Universidad Autonoma de Tamaulipas
STARS REPORT

Date Submitted: June 30, 2022

Rating: Silver

Score: 49.83

Online Report: Universidad Autonoma de Tamaulipas

STARS Version: 2.2

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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 49.83

Rating: Silver

Report Preface
Introduction	0.00 / 0.00
Institutional Characteristics	0.00 / 0.00

Academics
Curriculum	18.33 / 40.00
Research	16.67 / 18.00

Engagement
Campus Engagement	11.05 / 21.00
Public Engagement	13.23 / 18.00

Operations
Air & Climate	5.50 / 11.00
Buildings	1.51 / 8.00
Energy	5.57 / 10.00
Food & Dining	0.45 / 8.00
Grounds	2.00 / 4.00
Purchasing	1.00 / 6.00
Transportation	0.20 / 7.00
Waste	5.97 / 10.00
Water	4.00 / 8.00

Planning & Administration
Coordination & Planning	5.25 / 9.00
Diversity & Affordability	3.41 / 10.00
Investment & Finance	0.00 / 7.00
Wellbeing & Work	1.47 / 7.00

Innovation & Leadership
Innovation & Leadership	2.50 / 4.00

Report Preface

Introduction

Points Claimed 0.00

Points Available 0.00

This section provides the opportunity for an institution to highlight points of distinction and upload an executive letter to accompany its STARS Report.

Credit	Points
Executive Letter	0.00 /
	Total adjusted for non-applicable credits
	Close
Points of Distinction	0.00 /
	Total adjusted for non-applicable credits
	Close

Executive Letter

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

Criteria

This section allows an institution to upload a letter from the institution's president, chancellor, or other high ranking executive. Typically written on official letterhead, the executive letter serves as an introduction or cover letter for the institution's STARS report. As such, the letter may include a description of the institution's commitment to sustainability, background about the institution, key achievements or highlights from the report, and/or goals for future submissions. The letter also serves as indicator of administrative support for sustainability and the STARS process. Institutions are expected to submit a new executive letter when there has been a change in leadership or the institution is submitting for a higher rating.

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

Executive cover letter:
president_letter_2022.pdf

Points of Distinction

Criteria

This optional section provides an opportunity for an institution to highlight up to three programs, initiatives, or accomplishments that best reflect its leadership for sustainability. Completing this section will help inform how AASHE publicizes the institution's STARS rating.

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

Name of the institution's featured sustainability program, initiative, or accomplishment:
2022-2025 Institutional Development Plan

A brief description of the institution's featured program, initiative, or accomplishment:

The institutional development plan establishes the substantive axes and priorities for this administration. In its Institutional Development Plan, the university sets an important commitment to the 2030 Agenda and its Sustainable Development Goals in its three substantive axes: comprehensive student training, teaching, and academic innovation, creation, transfer, and dissemination of knowledge and social significance in pursuit of sustainable development.

Which of the following impact areas does the featured program, initiative, or accomplishment most closely relate to?:
Curriculum
Research
Campus Engagement

Website URL where more information about the accomplishment may be found:
https://w3.uat.edu.mx/acerca-de/PDI

STARS credit in which the featured program, initiative, or accomplishment is reported (if applicable):

A photograph or document associated with the featured program, initiative, or accomplishment:
PDI_2022_-_2025.pdf

Name of a second highlighted sustainability program/initiative/accomplishment:

A brief description of the second program/initiative/accomplishment:

Which impact areas does the second program/initiative/accomplishment most closely relate to?:

Website URL where more information about the second program/initiative/ accomplishment may be found:

STARS credit in which the second program/initiative/accomplishment is reported (if applicable):

A photograph or document associated with the second program/initiative/ accomplishment:

Name of a third highlighted program/initiative/accomplishment:

A brief description of the third program/initiative/accomplishment:

Which impact areas does the third program/initiative/accomplishment most closely relate to?:

Website URL where more information about the third program/initiative/ accomplishment may be found:

STARS credit in which the third program/initiative/accomplishment is reported (if applicable):

A photograph or document associated with the third program/initiative/ accomplishment:

Institutional Characteristics

Points Claimed 0.00

Points Available 0.00

Institutional characteristics include data related to an institution's boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics and academic structure. This information provides valuable context for understanding and interpreting STARS data. The category also provides the opportunity for an institution to highlight points of distinction and upload an executive letter to accompany its STARS Report.

Some of the values reported in IC-2 and IC-3 are also required to pursue specific STARS credits. Such reporting fields may be populated from the data provided in the Institutional Characteristics section of the Reporting Tool.

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

Institutional Boundary

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

Criteria

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

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

Institution type:
Doctoral/Research

Institutional control:
Public

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

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

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

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

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

Additional documentation to support the submission :

Operational Characteristics

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

Criteria

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

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

Endowment size:
220,778,888 *US/Canadian $*

Total campus area:
1,143 *Hectares*

Locale:
Mid-size city

IECC climate zone:
1 - Very Hot

Gross floor area of building space:
2,651,075 *Gross Square Metres*

Floor area of laboratory space:
90,987 *Square Metres*

Floor area of healthcare space:
0 *Square Metres*

Floor area of other energy intensive space:
63,905 *Square Metres*

Additional documentation to support the submission :

Academics and Demographics

Score

0.00 /

Total adjusted for non-applicable credits

Close

Responsible Party

Miriam Sanchez Garza
MDE
Sustainability dept

Criteria

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

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

Number of academic divisions:
26

Number of academic departments (or the equivalent):
83

Number of students enrolled for credit:
40,162

Total number of employees:
9,193

Full-time equivalent student enrollment:
40,162

Full-time equivalent of students enrolled exclusively in distance education:
568

Full-time equivalent of employees:
8,013

Number of students resident on-site:
0

Number of employees resident on-site:
0

Number of other individuals resident on-site:
0

Weighted campus users, performance year:
35,705.25

Additional documentation to support the submission:

Data source(s) and notes about the submission:

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

Academics

Curriculum

Points Claimed 18.33

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	2.85 / 14.00
Learning Outcomes	1.28 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	3.00 / 3.00
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	1.00 / 4.00
Incentives for Developing Courses	2.00 / 2.00
Campus as a Living Laboratory	3.20 / 4.00

Academic Courses

Score	Responsible Party
	Yolanda Mendoza
2.85 / 14.00	MSc.
	Sustainability

Criteria

Part 1. Sustainability course offerings

Institution offers sustainability course content as measured by the percentage of academic courses offered that are sustainability-focused or sustainability-inclusive (see Standards and Terms).

Part 2. Sustainability course offerings by department

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

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its sustainability course offerings and describe for current and prospective students how each course addresses sustainability. For each course, the inventory must include:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).

- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.

- An indication of whether the course qualifies as sustainability-focused or sustainability-inclusive (or equivalent terminology).

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

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.

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	5,830	1,845
Number of sustainability-focused courses offered	67	12
Number of sustainability-inclusive courses offered	166	39

Percentage of courses that are sustainability course offerings:
3.70

Total number of academic departments that offer courses:
83

Number of academic departments with sustainability course offerings:
17

Percentage of academic departments with sustainability course offerings:
20.48

A copy of the institution's inventory of its sustainability course offerings and descriptions:
AC-1_Undergraduate_and_Postgraduate_finish.pdf

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

A brief description of the methodology used 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 were courses with multiple offerings or sections counted for the figures reported above?:
Each offering or section of a course was counted as an individual course

A brief description of how courses with multiple offerings or sections were counted:

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.

Website URL where information about the sustainability course offerings is available:
https://www.uat.edu.mx/oferta-academica

Additional documentation to support the submission:
AC-1_Undergraduate_and_Postgraduate_finish.pdf

Learning Outcomes

Score	Responsible Party
	Miriam Sanchez Garza
	MDE
1.28 / 8.00	Sustainability dept

Criteria

Part 1. Institutional sustainability learning outcomes

Institution has adopted one or more sustainability learning outcomes that apply to the entire student body (e.g., general education requirements covering all students) or, at minimum, to the institution'spredominant student body (e.g., learning outcomes that cover all undergraduate students).

The learning outcome(s) may be explicitly focused on sustainability or supportive of sustainability (see Standards and Terms). Mission, vision, and values statements do not qualify.

Part 2. Program-level sustainability learning outcomes

Institution's students graduate from degree programs that require an understanding of the concept of sustainability, i.e., programs that:

- Have been identified as sustainability-focused programs in the Undergraduate Program or Graduate Program credit,

- Have adopted one or more sustainability-focused learning outcomes (i.e., student learning outcomes that explicitly focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems), OR

- Require successful completion of a sustainability-focused course as identified in the Academic Courses credit.

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

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

Has the institution adopted one or more sustainability learning outcomes that apply to the entire student body or, at minimum, to the institution's predominant student body?:
No

Which of the following best describes the sustainability learning outcomes?:

A list of the institution level sustainability learning outcomes:

Total number of graduates from degree programs:
10,792

Number of graduates from degree programs that require an understanding of the concept of sustainability:
1,727

A brief description of how the figure above was determined:

   A list of all graduating students was formed, then the careers that have an affinity with the word sustainability in their study program were identified and the numbers of graduates of those specific careers and postgraduate degrees were determined.

A list of degree programs that require an understanding of the concept of sustainability:

   LIST AND DESCRIPTION IN ADDITIONAL DOCUMENTATION

Documentation supporting the figure reported above (upload):
AC2_Parte_2_final.pdf

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

Percentage of students who graduate from programs that require an understanding of the concept of sustainability:
16.00

Website URL where information about the sustainability learning outcomes is available:

Additional documentation to support the submission:
AC2_Parte_2_final.pdf

Data source(s) and notes about the submission:

List and arrangement of undergraduate and graduate study programs.

Undergraduate Program

Score	Responsible Party
3.00 / 3.00	**Miriam Sanchez Garza** MDE Sustainability dept

Criteria

Institution offers at least one:

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

  AND/OR

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

To count, a major, degree/certificate program, minor, or concentration must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems.

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

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

Does the institution offer at least one sustainability-focused major, degree, or certificate program for undergraduate students?:
Yes

Name of the sustainability-focused undergraduate degree program:
Economics and Sustainable Development

A brief description of the undergraduate degree program:

Being a professional with critical capacity, analysis, social sensitivity, generators of change, assuming the values of responsibility, creativity, honesty, in order to operate with greater productivity and competitiveness in the environment of those who hire you, whether private, public or private. social, exercising with adherence to institutional values and the code of ethics.

Website URL for the undergraduate degree program:
https://fcav.uat.edu.mx/Oferta_Educativa/LEDS/Curricula_LEDS.aspx

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

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

The Engineer in Environmental Sciences has the necessary knowledge to formulate strategies for the sustainable use of natural resources; is able to assess the risk of anthropogenic activities and apply technologies for the prevention and mitigation of the environmental impact of these activities; with the necessary skills to develop administrative and training work required by environmental management and management and supervisory positions in which he will carry out his professional activity and is identified with the ecological problems of the social environment, acting as a

responsible, honest and upright agent of change to achieve improvement economic and cultural of our country.

Website URL for the undergraduate degree program (2nd program):
https://fic.uat.edu.mx/FIC/ingenieriasAmbientales

Name of the sustainability-focused, undergraduate degree program (3rd program):
Environmental and Safety Engineer

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

An environmental and safety engineer is a professional who serves society and the various public and private organizations, such as those of extraction, transformation, services or through their development as an independent professional; applying in his work knowledge, skills, abilities and values, which allow him to have a comprehensive vision and an efficient attitude regarding prevention, through the recognition, evaluation, investigation and control of the risk factors present in the work environment, for the health care for workers and society, as well as the implementation of strategies aimed at sustainability.

Website URL for the undergraduate degree program (3rd program):
https://uamm.uat.edu.mx/Seguridad-Salud-y-Medio-Amb.html

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

https://rodhe.uat.edu.mx/inicio/paginas/ambiental.asp#close

https://rodhe.uat.edu.mx/inicio/paginas/energias.asp?id=2#plan

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

Name of the sustainability-focused undergraduate minor or concentration:
Higher Technician University in Energy Business Administration Mission

A brief description of the undergraduate minor or concentration:

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

Website URL for the undergraduate minor or concentration:
http://sustentabilidad.uat.edu.mx/

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

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

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

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

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

Website URL for the undergraduate minor or concentration (3rd program):

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

Additional documentation to support the submission:
AC-3_licenciatura.pdf

Data source(s) and notes about the submission:

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

Graduate Program

Score	Responsible Party
	Miriam Sanchez Garza
3.00 / 3.00	MDE
	Sustainability dept

Criteria

Institution offers at least one:

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

  AND/OR

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

To count, a program, minor, concentration, or certificate must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems.

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

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

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for graduate students?:
Yes

Name of the sustainability-focused graduate-level degree program:
Master of Science, Agricultural Systems and Environment

A brief description of the graduate-level degree program:

The objective of this master's degree is to train human resources in the areas of agricultural sciences, natural resources and the environment with skills for participation in the process of searching for contemporary solutions by engaging in original research, capable of open other frontiers of knowledge in order to secure new opportunities in science and technology associated with agricultural production, conservation of the environment and natural resources.

Website URL for the graduate-level degree program:
https://fic.uat.edu.mx/

Name of the sustainability-focused, graduate-level degree program (2nd program):
PhD Sciences, Agricultural Systems and Environment

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

The objective of this postgraduate course is to train Doctors in Sciences with an analytical and critical attitude, social responsibility and ethics that find original, pertinent, multidisciplinary, interdisciplinary and transdisciplinary alternatives for current problems and the development of Agricultural and Livestock Systems and the Environment from the development of basic and applied research of international competition; with skills to disseminate the results obtained in the different sectors of society and meet the labor and scientific demand of the state of Tamaulipas and the country.

Website URL for the graduate degree program (2nd program):
https://fic.uat.edu.mx/

Name of the sustainability-focused, graduate-level degree program (3rd program):
PhD in Ecology and Management of Natural Resources

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

The objective is rain professionals through the implementation of curricula at the doctoral level, in such a way that so that they can develop original research that generates basic knowledge and applied useful for the solution of ecological problems at the local, regional and national level.

Website URL for the graduate degree program (3rd program):
https://www.uat.edu.mx/Paginas/facultades.aspx#7

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

https://www.uat.edu.mx/oferta-academica

Does the institution offer one or more graduate-level sustainability-focused minors, concentrations or certificates?:
No

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

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

Website URL for the graduate minor, concentration or certificate:

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):

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

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

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

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

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

Additional documentation to support the submission:
AC-4_ACTUALIZADO.pdf

Immersive Experience

Score	Responsible Party
2.00 / 2.00	**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.

To qualify, a program must have a primary and explicit focus on the concept of sustainability, the interdependence of ecological and social/economic systems, and/or a major sustainability challenge.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit. See the Credit Example in the STARS Technical Manual for further guidance.

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

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

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

The Faculty of Engineering and Sciences through the National Center for Innovation and Transfer in Precision Agriculture (CENITTAP) and in collaboration with different universities (Autonomous University of Chihuahua, Chapingo Autonomous University, Autonomous University of the State of Morelos), Research Centers (CICESE), Government Organizations (CESAVETAM), Private Companies (Jacto, John Deere), carry out the adoption of technology and regional and national agricultural production development, through technology transfer and development of innovations in the area of precision agriculture.

One of the main objectives of CENITTAP is the integration of students from the UAT, as well as from other secondary and higher level institutions, in skills and knowledge development activities through participation in internships, workshops, courses, conferences, fairs. demonstrative, etc. They also offer space for their professional internships, social service or professional stays in productive activities, working directly on environmental and sustainable development issues, taking field experience that will help them in their professional training.

Website URL where information about the institution's immersive education programs is available:
https://fic.uat.edu.mx/FIC/centro

Additional documentation to support the submission:

Sustainability Literacy Assessment

Score	Responsible Party
	Yolanda Mendoza
1.00 / 4.00	MSc.
	Sustainability

Criteria

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

Assessments that exclusively address sustainability culture (i.e., values, behaviors, beliefs, and awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. Cultural assessments and participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) are recognized in the Assessing Sustainability Culture credit in Campus Engagement.

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

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

Does the institution conduct an assessment of the sustainability literacy of its students?:
Yes

Which of the following best describes the literacy assessment? The assessment is administered to::
A subset of students or a sample that may not be representative of the predominant student body

Which of the following best describes the structure of the assessment? The assessment is administered as a::
Standalone evaluation without a follow-up assessment of the same cohort or representative samples

A copy of the questions included in the sustainability literacy assessment(s):

A list or sample of the questions included in the sustainability literacy assessment or the website URL where the assessment tool may be found:

https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&token=3033fe4a-34c4-40e6-bc34-7

4450327a829&id=B7Nacny3Zk-RaDdrHH-ZkOEy_k8OaotHpmKPPDT8GZhUNEUxUzY4UlRDUFBOQUYwMjBGWkFWVzVHTi4u

&analysis=true

A brief description of how the literacy assessment was developed and/or when it was adopted:

A pilot questionnaire was made through a project called: "Literacy in sustainability through digital platforms in public, middle and higher education institutions in Tamaulipas" in 2021
With the objective of determining the impact of the use of digital platforms and social networks for literacy in sustainability of students of institutions of secondary and higher education in the state of Tamaulipas.
In this first pilot, a first test was carried out applying 941 questionnaires from various schools in the locality.
A second phase of the project will include the following questionnaire not yet applied.

A brief description of how a representative sample was reached (if applicable) and how the assessment(s) were administered :

the assessment was administrated using FORMS. For the sample, it was determined to use stratified sampling, considering the three regions with the highest concentration of students in the state of Tamaulipas, divided into North , Central , and South Zone, calculating a subsample of 82, 94 and 72, respectively. The instrument provided is composed of constructs to assess sustainability literacy using the

Sulitest.org

International Assessment on Sustainable Literacy.

A brief summary of results from the literacy assessment(s):

SULITEST results:
37% believe that sustainability practices will be decisive when choosing a future job
More than 48% are interested in news about sustainability.
55% of users know the definition of sustainable development used in the Brundtland report in 1987.
59% consider the performance of the university to be good to excellent in terms of sustainability or responsible practices
39% of those interviewed consider sustainability issues to be important in everyday life.
36% of users know the concept of Social Responsibility defined by the International Organization for Standardization
36% consider themselves capable of attracting investors to a cause-focused organization to solve social problems
38% would support a social organization
40% would get involved in the future in an organization to solve social problems.

Website URL where information about the sustainability literacy assessment is available:

Additional documentation to support the submission:

Incentives for Developing Courses

Score	Responsible Party
2.00 / 2.00	**Yolanda Mendoza** MSc. Sustainability

Criteria

Institution has an ongoing program or programs that offer incentives for academic staff (i.e., faculty members) in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. To qualify, the program must specifically aim to increase student learning of sustainability.

