

2024

HURS

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# Healthy University Rating System (HURS)

## Version 2024



Version 2024

Published by Mahidol University

ISBN 978-616-443-934-4

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# **Healthy University Rating System (HURS)**

## **Version 2024**

**Developed and Supported by  
ASEAN UNIVERSITY NETWORK-  
HEALTH PROMOTION NETWORK  
(AUN-HPN)**

**In collaboration with  
MAHIDOL UNIVERSITY  
And  
THAI HEALTH PROMOTION FOUNDATION**

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## **AUN-HPN Members**

### **Healthy University Rating System (HURS) Version 2024**

The authors of this guideline book / (We) would like to thank all the individuals, institutions and universities who have contributed in different ways to this on the development of this rating tool, and in particular wish to acknowledge the invaluable contributions of:

#### **AUN-HPN Core Members**

- Universiti Brunei Darussalam, Brunei Darussalam
- Royal University of Law and Economics, Cambodia
- Royal University of Phnom Penh, Cambodia
- Institut Teknologi Bandung, Indonesia
- Universitas Airlangga, Indonesia
- Universitas Gadjah Mada, Indonesia
- Universitas Indonesia, Indonesia
- National University of Laos, Lao PDR
- Universiti Kebangsaan Malaysia, Malaysia
- Universiti Malaya, Malaysia
- Universiti Putra Malaysia, Malaysia
- Universiti Sains Malaysia, Malaysia
- Universiti Utara Malaysia, Malaysia
- Yangon University of Economics, Myanmar
- University of Mandalay, Myanmar
- University of Yangon, Myanmar
- Ateneo de Manila University, Philippines
- De La Salle University, Philippines
- University of the Philippines, Philippines
- Nanyang Technological University, Singapore
- National University of Singapore, Singapore
- Singapore Management University, Singapore
- Burapha University, Thailand
- Chiang Mai University, Thailand
- Chulalongkorn University, Thailand
- Mahidol University, Thailand
- Prince of Songkla University, Thailand
- Can Tho University, Vietnam
- Vietnam National University, Hanoi, Vietnam
- Vietnam National University, Ho Chi Minh City, Vietnam

#### **AUN-HPN Associate Members**

- Naresuan University, Thailand
- Thammasat University, Thailand
- Ubon Ratchathani University, Thailand
- Walailak University, Thailand
- Mahasarakham University, Thailand
- Khon Kaen University, Thailand
- King Mongkut's University of Technology Thonburi, Thailand
- Kalasin University, Thailand
- Suranaree University of Technology, Thailand
- Nakhon Phanom University, Thailand
- Vidyasirimedhi Institute of Science and Technology, Thailand
- Srinakharinwirot University, Thailand
- King Mongkut's University of Technology North Bangkok, Thailand
- University of Phayao, Thailand
- Silpakorn University, Thailand
- Sripatum University, Thailand
- Hatyai University, Thailand
- Princess of Naradhiwas University, Thailand
- King Mongkut's Institute of Technology Ladkrabang, Thailand
- Rangsit University, Thailand
- Songkhla Rajabhat University, Thailand
- Osaka University, Japan
- Adventist International Institute of Advanced Studies, Philippines
- De La Salle University-Dasmariñas, Philippines
- Universidad de Sta Isabel de Naga, Inc, Philippines

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# Message from President of Mahidol University Chair of the AUN-HPN International Advisory Committee

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It is my great honor and privilege to present the updated version of the Healthy University Rating System for 2024.

We are delighted to launch this book of guidelines as a way to make the Healthy University Rating System available and accessible to all university members.

I want to congratulate all ASEAN University Network university members who contributed to the successful development of our innovative rating tool. From the initial idea of a Healthy University Framework back in 2016 to our present day – this achievement would not have been possible without your continued dedication and efforts over the years.

We recognize the significance of representing multiple members from across the universities and institutes, so we encouraged stakeholders to actively engage in this rating system tool. This is an important time for all universities in the ASEAN region to come together to improve the health and well-being of our communities.

Mahidol University is dedicated to building and sustaining a healthy learning environment and being an exemplary leader in effective regional collaborations. We look forward to working with all university members to ensure that we strive to have the very best educational environment.

**Prof. Piyamitr Sritara, MD, FRCP, FACP**

Acting President of Mahidol University

Acting Chair of the AUN-HPN International Advisory Committee

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## Message from the AUN Executive Director

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I would like to take this opportunity for us to reflect upon the fact that for 10 years since its establishment in 2014, the AUN-HPN has been leading the charge in promoting health initiatives throughout ASEAN. I am truly astonished at the work that they have put forth ever since, and in my time serving as the AUN Executive Director, I have seen firsthand the positive impact the AUN-HPN has given to the higher education community. Through their endeavours in the past decade, it has resulted in one of the greatest contributors to the growth of health promotion in the ASEAN region, the Healthy University Rating System (HURS).

First of all, I would like to give my greatest appreciation to the AUN-HPN for creating the HURS, a self-assessment tool which has been instrumental in providing an effective guideline for universities that are striving to improve the quality of life for its communities. HURS utilises methodologies from AUN-HPN's own Health University Framework (HUF), ensuring that the self-assessment process involves monitoring all crucial aspects of a university's policies, infrastructure and practices in order to pinpoint areas of improvement. By employing a rating system rather than a ranking system, it fosters a cooperative environment instead of a competitive one among universities, where institutions are encouraged to share their best practices to promote health and wellness.

My greatest thanks also goes out to the universities that have collaborated with AUN-HPN and participated in the annual HURS procedure. Without the active contributions of our partner universities and its communities, the efforts in health promotion would have been an extremely arduous task. Therefore, I think it is safe to say that to improve the quality of life for our communities, it is a mission that we must achieve together. Promoting health across ASEAN and further beyond can not be done alone, we must move forward as a network, as a community.

Taking it all into account, on behalf of the AUN Secretariat, I would like to express my gratitude to AUN-HPN once more for their decade long commitment in health promotion. The HURS Version 2024 contains the latest improvements to their self-assessment tool and process with contributions from AUN-HPN Core and Associate members. The yearly updates to HURS, its workshops, and AUN-HPN's own conferences for health promotion is a testament to the dedication in their vision and mission in providing communities good health and wellbeing. It is delightful to see after 10 years, AUN-HPN continues rock steady in their commitment.

*Choltis Dhirathiti*

**Choltis Dhirathiti, Ph.D.**

Executive Director of ASEAN University Network

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# Message from Chief Executive Officer Thai Health Promotion Foundation (ThaiHealth)

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It has been 3 years since the first launch of Healthy University Rating System (HURS). Since then, HURS has become an important tool for universities to monitor and evaluate the progress and success of the implementation of AUN Healthy University Framework (HUF) and holistic and comprehensive health promotion policies and program in universities.

In order for HURS to be more updated and efficient, Mahidol University as the AUN-HPN Secretariat Office, and network members provide users the revised version of HURS guideline book every year. I believe that the 2024 version will be very helpful for universities to become healthy universities as we expected.

Universities play critical roles in our working model or Tri-Power Strategy by contributing evidence-based knowledge to drive policies and to empower the society leading to the effective health promotion actions in Thailand and our region. Therefore, on behalf of ThaiHealth, I am delighted that we have been a part of AUN-HPN's journey for nearly a decade and worked hand in hand since 2016.

ThaiHealth is pleased and honored to continually support AUN-HPN not only for the benefit of faculty, students and university staff but also the surrounding communities as well. We realize that the leadership role of universities can influence national policy development in various areas and health promotion is a critical area that will help countries be successful in attaining long-term health for all.

A handwritten signature in blue ink, appearing to read 'Pongthep'.

**Dr Pongthep Wongwatcharapaiboon**

Chief Executive Officer

Thai Health Promotion Foundation

Thailand



## PREFACE

In August 2016, AUN-Health Promotion Network (AUN-HPN) organized an international meeting in Thailand, gathering experts from AUN university members to develop a framework for healthy university with an aim to identify the essential areas that would require for promoting health in higher education institutions. Subsequently, AUN-HPN developed a document entitled “Healthy University Framework - HUF” which recommends 22 areas of activities for university health promotion. The document was published by AUN Secretariat and was adopted at the 9th AUN Rectors’ Meeting on 18th July 2017. Since then, AUN-HPN has disseminated this framework to many universities, institutions, and organizations, and continuously advocated the implementation of healthy university concept recommended by the Healthy University Framework - HUF.

In order to assess the progress of healthy university policy, AUN-HPN has developed a tool aiming to monitor the implementation of the university’s process. The tool, which is called “the Healthy University Rating Scale”, or “HURS”, contains 46 assessment items based on 22 areas of the Healthy University Framework (HUF). HURS is an accessible online tool that a university can score their own progress based on the level of implementation in all 22 areas, with a total score of 1,000. The overall composite score can be used to calibrate or compare with the preset rating criteria classified into 1 – 5 stars, similar to the hotel star-rating system. Participating universities can use the scores to evaluate health promotion progress as well as to compare the healthy university status among different faculties within the institution or with other universities.

On July 9th, 2021, the Healthy University Rating System (HURS) was presented and approved at the 12th AUN Rectors’ Meeting; and was endorsed for official launch starting August 2021. Accordingly, university members were invited to participate in the implementation of HURS and provide constructive feedback to improve the tool. The launch of HURS marked a start of the new self-assessment tool used to track health promotion status among universities, with the participation of 8 universities in the network. After careful consideration and review of the first version of HURS, the HURS updated version in 2024 has now been improved based on the gaps and issues identified in the previous version.

Broader participation among all AUN member universities, as well as other universities within and outside the ASEAN region may well be the next context in which we want to encourage to advocate the use of this tool.



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PROMOTION NETWORK  
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**Email: [aunhpn@mahidol.ac.th](mailto:aunhpn@mahidol.ac.th)**

# 1. What is Healthy University Rating System (HURS)?

Healthy University Rating System (HURS) is a tool used to track the progress and success of a health promotion university. The HURS is developed based on the Healthy University Framework (HUF) (Figure 1) of ASEAN University Network – Health Promotion Network (AUN-HPN). The HUF document is available and can be downloaded from the Internet through the link shown below. HURS contains 46 self-assessment questions based on the 22 areas listed in the Healthy University Framework.



Figure 1: Healthy University Framework (HUF)

(Available at : <chrome-extension://efaidnbmnnnnibpcajpcgiclfindmkaj/>

<https://info.aun-hpn.or.th/document/file/Healthy%20University%20Framework%202023.pdf>

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## 2. Who can participate?

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At the initial phase, 30 AUN-HPN membered universities and associated universities can participate in the annual Healthy University Rating System. Following this, all universities worldwide with strong intention to be healthy universities will be invited to join the HURS platform.

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## 3. What are the benefits?

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Universities that participate in the HURS will have the possibility to increase their international visibilities and networking. It is expected that universities that enroll in the HURS network can share their best practices on the healthy university aspects with others through international or local workshops held by the AUN-HPN or local host universities.

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## 4. How can universities enroll in the HURS?

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Each university can study the requirement and detailed contents of the tool in this guideline book. Subsequently, each university is requested to assign a relevant person to be responsible for the completion of the online survey, and provide his/her name together with the email address to our email address [aunhpn@mahidol.ac.th](mailto:aunhpn@mahidol.ac.th). This step is necessary to generate username and password to access the HURS website. The AUN-HPN Secretariat Office will send the link and password for signing into the online HURS questionnaire to key respondents and data approver of each participating university. The key respondent or a group of respondents will be responsible for filling out the online questionnaire and sending the completed questionnaire to the data approver, being authorized by the rector or president of the university, to recheck the completed questionnaire before submitting it to the AUN-HPN secretariat office.

Please be informed that the system has been officially opened on August 16, 2024 and the data entry period will end on November 15, 2024.

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## 5. What is the methodology?

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The questionnaire is categorized into 3 main groups: system and infrastructure (SI), zero tolerance areas (ZT), and health promotion areas (HP), as shown in Table 1. The indicators of three categories and their corresponding points are demonstrated in Table 2.

