ITESO 2020 Sustainability Practices Report

ITESO, Universidad Jesuita de Guadalajara

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“The urgent challenge to protect our common home includes a concern to bring the whole human family together to seek a sustainable and integral development, for we know that things can change”

Pope Francis
Laudato Si’, On Care for Our Common Home

A Message from the Rector

Dr. Luis Arriaga Valenzuela, SJ.

At ITESO, the Jesuits University of Guadalajara, we are aware of the enormous environmental crisis that we face as humanity. The degradation of the environment, a product of incessant economic activity, has reached limits that affect the possibility of life, not only of different plant and animal species, but also of human beings.

According to the United Nations, in less than 30 years there will be millions of premature deaths due to this. We will reach a point where we will not be able to reverse the consequences of this degradation. Global warming, melting ice caps, floods, droughts, and air pollution—among other problems—will result in water and food shortages and a world with conditions that are not very conducive to life.[1]

As an educational institution, we assume the responsibility of participating in the construction of alternatives that allow human beings to remain on this planet in balance and harmony with all the species that inhabit it. At the Society of Jesus, we understand that the global crisis we are facing in relation to climate change is deeply linked to poverty, inequality and disparities between the different regions and countries of the world, and the problems it causes, such as violence, forced displacement and migration, among others.[2]

"Climate change, environmental degradation and the depletion of resources already have global effects. The burden of these effects has been borne disproportionately by the poor. The commercialization of water, communal forests, land, sea beds, and protected areas are a threat to the poorest communities and future generations."[3]

Addressing these problems in a conscious and committed way implies a radical questioning of the global production system based on the enormous power of large transnational corporations and financial forces that, supported by national and local governments, plunder and degrade nature, people, and communities.

Universities have the possibility of providing knowledge and actions that contribute to this transformation. The path that we choose at ITESO is that of building hope. Environmental degradation is the result of human activity, and human activity must transform this crisis into an opportunity to design a fairer and more humane world.

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1 Confer. PNUD, Fecha límite 2030, Programa de las Naciones Unidas para el Desarrollo, 4 de noviembre de 2020, https://www.undp.org/content/undp/es/home/stories/decade-of-action.html.

2 Compañía de Jesús. Por una economía global justa. Construir sociedades sostenibles e inclusivas. Secretariado para la Justicia Social y la Ecología, Compañía de Jesús, Roma, 2016. p. 53.

3 *Ibidem*. p. 10.

For this, it is necessary to understand sustainability in a broad sense that integrates care for the environment and social dimension. In addition to actions that face the challenges posed by climate change, we must also think about strategies to promote justice and peace, the eradication of poverty, access to decent housing, quality education, gender equity and the construction of a healthy environment.

In order to move forward, universities draw upon national and international models such as the Sustainable Development Goals established by the UN, the National Development Plan *(Plan Nacional de Desarrollo)* and the Jalisco State Governance and Development Plan *(Plan Estatal de Gobernanza y Desarrollo de Jalisco)*.

Thanks to the participation of students and academic and administrative staff, ITESO has taken a series of measures that reflect this commitment to move towards a more efficient management of water and energy within the facilities, as well as for the reduction and adequate treatment of waste.

Beyond the campus, ITESO promotes projects with this vision of social sustainability. Some examples of this are the creation of the Francisco Suárez University Center for Dignity and Justice, S.J. and participation in Legislative, Noise, La Primavera Biosphere or Human Right to Adequate Food citizen observatories, among others.

This commitment is also reflected in the curricula of the undergraduate programs. Some courses were recently created that are characterized by their focus on environmental sustainability, such as degrees in Sustainable Real Estate Development, Urban Design and Landscape Architecture. There is also a master's degree in Strategic Design and Social Innovation, in addition to the master's degrees in Sustainable City and Public Space and Sustainable Projects and Building. Furthermore, from the social perspective, in 2020 the Specialty in Public Integrity and Anti-Corruption Strategies opened.

The horizon presents us with many challenges. This document reflects some to which this university community responds in order to move towards the sustainability of the campus, our community, our country and our planet. I appreciate the committed work of the students, professors, and the rest of the University staff for their passion and dedication. Transforming this crisis into an opportunity to build a different world is our responsibility.

Executive Summary

Among the repercussions of human activity on the environment is the serious deterioration that has contributed to increasing climate risks and the challenges that humanity will have to face in the coming years to prevent negative and potentially irreversible events for the development of societies, city infrastructure and world economies.

In the midst of the pandemic generated by covid - 19, the United Nations warns that, for the years to come, the spread of infectious and potentially deadly diseases is likely to intensify, the temperature of the planet will continue to rise, changes in ocean currents continue and, with this, global precipitation patterns worsen. Acidification and ocean levels continue to rise. The melting of the polar ice caps, desertification, and the massive extinction of biodiversity advance at an increasingly alarming rate. These, as well as numerous other effects, are directly associated with global climate change.

In this context, it is urgent to expand the response and adaptation capacity of societies to the effects of climate change and urgently establish mechanisms to mitigate and compensate for the damage caused by the incessant anthropogenic pressure. This, in order to achieve sustainable development that guarantees a reduction in social inequalities and provides a better quality of life for all people in the world.

> **Universities around the world have expressed their concern about the deterioration of the environment and their intention to take care of it and protect the people who today suffer the consequences.**

Higher education institutions are aware of the role they play in society as spaces for teaching, the generation of knowledge, and a constructive debate. They have begun to implement strategies to improve their infrastructure and reinforce their educational programs. Their intention is for future professionals to have adequate tools to face the global challenges of our time and to continue being promoters of social and environmental justice.

In recent years, ITESO, The Jesuits University of Guadalajara, has gradually transformed its campus through innovative solutions for the protection of the environment in order to actively and supportively contribute to society in this area. In addition, it does

not give up its efforts to find how to reduce its environmental footprint while providing the university community with state-of-the-art infrastructure. Its advances in the correct management of water and energy, as well as waste in its facilities has been recognized at national and international levels. However, there is still work to be done, such as addressing the challenge regarding university mobility, or broadening the horizon in the growth of the educational offer in terms of sustainable development and strengthening the policies of inclusion and gender equality.

Within this framework, ITESO presents the first edition of its *Sustainability Practices Report*, the intention of which is to reflect upon the most relevant actions carried out by the integrated university community—its students, faculty, and administrative team—in order to achieve institutional sustainability and meet the Sustainable Development Goals internationally agreed upon in the "2030 Agenda" by the United Nations.

Image 1. Gardens of ITESO, The Jesuits University of Guadalajara.

Introduction

In recent decades, the global challenges that humanity faces have increased. Inequality between people who live in wealth and those who live deprived of the most essential, global risks associated with health, humanitarian crises as a result of the forced displacement of populations because of armed conflict escalation, and the frequency and intensity of natural disasters threaten to reverse the development achieved over the years.[4]

The depletion of natural resources and the deterioration of the global environment have added to the challenges that humanity faces at this time in history. Today, the increase in global mean temperature, the level and acidification of the oceans, the melting of the polar ice caps, the advance of desertification due to changes in precipitation patterns, among other effects associated with climate change, have become serious threats to the survival of many societies and diverse biological systems on the planet.[5]

For all these reasons, the acceleration of climate change, as a result of incessant anthropogenic pressure on the environment, has become the greatest challenge of our time.[6] Its adverse effects on the health of people, infrastructure and ecosystems compete with the response and adaptation capacity of all nations that seek to prevent and reverse them.[7]

However, humanity is in a historical moment that also offers immense opportunities. In recent decades, sustainable development has become a priority and necessary issue within international agendas because it directly affects the structural causes that generate poverty and social inequalities. It presents a possibility to improve people's quality of life and to protect the global environment.

> "The United Nations defines sustainable development as that which allows the needs of today's society to be satisfied without compromising the satisfaction of the needs of society in the future" while addressing aspects that directly affect human and planetary well-being. [8]

4 Grupo Intergubernamental de Expertos sobre el Cambio Climático (IPCC), "Cambio Climático 2014: Impactos, adaptación y vulnerabilidad", 2014, https://www.ipcc.ch/site/assets/uploads/2018/03/ar5_wgII_spm_es-1.pdf. Grupo Intergubernamental de Expertos sobre el Cambio Climático (IPCC).

5 Naciones Unidas: Asamblea General, "Transformar nuestro mundo: La Agenda 2030 para el Desarrollo Sostenible", el 18 de septiembre de 2015. Naciones Unidas: Asamblea General.

6 The term "anthropogenic" refers to the resulting effects that human actions have on the environment..

7 Programa de las Naciones Unidas para el Desarrollo (PNUD), "Fecha límite 2030", UNDP, 2020 ,https://www.undp.org/content/undp/es/home/stories/decade-of-action.html?utm_source=web&utm_medium=sdgs&utm_campaign=deadline2030. Programa de las Naciones Unidas para el Desarrollo (PNUD).

Figure 1. United Nations Sustainable Development Goals (SDGs). Source: [11].

In December 2015 at the Conference of the Parties (COP21) from the United Nations Framework Convention on Climate Change (UNFCCC), 195 countries signed the first global agreement focused on combating the effects of climate change and promoting mechanisms for adaptation and mitigation of its consequences.[9] The **Paris Agreement,** a product of COP21, seeks to strengthen the response capacity of all the nations of the world to the serious threat posed by the effects of climate change. This, to prevent an increase in the global average temperature by more than two degrees Celsius by the end of the century.[10]

To reach the Agreement, the United Nations member states approved a set of 17 global goals, **the Sustainable Development Goals (SDGs)**,[11] as part of the so-called "2030 Agenda for Sustainable Development." These goals are essentially focused on eradicating poverty, protecting the environment, and ensuring prosperity for all people, and each includes specific goals to be achieved by 2030.

The year 2020 marks the beginning of a fundamental decade to face the current global climate crisis and to act in order to achieve sustainable development in all its forms. For this reason, moving towards global sustainable development and achieving compliance with the SDGs will require that global leaders intensify their political actions and that local governments, companies and civil society adopt and promote collective and solidarity action measures that have an important effect in the coming years for the benefit of the health of people and the planet.[12]

In the midst of the pandemic generated by coronavirus, the global temperature has continued to rise, glaciers go on melting and natural disasters are still a major threat to people's safety.

Therefore, the fight to mitigate the negative effects and causes of

8 Naciones Unidas México, "ONU México» Objetivos de Desarrollo Sostenible", consultado el 15 de abril de 2020, http://www.onu.org.mx/agenda-2030/objetivos-del-desarrollo-sostenible/. Naciones Unidas México, "ONU México» Objetivos de Desarrollo Sostenible", consultado el 15 de abril de 2020, http://www.onu.org.mx/agenda-2030/objetivos-del-desarrollo-sostenible/.

9 European Commission, "Acuerdo de París", Acción por el Clima-European Commission, el 23 de noviembre de 2016, https://ec.europa.eu/clima/policies/international/negotiations/paris_es.

10 Naciones Unidas, "Objetivos y metas de desarrollo sostenible", Desarrollo Sostenible, 2019, https://www.un.org/sustainabledevelopment/es/objetivos-de-desarrollo-sostenible/.

11 Naciones Unidas, "Objetivos y metas de desarrollo sostenible", Desarrollo Sostenible, 2019, https://www.un.org/sustainabledevelopment/es/objetivos-de-desarrollo-sostenible/.

12 According to the most recent data from the Environmental Performance Index (EPI) in 2018, where 180 countries were evaluated on 24 performance indicators and ten topic categories covering environmental health and ecosystem vitality, the ten nations that show the greatest progress on the world scale regarding the establishment and follow-up of environmental policies are: 1. Switzerland, 2. France, 3. Denmark, 4. Malta, 5. Sweden, 6.United Kingdom, 7. Luxembourg, 8. Austria, 9. Ireland and 10. Finland. On the other hand, Mexico is in position 72, below Equatorial Guinea and followed by the Dominican Republic. Source: https://epi.envirocenter.yale.edu/epitopline?country=&order=field_epi_rank_new&sort=asc.

climate change is urgent. In 2020, the United Nations commemorated 50 years of Earth Day[13] and the fifth anniversary of the signing of the Paris Agreement with the theme **"Climate Action."** Backed by scientific knowledge, they warned of the negative effects global warming will have on people's health and the planet's biodiversity.[14] Changes in the functioning and degradation of ecosystems on a planetary scale could cause significant alterations in the services they provide,[15] which would generate, in addition, favorable conditions for the development and spread of new infectious diseases with potential negative effects on human health.[16]

The most recent report in 2019 on the disparity in emissions from the United Nations Environment Program (UNEP) states that it will soon be impossible to limit global warming below two degrees Celsius by the year 2100 if Greenhouse Gas (GHG) emissions on a global scale are not limited and drastically cut.[17]

The report further argues that if countries had acted ten years ago by following the warnings based on scientific knowledge, governments would have had to reduce their emissions per year by approximately three percent.

Today, it is estimated that an annual reduction of more than seven percent should be achieved. For this reason, the longer climate action is delayed and emissions continue to be released into the atmosphere, the more costly and difficult it will be to reduce them and cope with the effects of climate change.[18]

Aware of the aforementioned, higher education institutions throughout the world have begun to integrate the SDGs into their

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13 International Mother Earth Day, formally named by the United Nations General Assembly, was celebrated for the first time in 1970, when more than 20 million people took to the streets to protest oil spills, smog in the cities and river pollution. Since then, April 22nd has become the day that people from all over the world annually pay tribute to planet Earth and have expressed their concern to protect and safeguard the different ecosystems that maintain the balance of the entire planetary system.

14 Naciones Unidas, "¿Por qué el Día de la Tierra es más importante que nunca?", UN Environment, el 21 de abril de 2020, http://www.unenvironment.org/es/noticias-y-reportajes/reportajes/por-que-el-dia-de-la-tierra-es-mas-importante-que-nunca.

15 Ecosystem services are beneficial processes for society that nature provides through the diversity of organisms (biodiversity) that compose it. Some examples of ecosystem services are climate regulation, water and airpurification, plant pollination, among others.

16 Naciones Unidas, "Día Internacional de la Madre Tierra" (United Nations, 2020), https://www.un.org/es/observances/earth-day.

17 Greenhouse Gases (GEI) include a wide range of gases of natural or anthropogenic origin. In 1997, the Kyoto Protocol of the United Nations Framework Convention on Climate Change (UNFCC),was approved, which establishes that the main GHGs of global warming are: carbon dioxide (CO_2), methane (CH_4), nitrous oxide (N_2O), hydrofluorocarbons (HFC), perfluorocarbons (PFC) and sulfur hexafluoride (SF_6). Source: http://www2.inecc.gob.mx/publicaciones2/libros/437/dick.html.

18 UN Environment, "La Brecha de Emisiones 2019", UNEP - UN Environment Programme, el 26 de noviembre de 2019, https://www.unenvironment.org/interactive/emissions-gap-report/2019/report_es.php.

institutional strategies and have made increasingly rigorous commitments to mobilize greater resources for the development of research projects on climate change, as well as for the creation of future professional skills to promote global sustainable development.[19] In this sense, universities, in addition to seeking to transform their facilities into carbon-neutral sites, have reinforced their role as spaces for teaching and preparing people through an educational offer that promotes the generation of conditions of peace, justice and reduction of inequalities, as well as the preservation and protection of the environment.[20]

In the same manner, Jesuit universities are heading towards transforming their environments and strengthening their academic and university programs from a deep concern for the care of the environment.

The Society of Jesus's Social Justice and Ecology Secretariat establishes, in their special document, **"The Promotion of Justice in the Universities of the Society,"** that:

> Developing green campuses is one way for universities to make an active commitment to our planet's future and to show their concern for the environment and for the victims of ecological destruction. It is about incorporating practices to reduce consumption, recycling resources that are no longer useful and reusing those that can find other uses in daily activity.
>
> It is also necessary to consider how architecture can help reduce energy needs and the collection and reuse of water. This type of investment can be more costly, but not always, and sometimes, with time and use, the initial investment is recovered. In any case, the criterion cannot be exclusively economic. [21]

The Association of Universities Entrusted to the Society of Jesus in Latin America (AUSJAL), as an international network that seeks to

19 *Milenio*, "Universidades del mundo lucharán contra el cambio climático", el 10 de julio de 2019, https://www.milenio.com/internacional/europa/universidades-del-mundo-lucharan-contra-el-cambio-climatico.

20 Un sitio neutral de carbono, carbono cero o climáticamente neutro es un espacio que, por su equipamiento y sus características físicas, no genera Gases de Efecto Invernadero (GEI) que contribuyen al avance del cambio climático global.