Incentives may include release time, funding for professional development, or trainings offered by the institution. Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

Does the institution have an ongoing program that offers incentives for academic staff in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses? :
Yes

A brief description of the incentive program(s):

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

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

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

Website URL where information about the incentives for developing sustainability course content is available:

Additional documentation to support the submission:

Campus as a Living Laboratory

Score	Responsible Party
3.20 / 4.00	**Yolanda Mendoza** MSc. Sustainability

Criteria

Institution is utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability.The applied learning for sustainability initiative includes living laboratory projects that contribute to understanding or advancing sustainability in at least one of the following impact areas:

- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning
- Diversity & Affordability
- Investment & Finance
- Wellbeing & Work

This credit includes substantive work (e.g., class projects, thesis projects, term papers, published papers) that involves active and experiential student learning (see the Credit Example in the Technical Manual). Supervised student internships and non-credit work may count as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

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

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

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Campus Engagement?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Campus Engagement:

The Department of Culture and Art, through the university theater group invites the entire university community to reflect on the current situation of our society. Culture and art prepares different acting presentations on social problems such as violence, addictions or equity among others. Most of the members of the group are students of the University and their works are presented within the campus in different faculties but also in secondary and preparatory schools.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Public Engagement?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Public Engagement:

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

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Air & Climate?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Air & Climate:

The faculty of Engineering and Sciences through the Academic Group Dynamics and Environmental Conservation developed a project in order to study the higrothermal confort in educational offices of the postgraduate area. This project counted with the participation of postgraduate students from the faculty and studied several phenomena inside the offices such as: temperature, humidity, noise and ilumination inside the Building "Centro de Gestión del Conocimiento" inside Main campus.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Buildings?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Buildings:

In the Faculty of Architecture and Urban Design (FADU) Campus Tampico experimental sustainable buildings were built for research purposes on dissertation Projects; faculty, staff and students were able to use these "Sustainable Housing" in order to analyze their structural behavior and thermal comfort.
One of these houses was made from bamboo and the other one from PET bottles. These projects were conducted in order to find alternative materials simultaneously solving the main problem of housing for rural communities.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Energy?:
No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Energy:

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Food & Dining?:
No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Food & Dining:

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Grounds?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Grounds:

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

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Purchasing?:
No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Purchasing:

IIs the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Transportation?:
No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Transportation:

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Waste?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Waste:

The Autonomous University of Tamaulipas has different campaigns that work with waste, and in which students can participate.
"Tapas con Causa" collects the tapas delivered by the university community, to be delivered to a foundation that supports children with cancer.
"Recycle your Toner" collects toners so that they are not discarded into the environment, as well as "Detoxify watt" that collects unusable lamps, "UAT Recopila" is in charge of collecting batteries, with these actions the nature, creating a sustainable environment on campus.
In addition to all this, a campaign is being worked on that collects all electronic waste, such as computers, printers, etc.
In addition to collecting different types of waste, these campaigns seek to make students aware of the importance of caring for the environment.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Water?:
No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Water:

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Coordination & Planning?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Coordination & Planning:

During the week of sustainability, various talks and conferences related to the sustainable environment are offered. In a coordinated way, the invitation is made to all the faculties of the university that are distributed in the participating state.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Diversity & Affordability?:
No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Diversity & Affordability:

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Investment & Finance?:
No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Investment & Finance:

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Wellbeing & Work?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Wellbeing & Work:

The activity "UAT on wheels" was carried out, which consisted of taking a bicycle tour, with the purpose of promoting values, spreading physical activity and sports in society. This activity began within the university campus, and a tour of the city was given, with the participation of students, professors, administrators and the general public.

Website URL where information about the institution's living laboratory program is available:

Additional documentation to support the submission:

Research

Points Claimed 16.67

Points Available 18.00

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

Credit	Points
Research and Scholarship	12.00 / 12.00
Support for Sustainability Research	4.00 / 4.00
Open Access to Research	0.67 / 2.00

Research and Scholarship

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

Criteria

Part 1. Sustainability research

Institution produces sustainability research as measured by the percentage of employees who conduct research that are engaged in sustainability research.

Part 2. Sustainability research by department

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

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its sustainability research activities and initiatives. The research inventory must be based on the definition of sustainability research outlined in Standards and Terms and include for each individual conducting sustainability research:

- Name

- Departmental affiliation

- Research interests/topics or a brief description justifying the individual's inclusion

Research for which partial or incomplete information is provided may not be counted toward earning points for this credit.

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

Total number of employees that conduct research:
524

Number of employees engaged in sustainability research:
228

Percentage of employees that conduct research that are engaged in sustainability research:
43.51

Total number of academic departments that include at least one employee who conducts research:
24

Number of academic departments that include at least one employee who conducts sustainability research:
18

Percentage of departments that conduct research that are engaged in sustainability research:
75

A copy of the inventory of the institution's sustainability research (upload):
AC9_-_Cuerpos_Academicos_2021_final_FINAL.pdf

Inventory of the institution's sustainability research:

UAT-CA-5.- AQUACULTURE
UAT-CA-179.- FOOD, NUTRITION AND HEALTH
UAT-CA-177.- ECONOMIC AND SOCIAL WELFARE
UAT-CA-106.- HABITAT QUALITY
UAT-CA-156.- APPLIED ECOLOGY
UAT-CA-85.- ECOLOGY AND CONSERVATION OF ECOSYSTEMS
UAT-CA-121.- ECOLOGY AND BIODIVERSITY CONSERVATION
UAT-CA-4.- COMMUNITY NURSING
UAT-CA-149.- URBAN AND RURAL REGIONAL DEVELOPMENT STRATEGIES
UAT-CA-103.- STRATEGIES FOR REGIONAL DEVELOPMENT
UAT-CA-14.- PSYCHOLOGY STUDIES
UAT-CA-23.- MANAGEMENT, CONSERVATION AND IMPROVEMENT OF PLANT GENETIC RESOURCES

UAT-CA-29.- ENVIRONMENT AND SUSTAINABLE DEVELOPMENT
UAT-CA-73.- MIGRATION, DEVELOPMENT AND HUMAN RIGHTS
UAT-CA-102.- NEW TECHNOLOGIES, HUMAN CAPITAL AND COMPETITIVENESS
UAT-CA-53.- HEALTH AND HUMAN BEHAVIOR
UAT-CA-57.- FRUIT AND VEGETABLE PRODUCTION SYSTEMS
UAT-CA-105.- URBAN PLANNING AND ENVIRONMENT
UAT-CA-111.- INFORMATION TECHNOLOGY ADMINISTRATION AND SUSTAINABILITY
UAT-CA-147.- STRATEGIC MANAGEMENT IN ORGANIZATIONS
UAT-CA-93.- BIOTECHNOLOGY AND ANIMAL PRODUCTION
UAT-CA-116.- ANIMAL SCIENCE
UAT-CA-115.- AGRIFOOD SCIENCE AND TECHNOLOGY
UAT-CA-150.- ECONOMIC, SOCIAL AND ENVIRONMENTAL COMPETITIVENESS OF ORGANIZATIONS
UAT-CA-38.- CULTURE AND DEVELOPMENT OF THE COMPANY
UAT-CA-136.- REGIONAL DEVELOPMENT AND SUSTAINABILITY
UAT-CA-24.- DYNAMICS AND ENVIRONMENTAL CONSERVATION
UAT-CA-75.- DESIGN AND SUSTAINABLE BUILDING
UAT-CA-178.- EDUCATION AND SUSTAINABILITY
UAT-CA-171.- ENERGY AND APPLIED BIOTECHNOLOGY
UAT-CA-89.- TERRITORIAL PLANNING AND SUSTAINABLE DEVELOPMENT IN METROPOLITAN AREAS
UAT-CA-163.- PRODUCTION OF AGROECOSYSTEMS
UAT-CA-130.- COMMUNITY HEALTH
UAT-CA-152.- GEOGRAPHICAL INFORMATION SYSTEMS AND REMOTE SENSORS FOR THE
INVESTIGATION OF ECOSYSTEMS AND THEIR RESOURCES
UAT-CA-134.- ENVIRONMENTAL TRANSVERSALITY IN ENGINEERING PROJECTS
UAT-CA-185.- ADMINISTRATION AND SUSTAINABLE DEVELOPMENT
UAT-CA-144.- ENVIRONMENTAL BIOTECHNOLOGY
UAT-CA-166.- DEVELOPMENT OF HUMAN TALENT
UAT-CA-2.- COMMUNITY NURSING
UAT-CA-174.- ORGANIZATIONAL STUDIES

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

The methodology was based on the database announced by the management of support programs of the Autonomous University of Tamaulipas to 2022, where the total number of researchers, collaborators, full-time and free-time teachers is found.
Regarding this database, a selection of academic bodies focused on sustainability was made.

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

Website URL where information about the institution's sustainability research is available:

Additional documentation to support the submission:

Support for Sustainability Research

Score	Responsible Party
4.00 / 4.00	**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 sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or mentorships) that are specifically intended to increase student sustainability research.

- An ongoing program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or faculty development workshops) that are specifically intended to increase sustainability research by academic staff.

- Published promotion or tenure guidelines or policies that give explicit positive recognition to interdisciplinary, transdisciplinary, and/or multidisciplinary research.

- Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and/or e-learning objects focused on sustainability.

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

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

A brief description of the student sustainability research program:

The curricula of our University contains one program called Natural Environment and Sustainable Development, where all the students are invited to collaborate in sustainability projects including research in this subject. The best projects are proposed to be applied on a larger scale for example on an Academic Department or on Campus.
The students can also collaborate with the University Researchers with a sustainability Project, and if this Project is on a Quality Research Program and won, they would receive financial support for their work and to develop their dissertation as well

Does the institution have a program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research?:
Yes

A brief description of the faculty sustainability research program:

In an internal research call 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

All research projects should include SDG's related to the subject and the sectors helped or served and that match the research challenges.

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

A copy of the promotion or tenure guidelines or policies:

The promotion or tenure guidelines or policies:

The university offers the student community quality information through the Library Network of Schools, Faculties and Academic Units. It has a database on various academic subjects.
On the other hand, it also offers a training program, service evaluation, OPAC-UAT electronic catalog, library network, access to digital databases and Institutional repository.

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

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

The institutional repository of the Autonomous University of Tamaulipas, in one of its sections includes direct access to different platforms that host scientific databases, which cover various topics. In these you can find topics related to the thematic axes of university sustainability. Some of the platforms are ORCID Connecting research and researchers, SPARC, CONACYT National Repository, among others.

Website URL where information about the institution's support for sustainability research is available:
https://riuat.uat.edu.mx/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

https://riuat.uat.edu.mx/

Open Access to Research

Score	Responsible Party
0.67 / 2.00	

Criteria

Institution facilitates open access publishing in at least one of the following ways. The institution:

A. Offers institutional repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet. The open access repository may be managed by the institution or the institution may participate in a consortial and/or outsourced open access repository.

B. Has a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed (a.k.a. "'author's accepted manuscript") versions of scholarly works in an open access repository.

While the policy may allow for publisher embargoes and/or provide a waiver option that allows authors to opt-out of the open access license/program for individual articles, policies and commitments that are strictly voluntary (i.e., opt-in) do not qualify. Likewise, open access policies published by external funding agencies do not qualify in the absence of a formal institutional policy.

C. Provides an open access article processing charge (APC) fund for employees that includes specified criteria and an application process. Discounts and ad hoc funding for APCs do not qualify in the absence of a formal ongoing program.

D. Provides open access journal hosting services (directly or through participation in a consortium) through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost.

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

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

Does the institution offer repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet?:
Yes

Website URL where the open access repository is available:
https://riuat.uat.edu.mx/handle/123456789/1

A brief description of the open access repository:

It is an institutional repository of the Autonomous University of Tamaulipas, where the different articles, master's and doctoral theses, books and book chapters are housed. They are distributed by specific titles, according to the type of topic on which they worked, and can also be searched by year of creation.

Does the institution have a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed versions of scholarly works in an open access repository?:
No

A copy of the institution's open access policy:

The institution's open access policy:

Does the policy cover the entire institution? :

Does the institution provide an open access article processing charge (APC) fund for employees?:
No

A brief description of the open access APC fund:

Does the institution provide open access journal hosting services through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost?:
No

A brief description of the open access journal hosting services:

Estimated percentage of peer-reviewed scholarly works published annually by the institution's employees that are deposited in a designated open access repository:

Website URL where information about the institution's support for open access is available:

Additional documentation to support the submission:

Engagement

Campus Engagement

Points Claimed 11.05

Points Available 21.00

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

In addition, this subcategory recognizes institutions that support employee engagement, training and development programs in sustainability. Employees' daily decisions impact an institution's sustainability performance and employees can model sustainable behavior for students and the rest of the campus community. Equipping employees 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	0.80 / 2.00
Outreach Campaign	4.00 / 4.00
Assessing Sustainability Culture	0.25 / 1.00
Employee Educators Program	0.00 / 3.00
Employee Orientation	1.00 / 1.00
Staff Professional Development and Training	1.25 / 2.00

Student Educators Program

	Score	Responsible Party
	0.00 / 4.00	

Criteria

Part 1. Percentage of students served by a peer-to-peer, sustainability educators program

Institution engages its students in sustainability outreach and education as measured by the percentage of students served (i.e., directly targeted) by a peer-to-peer educators program.

Part 2. Educator hours per student served by a peer-to-peer program

Institution engages its students in sustainability outreach and education as measured by the ratio of the number of hours worked by trained student educators to the number of students served by a peer-to-peer program.

To earn points for this credit, an institution must coordinate an ongoing, peer-to-peer sustainability outreach and education program for students that is explicitly focused on sustainability. The institution:

- Selects or appoints students to serve as peer educators and formally designates the students as educators (paid and/or volunteer);

- Provides formal training to the student educators in how to conduct peer outreach; and

- Supports the program with financial resources (e.g., by providing an annual budget) and/or administrative coordination.

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

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

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

Student Orientation

Score	Responsible Party
2.00 / 2.00	**Miriam Sanchez Garza** MDE Sustainability dept

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., environmental, social, and economic).

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

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

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

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

Percentage of all entering 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 :

The Autonomous University of Tamaulipas is a decentralized state agency, with autonomy, legal personality and its own assets, for which in its 2022-2025 Institutional Development Plan, it focuses its actions directing common efforts, aligning this with the 2030 Agenda, addressing current problems focused on peace, prosperity, people, improving the quality of life, the fight to preserve our planet and collaborative work.

During any starting period, students are invited to an event called "Meet your University" where the sustainability office is present in order to introduce all new students to the sustainability programs conducted at UAT.

Website URL where information about sustainability in student orientation is available:

Additional documentation to support the submission:

Student Life

Score	Responsible Party
	Miriam Sanchez Garza
1.75 / 2.00	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

- Student-run enterprises that include sustainability as part of their mission statements or stated purposes (e.g., cafés through which students gain sustainable business skills)

- 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 focused on sustainability

- Cultural arts events, installations or performances focused on sustainability

- Wilderness or outdoors programs (e.g., that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles

- Sustainability-focused themes chosen for themed semesters, years, or first-year experiences (e.g., choosing a sustainability-focused 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

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 an active student group focused on sustainability?:
Yes

Name and a brief description of the active student groups focused on sustainability:

University Network for Sustainability

The Autonomous University of Tamaulipas, through the Research and Postgraduate Secretariat and the Sustainability Managment, through the University Network for Sustainability, promotes the basic principles of university sustainability on and off campus.

The mission of the University Network for Sustainability is to involve young people in the knowledge and dissemination of the Sustainable Development Goals, as well as to summon them to action for their fulfillment, providing them with the means, tools and platforms to achieve it.

Likewise, its vision is to form a network that integrates the creativity, talent and innovation of Mexican youth in an inclusive and cooperative process, to achieve a positive transformation in society at the local, national and global levels.

Does the institution have a garden, farm, community supported agriculture (CSA) or fishery program, or an urban agriculture project where students are able to gain experience in organic agriculture and sustainable food systems?:
Yes

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

Faculty of Veterinary Medicine and Zootechnics:
Currently, students of the Faculty of Veterinary Medicine and Zootechnics carry out activities in general as part of their academic training in various farms of the Faculty belonging to the Autonomous University of Tamaulipas.
At the "La Posta Zootécnica" ranch, located in the Santa Librada ejido, the "Laborcitas" Agricultural and Livestock Unit located at kilometer 9 of the Victoria - Monterrey highway and in various areas of the Faculty of Veterinary Medicine and Zootechnics, carry out internships and activities related to zootechnics, bovine clinic, small species clinic, feeding, laboratory analysis to give an accurate diagnosis, trace, reproduction, food workshop, aquaculture, among others.

Some students are enrolled:
• 71 intern students, of which 51 students are in the different areas of the faculty (production areas, hospitals, laboratories and doing a thesis) and 20 students are outside the faculty in different companies.

Does the institution have a student-run enterprise that includes sustainability as part of its mission statement or stated purpose?:
No

A brief description of the student-run enterprises:

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

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

The Autonomous University of Tamaulipas, through the Sustainability Directorate, allocates a small fund dedicated to sustainable initiatives, where students participate through a call, and those who are winners can develop their skills through actions and solutions that allow everyone to provide solutions for a sustainable future.
This investment fund has the following specific objectives:
I. Configuring sustainable alternatives for the proper use, reuse and selection of specific processes in order to comprehensively combat the effects of global warming.

II. Consensually and voluntarily include the university student community of this highest house of studies in strategic actions to reduce poverty, fight against inequality and the adverse effects of climate change.
III. Opening and management of communication channels and active listening to set up more and better possible strategies and develop local action plans and programs.
IV. Humanitarian awareness about the importance and urgency of developing strategic local actions focused on the SDGs.
V. Socialization and communication of the progress, scope and goals set to affordably materialize the SDGs in the Tamaulipas community.
SAW. Set up the largest local student and academic platform to provide the channels, opportunity and monitoring of initiatives, ideas or projects that contribute to the SDGs in Tamaulipas.

Has the institution hosted a conference, speaker series, symposium, or similar event focused on sustainability during the previous three years that had students as the intended audience?:
Yes

A brief description of the conferences, speaker series, symposia, or similar events focused on sustainability:

University Sustainability Week
The Autonomous University of Tamaulipas through the Sustainability Directorate, since 2018, has carried out the "University Sustainability Week", exposing findings through the axes of culture of sustainability, linkage, training in sustainability and environmental management.
The objective of this week is the promotion of university sustainability, disseminating the efforts made by the university in sustainable matters, bringing the university community closer to experts in various sustainability implementation activities in their environment and new strategies and protocols that must be applied. inside and outside the university campus.

This week's vision is to create a permanent space for meeting, dialogue, learning and reflection, where sustainability is promoted in all its axes; nature, society, welfare and economy.
Due to the aforementioned, the University Sustainability Week was created, which aims to reach the student community through workshops, conferences and courses, educating students, teachers and administrative staff on this topic.

Has the institution hosted a cultural arts event, installation, or performance focused on sustainability with the previous three years that had students as the intended audience?:
Yes

A brief description of the cultural arts events, installations, or performances focused on sustainability:

A recycled ART contest has been developed during 2021,2019 and 2018 at sustainability week, including the participation of UAT Students from different schools. UAT Cultural Office has collaborated as evaluators

Does the institution have a wilderness or outdoors program that follow Leave No Trace principles?:
Yes

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

The Bird troop is a program from the Ecological Applied Institute at UAT which realizes visits in and outside the campus in order to take evidence and photograph all kinds of bird species in the region.

Has the institution had a sustainability-focused theme chosen for a themed semester, year, or first-year experience during the previous three years?:
No

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

Does the institution have a program through which students can learn sustainable life skills?:
Yes

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

The students of the Autonomous University of Tamaulipas have the option of joining the university network for sustainability, whose mission is to involve young people in the knowledge and dissemination of the Sustainable Development Goals, as well as to call them to action to compliance by providing them with the means, tools and platforms to achieve it.
In this network, students are taught issues related to a more sustainable life with topics such as ecological footprint, water footprint, responsible consumption, healthy lifestyle, among others.
This network has the purpose of carrying out activities on campus that allow them to be aware of what they consume, what they throw away and the actions they carry out day by day so that they can make a change in their lives towards a more sustainable life.

Does the institution offer sustainability-focused student employment opportunities?:
No

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

Does the institution have a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions?:
No

A brief description of the graduation pledge(s):

A brief description of other co-curricular sustainability programs and initiatives that do not fall into one of the above categories:

The university, through the sustainability department, promotes initiatives on sustainability issues, in this matter they carried out programs and manuals focused on issues of nature, society, well-being and sustainable economy.

