Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	9) Replacing small water tanks with bigger tanks.	PFRM	Advisory Board, PPPDMO	5	5	5			2.2.3.9. At the end of year 5, 15 small water tanks have been replaced with bigger tanks.	
	10) Installing solar street lights.	PFRM	Advisory Board, PPPDMO	30 College	20 Grade School and Junior HS				2.2.3.10. At the end of year 5, 50 solar lamps have been installed to replace electric-powered campus lights.	
	11) Installing additional rooftop photovoltaic solar panels.	PFRM	Advisory Board, PPPDMO				219 kwp.		2.2.3.11. At the end of year 5, additional 219kWp solar panels have been installed in the college campus.	
	12) Renovating the Junior High School main entrance and façade.	PFRM	Advisory Board, PPPDMO			100%			2.2.3.12. At the end of year 5, the Junior High School façade and main gate entrance has been completed.	
	13) Furnishing the incubation facility at the Technology Transfer and Business Development Office.	PFRM	Advisory Board, PPPDMO TTBDO	100%					2.2.3.13. At the end of year 5, the incubation facility has been renovated and fully furnished.	
	14) Installing a giant image of	PFRM	Advisory Board, PPPDMO	100%					2.2.3.14. At the end of year 5, a giant image of the Patron Saint.	

SAINT MARY'S UNIVERSITY
STRATEGIC PLAN 2021-2026

Inspired by Mission
Driven by Excellence

Goal 1: Fortified Catholic Identity and CICM Mission

Fortified Catholic Identity refers to the strengthened and permeating commitment of Saint Mary's University's Christian Formation Program centered on the Risen Christ and inspired by Mother Mary in bolstering a holistic "school for the human person" (CCE, 1997, #9) and in promoting a nurturing relationship with God, self, others, community and creation through Faith Formation, Faith Celebration, Faith Response, and Faith Community.

Invigorated CICM Mission is the distinctive character of SMU as a CICM educational institution. It points to the zealous commitment and dedication to proclaim Christ and to foster the missionary consciousness through joyful and prophetic witnessing, both *ad intra* and *ad extra*, with a pioneering spirit (CICM-RP Missionary Project) in carrying the responsibility to reach out to the marginalized and to discover with them the impact of the Gospel on social reality, on justice and on solidarity.

Strategic Objective 1.1: The university manifests holistic development of employees and students.

Areas: Christian and Marian Formation (CMF)
Administration (Admin)
Physical and Financial Resources Management (PFRM)

Strategic Outcomes	Strategic Programs / Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
1.1.1. Meaningful Christian formation celebrations are ensured.	**Christian Formation Program** 1) Faith Celebration a. Meaningful Liturgical Celebrations	CMF	• CCF • All units	1	1	1	1	1	1.1.1.1. By the end of year 5, employees shall have participated in at least five recollections.	
	b. Recollections	CMF	• CCF • All units	2	2	2	2	2	1.1.1.2. By the end of year 5, students should have attended at least 15 recollections.	
	2) Faith Formation (Relevant Religious Education) a. Creating learning resources	CMF	• CCF	8					1.1.1.3. By the end of year 5, eight (CFE101, 102, 103, 104, 105a,105b, 106a, 106b) learning resources for Christian Faith Education shall have been crafted.	
	b. Evaluating & updating of Christian Faith Education learning (CFE) resources	CMF	• CCF		8	8	8	8	1.1.1.4. By the end of year 5, eight learning resources for Christian Faith Education shall have been evaluated and updated.	