**Table 1 Categories of self-assessment questions used in the HURS**

Category	No. of question	Total points	Percentage of total points
System and infrastructure (SI)	22	470	47%
Zero tolerance areas (ZT)	10	270	27%
Health promotion areas (HP)	14	260	26%
<b>TOTAL</b>	<b>46</b>	<b>1,000</b>	<b>100%</b>

**Table 2 Categories and indicators suggested for use in the 2024 rating**

No.	Categories and indicators	Point	Weighting
<b>SI</b>	<b>System and infrastructure</b>	<b>470</b>	<b>47%</b>
SI 1	Healthy university policies	150	
SI 2	Safe buildings and safe, clean, green environments	50	
SI 3	Health promotion services, counseling and advisory support	60	
SI 4	Equal opportunities including accessibility and disability friendly	20	
SI 5	Health promotion curriculum and co-curriculum	40	
SI 6	Capacity building on health promotion	40	
SI 7	Health promotion research	60	
SI 8	University volunteerism	20	
SI 9	Budgetary support for healthy university programs	30	
<b>ZT</b>	<b>Zero tolerance areas</b>	<b>270</b>	<b>27%</b>
ZT 1	Smoking	60	
ZT 2	Alcohol consumption	60	
ZT 3	Illicit drug use	30	
ZT 4	Gambling	30	
ZT 5	Violence, bullying and sexual harassment	30	
ZT 6	Road safety violations including helmet use	60	
<b>HP</b>	<b>Health promotion areas</b>	<b>260</b>	<b>26%</b>
HP 1	Health literacy	40	
HP 2	Mental well-being	40	
HP 3	Social interaction	20	
HP 4	Physical activity and active mobility	60	
HP 5	Healthy diet and balanced nutrition	40	
HP 6	Safe sexual behavior	30	
HP 7	Work life balance (integration) and healthy ageing	30	

**Table 3 Examples of score calculation for each question**

No.	Categories and indicators	Point	Score	Weighting
<b>SI</b>	<b>System and infrastructure</b>	<b>470</b>		<b>47%</b>
<b>SI 1</b>	<b>Healthy university policies</b>	<b>150</b>		
<b>SI 1.1</b>	<b>Healthy University Policy Statement according to Healthy University Framework (HUF)</b>	<b>50</b>		
	None: No university-wide health policies are established.		0	
	<25% Implementation: Health policies are established at the university level, with active implementation of the whole conceptual framework of HUF in less than 25% of faculties/institutes/campuses.		0.25 × 50	
	25-50% Implementation: Health policies are established at the university level, with active implementation of the whole conceptual framework of HUF in 25-50% of faculties/institutes/campuses.		0.5 × 50	
	51-75% Implementation: Health policies are established at the university level, with active implementation of the whole conceptual framework of HUF in 51-75% of faculties/institutes/campuses.		0.75 × 50	
	>75% Implementation: Health policies are established at the university level, with active implementation of the whole conceptual framework of HUF in more than 75% of faculties/institutes/campuses.		1 × 50	
<b>SI 1.2</b>	<b>Establishment of a Responsible Body at University and Faculty Levels</b>	<b>50</b>		
	None: No responsible body is established.		0	
	<25% Establishment: Responsible bodies are established at the university level together with the faculty level in less than 25% of faculties/institutes/campuses.		0.25 × 50	
	25-50% Establishment: Responsible bodies are established at the university level together with the faculty level in 25-50% of faculties/institutes/campuses.		0.5 × 50	
	51-75% Establishment: Responsible bodies are established at the university level together with the faculty level in 51-75% of faculties/institutes/campuses.		0.75 × 50	
	>75% Establishment: Responsible bodies are established at the university level together with the faculty level in more than 75% of faculties/institutes/campuses.		1 × 50	
<b>SI</b>	<b>System and infrastructure</b>	<b>470</b>		<b>47%</b>
<b>SI 1</b>	<b>Healthy university policies</b>	<b>150</b>		
SI 1.3	Progression of the Responsible Bodies in Conducting Active Implementation of Health Activities according to Healthy University Framework (HUF)	50		
	None: No activity has been implemented during the past year.		0	
	Established Teams: Coordinating bodies for health promotion have been formed and worked together		0.25 × 50	
	Developed an Action Plan: The coordinating body has created a comprehensive action plan detailing health promotion activity.		0.5 × 50	
	Implemented the Action Plan: The action plan is actively being executed across the university.		0.75 × 50	
	Monitoring and Evaluation for Continuous Improvement: Implementation of the action plan is regularly monitored and evaluated, with adjustments made for ongoing improvement.		1 × 50	

**The composite score is classified into 5 categories, 1 to 5 stars as follows:**

<b>1 – 199</b>	=	
<b>200 – 399</b>	=	
<b>400 – 599</b>	=	
<b>600 – 799</b>	=	
<b>800 – 899</b>	=	
<b>≥ 900</b>	=	

**Remark** For the completion of each item of HURS, **please declare and provide data for each faculty/ institute to support your evidence of the latest yearly (annual) data** that you have by uploading the pdf format of your achievements onto our website or providing any URL where the data is available at your university’s website. Evidence can be displayed as data, pictures, graphs, tables and description. Please provide explanation of evidence in English and highlight the text or information that relates to each question in an easy-to-follow manner. It is noteworthy that lack of evidence might result in a declined score.

The AUN-HPN Secretariat will send the completed questionnaire to two reviewers who will evaluate the answers based on the evidence submitted to the online HURS questionnaire. The consensus between the reviewers will secure the evaluation and corresponding stars to the participating universities will be granted. At the initial phase, please be informed that all the scores and feedback will be kept confidential.

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## 6. How to contact us?

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### Contact us at the following address:

AUN-HPN Secretariat Office

ASEAN Institute for Health Development, Mahidol University

999 Phuttamonthon Sai 4 Road, Salaya, Phuttamonthon,

Nakhon Pathom, 73170, Thailand

Tel: +66 (0) 2441 9040-3 ext. 72

Website: <https://aun-hpn.or.th>

Email: [aunhpn@mahidol.ac.th](mailto:aunhpn@mahidol.ac.th)

Facebook : Aun-Hpn Secretariat Office



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# General information (GI) of universities

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1. Name of Institution
2. Name of Country
3. Number of Campus
4. Number of Faculty/Institutes
5. Approximate number of students
6. Approximate number of academic staff and general staff
7. Total university budget in US Dollars (Latest year)
8. Approximate total number of university-level core curriculum courses
9. Approximate total number of university-level research initiatives
10. Name of Respondent for Data Entry:.....  
Position:..... Unit/ Faculty:.....  
Email address: .....
11. Name of Data Approver:.....  
Position:..... Unit/Faculty:.....  
Email address: .....

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# Questionnaire (Criteria and Indicators)

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There are three main categories in the questionnaire, which consist of: system and infrastructure (SI), zero tolerance areas (ZT), and health promotion areas (HP). These categories are divided into several sections, with detailed explanation below question. Accordingly, please provide us the answer and relevant evidence to reflect your university's status in the best possible way.

## **SI System and Infrastructure**

### **SI 1 Healthy university policies (150 points)**

SI 1.1 Healthy University Policy Statement according to Healthy University Framework (HUF) (50 points)

Please indicate the extent to which your university has implemented health-related policies at various organizational levels, following the whole conceptual framework of HUF. Select the most accurate option and provide detailed supporting evidence as specified below.

#### **Achievement level:**

- None: No university-wide health policies are established.
- <25% Implementation: Health policies are established at the university level, with active implementation of the whole conceptual framework of HUF in less than 25% of faculties/institutes/campuses.
- 25-50% Implementation: Health policies are established at the university level, with active implementation of the whole conceptual framework of HUF in 25-50% of faculties/institutes/campuses.
- 51-75% Implementation: Health policies are established at the university level, with active implementation of the whole conceptual framework of HUF in 51-75% of faculties/institutes/campuses.
- >75% Implementation: Health policies are established at the university level, with active implementation of the whole conceptual framework of HUF in more than 75% of faculties/institutes/campuses.

#### **Examples of Evidence Requirements:**

- **Policy Documents:** Provide policy documents that outline the health-related objectives and measures as specified in the HUF.
- **Activity and Program Examples:** Submit examples of activities or programs conducted under these policies across different faculties and institutes.
- **Compliance and Audit Reports:** Include annual compliance or audit reports demonstrating policy implementation across the specified percentages of faculties/institutes/campuses, reflecting adherence to the entire framework.

### SI 1.2 Establishment of a Responsible Body at University and Faculty Levels (50 points)

Please indicate the development stage of the body responsible for promoting health according to Healthy University Framework (HUF) at both your university and faculty levels. Choose the option that best describes your current status and provide the corresponding evidence as outlined below.

#### Achievement level:

- None: No responsible body is established.
- <25% Establishment: Responsible bodies are established at the university level together with the faculty level in less than 25% of faculties/institutes/campuses.
- 25-50% Establishment: Responsible bodies are established at the university level together with the faculty level in 25-50% of faculties/institutes/campuses.
- 51-75% Establishment: Responsible bodies are established at the university level together with the faculty level in 51-75% of faculties/institutes/campuses.
- >75% Establishment: Responsible bodies are established at the university level together with the faculty level in more than 75% of faculties/institutes/campuses.

#### Examples of Evidence Requirements:

- Organizational Charts: Submit organizational charts or official documentation recognizing the establishment of the body at both the university and faculty levels.
- Meeting Minutes: Include records of meetings to illustrate the deliberations and decisions related to health promotion according to Healthy University Framework (HUF).
- Annual Reports: Provide annual reports detailing the activities, achievements, and challenges according to Healthy University Framework (HUF) faced by these bodies.

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### SI 1.3 Progression of the Responsible Bodies in Conducting Active Implementation of Health Activities according to Healthy University Framework (HUF) (50 points)

Please indicate the development stage of the body responsible for promoting health according to Healthy University Framework (HUF) at your university. Choose the option that best describes your current status and provide the corresponding evidence as outlined below.

#### Achievement level:

- None: No activity has been implemented during the past year.
- Established Teams: Coordinating bodies for health promotion have been formed and worked together.
- Developed an Action Plan: The coordinating body has created a comprehensive action plan detailing health promotion activities.
- Implemented the Action Plan: The action plan is actively being executed across the university.
- Monitoring and Evaluation for Continuous Improvement: Implementation of the action plan is regularly monitored and evaluated, with adjustments made for ongoing improvement.

### Examples of Evidence Requirements:

- Action Plan Document: Provide the action plan document that outlines objectives, strategies, and intended outcomes.
- Implementation Evidence: Show evidence of activities undertaken, such as project reports, event photographs, or participation data.
- Monitoring and Evaluation Reports: Include evaluation reports, review documents, or case studies demonstrating the assessment of activities and subsequent improvements.
- Impact Assessments: Where available, include impact assessments or evaluation studies conducted to assess the effectiveness of the health promotion activities.

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## SI 2 Safe buildings and safe, clean, green environments (50 points)

### SI 2.1 Safety Regulations and Standards for Buildings and Infrastructure (10 points)

Evaluate the level of development and enforcement of safety regulations and standards at your university. Select the option that best describes your situation and provide the requested evidence to substantiate your claims.

#### Achievement level:

- No Safety Regulations/Standards: No formal safety regulations or standards are established at the university.
- Safety Regulations/Standards Established: Formal safety regulations and standards are documented and available at the university level.
- Active Implementation of Safety Management: Safety regulations and standards are actively enforced with specific management practices in place.
- Monitoring and Evaluation of Safety Management: Ongoing monitoring and evaluation of safety management practices are conducted to ensure compliance and effectiveness.
- No Incidents Reported: Documented evidence of no safety-related incidents as a result of effective safety management over the last year.

### Examples of Evidence Requirements:

- For no regulations/standards: A statement confirming the absence of formal safety standards.
- For established regulations/standards: Copies of the safety regulations and standards documentation.
- For active implementation: Examples of safety measures in action, such as safety drills, maintenance records, or inspection reports.
- For monitoring and evaluation: Reports from recent safety audits, including any corrective actions taken.
- For no incidents reported: Safety incident logs or official safety reports from the last year showing zero incidents.

Note: Please ensure that all provided evidence is dated and clearly linked to the specific safety practices or outcomes reported.

### SI 2.2 Implementation of Waste Management Systems (10 points)

Assess the scope and effectiveness of your waste management systems. Select the number of the following waste management initiatives implemented at your university and provide corresponding evidence for each.

#### Achievement level:

- None: No waste management initiatives have been implemented.
- 1 item: One of the listed waste management initiatives has been implemented.
- 2 items: Two of the listed initiatives have been implemented.
- 3 items: Three of the listed initiatives have been implemented.
- 4 items or more: Four or more of the listed initiatives have been implemented.