• Low impact purchasing manual
• Sustainable events certification manual

- Green office program
- Sustainable events guide

Additional documentation to support the submission:

Data source(s) and notes about the submission:

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

Outreach Materials and Publications

Score	Responsible Party
0.80 / 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 include at least one the following:

- A central sustainability website that consolidates information about the institution's sustainability efforts

- A newsletter or social media platform (e.g., Facebook, Twitter, or interactive blog) that focuses specifically on campus sustainability

- Signage that highlights sustainability features on campus

- A sustainability walking map or tour

- A guide for green living and/or incorporating sustainability into the residential experience

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

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

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

Website URL for the central sustainability website:
https://sustentabilidad.uat.edu.mx/

Does the institution have a sustainability newsletter or social media platform that focuses specifically on campus sustainability?:
Yes

A brief description of the sustainability newsletter or social media platform:

Sustainability Department:
The Department of Sustainability of the Autonomous University of Tamaulipas has various social networks to disseminate and make known what is done at the University in terms of sustainability. Some of the relevant issues that are published are: recycling, mobility, efficient use of spaces, responsible consumption, social responsibility, culture and art, sustainable research, among others.

"UAT-EKE":
The institution has a program on TV-UAT called "UATEKE", in which a section called "Give it around" is carried out, the section where sustainable options are shown to reuse objects.
This section encourages the use of the 3Rs (Reduce, Recycle and Reuse), as well as showing important data related to the Sustainable Development Goal number 12: Responsible Consumption.

Does the institution have signage that highlights sustainability features on campus?:

No

A brief description of the signage that highlights sustainability features on campus:

Does the institution provide a sustainability walking map or tour?:
No

A brief description of the sustainability walking map or tour:

Does the institution produce a guide for green living and/or incorporating sustainability into the residential experience?:
No

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

A brief description of other comprehensive sustainability outreach materials and publications not covered above:

ConectadODS "the podcast":
This project called " ConectadODS the podcast" has the purpose of seeking the dissemination of projects, programs, different activities and actions carried out by the Autonomous University of Tamaulipas through its teachers, researchers and administrators to directly impact the 2030 Agenda and its Sustainable Development Goals.

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

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

https://revistaexauat.uat.edu.mx/muestra/60

Outreach Campaign

Score	Responsible Party
	Miriam Sanchez Garza
4.00 / 4.00	MDE
	Sustainability dept

Criteria

Part 1. Student outreach campaign

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

Part 2. Employee outreach campaign

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

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

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

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

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

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

Name of the campaign:
"UAT RECOLECTA"

A brief description of the campaign:

Derived from all the actions we carry out on campus, "UAT Recolecta" arises, a university program that has the objective of freely collecting items that are harmful to the environment, in order to have a more sustainable campus. Some of the items collected in this program are:
•Batteries
•PET
•Paper and paperboard
•Plastic caps
• Luminaires
• Cartridges or toners

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

These campaigns have had several positive impacts year after year, in which, for example:
In the campaign derived from the collection of plastic caps, a piece of light is delivered to the foundation, which brings them together to help people with cancer. The following were collected:
In 2019, 622 kg of plastic lids were donated
In 2020, 600 kg of plastic lids were donated
In 2021, 500 kg of plastic lids were donated
In 2022 it was donated

Regarding the paper campaign:
In 2019, 2.5 tons of paper and derivatives were collected.
In 2021, 2.8 tons of paper and derivatives were collected
In 2022, 10.5 tons of paper and derivatives were collected

Regarding cartridges and toners, the following were collected:
In 2019, 156 ink cartridges were delivered
In 2022, 110 ink cartridges were delivered
In 2021, 153 ink cartridges were delivered
In 2022, 149 ink cartridges were delivered

In terms of luminaires, more than 966 luminaires have been destroyed in the last 3 years.

As for batteries, they have been delivered to the local water commission for their correct destination:
In 2019, 70 kg of batteries were delivered
In 2022, 178 batteries were delivered

Name of the campaign (2nd campaign):
ELECTRONIC AND TECHNOLOGICAL WASTE IN DISUSE

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

In this campaign, materials such as: CPUs, laptops, monitors, televisions, printers, scanners, copiers, cables, cell phones, keyboards, chargers, camcorders are collected.

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

This recently created campaign was born in May 2022, and since that date electronic waste has been collected in which the university complies with giving these materials a final and adequate destination.
The Victoria College of Commerce and Management was the first school to deliver more than 15 waste electronics.
The secretariat of research and postgraduate 39 electronic items for disposal in which are from printers, monitors, scanners, computer equipment, keyboards and mice, all of these as waste.

A brief description of other sustainability-related outreach campaigns:

GREEN OFFICES DISCLOSURE CAMPAIGN
This campaign is derived from a green office manual, which aims to promote and communicate sustainable efforts to conserve the resources that surround us. The green office campaign provides practical advice on environmental management, promotes a culture of sustainability and a commitment to the environmental impact of activities carried out in the workplace.
This campaign invites all staff to continue with basic concepts related to reduction, reuse and recycling in the areas where they work.
The benefits of this campaign allow:
• Reduce the environmental impact related to the activities carried out. Establish strategies for adequate waste management.
• Create savings through the responsible consumption of office supplies, water and energy.
• Improve employee productivity.
• Reinforce the importance of environmental commitment and respect for natural resources.

Additional documentation to support the submission:

Assessing Sustainability Culture

Score	Responsible Party
0.25 / 1.00	**Yolanda Mendoza** MSc. Sustainability

Criteria

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

An assessment that covers a single sustainability topic (e.g., a transportation survey) does not count in the absence of a more comprehensive cultural assessment. Likewise, assessments that exclusively address sustainability literacy (i.e., knowledge of sustainability topics and challenges) are excluded. Literacy assessments are recognized in the Sustainability Literacy Assessment credit in Curriculum.

Participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) qualifies as a cultural assessment.

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

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

Does the institution conduct an assessment of sustainability culture?:
Yes

Which of the following best describes the cultural assessment? The assessment is administered to::
A subset of the campus community or a sample that may not be representative of the entire community

Which of the following best describes the structure of the cultural assessment? The assessment is administered::
Without a follow-up assessment of the same cohort or representative samples of the same population

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

The assessment was administrated using FORMS. A section of Sustainability perception was included along with the sustainability literacy assessment in 2021, applied to 941 students.

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

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

In your daily life, how interested are you in sustainability issues?
Are you involved in activities related to sustainability at the university within the university?
Except for pedagogy and research, how would you describe the university's performance in terms of sustainability/responsible practices (for example: green campus initiatives, energy consumption,

ethics, employee working conditions…)?
Are you aware of the news about sustainability?
Do you believe that sustainability/sustainable development practices will be decisive when choosing a future job?

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

The sample, was determined to use stratified sampling, considering the three regions with the highest concentration of students in the state of Tamaulipas, divided into North, Central,and South Zone, calculating a subsample of 82, 94 and 72, respectively. However 941 students participated

A brief summary of results from the cultural assessment:

39% of the participants are interested in sustainability issues, however only 20% participate in sustainability activities. More than 50% of the participants consider University performance un sustainability issues as good or excellent.

Website URL where information about the assessment of sustainability culture is available:

Additional documentation to support the submission:

Employee Educators Program

Score	Responsible Party
	Miriam Sanchez Garza
0.00 / 3.00	MDE
	Sustainability dept

Criteria

Part 1. Percentage of employees served by a peer-to-peer educators program

Institution engages its employees in sustainability outreach and education as measured by the percentage of employees served (i.e., directly targeted) by a peer-to-peer educators program.

Part 2. Educator hours per employee served by a peer-to-peer program

Institution engages its employees in sustainability outreach and education as measured by the ratio of the number of hours worked by trained employee educators to the number of employees served by a peer-to-peer program.

To earn points for this credit, an institution must administer or oversee an ongoing, peer-to-peer sustainability outreach and education program for employees. The institution:

- Selects or appoints employees to serve as peer educators and formally designates the employees as educators (paid and/or volunteer);

- Provides formal training to the employee educators in how to conduct peer outreach; AND

- Supports the program with financial resources (e.g., by providing an annual budget) and/or administrative coordination.

To qualify, a program must be explicitly focused on sustainability. The peer educators must also represent diverse areas of campus; the outreach and education efforts of sustainability staff or a sustainability office do not count in the absence of a broader network of peer educators.

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

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

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

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

Employee Orientation

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

Criteria

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

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

Percentage of new employees that are offered orientation and/or outreach and guidance materials that cover sustainability topics:
100

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

In the Institutional Teacher Training Center of the University, several courses, activities, workshops are offered, related to university sustainability and social responsibility.
One of them is:
Induction to the Autonomous University of Tamaulipas
The objective of this program is for the new teacher to become familiar with and integrate all the benefits granted by the UAT.
That is to say, that they know their rights and obligations, ways of overcoming and updating, complementary activities for their professional and personal development, services and benefits, among others, all this with the purpose that their academic work has an adequate impact on the substantive activities of the University that are teaching, research, as well as the extension and dissemination of culture.
A total of 18 teachers who belong to the Reynosa Aztlán Academic Unit attended this course.
This course is given to employees or teachers who are new to the university.

Website URL where information about sustainability in employee orientation is available:

Additional documentation to support the submission:

Staff Professional Development and Training

Score	Responsible Party
1.25 / 2.00	**Miriam Sanchez Garza** MDE Sustainability dept

Criteria

Part 1. Availability of professional development and training in sustainability

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

Part 2. Participation in professional development and training in sustainability

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

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

- Training to integrate sustainability knowledge and skills into the workplace;

- Lifelong learning and continuing education in sustainability; and/or

- Sustainability accreditation and credential maintenance (e.g., LEED AP/GA).

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

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

This credit applies to non-academic staff members only; it does not include academic staff, i.e., faculty members. Faculty professional development in sustainability is recognized in the Incentives for Developing Courses credit in Curriculum.

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

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

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

Estimated percentage of regular, non-academic staff that participates annually in sustainability professional development and training:
1-24%

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

A) Green Office Program
The Green Office program was created to promote and communicate the efforts that are made in favor of the conservation of the resources that surround us. This program will serve as a guide for all the offices of the Autonomous University of Tamaulipas interested in being certified by the Sustainability Department.
The program has several objectives which are:
› Establish a culture of sustainability within the offices.
› Develop a participatory environmental culture on the part of the staff.
› Educate the university community on the subject of sustainability.
› Provide elements of action and mitigation focused on sustainability.
› Indicate responsible environmental practices regarding the use of natural resources.

The training of this program has been carried out since 2018, year after year, it has been offered in person and virtually, which consists of approximately 4 hours, with a maximum of 25 people per training.

b) Sustainable Events
The Autonomous University of Tamaulipas (UAT) cares about sustainability. In 2014, the Committee for Sustainable Development of the UAT was formed, whose main functions are:
» Certify the university as a sustainable institution.
» Develop and promote innovative projects and actions that allow the university's sustainability objectives to be achieved.
» Involve the university community.
» Recommend sustainable policies.
This training provides:
• A proprietary methodology for the implementation of practices in favor of sustainability.
• Recognition of sustainable event according to certification levels categorized by: platinum, gold, silver and bronze.
• A Sustainable Event Certification Guide for conducting and evaluating the event.
• Dissemination and Promotion of the sustainable event through the website and social networks of the committee for sustainable development.
• Advice on the implementation of necessary actions for the choice of actions in favor of sustainability.
• Evaluation of the attendees of the sustainable actions carried out before and after the event.
• Survey evaluation: "How green am I at home?"
• A workshop on sustainable actions in the participating department, school, dependency or institution.
• Suggestions for sustainable actions for attendees before the event.
This training has been given since 2018, year after year the personnel who are interested are trained, a maximum of 25 people per training and its duration of maximum 5 hours.
Más información sobre este texto de origenPara obtener más información sobre la traducción, se necesita el texto de origen
Enviar comentarios
Paneles laterales

A brief description of any external professional development and training opportunities in sustainability that are supported by the institution :

Estimated percentage of regular non-academic staff for which sustainability is included in performance reviews:
0

A brief description of how sustainability is included in staff performance reviews :

Website URL where information about staff professional development and training in sustainability is available:

Additional documentation to support the submission:

Public Engagement

Points Claimed 13.23

Points Available 18.00

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, nonprofit and for-profit sectors, institutions can help solve sustainability challenges.

Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

Credit	Points
Community Partnerships	2.00 / 3.00
Inter-Campus Collaboration	3.00 / 3.00
Continuing Education	5.00 / 5.00
Community Service	3.23 / 5.00
Participation in Public Policy	0.00 / 2.00
Trademark Licensing	Not Applicable

Community Partnerships

Score	Responsible Party
	Miriam Sanchez Garza
2.00 / 3.00	MDE
	Sustainability dept

Criteria

Institution has one or more formal community partnership(s) with school districts, government agencies, private sector organizations, civil society organizations, and/or other external entities to work together to advance sustainability on a regional, municipal, community, or neighborhood scale.

This may be demonstrated by having an active community partnership that addresses sustainability challenges in the broader community and meets at least two of the following criteria. The partnership is:

- Financially or materially supported by the institution.

- Multi-year or ongoing (rather than a short-term project or event).

- Sustainability-focused, i.e., its primary and explicit focus is on the concept of sustainability, the interdependence of ecological and social/economic systems, or a major sustainability challenge.

- Inclusive and participatory, i.e., underrepresented groups and/or vulnerable populations are engaged as equal partners in strategic planning, decision-making, implementation, and review.

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

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

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

Name of the institution's formal community partnership to advance sustainability :
Food Bank by Victoria A.C.

Does the institution provide financial or material support for the partnership? :
No

Which of the following best describes the partnership timeframe?:
Multi-year or ongoing

Which of the following best describes the partnership?:
Sustainability-focused

Are underrepresented groups and/or vulnerable populations engaged as equal partners? :
Yes

A brief description of the institution's formal community partnership to advance sustainability:

An annual food collection was carried out where the university staff donated food from the basic basket (beans, oil, rice, as well as canned food). These are taken to the food bank and delivered to

vulnerable families in the municipalities of Victoria, Güémez and Padilla on behalf of the Food Bank Organization A.C.

Name of the institution's formal community partnership to advance sustainability (2nd partnership):
Civil Society Agents in Red A.C. (ASENRED)

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

Which of the following best describes the partnership timeframe? (2nd partnership):
Short-term project or event

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

Are underrepresented groups and/or vulnerable populations engaged as equal partners? (2nd partnership):
Yes

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

In carrying out dissemination in social networks of health surveys that apply to the population of Matamoros, Tamaulipas. As well as in the Dialogues with the Civil Society of Tamaulipas program that takes place every Monday at 7:00 p.m. by Zoom.

Name of the institution's formal community partnership to advance sustainability (3rd partnership):
A Little Piece of Light Foundation A.C.

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

Which of the following best describes the partnership timeframe? (3rd partnership):
Short-term project or event

Which of the following best describes the partnership? (3rd partnership):
Sustainability-related

Are underrepresented groups and/or vulnerable populations engaged as equal partners? (3rd partnership):
Yes

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

He has collaborated in the collection of plastic caps for the program: "Tapatón" of the association Un Cachito de Luz A.C., which provides support in the fight against cancer to low-income patients.

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

Website URL where information about the institution's community partnerships to advance sustainability is available:

Additional documentation to support the submission:

Inter-Campus Collaboration

Score	Responsible Party
3.00 / 3.00	**Miriam Sanchez Garza** MDE Sustainability dept

Criteria

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

- Is a member of a national or international higher education sustainability network.

- Actively participates in a regional, state/provincial, or local higher education sustainability network.

- Has presented at a higher education sustainability conference during the previous year.

- Has submitted a case study or the equivalent during the previous year to an external higher education sustainability resource center (e.g., AASHE's Campus Sustainability Hub or EAUC's Sustainability Exchange) or awards program.

- Has had employees or students serving on a board or committee of an external higher education sustainability network or conference during the previous three years.

- Has an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program.

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

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

Is the institution currently a member of a national or international higher education sustainability network?:
Yes

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

Solutions for Sustainable Development
My World México

Does the institution actively participate in a regional, state/provincial, or local higher education sustainability network?:
Yes

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

MY WORLD MEXICO: ACTION HUB FOR SUSTAINABLE DEVELOPMENT IN MEXICO

Has the institution presented at a higher education sustainability conference during the previous year?:
Yes

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

Master Conference on Universities and the Mainstreaming of Sustainable Development Goals in Educational Programs by phD.Yolanda Mendoza Cavazos and phD. Mariana Zerón Félix.

Has the institution submitted a case study during the previous year to an external higher education sustainability resource center or awards program?:
Yes

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

Every year the University reports indicators to Green Metrics, an initiative of the University of Indonesia that was carried out for the first time in 2010. This with the aim of providing a classification according to policies related to the environment (fight against global climate change, energy and water conservation, waste recycling…) at the university.

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

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

La phD. Yolanda Mendoza Cavazos is the liaison for CLIMÁTICO DFESUI, a working group for the dissemination and integration of climate change and energy transition actions in Higher Education in the country.

Does the institution have an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program?:
No

A brief description of the mentoring relationship and activities:

Has the institution had employees or students serving as peer reviewers of another institution's sustainability data and/or STARS submission during the previous three years?:
Yes

A brief description of the peer review activities:

At the university there is a person in charge who acts as a liaison, these people authorize the information collected so that the data collected is correct.

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

Currently the university has 58 agreements in collaboration with different universities in the country and abroad with which there are collaboration agreements, specific and research stays or academic exchanges for students or teachers.

Website URL where information about the institution's inter-campus collaborations is available:

Additional documentation to support the submission:

Continuing Education

Score	Responsible Party
	Miriam Sanchez Garza
5.00 / 5.00	MDE
	Sustainability dept

Criteria

Part 1. Continuing education courses in sustainability

Institution's offers continuing education courses that are sustainability-focused or sustainability-inclusive (see Standards and Terms).

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its continuing education sustainability course offerings and describe for current and prospective students how each course addresses sustainability. For each course, the inventory must include:

- The title and department (or equivalent) of the course.

- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.

Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Part 2. Sustainability-focused certificate program

Institution has at least one sustainability-focused certificate program through its continuing education or extension department (or the equivalent).

Degree-granting programs (e.g., programs that confer Baccalaureate, Masters, or Associate 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*

Total number of continuing education courses offered:
50

Number of continuing education courses that are sustainability course offerings:
42

Percentage of continuing education courses that are sustainability course offerings:
84

A copy of the institution's inventory of its continuing education sustainability course offerings and descriptions:
Cursos_o_Talleres_2019_2020_2021_2022_FIC_FMVZ__PART_ESTUDIANTIL.xlsx

Institution's inventory of its continuing education sustainability course offerings and descriptions:

* Bird Observation and Identification Workshop. "UAT Victory Aviary Troop":

Activity that promotes bird watching in the region with the purpose of studying, classifying and protecting them.

* Workshop: Institutionalization and Mainstreaming of the Gender Perspective in the University:

It consists of making proposals that serve as an analysis of the various study programs, in order to address the problem of gender equality that is generated in the university environment.

* Talk / Workshop for teachers who serve students with disabilities and Meeting of Codis UAT beneficiaries:

Training for teachers on the attention to students with disabilities, points to consider for the imparting of knowledge, evaluation and general aspects in the teaching-learning process.

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

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

A brief description of the certificate program(s):

Horticultural gardens workshop

This workshop was held in 2019 at the University's Faculty of Engineering and Sciences, in which three university administrators and 15 local producers participated.
This workshop lasted 72 hours over 3 days.
The objective of this workshop was the theoretical and practical management of orchard planting on a smaller scale, in which vegetables, fruit plants, legumes, ornamentals, etc. are planted.

Website URL where information about the institution's continuing education courses and programs in sustainability is available:

Additional documentation to support the submission:

Community Service

Score	Responsible Party
	Miriam Sanchez Garza
3.23 / 5.00	MDE
	Sustainability dept

Criteria

Part 1. Percentage of students participating in community service

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

Part 2. Community service hours per student

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

Part 3. Employee community service program

Institution has a formal program to support employee volunteering during regular work hours, for example by offering paid time off for volunteering or by sponsoring an organized service event for which employees are compensated.

