

Since 2010, on The Science and Engineering Faculty there is a compost program where some students (called eco group) participate each week to recollect organic pre-consumption waste in order to generate grass and plants fertilizer through compost. Some faculty and the eco students group are in charge of following up the state of the compost. When the compost is ready, the University gardeners of that faculty use it to fertilize the green common areas.

A brief description of any post-consumer food waste composting program employed by the institution:

POST-CONSUMPTION COMPOST

The same program of pre-consumption is applied to post-consumption program in the Science and Engineering Faculty on the main campus of our University.

Since 2010, on The Science and Engineering Faculty there is a compost program where some students (called eco group) participate each week to recollect organic pre-consumption waste in order to generate grass and plants fertilizer through compost. Some faculty and the eco group of students are in charge of following up the state of the compost. When the compost is ready, the University gardeners of that faculty use it to fertilize the green common areas.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	Yes
Food composting	Yes
Cooking oil	No
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes
Light bulbs	No
Toner/ink-jet cartridges	No
White goods (i.e. appliances)	Yes
Laboratory equipment	No
Furniture	Yes
Residence hall move-in/move-out waste	No
Scrap metal	No
Pallets	No
Motor oil	No
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

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>

)

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 takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

No

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

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:

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

"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.

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:

All the electronic waste programs are developed with the collaboration of the "Comision Municipal de Agua Potable" or Potable water city commission who is in charge of the appropriate disposal.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

<http://www.uacjs.uat.edu.mx/14159.html>

Water

Points Claimed 0.00

Points Available 5.00

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
	0.00 / 4.00			
	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:			
	Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit	
Water Use	Low Risk	0.67	2	
	Low to Medium Risk	1	3	
	Medium to High Risk	1.33	4	
	High Risk	1.67	5	
	Extremely High Risk	2	6	
	Close			
Rainwater Management	0.00 / 2.00			
Wastewater Management	0.00 / 1.00			

Water Use

Score

Responsible
Party

0.00 / 4.00

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:

Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit
Low Risk	0.67	2
Low to Medium Risk	1	3
Medium to High Risk	1.33	4
High Risk	1.67	5
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.

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

Rainwater Management

Score

0.00 / 2.00

Responsible Party

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Wastewater Management

Score

0.00 / 1.00

Responsible Party

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Planning & Administration

Coordination, Planning & Governance

Points Claimed 5.33

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	1.33 / 4.00
Governance	3.00 / 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 board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

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 terms
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.

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
- MSc. Vallejo David Manzur. Secretary of Extension and Connection
- Dr. Marco Aurelio Leal Navarro. Academic Secretary
- Dr. José Luis Fragoso Pariente. Secretary of Research and Graduate Studies
- MSc. Luis Alonso Sánchez Fernández. Secretary for Administration

The Executive Secretary of the Committee is the MSc. Yolanda Mendoza Cavazos.

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

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):

3

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

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

MSc. Yolanda Mendoza Cavazos.- Excecutive Secretary of the Sustainability University Committe at the Universidad Autónoma de Tamaulipas

A brief description of each sustainability officer position:

The executive secretary obtained, reports and monitors all sustainable efforts at UAT University:

The functions of the Special Projects Coordination are among:

- 1) Trail projects and strategic sustainability programs.
- 2) Manage programs that promote sustainable efforts of the University
- 3) Collects information on projects related to the area
- 4) Presents strategic projects related to sustainability
- 5) Performs projects for submission to the executive secretary of the Sustainable Executive

The Public Communication Coordination of Science and Technology has the following functions:

- 1) Strengthens scientific research and community outreach.
- 2) Publish information on projects, agreements, scientific projects and technological academics and students from UAT University research, through the Research Direction.