Strategic Outcomes	Strategic Programs / Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	c. Interreligious dialogue / interfaith dialogue	CMF	• CCF • All units	1	1	1	1	1	1.1.1.5. By the end of year 5, five interreligious/interfaith dialogues shall have been conducted.	
	3) Faith Response (Vocation and Mission Animation)	CMF	• CCF	1	1	1	1	1	1.1.1.6. By the end of year 5, five vocation-mission animation shall have been conducted.	
	4) Faith Community (Animating the Community)	CMF	• CCF • LMCDAC • NSTP • DSAS • All units	80%	80%	80%	80%	80%	1.1.1.7. By the end of year 5, 80% of students and employees shall have attended five Ethnicity Week Celebrations.	
1.1.2. The Marian virtues and CICM Leadership attributes are practiced by administrators	**Executive Development Program** 1) Marian virtues and CICM Leadership seminars for: a. present administrative appointees; and	Admin	• VPA • HRDO • VPMI	100%	100%				1.1.2.1. By the end of the year 2, 100% administrators shall have attended Executive Development Seminars.	
	b. new appointees for each academic year.	Admin	• VPA • HRDO • VPMI	100%	100%	100%	100%	100%	1.1.2.2. By the end of year 5, 100 % of the new academic and administrative appointees shall have attended Executive Development Seminars.	
	2) Intensifying orientation of the CICM advocacies and Corporate Social Responsibility to: a. present administrative appointees; and	Admin	• VPA • HRDO • VPMI	100%	100%				1.1.2.3. By the end of the year 2, 100% administrators shall have attended three CICM advocacy seminars.	
	b. new appointees for each academic year.	Admin	• VPA • HRDO • VPMI	100%	100%	100%	100%	100%	1.1.2.4. By the end of year 5, 100 % of the new academic and administrative appointees shall have attended three CICM advocacies seminars.	

Strategic Outcomes	Strategic Programs / Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
1.1.3. Fair treatment of different genders is practiced by employees	**SMU Integral Growth & Lifestyle Advocacy (SIGLA) Program** 1) Gender and Development Program (GAD)	Admin	• VPA • HRDO • All units	1	1	1	1	1	1.1.3.1. By the end of year 5, all employees shall have attended five GAD trainings.	
	2) Basic Salary Increase Project	PFRM	• Advisory Board • Chief Accountant		3%			3%	1.1.3.2. By the end of year 5, basic salaries shall have been upgraded by at least 6%.	
1.1.4. Students in financial need are assisted through scholarships and grants	**Scholarship Program** 1) Internal scholarships, grants, and discounts a. service grants	CMF	• VPMI			3% of total population as recipients	4% of total population as recipients	5% of total population as recipients	1.1.4.1. By the end of year 5, the service grants shall have been restored to 5% of the population.	
	b. socialized tuition fee discounts	CMF	• VPMI	10 Additional slots	10 Additional slots	10 Additional slots	10 Additional slots	10 Additional slots	1.1.4.2. By the end of year 5, the number of recipients for the socialized tuition fee program shall have increased by 50% (10% increase per year).	
	2) External Scholarships a. government b. private scholarships	CMF	• VPMI	42% of total population as recipients	44% of total population as recipients	46% of total population as recipients	48% of total population as recipients	50% of total population as recipients	1.1.4.3. By the end of year 5, recipients of external scholarships shall have reached a level of 50% of the total population.	
	3) Student Loan Program	CMF	• VPMI	100 Recipients of loan funds	100 Recipients of loan funds	100 Recipients of loan funds	100 Recipients of loan funds	100 Recipients of loan funds	1.1.4.4. By the end of year 5, 500 students shall have been granted loans from the Student Loan Fund and permits to take the examination.	

Goal 2: Intensified SMU's culture of academic excellence

A culture of academic excellence is a way of life, an enabling environment, characterized by continuous efforts for exceptional performance in processes and conditions that ensure integral/holistic transformation among learners, employees, alumni and other stakeholders through the systematic conduct of physical and ICT infrastructure development, curriculum re-engineering, instructional innovations, management and students' services.

Strategic Objective 2.1: The university manifests academic excellence and prestige.