#### List of Initiatives:

- Provision of various bins to effectively separate recyclable and reusable waste.
- Programs to promote behavioral changes to reduce landfill waste.
- Implementation and monitoring of a paper and plastic minimization campaign.
- Management of hazardous waste in compliance with relevant regulations.
- Installation of a recycling facility on campus where recycled materials are actively used (e.g., garden waste is composted and reused).
- Any other specialized healthy lifestyle support services offered (please specify).

#### Examples of Evidence Requirements:

- For each item implemented: Provide photographs, policy documents, program descriptions, or compliance reports specific to each initiative.
- For comprehensive efforts (4 items or more): Submit a summary report detailing all waste management activities, including any additional initiatives not listed.

Note: Please ensure all evidence is current and clearly demonstrates ongoing waste management efforts.

### SI 2.3 Comprehensive Water Management Systems (10 points)

Evaluate the extent and integration of water management systems at your university. Select the level that best represents the scope of your water management practices and provide the required evidence.

#### Achievement level:

- None: No formal water management strategies are implemented.
- Basic Implementation (1-2 items): At least one of the listed water management strategies has been implemented.
- Moderate Implementation (3 items): At least three of the listed strategies are integrated into the water management system.
- Advanced Implementation (4 items): Four of the strategies are fully integrated and functional.
- Comprehensive Implementation (5 items or more): All listed strategies and possibly additional innovative practices are fully integrated and operational.

### List of Water Management Strategies:

- Monitoring water usage and establishing targeted reductions.
- Promoting behavioral changes to conserve water.
- Installing water-saving devices throughout the campus.
- Conducting regular analysis of infrastructure to identify and repair leaks.
- Utilizing alternative water sources like rainwater harvesting or on-site recycling for non-potable uses (e.g., gardening, toilet flushing).
- Any other specialized healthy lifestyle support services offered (please specify).

### Examples of Evidence Requirements:

- For Basic to Moderate Implementation: Provide policy documents, implementation reports, or photographic evidence of installed devices or initiatives.
- For Advanced to Comprehensive Implementation: Submit detailed performance analysis reports demonstrating the effectiveness of the strategies, including water savings achieved, improvements made following infrastructure analyses, and environmental impact assessments.

Note: Please ensure all evidence is recent (within the last academic year) and clearly correlates to the strategies claimed.

### SI 2.4 Advanced Energy Management Systems (10 points)

Assess the scope and effectiveness of your energy management systems. Choose the level that best describes your university's practices in energy management and provide the necessary evidence.

#### Achievement level:

- None: No energy management strategies are implemented.
- Basic Implementation (1-2 items): Implementation of one or two basic energy management strategies.
- Moderate Implementation (3 items): Three energy management strategies are actively employed and integrated into the overall energy policy.
- Advanced Implementation (4 items): Four strategies are fully operational with documented effectiveness.
- Comprehensive Implementation (5 items or more): All listed strategies, along with additional innovative energy management practices, are fully integrated and demonstrate measurable energy savings.

### List of Energy Management Strategies:

- Monitoring energy usage and setting targets for reduction.
- Initiating programs to promote behavioral changes aimed at conserving energy.
- Conducting detailed analysis of both behavioral energy usage and infrastructure performance to identify and address system failures.
- Monitoring greenhouse gas emissions and implementing strategies for reduction.
- Using alternative energy sources such as biogas, solar energy, etc.
- Any other specialized healthy lifestyle support services offered (please specify).

**Examples of Evidence Requirements:**

- For Basic to Moderate Implementation: Provide copies of energy policies, reports on energy usage, and photographs of installed energy-saving devices or systems.
- For Advanced to Comprehensive Implementation: Submit comprehensive energy audit reports, performance analysis documentation showing energy savings, greenhouse gas monitoring reports, and case studies demonstrating the impact of alternative energy use.

Note: Ensure all provided evidence is up-to-date (within the last academic year) and directly linked to the energy management practices claimed.

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**SI 2.5 Comprehensive Eco-friendly Transportation Systems (10 points)**

Evaluate the extent and integration of eco-friendly transportation systems at your university. Select the level that best reflects your university's adoption of these systems and provide the necessary evidence.

**Achievement level:**

- None: No eco-friendly transportation initiatives are implemented.
- Basic Implementation (1-2 items): One or two eco-friendly transportation measures are in place.
- Moderate Implementation (3 items): Three of the listed measures are actively employed and integrated into the campus transportation strategy.
- Advanced Implementation (4 items): Four measures are fully operational and effectively managed.
- Comprehensive Implementation (5 items or more): All listed measures, along with any additional innovative transportation practices, are implemented and demonstrate significant environmental benefits.

**List of Eco-friendly Transportation Measures:**

- Covered walkways and bike lanes to encourage walking and cycling.
- Deployment of non-polluting or low-emission shuttles or trams within the campus.
- Integration of campus transportation services with public transportation networks.
- Implementation of a private parking control policy to reduce vehicle usage on campus.
- Any other innovative eco-friendly transportation measures implemented (please specify).

**Examples of Evidence Requirements:**

- For Basic to Moderate Implementation: Provide policy documents, descriptions of implemented measures, and photographs of the transportation facilities.
- For Advanced to Comprehensive Implementation: Submit utilization statistics, environmental impact assessments, or reports demonstrating the effectiveness and usage of these transportation systems.

Note: Ensure all provided evidence is current (from the last academic year) and directly correlates to the claimed transportation measures.

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### SI 3 Health promotion services, counseling and advisory support (60 points)

#### SI 3.1 Coverage of Medical Check-ups with Counseling Services (20 points)

Assess the extent of medical check-up services coupled with counseling provided to university staff. Indicate the percentage of staff receiving these services and provide evidence to support your claims.

**Formula: Coverage of Medical Check-ups with Counseling Services = (number of staff participating in medical check-ups with counseling × 100)/GI 6**

#### Achievement level:

- None: No medical check-ups with counseling are provided to staff.
- <25% of Personnel: Less than 25% of university staff have access to medical check-ups with counseling.
- 25-50% of Personnel: Between 25% and 50% of staff have access to medical check-ups with counseling.
- 51-75% of Personnel: Between 51% and 75% of staff receive medical check-ups with counseling.
- >75% of Personnel: More than 75% of university staff have access to medical check-ups with counseling.

#### Definition of Services:

- **Medical Check-up:** Includes physical examinations and basic health screenings (e.g., blood pressure, cholesterol, blood sugar levels) aimed at identifying potential health issues early on.
- **Counseling Services:** Involves comprehensive follow-up discussions on health screening results with a healthcare provider. This includes personalized advice on lifestyle changes to improve physical health, strategies for managing identified health conditions, and support for related mental health concerns such as stress management. Counseling may also encompass educational sessions about nutrition, exercise, and disease prevention tailored to individual health profiles.

#### Examples of Evidence Requirements:

- **Participation Data:** Provide aggregated data on the number of staff participating in health check-ups and the type of counseling services offered. This should include breakdowns by department or faculty, if applicable.
- **Health Service Reports:** Submit annual health service reports or a summary of health promotion activities that include detailed statistics on staff engagement and the outcomes of such programs.
- **Staff Feedback:** Include anonymized examples of feedback or testimonials from staff about the service quality and effectiveness. This could encompass satisfaction surveys, quotes, or case studies illustrating the impact of the services.

Note: Please ensure that the data is from the current or most recent academic year and is represented accurately in your submission.

### SI 3.2 Comprehensive Mental Health Support Systems (20 points)

Evaluate the extent and effectiveness of mental health support systems at your university. Select the level that best describes the mental health services provided and include evidence for verification.

#### **Achievement level:**

- None: No structured mental health support services are available.
- Basic Implementation (1-2 items): Limited mental health support services, such as academic guidance on mental health or basic counseling for life difficulties.
- Moderate Implementation (3 items): A broader range of support services is available, including psychological counseling for specific crises.
- Advanced Implementation (4 items): Comprehensive mental health support, including academic services for disabilities and psychiatric psychotherapy.
- Comprehensive Implementation (5 items or more): All listed services are provided, with additional innovative mental health programs implemented.

#### **List of Mental Health Support Services:**

- Academic guidance on mental health.
- Academic service for disability, dyslexia, and other specific learning difficulties.
- Counseling for life difficulties.
- Psychological counseling, including crisis support, personal violence response and prevention, and suicide response and prevention.
- Provision of psychiatric psychotherapy, including a referral system.
- Any other specialized mental health services implemented (please specify).

#### **Examples of Evidence Requirements:**

- For Basic to Moderate Implementation: Provide descriptions and policy documents that outline the available mental health services.
- For Advanced to Comprehensive Implementation: Submit utilization reports, service evaluation summaries, and examples of intervention outcomes.
- For all levels: Include testimonials or feedback from service users to validate the quality and impact of the services offered.

**Note:** Ensure all evidence is recent (from the last academic year) and clearly demonstrates the breadth and depth of mental health support services.

### SI 3.3 Comprehensive Healthy Lifestyle Support Programs (20 points)

Assess the scope and effectiveness of healthy lifestyle support programs at your university. Select the level that accurately reflects the range and integration of these programs and provide corresponding evidence.

#### **Achievement level:**

- None: No structured healthy lifestyle support programs are available.
- Basic Implementation (1-2 items): Limited healthy lifestyle support services such as basic advice on ergonomics or dietary guidelines.
- Moderate Implementation (3 items): More comprehensive support services are available, including physical activity and substance use advice.
- Advanced Implementation (4 items): Extensive range of support programs actively promoted and integrated into campus life.
- Comprehensive Implementation (5 items or more): All listed support services are provided, along with additional innovative health promotion programs.

#### **List of Healthy Lifestyle Support Services:**

- Advice on ergonomics to improve workplace and academic environment safety.
- Physical activity advice, including structured fitness programs.
- Dietary advice through nutrition workshops or counseling.
- Investment and saving advice for financial well-being.
- Advice to abstain from smoking, alcohol, and drugs, including cessation programs.
- Any other specialized healthy lifestyle support services offered (please specify).

#### **Examples of Evidence Requirements:**

- For Basic to Moderate Implementation: Provide policy documents, service descriptions, or promotional materials.
- For Advanced to Comprehensive Implementation: Submit utilization statistics, program evaluation reports, and examples of health outcomes or behavioral changes.
- For all levels: Include testimonials or feedback from program participants to validate the effectiveness and impact of the services.

**Note:** Ensure all provided evidence is recent (from the last academic year) and directly demonstrates the comprehensive nature of healthy lifestyle support services.

#### **SI 4 Equal opportunities including accessibility and disability friendly (20 points)**

##### **SI 4.1 Comprehensive Disability Accessibility Measures (20 points)**

Evaluate the extent and effectiveness of disability accessibility measures implemented at your university.

Select the level that best describes your current accessibility provisions and provide corresponding evidence.

##### **Achievement level:**

- None: No specific accessibility measures for individuals with disabilities are implemented.
- Basic Implementation (1-2 items): Limited accessibility features, such as marked parking spaces and adapted public lavatories.
- Moderate Implementation (3 items): More comprehensive accessibility measures, including slope paths and adapted transportation options.
- Advanced Implementation (4 items): Extensive range of accessibility features, fully integrated into the campus environment.
- Comprehensive Implementation (5 items or more): All listed measures, along with additional innovative accessibility solutions, are implemented and regularly reviewed for effectiveness.

##### **List of Disability Accessibility Measures:**

- International symbol of access marked in parking spaces reserved for vehicles.
- Public lavatories with facilities designed for wheelchair users.
- Sloped paths to facilitate access to different levels of space.
- Accessibility in campus transportation systems.
- Any other innovative disability accessibility measures implemented (please specify).

##### **Examples of Evidence Requirements:**

- For Basic to Moderate Implementation: Provide photographs, policy documents, or architectural plans that demonstrate the accessibility features.
- For Advanced to Comprehensive Implementation: Submit reports on usage statistics, feedback from individuals with disabilities, and assessments of the accessibility measures' effectiveness.
- For all levels: Include testimonials or reviews from users benefiting from these features to substantiate their practical impact and effectiveness.

**Note:** Ensure all evidence is current (within the last academic year) and clearly supports the claims made about the accessibility measures.

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## SI 5 Health promotion curriculum and co-curriculum (40 points)

### SI 5.1 Integration of Health Promotion in Core University Curriculum (20 points)

Assess the integration of health promotion topics into the core university curriculum. Provide the percentage of core curriculum courses that incorporate these topics and submit appropriate evidence.