21 Secretariado para la Justicia Social y y la Ecología, "La Promoción de la Justicia en las Universidades de la Compañía", *Promotio Iustitiae*, núm. 116 (marzo de 2014): 43.

generate synergies, projects of common interest and internationalization among its member universities, aims to contribute to the formation of social leaders and politicians committed to building just, sustainable, and democratic societies. For this reason, in the coming years, AUSJAL's collaborative work will focus on:

1. The strengthening of the universities' Ignatian identity, mission, and leadership in light of their work for reconciliation, transformation of their societies and integral ecology.

2. The promotion of an innovative university model based on the student's learning experience, with a critical and humanizing use of technology.

3. The development of actions so that universities, from their substantive functions and in collaboration with other institutions, strengthen their contribution and influence in the processes of social transformation in their communities.

4. Strengthening the internationalization of universities in a network and collaboration with other Jesuit university networks, in the regional and global contexts.

In this context, ITESO intends to keep the infrastructure and equipment of the University at the forefront in its "**Development Plan 2017-2021."** At the same time, it seeks to expand the features of accessibility, sustainability, and safety, among other things. Its strategic objectives are:

1. Strengthening the Jesuit signature.
2. Increasing rigor and continue to improve academic quality in the Jesuit manner and with social commitment.
3. Intensifying the commitment to social transformation on the horizon of the service of faith and the promotion of justice.
4. Promoting and instilling innovation in all university processes, functions, and instances.
5. Continuing to emphasize internationalization in the institution and in the substantive functions of the University.
6. Continuing to improve administrative services and processes.
7. Strengthening ITESO's financial health.

This first "ITESO Sustainability Practices Report" contributes to the institutional planning in terms of sustainable development by

compiling and presenting the work carried out by the entire university community—the student body, teaching and administrative staff—in favor of the fulfillment of the SDGs by ITESO. This document brings together the most relevant actions undertaken in recent years at the University aimed at promoting sustainable institutional development in a comprehensive manner and which, in addition, have supported the certification processes of the University in environmental matters.

Finally, it is relevant to specify that the information considered in this document, for the most part, considers a time period that goes from **July 31, 2017** to **August 1, 2019,** with the exception of some specific data that, due to their relevance, were included despite having occurred in a period beyond the mentioned one.

The results of participation in THE IMPACT RANKING reflect the efforts of the university community from **July 31, 2017** to **August 1, 2018,** and those of the period covered by the UI GREENMETRIC RANKING reflect the university efforts from **July 31, 2018** to **August 1, 2019.**

Since its foundation, ITESO has been characterized by its commitment to the protection of nature and care for the environment. After

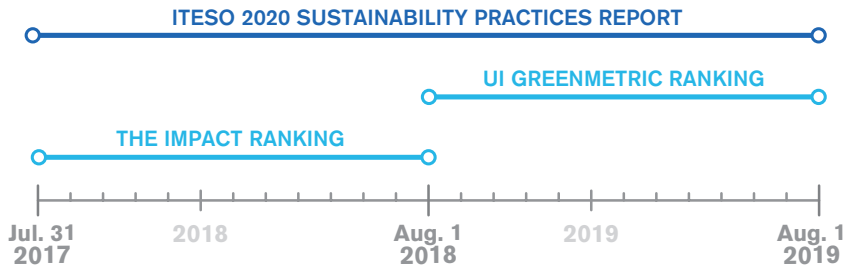


Figure 2. Timeline showing the period of time considered in this document.

ITESO in numbers

FOUNDED ON JULY 31 **1957**

Educational offerings

40 MAJORS

75 **PAP** PROFESSIONAL APPLICATION PROJECTS

118 CERTIFICATION PROGRAMS COURSES AND WORKSHOPS

33 POSTGRADUATE DEGREES

10 POSTGRADUATE DEGREES IN **PNPC** FROM **Conacyt**

Facilities

48.72 HECTARES

4,226 TREES

632,537 BOOKS AND WORKS IN THE **LIBRARY**

114 SPECIALIZED **LABORATORIES**

University community

9,899
UNDERGRADUATE **STUDENTS**

1,673
PROFESSORS

46,622
ALUMNI

455
EXCHANGE **STUDENTS**

37
INDIGENOUS **STUDENTS**

67 **SNI** (NATIONAL SYSTEM RESEARCHER) PROFESSORS

171 **RESEARCH** PROFESSORS

$ 494 million
INTENDED FOR **SCHOLARSHIPS AND FINANCING**

170 **RESEARCH** PROJECTS

828 PUBLISHED **BOOKS**

the campus was moved to the south of the city in 1968, its spaces have been created with the purpose of providing opportunities, means and physical spaces that inspire the university community to develop innovative solutions that face the global challenges of our time.

The University's concern for the protection of the environment is understood as something more than just the distribution of wealth; it is born from a deep awareness as human beings who share a common home, inspired by the second encyclical " Laudato Si': On Care for our Common Home" by Pope Francis. This concern has been addressed in numerous actions aimed at achieving a transformation from three dimensions: 1) in the environmental aspect, a management that prioritizes the efficient use of natural resources, the protection of biodiversity, which reverses environmental deterioration and prevents the generation of pollution; 2) in the economic aspect, which optimizes fixed costs and avoids unnecessary expenses; 3) in the social aspect, which seeks to update and strengthen educational programs in accordance with the current context, in the search for a fair distribution of water and other natural resources, to impact the quality of life and the equality of territorial conditions among people and countries. We start from the awareness that caring for Earth is inseparable from the common good, "environmental problems are also social problems," and where there are environmental crises, there is social inequality.[22]

A university must educate with an awareness of respect for nature; the execution of projects and decision-making in organizations must be solidary, with environmental and social responsibility based on the awareness of the human footprint in the fragility of their natural environment. Within this framework, the areas in which the University has had an impact on sustainable development are the following:

ITESO has sought to contribute to the implementation of the "**2030 Agenda**" at local, national and global scales through the generation of knowledge, the execution of proposals for social inclusion, and the construction of projects that address the most pressing challenges of our time.

Cultivating the project of a university that is conscious and committed to environmental care implies an institutional self-evaluation exercise. Since 2016, with the coordination of the Institutional

INFRASTRUCTURE
Continuous improvement of the University facilities to satisfy, at all times, the needs of the university community in terms of safety, functionality and comfort.

WATER
Responsible use is given to water in the facilities of the University, focused on promoting its conservation.

ENERGY AND CLIMATE CHANGE
Actions for the instrumentation of green buildings, energy use and conservation, and initiatives for the measurement and mitigation of GHG emissions generated by the University.

WASTE
Management that the University gives to the volume of waste generated in its facilities to enable its recovery and treatment.

TRANSPORTATION
Actions to reduce the number of private motor vehicles that enter the campus daily, such as the use of other means of transportation, among others.

EDUCATION AND COMMUNITY
Educational plans and programs on sustainable development offered by the University, and actions to promote gender equality in all its forms.

Communication Office affiliated with the External Relations Office, and with the collaboration of all directorates, ITESO has participated in different rankings focused on environmental performance in order to provide useful and relevant information for the development of university programs and projects, and as a contribution to the university's strategic development plan. Additionally, in recent years, the institution has participated in different certification programs on sustainable development at national and international levels and as a means to motivate active compliance with the SDGs.

Environmental Certifications and Evaluations

Voluntary Environmental Compliance Program (Programa de Cumplimiento Ambiental Voluntario, PCAV):

The Voluntary Environmental Compliance Program is a self-evaluation system managed by the Ministry of the Environment and Territorial Development (SEMADET), which seeks to ensure that various Jalisco establishments comply with their obligations in environmental matters. This, at the same time, motivates them to acquire more rigorous commitments in the matter.

The program assesses the state of the facilities and/or processes in an institution or company in order to identify areas in which they could improve their environmental performance. Similarly, alternatives are offered for the prevention, control, conservation, or restoration of the environment, so that companies adopt good environmental practices and establish a series of actions to comply with the legal requirements established by state regulations.

In 2016, ITESO became the first University in Jalisco to obtain this recognition for its good practices in environmental matters.[22] The University has stood out over the years for the treatment and reuse of its wastewater, the efficient use of electrical energy, the reduction in the consumption of LP gas thanks to the instrumentation of solar heaters for the production of sanitary hot water, as well as having a formal program for the handling and management of the different types of waste generated on campus.

22 Adriana López-Acosta, "El ITESO logra certificación ambiental", consultado el 20 de julio de 2020, ITESO, The Jesuits University of Guadalajara, https://iteso.mx/web/general/detalle?group_id=3584973.

Figure 3. Timeline of ITESO's participation in rankings and certifications of an environmental nature at the national and international level.

UI GreenMetric World University Ranking

Since 2016, ITESO has participated in the **UI GreenMetric University Ranking** (UIGMR), an international initiative focused on motivating universities around the world to identify and measure their efforts in terms of sustainable development.

UIGMR is an initiative from the University of Indonesia (UI), The first edition was in 2010. To date, more than 700 universities from 81 countries participate. Since its inception, UIGMR has set the following goals:

- Contribute to academic discourses on sustainability in education and make university campuses environmentally conscious.
- Promote social change stimulated by universities in relation to sustainability objectives.
- Be a tool for the self-assessment of campus sustainability for higher education institutions around the world.
- Inform governments, international and local environmental organizations and society about campus sustainability programs.

Since its first participation in 2016, ITESO with each edition, has managed to improve its position in Mexico, in the North American region and on a global scale. This is a result of the scope and effect of the University's various initiatives in environmental matters in recent years.

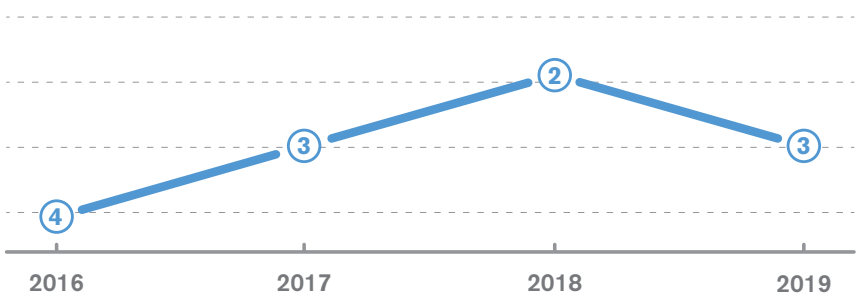
In the most recent UIGMR edition in 2019, where universities from 81 countries participated, our University managed to position itself as follows:[23]

A escala nacional

23 All the results of the 2019 UIGMR edition can be consulted on the following website: http://greenmetric.ui.ac.id/overall-rankings-2019/.

ITESO obtained third place out of the 18 participating universities from all over Mexico and first place among private universities.

STANDING IN MEXICO

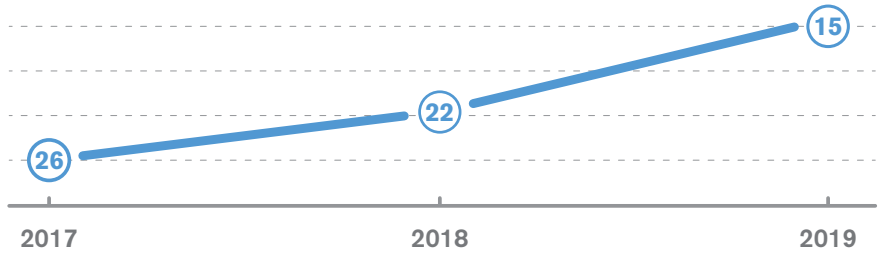


Graph 1. History of positions reached by ITESO in Mexico as a result of its participation in the 2016-2019 editions of UIGMR.

North American Region

Fifteenth place out of the 63 participating universities.

STANDING IN NORTH AMERICA



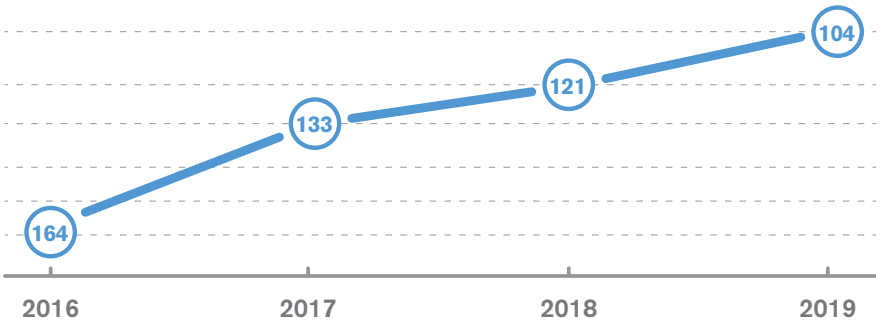
Graph 2. History of positions reached by ITESO in the North American region as a result of its participation in the 2016-2019 editions of UIGMR.

Global Scale

104th place out of the 780 participating universities.

ITESO's **global score** has progressed as follows (the maximum

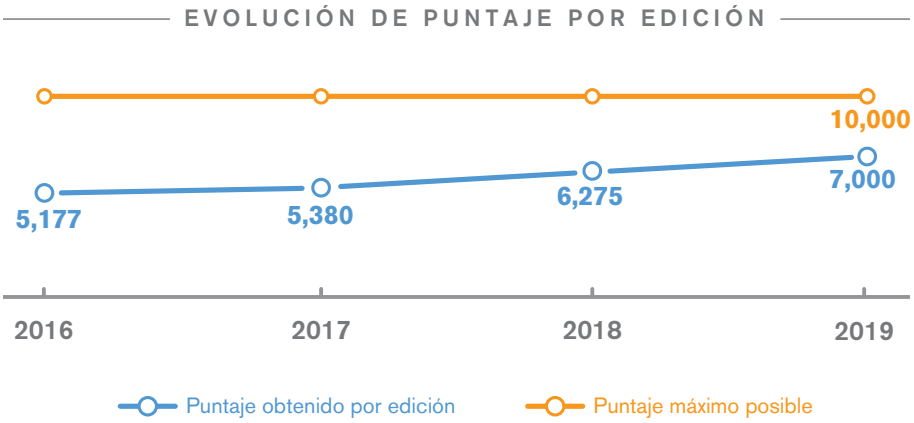
GLOBAL STANDING



Graph 3. History of positions reached by ITESO on a global scale as a result of its participation in the 2016-2019 editions of the UIGMR.

achievable in the UIGMR is 10,000):

Given the previous scores, ITESO managed to position itself in 2019



Graph 4. Progress of ITESO's global score during its different participations in UIGMR.

by **indicator and by region**, as follows:

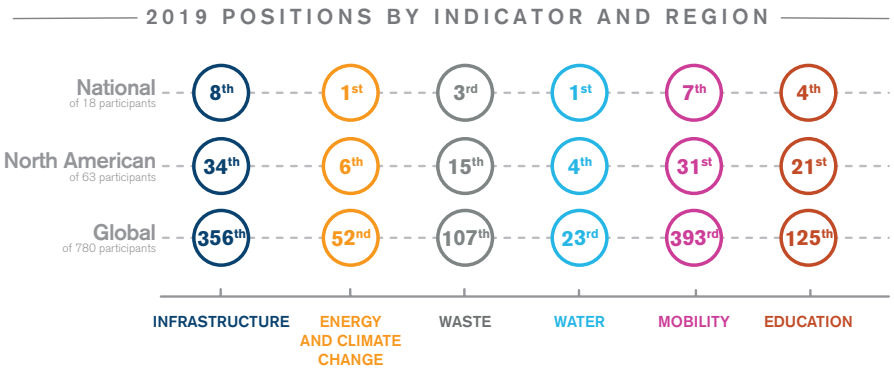


Figure 4. Positions reached by indicator and region considered by UIGMR in the 2019 edition.

The scores resulting from ITESO's different participations in UIGMR have varied between editions due to changes in the evaluation rubrics provided by the University of Indonesia, as well as for adjustments made in the measurement methods used by iteso for each category evaluated.

The evolution of the scores achieved by ITESO since it began its participation in UIGMR is shown below. These scores reflect the actions and efforts of the University in relation to each of the categories of this evaluation.