Areas: Curriculum Development and Instruction
Administration
Physical and Financial Resources Management
Educational Support Services
Research and Community Development
Linkages

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
2.1.1. Excellent instruction is ensured.	**Faculty Development Program** 1) Faculty Development Program Monitoring Project	CDI	• VPAA • Academic Deans • Principals • HRDO	50% 15%	55% 20%	60% 25%	65% 30%	70% 35%	2.1.1.1 By the end of year 5, at least 70 percent of faculty members in all levels shall have obtained master's degrees. 2.1.1.2 By the end of year 5, at least 35 percent of higher education faculty members shall have obtained doctorate degrees.	
	2) Faculty industry immersions	CDI	• VPAA • HRDO • Academic Deans • Principals • Faculty	30%	35%	40%	45%	50%	2.1.1.3. By the end of year 5, at least 50% of the faculty shall have undergone industry immersion/experience.	
	3) Leadership and membership of faculty in professional organizations	CDI	• VPAA • HRDO • Academic Deans • Principals • Faculty	60%	70%	80%	90%	100%	2.1.1.4. By the end of year 5, 100% academic personnel shall have active memberships in professional organizations and 10% shall have leadership positions.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	Employee Performance Management Program 1) Refining, reviewing, and digitizing performance tools	Admin	• HRDO • VPA • Academic Deans • Principals	100%	100%	100%	100%	100%	2.1.1.5. By the end of year 5, all performance tools shall have been reviewed, refined, and digitalized.	
	2) Managing employee performance	Admin	• HRDO • VPAA • Academic Deans • Principals	100%	100%	100%	100%	100%	2.1.1.6. By the end of year 5, 100% of the units shall have undergone five performance reviews.	
	3) Awarding of professorial chair grant	Admin	• VPA • PSRTC		1	1	1	1	2.1.1.7. By the end of year 5, four employees shall have been awarded with a Professorial Chair grant.	
	Curricular Re-engineering for Learning Integral Development Program	CDI	• VPAA • Academic Deans • Principals	50%	70%	80%	90%	100%	2.1.1.8. By the end of year 5, 100% of curriculum shall have been reviewed and refined.	
	1) Offering new course programs	CDI	• VPAA • Academic Deans • Principals • University Registrar • CICT		1	1	2	2	2.1.1.9. By the end of year 5, at least one new course program or track/strand shall have been offered in each of the Schools (under-graduate and graduate, senior high school).	
	2) Offering continuing professional development (CPD)	CDI	• VPAA • Academic Deans • Principals • University Registrar • CICT	1	2	2	2	2	2.1.1.10. By the end of year 5, each school/college shall have offered a CPD program and sustained over the succeeding years.	
	3) Offering full online course packages	CDI	• VPAA • Academic Deans • Principals	20%	40%	60%	80%	100%	2.1.1.11. By the end of year 5, all purely lecture curricular programs shall have been packaged as fully online courses.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
			• University Registrar • CICT							
	4) Integrating the revitalized indigenous peoples and peace education in all courses	CDI	• VPAA • Academic Deans • Principals • CICT	20%	40%	60%	80%	100%	2.1.1.12. By the end of year 5, indigenous peoples and peace education shall have been integrated in all courses (basic and higher education).	
	5) Conducting homeroom guidance	CDI	• VPAA • Academic Deans • Principals • Homeroom Guidance Coordinator	3 redesigned	3 implemented	3 implemented	3 implemented	3 evaluated	2.1.1.13. By the end of year 5, homeroom guidance in the basic education level shall have been redesigned, implemented and evaluated.	
	6) Sustaining the Student Study Group Program (SSGP)	CDI	• VPAA • Academic Deans • SSGP Advisers	50%	60%	75%	85%	95%	2.1.1.14. By the end of year 5, 95% students shall have been active members of study support groups either as organizers or beneficiaries.	
	7) Delivering the MARIAN CARES Program a. Christian Faith b. Appreciation and Affection c. Risk Reduction d. Enhancement of Skills e. Social Responsibility	CDI	• VPAA • Principals • MARIAN CARES Coordinator	20%	40%	60%	80%	100%	2.1.1.15. By the end of year 5, all the components of the Marian CARES program shall have been evaluated and improved.	
	8) Providing the Curricular and Support Program for Learners with Special Education Needs	CDI CDI	• VPAA • Academic Deans • Principals		1 implemented in grade school	1 evaluated	1 improved	1 further improved	2.1.1.16. By the end of year 5, a basic education curricular program for learners with special education needs and special groups shall have been implemented, evaluated and improved.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	(LSENs) and for Special Groups		• Guidance and Testing Office	1 implemented	1 evaluated and improved	1 evaluated and improved	1 evaluated and improved	1 evaluated and improved	2.1.1.17. By the end of year 5, a support program for learners with special education needs and special groups shall have been implemented, evaluated, and improved.	