**Formula: Integration of Health Promotion in Core University Curriculum = (number of core curriculum courses with health promotion topics × 100)/GI 7**

#### Achievement level:

- None: No core curriculum courses include health promotion topics.
- <25% of Courses: Less than 25% of core curriculum courses integrate health promotion topics.
- 25-50% of Courses: Between 25% and 50% of core curriculum courses include health promotion topics.
- 51-75% of Courses: Between 51% and 75% of core curriculum courses incorporate health promotion topics.
- 76-100% of Courses: More than 75% of core curriculum courses comprehensively include health promotion topics.

#### Definition of Health Promotion in Core Curriculum:

- Courses or modules at the university level that cover topics such as physical health, mental wellness, nutrition, personal hygiene, disease prevention, and public health advocacy.

#### Examples of Evidence Requirements:

- Course Listings and Descriptions: Provide a list and descriptions of core curriculum courses that incorporate health promotion topics.
- Participation Data: Submit enrollment numbers for these courses to demonstrate their reach and impact.
- Course Evaluations: Include evaluations or feedback from students that assess the effectiveness and relevance of health promotion topics in these courses.

Note: Ensure all provided evidence is recent (from the last academic year) and directly supports the claims about the integration of health promotion in the core curriculum.

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### SI 5.2 Integration of Health Promotion in Faculty-Specific Curricula (20 points)

Evaluate the extent to which health promotion topics are integrated into the curricula across your university's faculties and institutes. Provide the percentage of faculties/institutes that have incorporated these topics into their curriculum and submit appropriate evidence.

**Formula: Integration of Health Promotion in Faculty-Specific Curricula = (number of faculties/institutes with health promotion curricula × 100)/GI 4**

**Achievement level:**

- None: No faculties or institutes have a health promotion curriculum.
- <25% of Faculties/Institutes: Less than 25% of faculties or institutes have integrated health promotion into their curricula.
- 25-50% of Faculties/Institutes: Between 25% and 50% of faculties or institutes have a health promotion curriculum.
- 51-75% of Faculties/Institutes: Between 51% and 75% of faculties or institutes include health promotion topics in their curricula.
- 76-100% of Faculties/Institutes: More than 75% of faculties or institutes offer comprehensive health promotion curricula.

**Definition of Faculty-Specific Health Promotion Curriculum:**

- Faculty or institute-specific courses or modules that address aspects of physical health, mental health, nutrition, and public health principles.

**Examples of Evidence Requirements:**

- Faculty Course Listings: Provide detailed lists and descriptions of courses within each faculty or institute that include health promotion topics.
- Enrollment and Participation Data: Submit data showing student enrollment in these courses, highlighting faculty engagement.
- Feedback and Evaluations: Include course evaluations or feedback from faculty and students to gauge the impact and quality of the health promotion topics taught.

Note: Ensure all provided evidence is from the current or most recent academic year and accurately reflects the integration of health promotion topics across faculties.

**SI 6 Capacity building on health promotion (40 points)****SI 6.1 Health Promotion Training Programs (20 points)**

Evaluate the scope, frequency, and quality of health promotion training provided at your university. Select the category that best describes your training programs and provide appropriate evidence.

**Achievement level:**

- No Training at the University Level: No formal training sessions on health promotion are provided.
- A Training Session Per Year: At least one annual training session provided to impart knowledge on health education or health promotion.
- Several Training Sessions Per Year: Multiple training sessions provided throughout the year to teach health education or health promotion.
- A Training Workshop Per Year: At least one annual workshop designed to develop practical skills related to lifestyle changes or policy advocacy in health promotion.
- Several Training Workshops Per Year: Multiple workshops held annually focusing on skill development for lifestyle changes and policy advocacy in health promotion.

**Training Definitions:**

- **\*\*Training Session\*\***: Primarily lecture-based sessions aimed at increasing awareness and knowledge about health topics.
- **\*\*Training Workshop\*\***: Interactive sessions designed to develop specific skills through practical activities and peer interactions.

**Examples of Evidence Requirements:**

- Provide schedules, brochures, or descriptions of the training sessions and workshops offered.
- Submit participant lists, attendance figures, and any materials used in these sessions.
- Include feedback or evaluations from participants to assess the effectiveness and impact of the training.
- Provide examples of how training has been applied within the university or community settings, if available.

Note: Ensure all provided evidence is recent (within the last academic year) and directly related to the training activities described.

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**SI 6.2 Online Tools and Resources for Health Promotion Capacity Building (20 points)**

Evaluate the range and effectiveness of online tools and resources available at your university that support capacity building in health promotion. Select the level that best describes your provision of these resources and provide corresponding evidence.

**Achievement level:**

- None: No online tools or resources for health promotion are available.
- 1 Item: One type of online tool or resource is implemented.
- 2 Items: Two types of online tools or resources are available.
- 3 Items: Three online tools or resources are actively used for health promotion.
- 4 Items or More: A comprehensive suite of online tools and resources is available and integrated into health promotion programs.

**List of Online Tools and Resources:**

- Applications or online tools specifically designed for health promotion activities.
- Digital health promotion resources accessible through the university's network, including e-learning modules for fitness and wellness.
- Virtual trainers or advisors available for health promotion training.
- Online monitoring and evaluation systems to track progress and outcomes in health promotion initiatives.
- Any other innovative online resources developed or utilized by the university for health promotion (please specify).



### Examples of Evidence Requirements:

- Provide access details, user guides, or screenshots of the online tools and resources.
- Submit usage statistics or analytics to demonstrate engagement and effectiveness.
- Include feedback or testimonials from users to assess the impact of these resources on health promotion capacity building.

Note: Ensure all provided evidence is recent (within the last academic year) and directly relates to the online resources claimed.

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### SI 7 Health promotion research (60 points)

#### SI 7.1 Core Health Promotion Research Activities at University Level (20 points)

Evaluate the extent of core health promotion research activities conducted at the university level. Provide the percentage of university-wide research initiatives focused on health promotion and include appropriate evidence.

**Formula: Core Health Promotion Research Activities at University Level = (number of university-level health promotion research initiatives × 100)/GI 8**

#### Achievement level:

- None: No university-level research initiatives focus on health promotion.
- <25% of Research Initiatives: Less than 25% of university-level research initiatives are dedicated to health promotion.
- 25-50% of Research Initiatives: Between 25% and 50% of university-level research initiatives focus on health promotion.
- 51-75% of Research Initiatives: Between 51% and 75% of university-level research initiatives are dedicated to health promotion.
- 76-100% of Research Initiatives: More than 75% of university-level research initiatives actively focus on health promotion.

#### Definition of Core Health Promotion Research:

- Research conducted under the university's central administration, including interdisciplinary and collaborative projects that involve multiple faculties or institutes, focusing on areas such as disease prevention, lifestyle interventions, and evaluation of public health policies.

#### Examples of Evidence Requirements:

- Research Project List: Provide a comprehensive list of ongoing and completed university-level health promotion research projects, including project titles, lead researchers, and abstracts.
- Research Activity Reports: Submit annual or biannual reports detailing the scope and impact of these research activities, including statistics on funding, collaboration, and outcomes.
- Publications and Presentations: Include examples of publications and conference presentations derived from these research efforts.

### SI 7.2 Faculty-Specific Health Promotion Research Activities (20 points)

Assess the prevalence of health promotion research conducted within individual faculties and institutes at your university. Provide the percentage of faculties/institutes engaged in such research and submit evidence to support your claims.

**Formula: Faculty-Specific Health Promotion Research Activities = (number of faculties/institutes conducting health promotion research × 100)/GI 4**

#### Achievement level:

- None: No faculties or institutes conduct health promotion research.
- <25% of Faculties/Institutions: Less than 25% of faculties or institutes are involved in health promotion research.
- 25-50% of Faculties/Institutions: Between 25% and 50% of faculties or institutes conduct health promotion research.
- 51-75% of Faculties/Institutions: Between 51% and 75% of faculties or institutes are engaged in such research.
- 76-100% of Faculties/Institutions: More than 75% of faculties or institutes actively conduct health promotion research.

#### Definition of Faculty-Specific Health Promotion Research:

- Research activities conducted within specific faculties or institutes that focus on areas relevant to their disciplinary scopes, such as clinical studies, behavioral health interventions, and educational methods in health promotion.

#### Examples of Evidence Requirements:

- Faculty Research Listings: Provide detailed listings of health promotion research projects conducted by each faculty, including project summaries and lead researchers.
- Participation Data: Submit data showing the number and percentage of faculty members involved in health promotion research.
- Impact Reports: Include faculty-specific reports or case studies that illustrate the effectiveness and reach of the research conducted.

Note: Ensure all provided evidence is recent (from the last academic year) and directly pertains to the health promotion research activities claimed.

### SI 7.3 Support for Health Promotion Research (20 points)

Evaluate the level of support provided for health promotion research at your university, including both internal and external resources. Select the number of support types implemented at your university and provide the necessary evidence.

#### Achievement level:

- None: No support for health promotion research.
- 1 Item: One type of support for health promotion research implemented.
- 2 Items: Two types of support are available.
- 3 Items: Three support mechanisms are actively utilized.
- 4 Items or More: A comprehensive range of support for health promotion research, including additional innovative supports not listed.

### List of Support Types:

- Policy to promote health promotion research: Formal policies or guidelines that encourage or mandate health promotion research.
- Funding support from the university: Direct financial grants or funding allocations from the university specifically for health promotion research.
- External funding support: Financial grants from outside organizations, such as government agencies, NGOs, or private sectors.
- Regular training for research on health promotion: Organized training sessions or workshops aimed at enhancing research skills specifically in health promotion.
- Other supports (please specify): Any other forms of support provided by the university that facilitate health promotion research.

### Examples of Evidence Requirements:

- For policy: Provide a copy of the policy document or guidelines that promote health promotion research.
- For funding: Submit documentation or financial reports showing funding allocations or grants received.
- For training: Provide schedules, program outlines, or participant feedback from training sessions.
- For other supports: Describe the support and provide corresponding documentation or testimonials that demonstrate its implementation and effectiveness.

Note: Ensure all provided evidence is recent (within the last academic year) and directly relates to the support mechanisms claimed.

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## SI 8 University volunteerism (20 points)

### SI 8.1 Comprehensive University Volunteerism in Health Promotion (4020 points)

Assess the extent and impact of volunteerism in health promotion activities facilitated by your university. Select the level that best describes the range and depth of volunteer engagements and provide corresponding evidence.

#### Achievement level:

- None: No volunteerism programs related to health promotion are established.
- 1 Item: Involvement in regular community-based health promotion campaigns.
- 2 Items: Involvement extends to community engagement and university personnel participation in broader health promotion programs.
- 3 Items: Active engagement in significant national or subnational health promotion programs.
- 4 Items or More: Comprehensive engagement, including involvement in policy development and implementation on a national or international scale.

### List of Volunteer Activities:

- Regular activities on health promotion campaigns within the local community.
- Engagement in health promotion programs of the university that involve community members.
- Participation of university personnel in national or subnational health promotion programs.
- Active contribution to health promotion policy development or implementation at national or international levels.
- Any other volunteer activities that support health promotion (please specify).

### Examples of Evidence Requirements:

- Provide descriptions and schedules of all volunteer activities.
- Submit participation records, photographs, and testimonials from participants or beneficiaries.
- Include reports or evaluations that demonstrate the impact of these volunteer activities on health promotion.
- For policy engagement: Provide documentation or acknowledgments from policy bodies or organizations that benefited from the university's involvement.

Note: Ensure all evidence is recent (within the last academic year) and directly supports the claimed level of engagement.

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## SI 9 Budgetary support for healthy university programs (30 points)

### SI 9.1 Allocation of Budgetary Support for Health Promotion Programs (15 points)

Evaluate the distribution and amount of budgetary support allocated to health promotion programs within your university's faculties and institutes. Provide the percentage of faculties/institutes that have received financial support for health promotion and include appropriate evidence.

**Formula: Allocation of Budgetary Support for Health Promotion Programs = (number of faculties/institutes receiving budgetary support for health promotion × 100)/GI 4**

#### Achievement level:

- None: No financial support is provided to any faculties or institutes for health promotion programs.
- <25% of Faculties/Institutions: Less than 25% of faculties or institutes receive budgetary support for health promotion.
- 25-50% of Faculties/Institutions: Between 25% and 50% of faculties or institutes are supported financially for health promotion activities.
- 51-75% of Faculties/Institutions: Between 51% and 75% of faculties or institutes benefit from budgetary support for health promotion.
- 76-100% of Faculties/Institutions: More than 75% of faculties or institutes receive substantial budgetary support for health promotion.