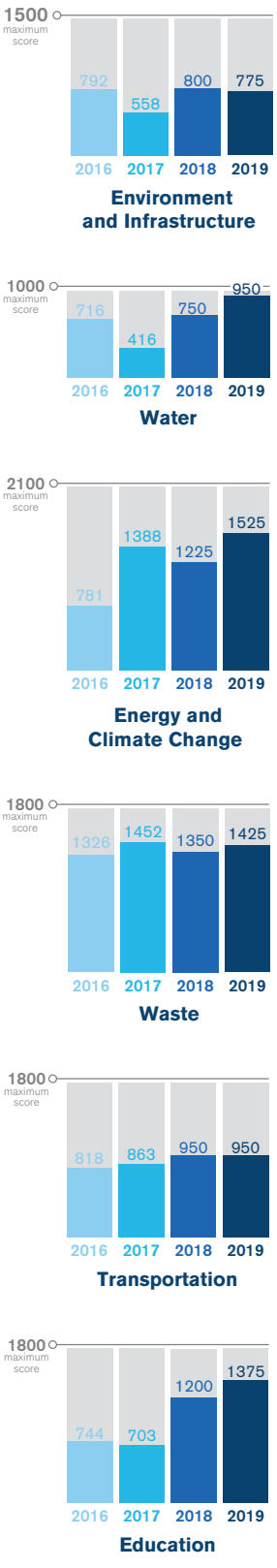


Figure 5. Evolution of specific scores by category evaluated within UIGMR.

Comparison of scores obtained by ITESO in each edition and by UIGMR indicator

Environment and Infrastructure: In recent years, ITESO has taken corrective actions to improve performance and comfort in all of its buildings and to offer and conserve areas with extensive plant and forest coverage.

Water: In order to make rational management and promote water conservation, ITESO has implemented a series of programs to optimize the use of this vital resource within its facilities and gradually expand it.

Energy and Climate Change: On the other hand, ITESO has made important progress in updating equipment for the conservation and optimization of the use of energy in all of its forms.

Waste: The institutional program for the integral management of waste from ITESO has been one of the most successful in environmental terms. Today, the University has specific lines of work to handle all types of waste that are generated within the facilities.

Transportation: ITESO has worked actively in recent years to promote mobility alternatives that are inclusive and safe for the entire university community. Therefore, by adapting the campus facilities, it has favored the conditions for a greater presence of means of transport with less environmental impact.

Education: As a center of excellence in higher education, research, and innovation, ITESO has gradually worked with all of its educational programs so that they can face the double challenge of mitigating environmental degradation and reducing inequalities on a global scale.

ITESO will continue working to improve the sustainability of its infrastructure and consolidate more rigorous actions to reinforce its commitment to caring for the environment.

The chapter on institutional environmental performance details all the actions and programs that the University has implemented over the years in order to improve its performance in each of the evaluated indicators.

Figure 6. SDGs considered as part of ITESO's first participation in THE Impact Ranking.

THE Impact Ranking

In 2019, **ITESO** participated for the first time in THE IMPACT RANKING as part of a quest to integrate more sustainability self-assessment mechanisms. This international evaluation is managed by the British organization Times Higher Education (THE) in partnership with Elsevier,[24] and its main objective is to measure the progress of higher education institutions with respect to the SDGs.

In order to participate in the Ranking, universities must provide information about at least four of the 17 SDGs from the UN. In ITESO's first participation, where data corresponding to 2018 was compiled, information corresponding to **13 SDGs** was sent (Figure 6). [25]

As a consequence of this first participation, the results of the measurement remained close to the average of the scores of all the universities.

The SDGs in which ITESO showed greatest strength are listed below:

- **SDGs 2** – Zero Hunger
- **SDGs 3** – Good Health and Well-being
- **SDGs 5** – Gender Equality
- **SDGs 6** – Clean Water and Sanitation
- **SDGs 17** – Partnerships for the Goals

In some of the specific SDGs in which ITESO participated, it managed to be among the 5% of universities with the best global performance, and in some others, among 30% of the 767 participating universities in the world:

24 Elsevier is the world's largest publisher of scientific literature. It is headquartered in the city of Amsterdam in the Netherlands.

25 All results of the 2020 edition of THE Impact Ranking can be found at https:// www.timeshighereducation.com/rankings/impact/2020/overall#!/page/0/length/25/sort_by/rank/sort_order/ asc/cols/undefined.

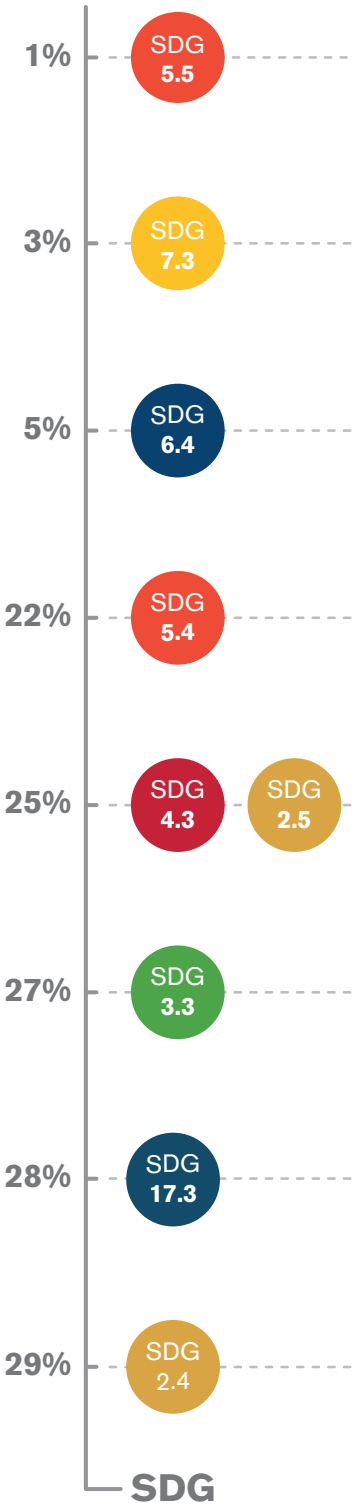


Figure 7. Specific SDGs in which ITESO stood out for its performance.

TOP 1-5%

- **SDGs 5.5 - Gender equality in admissions (top 1%):** Having policies and actions that ensure the success of any woman at the University, as well as rejecting and prohibiting any form of discrimination against them.
- **SDGs 7.3 - Density of energy use (top 3%):** Having systems for the management and efficient use of energy in all campus facilities.
- **SDGs 6.4 - Reuse of water (top 5%):** Having its own plant to treat and reuse water in the irrigation of green areas.

TOP 20-30%

- **SDGs 5.4 - Proportion of women in executive positions (top 22%)**: Nearly 50% of the University's staff is made up of women. This proportion is maintained in executive positions, such as coordinating careers and institutional projects.
- **SDGs 4.3 - Continuous learning opportunities provided (top 25%):**
  - Offer free educational resources, such as computer rooms, a library with physical and digital material, and an offer of online courses.
  - Hold activities open to the general public: public talks, educational activities for the community.
  - Have additional Continuing Education programs to continue with professional training.
  - Carry out educational outreach activities off campus through PAPs and talks organized at Casa ITESO Clavigero.
  - Have policies that guarantee that access to all activities organized by the University is possible for all people, regardless of their ethnicity, religion, disability, or gender.
- **SDGs 2.5 - Hunger at national level (top 25%):** Work together with local food producers and farmers to establish connections, share knowledge, organize activities, offer access to information, skills and technology on sustainable agriculture and food safety and offer access to university facilities to improve sustainable agricultural practices.

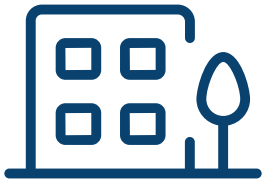
- **SDGs 3.3 - Impact on health (top 27%):** Offer information and access for students and staff to reproductive and sexual health services, support for mental health and, in addition, have a policy for the consumption of tobacco in designated areas.
- **SDGs 17. 3 - Sustainability report (top 28%):** Publish reports on a recurring basis addressing issues related to SDGs 1 to 6, 8 to 12, 16 and 17. Similarly, for the publication of the "Rector's Annual Report."
- **SDGs 2.4 - Proportion of graduates in agriculture, including sustainability aspects (top 29%):** ITESO already offers degrees in Environmental Engineering, Food and Nutrition Engineering and Food Sciences, which address aspects of agriculture and sustainability.

ITESO has shown, in other certifications that measure the progress of universities in terms of infrastructure and physical spaces, to be a high-performance institute. Nevertheless, in its first pilot test in THE IMPACT RANKING, it managed to identify different areas in which it could strengthen, in a comprehensive manner, its institutional sustainability strategy.

The challenges that arise so that the University can achieve compliance with the SDGs and reflect its progress in its next participation in THE IMPACT RANKING, will require the strengthening of institutional mechanisms for the integration of the dimension of sustainability regarding social welfare, and fair and equitable economic inclusion.

Educational institutions play a fundamental role in preserving the environment, in addition to being a key element in the transition towards sustainability.

Institutional Environmental Performance



Sustainable infrastructure seeks to reduce the negative impact on the environment produced by the daily use of services such as water, communication, energy, and logistics.

Infrastructure

Infrastructure

The decisions that are made in the world during the next decades regarding the commissioning of new infrastructure will have an important impact on the generation of GHG emissions and on the worsening of the effects of climate change on a global scale. In this sense, the concept of ***sustainable infrastructure*** is a reference among developers, in addition to being a key element to motivate compliance with the SDGs on an international scale, especially those related to construction projects. The concept refers to those constructions that, in addition to providing access to water, communication, energy, and logistic services, have been built considering the way in which they affect the environment. They therefore include construction elements designed to mitigate potential damage throughout their life cycle. [26]

ITESO is committed to creating spaces that, in addition to being efficient with the use of natural resources, are also places for the collaboration and inclusion of the entire university community. The university's constant investment in upgrading and creating new spaces has been aimed at ensuring that its infrastructure is at all times at the service of people and the planet. ITESO has **four sites located** in the Guadalajara Metropolitan Area (GMA):

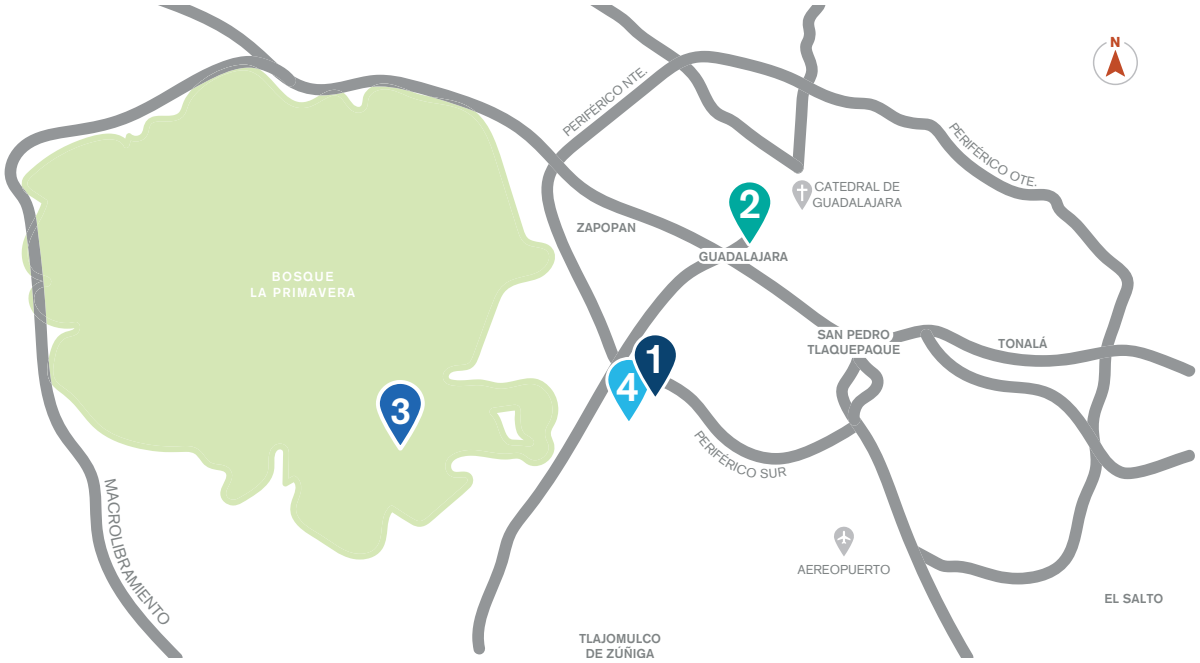


Figure 8. Location of ITESO sites in the Guadalajara Metropolitan Area.

26 A construction life cycle is understood to be all the stages that comprise planning, procurement of materials, design, the building process, use and closure or dismantling of the space

1

Image 2. ITESO main campus located in the south of GMA.

- **ITESO Main Campus:** is where the educational and administrative facilities of the University are located. It has modern buildings, a network of state-of-the-art computer and technological systems, optimal laboratories for different disciplines, one of the most important libraries in the region, sports spaces, and natural areas for recreation. It is an ideal place to study, learn and grow in an environment of freedom, designed to cultivate creativity and coexistence.

2

Image 3. Casa ITESO Clavigero located in downtown GMA.

- **Casa ITESO Clavigero:** is located in the Americana neighborhood in the downtown of Guadalajara. It is formerly known as Casa González Luna and was designed by architect Luis Barragán Morfín, winner of the Pritzker Prize.[27] This space, a National Artistic Heritage, is distinguished by the quality of its architectural composition, which is unique and atypical within the urban context and where, furthermore, being an extension of the University, the richness of the cultural heritage of our region and country is promoted and disseminated.

3

Image 4. Forest conservation area in La Primavera.

- **Conservation areas in the La Primavera forest:** are where the University carries out, on a recurring basis aenvironmental education and sustainable forest management activities. The purpose is to promote a culture of nature protection. The center and recovery areas of La Primavera Flora and Fauna Protection Area are about 27 hectares in size.

4

Imagen 5. ITESO Technology Park located in the south of GMA.

- **ITESO Technology Park:** is adjacent to the main campus, where technology companies with high socio-environmental impact linked to the University are housed. It also has infrastructure and services for entrepreneurship and for companies seeking to carry out innovation, technological development and research projects in collaboration with the academic areas of ITESO.

27 This award is considered the Nobel Prize for Architecture and is sponsored by the Hyatt Foundation.

ITESO's main campus is a space that integrates multiple green areas that are home to a great variety of species of local flora and fauna and that contribute to the improvement of air quality in the south of the city with its more than 4,000 trees. Here, most of the teaching, research, and liaison activities are carried out, as well as the University's administrative activities. It has a total area of 48.72 hectares distributed as follows:

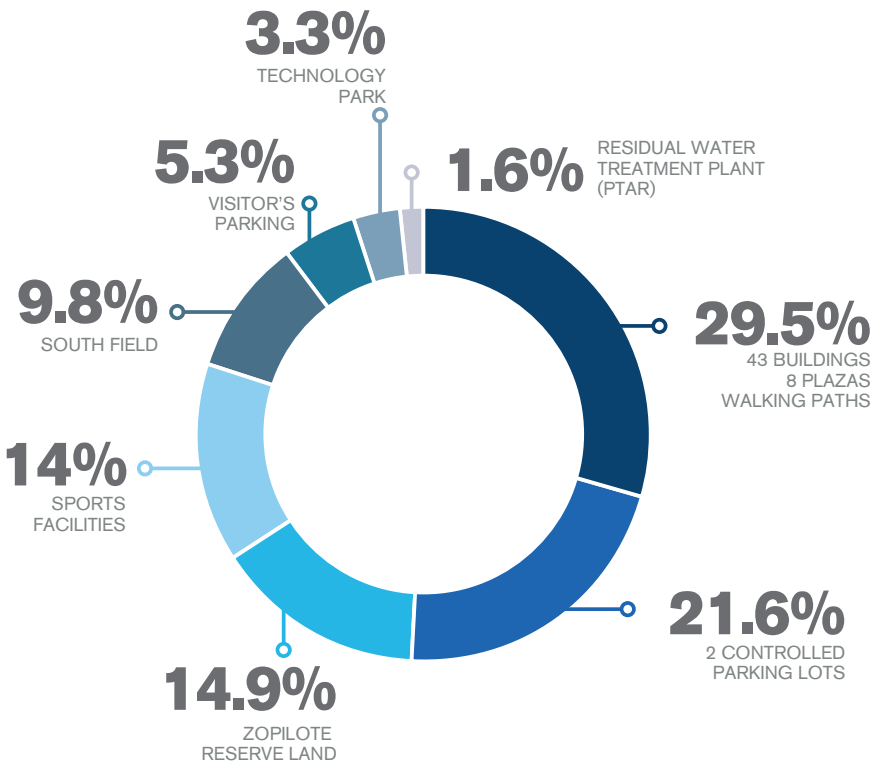


Chart 6. Distribution of spaces within ITESO's main campus.