	9) Matching of curriculum and industry needs (Employability Research including tracer studies; Employer Satisfaction Surveys)	CDI	• VPAA • Academic Deans • URC	1	1	1	1	1	2.1.1.18. By the end of year 5, five employability research and 5 employer satisfaction surveys shall have been conducted.	
	10) Increasing passing rates per program	CDI	• VPAA • Academic Deans	10%	10%	10%	10%	10%	2.1.1.19. By the end of year 5, board exam performances shall have been above by at least 10% of the national passing rates.	
	11) Analyzing board exam performances	CDI	• VPAA • Academic Deans	1	1	1	1	1	2.1.1.20. By the end of year 5, five board performance analyses shall have been conducted per board program.	
	12) Offering new short-term courses	CDI	• VPAA • Academic Deans		1	1	1	2	2.1.1.21. By the end of year 5, at least 5 new short-term courses shall have been designed and operationalized.	
	Instructional Development Program (Strategies for Instruction and Assessment of Flexible and Blended Learning)	CDI	• VPAA • VPA • Academic Deans • Principals	80%	85%	90%	95%	100%	2.1.1.22. By the end of year 5, all faculty members shall have been trained in innovative strategies for teaching and assessing in flexible and blended learning.	
	Quality Assurance Programs	CDI								
	1) Institutional Accreditations	CDI	• IDQAO • All units						2.1.1.24. By the end of year 3, SMU shall have attained an autonomous status.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	a. Launching of the ISO Quality Management System (QMS)	CDI	• IDQAO • All Units	QMS launched					2.1.1.23. By the end of year 5, ISA and ISO shall have been awarded to SMU and maintained.	
	b. Applying for ISO certification	CDI	• IDQAO • All Units		ISA certified					
	c. Applying for ISA certification	CDI	• IDQAO • All Units		ISO certified					
	2) Program Accreditations	CDI	• IDQAO • VPAA • Academic Deans • Principals	100% re-accredited	100% re-accredited	100% re-accredited	100% re-accredited	100% re-accredited; at least one new acrredited per school	2.1.1.24. By the end of year 5, all accredited programs shall have been re-accredited and at least one accreditable curricular program in each school shall have been accredited.	
	3) Certifications	CDI	• VPAA • Academic Deans • ETVAO	100% re-certified	100% re-certified	100% re-certified	100% re-certified	100% re-certified; one new equivalency; one new qualification	2.1.1.25. By the end of year 5, all equivalency and TESDA training and assessment programs shall have been re-certified and new equivalency and qualifications shall have been offered.	
	4) Centers of Development/Excellence	CDI	• IDQAO • VPAA • Academic Deans	100% renewed	100% renewed	100% renewed	100% renewed	100% renewed; one new	2.1.1.26. By the end of year 5, COE and CODs shall have been renewed and new ones shall have been awarded to SMU.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
								COE, one new COD		
	Academic Linkages Program (local & international)	CDI								
	1) Internship/ OJT/ Practicum a. new linkages	CDI	• VPAA • Academic deans			2 new	2 new	2 new	2.1.1.27. By the end of year 5, each school shall have sent interns to at least six new industry partners.	
	2) Student Exchange	CDI	• VPAA • Academic deans		1	2	2	2	2.1.1.28. By the end of year 5, each school shall have sent at least eight students for student exchange projects.	
	3) Faculty Exchange	CDI	• VPAA • Academic deans		1	2	2	3	2.1.1.29. By the end of year 5, each school shall have engaged in at least nine faculty exchange projects.	
	4) Twinning programs	CDI	• VPAA • Academic deans		1	1	1	2	2.1.1.30. By the end of year 5, at least five twinning programs shall have been designed and operationalized.	
	5) Cultural exchanges/ immersion	CDI	• VPAA • Academic Deans • DSAS		1	1	1	1	2.1.1.31. By the end of year 5, at least five cultural immersion activities shall have been conducted.	
	Staff Development Program 1) ICT trainings for staff 2) Public relations/Personality enhancement trainings for staff	Admin	• VPA • HRDO • Heads of offices	100%	100%	100%	100%	100%	2.1.1.33. By the end of year 5, 100% of staff shall have attended at least 10 trainings/seminars.	
	3) Membership of staff in professional organizations	Admin	• VPA • HRDO • Heads of offices	5%	10%	15%	20%	30%	2.1.1.34. By the end of year 5, 30% of staff shall have been members of professional organizations	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	Management Succession Program 1) Developmental Management Trainings	Admin	• President • VPA • HRDO	40	40	40	40	40	2.1.1.35. By the end of year 5, 100 employees shall have undergone four developmental management trainings.	
	SMU Integral Growth & Lifestyle Advocacy (SIGLA) Program 1) Sports & Cultural Activities (joint activity with the students)	Admin	• VPA • HRDO • DSAS • Sports Coordinator • CAO • All units	4	4	4	4	4	2.1.1.36. By the end of year 5, 20 major activities for employees with 100% participation in either sports or cultural activity shall have been conducted.	
	2) Personal Development Trainings	Admin	• VPA • HRDO • All units	1	1	1	1	1	2.1.1.37. By the end of year 5, 100% of employees shall have attended at least five personal development trainings.	