**Definition of Budgetary Support:**

- Financial allocations specifically earmarked for developing, implementing, or enhancing health promotion programs, which may include funding for workshops, training sessions, new initiatives, or ongoing projects.

**Examples of Evidence Requirements:**

- Provide financial reports or budget allocation documents that detail the funding provided to faculties or institutes for health promotion.
- Submit statements or testimonials from faculty deans or program directors that describe the impact of the financial support on health promotion efforts.
- Include examples of health promotion initiatives that were enabled or significantly supported by the allocated budgets.

Note: Ensure all provided evidence is recent (within the last academic year) and directly corresponds to the budgetary support claimed.

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**SI 9.2 Proportion of University Budget Allocated to Health Promotion (15 points)**

Assess the percentage of the total university budget that is allocated to health promotion activities. Provide the estimated percentage of the total budget spent on health promotion and include supporting evidence.

**Formula: Proportion of University Budget Allocated to Health Promotion = (amount of budget allocated to health promotion × 100) / GI 7**

**Achievement level:**

- Less than 0.01% of University Budget: Negligible or no specific budget allocation for health promotion.
- 0.01 to 0.49% of University Budget: A minimal portion of the budget is allocated to health promotion activities.
- 0.5 to 0.99% of University Budget: A moderate amount of the budget supports health promotion initiatives.
- 1 to 2% of University Budget: A significant portion of the budget is dedicated to health promotion.
- More than 2% of University Budget: A substantial part of the university budget is allocated to health promotion, indicating a strong commitment to these activities.

**Definition of Health Promotion Spending:**

-Includes expenditures on initiatives such as wellness programs, public health campaigns, mental health services, training and education on health-related topics, preventive health services, and infrastructure improvements aimed at enhancing health and wellness on campus.

### Examples of Evidence Requirements:

- Provide budget summaries or financial reports that detail expenditures on health promotion relative to the total university budget.
- Submit extracts from financial planning documents or board-approved budget allocations highlighting funds designated for health promotion.
- If available, include a breakdown of specific programs or initiatives funded and their corresponding budget allocations.

Note: Ensure all provided evidence is from the most recent fiscal year and directly ties the reported percentages to specific health promotion expenditures.

## **ZT Zero tolerance areas**

### **ZT 1 Smoking (60 points)**

#### ZT 1.1 Comprehensive Tobacco Control Policy (30 points)

Evaluate the extent and effectiveness of your university's tobacco control policies. Select the number of policy components implemented at your university and provide corresponding evidence.

#### **Achievement level:**

- None: No tobacco control policies are in place.
- 1 Item: One basic policy element is implemented.
- 2 Items: Two policy elements are enforced.
- 3 Items: Three comprehensive policy elements are actively enforced.
- 4 Items or More: A robust suite of tobacco control measures, including both prohibitive and supportive elements, is fully integrated into university regulations.

#### **List of Tobacco Control Measures:**

- Prohibition of tobacco sales within the university premises.
- Complete ban on smoking within all university-owned or controlled properties.
- Educational campaigns to inform students and staff about the risks associated with smoking.
- Prohibition of tobacco-related advertisements on campus.
- Counseling and referral services for smoking cessation available to students and staff.
- Any other innovative tobacco control measures implemented (please specify).

#### **Examples of Evidence Requirements:**

- Provide copies of university policies or regulations that outline tobacco control measures.
- Submit documentation of policy enforcement actions, such as signage, campus communications, or enforcement reports.
- Include data or reports on the effectiveness of educational campaigns and cessation programs, such as participation rates or outcomes.
- Provide testimonials or feedback from the university community regarding the impact of the tobacco control measures.

Note: Ensure all provided evidence is recent (within the last academic year) and directly relates to the implementation and effectiveness of the tobacco control policies.

## ZT 1.2 Smoking and Vaping Prevalence Among Students and Personnel (30 points)

Assess the smoking and vaping prevalence within your university's student and staff population. Report the percentage of individuals who smoke and provide detailed evidence of how this data was collected and analyzed.

**Formula: Smoking and Vaping Prevalence Among Students and Personnel = (number of individuals reported smoking or vaping × 100)/(GI 5+6)**

### Achievement level:

- ≥ 20% of Personnel and Students Smoking: Smoking prevalence is 20% or higher among the university population.
- 10- <20% of Personnel and Students Smoking: Smoking prevalence is between 10% and less than 20%.
- 5- <10% of Personnel and Students Smoking: Smoking prevalence is between 5% and less than 10%.
- 2- <5% of Personnel and Students Smoking: Smoking prevalence is between 2% and less than 5%.
- <2% of Personnel and Students Smoking: Smoking prevalence is less than 2%.

### Guidance for Data Collection:

- Conduct a standardized survey across the university to determine smoking rates among students and staff.
- The survey should include anonymous responses to encourage honest reporting and could be distributed electronically or conducted during health fairs or similar events.

### Examples of Evidence Requirements:

- Provide the survey instrument used, including questions related to smoking habits.
- Submit a summary of the survey results, including the number of participants and the calculated smoking rates.
- Include a description of the sampling methodology to ensure the representativeness of the survey data.
- If available, provide comparative data from previous years to demonstrate trends over time.

### Remark:

- Please detail the population size of students and personnel included in the survey.
- Describe the process or method used to gather and analyze the smoking prevalence data.

All provided evidence should be from the most recent academic year to reflect current smoking rates.

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## ZT 2 Alcohol consumption (60 points)

### ZT 2.1 Comprehensive Alcohol Control Measures (30 points)

Evaluate the range and implementation of measures to control alcohol consumption at your university. Select the number of measures implemented and provide corresponding evidence to support your claims.

### Achievement level:

- None: No alcohol control measures are implemented.
- 1 Item: One basic measure to control alcohol consumption is in place.
- 2 Items: Two measures are actively enforced within the university.
- 3 Items: Three comprehensive alcohol control measures are implemented.
- 4 Items or More: A robust suite of measures, including both preventive and supportive policies, is fully integrated into the university environment.



**List of Alcohol Control Measures:**

- Prohibition of alcohol sales within and immediately around (300 meters) the university premises.
- Ban on alcohol consumption at all social functions hosted by the university.
- Educational campaigns to inform students and staff about the risks and negative impacts of alcohol consumption.
- Prohibition of alcohol-related advertisements within university property.
- Counseling and referral services available for individuals seeking help with alcohol issues.
- Any other innovative alcohol control measures implemented (please specify).

**Examples of Evidence Requirements:**

- Provide copies of university policies or regulations that detail alcohol control measures.
- Submit documentation of enforcement actions, such as reports from campus security or event organizers.
- Include materials from educational campaigns, such as pamphlets, posters, or digital content.
- Provide details of counseling and referral services, including usage statistics and service feedback.
- For any additional measures, describe the initiative and provide evidence of its implementation and effectiveness.

Note: Ensure all provided evidence is recent (within the last academic year) and directly relates to the alcohol control measures claimed.

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**ZT 2.2 Prevalence of Alcohol Consumption Among Students and Personnel (30 points)**

Assess the prevalence of alcohol consumption among students and personnel at your university over the past year. Report the percentage and provide detailed evidence on how data was collected and analyzed.

**Formula: Prevalence of Alcohol Consumption Among Students and Personnel = (number of individuals reported consuming alcohol × 100)/(GI 5+6)**

**Achievement level:**

- >40% of Personnel and Students Drink Alcohol: More than 40% of the university community consumes alcohol.
- >30-40% of Personnel and Students Drink Alcohol: Between 30% and 40% of the community consumes alcohol.
- >20-30% of Personnel and Students Drink Alcohol: Between 20% and 30% of the community consumes alcohol.
- 10-20% of Personnel and Students Drink Alcohol: Between 10% and 20% of the community consumes alcohol.
- <10% of Personnel and Students Drink Alcohol: Less than 10% of the university community consumes alcohol.

**Guidance for Data Collection:**

- Conduct a comprehensive anonymous survey targeting all students and personnel to gauge alcohol consumption habits.
- The survey should include questions about frequency and quantity of alcohol consumption to better understand drinking behaviors.

**Examples of Evidence Requirements:**

- Provide the survey instrument used, including questions related to alcohol consumption.
- Submit a summary of the survey results, including the number of participants, methodology used for data collection, and detailed analysis.
- Include a description of how the survey ensures anonymity and represents a diverse cross-section of the university population.
- Provide comparative data from previous years if available, to show trends in alcohol consumption.

**Remark:**

- Detail the total population size of students and personnel included in the survey.
- Describe the statistical methods used to analyze the data.
- All provided evidence should be from the most recent academic year to accurately reflect current alcohol consumption rates.

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**ZT 3 Illicit drug use (30 points)**

**ZT 3.1 Comprehensive Measures Against Narcotic Drug Use (30 points)**

Assess the extent and effectiveness of measures implemented at your university to control narcotic drug use. Select the number of measures fully implemented and provide corresponding evidence.

**Achievement level:**

- None: No measures against narcotic drug use are implemented.
- 1 Item: One basic measure to control narcotic drug use is in place.
- 2 Items: Two measures are actively enforced within the university.
- 3 Items: Three comprehensive measures to combat narcotic drug use are implemented.
- 4 Items or More: A robust suite of measures, including both preventive and supportive policies, is fully integrated into the university environment.

**List of Narcotic Drug Control Measures:**

- Prohibition of narcotic drugs use within all university properties.
- Active surveillance and monitoring to detect narcotic drug sale and usage on campus.
- Regular educational campaigns to inform students and staff about the risks and legal consequences of narcotic drug use.
- Counseling and referral services available for individuals seeking help with drug-related issues.
- Any other innovative measures implemented to combat narcotic drug use (please specify).

**Examples of Evidence Requirements:**

- Provide copies of university policies or regulations that detail narcotic drug control measures.
- Submit documentation of enforcement actions, such as surveillance data or incident reports.
- Include materials from educational campaigns, such as brochures, posters, or digital content.
- Provide details of counseling and referral services, including usage statistics and service feedback.
- For any additional measures, describe the initiative and provide evidence of its implementation and effectiveness.

Note: Ensure all provided evidence is recent (within the last academic year) and directly relates to the narcotic drug control measures claimed.

## ZT 4 Gambling (30 points)

### ZT 4.1 Comprehensive Anti-Gambling Measures (30 points)

Evaluate the range and effectiveness of measures implemented at your university to control gambling activities. Select the number of measures fully implemented and provide corresponding evidence.

#### Achievement level:

- None: No measures against gambling are implemented.
- 1 Item: One basic measure to control gambling is in place.
- 2 Items: Two measures are actively enforced within the university.
- 3 Items: Three comprehensive measures to combat gambling are implemented.
- 4 Items or More: A robust suite of measures, including both preventive and supportive policies, is fully integrated into the university environment.

#### List of Anti-Gambling Measures:

- Prohibition of all forms of gambling within university properties.
- Educational programs to inform students and staff about the adverse effects of gambling.
- Active surveillance and monitoring to detect gambling activities on campus.
- Counseling and probation programs available for habitual gamblers.
- Any other innovative measures implemented to prevent gambling (please specify).

#### Examples of Evidence Requirements:

- Provide copies of university policies or regulations that detail anti-gambling measures.
- Submit documentation of enforcement actions, such as surveillance reports or incident logs.
- Include materials from educational campaigns, such as brochures, posters, or digital content.
- Provide details of counseling and probation services, including usage statistics and service feedback.
- For any additional measures, describe the initiative and provide evidence of its implementation and effectiveness.

Note: Ensure all provided evidence is recent (within the last academic year) and directly relates to the anti-gambling measures claimed.

## ZT 5 Violence, bullying and sexual harassment (30 points)

### ZT 5.1 Comprehensive Measures Against Violence, Bullying, and Sexual Harassment (30 points)

Assess the range and effectiveness of measures implemented at your university to prevent and address violence, bullying, and sexual harassment. Select the number of measures fully implemented and provide corresponding evidence.

#### Achievement level:

- None: No measures against violence, bullying, and sexual harassment are implemented.
- 1 Item: One basic measure to address these issues is in place.
- 2 Items: Two measures are actively enforced within the university.
- 3 Items: Three comprehensive measures are implemented.
- 4 Items or More: A robust suite of measures, including both preventive and supportive policies, is fully integrated into the university environment.

### **List of Measures Against Violence, Bullying, and Sexual Harassment:**

- Formal policies that clearly prohibit violence, bullying, and sexual harassment on campus.
- Implementation of educational programs designed to prevent these behaviors and promote a respectful campus environment.
- Surveillance programs to monitor and address incidents of sexual harassment effectively.
- A confidential system for students and staff to report incidents of violence, bullying, and sexual harassment without fear of reprisal.
- Rehabilitation and empowerment programs for individuals affected by violence, bullying, and sexual harassment.
- Any other innovative measures implemented to address these issues (please specify).