Does the institution wish to pursue Part 1 of this credit (student participation in community service)?:
Yes

Total number of students:
6,624

Number of students engaged in community service:
2,872

Percentage of students engaged in community service:
43.36

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

Total number of student community service hours contributed annually:
2,097,120

Number of annual community service hours contributed per student:
316.59

Does the institution have a formal program to support employee volunteering during regular work hours?:
No

A brief description of the institution's program to support employee volunteering:

Does the institution track the number of employee community service hours contributed through programs it sponsors?:
No

Total number of employee community service hours contributed annually through programs sponsored by the institution:

Website URL where information about the institution's community service programs is available:
https://siss.uat.edu.mx/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Community Service is one of the most important elements in the humanistic and professional development of the students of our University. It is an essential requirement to obtain the professional title.
Every student must contribute in no less than 6 months and no more than 2 years. This social service is divided into:
- 240 hours a year
- 480 hours per year
- 960 hours per year (students with careers in health purposes)
This service must be performed after completing 60% of the academic credits, that is approximately from the 6th semester of the degree.
All students must attend an induction course offered by the University in order to prepare them for any social intervention.

It is intended that for the period August 2022 approximately 8292 students will enroll.

Of the 2,859 students in social service, they completed a total of 2,971,120 hours, which are divided as follows:

Of 1,349 students who performed their social service for 480 hours, they performed 647,520 hours.
Of the 1,510 students who performed their social service for 960 hours, they performed 1,449,600 hours.

Participation in Public Policy

Score	Responsible Party
0.00 / 2.00	**Miriam Sanchez Garza** MDE Sustainability dept

Criteria

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

- Municipal/local

- State/provincial/regional

- National

- International

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

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

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

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

Trademark Licensing

Responsible Party

Miriam Sanchez Garza
MDE
Sustainability dept

Criteria

Institution ensures that apparel bearing its name/logo is produced under fair working conditions by:

- Maintaining current membership in the Worker Rights Consortium (WRC), the Fair Labor Association (FLA), or (for institutions outside the U.S., Canada, and the U.K.), an equivalent independent monitoring and verification organization that has been approved by AASHE; OR

- Adopting a labor rights code of conduct in its licensing agreements with licensees who produce its logo apparel without maintaining institutional membership in an independent monitoring and verification organization.

To qualify, a labor rights code of conduct must be consistent in all respects with the WRC Model Code of Conduct, the FLA Workplace Code of Conduct, or the International Labour Organisation (ILO) fundamental Conventions.

The companies, suppliers, and licensees that an institution works with may also participate in monitoring and verification organizations, thereby helping to ensure fair labor practices are applied throughout the supply chain, however these activities are not sufficient to earn points in this credit.

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

Institution's gross annual licensing revenue is less than $50,000 (US/Canadian).

Operations

Air & Climate

Points Claimed 5.50

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
Emissions Inventory and Disclosure	1.35 / 3.00
Greenhouse Gas Emissions	4.15 / 8.00

Emissions Inventory and Disclosure

Score	Responsible Party
1.35 / 3.00	**Yolanda Mendoza** MSc. Sustainability

Criteria

Part 1. Greenhouse gas emissions inventory

Institution has completed an inventory to quantify its Scope 1 and Scope 2 greenhouse gas (GHG) emissions. The inventory may also:

- Include Scope 3 GHG emissions from one or more of the following sources:

  ○ Business travel (the transportation of employees and students for institution-related activities in vehicles owned or operated by third parties)

  ○ Commuting (regular commuting to and from the institution by students and employees)

  ○ Purchased goods and services (e.g., food and paper)

  ○ Capital goods (e.g., equipment, machinery, buildings, facilities, and vehicles)

  ○ Fuel- and energy-related activities not included in Scope 1 or 2

  ○ Waste generated in operations (solid waste and/or wastewater disposal/treatment in facilities owned or operated by third parties)

  ○ Other sources not included in Scope 1 or 2 (e.g., student travel to/from home)

- Have been verified by an independent, external third party or validated internally by personnel who are independent of the GHG accounting and reporting process.

Part 2. Air pollutant emissions inventory

Institution has completed an inventory to quantify its air pollutant emissions. The inventory includes at least nitrogen oxides (NOx) and sulfur oxides (SOx). It may also include other standard categories of toxic air emissions - e.g., carbon monoxide (CO), particulate matter (PM), hazardous air pollutants (HAPs), and so on - from one or more of the following:

- Major stationary sources (e.g., combustion-based energy plants, boilers, furnaces, and generators)

- Area sources (minor stationary sources such as paint booths, book preservation operations, and wastewater treatment plants)

- Mobile sources (e.g., campus fleet, other motorized vehicles, and lawn care equipment)

- Commuting

- Off-site electricity production

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

Has the institution conducted a GHG emissions inventory within the previous three years that includes all Scope 1 and 2 emissions? :
Yes

A copy of the most recent GHG emissions inventory:
GHG_inventario_2021.docx

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

The energy used in Scope 1 and 2 was accounted for to obtain the total fuel consumption and the net generation delivered by the network. In addition, the activities related to fuel and energy not included in scope 1 and 2 include the emissions of the official vehicle fleet, the number of vehicles and motorcycles that enter the university and the distance they travel within the campus.

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 GHG inventory verification process:

Documentation to support the GHG inventory verification process:

Gross Scope 1 GHG emissions, performance year:

	Weight in MTCO2e
Stationary combustion	64.85 *Metric Tons of CO2 Equivalent*

	Weight in MTCO2e
Other sources (mobile combustion, process emissions, fugitive emissions)	0 *Metric Tons of CO2 Equivalent*

Total gross Scope 1 GHG emissions, performance year:
64.85 *Metric Tons of CO2 Equivalent*

Gross Scope 2 GHG emissions, performance year (market-based):

	Weight in MTCO2e
Imported electricity	11,478.96 *Metric Tons of CO2 Equivalent*
Imported thermal energy	0 *Metric Tons of CO2 Equivalent*

Total gross Scope 2 GHG emissions, performance year:
11,478.96 *Metric Tons of CO2 Equivalent*

Gross GHG emissions from biogenic sources, performance year:
0 *Metric Tons of CO2 Equivalent*

Does the GHG emissions inventory include Scope 3 emissions from the following sources?:

	Yes or No	Weight in MTCO2e
Business travel	---	0 *Metric Tons of CO2 Equivalent*
Commuting	Yes	33.02 *Metric Tons of CO2 Equivalent*
Purchased goods and services	---	0 *Metric Tons of CO2 Equivalent*
Capital goods	---	0 *Metric Tons of CO2 Equivalent*
Fuel- and energy-related activities not included in Scope 1 or Scope 2	No	0 *Metric Tons of CO2 Equivalent*
Waste generated in operations	---	0 *Metric Tons of CO2 Equivalent*
Other sources	---	0 *Metric Tons of CO2 Equivalent*

Total Scope 3 GHG emissions, performance year:
33.02 *Metric Tons of CO2 Equivalent*

A brief description of how the institution accounted for its Scope 3 emissions:

The number of cars and motorcycles entering the campus and their average route were counted to calculate the amount of emissions.This was calculated at the Central University Campus

Has the institution completed an inventory within the previous three years to quantify its air pollutant emissions?:
No

Annual weight of emissions for::

	Weight of Emissions
Nitrogen oxides (NOx)	---
Sulfur oxides (SOx)	---
Carbon monoxide (CO)	---
Particulate matter (PM)	---
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

Do the air pollutant emissions figures provided include the following sources?:

	Yes or No
Major stationary sources	No
Area sources	No
Mobile sources	No
Commuting	No
Off-site electricity production	No

A brief description of the methodology(ies) the institution used to complete its air emissions inventory:

Gross Scope 2 GHG emissions from purchased electricity (location-based):

Gross Scope 2 GHG emissions from imported thermal energy (location-based) :

Website URL where information about the institution's emissions inventories is available:

Additional documentation to support the submission:

Greenhouse Gas Emissions

Score	Responsible Party
	Yolanda Mendoza
4.15 / 8.00	MSc.
	Sustainability

Criteria

Part 1. GHG emissions per person

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

Part 2. GHG emissions per unit of floor area

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.215 metric tons of carbon dioxide equivalent (MTCO2e) per gross square metre (0.02 MTCO2e per gross square foot) of floor area.

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

Carbon sinks

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

- Third-party verified, purchased carbon offsets

- Institution-catalyzed carbon offsets (popularly known as "local offsets")

- Carbon storage from on-site composting. The compost may be produced off-site, but must originate from on-site materials and be returned to the campus for use as a soil amendment.

Purchased carbon offsets that have not been third-party verified do not count. Consistent with the Sustainability Indicator Management & Analysis Platform (SIMAP) and relevant protocols from The Offset Network, non-additional sequestration does not count, but may be reported in the optional reporting field provided.

Scope 2 GHG emissions totals should include accounting for any contractual procurement and sales/ transfer of renewable energy, e.g., Renewable Energy Certificates (RECs), Guarantees of Origin (GOs), and International RECs (I-RECs). Such products may not be counted as carbon offsets.

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

Gross Scope 1 and Scope 2 greenhouse gas (GHG) emissions:

	Performance year	Baseline year
Gross Scope 1 GHG emissions from stationary combustion	64.85 *Metric Tons of CO2 Equivalent*	0.63 *Metric Tons of CO2 Equivalent*
Gross Scope 1 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Gross Scope 2 GHG emissions from imported electricity	11,478.96 *Metric Tons of CO2 Equivalent*	12,539 *Metric Tons of CO2 Equivalent*
Gross Scope 2 GHG emissions from imported thermal energy	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Total	11,543.81 *Metric Tons of CO2 Equivalent*	12,539.63 *Metric Tons of CO2 Equivalent*

Figures needed to determine net carbon sinks:

	Performance year	Baseline year
Third-party verified carbon offsets purchased	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Institution-catalyzed carbon offsets generated	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon storage from on-site composting	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon storage from non-additional sequestration	0 *Metric Tons of CO2 Equivalent*	---

	Performance year	Baseline year
Carbon sold or transferred	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Net carbon sinks	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

A brief description of the carbon sinks, including vendor, project source, verification program and contract timeframes (as applicable):

Adjusted net Scope 1 and Scope 2 GHG emissions:

	Performance year	Baseline year
Adjusted net GHG emissions	11,543.81 *Metric Tons of CO2 Equivalent*	12,539.63 *Metric Tons of CO2 Equivalent*

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

	Performance year	Baseline year
Start date	Jan. 1, 2021	Jan. 1, 2014
End date	Dec. 31, 2021	Dec. 30, 2014

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

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

Figures needed to determine "Weighted Campus Users":

	Performance year	Baseline year
Number of students resident on-site	0	0
Number of employees resident on-site	0	0
Number of other individuals resident on-site	0	0
Total full-time equivalent student enrollment	40,219	41,725
Full-time equivalent of employees	6,555	6,211
Full-time equivalent of students enrolled exclusively in distance education	165	93
Weighted Campus Users	34,956.75	35,882.25

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

	Performance year	Baseline year
Adjusted net Scope 1 and 2 GHG emissions per weighted campus user	0.33 *Metric Tons of CO2 Equivalent*	0.35 *Metric Tons of CO2 Equivalent*

Percentage reduction in adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user from baseline:
5.50

Gross floor area of building space, performance year:
2,651,075 *Gross Square Metres*

Floor area of energy intensive building space, performance year:

	Floor area
Laboratory space	90,987 *Square Metres*
Healthcare space	0 *Square Metres*
Other energy intensive space	63,905 *Square Metres*

EUI-adjusted floor area, performance year:
2,896,954 *Gross Square Metres*

Adjusted net Scope 1 and 2 GHG emissions per unit of EUI-adjusted floor area, performance year:
0 *MtCO2e / GSM*

A brief description of the institution's GHG emissions reduction initiatives:

Website URL where information about the institution's GHG emissions is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

At Universidad Autónoma de Tamaulipas we are in a process of renovating the lights using LED technology
that helps us reduce energy consumption as well as reduce heat generation. Likewise, there is an insulation
system in the glass and roofs of the buildings, which allows us to be more efficient in the use of electrical energy

Buildings

Points Claimed 1.51

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 Design and Construction	1.51 / 3.00
Building Operations and Maintenance	0.00 / 5.00

Building Design and Construction

Score	Responsible Party
1.51 / 3.00	**Yolanda Mendoza** MSc. Sustainability

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the previous five years were designed and built in accordance with a published green building code, policy/guideline, and/or rating system.

Green building codes, policies/guidelines, and rating systems may be:

- Multi-attribute: addressing location and transportation, sustainable sites, water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM, LEED BD+C, and similar programs); OR

- Single-attribute: focusing predominantly on one aspect of sustainability such as energy/water efficiency, human health and wellbeing, or sustainable sites.

Building space that is third party certified under a multi-attribute green building rating system developed/administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space designed and built under other standards and policies/programs. For more information, see Examples of Multi-attribute and Single-attribute Building Frameworks.

Floor area designed and built in accordance with multiple green building codes, policies/guidelines, and/or rating systems should not be double-counted.

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

Total floor area of newly constructed or renovated building space:
2,969.85 *Square Metres*

Floor area of eligible building space designed and built in accordance with published green building codes, policies, and/or rating systems:

	Floor area
Certified at the highest achievable level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Platinum or Certified Living Building)	1,495.55 *Square Metres*
Certified at the 2nd highest level under a 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Gold)	0 *Square Metres*
Certified at mid-level under a 3- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., BREEAM Very Good)	0 *Square Metres*
Certified at a step above minimum level under ar 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Silver)	0 *Square Metres*
Certified at minimum level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Certified)	0 *Square Metres*
Certified/verified at any level under a multi-attribute, non-GBC rating system for design and construction, a green building code, or a single-attribute rating system for design and construction	0 *Square Metres*

	Floor area
Designed and built in accordance with a multi-attribute green building code, policy, guideline, or rating system, but not certified/verified	0 *Square Metres*
Designed and built in accordance with a single-attribute green building code, policy, guideline, or rating system, but not certified/verified	0 *Square Metres*
Total	1,495.55 *Square Metres*

Percentage of newly constructed or renovated building space certified under a green building rating system for design and construction:
50.36

A list of new construction and major renovation projects that indicates the green building code, policy/guideline, or rating system that applies to each building:

At Universidad Autónoma de Tamaulipas we are in a process of renovating the lights using LED technology
that helps us reduce energy consumption as well as reduce heat generation. Likewise, there is an insulation
system in the glass and roofs of the buildings, which allows us to be more efficient in the use of electrical
energy.

An inventory of new construction and major renovation projects that indicates the green building code, policy/guideline, or rating system that applies to each building:
Green_Building.docx

Website URL where information about the institution's green building design and construction program is available:

Additional documentation to support the submission:

Building Operations and Maintenance

Score	Responsible Party
	Yolanda Mendoza
0.00 / 5.00	MSc.
	Sustainability

Criteria

Institution's buildings are operated and maintained in accordance with a sustainable management policy/program and/or a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED®: Building Operations + Maintenance (O+M).

Sustainable operations and maintenance policies/programs and rating systems may be:

- Multi-attribute: addressing water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM-In Use, LEED O+M, and similar programs); OR

- Single-attribute: less comprehensive; focusing predominantly on either resource use (i.e., energy and/or water efficiency) or indoor environmental quality (e.g., green cleaning, indoor air quality, and integrated pest management).

Building space that is third party certified under a multi-attribute green building rating system developed/administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space operated and maintained under other standards and policies/programs.For more information, see Examples of Multi-attribute and Single-attribute Building Frameworks.

Floor area operated and maintained under multiple O+M policies/programs and/or rating systems should not be double-counted.

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

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

Energy

Points Claimed 5.57

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 Efficiency	5.57 / 6.00
Clean and Renewable Energy	0.00 / 4.00

Building Energy Efficiency

Score	Responsible Party
	Yolanda Mendoza
5.57 / 6.00	MSc.
	Sustainability

Criteria

Part 1. Reduction in source energy use per unit of floor area

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

Part 2. Site energy use per unit of floor area

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

Electricity use, performance year (report kilowatt-hours):

	kWh	MMBtu
Imported electricity	13,665,433 *Kilowatt-hours*	46,626.46 *MMBtu*
Electricity from on-site, non-combustion facilities/devices (e.g., renewable energy systems)	0 *Kilowatt-hours*	0 *MMBtu*

Stationary fuels and thermal energy, performance year (report MMBtu):

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	1,829 *MMBtu*
Imported steam, hot water, and/or chilled water	0 *MMBtu*

Total site energy consumption, performance year:
48,455.46 *MMBtu*

Gross floor area of building space, performance year:
2,651,075 *Gross Square Metres*

Floor area of energy intensive space, performance year:

	Floor area
Laboratory space	90,987 *Square Metres*
Healthcare space	0 *Square Metres*
Other energy intensive space	63,905 *Square Metres*

EUI-adjusted floor area, performance year:
2,896,954 *Gross Square Metres*

Degree days, performance year:

	Degree days
Heating degree days	280 *Degree-Days (°C)*
Cooling degree days	3,342 *Degree-Days (°C)*

Total degree days, performance year:
3,622 *Degree-Days (°C)*

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

	Start date	End date
Performance period	Jan. 1, 2021	Dec. 31, 2021

Total site energy consumption per unit of EUI-adjusted floor area per degree day, performance year:
0 *Btu / GSM / Degree-Day (°C)*

Electricity use, baseline year (report kWh):

	kWh	MMBtu
Imported electricity	24,183,157 *Kilowatt-hours*	82,512.93 *MMBtu*
Electricity from on-site, non-combustion facilities/devices (e.g., renewable energy systems)	0 *Kilowatt-hours*	0 *MMBtu*

Stationary fuels and thermal energy, baseline year (report MMBtu):

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	15.50 *MMBtu*
Imported steam, hot water, and/or chilled water	0 *MMBtu*

Total site energy consumption, baseline year:
82,528.43 *MMBtu*

Gross floor area of building space, baseline year:
2,651,075 *Gross Square Metres*

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

	Start date	End date
Baseline period	Jan. 1, 2019	Dec. 31, 2019

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

This baseline was adopted because it was the last date evaluated.

Source-site ratio for imported electricity:
3.14

Total energy consumption per unit of floor area:

	Site energy	Source energy
Performance year	0 *MMBtu / GSM*	0 *MMBtu / GSM*
Baseline year	0 *MMBtu / GSM*	0 *MMBtu / GSM*

Percentage reduction in total source energy consumption per unit of floor area from baseline:
42.79

Documentation to support the performance year energy consumption figures reported above:

A brief description of the institution's initiatives to shift individual attitudes and practices in regard to energy efficiency:

Sustainability office has a project called UAT Sustentable which aim is to rise awarenes of environmental issues, energy efficiency, sustainable practices through conferences, workshops and campaigns.
It also has two manuals: sustainable events and green offices.

A brief description of energy use standards and controls employed by the institution:

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

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

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

NA

A brief description of co-generation employed by the institution:

NA

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

NA

Website URL where information about the institution's energy conservation and efficiency program is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The reason for the reduction in energy consumption during the evaluated year with respect to the base year is due to the fact that the students have not attended the University in person.

Clean and Renewable Energy

Score	Responsible Party
0.00 / 4.00	**Yolanda Mendoza** MSc. Sustainability

Criteria

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

Clean and renewable electricity

1. Purchasing or otherwise importing electricity from certified/verified clean and renewable sources. This includes utility-provided green power purchasing options, power purchase agreements (PPAs) for electricity generated off-site, and equivalent products that bundle physical electricity with the right to claim its renewable energy attributes.