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

Sustainability Planning

Score

1.33 / 4.00

Responsible Party

Miriam Sanchez Garza

MDE

Sustainability dept

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	Yes
Research (or other scholarship)	Yes	Yes

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Campus Engagement	No	No
Public Engagement	No	No
Air and Climate	No	No
Buildings	No	No
Dining Services/Food	No	No
Energy	Yes	Yes
Grounds	No	No
Purchasing	No	No
Transportation	No	No
Waste	No	No
Water	No	No
Diversity and Affordability	No	No
Health, Wellbeing and Work	Yes	Yes
Investment	No	No
Other	No	No

A brief description of the plan(s) to advance sustainability in Curriculum:

In order to improve sustainability approach of the new strategic plan of the Academic Secretariat, the curricula development department has the commitment to develop new academic programs according the State Demands, in this case Sustainability and Energy are very important for 2014-2017 administration period.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

the aim is to create at least 5 new academic programs for 2015-2016 scholar year

Accountable parties, offices or departments for the Curriculum plan(s):

Academic Secretariat
Curricula Development Department

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

The research department has an annual call for research projects for University Researchers Groups. The new perspective of the research department projects for 2015-2016 is to generate collaborative projects in order to work in multidisciplinary groups. this plan would generate sustainable

development plans for several regions in our State, considering natural environment, economic development and social impact.

The measurable objectives, strategies and timeframes included in the Research plan(s):

The main objective is develop a multidisciplinary project for at least 3 different zones in the state, concentrating the work of several academic groups.

Accountable parties, offices or departments for the Research plan(s):

Research and Postgraduate Secretariat
Research Department
Sustainability Coordination

A brief description of the plan(s) to advance Campus Engagement around sustainability:

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Accountable parties, offices or departments for the Campus Engagement plan(s):

A brief description of the plan(s) to advance Public Engagement around sustainability:

Its main functions includes the following:

- 1) Campaigns aimed at disseminating values and ethics of society and the university's community trained to administrative and academic staff.
- 2) Develop values courses for new students.
- 3) Develop programs and strategies to recruit the best students for their incorporation at the university.
- 4) Generate a greater sense of belonging at the university.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

The Department of Values of UAT University intends to integrate a volunteer teachers and parents of young students.

Accountable parties, offices or departments for the Public Engagement plan(s):

Department of Values UAT

A brief description of the plan(s) to advance sustainability in Air and Climate:

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Accountable parties, offices or departments for the Air and Climate plan(s):

A brief description of the plan(s) to advance sustainability in Buildings:

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

Accountable parties, offices or departments for the Buildings plan(s):

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Accountable parties, offices or departments for the Dining Services/Food plan(s):

A brief description of the plan(s) to advance sustainability in Energy:

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"

The measurable objectives, strategies and timeframes included in the Energy plan(s):

The aim is to change to LEDs luminaries all the 6 floors of the building till the end of 2015.

Accountable parties, offices or departments for the Energy plan(s):

Administration Secretariat
Maintenance Department

A brief description of the plan(s) to advance sustainability in Grounds:

The Faculty of Veterinary Medicine of UAT University has recovered the land area for grazing animals from school up to 75%. A program in which the animals are rotated through previously marked areas on the ground so it can be recovered once grazing has finished in the area. In order to always have the green area covered

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

The main objective of the program is that the land area has to be covered of grass to 100% and maintained.
In 2013 the land area used to be covered of grass to 35%, now with the new program the land is covered to the 75% by the end of 2014.

Accountable parties, offices or departments for the Grounds plan(s):

Facutly of Veterinary Medicine.

A brief description of the plan(s) to advance sustainability in Purchasing:

Sustainability Coordination at Research Department is working on a sustainable purchases manual. In order to control all purchases on paper, gasoline, electronic devices, transport tickets, airplane tickets and cleaning products.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

The aim of this manual is to establish a minimum of 50% for all purchases to accomplish sustainable criteria. This manual should be approved by University Assembly starting its implementation for 2015-2016

Accountable parties, offices or departments for the Purchasing plan(s):

Administration Secretariat
Financial Secretariat
Purchasing Department
Sustainability Coordination
Management Systems Department

A brief description of the plan(s) to advance sustainability in Transportation:

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Accountable parties, offices or departments for the Transportation plan(s):

A brief description of the plan(s) to advance sustainability in Waste:

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Accountable parties, offices or departments for the Waste plan(s):

A brief description of the plan(s) to advance sustainability in Water:

"Bioremediation and oxidation of the Lake". Project in the Faculty of Veterinary and Medicine (FMVZ)

Receiving oxidation pond water is municipal sign , with a catchment capacity of 2700 m3 in volume .

The bottom of the lake has no plastic liner so the water seeps into the ground, contaminating the water table . Besides polluting the neighboring settlements .