Image 6. ITESO conservation area of the "Rancho Planillas" land in La Primavera forest.

ITESO's conservation area, located in the La Primavera Forest's Protected Natural Area, has 27 hectares where research, preservation and restoration of the forest ecosystem are carried out.

In its quest to align its institutional development plans along with caring for the environment, ITESO has implemented green campus policies based on international certifications that consider constructive criteria focused on maximizing efficiency in the use of resources in each space. It also favors the comfort, health and safety of its occupants. For this reason, 96% of the buildings at ITESO have been designed or updated to fully or partially meet the specific requirements of a smart building. Among these, the following elements stand out:

- Systems for controlling access to certain spaces by means of cards or proximity sensors.
- Occupancy or movement sensors for automatic control of lighting and conditioning systems.
- Automated systems for:
    - Fire detection.
    - Carbon Monoxide (CO) detection.
    - Turning off screens and projectors after a period of inactivity.
    - Comprehensive system for detecting earthquakes.

The physical adaptation of the buildings has been carried out with a view of taking advantage of the environmental resources that surround them by considering the climatic conditions of the environment and, in this way, maximizing their energy efficiency

Image 7. Auditorium D, one of the most recent constructions where elements of smart constructions were implemented.

Images 8 & 9. TID Building (*Talleres de Innovación para el Diseño,* Design Innovation Workshops). In 2012, this building achieved the Platinum level of the LEED environmental certification (Leadership in Energy and Environmental Design), the most widely used building certification worldwide that seeks to provide assistance for new or existing buildings in the implementation of sustainable strategies to improve global performance in social and environmental terms.

Of the buildings on the main campus, the integration of the following criteria stands out:

- Orientation of buildings for maximum use of daylight and natural ventilation (cross ventilation).
- Solar protection and insulation devices to reduce heat gain in spaces throughout the day.
- Use of construction materials with properties that thermally insulate the interior spaces from the exterior to reduce the energy consumption of air conditioning equipment.

CHALLENGES FOR THE FUTURE:

- Promote the development of new infrastructure on campus, which implements sustainability criteria for greater energy and hybrid efficiency, in addition to an improvement in the experience of the spaces.
- Adapt all campus facilities to achieve universal accessibility (elevators, ramps, Braille code in all spaces, paths for the blind and/or visually impaired).

Today,**three out of ten people** are deprived of the human right to water.

Water

Water

Unsustainable global population growth, urbanization, industrialization, and increased production of consumer goods have led to an ever-increasing demand for water around the world.[28]

As a result, water scarcity today is estimated to affect more than 40% of the world's population. At least three out of ten people lack access to safe drinking water services and six out of ten people lack access to basic sanitation services, such as toilets or latrines. Consequently, around 1,000 children die every day from diseases associated with this lack of hygiene. On the other hand, as a result of inadequate management, approximately 90% of the water resulting from human activities (wastewater) is discharged into rivers and seas without any type of treatment, which generates contamination of aquatic ecosystems.[29]

Water is an indispensable element for people's survival and easy access to it is essential for a dignified life. For this reason, in 2010 the United Nations approved a resolution to recognize water and sanitation as a universal human right. In Mexico, on September 29, 2011, the Senate of the Republic reformed Article 4 of the Constitution to establish that everyone has the right to access, availability and sanitation of water for personal and domestic consumption in a sufficient, safe, acceptable, and affordable manner.[30]

In Mexico, proper water management and preservation have become priority issues, given the importance of this vital resource for social welfare, economic development, and the conservation of the country's biological wealth. The *Programa Nacional Hídrico* (PNH, National Water Program) 2020-2024 from the National Water Commission (CONAGUA), derived from the National Development Plan (*Plan Nacional de Desarrollo*),[31] integrates water plans at the national level and establishes criteria for the availability, use and exploitation of water, as well as the strategies, priorities, and policies to be followed to achieve integrated and sustainable management of water resources in Mexico.

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28 Programa Mundial de Evaluación de los Recursos Hídricos (WWAP), "Agua para un Mundo Sostenible: Informe de las Naciones Unidas sobre los recursos hídricos en el mundo 2015", 2015, http://www.unesco.org/water/wwap.

29 Naciones Unidas, "Agua y saneamiento-Desarrollo Sostenible", consultado el 9 de abril de 2020, https://www.un.org/sustainabledevelopment/es/water-and-sanitation/.

30 R. Flores Elizondo Y G. del C. Nava Guerrero (2011). "El agua y el saneamiento como un derecho humano". *Revista Legislativa de Estudios Sociales y de Opinión Pública.*

31 The 2019-2024 National Development Plan is the document through which the Mexican government explains its priority objectives during the six-year term. It can be consulted at: https://www.dof.gob. mx/nota_detalle.php?codigo=5565599&fecha=12/07/2019.

ITESO has made sustainable water management a priority for the institution.

Its objectives are to:[32]

- Progressively guarantee human rights to water and sanitation, especially for the most vulnerable population.
- Efficiently use water to contribute to the sustainable development of the productive sectors.
- Reduce the population's vulnerability to floods and droughts, with special emphasis on indigenous and Afro-Mexican peoples.
- Preserve the water cycle's integrity in order to guarantee hydrological services provided by watersheds and aquifers.
- Improve conditions for water governance to strengthen decision making and combat corruption.

ITESO has made sustainable water management a priority for the institution. The University has an institutional program dedicated to the conservation and sustainable management of water, whose main objective is to optimize its use in all campus facilities and reduce, in the long term, the demand for this vital resource and the subsequent deterioration of water supply sources.

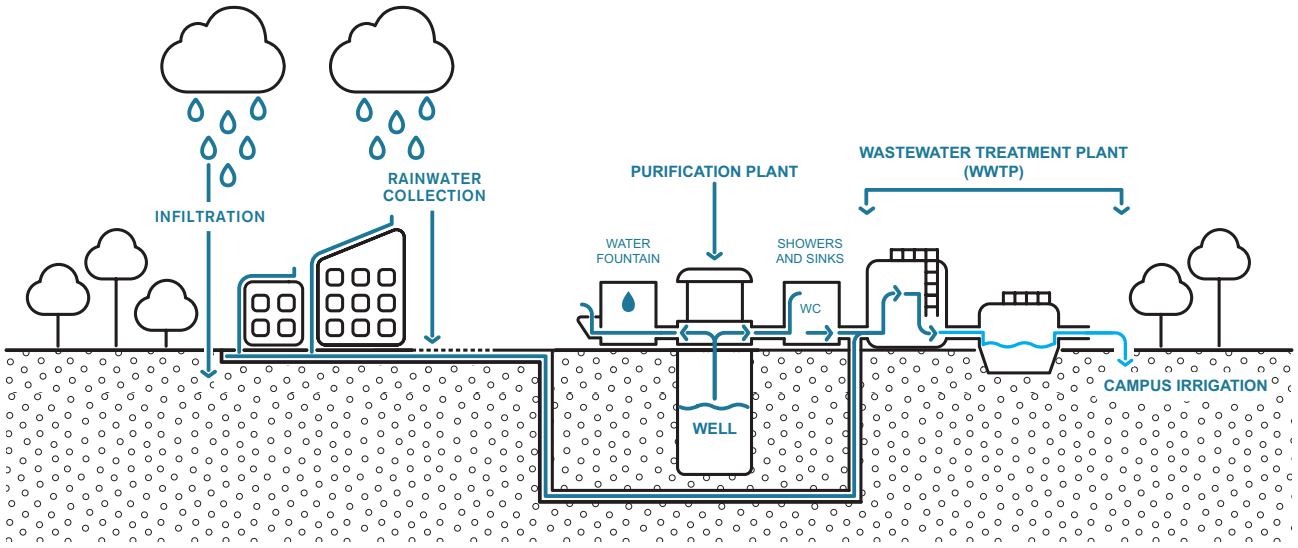

Figure 9. ITESO hydraulic system.

32 "Consulta del Programa Nacional Hídrico 2019-2024 | Comisión Nacional del Agua | Gobierno | gob.mx", consultado el 5 de mayo de 2020, https://www.gob.mx/conagua/articulos/consulta-para-el-del-programa-nacional-hidrico-2019-2024-190499.

ITESO's institutional water conservation program focuses on five lines of action.

1. Efficient use of water through the implementation of specific technologies in all University facilities:

- Water-saving showers in sports areas.
- Flushometer toilets and dry urinals.
- Infrared sensor sink.
- Dishwasher in the central cafeteria to replace disposable cutlery with reusable ones.

2. Water purification:

- Water bottling plant with an annual production of 25,000 water jugs (capacity of 20 liters each).
- Free system consisting of 39 drinking fountains with individual purification.

Image 10. ITESO's water purification service.

3. Nighttime fixed sprinkler irrigation system in the green areas, which is fed by the water contained in the WWTP aerated lagoon.

Image 11. ITESO's WWTP aerated lagoon.

4. Treatment of all gray water in its own Wastewater Treatment Plant (WWTP):

- La Universidad cuenta con un pozo artesiano de agua potable que es controlado por la Comisión Nacional del Agua (Conagua).[33] De éste, 43% del agua que se extrae es tratada, lo que corresponde a 100% de las aguas grises generadas por todo el ITESO. El agua tratada es utilizada para el riego de todas las áreas verdes.

Image 12. Biological treatment of ITESO's WWTP.

5. Drainage grates and gutter systems strategically distributed throughout the campus and on the roofs of all buildings to capture and direct rainwater to the 55 dry wells and WWTP's aerated lagoon.

- Rainwater is captured in all green areas and in certain campus buildings to help recharge the well.

Image 13. Capture of rainwater at ITESO to be directed to the dry wells.

33 An artesian well is a pressurized excavation in the ground or in the rock made in order to find water contained between subterranean layers, so that it finds its way out and rises in a natural way. Source: https://www.muyinteresante.es/curiosidades/preguntas-respuestas/ique-es-un-pozo-artesian.

At the end of 2019, ITESO created the Francisco Suárez University Center for Dignity and Justice, SJ, (CUDJ), a multi-disciplinary organization focused on conducting research and providing advice to internal bodies, collectives, and organizations to advocate for human rights at the local and national levels. Among its lines of work, the Center has specific attention on conflicts associated with the right to water and territory. Its other lines of work are the following: missing persons assistance, torture and extrajudicial executions, citizen safety and justice, and gender violence.

CHALLENGES FOR THE FUTURE:

- Develop a landscaping strategy focused on reducing water use in campus landscaping (e.g., use of drought-resistant plants).
- Conduct information campaigns to raise awareness about the rational use and prevention of water pollution for all members of the university community.
- Promote the use of construction standards and integration of eco-technologies to optimize and reduce water consumption in all areas of the University.
- Promote cooperation mechanisms with local and regional governments for sustainable management and social justice in the water issue.

The **consequences of climate change will be devastating** and could seriously undermine development and poverty eradication efforts, as well as pose significant health, food and energy security risks.

Energy and Climate Change

Energy and Climate Change

Global climate patterns are changing as a result of human activities. This has a negative effect on the economy, ecosystems, and lives of people in all countries. Climate change is a consequence of the increase in the concentration of GHG in the atmosphere. It is a problem that is nowadays characterized, among other effects, by causing:[34]

- the melting of the ice contained in the polar ice caps and, consequently, the rising of sea levels.
- alterations in the patterns of climatological events (rainfall distribution, hurricanes, among others).
- the increase in global average temperature.
- the acceleration of desertification and land degradation.
- the loss of global biodiversity.
- the transmission of diseases given the climatic conditions.[35]

If current trends continue, the United Nations warns that, in addition to the fact that the average global temperature could rise by up to two degrees Celsius by the end of this century, the consequences of climate change could be devastating and seriously undermine development and poverty eradication efforts. It can also cause significant risks to health, food and energy security, and limit access to water for millions of people, among whom the most impoverished would be the most affected.[36]

On a global scale, it is estimated that the main sources of GHG emissions are electricity use and heating (31%), transportation (15%), manufacturing and construction (12.4%) and agriculture (11%). Activities related to energy use[37] contribute 72% of total emissions:[38]

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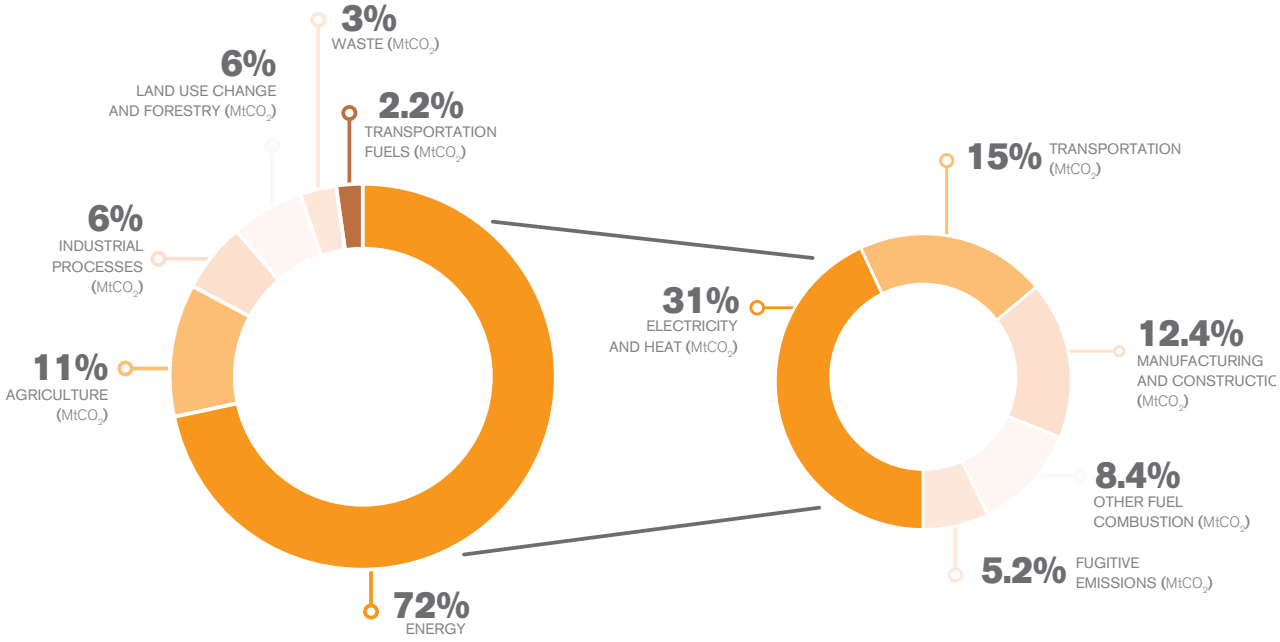
34 NASA, "Los efectos del cambio climático", *Climate Change: Vital Signs of the Planet,* consultado el 21 de abril de 2020, https://climate.nasa.gov/efectos.

35 Organización Mundial de la Salud (OMS), "Cambio climático y salud", consultado el 9 de abril de 2020, https://www.who.int/es/news-room/fact-sheets/detail/cambio-climático-y-salud.

36 Naciones Unidas, "Objetivo 13: Adoptar medidas urgentes para combatir el cambio climático y sus efectos", *Desarrollo Sostenible* (blog), consultado el 21 de abril de 2020, https://www.un.org/sustainabledevelopment/es/climate-change-2/.

37 Today's societies make increasing use of energy in its various forms due to the operation of machinery, transportation, electricity, heat and/or refrigeration. In recent years, energy consumption on a global scale has tended to increase as a result of changing habits and forms of social organization. The electrification process (transition towards the use of energy in the form of electricity for all current activities and processes) has become a trend as it facilitates the adoption of more renewable energy sources, resulting in the reduction of global emissions.

38 World Resources Institute (WRI), "cait Climate Data Explorer", consultado el 9 de abril de 2020, http://cait.wri.org/.



Gráfica 6. Greenhouse gas (GHG) emissions by sector at worldwide level measured in $MtCO_2$ (million tons of CO_2). Source: 5.

When accounting for GHG emissions[39] generated by any activity, they are classified into ***scopes***[40] in order to improve transparency in reporting and facilitate the development of specific actions to mitigate them. The scopes are:

- **Scope 1 – Direct Emissions:** GHG emissions generated directly by the institution (for example: burning of fossil fuels to produce electricity, steam or heat in furnaces, boilers and/or engines).[41]
- **Scope 2 – Indirect Energy Emissions:** GHG emissions generated during the electricity production process proportional to the institution's consumption of electricity.
- **Alcance 3 - Otras emisiones indirectas:** GHG emissions attributed to the use and acquisition of products or services required by the institution for its regular operation (e.g., consumables of all types).