2. Generating electricity from clean and renewable sources on-site and retaining or retiring the rights to its renewable energy attributes. In other words, if the institution has sold Renewable Energy Certificates (RECs) or the equivalent for the clean and renewable energy 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.

Clean and renewable thermal energy

1. Using clean and renewable stationary fuels on-site to generate thermal energy, e.g., using certain types of biomass for heating (see Standards and Terms).

2. Purchasing or otherwise importing steam, hot water, and/or chilled water from certified/verified clean and renewable sources (e.g., a municipal geothermal facility).

Unbundled renewable energy products

1. Purchasing RECs, Guarantees of Origin (GOs), International RECs (I-RECs), or equivalent unbundled renewable energy products certified by a third party (e.g., Green-e or EKOenergy).

Energy on the grid is indistinguishable by source. Therefore, neither the electric grid mix for the region in which the institution is located, nor the grid mix reported by the electric utility that serves the institution (i.e., the utility's standard or default product) count for this credit in the absence of RECs, GOs, I-RECs, or equivalent products that document the renewable electricity delivered or consumed and give the institution to right to claim it as renewable.

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

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

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

Food & Dining

Points Claimed 0.45

Points Available 8.00

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

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

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

Credit	Points
Food and Beverage Purchasing	0.00 / 6.00
Sustainable Dining	0.45 / 2.00

Food and Beverage Purchasing

Score	Responsible Party
0.00 / 6.00	**Yolanda Mendoza** MSc. Sustainability

Criteria

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

- Sustainably or ethically produced as determined by one or more of the standards listed in Standards and Terms.

- Plant-based.

An institution with Real Food Calculator results that have been validated by the Real Food Challenge (U.S.) or Good Food Calculator results that have been validated by Meal Exchange (Canada) may simply report its Real/Good Food percentage as the percentage of expenditures on sustainably or ethically produced products. The percentage of expenditures on plant-based foods is reported separately.

Required documentation

For transparency and to help ensure comparability, a completed STARS Food and Beverage Purchasing Inventory template or equivalent inventory must be provided to document purchases that qualify as sustainably or ethically produced. The inventory must justify each product's inclusion and include, at minimum, the following information:

- Product name, label, or brand

- Product description/type

- Recognized sustainability standard met (e.g., third party certification or ecolabel)

It is not required that products that qualify solely as plant-based be documented at the same level of detail (i.e., they may or may not be included in the inventory).

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

Sustainable Dining

Score	Responsible Party
0.45 / 2.00	**Maria Teresa Maldonado Sada** Special Projects Sustainability dept

Criteria

Part 1. Sustainable dining initiatives

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

- Hosts a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or supports such a program in the local community.

- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer.

- Supports disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing.

- Hosts low impact dining events (e.g., Meatless Mondays) or promotes plant-forward (vegetables-as-center-of-the-plate, with smaller portions of meat) options.

- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal (e.g., a vegan entrée, an all-vegan station, or an all-vegan dining facility).

- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls.

Part 2. Food waste minimization and recovery

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

- Participates in a competition or commitment program (e.g., U.S. EPA Food Recovery Challenge) and/or uses a food waste prevention system (e.g., LeanPath) to track and improve its food management practices.

- Has implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste.

- Donates food that would otherwise go to waste to feed people.

- Diverts food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g., converting cooking oil to fuel, on-site anaerobic digestion).

- Has a pre-consumer composting program.

- Has a post-consumer composting program.

- Utilizes reusable service ware for "dine in" meals.

- Provides reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with a composting program).

- Offers discounts or other incentives to customers who use reusable containers (e.g., mugs) instead of disposable or compostable containers in "to-go" food service operations.

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

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

Does the institution or its primary dining services contractor host a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or support such a program in the local community?:
No

A brief description of the farmers market, CSA or urban agriculture project:

Does the institution or its primary dining services contractor host a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer?:
No

A brief description of the sustainability-themed food outlet:

Does the institution or its primary dining services contractor support disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing?:
No

A brief description of the support for disadvantaged businesses, social enterprises, and/or local SMEs:

Estimated percentage of total food and beverage expenditures on products from disadvantaged businesses, social enterprises, and/or local SMEs:

Does the institution or its primary dining services contractor host low impact dining events or promote plant-forward options?:

No

A brief description of the low impact dining events and/or plant-forward options:

Does the institution or its primary dining services contractor have a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal?:

Yes

A brief description of the vegan dining program:

   We have a certification for sustainable events where practices such as offering at least one vegetarian dish are promoted.

Does the institution or its primary dining services contractor inform customers about low impact food choices and sustainability practices through labelling and signage in dining halls?:

No

A brief description of the sustainability labelling and signage in dining halls:

Does the institution or its primary dining services contractor participate in a competition or commitment program and/or use a food waste prevention system to track and improve its food management practices?:

No

A brief description of the food recovery competition or commitment program or food waste prevention system:

Has the institution or its primary dining services contractor implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste?:

No

A brief description of the trayless dining or modified menu/portion program:

Does the institution or its primary dining services contractor donate food that would otherwise go to waste to feed people?:
No

A brief description of the food donation program:

Does the institution or its primary dining services contractor divert food materials from the landfill, incinerator or sewer for animal feed or industrial uses?:
No

A brief description of the food materials diversion program:

Does the institution or its primary dining services contractor have a pre-consumer composting program?:
No

A brief description of the pre-consumer composting program:

Does the institution or its primary dining services contractor have a post-consumer composting program?:
Yes

A brief description of the post-consumer composting program:

At the Universidad Autónoma de Tamaulipas we generate organic waste in gastronomic centers and cafeterias (although they are external to the university).
In order to reduce organic waste, we agreed with the "Faculdad de Ingeniería y Ciencias" of the University so that a part of the organic waste was used to generate compost. It is important to note that students are the ones who support this project by carrying out activities.

Does the institution or its primary dining services contractor utilize reusable service ware for "dine in" meals?:
No

A brief description of the reusable service ware program:

Does the institution or its primary dining services contractor provide reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with an on-site composting program)?:
Yes

A brief description of the compostable containers and service ware:

We have a certification for sustainable events where practices such as:
1. Offer water in pitchers or large dispensers and use reusable or compostable cups.
2. Avoid the use of paper mats, straws and plastic stirrers.
3. Consider tableware options and select reusable.
4. Serve small size meals that do not require utensils.

5. Guests must select their dietary preferences.
6. 40% or more of the food cost goes to organic or ecological food adjusted to real needs.
7. At least one dish must be vegetarian.

Does the institution or its primary dining services contractor offer discounts or other incentives to customers who use reusable containers instead of disposable or compostable containers in "to-go" food service operations?:
No

A brief description of the reusable container discount or incentives program:

A brief description of other sustainability-related initiatives not covered above:

Website URL where information about the sustainable dining programs is available:
http://sustentabilidad.uat.edu.mx/Paginas/Descargas.aspx

Additional documentation to support the submission:

Grounds

Points Claimed 2.00

Points Available 4.00

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

Credit		Points
Landscape Management	0.00 / 2.00	
Biodiversity	2.00 / 2.00	

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)

2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions.

Close

Landscape Management

Score	Responsible Party
	Yolanda Mendoza
0.00 / 2.00	MSc.
	Sustainability

Criteria

Institution's grounds include areas that are managed:

- Organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides (i.e., only ecologically preferable materials may be used);

OR

- In accordance with an Integrated Pest Management (IPM) program.

An area of grounds may be managed organically or in accordance with an IPM program that uses selected chemicals, but not both.

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

Biodiversity

Score	Responsible Party
2.00 / 2.00	

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)

Yolanda Mendoza
MSc. Sustainability

- 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)

2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions.

Close

Criteria

Institution has conducted an assessment to identify:

- Endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution;

AND/OR

- Areas of biodiversity importance on land owned or managed by the institution.

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

Assessments conducted and programs adopted by other entities (e.g., government, university system, or 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, or regions of conservation importance?:
Yes

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

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

Even though the University does not own the property of the biosphere land, it is part of the "El cielo" research commitee 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 equiped 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 to identify endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution?:
Yes

A list of endangered and vulnerable species with habitats on land owned or managed by the institution, by level of extinction risk:

List of some mammals that are in some category of risk in NOM 059 SEMARNAT 2010 in the state of Tamaulipas.

Currently, work is being done on studies of population monitoring, ecology, and predator/prey interactions, with the aim that the results of these analyzes can contribute to understanding the conservation status of these species, so that later conservation strategies can be proposed.

Currently, the UAT works with the monitoring of these species in the El Cielo Biosphere Reserve, Sierra de Tamaulipas Biosphere Reserve, in Altas Cumbres, in Ocampo, Miquihuana and Cd. Victoria, Tamaulipas.

Especie Nombre común NOM-059
Ursus americanus Oso negro In danger of extinction

Panthera onca Jaguar In danger of extinction

Leopardus wiedii Tigrillo o Margay In danger of extinction

Leopardus pardalis Ocelote In danger of extinction

Galictis vittata Gran Grisón threatened

Eira barbara Cabeza de Viejo In danger of extinction

Potos flavus Mico de noche, kinkajou Subject to Special Protection

Glaucomys volans Ardilla voladora del sur threatened

Leptonycteris nivalis Murciélago hocicudo mayor threatened

Diaemus youngi vampiro ala blanca Subject to Special Protection

Choeronycteris mexicana murciélago trompudo threatened

Has the institution conducted an assessment to identify areas of biodiversity importance on land owned or managed by the institution?:
Yes

A brief description of areas of biodiversity importance on land owned or managed by the institution:

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

The methodologies used to identify endangered and vulnerable species and/or areas of biodiversity importance 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 the scope of the assessment(s):

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.

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

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

Estimated percentage of areas of biodiversity importance that are also protected areas :

Website URL where information about the institution's biodiversity initiatives is available:
http://po.tamaulipas.gob.mx/wp-content/uploads/2013/12/cxxxviii-144-281113F-ANEXO.pdf

Additional documentation to support the submission:

Purchasing

Points Claimed 1.00

Points Available 6.00

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

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

Sustainable Procurement

Score	Responsible Party
	Maria Teresa Maldonado Sada
1.00 / 3.00	Special Projects
	Sustainability dept

Criteria

Part 1. Institution-wide sustainable procurement policies

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

- A stated preference for post-consumer recycled or bio-based content, for carbon neutral products, or to otherwise minimize the negative environmental impacts of products and services.

- A stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs), or otherwise support positive social and economic impacts and minimize negative impacts.

- A vendor code of conduct or equivalent policy that sets standards for the social and environmental responsibility of the institution's business partners that exceed basic legal compliance.

Part 2. Life Cycle Cost Analysis

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

Please note that LCCA is a method for assessing the total cost of ownership over the life cycle of a product or system (i.e., purchase, installation, operation, maintenance, and disposal). Life Cycle Assessment (LCA), by contrast, is a method for assessing the environmental impacts of a product or service over its life cycle. While LCAs may inform the sustainability criteria recognized in Part 1 and Part 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.

Part 3. Product-specific sustainability criteria

Institution has published sustainability criteria to be applied when evaluating products and/or services in one or more of the following categories. The criteria may be included in broader policies such as those recognized in Part 1, however they must address the specific sustainability challenges and impacts associated with products and/or services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category.

Category	Examples
A. Chemically intensive products and services Building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance.	• Published measures to minimize the use of chemicals. • A stated preference for green cleaning services and third party certified products. • Including sustainability objectives in contracts with service providers.
B. Consumable office products Batteries, lamps, paper, toner cartridges	• A stated preference for post-consumer recycled, agricultural residue, or third party certified (e.g., FSC) content. • A stated preference for extended use, rechargeable, or remanufactured products. • A stated preference for low mercury lamps.
C. Furniture and furnishings Furniture, flooring, ceilings, walls, composite wood.	• A stated preference for third party certified materials and products (e.g., FSC or LEVEL certified) • A stated preference for furnishings that are low-VOC or free of flame retardants
D. Information technology (IT) and equipment Computers, imaging equipment, mobile phones, data centers, cloud services, scientific and medical equipment.	• Published measures to reduce the demand for equipment. • A stated preference for ENERGY STAR, TCO Certified, Blue Angel, or EPEAT registered products. • A stated preference for ACT-labeled laboratory products
E. Food service providers Contractors, franchises, vending and catering services. (Food and beverage purchasing is covered in Food & Dining.)	• Including sustainability objectives in contracts with on-site food service providers. • Requiring that dining service contractors pay a living wage to employees.

F. Garments and linens	• Published labor and human rights standards that clothing suppliers must meet.
Clothing, bedding, laundry services.	• A stated preference for organic, bio-based, or recycled content textiles.
G. Professional service providers	
Architectural, engineering, public relations, and financial services.	• A stated preference for disadvantaged businesses, social enterprises, or B Corporations.
H. Transportation and fuels	• Published measures to minimize the size of the campus fleet or otherwise reduce the impacts of travel or transport.
Travel, vehicles, delivery services, long haul transport, generator fuels, steam plants.	• A stated preference for clean and renewable technologies.

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

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

Does the institution have written policies, guidelines, or directives that seek to support sustainable purchasing across multiple commodity categories institution-wide?:
Yes

A copy of the policies, guidelines or directives:
Manual-Compras.pdf

The policies, guidelines or directives:

The Autonomous University of Tamaulipas (UAT) as an institution of higher education in the state incorporates strategies, criteria and objectives to promote sustainable development. One of these strategies is the generation of the purchasing manual which includes criteria and recommendations for all dependencies and schools of our campuses in order to promote the acquisition of low environmental impact products.

This manual includes the suggestion of suppliers, brands and certifications related to sustainability. The document includes several sections such as:

• Office supplies and utensils:
- This section includes recommendations of products for everyday office demand; rice fiber-based products, made with post-consumer paper, re-usable products, recycled paper, recycled plastic, non-toxic products, without paint, without gums, Water-based, free of plastic laminates, free of chlorine and phosphates, with thread, without adhesive and others.
• Promotional materials:
- In this section the university community is invited to consider ecological promotional products based on recycled PET, recycled paper, re-usable, free of BPA, biodegradable materials, etc.
• Disposable materials:
- The main point in this section is the restriction for disposible Polystyrene products. The purchase of disposable articles based on cardboard, corn starch or bamboo is suggested.
• Cleaning materials:
- Environmental cleaning products options are presented, as well as a brief description of the characteristics of these products biodegradable, free of phosphates, non-corrosive, biodegradable, water-based.

This material is available to down load at the sustananility webpage for download.

Does the institution employ Life Cycle Cost Analysis (LCCA) when evaluating energy- and water-using products and systems?:
No

Which of the following best describes the institution's use of LCCA?:

A brief description of the LCCA policy and/or practices:

Does the institution have published sustainability criteria to be applied when evaluating chemically intensive products and services?:
Yes

A brief description of the published sustainability criteria for chemically intensive products and services:

The Autonomous University of Tamaulipas, through the Diretión of sustainability and the Institute of Applied Ecology, carried out a Manual of Procedures for the Control of Urban Plagues, where it is recommended to the areas, schools or dependencies of the same the use of preventive methods minimizing chemicals, using them responsibly, reducing environmental deterioration and side effects within the university community.

Does the institution have published sustainability criteria to be applied when evaluating consumable office products?:
Yes

A brief description of the published sustainability criteria for consumable office products:

The Autonomous University of Tamaulipas within its Manual of Purchases of Minor Impact recommends to all the areas, the paper of office that must buy for the handling of files of the same one.
For this, it is recommended to each school and administrative area the use of paper at least 70% post consumption.

Does the institution have published sustainability criteria to be applied when evaluating furniture and furnishings?:
No

A brief description of the published sustainability criteria for furniture and furnishings:

Does the institution have published sustainability criteria to be applied when evaluating Information technology (IT) and equipment?:
No

A brief description of the published sustainability criteria for Information Technology (IT) and equipment:

Does the institution have published sustainability criteria to be applied when evaluating food service providers?:
No

A brief description of the published sustainability criteria for food service providers:

food services
1. Offer water in pitchers or large dispensers and use reusable or compostable cups.
2. Avoid the use of paper mats, straws and plastic stirrers.
3. Consider tableware options and select reusable.
4. Serve small size meals that do not require utensils.
5. Guests must select their dietary preferences.
6. 40% or more of the food cost goes to organic or ecological food adjusted to real needs.
7. At least one dish must be vegetarian.

Does the institution have published sustainability criteria to be applied when evaluating garments and linens?:
No

A brief description of the published sustainability criteria for garments and linens:

The UAT as a state higher education institution incorporates strategies, criteria and objectives to promote sustainable development in its environment, which is why all the operations of our alma mater that generate an environmental impact must use biodegradable products or recycled materials.
The UAT is regulated with a manual of criteria and acquisitions of purchases that reduce the environmental impact, to facilitate the location of products suitable for the needs of the schools and university units.
Our university is oriented towards sustainability

Does the institution have published sustainability criteria to be applied when evaluating professional service providers?:
No

A brief description of the published sustainability criteria for professional service providers:

Does the institution have published sustainability criteria to be applied when evaluating transportation and fuels?:
No

A brief description of the published sustainability criteria for transportation and fuels:

Website URL where information about the institution's sustainable procurement program or initiatives is available:
http://sustentabilidad.uat.edu.mx/Paginas/Descargas.aspx

Additional documentation to support the submission:

Electronics Purchasing

Score	Responsible Party
0.00 / 1.00	

Criteria

Institution purchases electronic products that are:

- EPEAT registered,

- Third party certified under a multi-attribute sustainability standard or ISO Type 1 ecolabel developed/administered by a Global Ecolabelling Network or ISEAL Alliance member organization (e.g., Blue Angel, TCO Certified, UL Ecologo), AND/OR

- Labeled under a single-attribute standard for electrical equipment (e.g., ENERGY STAR, EU Energy A or higher, or local equivalent).

Included are desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions, mobile phones, and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, and printers and scanners). Specialized equipment that EPEAT does not register may be excluded.

A product that meets multiple criteria (e.g., a product that is both EPEAT registered and ENERGY STAR labeled) should not be double-counted.

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

Cleaning and Janitorial Purchasing

Score	Responsible Party
0.00 / 1.00	

Criteria

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase cleaning and janitorial paper products that meet one or more of the following criteria:

- Blue Angel labeled (German Federal Environment Agency)

- Cradle to Cradle Certified

- ECOLOGO certified (UL Environment)

- EU Ecolabel

- Forest Stewardship Council (FSC) certified

- Good Environmental Choice Australia (GECA) certified

- Green Seal certified

- Nordic Swan labeled (Nordic Ecolabelling Board)

- U.S. EPA Safer Choice labeled

- Other multi-criteria sustainability standards and ISO Type 1 ecolabels developed/administered by Global Ecolabelling Network and/or ISEAL Alliance member organizations

Cleaning products include general purpose bathroom, glass and carpet cleaners; degreasing agents; biologically-active cleaning products (enzymatic and microbial products); floor-care products (e.g., floor finish and floor finish strippers); hand soaps and hand sanitizers, disinfectants, and metal polish and other specialty cleaning products. Janitorial paper products include toilet tissue, tissue paper, paper towels, hand towels, and napkins.

Other cleaning and janitorial products and materials (e.g., cleaning devices that use only ionized water or electrolyzed water) should be excluded from both total expenditures and expenditures on environmentally preferable products to the extent feasible.

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

Office Paper Purchasing

Score	Responsible Party
0.00 / 1.00	

Criteria

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

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

Transportation

Points Claimed 0.20

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
Commute Modal Split	0.00 / 5.00
Support for Sustainable Transportation	0.20 / 1.00

Campus Fleet

Score	Responsible Party
0.00 / 1.00	

Criteria

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

1. Gasoline-electric hybrid,

2. Diesel-electric hybrid,

3. Plug-in hybrid,

4. 100 percent electric (including electric assist utility bicycles and tricycles),

5. Fueled with Compressed Natural Gas (CNG),

6. Hydrogen fueled,

7. Fueled with B20 or higher biofuel for more than 4 months of the year, OR

8. 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)

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.