### **Examples of Evidence Requirements:**

- Provide copies of policies or regulations that detail the measures against violence, bullying, and sexual harassment.
- Submit documentation of educational and training sessions, including participant lists and feedback.
- Include details of the surveillance and reporting systems, such as how they operate and examples of their use.
- Provide information on support services available to affected individuals, including statistics on usage and feedback on their effectiveness.
- For any additional measures, describe the initiative and provide evidence of its implementation and effectiveness.

Note: Ensure all provided evidence is recent (within the last academic year) and directly relates to the measures claimed.

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## **ZT 6 Road safety violations including helmet use (60 points)**

### **ZT 6.1 Comprehensive Road Safety Measures (20 points)**

Evaluate the range and effectiveness of measures implemented at your university to control road safety violations and enhance road safety. Select the number of measures fully implemented and provide corresponding evidence.

#### **Achievement level:**

- None: No road safety measures are implemented.
- 1 Item: One basic road safety measure is in place.
- 2 Items: Two measures are actively enforced within the university.
- 3 Items: Three comprehensive road safety measures are implemented.
- 4 Items or More: A robust suite of road safety measures, including both preventive policies and emergency management protocols, is fully integrated into the university environment.

### List of Road Safety Measures:

- Strict enforcement of policies prohibiting road safety violations, including mandatory seat belt use in cars and helmet use by motorcyclists within university premises and its vicinity.
- Road safety education programs that inform students and staff about safe driving practices and the importance of adhering to traffic laws.
- Development of a safety environment that minimizes the risk of traffic accidents, such as well-maintained roads, proper signage, and pedestrian zones.
- Comprehensive emergency management protocols that provide clear guidelines and training on handling traffic injuries.
- Any other innovative road safety measures implemented to enhance safety on campus (please specify).

### Examples of Evidence Requirements:

- Provide copies of traffic and road safety policies or regulations that detail the measures against road safety violations.
- Submit documentation of road safety education sessions, including schedules, content outlines, and participant feedback.
- Include details about the safety environment enhancements, such as photos of signage, pedestrian paths, and other safety features.
- Provide information on emergency protocols, including details of training sessions and examples of protocol activation.
- For any additional measures, describe the initiative and provide evidence of its implementation and effectiveness.

Note: Ensure all provided evidence is recent (within the last academic year) and directly relates to the road safety measures claimed.

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### ZT 6.2 Compliance with Helmet Use Among Motorcyclists (20 points)

Estimate the percentage of motorcyclists using helmets within the university premises. Report approximate number of coverage or percentage of helmet use and provide detailed evidence on how data was collected and analyzed.

#### Achievement level:

- <25% of Helmet Use: Less than 25% of motorcyclists on campus wear helmets.
- 25-50% of Helmet Use: Between 25% and 50% of motorcyclists use helmets.
- 51-75% of Helmet Use: Between 51% and 75% of motorcyclists wear helmets.
- 76-99% of Helmet Use: Between 76% and 99% of motorcyclists consistently use helmets.
- 100% of Helmet Use: All motorcyclists on campus wear helmets.

### Guidance for Data Collection:

- Conduct systematic observations at key campus locations where motorcycles are commonly used, such as parking areas, main campus entries, or during peak commuting times.
- The observations should be random and cover different times of day and days of the week to capture a representative sample of helmet usage behaviors.
- Using assistive technologies:
  - Automated Surveillance Systems: Utilize CCTV cameras at strategic points (like main entries, parking lots, and campus exits) to continuously monitor helmet usage. This method reduces manpower requirements and allows for non-intrusive, continuous data collection.
  - Time-Lapse Photography: Set up cameras to take photos at regular intervals during peak hours to count helmet use among motorcyclists. This can help in gathering data across different times without needing constant human supervision.
  - Mobile App Reporting: Develop or use an existing mobile application that allows campus community members to report helmet usage. This could be gamified to encourage participation (e.g., earning points for reporting).

### Examples of Evidence Requirements:

- Provide a detailed methodology of how the helmet use data was collected, including the observation protocol, the number of observations made, and the sampling strategy.
- Submit a summary of the data collected, including the number of motorcyclists observed and the percentage wearing helmets.
- Include any additional surveys or questionnaires used to supplement observation data.

### Remark:

- Detail the total number of motorcyclists estimated within the university.
- Describe any initiatives or policies implemented to encourage helmet use and their impact on the observed compliance rates.
- Ensure all provided evidence is from the most recent academic year to reflect current compliance rates.

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### ZT 6.3 Monitoring Road Accident Incidents Relative to Campus Population (20 points)

Assess and report the prevalence of road accidents relative to the number of staff and students on your university campus over the past year. Provide quantitative data on the ratio of incidents to the campus population and include appropriate evidence to support your claims.

**Formula: Road Accident Incidents = (number of road accidents/GI 5+6) × 100,000 (to provide a rate per 100,000 for standardization)**

**Achievement level:**

- None: No road accidents reported on campus.
- Very Low Rate: Less than 5 road accidents per 100,000 members of the university community.
- Low Rate: 5-10 road accidents per 100,000 members of the university community.
- Moderate Rate: 11-20 road accidents per 100,000 members of the university community.
- High Rate: More than 20 road accidents per 100,000 members of the university community.

**Definition of Road Accidents:**

- Includes any incidents involving motor vehicles, motorcycles, bicycles, and pedestrians within the university premises that resulted in injuries or property damage.

**Examples of Evidence Requirements:**

- **Accident Reports:** Provide official accident reports filed by the university security office or local authorities, detailing the nature, cause, and outcome of each incident.
- **Statistical Analysis:** Submit a comprehensive analysis of the accident data, including rates per 100,000, trends over time (if available), high-risk locations on campus, and times of day when accidents are most frequent.
- **Preventive Measures Taken:** Document any road safety measures or changes implemented during the year in response to reported accidents, such as improved signage, changes in traffic flow, or enhanced lighting.
- **Surveillance Footage or Photos:** Include surveillance footage or photos from accident scenes to provide context and support for the data reported.
- **Feedback from Campus Community:** Collect and include feedback or testimonials from students, staff, and visitors regarding their perceptions of road safety on campus, particularly in relation to the reported accidents.

**Remark:**

- Detail any specific actions taken following accidents to prevent future occurrences.
- Discuss any collaboration with local road safety authorities or organizations to enhance road safety on campus.

**Note:** Ensure all provided evidence is from the most recent academic year and accurately reflects the road safety situation on campus in relation to the size of the university community.

## **HP Health promotion areas**

### **HP 1 Health literacy (40 points)**

#### HP 1.1 Comprehensive Health Literacy Initiatives (20 points)

Evaluate the range and effectiveness of activities implemented at your university to promote health literacy regarding a healthy lifestyle. Select the number of activities fully implemented and provide corresponding evidence.

#### **Achievement level:**

- None: No activities related to health literacy are implemented.
- 1 Item: One basic activity to promote health literacy is in place.
- 2 Items: Two activities are actively conducted within the university.
- 3 Items: Three comprehensive health literacy activities are implemented.
- 4 Items or More: A robust suite of activities, including various communication methods, is fully integrated into university health promotion efforts.

#### **List of Health Literacy Activities:**

- Regular exhibition of boards or posters on health promotion within university premises.
- Regular conduct of health promotion events or provision of health promotion knowledge through printed materials or websites.
- Regular provision of health promotion knowledge through radio, TV, or web-based channels.
- Conduct regular health promotion or lifestyle training programs.
- Any other innovative activities designed to promote health literacy (please specify).

#### **Examples of Evidence Requirements:**

- Provide samples of materials used in exhibitions, including photographs of boards or posters.
- Submit documentation or records of health promotion events, including agendas, participant lists, and feedback.
- Include screenshots or links to online health literacy materials published through university platforms.
- Provide schedules and curriculum details of training programs, along with participant feedback.
- For any additional activities, describe the initiative and provide evidence of its implementation and effectiveness.

**Note:** Ensure all provided evidence is recent (within the last academic year) and directly relates to the health literacy activities claimed.

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## HP 1.2 Effective Assessment and Utilization of KAP on Healthy Lifestyle (20 points)

Evaluate your university's strategy for assessing and utilizing knowledge, attitudes, and practices (KAP) related to healthy lifestyles among students and personnel. Select the option that best describes your approach and provide corresponding evidence.

Achievement level:

- No Assessment of KAP: No surveys or assessments on healthy lifestyle KAP have been conducted.
- Conducted Once in Past 4 Years: A KAP survey was conducted once in the past four years without subsequent use of the results.
- Utilized Results Once in Past 4 Years: A KAP survey was conducted once in the past four years, and the results were used to improve health literacy programs.
- Annual Survey with Utilization: Annual KAP surveys are conducted, with results consistently utilized to enhance health literacy programs.
- Annual Survey with Evidence of Improvement: Annual KAP surveys are conducted, results are utilized for program improvement, and there is documented evidence of enhanced KAP among students and personnel.

### Examples of Evidence Requirements:

- Provide copies of the survey instruments used and data collected.
- Submit a summary of how the survey results have been utilized in program planning and execution.
- For options involving utilization and improvement, include reports or studies that document measurable changes in health literacy, attitudes, or behaviors as a result of the interventions.
- Include testimonials or feedback from participants that reflect the perceived impact of any changes made to health literacy programs.

Note: Ensure all provided evidence is recent (within the last academic year) and directly relates to the effectiveness of the KAP assessment and utilization strategy.

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## HP 2 Mental well-being (40 points)

### HP 2.1 Coverage of Stress Reduction Programs (20 points)

Assess the extent to which stress reduction programs are available within your university's faculties and institutes. Provide the percentage of faculties/institutes that offer these programs and include supporting evidence.

**Formula: Coverage of Stress Reduction Programs = (number of faculties/institutes offering stress reduction programs × 100)/(GI 4)**

**Achievement level:**

- No Stress Reduction Program at All: No faculties or institutes offer any form of stress reduction programs.
- Availability in <25% of Faculties/Institutes: Less than 25% of faculties or institutes have stress reduction programs.
- Availability in 25-50% of Faculties/Institutes: Between 25% and 50% of faculties or institutes offer stress reduction programs.
- Availability in 51-75% of Faculties/Institutes: Between 51% and 75% of faculties or institutes provide these programs.
- Availability in 76-100% of Faculties/Institutes: More than 76% of faculties or institutes have comprehensive stress reduction programs.

**Definition of Stress Reduction Programs:**

- Programs may include, but are not limited to, mindfulness sessions, mental health workshops, counseling services, dedicated relaxation zones, and scheduled de-stress activities.

**Examples of Evidence Requirements:**

- Provide a list or database of faculties/institutes along with details of the stress reduction programs they offer.
- Submit quantitative data on the number of programs, their frequency, and participation rates.
- Include testimonials or feedback from participants to gauge the effectiveness of these programs.

Note: Ensure all provided evidence is recent (from the last academic year) and directly relates to the extent of stress reduction programs offered.

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**HP 2.2 Comprehensive Mental Health Assessment Programs (20 points)**

Evaluate the scope and effectiveness of your university’s mental health assessment programs for students and staff. Select the option that best describes the level of mental health support provided and include appropriate evidence.

**Achievement level:**

- No Mental Health Assessment Program: No formal mental health assessment initiatives are available.
- Availability of Mental Health Program with Experts: Mental health programs are available with experts such as psychologists or psychiatrists based within the university.
- Mental Health Screening and Counseling Services: Comprehensive mental health screening programs are implemented, accompanied by counseling services.
- Surveillance or Vigilant Program for Mental Health, with Assistance Support: An ongoing surveillance or vigilance program is in place to monitor mental health, with immediate assistance and support for those identified as needing help.
- Surveillance or Vigilant Program for Mental Health, with Care and Referral Support: An advanced surveillance or vigilance program monitors mental health, offering extensive care and referral support to specialized services for affected individuals.

### Definition of Programs:

- **\*\*Mental Health Program with Experts\*\***: Programs staffed by qualified mental health professionals offering consultations and ongoing treatment.
- **\*\*Mental Health Screening and Counseling Services\*\***: Regularly scheduled mental health screenings followed by counseling services to address identified issues.
- **\*\*Surveillance or Vigilant Program\*\***: Continuous monitoring of student and staff mental health, with proactive measures to intervene and support individuals at risk.