39 The GHG emissions generated by any activity are also known as carbon footprint, and it is an indicator used to describe the total amount of associated with the activity. The unit of measurement of the carbon footprint is the CO_2 equivalent (CO_2E).

40 World Business Council for Sustainable Development (WBCSD) y World Resources Institute (WRI), "Protocolo de Gases de Efecto Invernadero: Estándar Corporativo de Contabilidad y Reporte", 2005, 138.

41 Fossil fuels, or fuels of fossil origin, are those that come from the transformation by the effect of high pressures and temperatures of organic matter in past eras and that gave rise to substances with high energy content. There are three types of fossil fuels: i) coal, used mainly for the production of electricity through thermoelectric power plants; ii) petroleum, used primarily for the production of liquid fuels (e.g. gasoline) and products such as plastics; iii) natural gas, used for the production of electricity and heat. Fossil fuels are considered non-renewable resources because they are found in finite quantities in nature. The use (burning) of fossil fuels is the main cause of GHG production on a global scale.

For all these reasons, and in view of the serious threat posed by the effects of global climate change, the concern of many young people around the world has been growing, and they have demanded that their universities adopt specific measures to protect the environment

Higher education institutions, like any other organization, generate significant amounts of GHG annually that are directly related to all their operations. The Carbon Footprint Standard establishes that the main sources of GHG generated by universities are the following:

- **Scope 1 – Direct Emissions from Transportation:** The number of vehicles (owned or not by the University) that enter the campus and, in addition, travel a certain distance within the campus on a daily basis.
- **Scope 2 – Indirect Energy Emissions:** Electricity consumed per year throughout the campus.

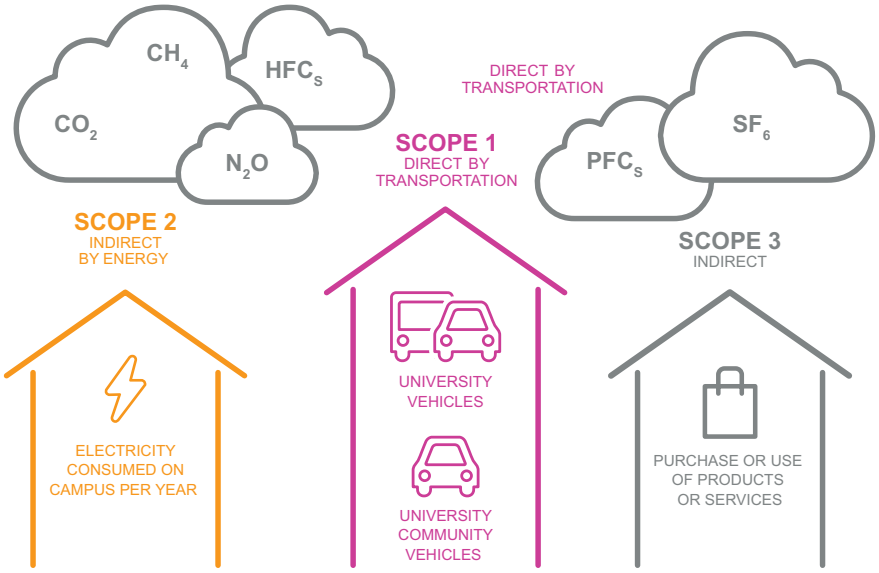


Figure 10. Scope of GHG cemissions considered for the calculation of ITESO's.

Since 2016, ITESO has made estimates of its annual carbon footprint with the intention of generating and having sufficient data to support the implementation of mitigation strategies for its GHG emissions.

The historical progress of the institution's carbon footprint has shown the following trend with an average annual reduction of 5.5% concerning its highest value in 2017:[42]

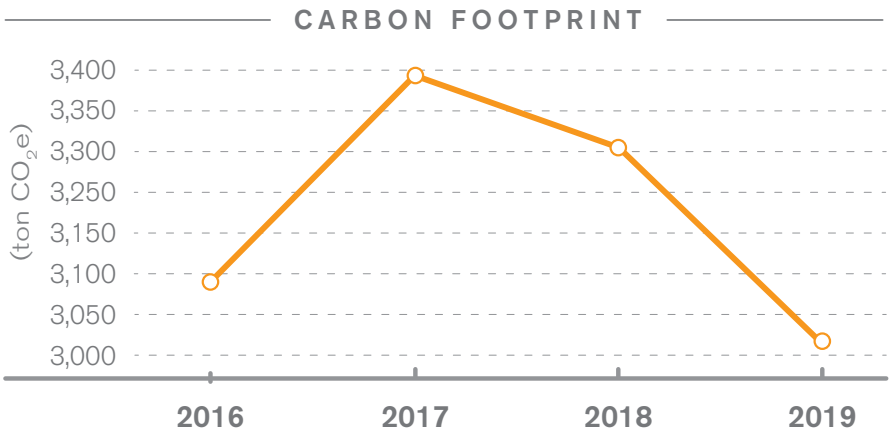


Chart 7. Progress of ITESO'S annual carbon footprint determined using the Carbon Footprint Standard. It is estimated that approximately 97% of the university's carbon footprint corresponds to indirect emissions from energy, while the remaining 3% corresponds to indirect emissions from transportation.

This has been achieved because in recent years the University has undertaken important actions focused on optimizing and reducing the use of energy in all of its facilities. These efforts have involved a total adaptation of the campus infrastructure characterized mainly by the progressive updating of all the University's electronic equipment installed in the academic, administrative and recreational areas.

EQUIPMENT	PROGRESS (%)
Air conditioners	60
Coffee makers	96
Computers	100
Microwave ovens	95
Lighting systems	72
Printers	100
Monitors	100
Refrigerators	95
Tablets	100
Televisions	100
Video projectors	100
Overall Progress	**93**

Table 1. Degree of progress in the program to update electronic devices within ITESO.

42 The international carbon footprint standard establishes that the carbon footprint of universities is the product of the sum of the emissions generated by the use of electricity and the means of transportation entering the campus per year. Specifically, the methodology considers the annual electricity consumption (measured in kilowatt-hours) in the main campus facilities. For emissions associated with transportation, it considers the number of vehicles (buses, automobiles and motorcycles) entering the University daily, the approximate distance they travel on campus, multiplied by a standardized number of working days per year. For more information about this methodology, please visit the official website of the international carbon footprint standard: https://www.carbonfootprint.com/.

ITESO has managed to install more than 60 low-temperature solar collectors, which currently cover approximately 80% of its domestic hot water needs.

To achieve substantial energy savings, ITESO has been able to upgrade approximately 93% of its equipment to more efficient models. This progress has implied the renovation of 72% of the lighting systems that work with sodium or metallic additives for LED. technology. It is important for the university that all its spaces have LED-based lighting because of its low energy consumption, the long useful life of the bulbs, the elimination of the use of toxic chemical components, and the low maintenance they require.

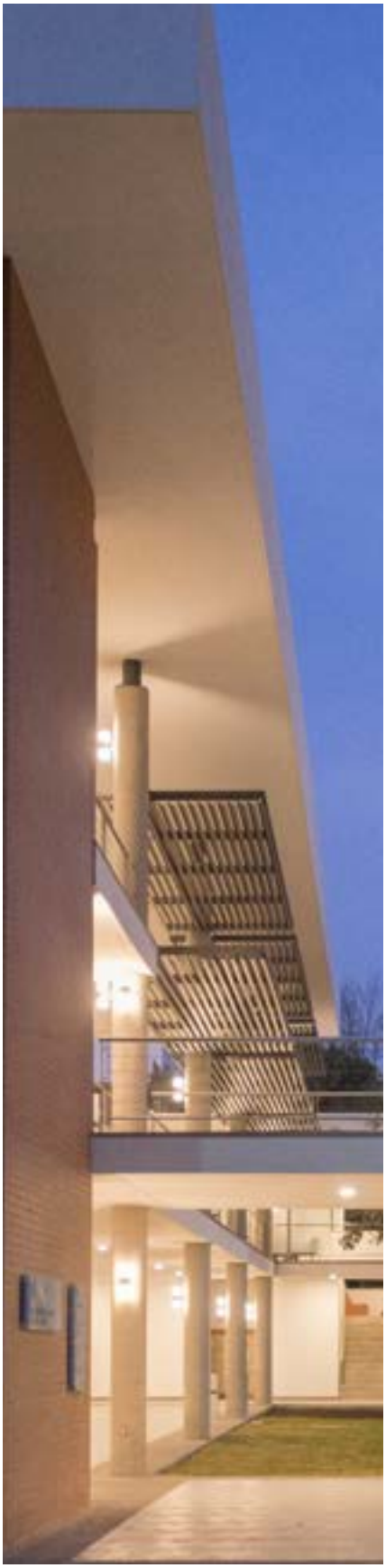
Similarly, 95% of all household appliances (refrigerators, microwave ovens and coffee makers, among others) installed in all the University's kitchens have been updated. In most of the classrooms and in the information technology areas, 100% of the equipment has been replaced with those that, in addition to having energy-saving systems, are certified by recognized international organizations (e.g., ENERGY STAR, SMARTECO, EPEAT, among others).

The air conditioning and ventilation systems have been upgraded by 60%. The use of the R-22 qrefrigerant used in the campus's previous air conditioning systems has been replaced by R-410A, which has a lesser negative effect on the ozone layer.[43]

Likewise, with the intention of reducing the consumption of fossil fuels, specifically liquefied petroleum gas (LP gas), ITESO has installed more than 60 low temperature solar collectors, which currently cover approximately 80% of the domestic hot water needs.

Image 14. Low-temperature solar collectors installed in ITESO's. sports area.

43 Refrigeration systems, air conditioners, packaging and insulation materials make use of a family of gases called chlorofluorocarbons (CFC), qwhich in addition to having a capacity at least 5,000 times greater than that of co_2 to cause global warming, have a significant effect on the destruction of the ozone layer.



CHALLENGES FOR THE FUTURE:

- Develop a detailed inventory of institutional GHG emissions so that, in addition to accounting for those associated with energy and transportation, emissions removal within ITESO boundaries (due to the effect of green areas) can be identified.
- Design and implement a specific program for the management of the annual carbon footprint, detailing each of the specific actions that ITESO will undertake to offset its emissions production and reduce them over a given period of time.
- Promote strategic collaboration with local governments to increase research and development of adaptation and mitigation policies to address the effects of climate change in Jalisco.
- Refine measurement instruments to favor the development of more sensitive and accurate metrics to describe the potential environmental impact generated by the University.

The **waste generated in Latin America on a daily basis** is equivalent to almost 10% of all waste produced globally.

Waste

Waste

It is estimated that in Latin America every person generates about one kilogram of garbage daily, and the entire region as a whole about 541,000 tons, which is equivalent to almost 10% of all garbage produced globally.[44]

Of this amount, Mexico is responsible for approximately 117,000 tons, of which about half corresponds to organic waste and the other half to inorganic waste. Given the current model for waste management, most of this waste ends up, after its life cycle, in open garbage dumps or, in the best of cases, in a sanitary landfill, which generates serious environmental problems at local and global scales. At the local level, soil and groundwater are contaminated due to the generation of leachates from organic waste. At the global level, this is due to the generation of methane (CH_4), a greenhouse gas with an effect that is 28 times greater than carbon dioxide (CO_2) in contributing to global warming.[45] On a global scale, methane emissions account for 20% of global emissions, making it the second most abundant GHG after CO_2.[46]

Image 15. Separation of recyclable waste at P*unto Revalora*, a space for waste management on campus as part of the *Revalora tu Residuos* (Revalue Your Waste) campaign

44 Naciones Unidas, "Cómo la basura afecta al desarrollo de América Latina", Noticias ONU, el 12 de octubre de 2018, https://news.un.org/es/story/2018/10/1443562. Naciones Unidas, "Cómo la basura afecta al desarrollo de América Latina", Noticias ONU, el 12 de octubre de 2018, https://news.un.org/es/story/2018/10/1443562.

45 AThis effect is known as Global Warming Potential (GWP) and is defined as the capacity of a specified gas, given its properties, to change the Earth's energy balance with respect to CO_2 (reference gas).

46 "La basura y el cambio climático (parte 1)", *Excélsior*, el 28 de octubre de 2019, https://www.excelsior.com.mx/opinion/columnista-invitado-nacional/la-basura-y-el-cambio-climatico-parte-1/1344390.

On the other hand, recycling rates for inorganic waste are generally still very low, as approximately 90% of this waste is not recycled and ends up in landfills. Because of this, it is necessary to transition to a regenerative development model, also known as the *circular economy model,* which proposes the recovery, treatment and use of waste materials so that they can be used as raw materials for the creation of other products, processes, or services.

ITESO is not indifferent to this problem and has implemented a series of waste management actions over the past few years that have achieved a significant reduction in the amount of waste sent to sanitary landfills.

Since 2012, the University has intervened all of its infrastructure to facilitate the proper management of waste, and in turn, optimize the processes of waste recovery, recycling and recovery.

ITESO has a policy to avoid the use and sale of disposable products on campus. This can be seen in the General Service Office (GSO) as well as in their active collaboration with student groups such as the Conscious University Network (Red de Universitarios Conscientes, Reduc) This policy is also present in Professional Application Projects (PAP) csuch as Materioteca & Sustainability from the Habitat and Urban Development Department (DHDU)), and Technological Development for Environmental, Energy and Food Sustainability from the Department of Technological and Industrial Processes (DPTI), among others.

Imagen 16. Integrantes del colectivo estudiantil Reduc promoviendo la correcta separación de los residuos dentro del campus.

Figure 11. Part of the campaign and signage for integrated waste management within ITESO, developed by the Materioteca PAP in collaboration with the General Service Office.

In 2015, ITESO implemented its institutional Waste Management Plan (WMP), designed in accordance with SEMADET's regulatory framework, which also incorporated the lessons learned and results obtained during previous experiences.[47]

WMP's objectives are the following:

- Minimize the volume of waste generated on campus.
- Maximize the assessment of organic and inorganic waste.
- Increase waste awareness among staff and students.
- Train personnel in proper waste management.
- Comply with current legal obligations in environmental matters.

Through WMP, ITESO has been able to implement:

- Program for the separation, recovery, treatment, or recycling of organic and inorganic waste, with the following categories (Figure 11):
  - **Non-recyclable:** Wrappings and disposables made of non-recyclable materials.
  - **Biodegradable:** Biodegradable or compostable food and disposables.
  - **Recyclable:** Bottles and aluminum, cardboard, and plastic containers.
  - **Cardboard and paper:** Recyclable paper and cardboard waste.
  - **Electronic waste:** Electronic equipment and peripherals of any kind.
- Total replacement of plastic cutlery for reusable or "bio-based" materials. [48]
- Prohibition of the sale of straws and restrictions on the sale of bottled water under one liter in all campus cafeterias.

47 State program for the prevention and integrated waste management in Jalisco.

48 The term "bio-based" refers to those materials that include renewable (e.g. plants, seeds, etc.) and non-renewable (e.g. petroleum) resources in their composition. The percentage of each type of resource varies by product and manufacturer.

In 2015, ITESO implemented its institutional Waste Management Plan (WMP), designed in accordance with SEMADET.'S regulatory framework.

- Implementation of a permanent service of individual sinks and industrial dishwashers for the washing of cutlery provided by the restaurants located within the University cafeterias.
- Creation of a green fund to strengthen environmental program.

Currently, ITESOmanages its waste mainly through the GSO, which is in charge of maintaining all the necessary infrastructure so that the waste generated on campus is handled appropriately and that, in addition, waste that can be processed at the university receives the corresponding treatment.

For waste whose characteristics or properties cannot be treated with the means available to the University, specialized companies are available to collect it and manage it in an environmentally-friendly manner.

The treatment given by the University to the different types of waste generated within the facilities is detailed below:

Table 2. Treatment by type of generated waste at ITESO.

TYPE OF WASTE	TREATMENT	MANAGED	% TREATED
BIODEGRADABLE	Composting	Internally	90
RECYCLABLE	Recycling	Externally	90
DANGEROUS	Special Treatment	Externally	100
SANITARY	Sanitary Landfill	Externally	100

Image 17. Containers and signage for separating waste generated on campus.