Commute Modal Split

Score	Responsible Party
0.00 / 5.00	**Yolanda Mendoza** MSc. Sustainability

Criteria

Part 1. Student commute modal split

Institution's students commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, availing of distance education, 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.

Part 2. Employee commute modal split

Institution's employees commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, 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 worksites.

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

Support for Sustainable Transportation

Score	Responsible Party
	Yolanda Mendoza
0.20 / 1.00	MSc.
	Sustainability

Criteria

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

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

- 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.

- Offers preferential parking or other incentives for fuel efficient vehicles.

- Has one or more Level 2 or Level 3 electric vehicle charging stations that are accessible to student and employee commuters.

- Has incentives or programs to encourage employees to live close to campus.

- Has other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting.

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

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:
No

A brief description of the bicycle sharing program:

Does the institution participate in a car sharing program?:
No

A brief description of the car sharing program:

Does the institution offer preferential parking or other incentives for fuel efficient vehicles?:
No

A brief description of the incentives for fuel efficient vehicles:

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 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 programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting?:
Yes

A brief description of other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting:

    All students with UAT ID have a lower transport tariff in Public transport all over the city.

    The Veterinary School is located outside the city of Victoria were 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.

    At the Universidad Autónoma of Tamaulipas Campus Sur, We have an efficient university transportation system which mobilizes most of the students within the facilities at no cost.

Website URL where information about the institution's support for sustainable transportation is available:

Additional documentation to support the submission:

Waste

Points Claimed 5.97

Points Available 10.00

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit	Points
Waste Minimization and Diversion	5.47 / 8.00
Construction and Demolition Waste Diversion	0.00 / 1.00
Hazardous Waste Management	0.50 / 1.00

Waste Minimization and Diversion

Score	Responsible Party
	Yolanda Mendoza
5.47 / 8.00	MSc.
	Sustainability

Criteria

Part 1. Reduction in total waste per person

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. Total waste per person

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tonnes (0.50 short tons) per weighted campus user.

Part 3. Waste diverted from the landfill or incinerator

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

For scoring purposes, up to 10 percent of total waste generated may also be disposed through post-recycling residual conversion. To count, residual conversion must include an integrated materials recovery facility (MRF) or equivalent sorting system to recover recyclables and compostable material prior to conversion.

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

Waste includes all materials that the institution discards, intends to discard or is required to discard (i.e., all materials that are recycled, composted, donated, re-sold, or disposed of as trash) except construction, demolition, hazardous, special (e.g., coal ash), universal and non-regulated chemical waste, which are covered in the Construction and Demolition Waste DiversionandHazardous Waste Managementcredits.

Consistent with the U.S Environmental Protection Agency's Waste Reduction Model (WARM), the on-site reuse of materials is treated as a form of source reduction for scoring purposes. All materials that are reused on campus are automatically recognized in scoring for Part 1 and Part 2 of this credit. To avoid double-counting, reuse therefore does not also contribute to scoring for Part 3 as waste diversion.

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

Figures needed to determine total waste generated (and diverted):

	Performance Year	Baseline Year
Materials recycled	9.39 *Tonnes*	36.58 *Tonnes*
Materials composted	11.11 *Tonnes*	42.50 *Tonnes*
Materials donated or re-sold	14.25 *Tonnes*	54.46 *Tonnes*
Materials disposed through post-recycling residual conversion	0 *Tonnes*	0 *Tonnes*
Materials disposed in a solid waste landfill or incinerator	187.74 *Tonnes*	717.43 *Tonnes*
Total waste generated	222.49 *Tonnes*	850.97 *Tonnes*

A brief description of the residual conversion facility:

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

	Start Date	End Date
Performance Period	Jan. 1, 2021	Dec. 31, 2021
Baseline Period	Jan. 1, 2015	Dec. 8, 2015

A brief description of when and why the waste generation baseline was adopted:

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	0	0
Number of employees resident on-site	0	0
Number of other individuals resident on-site	0	0
Total full-time equivalent student enrollment	40,219	37,230
Full-time equivalent of employees	6,555	7,320
Full-time equivalent of students enrolled exclusively in distance education	165	101
Weighted campus users	34,956.75	33,336.75

Total waste generated per weighted campus user:

	Performance Year	Baseline Year
Total waste generated per weighted campus user	222.49 *Tonnes*	850.97 *Tonnes*

Percentage reduction in total waste generated per weighted campus user from baseline:
75.07

Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year:
15.62

Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion):
15.62

In the waste figures reported above, has the institution recycled, composted, donated and/or re-sold the following materials?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food	Yes
Cooking oil	No
Plant materials	Yes
Animal bedding	No
White goods (i.e. appliances)	Yes
Electronics	No
Laboratory equipment	No
Furniture	Yes
Residence hall move-in/move-out waste	No

	Yes or No
Scrap metal	No
Pallets	No
Tires	Yes
Other (please specify below)	No

A brief description of other materials the institution has recycled, composted, donated and/or re-sold:

Derived from all the actions we carry out on campus, "UAT Recolecta" arises, a university program that has the objective of freely collecting items that are harmful to the environment, in order to have a more sustainable campus. Some of the items that are collected in this program are: Paper, PET Plastics, Luminaires, Batteries, Ink and Toner Cartridges.

Materials intended for disposal but subsequently recovered and reused on campus, performance year:

Does the institution use single stream recycling to collect standard recyclables in common areas?:
Yes

Does the institution use dual stream recycling to collect standard recyclables in common areas?:
Yes

Does the institution use multi-stream recycling to collect standard recyclables in common areas?:
Yes

Average contamination rate for the institution's recycling program:

A brief description of any recycling quality control mechanisms employed:

A brief description of the institution's waste-related behavior change initiatives:

Derived from all the actions we carry out on campus, "UAT Recolecta" arises, a university program that has the objective of freely collecting items that are harmful to the environment, in order to have a more sustainable campus. Some of the items that are collected in this program are: Paper, PET Plastics, Luminaires, Batteries, Ink and Toner Cartridges.

A brief description of the institution's waste audits and other initiatives to assess its materials management efforts and identify areas for improvement:

A brief description of the institution's procurement policies designed to prevent waste:

A brief description of the institution's surplus department or formal office supplies exchange program that facilitates reuse of materials:

A brief description of the institution's platforms to encourage peer-to-peer exchange and reuse:

A brief description of the institution's limits on paper and ink consumption:

A brief description of the institution's initiatives to make materials available online by default rather than printing them:

A brief description of the institution's program to reduce residence hall move-in/move-out waste:

A brief description of the institution's programs or initiatives to recover and reuse other materials intended for disposal:

Website URL where information about the institution's waste minimization and diversion efforts is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The reduction in the amount of waste generated was reduced due to the fact that the students and staff of the university carried out their activities through digital platforms.

Construction and Demolition Waste Diversion

Score	Responsible Party
0.00 / 1.00	

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	Responsible Party
0.50 / 1.00	**Yolanda Mendoza** MSc. Sustainability

Criteria

Part 1. Hazardous waste minimization and disposal

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. Electronic waste diversion

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution ensures that the electronic waste is recycled responsibly by using a recycler certified under the e-Stewards® and/or Responsible Recycling (R2) standards.

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

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

UAT University has 9 faculties or work centers that generate, manage, store and dispose Biological-Infectious Hazardous Waste. These procedures are realized in accordance to the NOM-087-ECOL-SSAA-2002, environmental protection, environmental health, hazardous biological-infectious waste.

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

For the final disposal of these materials the university has a contract with "Tecnologías Ecológicas de Reducción de Altamira" and "Ecotecnología en Tratamientos". These companies has the official permits for the handling and final disposal of hazardous materials according to Official MExican Standards.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

There has not been any incident during the previous three years at our University.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

There is no inventory system employed

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

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

A brief description of the electronic waste recycling program(s), including information about how electronic waste generated by the institution and/or students is recycled:

"E-Waste Donation"
The direction of university property has a program whereby schools report electronic equipment no longer used which can be reused for other purposes before being sent to the warehouse.
On the other hand any low-income school is eligible to apply for a donation of furniture or electronic equipment. This program has helped 38 regional institutions in the last 3 years.

"Reciclaton" is a program developed by School of Economics students with the collaboration of the faculty. In this program the students collect electronic waste, during one year every thursday of each month, resulting a 14 tons of electronic waste were collected and delivered to the regional commission of water to their correct disposal.

"ECO-RECICLA" is a program in which the university recollects used batteries. The containers are available for students, staff and faculty all over the campus. The main objective is to avoid the pollution of water.

The School of Law and Social Sciences at Tampico City Campus has a permanent campaign since 2010 in charged of collect used batteries with the coordination of the Core Basic Training Faculty in order to generate knowledge of the proper disposal of this material.

Is the institution's electronic waste recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards?:

Website URL where information about the institution's hazardous waste program is available:
http://www.uacjs.uat.edu.mx/14159.html

Additional documentation to support the submission:

Water

Points Claimed 4.00

Points Available 8.00

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit	**Points**

4.00 / 6.00

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for each part of this credit are determined by the level of "Physical Risk Quantity" for the institution's main campus, as indicated by the World Resources Institute Aqueduct Water Risk Atlas. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

	Physical Risk QUANTITY	**Points available for each part**	**Total available points for this credit**
Water Use	Low and Low to Medium Risk	$1\frac{1}{3}$	4
	Medium to High Risk	$1\frac{2}{3}$	5
	High and Extremely High Risk	2	6

Close

Rainwater Management	0.00 / 2.00

Water Use

<table>
<tr><td></td><td align="center">**Score**</td><td align="right">**Responsible Party**</td></tr>
</table>

4.00 / 6.00

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for each part of this credit are determined by the level of "Physical Risk Quantity" for the institution's main campus, as indicated by the World Resources Institute Aqueduct Water Risk Atlas. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

Physical Risk QUANTITY	Points available for each part	Total available points for this credit	
Low and Low to Medium Risk	1⅓	4	**Yolanda Mendoza** MSc. Sustainability
Medium to High Risk	1⅔	5	
High and Extremely High Risk	2	6	

Close

Criteria

Part 1. Reduction in potable water use per person

Institution has reduced its annual potable water use per weighted campus user compared to a baseline.

Part 2. Reduction in potable water use per unit of floor area

Institution has reduced its annual potable water use per gross square metre or foot of floor area compared to a baseline.

Part 3. Reduction in total water withdrawal per unit of vegetated grounds

Institution has reduced its total annual water use (potable + non-potable) per hectare or acre of vegetated grounds compared to a baseline.

Level of "Physical Risk Quantity" for the institution's main campus as indicated by the World Resources Institute Aqueduct Water Risk Atlas:
High

Total water withdrawal (potable and non-potable combined):

	Performance Year	Baseline Year
Total water withdrawal	183,826.61 *Cubic Metres*	148,356 *Cubic Metres*

Potable water use:

	Performance Year	Baseline Year
Potable water use	183,826.61 *Cubic Metres*	148,356 *Cubic Metres*

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

	Start Date	End Date
Performance Period	Jan. 11, 2021	Dec. 17, 2021
Baseline Period	Jan. 4, 2015	Dec. 14, 2015

A brief description of when and why the water use baseline was adopted:

This information is based according to available data only for Campus at Cd. Victoria.

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	0	0
Number of employees resident on-site	0	0
Number of other individuals resident on-site	0	0
Total full-time equivalent student enrollment	40,162	8,939
Full-time equivalent of employees	8,013	2,167
Full-time equivalent of students enrolled exclusively in distance education	568	101

	Performance Year	Baseline Year
Weighted campus users	35,705.25	8,253.75

Potable water use per weighted campus user:

	Performance Year	Baseline Year
Potable water use per weighted campus user	5.15 *Cubic Metres*	148,356 *Cubic Metres*

Percentage reduction in potable water use per weighted campus user from baseline:
71.36

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area	2,651,075 *Gross Square Metres*	97,697.17 *Gross Square Metres*

Potable water use per unit of floor area:

	Performance Year	Baseline Year
Potable water use per unit of floor area	0.07 *Cubic Metres / GSM*	1.52 *Cubic Metres / GSM*

Percentage reduction in potable water use per unit of floor area from baseline:
95.43

Area of vegetated grounds:

	Performance Year	Baseline Year
Vegetated grounds	114,122.56 *Hectares*	114,122.56 *Hectares*

Total water withdrawal per unit of vegetated grounds:

	Performance Year	Baseline Year
Total water withdrawal per unit of vegetated grounds	1.61 *Cubic Metres / Hectare*	1.30 *Cubic Metres / Hectare*

Percentage reduction in total water withdrawal per unit of vegetated grounds from baseline:
-23.91

A brief description of the institution's water-related behavior change initiatives:

The University is gradually implementing a water efficiency program which consist of several stages ranging from outreach campaigns, measurement, attention to emergency problems and consumption reductions. Most of these campaigns are based on signage and audio spots through internal phone services.

A brief description of the institution's water recovery and reuse initiatives:

A brief description of the institution's initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives:

Website URL where information about the institution's water conservation and efficiency efforts is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The report from previous years only includes the area of the central campus and the rectory building, now the total water consumption of the university has been accounted for, which is why the increase in water consumption.

Rainwater Management

Score	Responsible Party
0.00 / 2.00	

Criteria

Institution uses green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product.

Policies adopted by entities of which the institution is part (e.g., 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.

Planning & Administration

Coordination & Planning

Points Claimed 5.25

Points Available 9.00

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	2.00 / 4.00
Inclusive and Participatory Governance	2.25 / 3.00
Reporting Assurance	0.00 / 1.00

Sustainability Coordination

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

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focuses on sustainability broadly (i.e., not just one sustainability issue, such as climate change) and covers the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g., a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on one aspect of sustainability (e.g., an energy efficiency committee) or has jurisdiction over only a part of the institution (e.g., Academic Affairs Sustainability Taskforce) does not count toward scoring in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee?:
No

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

Members of each committee, including affiliations and role:

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent employee?:
Yes

A brief description of each sustainability office:

Sustainability Office depends on The Research and graduates Secretariat at Universidad Autónoma de Tamaulipas. It started as a Executive secretariat of the sustainability committee and starting in 2021 it became part of the University as an Office or direction.

Full-time equivalent of people employed in the sustainability office(s):
7

Does the institution have at least one sustainability officer?:
Yes

Name and title of each sustainability officer:
pHD. Yolanda Mendoza Cavazos - Sustainability Management UAT

Does the institution have a mechanism for broad sustainability coordination for the entire institution?:
Yes

A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

• Empower the university community by carrying out projects to carry out actions aligned with the 2030 Agenda and its Sustainable Development Goals.
• Consolidate a culture of sustainability in the university community through outreach and participation campaigns to promote sustainable development.
• Develop and coordinate programs and projects that support the consolidation of the Vision of the Sustainability Directorate to transition to a sustainable university implemented in practice sustainability actions.
• Disseminate programs, projects and strategic actions through the university network for sustainability focused on the 2030 Agenda.
• Generate and apply sustainability literacy programs and strategies for the university community through courses and workshops for the entire university community with the aim of reducing the negative impact of the daily activities of our Institution.
• Promote university sustainability through the integration of the circular economy with the purpose of reducing the waste generated by the Institution.
• Disseminate the 2030 Agenda and the Sustainable Development Goals through the use of social networks to publicize all sustainable university projects and campaigns.
• Be the spokesperson for the University on sustainability issues through national and international forums to disseminate actions around sustainability.
• Generate university sustainability reports through the information obtained in different periods of the administration to integrate them into internal, national and international transparency and evaluation formats.
• Generate and develop projects with an impact on the 2030 Agenda that allow the Autonomous University of Tamaulipas to move towards sustainable development.
• Supervise the work and projects carried out by the Coordination of the University Network for Sustainability.
• Supervise the implemented programs and results of the coordination of Engineering and Sustainable Development.
• Supervise and support the generation of training courses and dissemination of the coordination of Education for Sustainability.
• Be responsible and liaison for international sustainability associations AASHE STARS, GREENMETRICS, ODS Promoters, MY World Mexico.
• Disseminate through various means the actions around sustainable development carried out by the Autonomous University of Tamaulipas.
• Monitor compliance with applicable regulations.
• Supervise the good use of the inventory assets that are the property of the University.

Job title of the sustainability officer position:
MDE. Miriam Nanyeli Sanchez Garza.- Coordination of the university network for sustainability

Job description for the sustainability officer position:

Job description for the sustainability officer position:

Coordination of the university network for sustainability:
Promote and contribute to the integration of the 2030 Agenda and its Sustainable Development Goals into the university identity.
Some of its functions are:
I. Follow and disseminate the SDSN and calls for researchers and the university community through virtual platforms, in order to involve the actors in the 2030 agenda and its SDGs.
II. Integrate and coordinate the youth group for SDSN Youth sustainability UAT to carry out efforts for

university sustainability, this through virtual meetings.

III. Develop projects in collaboration with UAT students within the university campus such as sustainable LIVING LAB in order to involve students in projects related to university sustainability.

IV. Promote and disseminate the 2030 agenda and university sustainability, through social networks, website and email.

V. Disseminate the ConectadODS program, with the aim of disseminating efforts related to the 2030 agenda and the SDGs through a virtual podcast.

SAW. Disseminate the distinctive program "Sustainable UAT Pride" derived from efforts made in research and development of projects around the 2030 agenda and the Sustainable Development Goals, to highlight the work carried out by researchers in the field of sustainability.

VII. Link administrative offices and faculties of sustainability actions, for the creation of a close link aimed at sustainability actions.

VII. Schedule, collaborate and give face-to-face or virtual conferences and workshops on university sustainability, with the aim of disseminating what is being done at the university in terms of sustainability.

IX. Collaborate with the faculties and/or academic units to integrate sustainability through activities in all its axes, this by carrying out activities or projects with them.

X. Capture and exercise the annual current expenditure budget, through the Financial Information System, in accordance with the goals and actions established in the Work Plan.

XI. Manage the material, financial and service resources necessary to fulfill the functions of the Directorate, this through the annual planning of the executor.

XII. Prepare, monitor and record reports and evidence reports corresponding to the MPGEI 2022-2025. The foregoing through writings and photographic evidence that prove the execution of the activities carried out.

XIII. Manage records of the staff, derived from the activities carried out in the Sustainability Department.

Job title of the sustainability officer position (2nd position):
MSC. Samantha Alejandra Tovar Reyes in Literacy Coordination for Sustainability

Job description for the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

Literacy Coordination for Sustainability:
Its main function is to create strategies for literacy in sustainability issues for the educational community through the creation of relevant content in products such as face-to-face and digital workshops to promote university.
Some of its functions are:
• Development of sustainable literacy material for courses and workshops.
• Generation of material for sustainable literacy networks (Twitter, Instagram, YouTube).
• ConectadODS edition of the podcast.
• Collection of information and report to STARS sustainability evaluation system.
• Follow-up and tracking of SULITEST evaluation.
• Planning and execution of talks with the university community on sustainability.
• Identification and supervision of SDGs in university actions.
• Programming and execution of the sustainability week.
• Supervise the good use of the inventory assets that are the property of the University.
• Other functions assigned by the immediate superior.

Job title of the sustainability officer position (3rd position):
MDE. Manuel Ángel Martínez Ramírez Coordination of Engineering and Sustainable Development

Job description for the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

Coordination of Engineering and Sustainable Development:

Some of its functions are:
I. Supervise the collection and delivery of recyclable materials, coordinating the handling and transportation for their correct final disposal.
II. Manage the UAT Recolecta network of sustainable links at the University, communicating active sustainable projects and programs with the aim of expanding their implementation.
III. Design the waste management protocols of the University analyzing its impact on the environment with the intention of improving our community.
IV. Investigate and evaluate projects at the University developing ideas that promote sustainability, thus contributing to improving society and the university community in general.
V. Manage databases on international platforms by conducting an analysis of the sustainable actions carried out at the University in order to measure performance.