Strategic Objective 2.2: The university provides upgraded, adequate, accessible and structurally sound physical facilities and teaching-learning areas.

Area: Physical and Financial Resources Management
Educational Support Services
Research and Community Development

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
2.2.1. Conducive learning environment is ensured.	**CHSF Program** 1) Green Campus Project (Planting of ornamental trees in campus / landscaping)	PFRM	• LMCDAC • PPPDMO • CNS • All units		20	20	20	20	2.2.1.1. By the end of year 5, 100 ornamental trees in campus shall have been planted.	
	2) Environmental Education Project	RCD	• LMCDAC • NSTP	50%	75%	90%	90%	90%	2.2.1.2. By the end of year 5, 90% of students and employees shall have participated in at least 10 environmental education activities.	
	Facility Issues/ Concern Reporting Program	ESS	• ODSAS • All Units		100%	100%	100%	100%	2.2.1.3. By the end of year 5, all reports submitted on facility concerns or issues shall have been endorsed and acted upon by proper offices in charge of the facilities	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
									and there is a systematic way of reporting concerns on facilities repair and reconditioning.	
2.2.2. Excellent learners' service is assured.	**Facilities and Teaching-learning Areas Upgrade Program** 1) Computer Laboratories Upgrade Project	PFRM	• CICT • CETSO		50	100	100	100	2.2.2.1. By the end of year 5, 350 computer units shall have been purchased to replace old and fully depreciated units in the computer laboratories.	
	2) ULRC Resources Upgrade	PFRM	• ULRC						2.2.2.2. By the end of year 5, the ULRC resources shall have been upgraded.	
	a. Online database	PFRM	• ULRC		1	1	1	1	2.2.2.3. By the end of year 5, subscription to four online databases shall have been placed.	
	b. Laptops for audio-visual center	PFRM	• ULRC		10		10		2.2.2.4. By the end of year 5, 10 laptops shall have been acquired for instructional use.	
	c. Computers for e-library	PFRM	• ULRC			25		25	2.2.2.5. By the end of year 5, 50 computer units shall have been purchased to replace old units.	
	d. Computer units for Grade school library	PFRM	• ULRC		10				2.2.2.6. By the end of year 5, 10 computer units shall have been purchased for the Grade School Internet library.	
	e. Books/e-books per subject per curricular program	PFRM	• ULRC	2 titles per program	5 titles per program	6 titles per program	6 titles per program	6 titles per program	2.2.2.7. By the end of year 5, 25 updated titles per program shall have been acquired.	
	f. Journals per curricular program	PFRM	• ULRC	2 titles per program	3 titles per program	4 titles per program	5 titles per program	5 titles per program	2.2.2.8. By the end of year 5, 17 journals subscriptions per program shall have been placed.	
	Enhanced Records Management Program	Admin	• CICT • OUR • All units	1	2	3	4	5	2.2.2.9. By the end of year 5, security features shall have been embedded in student records.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	a. Student records (OUR)									
					1	1	1	1	2.2.2.10. By the end of year 5, at least 4 additional registry services shall have been conducted online.	