Finally, ITESO, along with the Technological Development for Environmental, Energy and Food Sustainability PAP (from DPTI) is working on the development of a bioreactor for the treatment and production of compost from organic waste generated on campus.[49]

CHALLENGES FOR THE FUTURE:

- Design and implement policies focused on prioritizing collaboration with external suppliers that have their own practices and policies that guarantee a supply chain that respects the environment and society.
- Strengthen the mechanisms for measuring and characterizing waste generated at the University in order to compile as much data as possible to support the design of new initiatives for a more rigorous management of institutional waste.
- Increase the offer of training and dissemination activities among members of the university community on responsible production and consumption processes, as well as sustainable lifestyles.
- Evaluate the technical feasibility of implementing a system for the utilization of waste generated at the University, based on the principles of circular economy and to reduce the use of certain consumables with high environmental impact required during daily operations..

49 System to maintain the environmentally necessary conditions for the proliferation of microorganisms capable of processing organic waste into material for soil and crop improvement.

Fossil fuel vehicles are one of the **main sources of pollution and noise in cities**

Transportation

Transportation

Transportation, an activity that involves moving people from one place to another, consumes a large part of the world's natural resources. Consequently, generates serious effects on the environment. Vehicles powered mainly by fossil fuels, in addition to being generators of noise, are one of the main sources of pollution in cities, especially pollutants such as nitrogen oxides and particulate matter.[50]

Transportation systems are major generators of GHG emissions from universities. Therefore, having transportation policies focused on limiting the number of private motorized vehicles[51] and promoting the use of collective, electric, and non-motorized transportation[52] will foster a healthier campus environment.

For ITESO, offering safe, efficient, and low-environmental impact access to its facilities is a priority. As a result, it has, over the years, developed and implemented a series of policies focused on meeting the needs of the university community, which promote the use of more environmentally friendly means of transportation. The following are some of the most important ITESO policies aimed at promoting the use of non-motorized transportation for the university community and offering alternatives:

Image 18. Part of the parking lots located inside ITESO

50 Nitrogen oxides are chemical compounds that, in the presence of sunlight (photochemical reactions), generate photochemical smog ("smog," short for smoke and fog), a form of atmospheric pollution that causes significant damage to people's health, especially to the respiratory tract. On the other hand, "particulate matter" is defined as all suspended particles smaller than 10 microns or micrometers (µm) (1 µm = 0.000001 m = 1 × 10-6 m). In the air quality indicators for cities, when reporting particulate matter, two indicators are considered: pm10 (particulate matter smaller than 10 microns) and pm2.5 (particulate matter smaller than 2.5 microns). Both have important effects on people's health due to their great capacity to penetrate and cause affections in the respiratory tract.

51 Motorized transport refers to the following: automobiles, buses, motorcycles and electric vehicles.

52 Non-motorized transport refers to the following: bicycles, skateboards and unicycles. Non-motorized transportation is that which considers travel by means of transportation with zero impact on the environment (zero emissions) and which conventionally are the following: travel on foot, bicycle, skateboard and/or scooter.

1. **Free university transportation service:** Composed of two routes with an estimated travel time of 15 minutes that connect with other bus services and with the Urban Electric Train System (SITEUR).[53]

Image 19. Waiting area for the university transportation service.

2. **Preferential parking spaces for carpooling:** The student parking lot has preferential parking spaces for vehicles that carry two people in addition to the driver.

Image 20. Preferential parking for carpooling.

3. **Charging stations for electric vehicles:** The University has four electric vehicle charging stations located in the faculty parking lots (next to the Central building) and student parking lots (adjacent to buildings C and J).

Image 21. Electric vehicle charging station

53 For more information about the routes, please consult the official ITESO Transportation website: https:// blogs.iteso.mx/comollegar/.

4. **Infrastructure for non-motorized means of transportation:** ITESO has spaces dedicated to alternative means of transportation (bicycles, skateboards, or scooters) located at the main entrances to the campus. The station located next to the main entrance has tools for minor repairs.

Image 22. Bicycle and other non-motorized vehicle parking lot.

5. **Hitchhiking zone:** Aware that the average occupancy of private vehicles that enter the campus daily is individual, the University, in collaboration with the ITESO Transportation collective, set up an exclusive space adjacent to the university transportation area, where the university community can share their vehicles with others going in the same direction.

Image 23. Waiting area for people to share their car when leaving the main campus..

6. **Infraestructura peatonal incluyente:** TESO's pedestrian policy seeks to facilitate that the entire university community can move around and access all campus spaces in the interest of achieving universal, safe, and fast accessibility.

Image 24. Access ramps within the main campus

The Security Office staff at ITESO keeps an annual record of vehicles entering the campus daily in order to identify the number and type of vehicles entering through the various entrances to the University (Chart 8), as well as gather relevant information to analyze and develop the best strategies to reduce traffic congestion on campus.

At the moment, it has been identified that, for an average week corresponding to the fall semester (when vehicular traffic is higher due to the increase in campus population), motorized vehicles predominate at all entrances to the main campus (Figure 12).

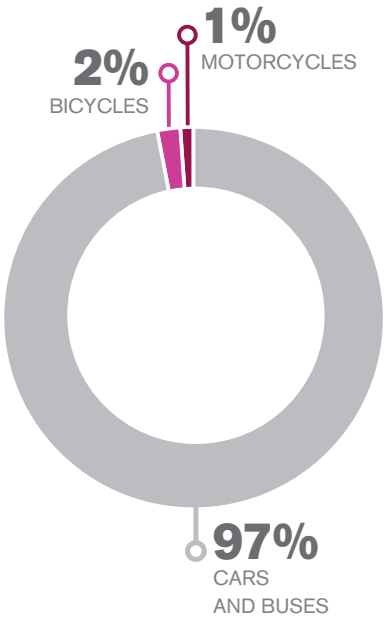


Chart 8. Average distribution of vehicles entering the main campus daily.

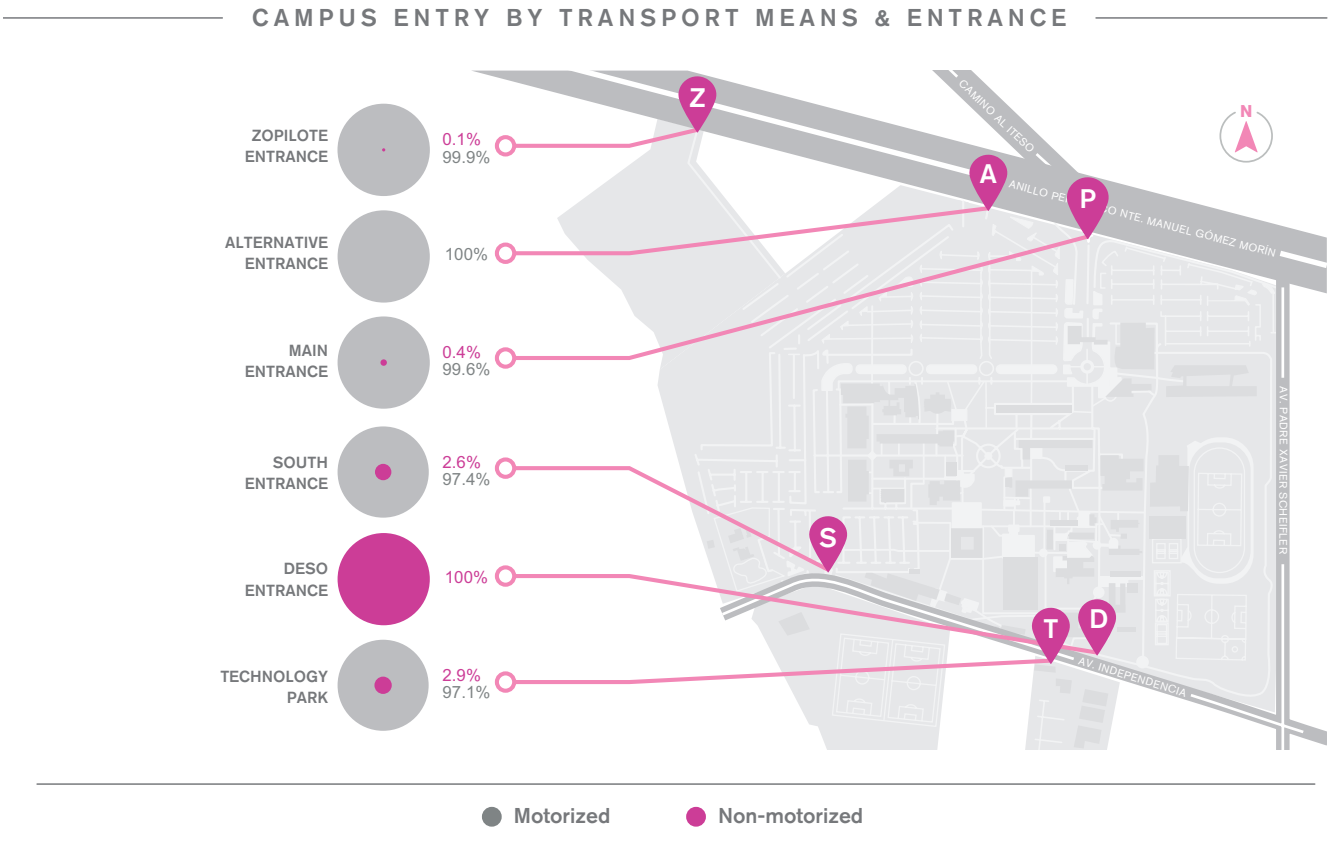


Figure 12. Average vehicle traffic flow by entrance and mode of transportation on the main campus

In 2019, it was estimated that vehicles entering the campus generated an **approximate annual carbon footprint of 95-ton CO_2e, most of it generated by private automobiles.**

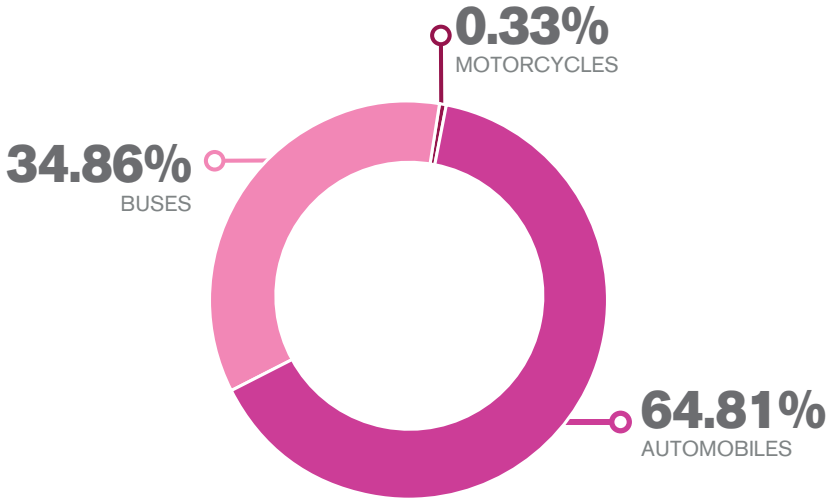


Chart 9. Distribution of the annual carbon footprint generated by vehicles entering ITESO each day, as determined by the Carbon Footprint Standard.

To reduce GHG emissions associated with transportation, ITESO has opted to update its institutional vehicle fleet with hybrid models that are used regularly for various academic and administrative activities.[54] Currently, there are eight vehicles with this technology, equivalent to just over 30% of the total fleet. The University plans to have all of its vehicles with hybrid technology in the next few years.

Despite the effects associated with transportation in terms of atmospheric pollution, this sector is responsible for generating other types of phenomena that are harmful to the health of people and ecosystems. Specifically, noise pollution is caused by excessive noise resulting from vehicular and air traffic, as well as industrial activities, and is considered by the World Health Organization (WHO) as the second greatest environmental threat to people's health.[55]

Since 2018, the Habitat and Urban Development Department (DHDU) at ITESO, in collaboration with the Interdisciplinary Noise Observatory and the citizen collective Crusade Against Noise, installed a system

54 UA hybrid vehicle is one that combines an internal combustion engine with electric motors for propulsion, resulting in lower consumption of fossil fuels. Although this type of technology has demonstrated that its fuel consumption and GHG emissions are substantially lower, its harmful effects on the environment are still significant and are mainly related to the production and treatment of the batteries used in these vehicles.

55 *El País* (2011). La OMS alerta de las enfermedades ligadas al ruido en las ciudades. 21 de octubre de 2020, Sitio web: https://elpais.com/sociedad/2011/03/31/actualidad/1301522407_850215.html.

Information on pilot stations for noise monitoring located in different parts of the GMA, including ITESO, is available at: http://simon.eruido.org/.

to monitor noise with the intention of having a positive impact on the lag in this area of the Guadalajara Metropolitan Area (GMA).[56]

On the other hand, the Procurement Office, in conjunction with the Sustainable Urban Mobility PAP for the Guadalajara Metropolitan Area (from DHDU), has been working on the formulation of a comprehensive institutional transportation program to meet the growing needs of the university community. Their main objective is to consolidate a strategic plan for sustainable and viable transportation for ITESO, focused on the inclusion of all people. For this initiative, an "origin-destination" study was carried out to identify the main distances and routes traveled by the university community to reach ITESO. In the same way, the feasibility of expanding the university transportation service to a radius of more than seven kilometers with two new routes is being evaluated. These routes are planned to meet the needs of the community in areas farther away from the university in the short term.

Finally, and with respect to the sanitary contingency caused by covid-19, 120 cleaning and janitorial personnel from the General Service and Procurement Offices took a course on sanitization and disinfection of spaces with Grupo Sfera Industrial (trainers registered with the Secretariat of Labor and Social Welfare, STPS). This training, both theoretical and practical, was aimed at improving safety and cleaning protocols for the sanitization of all units that comprise the university transportation system, as well as all campus spaces.

56 E. Velasco (2018). Presentan sistema de monitoreo de ruido. 21 de octubre de 2020, de ITESO: https: //iteso.mx/web/general/detalle?group_id=12419537

CHALLENGES FOR THE FUTURE:

- Establish an institutional transportation program that achieves a more sustainable and safer system which improves the efficiency of the current means of transportation, limits the use of private motorized transportation with low occupancy, and favors non-motorized and inclusive means of transportation.
- Encourage and improve the University's tools so that various academic or administrative activities can be carried out remotely and thus avoid movements that contribute to the increase of the annual carbon footprint (e.g. virtual classes, remote work, among others).
- Strengthen alliances with local and regional governments to identify areas in which they could jointly contribute to the urbanization processes surrounding the campus and thus favor conditions for the transit of non-motorized vehicles.
- Refine the instruments for measuring vehicle capacity in order to have a more detailed record that can later serve as input for specific institutional transportation projects.
- Complete the update of institutional fleet with hybrid or even electric models.
- Complete the signage of the bicycle repair station with details regarding its operation.
- Integrate first-time students more efficiently into alternative mobility initiatives and thus encourage their participation from the beginning of their studies at the University.
- Actively intervene in the maintenance of the public bicycle lane on Camino al ITESO, Avenue, in order to make it more efficient and safer for those who use it on a daily basis.

Education is the basis for improving our lives and a key element in achieving sustainable development.

Education & Community

Education & Community

In recent years, different models of sustainable development have been proposed based on an integrated and holistic vision—rather than a segmented one—based on initiatives aimed at ensuring and prioritizing the satisfaction of the basic needs of all the world's people. They also guarantee that, collectively, the planet's capacity to sustain human activity is not exceeded.

An example of this is the economic model named the Doughnut, which in addition to recognizing and integrating biophysical limits necessary to sustain the Earth system, incorporates at its core 12 dimensions in the social sphere derived from minimum social standards, internationally agreed upon by the world's governments during the creation of the SDG en 2015. in 2015. Between the social and environmental dimensions is an inclusive, environmentally responsible, and socially just economic space in which humanity can thrive.