The measurable objectives, strategies and timeframes included in the Water plan(s):

The main objectives and strategies are:

- Social objective: remove odors from the lake Affecting Students and Teachers of the FMVZ and neighbors.
- Environmental: clean the lake in an ecosystem with the necessary conditions for the proliferation of natural wildlife of it.
- Regulatory : Keep the water in the lake below the permissible parameters of the Standards of SEMARNAT and use use the same water for irrigation will be rich in nutrients and function as a natural fertilizer for watering livestock feed school (FMVZ).

Accountable parties, offices or departments for the Water plan(s):

Faculty of Veterinary and Medicine (FMVZ)

A brief description of the plan(s) to advance Diversity and Affordability:

Coordination of Care for People with Disabilities offers a scholarship to all students with disabilities who want to be part of UAT University

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

UAT University serves more than 60 students (all with scholarships covering one hundred percent of their studies).

Each semester there is a meeting to inform them of the regulations. It is organized as well to release the benefits and the efforts achieved and what they can make through this university unit. With these actions, UAT intends to continue supporting more young people with a disability and wish to continue their studies.

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Coordination of Care for People with Disabilities.

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The nursing School at Victoria city has two planes focused on Wellbeing at Work.

- Attention to students and the general public through the Service Unit within the school.
- Program brigades with attention to vulnerable neighborhoods of the city.

The unit is opened to the general public that needs it, which is generally are given medicines and free medical care to students and the persons who come to the school and ask for wellness attention.

In the fourth semester of studies, students have the obligation of Conduct monthly brigades as part of the curriculum in a vulnerable colonies of the city.

Some of the activities that the students realized are:

- Prevention and control of diabetes mellitus
- Family planning
- Prevention and control of breast cancer and cervical
- Prevention and control of hypertension
- Respiratory infections
- Treatment Antiparasitic families

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

In the low income community brigades, the students of the faculty made:

- During the 2013 six colonies of Victoria City were assisted and managed to deliver 957 supports health, related well-being and work.
- During the 2014 seven colonies of Victoria City were helped and managed to deliver 1100 supports health, related well-being and work.

In 2015 purposes to exceed last year support and to maintain the health well-being program and work in the communities.

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Faculty of Nursing at UAT.

A brief description of the plan(s) to advance sustainability in Investment:

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

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

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

Governance

Score	Responsible Party
3.00 / 3.00	Maria Teresa Maldonado Sada Special Projects Sustainability dept

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

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.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

Yes

A brief description of student representation on the governing body, including how the representatives are selected:

The mechanism used for the students to participate in the University's governability and how they are selected is through the Technic Committee in each one of the Faculties. In order to be selected, the students have to cover all the requirements established on the 19th Article of the University's Organic Statute. There has to be two students of each faculty or school of the University to be in the University Assembly preceded by the Dean of the University.

The requirements and more information are in the following web page:

<http://www.uat.edu.mx/SG/Documents/LeyOrganicaUAT.pdf>

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	No
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	No
Budgeting, staffing and financial planning	No

Yes or No

Communications processes and transparency practices No

Prioritization of programs and projects No

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

The students selected from each University's Faculty or School can analyze the proposals and studies that are oriented to accomplish the admitted information by the Administrative Management of the University through the General and Academic Secretariats in accordance of the role of each referee team.

For more information about the students' participation like the representatives in the University Assembly visit the following web page:

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

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

According to the University's Organic Statute, the Governability of the University is performed by the kind of competences, for the collegiate organs and the following personnel:

- I. The University's Assembly
- II. The President of the University
- III. General Secretariat
- IV. The Technic Advisors of each Faculty or School
- V. The Faculty or Schools' Directors
- VI. The Patronage

More University Assembly information are in the following web page:

<http://www.uat.edu.mx/SG/Documents/LeyOrganicaUAT.pdf>

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:

Yes

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

The mechanism used for the staff to participate in the University's governability is throughout SUTUAT (Unique Work Union of UAT University) (

<http://academia.uat.edu.mx/sutuat/>

)
All the Union parties have to be registered through the electoral committee. After that, each party has to make a one month campaign. At the end of that month, all the Union (workers and retired) and the actual representatives of the Union, are called to vote. On the same day, the counting and the won party are published. The won party assume the charge of the actual Union Force.

The requirements and more information are in the following web page:

<http://www.uat.edu.mx/SG/Documents/LeyOrganicaUAT.pdf>

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Each of the elected staff has the role to establish proposals and studies that are oriented to the accomplishment of the granted information of the University. The responsible and management team in this matter are the General, Administrative, Finance Secretariats and the Transparency Unit in accordance of the role of each referee team.