Website URL where information about the institution's sustainability coordination is available:

Additional documentation to support the submission:

Sustainability Planning

Score	Responsible Party
	Miriam Sanchez Garza
2.00 / 4.00	MDE
	Sustainability dept

Criteria

Part 1. Measurable sustainability objectives

Institution has a published plan or plans that include measurable sustainability objectives that address one or more of the following:

- Academics - sustainability in curriculum and/or research

- Engagement - student, employee, or community engagement for sustainability

- Operations (e.g., sustainable resource use, emissions, groundskeeping, procurement)

- Administration (e.g., diversity, equity, and inclusion; sustainable investment/finance; wellbeing)

The criteria for Part 1 may be met by any combination of published plans, for example:

- Sustainability plan

- Campus master plan or physical campus plan

- Climate action plan

- Diversity and inclusion plan

- Human resources strategic plan

- Strategic plan or equivalent guiding document

Part 2. Sustainability in institution's highest guiding document

Institution includes the integrated concept of sustainability (as opposed to one or more aspects of sustainability) in its highest guiding document, e.g., a published, institution-widestrategic plan or the equivalent.

Sustainability may be included in the highest guiding document as a major theme (e.g., in a section on sustainability, as a major institutional goal, or through multiple sustainability-focused objectives) or as a minor theme (e.g., in passing, as part of a vision or values statement, or in objectives that are related to rather than focused on sustainability). A strategic plan that addresses aspects of sustainability, sustainability issues/concepts, and/or sustainability challenges, but not the integrated concept of sustainability does not qualify.

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

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

Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in curriculum and/or research?:
No

A list or sample of the measurable sustainability objectives related to academics and the plan(s) in which they are published:

Does the institution have a published plan or plans that include measurable sustainability objectives that address student, employee, or community engagement for sustainability?:
No

A list or sample of the measurable sustainability objectives related to engagement and the plan(s) in which they are published:

Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in operations?:
No

A list or sample of the measurable sustainability objectives related to operations and the plan(s) in which they are published:

Does the institution have a published plan or plans that include measurable sustainability objectives that address diversity, equity, and inclusion; sustainable investment/finance; or wellbeing?:
No

A list or sample of the measurable sustainability objectives related to administration and the plan(s) in which they are published:

Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :
Yes

The institution's highest guiding document (upload):

Website URL where the institution's highest guiding document is publicly available:
https://www.uat.edu.mx/acerca-de/PDI

Which of the following best describes the inclusion of sustainability in the highest guiding document?:
Major theme

The institution's sustainability plan (upload):

Website URL where the institution's sustainability plan is publicly available:

Does the institution have a formal statement in support of sustainability endorsed by its governing body?:
Yes

The formal statement in support of sustainability:

The Institutional Development Plan (PDI) 2022-2025 is an effort of the university community in which our university expresses its commitment and responsibility to generate proposals for attention and solutions to relevant social problems, and assumes an attitude critical and proactive in the face of international and national trends that are present today. The Mission and Vision of the University propose to be at the forefront in the generation of innovative knowledge and training with purpose, with a sense of belonging and identity.

The PDI is organized in 4 substantive axes: Comprehensive student training; Teaching and academic innovation; Creation, transfer and dissemination of knowledge; and social transcendence. The action of the university community is supported by principles of social inclusion, prospective and innovation, consistently identifying and linking university traceability throughout upper secondary education, undergraduate and graduate studies, and is supported by a University Social Responsibility Model. that positions our institution as a sustainable university.

The monitoring and evaluation of the PDI, all actions will be measured and evaluated through a set of indices and indicators.

The institution's definition of sustainability:

Is the institution an endorser or signatory of the following? :

	Yes or No
The Earth Charter	No
The Higher Education Sustainability Initiative (HESI)	No

	Yes or No
ISCN-GULF Sustainable Campus Charter	No
Pan-Canadian Protocol for Sustainability	No
SDG Accord	No
Second Nature's Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment	No
The Talloires Declaration (TD)	No
UN Global Compact	No
Other multi-dimensional sustainability commitments (please specify below)	Yes

A brief description of the institution's formal sustainability commitments, including the specific initiatives selected above:

The Autonomous University of Tamaulipas (UAT) has an impact on the 17 objectives established in the agenda. However, it will focus its efforts on those that represent the greatest challenges for Higher Education Institutions (IES) through their substantive functions:
• Quality education
• Gender equality
• Decent work and economic growth
• Industry, innovation and infrastructure
• Reduction of inequalities
• Climate action
Faced with this great challenge, University Social Responsibility represents the path towards sustainable development. It is the management model of the University through which it becomes aware of itself, its environment and its participation in it, using teaching and learning, research, social leadership and university management as means, applied to achieve the Sustainable Development Goals (SDGs) and to be a bigger and stronger university.

Website URL where information about the institution's sustainability planning efforts is available:
https://www.uat.edu.mx/acerca-de/PDI

Additional documentation to support the submission:

Inclusive and Participatory Governance

Score	Responsible Party
	Yolanda Mendoza
2.25 / 3.00	MSc.
	Sustainability

Criteria

Part 1. Shared governance bodies

Institution has formal participatory or shared governance bodies through which the following campus stakeholders can regularly participate in the governance of the institution (e.g., decision-making processes, plan/policy formulation and review):

- Students

- Academic staff (i.e., faculty members)

- Non-academic staff

The bodies may be managed by the institution (e.g., formal boards, committees, and councils), by stakeholder groups (e.g., independent committees and organizations that are formally recognized by the institution), or jointly (e.g., union/management structures).

Part 2. Campus stakeholder representation in governance

Institution's highest governing body includes individuals representing the following stakeholder groups as official (voting or non-voting) members:

- Students

- Academic staff (i.e., faculty members)

- Non-academic staff

Part 3. Gender equity in governance

Women (and/or individuals who do not self-identify as men) comprise at least 20 percent of the official members of the institution's highest governing body.

Part 4. Community engagement bodies

Institution hosts or supports one or more formal bodies through which external stakeholders (i.e., local community members) have a regular voice in institutional decisions that affect them. Examples include campus-community councils, "town and gown" committees, community advisory panels, and regular multi-stakeholder forums that are convened at least once a year.

Part 4 of this credit recognizes institutions that are proactive in creating opportunities for community members to contribute to and participate in the institution's decision-making processes. The institution's contributions to and participation in community decision-making processes do not count.

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

Does the institution have formal participatory or shared governance bodies through which the following stakeholders can regularly participate in the governance of the institution?:

	Yes or No
Students	Yes
Academic staff	Yes
Non-academic staff	Yes

A brief description of the institution's formal participatory or shared governance bodies:

The University Assembly is the highest body of college collegiate. Its renovation and operation is established in the respective Regulation.

The "University's Assambly", is integrated by the following:
I. The President of the University
II. The General Secretary
III. The Dean of the University
IV. The Directors of each School, Faculty or Academic Unit
V. One member of the academic personnel designed (previously elected) from each School, Faculty or Academic Unit VI. Two students representatives of each School, Faculty or Academic Unit (previously elected.
VI. One representative of each "Staff Syndicate" of the University (previously elected)

Total number of individuals on the institution's highest governing body:
108

Number of students representing their peers as official members of the institution's highest governing body:
52

Number of academic staff representing their peers as official members of the institution's highest governing body:
26

Number of non-academic staff representing their peers as official members of the institution's highest governing body:
1

Number of women serving as official members of the institution's highest governing body:
56

Percentage of official members of the highest governing body that are women:
51.85

Website URL where information about the institution's highest governing body may be found:
https://www.uat.edu.mx/SG/Documents/1.%20Leyes%20y%20Estatutos/Estatuto%20Org%C3%A1nico.pdf

Does the institution host or support one or more formal bodies through which external stakeholders have a regular voice in institutional decisions that affect them?:
No

A brief description of the campus-community council or equivalent body that gives external stakeholders a regular voice in institutional decisions that affect them:

Number of people from underrepresented groups serving as official members of the institution's highest governing body.:

Website URL where information about the institution's governance structure is available:
https://www.uat.edu.mx/SG/Documents/1.%20Leyes%20y%20Estatutos/Estatuto%20Org%C3%A1nico.pdf

Additional documentation to support the submission:

Data source(s) and notes about the submission:

There is no policy referring to gender equity in the governance body of the institution.

Reporting Assurance

Score	Responsible Party
0.00 / 1.00	

Criteria

Institution has completed an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria.

To qualify, the process must successfully identify and resolve inconsistencies and errors in the institution's finalized STARS report prior to submitting it to AASHE. The assurance process may include:

1. Internal review by one or more individuals affiliated with the institution, but who are not directly involved in the data collection process for the credits they review.

AND/OR

1. An external audit by one or more individuals affiliated with other organizations (e.g., a peer institution, third-party contractor, or AASHE).

An institution is eligible to earn bonus points in the External Reporting Assurance credit in Innovation & Leadership if its assurance process includes an external audit.

Minimum requirements

The review and/or audit must be guided by and documented in the STARS Review Template and include the following steps:

1. Independent reviewer(s) review all credits that the institution is pursuing and document in the template the issues that are identified. Reviewer(s) must check that:

    ◦ All required reporting fields, attachments, inventories, and URLs are included;
    ◦ Reported information meets credit criteria and is consistent with required timeframes; AND
    ◦ Reported figures are consistent across credits (e.g., between the Institutional Characteristics section and specific credits that require similar figures) and that any inconsistencies are explained.

4. The STARS Liaison (or another primary contact for the institution) addresses the inconsistencies or errors identified during the review by updating information in the Reporting Tool and documenting in the template that the issues have been addressed.

5. Reviewer(s) provide affirmation that the submission has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed.

6. The Liaison or other primary contact uploads:

    ◦ A statement of affirmation from each reviewer, AND
    ◦ The completed STARS Review Template.

Please note that assured reports are still subject to review by AASHE staff prior to publication, which may require additional revisions. AASHE reserves the right to withhold points for this credit if it is determined that the assurance process was clearly unsuccessful in identifying and resolving inconsistencies or errors (e.g., when AASHE staff identify a significant number of issues not captured in the completed review template). Published reports are also subject to public data inquiries and periodic audits by AASHE staff.

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

Diversity & Affordability

Points Claimed 3.41

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	1.33 / 2.00
Assessing Diversity and Equity	0.00 / 1.00
Support for Underrepresented Groups	0.75 / 3.00
Affordability and Access	1.33 / 4.00

Diversity and Equity Coordination

Score	Responsible Party
	Yolanda Mendoza
1.33 / 2.00	MSc.
	Sustainability

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion, and human rights on campus. The committee, office and/or officer may focus on students and/or employees.

Part 2

Institution makes cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities available to students, academic staff (i.e., faculty members), and/or non-academic staff.

The trainings and activities help participants build the awareness, knowledge, and skills necessary to redress inequalities and social disparities, and work effectively in cross-cultural situations.

"---" 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, equity, inclusion and human rights?:
Yes

Does the committee, office and/or officer focus on students, employees, or both?:
Both students and employees

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

1. CODISUAT is the Coordination of Care for People with Disabilities from the STUDENTS PARTICIPATION 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.

2. IGUALDADES UAT (equity program)
3. Equity and people´s right Office (EQuity Office)

Estimated proportion of students that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:
Some

Estimated proportion of academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:
Some

Estimated proportion of non-academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:
Some

A brief description of the institution's cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

Gaps of Inequality and Political Violence workshop.

Aim to promote a culture of awareness in the university community about the various types of discrimination and violence against women, as well as about the existing inequality gap between men and women, linked to access to opportunities in labor, social, educational, economic, political, cultural, among other dimensions.

Website URL where information about the institution's diversity and equity office or trainings is available:

Additional documentation to support the submission:

Assessing Diversity and Equity

Score	Responsible Party
0.00 / 1.00	

Criteria

Institution has engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus. The structured diversity and equity assessment process addresses:

- Campus climate by engaging stakeholders to assess the attitudes perceptions and behaviors of employees and students, including the experiences of underrepresented groups;

- Student outcomes related to diversity, equity, and success (e.g., graduation/success and retention rates for underrepresented groups); AND/OR

- Employee outcomes related to diversity and equity (e.g., pay and retention rates for underrepresented groups).

The results of the assessment may be shared with the campus community and/or made publicly available.

An employee satisfaction or engagement survey is not sufficient to meet the campus climate or employee outcome criteria outlined above, but may contribute to the overall structured assessment. Employee satisfaction and engagement surveys are recognized in the Assessing Employee Satisfaction credit.

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

Support for Underrepresented Groups

Score	Responsible Party
	Miriam Sanchez Garza
0.75 / 3.00	MDE
	Sustainability dept

Criteria

Institution has one or more of the following policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community:

1. A publicly posted non-discrimination statement.

2. A discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination, or hate crime.

3. Programs specifically designed to recruit students, academic staff (i.e., faculty members), and/or non-academic staff from underrepresented groups.

4. Mentoring, counseling, peer support, academic support, or other programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups.

5. Programs that specifically aim to support and prepare students from underrepresented groups for academic careers as faculty members (sometimes known as pipeline programs). Such programs could take any of the following forms:

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

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

Does the institution have a publicly posted non-discrimination statement? :
No

The non-discrimination statement, including the website URL where the policy is publicly accessible:

Does the institution have a discrimination response protocol or committee (sometimes called a bias response team)?:
No

A brief description of the institution's discrimination response protocol or team:

Does the institution have programs specifically designed to recruit students from underrepresented groups?:
No

Does the institution have programs specifically designed to recruit academic staff from underrepresented groups?:
No

Does the institution have programs designed specifically to recruit non-academic staff from underrepresented groups?:
No

A brief description of the institution's programs to recruit students, academic staff, and/or non-academic staff from underrepresented groups:

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

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

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

A brief description of the institution's programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups:

   * For staff, faculty and students:
CoDisUAT (Coordination of care for people with disabilities at UAT) is an office which aim is the full inclusion of people with disabilities in the University. They also encourage the university community changing their culture with the collaboration of students, faculty and staff through their academic process and their social coexistence.
Some of the programs of this office are:
- Scholarships management for students with disabilities (All students with any disability own a scholarship)
- Physical Guidence on infrastructure
- Vocational guidance
- Awareness workshops to promote inclusion in the University community
- Disability in Higher Education conferences
- Technologies adaptation to enhance the teaching process.

   * For students:
PERAJ Program "Adopt a Friend"
objective
It is a federal program aimed at strengthening and developing the individual and social potential of the child by establishing a significant relationship with the young university student who acts as a tutor throughout the program.
We work with 5th and 6th grade children.
You can be a mentor-tutor!
Peraj - adopt a friend needs trained, responsible people who are willing to share their academic, personal, social and cultural experience.

As a university in the country, you represent a fundamental piece to generate changes and well-being in society.

Five areas of child development are strengthened:
1. Academic: improving and strengthening their learning strategies through a reading, writing and comprehension and English workshop.

2. Affective: strengthening of self-esteem and expression of affection for oneself and for others.

3. Social: develop activities of interaction, collaboration, through assistance activities of the Education Sciences career, such as the celebration of Children's Day and Mother's Day.

4. Motivational: expand their professional aspirations and life project, exemplifying the above through a tour of the university center facilities.

5. Cultural: expand your vision and cultural interest, through visits to museums, zoos and cinemas. In Peraj - adopt a friend, we seek to make tutoring really easy and fun, where you acquire a great value of responsibility, but above all, that it represents an unforgettable life experience for mentors/tutors and friends.

Does the institution have training and development programs, teaching fellowships and/or other programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members?:
No

A brief description of the institution's programs to support and prepare students from underrepresented groups for careers as faculty members:

Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?:
No

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:
No

Website URL where information about the institution's support for underrepresented groups is available:

Additional documentation to support the submission:

Affordability and Access

Score	Responsible Party
1.33 / 4.00	**Miriam Sanchez Garza** MDE Sustainability dept

Criteria

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

    A. Percentage of need met, on average, for students who were awarded any need-based aid

    B. Percentage of students graduating without student loan debt

    C. Percentage of entering students that are low-income

    D. Graduation/success rate for low-income students

These indicators are scored together to form a multi-dimensional index of affordability and accessibility that is relevant to institutions in diverse contexts. It is not expected that every institution will necessarily have the data required to report on all four indicators or achieve 100 percent on each indicator that it reports on. See Measurement for specific guidance on completing each indicator.

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

Percentage of need met, on average, for students who were awarded any need-based aid :

Percentage of students graduating without student loan debt:
100

Percentage of entering students that are low-income:

Graduation/success rate for low-income students:

A brief description of notable policies or programs to make the institution accessible and affordable to 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 scholarships awarded by the University are mainly aimed at:
I. Applicants from low-level sectors
socioeconomic;
II. Students who stand out for their performance
academic;
III. To the academic staff of the University;
IV. People who propose to be included in the
Human Capital Training Program.

The University will grant its students who meet all the requirements stipulated in this Regulation, the following types of scholarships:

I. Sports;
II. Payment waiver;
III. student economics;
IV. Of Excellence;
V. New Income Scholarship

There are others external scholarships awarded from UAT For example CONACYT Mother Family LEader

A brief description of notable policies or 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) byCONACYT.
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.

Estimated percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

Website URL where information about the institution's accessibility and affordability initiatives is available:
https://www.uat.edu.mx/SG/Documents/2.%20Reglamentos/Reglamento%20de%20Becas.pdf

Additional documentation to support the submission:

Data source(s) and notes about the submission:

https://conacyt.mx/becas_posgrados/apoyo-a-madres-jefas-de-familia/

Investment & Finance

Points Claimed 0.00

Points Available 7.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

Throughout this subcategory, the term "sustainable investment" is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit		Points
Committee on Investor Responsibility	0.00 / 2.00	
Sustainable Investment	0.00 / 4.00	
	This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:	

Total value of the investment pool (US/ Canadian dollars)	Total points available for the credit
$1 billion or more	5
$500 - 999 million	4
Less than $500 million	3

Close

Credit		Points
Investment Disclosure	0.00 / 1.00	

Committee on Investor Responsibility

Score	Responsible Party
0.00 / 2.00	

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or equivalent body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting (if the institution engages in proxy voting). The body has multi-stakeholder representation, which means its membership includes academic staff, non-academic staff, and/or students (and may also include alumni, trustees, and/or other parties).

An institution for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or a regular part of its agenda.

This credit recognizes committees that that regularly make recommendations to fund decision-makers on the institution's external investments. Committees that only have within their purview green revolving loan funds or similar initiatives to fund campus infrastructure improvements and sustainability committees that occasionally make recommendations to fund decision-makers do not count. Student-managed sustainable investment funds, green fees and revolving funds, and sustainable microfinance initiatives are covered in the Student Life credit in Campus Engagement.

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

Sustainable Investment

Score	Responsible Party
0.00 / 4.00	

This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

Total value of the investment pool (US/ Canadian dollars)	Total points available for the credit
$1 billion or more	5
$500 - 999 million	4
Less than $500 million	3

Close

Criteria

Part 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 (CDFIs) 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 in Part 1.

- Green revolving loan funds that are funded from the endowment.

Part 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 during the previous three years, either by its committee on investor responsibility (CIR), by another committee, or through the use of guidelines.

- 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.

- Participates in a public divestment effort (e.g., targeting fossil fuel production or human rights violations) and/or has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g., tobacco or weapons manufacturing).

- Engages in policy advocacy by participating in investor networks (e.g., Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices.

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

Investment Disclosure

Score	Responsible Party
0.00 / 1.00	

Criteria

Institution makes a snapshot of its investment holdings available to the public on at least an annual basis. Investment holdings must include the amount invested in each fund and/or company, and may also include proxy voting records (if applicable).