Education in the social dimension is the basis for improving our lives and a key element in achieving sustainable development. In addition to improving people's quality of life, access to inclusive and equitable education can foster the conditions for society to develop innovative solutions to address the most pressing crises on a global scalel.[57]

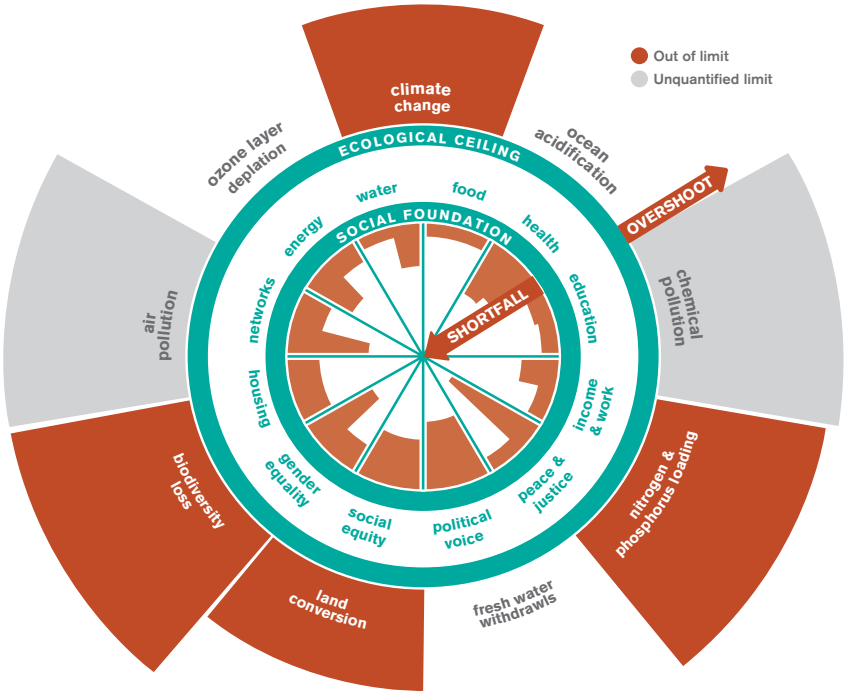


Figure 13. "The Doughnut, A Model of Just and Safe Sustainable Development for Humanity." Image adapted from: Kate Raworth (2013), "What on Earth Is the Doughnut?".

57 Naciones Unidas, "Objetivo 4: Garantizar una educación inclusiva, equitativa y de calidad y promover oportunidades de aprendizaje durante toda la vida para todos", Desarrollo Sostenible (blog), consultado el 15 de abril de 2020, https://www.un.org/sustainabledevelopment/es/education/.

In 2019, the Commission established ten commitments focused on advancing towards a culture free of discrimination and gender-based violence within ITESO.

Pope Francis maintains in his Encyclical Letter *Laudato Si'* that the so-called "Ecological Education" is sometimes limited to informing and not to developing long-term habits that ensure true care for the environment. He also mentions that in order to limit bad practices and prevent them from producing significant and lasting effects on the environment, it is necessary that most of society accepts, based on motivations and personal transformation, an ecological commitment despite the existence of laws and regulations. For this reason, he proposes that the relationship between an adequate "aesthetic" education and the preservation of a healthy environment should not be neglected, and that new paradigms should be disseminated to allow people to reflect on their relationship with life, society, and nature.[58]

Universities are institutions of reference in the cities and societies in which they are located: **They generate thought and offer spaces for open debate on models of society.**[59] The institutions of higher education that are part of the Jesuit University System (SUJ) are fully aware of the importance of reflecting on their mission. They understand how it addresses environmental challenges, such as climate change, or the lack of adequate management of natural resources on a global scale. This reflection is considered fundamental for interpreting the signs of the times, since we are facing an issue that threatens the very future of humanity.[60]

As a Jesuit-inspired university, ITESO has channeled its institutional efforts—from the academic and operational scopes, to the development of proposals that provide solutions to global issues and that are focused on the promotion of social and environmental justice.

For the University, the training of professionals who are sensitive to their environment and community is a priority. For this reason, it has gradually updated its curricula and integrated content and tools that will enable future graduates to meet the current challenges of sustainable development.

58 Papa Francisco, "Carta Encíclica Laudato Si' del Santo Padre Francisco sobre el Cuidado de la Casa Común. 2015, http://www.vatican.va/content/dam/francesco/pdf/encyclicals/documents/papa francesco_20150524_enciclica-laudato-si_sp.pdf.

59 Secretariado para la Justicia Social y y la Ecología, "La Promoción de la Justicia en las Universidades de la Compañía".

60 Secretariado para la Justicia Social y la Ecología, "Informe especial sobre ecología", *Promotio Iustitiae*, núm. 106 (febrero de 2011).

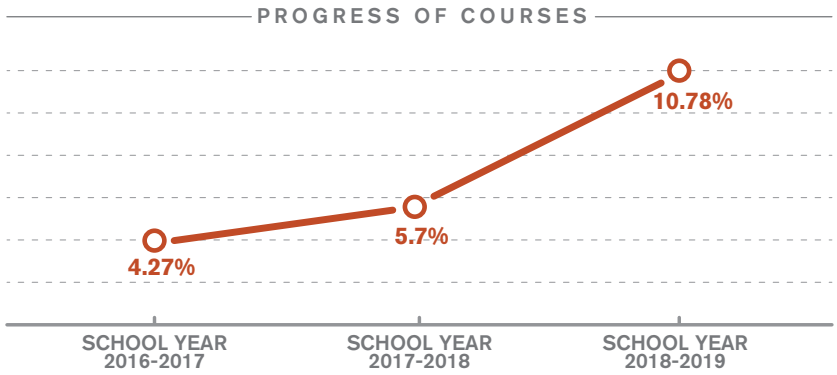


Chart 10. Progress of the number of courses related to sustainability as a proportion of the total number of courses.

The distribution of courses by department and academic degree in relation to the different dimensions that comprise sustainable development is as follows:

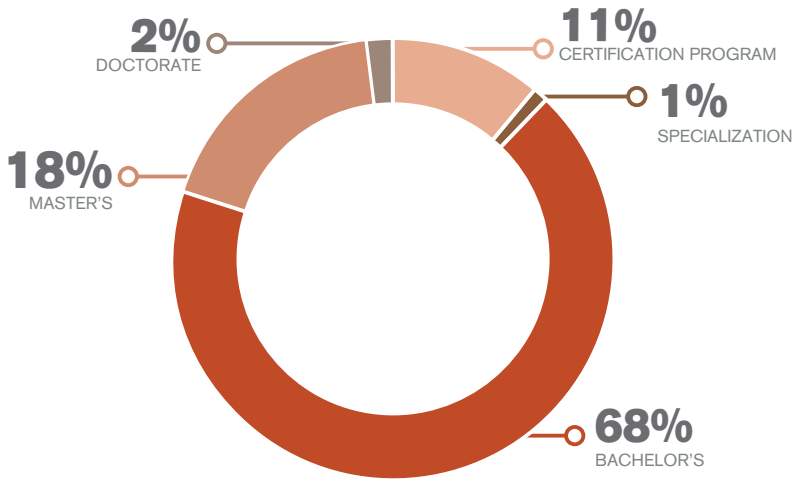


Chart 11. Sustainability-related course offerings by academic degree

ITESO offers courses focused on social transformation, in partnership with various communities with which the University is related. Professional Application Projects (PAPs) are incorporated into the curricula of all degree programs and are taken when students have passed 70% of their degree program.[61]

PAP's are the last element of the student body formative process and through which it is sought that university students develop alternative solutions to the main problems and needs of the current global context. This occurs through a process of dialogue and collaboration with various agents of society.

61 All the information about PAPs is available on their official website: https://pap.iteso.mx/.

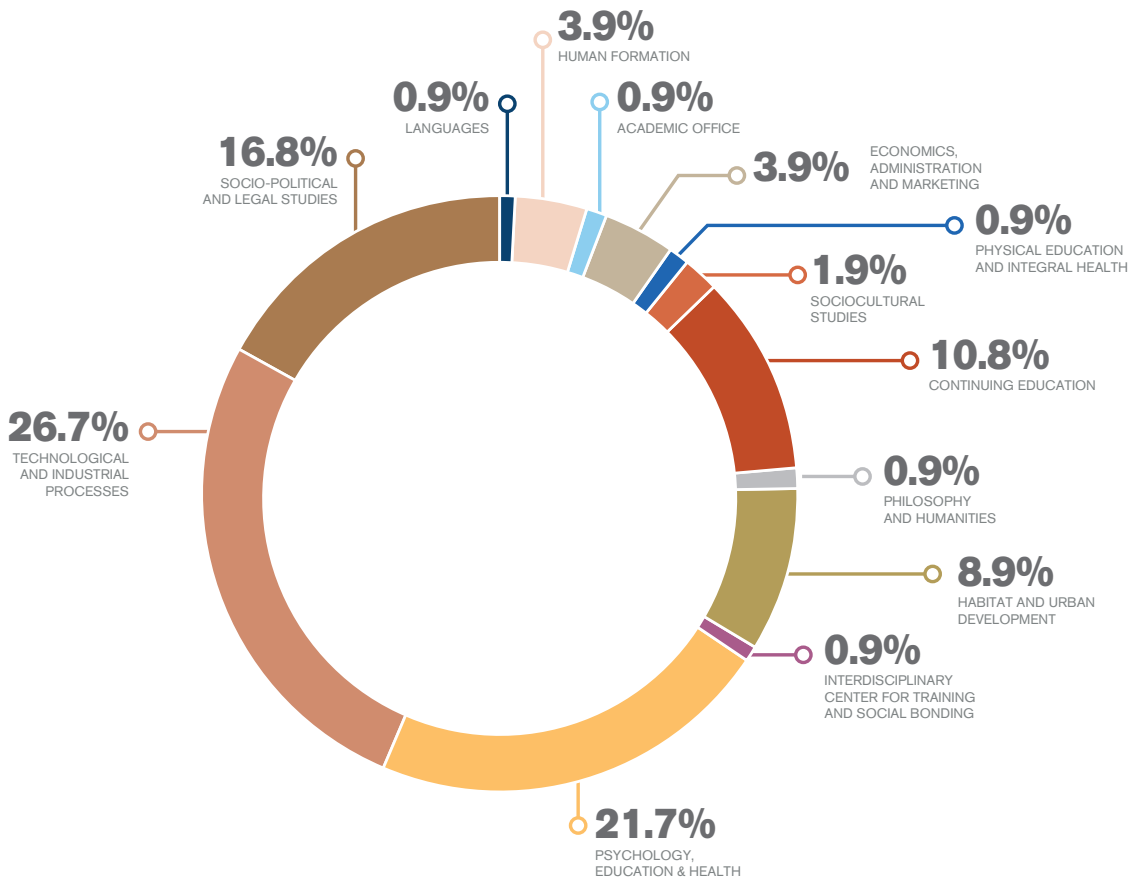


Chart 12. Courses related to sustainability by department.

The PAP approach is characterized by:

- An experience of solidarity marked by direct contact with different sectors of society, especially with the underprivileged majority.
- A process of knowledge and critical analysis of reality.
- An exercise committed to the design and professional updating of proposals that seek to generate a full life for everyone.
- A university practice for the construction of the public good.

PAP'S seek that university students develop alternative solutions to the main problems and needs in the current global context.

The different areas of intervention in the field of sustainable development addressed by PAPs have been organized into the following strategic stakes:

- **Solidarity Economy and Decent Work:** Solidarity generation and distribution of goods, services, and decent work.
- **Identities and Social Inclusion:** Reconstruction of the social fabric and interculturality.

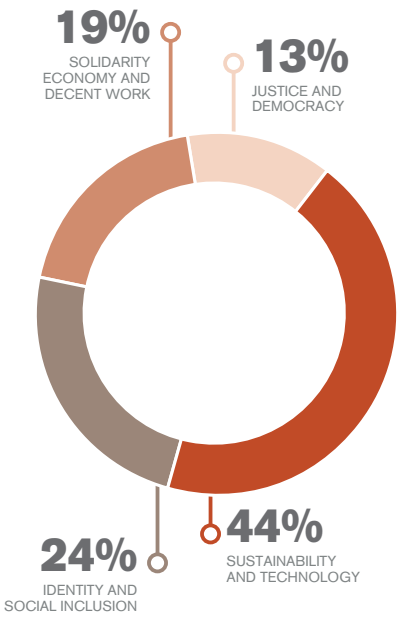


Chart 13. PAP offers per strategic stake.

- **Justice and Democracy:** Citizenship, rights, justice, and democracy.
- **Sustainability and Technology:** Technology and sustainable land management.

These social outreach projects are distributed among the different departments at ITESO as shown in (Chart 13).

As a complement to the above, ITESO, through the *Centro Universitario Ignaciano* (CUI) promotes volunteer programs that allow the university community to participate in projects for the construction of the social fabric.

The intervention projects are:

- **Indigenous Realities – *Brigada a Chiapas* (Brigade to Chiapas):** Experience of encounter with sisters and brothers from indigenous communities. It is an opportunity to know and learn other types of organization to defend their rights to autonomy, culture, territory, and dignified life.

  This learning is generated through the close coexistence of students with families who share their ancestral and spiritual wisdom and their way of life.

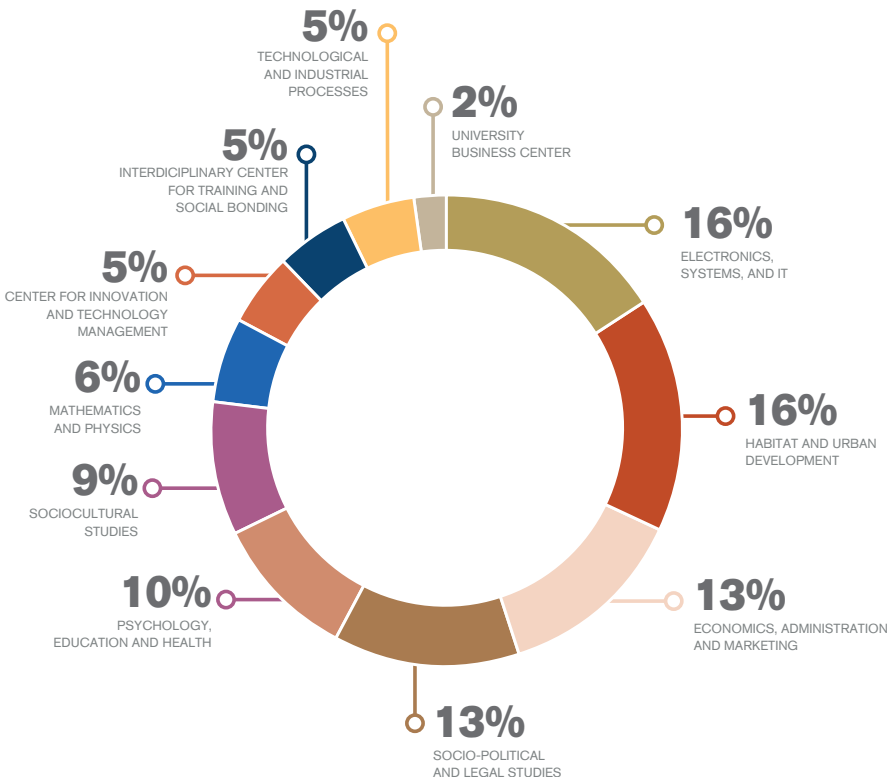


Chart 14. PAP offers per department.

- **Public Education – *Ludoteca* El Caracol (Play Center):** Public space managed by the community itself to promote integral development in which sports, recreational and learning activities are carried out. In this space, participating students work accompanying the educational process of boys and girls to strengthen an alternative of recreation and education for peace, in a context of marginalization.
- **Environmental Justice – *Por nuestro río* (For Our River):** Groups of students and faculty participate in an action, communication, and environmental education collective. They are working to rebuild awareness of the relationship that different actors have in the devastation of the watershed, with serious implications for human health and dignity.
- **Migration:** The students who join this volunteer program become agents of awareness about the phenomenon of migration. They learn about the concrete reality of migrants who pass through the city and carry out actions to contribute to the defense of their human rights and to make their journey more dignified.

In addition to these CUI, volunteers, through the UNIRED-ITESO Iproject, the students of the University Network work for a culture of prevention and risk analysis on a regional scale. They also coordinate the logistics necessary to channel the solidarity participation of the university community in humanitarian work in the event of a natural disaster.

Today, a large number of students are unable to enter universities due to the fact that they are so far behind that the minimum requirements are not met. In response to the social debt that exists due to the inequalities in the right to education, ITESO has opened its doors so that students from indigenous communities, or those who have been relegated, can integrate. This program responds to the institution's interest in collaborating with groups and individuals who can enrich the learning process of the entire university community, as well as in promoting intercultural dialogue.

Around 40 indigenous and Afro-Mexican students study a ITESO For the fall 2020 semester, three students from Na´ ayeri, Chol and Náhuatl groups and communities were integrated, who obtained the indigenous scholarship for that year.