### Examples of Evidence Requirements:

- Provide documentation detailing the structure and scope of the mental health programs offered.
- Submit data on the number of participants in these programs and the outcomes of such interventions.
- Include testimonials or feedback from program participants and staff to evaluate the impact of the programs.
- For surveillance programs, provide examples of interventions and the follow-up support offered to affected persons.

Note: Ensure all provided evidence is recent (within the last academic year) and directly correlates to the claims about the mental health assessment programs.

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### HP 3 Social interaction (20 points)

#### HP 3.1 Coverage of Student Clubs on Health Promotion (20 points)

Evaluate the extent to which health promotion-related student clubs and social activities are available within your university's faculties and institutes. Provide the percentage of faculties/institutes that offer these activities and include supporting evidence.

**Formula: Coverage of Student Clubs on Health Promotion = (number of faculties/institutes offering health promotion clubs × 100)/(GI 4)**

#### Achievement level:

- No Student Club on Health Promotion: No faculties or institutes offer student clubs or social activities related to health promotion.
- <25% of Faculties/Institutes: Less than 25% of faculties or institutes have student clubs focused on health promotion.
- 25-50% of Faculties/Institutes: Between 25% and 50% of faculties or institutes offer such clubs.
- 51-75% of Faculties/Institutes: Between 51% and 75% of faculties or institutes provide these clubs.
- 76-100% of Faculties/Institutes: More than 76% of faculties or institutes have a robust offering of student clubs and activities related to health promotion.

**Definition of Health Promotion Clubs:**

- Clubs and activities should include, but are not limited to, sports teams, running or cycling clubs, wellness advocacy groups, yoga sessions, and nutritional education groups.

**Examples of Evidence Requirements:**

- Provide a list or database of faculties/institutes along with details of the health promotion clubs they offer.
- Submit quantitative data on membership numbers and the frequency of club meetings or events.
- Include examples of event flyers, meeting minutes, or promotional materials that showcase active engagement in health promotion activities.
- If possible, provide feedback or testimonials from participants to gauge the effectiveness of these activities in promoting health.

Note: Ensure all provided evidence is recent (from the last academic year) and directly relates to the extent of student clubs and social activities focused on health promotion.

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**HP 4 Physical activity and active mobility (60 points)****HP 4.1 Availability and Utilization of Physical Activity Facilities (20 points)**

Evaluate the availability and utilization of facilities designed to promote physical activity at your university. Select the number of facility types implemented and provide corresponding evidence.

**Achievement level:**

- None: No facilities or policies to promote physical activity are implemented.
- 1 Item: One type of facility or policy to promote physical activity is in place.
- 2 Items: Two types of facilities are available and actively used.
- 3 Items: Three types of facilities are accessible to students and staff.
- 4 Items or More: A comprehensive range of physical activity facilities, including specialized and multipurpose areas, is available and widely used.

**List of Physical Activity Facilities:**

- Policies and organization of special health-promoting exercise events.
- Accessibility to outdoor exercise platforms within the campus.
- Accessibility to indoor exercise spaces such as fitness centers.
- Accessibility to multiple specialized facilities, including bicycle tracks, swimming pools, soccer fields, basketball or volleyball courts, etc.
- Any other innovative physical activity facilities or policies (please specify).

### Examples of Evidence Requirements:

- Provide policy documents that outline initiatives to promote physical activity.
- Submit photographs or maps showing the availability of the mentioned facilities.
- Include usage statistics or booking records that demonstrate active utilization of these facilities.
- Provide testimonials or feedback from users to assess the impact of these facilities on promoting physical health.

Note: Ensure all provided evidence is recent (within the last academic year) and directly relates to the facilities and policies claimed.

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### HP 4.2 Availability of Sport or Physical Activity Events (20 points)

Assess the extent to which sport or physical activity events are provided across your university's faculties and institutes over the past year. Report the percentage of faculties/institutes that hosted these events and provide supporting evidence.

**Formula: Availability of Sport or Physical Activity Events = (number of faculties/institutes hosting sports or physical activity events × 100)/(GI 4)**

#### Achievement level:

- No Sport or Physical Activity Events at All: No faculties or institutes hosted any sport or physical activity events.
- <25% of Faculties/Institutes: Less than 25% of faculties or institutes hosted sport or physical activity events.
- 25-50% of Faculties/Institutes: Between 25% and 50% of faculties or institutes hosted these events.
- 51-75% of Faculties/Institutes: Between 51% and 75% of faculties or institutes hosted sport or physical activity events.
- 76-100% of Faculties/Institutes: More than 76% of faculties or institutes regularly hosted sport or physical activity events.

#### Definition of Sport or Physical Activity Events:

- Includes any organized sports competitions, regular sports meet, fitness challenges, inter-faculty games, and other structured physical activities intended to engage students and staff.

### Examples of Evidence Requirements:

- Provide a list or database of all sport and physical activity events held across faculties/institutes, including dates and types of events.
- Submit attendance records or participation rates to demonstrate engagement.
- Include promotional materials or event summaries that highlight the scope and frequency of these activities.
- Provide feedback or testimonials from participants to gauge the impact of these events on promoting physical health.

Note: Ensure all provided evidence is recent (from the last academic year) and directly relates to the extent of sport or physical activity events offered.

#### HP 4.3 Promotion of Sleep and Mindfulness Programs (20 points)

Evaluate the availability and participation in programs designed to promote better sleep and mindfulness among staff at your university. Provide the percentage of faculties/institutes that actively offer these programs and include appropriate evidence.

**Formula: Promotion of Sleep and Mindfulness Programs = (number of faculties/institutes offering sleep and mindfulness programs × 100)/(GI 4)**

#### **Achievement level:**

- None: No faculties/institutes offers programs related to sleep or mindfulness.
- <25% of Faculties/Institutes: Less than 25% of Faculties/Institutes offer sleep and mindfulness programs.
- 25-50% of Faculties/Institutes: Between 25% and 50% of Faculties/Institutes provide these programs.
- 51-75% of Faculties/Institutes: Between 51% and 75% of Faculties/Institutes actively offer sleep and mindfulness programs.
- 76-100% of Faculties/Institutes: More than 76% of Faculties/Institutes have comprehensive sleep and mindfulness programs.

#### **Definition of Sleep and Mindfulness Programs:**

- Programs should include but are not limited to workshops on sleep hygiene, sessions on mindfulness techniques, stress reduction workshops, meditation sessions, and yoga classes specifically focused on promoting relaxation and mental health.

#### **Examples of Evidence Requirements:**

- Program Listings and Descriptions: Provide a comprehensive list of programs related to sleep and mindfulness offered by various Faculties/Institutes, including descriptions and goals.
- Participation Data: Submit enrollment or attendance data for these programs to demonstrate their reach and engagement.
- Program Materials: Include samples of educational materials or session outlines provided during these programs.
- Feedback and Impact Assessments: Provide feedback or testimonials from participants, as well as any available impact assessments that evaluate the effectiveness of the programs in improving sleep quality and mental well-being.

Note: Ensure all provided evidence is from the current or most recent academic year and accurately reflects the implementation and impact of sleep and mindfulness programs.

## **HP 5 Healthy diet and balanced nutrition (40 points)**

### **HP 5.1 Comprehensive Healthy Diet Programs (20 points)**

Evaluate the range and effectiveness of policies and activities implemented at your university to promote a healthy diet. Select the number of initiatives fully implemented and provide corresponding evidence.

#### **Achievement level:**

- None: No policies or activities related to promoting a healthy diet are implemented.
- 1 Item: One basic policy or activity is in place.
- 2 Items: Two initiatives are actively enforced or conducted within the university.
- 3 Items: Three comprehensive healthy diet initiatives are implemented.
- 4 Items or More: A robust suite of healthy diet policies and activities, including educational and practical applications, is fully integrated into the university environment.

#### **List of Healthy Diet Initiatives:**

- Policy on promoting a healthy diet within the university.
- Regular educational programs aimed at informing students and personnel about nutritional guidelines and healthy eating habits.
- Arrangement of marketplaces within or near the university to ensure the availability of healthy food options.
- Organization of demonstration programs that show the production of healthy food and vegetables either on campus or in the local community.
- Any other innovative initiatives designed to promote a healthy diet (please specify).

#### **Examples of Evidence Requirements:**

- Provide copies of any formal policies that outline measures for promoting a healthy diet.
- Submit schedules, curricula, or content from educational programs focused on nutrition.
- Include details or photographs of marketplaces or demonstration programs, along with participant feedback.
- For any additional initiatives, describe the program and provide evidence of its implementation and effectiveness.

Note: Ensure all provided evidence is recent (within the last academic year) and directly relates to the healthy diet initiatives claimed

## HP 5.2 Implementation of Healthy Canteen Initiatives (20 points)

Evaluate the coverage and effectiveness of healthy canteen policies and practices across your university's faculties and institutes. Select the option that best describes the extent of healthy food promotion and provide corresponding evidence.

### Achievement level:

- No Healthy Canteen Policy: No specific policies or practices promoting healthy food options in canteens.
- Training on Healthy Food Programs for Food Sellers: Training programs are provided for food sellers in faculties/institutes to promote the preparation and sale of healthy food.
- Promote Healthy Food in Some Faculties/Institutes: Healthy food options are actively promoted in canteens and food outlets of some, but not all, faculties/institutes.
- Promote Healthy Food in All Faculties/Institutes: All canteens and food outlets across the university promote healthy food options.
- Regular Surveillance of Unhealthy Food: Ongoing monitoring and restriction of unhealthy food in canteens, food outlets, and the surrounding vicinity of the university.

### Examples of Evidence Requirements:

- For No Policy: Confirmatory statement from the university's administration.
- For Training Programs: Provide details of the training sessions, including schedules, content outlines, and participation logs.
- For Promotion in Some/All Faculties: Submit promotional materials, policy documents, and examples of healthy food offerings in canteens.
- For Regular Surveillance: Provide documentation of surveillance activities, including guidelines, reports of findings, and actions taken following the surveillance.

Note: Ensure all provided evidence is recent (within the last academic year) and directly relates to the claims about healthy canteen initiatives.

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## HP 6 Safe sexual behavior (30 points)

### HP 6.1 Availability of Sex Education Programs (15 points)

Evaluate the extent to which sex education programs are offered across your university's faculties and institutes. Provide the percentage of faculties/institutes that offer these educational sessions and include supporting evidence.

**Formula: Availability of Sex Education Programs = (number of faculties/institutes offering sex education programs × 100)/(GI 4)**



**Definition of Sex Education Programs:**

- Programs should include, but are not limited to, topics on safe sexual behaviors, sexual health, contraception, sexually transmitted infections (STIs), and reproductive health.

**Examples of Evidence Requirements:**

- Provide a list or database of faculties/institutes along with details of the sex education programs they offer.
- Submit quantitative data on the number of programs, their frequency, and participation rates.
- Include examples of curricula, teaching materials, or promotional materials used for these programs.
- If available, provide feedback or testimonials from participants to assess the impact and relevance of the programs.

Note: Ensure all provided evidence is recent (from the last academic year) and directly relates to the extent of sex education programs offered.

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**HP 6.2 Comprehensive Safer Sex Programs (15 points)**

Evaluate the range and effectiveness of safer sex programs implemented at your university. Select the number of activities fully implemented and provide corresponding evidence.

**Achievement level:**

- None: No safer sex programs are implemented.
- 1 Item: One basic program or activity promoting safer sex is in place.
- 2 Items: Two programs or activities are actively conducted within the university.
- 3 Items: Three comprehensive safer sex initiatives are implemented.
- 4 Items or More: A robust suite of safer sex programs, covering various aspects of sexual health, is fully integrated into the university environment.

**List of Safer Sex Activities:**

- Availability of counseling programs focused on safer sex behaviors.
- Surveillance program to monitor and address sexual risk behaviors.
- Campaigns aimed at preventing sexual risk behaviors among students and staff.
- Availability of safer sex commodities, such as condoms and information leaflets, within the university.
- Any other innovative measures implemented to promote safer sex (please specify).

**Examples of Evidence Requirements:**

- Provide policy documents or descriptions of each safer sex program.
- Submit examples of materials used in campaigns, reports from surveillance programs, and details of counseling sessions.
- Include distribution records or usage statistics for safer sex commodities provided on campus.
- For any additional measures, describe the initiative and provide evidence of its implementation and effectiveness.

Note: Ensure all provided evidence is recent (within the last academic year) and directly relates to the safer sex programs claimed.