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

Wellbeing & Work

Points Claimed 1.47

Points Available 7.00

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and by acting to protect and positively affect the health, safety and wellbeing of the campus community.

Credit	Points
Employee Compensation	0.00 / 3.00
Assessing Employee Satisfaction	0.97 / 1.00
Wellness Program	0.50 / 1.00
Workplace Health and Safety	0.00 / 2.00

Employee Compensation

Score	Responsible Party
	Yolanda Mendoza
0.00 / 3.00	MSc.
	Sustainability

Criteria

Part 1. Living wage for employees

More than 75 percent of the institution's employees receive a living wage (benefits excluded).

Include all employees (full-time, part-time, and temporary/adjunct) in Part 1. An institution may choose to include or omit student workers, who are covered in the Student Living Wage credit in Exemplary Practice.

Part 2. Living wage for employees of contractors

Institution is able to verify that more than 75 percent of the employees of any significant contractors that are present on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Include all regular (i.e., permanent), part-time and full-time workers employed by significant contractors in Part 2. Examples include, but are not limited to, employees of regular providers of dining/catering, cleaning/ janitorial, maintenance, groundskeeping, professional, transportation, and retail services. Construction workers and other employees of contractors that work on-site on a temporary or irregular basis may be excluded, as may student workers employed by contractors.

An institution without wage data for its contractors may report the percentage of employees of contractors covered by collective bargaining agreements (i.e., union contracts) in lieu of the above.

Part 3. Minimum total compensation for employees

Total compensation provided to the institution's lowest paid regular (i.e., permanent), part-time or full-time employee or pay grade meets or exceeds the local living wage.

Provisional compensation for newly hired, entry-level employees (e.g., compensation provided during the first six months of employment) may be excluded from Part 3. An institution may choose to include or omit student workers.

Determining the local living wage

To determine the local living wage:

- A U.S. institution must use the Living Wage Calculator hosted by the Massachusetts Institute of Technology to look up the living wage for "2 Adults, 2 Children" (which assumes both adults are working) for the community in which the main campus is located.

- A Canadian institution must use Living Wage Canada's standards (if a living wage has been calculated for the community in which the main campus is located) or else the appropriate after tax Low Income Cut-Off (LICO) for a family of four (expressed as an hourly wage),

- An institution located outside the U.S. and Canada must use a local equivalent of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

Please note that a family of four is used to help harmonize the living wage standards and poverty indicators used in different countries and is not assumed to be the most common or representative family size in any particular context. For further guidance in determining the local living wage, see Measurement.

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

Assessing Employee Satisfaction

Score	Responsible Party
	Yolanda Mendoza
0.97 / 1.00	MSc.
	Sustainability

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction

- Learning and advancement opportunities

- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement during the previous three years?:
Yes

Percentage of employees assessed, directly or by representative sample:
97

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

Several surveys are conducted for evaluate Job satisfaction, Learning and advancement opportunities, Work culture and work/life balance

For example during 2021 a survey off Questionnaire of Conditions and Perceptions of Faculty (and also to non academic staff)on the Safe Return

1. Due to the upcoming return to face-to-face classes in our schools and institutes, the Autonomous University of Tamaulipas has developed a survey on the perceptions of university personnel with the aim of knowing the health conditions and vaccination status against COVID-19 of union personnel and staff, in addition to the general perception of returning to work in the new normality.

2.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation:

Surveys area applied using FORMS a digital format sent by institutional email.

Website URL where information about the employee satisfaction and engagement evaluation is available:

Additional documentation to support the submission:

Wellness Program

Score	Responsible Party
	Yolanda Mendoza
0.50 / 1.00	MSc.
	Sustainability

Criteria

Part 1. Wellness program

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to students and/or employees.

Part 2. Smoke-free environments

Institution prohibits smoking (as defined by the institution) within all occupied buildings that it owns or leases, and either:

1. Restricts outdoor smoking (e.g., by designating smoking areas or smoke-free spaces), OR

2. Prohibits smoking and tobacco use across the entire campus.

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

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

Does the institution have a wellness program that makes counseling, referral, and wellbeing services available to all students?:
Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all academic staff?:
Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all non-academic staff?:
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.

For the staff and professors we have an administrative and academic courses about health and security in the work place.

All the Union members have the following benefits that support their well-being and better quality of life (Universidad Autónoma de Tamaulipas Collective Work Contract) (

http://www.sutauat.org.mx/Contrato_Colectivo_12.pdf

):
1) If a person has to be changed, the University will pay a bonus for transportation expenses.
2) If a person work for a one year period and that work is necessary for the services of the University, the worker will be contracted as base worker
3) The extra labor hours will be paid 100% of the normal working hours. This hours cannot be exceed 3 hours a day and three days a week.

4) The woman that work extra hours in extraordinary services, will be paid 200% per hour.
5) If a worker has to work in rest days or holidays, the worker will received the extra full day salary.
6) Every worker has two days of rest for each five days of work.
7) All the workers that have being working for six months to 15 years, will have 3 periods of holidays a year. One of 5 days, the second of 10 days and the third for 12 days. The workers that have being working from 15 to 20 years, will have another 4th period of 5 days in the same year.
8) All the workers will received a pantry bonus each holiday period.
9) All the workers will received a vacation pay each holiday period.
10) It will be an annual salary increase.
11) All the workers have the opportunity to make a capacity test in order to increase their salary and the working category.
12) The University has the obligation to bring competence, conditions and antiquity equity
13) The University has the obligation the make all the necessary test to new workers
14) The University has the obligation to respect the University Budget in the all the contracts
15) The University has the obligation to cover all the contributions in order that all the worker Union has a social security
16) The University has the obligation to observe all the laws and regulations to prevent accidents in the working place with machinery or working materials.
17) The University has the obligation to proportionate all the materials and instruments that will be used for their work.
18) The University has the obligation to proportionate permission to absence for sickness if the IMSS give the correspondent sickness letter.
19) The University has the obligation to prepare courses, test or workshops to the Union, in order to increase their salary or the working category
20) The University provide all the school expenses to the children of the Union in preprimary school, primary and secondary school and high school. In case that the worker register his son in a private school, the University will provide the 50% of all the school expenses. In professional studies (undergraduate and graduate), all the children of the Union will have a 100% scholarship in Universidad Autónoma de Tamaulipas; in the case that they register in the particular University because our University doesn´t have the program that the student are looking for, UAT will provide the 50% of all the college expenses but the student has to have 8.0 average.
21) The University has to bring facilities to the working students. The University will pay the books.
22) The University has the obligation to proportionate adequate places to the Union for their offices
23) The University has the obligation to proportionate an official working credential each three years
24) The University has the obligation to proportionate a seven days absence permission with an anticipated applications and describing the reasons of the license application
25) The University has the obligation to proportionate an absence permission with the 100% salary, if the worker has a Union meeting or has to make a government procedure with the Union President letter.
26) The University has the obligation to proportionate an absence permission if a worker of the Union has a 14 year old or less children in the hospital with the hospital letter and the born certificate of the child
27) The University has the obligation to proportionate a five labor day permission if the worker of the Union will be father or in the same case of the adoption of a child
28) The University has the obligation to facilitate a workshops or courses to the workers of the Union or give them permission to assist to external courses or workshops in order to increase their life level and their productivity
29) The woman will enjoy the same rights and obligations of man.
30) The working mothers have the following rights:
- During pregnancy, they will not work in dangerous work (push, pull or load heavy things, stay in foot a long period of time)
- They have 7 weeks of permission (100% paid) before and after childbird
- If is a medical condition, the University can extend that periods.
- In nursing period, the woman will have two 30 minutes periods to feed their child in a place that the University allocate.
- To return to their work after the permission period
- To register their pre and post birth periods
31) If the worker of the Union has to be moved to other city for the IMSS recommendations, the University has the obligation to proportionate a bonus for the worker and a family member for three days period.
32) The University will provide to the workers of the Union, glasses, orthopedic appliances, hearing, prothesis, orthoses and 100% of intraocular lenses when the IMSS doctor dictate the necessity of those appliances.

33) The University covers 55% of the odonatological services in the Universities' Clinics and a 35% of the specialist odonatological services.
34) The University will provide a bonus each month for the Union's workers for the rent matter.
35) The University will provide a bonus each month for the Union's workers for the larder matter.
36) The University will provide a productivity bonus at the end of the year to the workers with more than one year of services. Plus they will receive an annual bonus at January.
37) The University will provide all the worker death expenses plus an 18 months of salary for the family. This is independent of the working period of the worker
38) The University has the obligation to increase the credit line of the existing credit bank line that could be granted between February and November of the year. The worker has the obligation to accomplish all the requirements.
39) The University has the obligation to give to the Union's workers a bonus on December for shoes plus two working outfits on January and two on August
40) The University has the obligation to proportionate to the Union's workers a place and sports' instruments when they ask in advance for a tournament.
41) For the drivers, the University will provide all the license's expenses.
42) For the guards, the University will provide them with a security stalls in all the gates of the University.
43) For the Union's workers that work unhealthy places, the University will give them a bonus and personal protection equipment.
44) The University will pay an amount for trips expenses to the drivers
45) The University will provide two bonus in a year for each workers' children that are studying
46) The University compromise to bring a kinder garden for the workers' children with the IMSS.
47) The University will celebrate with the Union's workers or the retired the following dates: The Children's Day, The Mother's Day and Christmas.
48) The University will cooperate for the celebration of the Union's Anniversary.
- Will pay a years of service special bonus for all the workers: for 15 years of service, will receive 20 days of salary; for 20 years of service, 25 days of salary; for 30 years of service, 40 days of salary; and for more than 35 years of service, a special bonus.
49) The University will provide a sum for the administrative expenses of the Union
50) The University will provide free legal advice
51) The University will provide to all the Union's workers who has a real state credit, all the design project costs.
52) The workers that are in a year librarianship courses will receive a 100% of their salary during the course.

Does the institution prohibit smoking within all occupied buildings owned or leased by the institution?:
No

Does the institution restrict outdoor smoking?:
No

Does the institution prohibit smoking and tobacco use across the entire campus?:
No

A copy of the institution's smoke-free policy:

The institution's smoke-free policy:

Website URL where information about the institution's wellness programs is available:

Additional documentation to support the submission:

Workplace Health and Safety

Score	Responsible Party
	Yolanda Mendoza
0.00 / 2.00	MSc.
	Sustainability

Criteria

Part 1. Health and safety management system

Institution has an occupational health and safety management system (OHSMS).

The system may use a nationally or internationally recognized standard or guideline (see Standards and Terms for a list of examples) or it may be a custom management system.

Part 2. Incidents per FTE employee

Institution has less than four annual recordable incidents of work-related injury or ill health per 100 full-time equivalent (FTE) employees.

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

Innovation & Leadership

Innovation & Leadership

Points Claimed 2.50

Points Available 4.00

The credits in this category recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured in STARS.

Innovation & Leadership credits recognize:

- Emerging best practices (e.g., seeking independent assurance of STARS data prior to submission).

- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g., achieving third party certification for a program or exceeding the highest criterion of an existing credit).

- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g., participation in green hospital networks).

- Innovative programs and initiatives that address sustainability challenges and are not covered by an existing credit.

A catalog of currently available Innovation & Leadership credits is available in the STARS Reporting Tool and on the STARS website. These credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

Scoring

Each Innovation & Leadership credit is worth a maximum of 0.5 bonus points. An institution's overall, percentage-based STARS score is increased by the number of these points it earns. For example, if an institution earned 30 percent of available points in the four main STARS categories, earning 2 Innovation & Leadership points would raise its final overall score to 32.

An institution may claim any combination of Innovation & Leadership credits and may include as many of these credits in its report as desired, however the maximum number of bonus points applied toward scoring is capped at 4.

Credit	Points
Food Bank	0.50 / 0.50
Green Event Certification	0.50 / 0.50
Innovation A	0.50 / 0.50
Innovation B	0.50 / 0.50
Innovation C	0.50 / 0.50

Food Bank

Score	Responsible Party
0.50 / 0.50	**Yolanda Mendoza** MSc. Sustainability

Criteria

Institution hosts a food bank, pantry, or equivalent resource focused on alleviating food insecurity, hunger and poverty among students. The food bank, pantry, or equivalent may serve employees or local community members in addition to students.

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

Does the institution host a food bank, pantry, or equivalent resource focused on alleviating food insecurity, hunger and poverty among students?:
Yes

A brief description of the food bank, pantry, or equivalent resource:

University Dining Hall Academic Unit of Sciences, Education and Humanities.
For eight years, the Multidisciplinary Academic Unit of Education, Sciences and Humanities has supported the feeding of its low-income students through its university dining room, the first established at the UAT.
This idea arises from an agreement that was established with the president of the DIF Tamaulipas, with which it was intended to give the food benefit to students with very limited resources in order to avoid desertion and truncate their careers due to that nutritional deficit and the fact of being forced to work and drop out of school. Thanks to this agreement, the director had the physical facilities built in a space of the academic unit, while the municipal DIF and the Tamaulipas DIF provided the furniture: stoves, refrigerators, cupboards and others. We started serving a group of between five and ten students; we currently have ninety-three beneficiaries; half of them receive breakfast and the other half are provided with lunch.

Website URL where information about the food bank is available:

Additional documentation to support the submission:

Green Event Certification

Score	**Responsible Party**
0.50 / 0.50	**Yolanda Mendoza** MSc. Sustainability

Criteria

Institution has or participates in a green event certification program and has held one or more certified events in the previous year. The certification program addresses at least three of the following:

- Sustainable transportation options, teleconferencing options, and/or carbon offsets

- Sustainable catering (e.g., sourcing local and third party certified food and beverages, providing vegetarian/vegan options, using reusable/compostable materials)

- Paper consumption (e.g., minimization and recycled/FSC certified content)

- Energy efficiency (e.g., equipment and lighting)

- Waste minimization and diversion

- Communications and/or signage about the sustainable practices

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

Does the institution have or participate in a green event certification program?:
Yes

Has the institution held one or more certified events in the previous year?:
Yes

Does the institution's green event certification program address the following?:

	Yes or No
Sustainable transportation options, teleconferencing options, and/or carbon offsets	Yes
Sustainable catering (e.g., sourcing local and third party certified food and beverages, providing vegetarian/vegan options, using reusable/compostable materials)	Yes
Paper consumption (e.g., minimization and recycled/FSC certified content)	Yes
Energy efficiency (e.g., equipment and lighting)	Yes
Waste minimization and diversion	Yes
Communications and/or signage about the sustainable practices	Yes

A brief description of the institution's green event certification program:

The Green Event Certification started in 2016. Its objective is to reduce the negative impact of all the University events. It is a voluntary participation and certification with four levels of awards: bronze, silver, gold and platinum, depending of the % of minimization of negative impacts. The manual

includes eight main categories: transport, paper, food services, energy and mitigation, waste, communication and innovation. It has become also a tool for sustainability communication.

Website URL where information about the green event certification program is available:
http://sustentabilidad.uat.edu.mx/descargas

Additional documentation to support the submission:
Guia para evento sustentable UAT.pdf

Innovation A

<table>
<tr><th>Score</th><th>Responsible Party</th></tr>
<tr><td>0.50 / 0.50</td><td>**Yolanda Mendoza**
MSc.
Sustainability</td></tr>
</table>

Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

1. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
2. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
3. The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
4. The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
5. The innovative practice or program should originate from an area within the defined institutional boundary.
6. 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.
7. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
8. 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 verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with
relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

Name or title of the innovative policy, practice, program, or outcome:
For a Princess , wig donation

A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

• They give a donation of 300 hair braids that are used in the elaboration of oncological wigs for girls, boys and young people.

The Preparatory School No. 3 of the Autonomous University of Tamaulipas (UAT), which has its headquarters in Ciudad Victoria, carried out the delivery of three hundred hair braids that will contribute to the production of oncological wigs for girls, boys and young people.
As part of the campaign "For a princess" that this UAT high school permanently promotes, the braids that were collected through the participation and voluntary donation of the university community and society were delivered to the Telethon Wig Factory. , which makes these hair prostheses for its charity

programs.
The donated braids had to meet a series of requirements for their use, for example, measure more than 30 cm long and that the hair had not been bleached or dyed, since this allows it to be used and used more than ninety percent of donated hair.
With this donation , the wigs will be made that will later be delivered to various parts of the state, and with which it is sought to contribute to the treatment of each patient, increasing their self-esteem and their spirit.

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

The website URL where information about the innovation is available :
https://www.facebook.com/InformateTamaulipas/photos/a.1496382100493310/2602225076575668/?type=3

Additional documentation to support the submission:

Innovation B

<table>
<tr><th>Score</th><th>Responsible Party</th></tr>
<tr><td>0.50 / 0.50</td><td>**Yolanda Mendoza**
MSc.
Sustainability</td></tr>
</table>

Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

1. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
2. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
3. The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
4. The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
5. The innovative practice or program should originate from an area within the defined institutional boundary.
6. 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.
7. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
8. 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 verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with
relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

Name or title of the innovative policy, practice, program, or outcome:
"Conecta" Tour

A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

"Conecta" tour, is a meeting that takes place throughout the state where the Autonomous University of Tamaulipas has a presence. It is an approach of the industrial and social sector with key actors of the institution in order to identify the main problems and challenges that they face. In these meetings, areas such as research, outreach and even the president's office dialogue directly with the comunity looking for collaborative projects that allow the sustainable development of the region. This meetings allows our institution direct efforts towards the main demands of the community considering Agenda 2030 as an important element. Strengthening the link between the University and business representatives, civil associations, municipal, state and federal governments, as well as various actors in the region.

There have been 6 meetings in. the
main cities of the state including: Cd victoria, Reynosa, Tampico, Mante, Nuevo Laredo, between June
6 and September 23, 2022

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

The website URL where information about the programs or initiatives is available:
https://www.milenio.com/opinion/eduardo-javier-gonzalez/punto-porcentual/uat-organiza-el-encuentro-conecta

Additional documentation to support the submission:
BUQUE OCEANOGRÁFICO UAT.docx

Data source(s) and notes about the submission:

https://expreso.press/2022/05/18/a-traves-del-programa-conecta-uat-impulsara-a-emprendedores/

Innovation C

<table>
<tr><th>Score</th><th>Responsible Party</th></tr>
<tr><td>0.50 / 0.50</td><td>Yolanda Mendoza
MSc.
Sustainability</td></tr>
</table>

Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

1. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
2. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
3. The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
4. The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
5. The innovative practice or program should originate from an area within the defined institutional boundary.
6. 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.
7. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
8. 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 verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with
relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

Name or title of the innovative policy, practice, program, or outcome:
Collaboration agreement "Donate Life Is in Me" Autonomous University of Tamaulipas and State Goverment

A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

Within the framework of World Blood Donor Day, the Tamaulipas DIF System, chaired by Mariana Gómez de García Cabeza de Vaca, signed the collaboration agreement "Donate Life Is in Me" with the Autonomous University of Tamaulipas , in order to promote among the university population one of the most generous and altruistic human acts such as blood donation. This is a solidarity action that helps save lives and keep many people with specific diseases. Its importance lies in the need for hospitals to perform daily transfusions and the scarcity of this resource. It is also an incentive and promoter of SDG 3 Goof Health and wellbeing. This is the most valuable gift we can give to someone, our community participates in this campaign as part of our mission: to prepare professionals with human values.

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

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

http://www.diftamaulipas.gob.mx/2022/06/dif-tamaulipas-gobierno-del-estado-y-uat-promueven-cultura-de-donacion-de-sangre/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Good health is essential to sustainable development and the 2030 Agenda. Sustainable and quality blood services play a critical role in the health of a society. Promote voluntary blood donation encourage people to care for one another and promote mutual collaboration, protection, and care.