GENDER & DIVERSITY

According to the United Nations, gender equality "is not only a fundamental human right, but one of the essential foundations for building a peaceful, prosperous and sustainable world".[62] Therefore, progress towards the fulfillment of the "2030 Agenda" on a global scale will require not only that universities address aspects associated with environmental degradation, but also those that address the reduction of inequalities between men and women in their communities and promote equal opportunities for all, without bias or delay.

In view of the aforementioned, ITESO expresses its profound rejection of gender violence and violence against diversity in any of its expressions and has reiterated its commitment to guarantee a space for growth and learning characterized by healthy coexistence, respect and peace among all members of the university community. Based on this, the institution created the **Commission to Address Gender Issues** in 2016 to address complaints of acts, omissions or practices involving violence, intimidation, hostility, humiliation, harassment, or any abuseo.

This commission published a protocol for attention to gender violence as a first framework of attention to this problem.

In 2019, the University established ten commitments focused on moving towards a culture free of discrimination and gender-based violence at ITESO:[63]

1. Develop a comprehensive project of prevention, attention to people and actions to transform social practices and generate a culture of gender equality and respect for diversity.
2. Open session in all Educational Program councils to elaborate a diagnosis and define proposals to improve coexistence. The councils are made up of teachers, students, and Educational Program coordinators.
3. Review of university regulations regarding coexistence in order to specify, with a gender perspective, the new rules with which we will relate to each other as members of this community.

62 Naciones Unidas. "Objetivo 5: Lograr la igualdad entre los géneros y empoderar a todas las mujeres y las niñas". Desarrollo Sostenible (blog). Consultado el 15 de abril de 2020. https://www.un.org/sustainabledevelopment/es/gender-equality/.

63 The protocol for attention to gender-based violence is a document that was published by the Rector on November 26, 2018 and aims to define a framework of institutional policies for the attention, sanction, prevention and eradication of gender-based violence in the university community. The full document can be accessed at: https://www.iteso.mx/documents/2624322/0/Protocolo+- de+atenci%C3%B3n+a+la+violencia+de+g%C3%A9nero+en+el+ITESO/dfd67e47-23a0-4aab-9205- 7c853e918378.

4. Revision of the mechanisms for detecting and reporting gender-based violence to provide certainty and safety to victims of violence without reprisals and taking care of all people in the follow-up of complaints.
5. Formalize meetings between community groups and the Commission to Address Gender Issues in order to review the protocol and build an agenda of actions to improve coexistence.
6. The induction of new faculty and staff will highlight the rules of university coexistence with a gender perspective and respect for diversity.
7. Training for faculty and staff in gender workshops by expanding the current course offerings, which are courses open to the university community.
8. Strengthen the training of the people who make up the Security Office and review the training and workload of the *Centro de Acompañamiento y Estudios Juveniles* (c-Juven, Center for Youth Accompaniment and Studies) on issues such as first instance attention, crisis intervention, and gender violence channeling.
9. Strengthen follow-up mechanisms for cases and incidents to promote restorative justice and non-repetition.
10. Continue with periodic campaigns that denaturalize gender violence and contribute to respectful forms of coexistence.

As a precursor to these commitments, ITESO developed different protocols and procedures to address potential conflict situations in the classroom and in the different workspaces:

- **Personnel Office Code of Ethics:** Criteria against discrimination of people based on their "ideology, gender, economic situation, sexual preference, disability, vulnerability," etc.
- **Internal Labor Regulations:** Rules that prevent gender or age from being a reason for hiring or not hiring a person.
- **Gender Protocol and Procurement of Rights Regulations:** Policy focused on protecting people who report cases of discrimination and are at an educational or employment disadvantage.

ITESO has different protocols and procedures to deal with potential conflict situations in the classrooms and in the different workspaces.

In 2017, ITESO was awarded the Gilberto Rincón Gallardo Inclusive Company Distinction by the Secretariat of Labor and Social Welfare (STPS), given the progress and ongoing work in the pursuit of inclusion as an educational institution. This recognition distinguishes the policies and good labor practices of workplaces in terms of equal opportunities, inclusion, development, and non-discrimination of people in vulnerable situations or belonging to vulnerable groups in society. Nevertheless, the University is aware that there is still a long way to go to achieve equality of conditions inside and outside the University, in all senses and for everyone. Therefore, it will continue to work for the promotion of justice and social equity with a view to safeguarding human rights.[64]

Consistent with the above ITESO, through the Francisco Suárez University Center for Dignity and Justice, SJ (CUDJ), pays attention to the serious human rights crisis that the country, and Jalisco in particular, is going through—a situation that has been denounced and evidenced by local, national and international organizations.[65]

COLECTIVOS

The United Nations states that "conflict, insecurity, weak institutions and limited access to justice continue to pose a serious threat to sustainable development".[66] For this reason, various student groups have organized themselves to present initiatives that have promoted the transformation of the University in areas related to environmental and social sustainability. Through autonomous, active, and supportive participation, these student groups have been able to articulate projects with university authorities that have favored ITESO's operational and organizational conditions.

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64 The Commission for Attention to Vulnerable Groups of the Senate of the Republic defines vulnerable groups as those groups of people, organized or not, who, due to their permanent or temporary conditions, are in a situation of risk, insecurity, defenselessness and disadvantage. Generally, age, sex, health conditions, marital status and ethnic origin are identified as the main characteristics directly associated with people's vulnerability. Source: https://www.senado.gob.mx/comisiones/atencion_gru- pos/docs/Programa2_LXII.pdf.

65 E. Velasco (2019). El ITESO apuesta por la dignidad y la justicia. 21 de Octubre de 2020, de ITESO Sitio web: https://iteso.mx/web/general/detalle?group_id=17135694.

66 Naciones Unidas. "Objetivo 16: Promover sociedades, justas, pacíficas e inclusivas". Desarrollo Sostenible (blog). Consultado el 15 de abril de 2020. https://www.un.org/sustainabledevelopment/es/peace-justice/.

The collectives registered with the institution are divided into the following, according to their focus:

Environmental Dimension:

- Red de Universitarios Conscientes (REDUC, Conscious University Network)
- Bosque escuela (Forest School)
- Colectivo Movilidad ITESO (Transportation Collective)

Social Dimension:

- Colectivo EducAcción (Education-Action)
- Colectivo de Diversidad Igualitaria (CODI, Equal Diversity Collective)
- Colectivo LaVanda
- Colectivo UNISOL (currently "Nustras culturas," NUCU "Our Cultures")
- UNIRED
- Ser Alumno Foráneo (SAFO, Being a Foreign Student)
- Colectivo Asia-Pacífico ITESO (API)

Dimensión Socioambiental:

- Unión de Sociedades de Alumnos del ITESO (USAI, Student Society Union).
- Participación Activa Estudiantil (PAE, Active Student Participation)

ART & CULTURE

Finally, ITESO contributes to fostering creativity, expression, sensitivity, and openness to other ways of understanding the world by promoting artistic and cultural manifestations in addition to the educational offer. Since 2002, ITESO has held the annual University Cultural Festival with the objective of valuing, disseminating, and experiencing the cultural diversity of the country, as well as enriching the university community around art, culture, and its different forms of connections with science and philosophy. Since its creation, this university festival has belonged to the *Red Nacional de Festivales del Consejo Nacional para la Cultura y las Artes* (Conaculta, National Network of Festivals of the National Council

Los colectivos son grupos estudiantiles de participación autónoma, activa y solidaria que impulsan temas de sustentabilidad ambiental y social dentro del ITESO.

for Culture and the Arts) and has sought to contribute to the improvement of the social fabric through the revaluation of the heritage, reflection, and analysis of culture in Mexico.[67]

Casa ITESO Clavigero is part of the institutional project to promote culture with the purpose of preserving, disseminating, and promoting the University's cultural production and its surroundings in a context that encourages reflection, creation, and respect for differences. It provides free public access to various artistic and educational activities offered. The entire offer can be consulted on the ITESO Agenda website.[68] It is a building designed by the architect Luis Barragán, winner of the Pritzker Prize, and has been declared an Artistic Monument of the Nation by the National Institute of Fine Arts.

The University offers free public access to the institutional library Dr. Jorge Villalobos Padilla, SJ,[69] There are approximately 600,000 documents to be consulted in person, duly classified, and in different formats such as books, journals, films, printed theses,

Imagez 25. Sendero Wixárika" (2017) mural process, painted by the PAE collective. One of the first student murals inside the main campus.

67 University Cultural Festival website: https://iteso.mx/web/general/detalle?group_id=190412.
68 ITESO Agenda: https://agenda.iteso.mx/.
69 Official page of the Dr. Jorge Villalobos Padilla, SJ: https://biblio.iteso.mx/.

architectural plans, and other graphic resources. The collection of electronic books totals 19,777 titles, of which 17,872 are for multi-user access; there are also subscriptions to 26 databases and collections that provide access to thousands of digital items: books, journals, and academic reports. The online, open-access Institutional Repository (REI) preserves and disseminates the academic production of ITESO. researchers, teachers, and students. In addition, the library's portal contains a collection of links to universal libraries, academic sites, and open access streaming audio-visual resources, among others, with the intention of promoting the use and free production of knowledge and culture for everyone.[70]

Likewise, the library, by promoting and facilitating access to qualified and relevant information, contributes to the achievement of the Sustainable Development Goals (SDGs): It stimulates universal literacy, including information, media, and digital literacy. It bridges the information access gap and helps communities (academic, civil, governmental, business) to better understand local information needs. It contributes centrally to the learning, teaching and research activities of its communities. It preserves and makes the University's knowledge production of the University available to citizens and governments, as well as preserves and provides access to local, regional, and global culture and heritage in open-access mode. It constitutes a true social infrastructure by providing participatory spaces where people can meet, share, and collaborate.[71]

70 Official page of ITESO: https://rei.iteso.mx/.

71 *Cfr.* Klinenberg, E. *Palace for the people: how social infraestrcuture con help fight nequality, polarization, and the decline of vivic life*, Broadway Books, 2018.

CHALLENGES FOR THE FUTURE:

- Expand the offer of courses and resources for the training of the university community on ecological issues, gender equity and diversity, and social inequality.
- Strengthen the policies and mechanisms currently in place at the University in favor of equality and non-discrimination, with the intention of preventing, identifying, addressing, and eradicating discrimination, exclusion, and potential conflicts in a faster and more effective manner.
- Integrate a formal training program for future and continuous teacher training on the different dimensions of sustainable development. The integration of these dimensions into teaching activities is also considered.
- Strengthen platforms for teaching and collective learning, as well as remote work and knowledge sharing.
- Update the Internal Labor Regulations to address contemporary challenges to ensure gender equality and equity and prevent all types of injustice or violence based on cultural, ethnic, religious, ideological, or philosophical diversity, sexual orientation, etc.
- Increase the proportion of women in management positions at the University, such as heads of centers, departments, and statutory directorates, in order to achieve parity in positions of authority.
- Articulate the work on environmental sustainability with social equality and gender equity and install, in the university culture, the understanding that environmental care is only possible if social sustainability is achieved.

“ The role of students in helping to establish more environmentally friendly universities cannot be underestimated. In many cases, students are the main drivers and developers of a project. ”

Laura Bridgestock. (2012). Green Universities.
March 2017, the TopUniversities.

Initiatives & Relevant Projects

Initiatives & Relevant Projects

ITESO has participated in the following citizen observatories:

- ***Observatorio Ciudadano de Movilidad*** **(Citizen Transportation Observatory):** Made up of universities and business organizations, the objective of this observatory is to generate indicators on desirable characteristics in terms of road culture; the authorities are obliged to attend to the proposals and recommendations made by the organization.
- ***Observatorio Legislativo*** **(Legislative Observatory):** Its purpose is to monitor the performance of the Congress of the State of Jalisco, so that the citizenry can be informed of the results offered by the institution as a whole and by each local deputy in particular.
- ***Observatorio Interdisciplinario del Ruido*** **(Interdisciplinary Noise Observatory):** Its objective is to debate different phenomena, discuss options and dialogue on how to find solutions to the problem of noise pollution and how to improve the conditions of auditory culture in our society.
- ***Observatorio Biosfera Primavera*** **(Primavera Biosphere Observatory):** Its objective is to have an academic impact on the design of public policies to protect the forest. It is supported by two UNESCO chairs and will work together with the University for International Cooperation in Costa Rica.
- ***Observatorio del Derecho Humano a la Alimentación Adecuada*** **(Observatory of the Human Right to Adequate Food):** It seeks to reduce food poverty and promote the exploitation of food in the state.
- ***Observatorio Etius:*** This project is a university observation of the media to learn what they publish on socio-environmental issues and how they treat information related to the processes of coexistence between individuals and nature.
- ***Observatorio Ciudadano para la Gestión Integral del Agua en Jalisco*** **(Citizen Observatory for Integral Water Management in Jalisco):** This is a body made up of specialists from different universities and citizenry, which carries out analyses, decision-makings, proposals, and technical and legal recommendations.
- ***Observatorio de Participación Política de las Mujeres*** **(Observatory of Women's Political Participation):** This was established by the National Institute for Women in conjunction with the Electoral Tribunal of the Federal Judiciary and *Instituto Nacional Electoral* (National Electoral Institute), whose objective is to monitor the situation and conditions of women's participation in the political sphere.

On the other hand, at the end of 2019, ITESO signed a collaboration agreement with the Instituto Nacional de la Economía Social (INAES, National Institute of Social Economy) with the aim of implementing the 2030 Agenda Laboratory Initiative. This initiative seeks to create social innovations based on social economy business exercises for the protection of ecosystems. As part of this agreement, the University, in partnership with INAES, will seek to adapt the infrastructure for the materialization of social and technological innovation that can be used by undergraduate students, academia members, entrepreneurs, and people from civil society to contribute with proposals aimed at achieving the SDGs. This partnership will also involve key organizations, such as the German Agency for International Cooperation (GIZ) and the United Nations Development Program (UNDP).[72]

Finally, at the beginning of 2020 ITESO joined the Sustainable Development Solutions Network (SDSN), a United Nations initiative that seeks to mobilize global scientific and technological knowledge so that organizations of any kind can have sufficient tools to meet the challenges of sustainable development, and to design and establish indicators to monitor the implementation of the "2030 Agenda." In Mexico, the University will work formally and jointly with other organizations and experts in the area of sustainable development to promote activities, explore new perspectives for financing and collaboration aimed at complying with the SDGs a escala nacional.[73]

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72 Full note: https://www.gob.mx/inaes/prensa/firma-acuerdo-de-colaboracion-entre-inaes-secretaria de-bienestar-y-la-jefatura-de-la-oficina-de-la-presidencia-para-impulsar-la-instrumentacion-de-la-agenda-2030-217572.

73 Official SDSN website: https://sdsnmexico.mx/.

UPCOMING ACTIVITES

It is possible to consult the offer of various activities, as well as those related to sustainability that are organized or hosted by the University on the university's official agenda website. *https://agenda.iteso.mx/.*

> “If we achieve our sustainability goals, but no one follows us, we will have failed.”

Paul Polman, Unilever CEO.

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Acknowledgments

ITESO, The Jesuits University of Guadalajara, is deeply grateful to all the organizations, student body and university community in general for their contribution of their valuable work and commitment in favor of an environmentally responsible community, as well as for being participants, day by day, of this collective effort that is vital in achieving sustainable development. Undoubtedly, the most valuable thing we have on a global scale to heal this endangered world is people.

We are grateful for the information provided by each of the ITESO. offices, which allowed for the conception of this first report on sustainability practices. The quality and promptness of their contributions have made this compilation of efforts materialize in a document that relates the enormous work carried out over many years in a very brief and synthetic way.

We are aware that we still have a long way to go and many challenges to face as an institution; however, we believe that this road will be built with the actions that we, as a university community, manage to coordinate.

This first edition of the Sustainability Practices Report was produced by the Institutional Communications Office with the collaboration of Jesús Enrique Cueva Lomas (bibliographic research and writing) and Jared Jiménez Rodríguez (editorial design)..

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“…we will never be able to fully understand the essence of nature (nor ourselves), and we will never respect it if we are unable to differentiate the concept of wildness from the concept of utility, however innocent and harmless that utility may be. Because it is precisely the uselessness of most of nature that has always made us hostile and indifferent towards it…”

John Fowles *(The Tree)*

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Jesuita de Guadalajara

ITESO 2020 Sustainability Practices Report

ITESO, The Jesuits University of Guadalajara
External Relations Office
Institutional Communications Office

Edition
Institutional Communications Office

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