More information related to the staff participation in the governability of the University are the following pages:

www.gaceta.uat.edu.mx

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

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

The mechanism used for the faculty to participate in the University's governability is through the Technic Committees of each Faculty or School. To be elected, the faculty has to accomplish all the requirements that are in the 18th Article of the University Organic Statute.

Those requirements can be found in the following page:

<http://www.uat.edu.mx/SG/Documents/LeyOrganicaUAT.pdf>

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

Yes

A brief description of faculty representation on the governing body, including how the representatives are selected:

Each School of the University has a representative teacher in the main governing body, this teacher is elected by the teachers' assembly. The duration of this charge is 1 year.

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	No
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	No
Prioritization of programs and projects	No

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

The representative elected faculty members can analyze the proposals and studies oriented to the accomplishment of the granted information by the Administrative Management of the University through the General and Academic Secretariats in accordance of the role of each referee team.

The requirements and more information are in the following web page:

<http://www.uat.edu.mx/SG/Documents/LeyOrganicaUAT.pdf>

The website URL where information about the institution's governance structure is available:

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

Diversity & Affordability

Points Claimed 4.16

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	1.00 / 2.00
Support for Future Faculty Diversity	0.00 / 1.00
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 tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
 - Staff
 - Faculty
 - Administrators
-

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

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.

The full-time equivalent of people employed in the diversity and equity office:

2

The website URL where information about the diversity and equity committee, office and/or officer is available:

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	No
Staff	No
Faculty	No
Administrators	No

A brief description of the cultural competence trainings and activities:

The website URL where information about the cultural competence trainings is available:

Assessing Diversity and Equity

Score

0.00 / 1.00

Responsible Party

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
 2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
 3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
 4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
-

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

Support for Underrepresented Groups

Score	Responsible Party
1.00 / 2.00	Yolanda Mendoza MSc. Sustainability

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

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 a changing their culture with the coloboration 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.

The website URL where more information about the support programs for underrepresented groups is available:

<http://www.uat.edu.mx/SEV/Valores/Paginas/Boletines/Brinda-UAT-apoyos-con-valores-a-través-de-CoDis-.aspx>

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

No

A brief description of the institution's discrimination response policy, program and/or team:

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

No

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

No

Support for Future Faculty Diversity

Score

0.00 / 1.00

Responsible Party

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
 - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

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

Affordability and Access

Score

2.16 / 4.00

Responsible Party

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 prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
 - B. The graduation/success rate for low-income students
 - C. The percentage of student financial need met, on average
 - D. The percentage of students graduating with no interest-bearing student loan debt
-

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

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 any programs to prepare students 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 any programs to guide parents of low-income students through the higher education experience:

A brief description of any 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 other admissions policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

UAT is a public institution; the average cost per semester is very low (about \$220 USD) of any of the careers offered by the University. The new low-income students can apply to scholarships as well. The students have to satisfy the scholarships' requirements and look for the disponibility to participate.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

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 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 (accessibility and affordability indicators)?:

Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	58
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	58
The percentage of students graduating with no interest-bearing student loan debt	---

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

14

The website URL where information about the institution's affordability and access programs is available:

Data source(s) and notes about the submission:

1. In the previous semester, the 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.

Health, Wellbeing & Work

Points Claimed 3.61

Points Available 7.00

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit	Points
Employee Compensation	0.51 / 3.00
Assessing Employee Satisfaction	0.90 / 1.00
Wellness Program	1.00 / 1.00
Workplace Health and Safety	1.20 / 2.00

Employee Compensation

Score

0.51 / 3.00

Responsible Party

Yolanda Mendoza

MSc.
Sustainability

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

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

Number of employees:

7,275

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

2,450

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

No

Number of employees of contractors working on campus:

0

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

0

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Some standards for the staff's compensation included in the Collective Negotiation Agreement include:

The support for the University Union workers and their children with tuition fee enrollment; 100% in Public Institutions and 50% in private schools (elementary or high school)

University workers and children do not have to pay any tuition fee for any of the Schools of UAT University.

If a worker or a family member needs to be transferred to another city for medical treatment according to "IMSS" (Mexican Institute of Social Security), University agrees to support with financial support for 3 days.