## **HP 7 Work life balance (integration) and healthy ageing (30 points)**

### **HP 7.1 Coverage of Work-Life Balance Programs (15 points)**

Evaluate the extent to which work-life balance programs are offered across your university's faculties and institutes. Provide the percentage of faculties/institutes that offer these programs and include supporting evidence.

**Formula: Coverage of Work-Life Balance Programs = (number of faculties/institutes offering work-life balance programs × 100)/(GI 4)**

#### **Achievement level:**

- No Program Related to Work-Life Balance: No faculties or institutes offer any form of work-life balance programs.
- <25% of Faculties/Institutes: Less than 25% of faculties or institutes provide work-life balance programs.
- 25-50% of Faculties/Institutes: Between 25% and 50% of faculties or institutes offer work-life balance programs.
- 51-75% of Faculties/Institutes: Between 51% and 75% of faculties or institutes have work-life balance programs.
- >75% of Faculties/Institutes: More than 75% of faculties or institutes provide comprehensive work-life balance programs.

#### **Definition of Work-Life Balance Programs:**

- Programs should include, but are not limited to, initiatives such as flexible working arrangements, mental health support services, parenting and family care support, fitness and relaxation activities, and educational workshops focused on stress management and healthy living.

#### **Examples of Evidence Requirements:**

- Provide a list or database of faculties/institutes along with details of the work-life balance programs they offer.
- Submit quantitative data on the number of programs, their frequency, and participation rates.
- Include examples of program materials, schedules, or promotional materials used for these programs.
- If available, provide feedback or testimonials from participants to assess the impact and effectiveness of the programs.

**Note:** Ensure all provided evidence is recent (from the last academic year) and directly relates to the extent of work-life balance programs offered.

## HP 7.2 Comprehensive Healthy Ageing Programs (15 points)

Evaluate the range and effectiveness of programs implemented at your university to promote healthy and active ageing. Select the number of activities fully implemented and provide corresponding evidence.

### Achievement level:

- None: No healthy ageing programs are implemented.
- 1 Item: One basic program addressing healthy ageing is in place.
- 2 Items: Two programs are actively conducted within the university or community.
- 3 Items: Three comprehensive healthy ageing initiatives are implemented.
- 4 Items or More: A robust suite of programs, covering various aspects of ageing, is fully integrated into the university and its surrounding community.

### List of Healthy Ageing Activities:

- Awareness programs on healthy and active ageing targeted at university personnel and possibly the community.
- Ageing skill programs designed to equip pre-ageing personnel with necessary skills for later life.
- Employment programs that provide job opportunities specifically for ageing individuals.
- Empowering programs aimed at enhancing the capabilities and wellbeing of the ageing population in the surrounding community.
- Any other innovative measures implemented to support healthy ageing (please specify).

### Examples of Evidence Requirements:

- Provide policy documents or descriptions of each ageing program.
- Submit examples of materials used in awareness or skill programs, including participant lists and feedback.
- Include details of job provision programs, such as roles created and placement success rates.
- Provide information on empowerment programs, including community outreach efforts and their impact.
- For any additional measures, describe the initiative and provide evidence of its implementation and effectiveness.

Note: Ensure all provided evidence is recent (within the last academic year) and directly relates to the healthy ageing programs claimed

# References

1. QS Stars University Ratings. Available at <https://www.topuniversities.com/qs-stars>
2. Universitas Indonesia. Guideline UI GreenMetric World University Rankings 2021. Available at <https://greenmetric.ui.ac.id/>
3. ASEAN University Network-Health Promotion Network (AUN-HPN). AUN Healthy University Framework 2017. Available at <http://www.aunsec.org/pdf/publication/Healthy%20University%20Framework%20Final.pdf>
4. National Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control and Prevention. CDC Worksite Health Scorecard Manual 2014. Available at [https://www.cdc.gov/dhdsp/pubs/docs/hsc\\_manual.pdf](https://www.cdc.gov/dhdsp/pubs/docs/hsc_manual.pdf)
5. World Health Organization. WHO Healthy Workplace Framework and Model: Background and Supporting Literature and Practices. Available at [https://www.who.int/occupational\\_health/healthy\\_workplace\\_framework.pdf](https://www.who.int/occupational_health/healthy_workplace_framework.pdf)

## Appendix 1

### Resolution on the Adoption of Healthy University Rating System (HURS)

at the 6th AUN HPN International Advisory Committee Meeting

Report of the 6th AUN HPN International Advisory Committee Meeting 5th

November 2020 ASEAN Institute for Health Development, Mahidol University

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#### Agenda 6.3: Development of Healthy University Rating System (HURS)

Prof. Dr. Chatchalerm Isarankura-Na-Ayudhya, Chairman of Committee on HURS Development presented the Development of Healthy University Rating System (HURS) using the conceptual framework of HURS system criteria of evaluation set by consensus of the members in the capacity building workshop in 2019. It has combined ideas from QS star rating system and scoring system. Proposed score and point calculation were based on five-point Likert rating scale system and the total score is 1000 points for all 22 areas. The rationale of how to assess universities on different backgrounds and not only to compete, similar to the rating of quality of hotels, the QS star rating system combined with Universitas Indonesia's Green Metric was proposed to create a methodology of HURS. He reported that in the initial trial, the members would participate in online submission of data during January – February 2021. Proposal for submission of evidence of activity and verification would be conducted from March to April 2021.

The Meeting agreed that the HURS invitation letters will be drafted and sent to AUN-HPN member universities in order to invite them to participate in the HURS trial. Members are requested to participate in the process. Eventually, the final version of HURS will be proposed for endorsement in a Rector's meeting in the near future; and will be followed by promotion activities for all universities in ASEAN and beyond.

The meeting adopted the development of the Healthy University Rating System (HURS).

## Appendix 2

### AUN's Adoption of Healthy University Rating System (HURS)

#### Report of the 12th ASEAN University Network Rectors' Meeting 9th July 2021

Hosted online (Zoom) by  
the ASEAN University Network Secretariat and Universitas Gadjah Mada (UGM)

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#### **Agenda Item 5.2: Healthy University Rating System (HURS) developed by AUN-Health Promotion Network (AUN-HPN)**

Prof. Dr. Chatchalerm Isarankura-Na-Ayudhya, Dean of the Faculty of Medical Technology, Mahidol University and Chairman of the working group for HURS Development and Assoc. Prof. Dr. Phudit Tejavaddhana, Director of ASEAN Institute for Health Development, Mahidol University and Executive Director of AUN-HPN presented the progress of development of Healthy University Rating System (HURS) using the AUN Healthy University Framework which was adopted by the AUN during the 9th AUN Rector's Meeting in July 2017. He requested the rectors' meeting to consider the following:

1. To endorse HURS as a tool of the AUN system to monitor the progress and the achievement of the Healthy University Framework implementation;
2. To provide recommendations and assistance for further improvement of the tool;
3. To engage in the utilization of the tool, both during the testing period and the regular use in the future (as a tool for promote health in the university);
4. To advocate the wider use of HURS in other higher educational institutions.

The Meeting acknowledged the official launch of the Healthy University Rating System (HURS) to be conducted in August 2021 and encouraged all AUN members to support it on a voluntary basis.

The Meeting adopted the Healthy University Rating System (HURS).

## Appendix 3

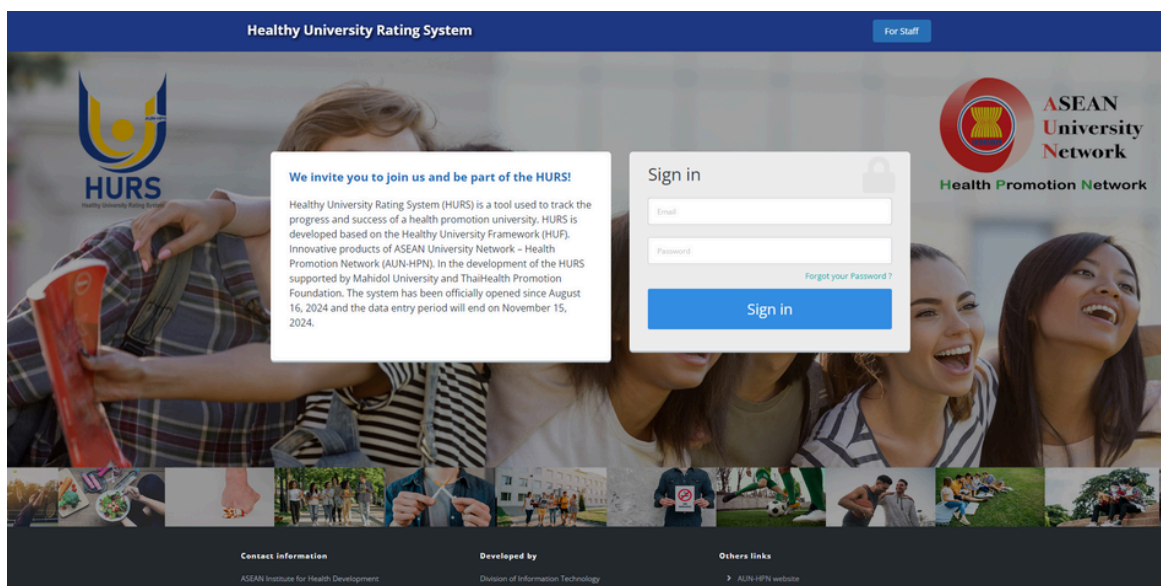
### List of the Committee on HURS Development

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1. <b>Prof. Banchong Mahaisavariya, M.D.</b> President of Mahidol University	Advisor
2. <b>Dr. Choltis Dhirathiti</b> AUN Executive Director	Advisor
3. <b>Assoc. Prof. Nopraenu Sajjarax Dhirathiti, Ph.D.</b> Vice President for International Relations and Corporate Communication, Mahidol University	Advisor
4. <b>Prof. Dr. Chartchalerm Isarankura-Na-Ayudhya</b> Dean, Faculty of Graduate Studies, Mahidol University	Chair
5. <b>Assoc. Prof. Dr.Chuthamane Suthisisang</b> Acting for Director of ASEAN Institute for Health Development, Mahidol University and AUN-HPN Executive Director	Deputy Chair
6. <b>Asst. Prof. Dr. Thatchavee Leelawat</b> Vice President for Information Technology and Kanchanaburi Campus, Mahidol University	Committee
7. <b>Dr. Wiwat Rojanapithayakorn</b> Advisor of the AUN-HPN Steering Committee	Committee
8. <b>Mr. Teerapan Vimolsarawong</b> Director of Division of IT, Mahidol University	Committee
9. <b>Asst. Prof. Dr. Viji Kasemsup, M.D.</b> Director of Tobacco Control Research and Knowledge Management Center, (TRC.) Instructor, Faculty of Medicine Ramathibodi Hospital	Committee
10. <b>Assoc. Prof. Dr. Thunwadee Suksaroj</b> Deputy Executive Director of AUN-HPN, Mahidol University	Committee
11. <b>Asst. Prof. Dr. Supaporn Songpracha</b> Deputy Executive Director of AUN-HPN, Mahidol University	Committee
12. <b>Ms. Somsook Nakawattanakul</b> Head, IT Development and Administration, Division of IT, Mahidol University	Committee
13. <b>Ms. Wongsuwan Kankaew</b> System Analyst, Division of IT, Mahidol University	Committee
14. <b>Mrs. Thiprada Kongtapan</b> Educator, ASEAN Institute for Health Development, Mahidol University	Secretary
15. <b>Ms. Jariya Sriklad</b> Researcher, ASEAN Institute for Health Development, Mahidol University	Assistant Secretary
16. <b>Ms.Kamonchat Jantarat</b> General Administration Officer, ASEAN Institute for Health Development, Mahidol University	Assistant Secretary

## Healthy University Rating System website is now available!

We are pleased to announce the launch of our joint work - HURS website which is used as the online tool to track the progress and success of a healthy promotion university! AUN-HPN members now can access HURS by just a simple “sign in” on the homepage.



HURS website is accessible at: <https://hurs.mahidol.ac.th/>. QR code is also available:



Your feedback is important to us as we hope to develop a mutual platform that is valuable to all of our members. Please send any questions, comments, and suggestion to AUN-HPN email's address: [aunhpn@mahidol.ac.th](mailto:aunhpn@mahidol.ac.th)

We look forward to welcoming you in the website!



HURS 2024

HURS

# Healthy University Rating System

## (HURS)

### Version 2024

## **AUN-HPN Secretariat Office**

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