University also should provide workers with glasses, hearing prosthetics among other medical appliances according to IMSS Doctor.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

No

Number of staff and faculty that receive sustainable compensation:

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

The local legal minimum hourly wage for regular employees:

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

The website URL where information about the institution's sustainable compensation policies and practices is available:

Assessing Employee Satisfaction

Score	Responsible Party
0.90 / 1.00	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 an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

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.

On 2013, 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 year the employee satisfaction and engagement evaluation was last administered:
2,012

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

Wellness Program

Score
1.00 / 1.00

Responsible Party
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 members of any of the following groups:

- Students
 - Staff
 - Faculty
-

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

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. (

<http://2014.uat.edu.mx/SEV/Paginas/Desarrollo-Integral.aspx>

)
Another programs for the students were the 18 hours Neurolinguistic Program Course and Workshop on August 2014 (

http://www.milenio.com/region/UAT-Ciudad_Victoria-Talleres-Programacion_Neurolinguistica_0_359964131.html

) and Coaching Course (

http://www.lacapital.com.mx/noticia/33751-Imparten_taller_de_coaching_educativo_a_estudiantes_U

AT

).

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. For the 2013 year, the increase was 3.9%

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 to 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 institution's wellness program(s) is available:

<http://2014.uat.edu.mx/SEV/Paginas/Desarrollo-Integral.aspx>

Workplace Health and Safety

Score	Responsible Party
1.20 / 2.00	Maria Teresa Maldonado Sada Special Projects Sustainability dept

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	7	9
Full-time equivalent of employees	6,189	6,211

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

	Start Date	End Date
Performance Year	Jan. 6, 2014	Dec. 20, 2014
Baseline Year	Jan. 6, 2013	Dec. 20, 2013

A brief description of when and why the workplace health and safety baseline was adopted:

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.

A brief description of the institution's workplace health and safety initiatives:

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. The last five hours work risk course was accomplished on August 2014 with 27 assistants.

(

[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](#)

)

The website URL where information about the institution's workplace health and safety initiatives is available:

Investment

Points Claimed 0.00

Points Available 7.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit	Points
Committee on Investor Responsibility	0.00 / 2.00
Sustainable Investment	0.00 / 4.00
Investment Disclosure	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 similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

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

Sustainable Investment

Score	Responsible Party
0.00 / 4.00	

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.

Innovation

Innovation

Points Claimed 1.00

Points Available 4.00

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit	Points
Innovation 1	1.00 / 1.00
Innovation 2	0.00 / 1.00
Innovation 3	0.00 / 1.00
Innovation 4	0.00 / 1.00

Innovation 1

Score	Responsible Party
1.00 / 1.00	Yolanda Mendoza MSc. Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Sustainability, natural environment, Green job, eco-tourism

A brief description of the innovative policy, practice, program, or outcome :

COMMUNITY CAPACITATION OF MONITORING, CONSERVATION AND BIRDWATCHING IN "LAGUNA MADRE" (MOTHER LAGOON), TAMAULIPAS

The communitary capacitation process of monitoring, conservation and birdwatching with the coordination of the Natural Protected Areas National Committee (CONANP) in "Laguna Madre" in the state of Tamaulipas has been applied through the past three years. The "Laguna Madre" is one of the most important ecosystems in our entity. It has been maintained as the mayor fisheries production through the state and in Northern Mexico. The initiative emerged in order to contribute to the vulnerable communities in the birds' monitoring process of the Applied Ecology Institute (IEA) of our University. Further to increment eco-tourism services with community training guides in birdwatching. The guide capacitation is continuous by the researchers and academy staff of IEA

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

As a result of the Community Capacitation of Monitoring, Conservation and Birdwatching, there has been trained 25 communitary guides for bird identification all through "Laguna Madre". The capacitated guides use their knowledge to eco-turism and obtain an extra income to support their families.

A letter of affirmation from an individual with relevant expertise:

[Innovation letter.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	---
Research	Yes
Campus Engagement	---
Public Engagement	Yes
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---

	Yes or No
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

eco-tourism

The website URL where information about the innovation is available :

Innovation 2

Score

0.00 / 1.00

Responsible Party

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 3

Score

0.00 / 1.00

Responsible Party

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Innovation 4

Score
0.00 / 1.00

Responsible Party

Criteria

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2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.