	b. Attendance monitoring & disciplinary records (ADSAS)	Admin	• CICT • ADSAS		25%	50%	75%	100%	2.2.2.11. By the end of year 5, attendance and disciplinary records shall have been centralized in the SIS and accessible to authorized users.	
	c. Medical records (medical clinic)	Admin	• CICT • DSAS • Medical clinics			50%	75%	100%	2.2.2.12. By the end of year 5, medical records shall have been centralized in the SIS and accessible to authorized users.	
	d. Employee records (HRIS)	Admin	• CICT • HRDO		25%	50%	75%	100%	2.2.2.13. By the end of year 5, employee records shall have been centralized in the SIS and accessible to authorized users.	
	e. NSTP records	Admin	• CICT • NSTP		25%	50%	75%	100%	2.2.2.14. By the end of year 5, NSTP records shall have been centralized in the SIS and accessible to authorized users.	
	ICT Management Program	Admin	• CICT	20%	40%	60%	80%	100%	2.2.2.15. By the end of year 5, all buildings of the campuses shall have been Wi-Fi-enabled.	
	Information System Operation Policy (ISOP) Project	Admin	• CICT	3	6	9	12	15	2.2.2.16. By the end of year 5, 15 modules shall have IS Policy Manuals.	
	Management Information System Program (SIS, FMIS, LMS, eSMIS) a. Upgrading of the information systems and the learning management system (LMS)	PFRM	• CICT	1	1	1	1		2.2.2.17. By the end of year 5, three SIS, one FMIS, and four LMS shall have been upgraded.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	b. Subscribing to premium apps	Admin	• CICT	2 apps	4	5			2.2.2.18. By the end of year 5, 100% of students shall have been given corporate email accounts and shall have subscribed to at least 5 premium apps (eg. Office 365, Google apps, Canva,etc).	
	c. Purchasing new physical server		• CICT		1 server				2.2.2.19. By the end of year 2, one new physical server shall have been purchased.	
2.2.3. Physical facilities are adequate, accessible and structurally sound.	**Physical Plant and Facilities Development Program** 1) Constructing a business center at the SMU Men's dormitory.	PFRM	• Advisory Board • PPPDMO					50%	2.2.3.1. By the end of year 5, the construction of the business center shall have been started and 50% completed.	
	2) Constructing the student center, medical clinic and food court.	PFRM	• Advisory Board • PPPDMO		50%	100%			2.2.3.2. By the end of year 5, the construction of a student center, to include student organization offices, medical and dental clinic and a food court shall have been 100% completed.	
	3) Constructing the perimeter wall behind the Engineering and Hantson buildings.	PFRM	• Advisory Board • PPPDMO		100%				2.2.3.3. By the end of year 5, the elevation and securing of the perimeter wall behind the Engineering and Hantson buildings shall have been 100% completed.	
	4) Constructing bleachers in front of the forest park and oval.	PFRM	• Advisory Board • PPPDMO • NSTP	50%	100%				2.2.3.4. By the end of year 5, the construction of open bleachers facing the athletic field shall have been 100% completed.	
	5) Replacing old university vehicles.	PFRM	• Advisory Board • PPPDMO		1	1	1	1	2.2.3.5. By the end of year 5, four old and fully depreciated vehicles shall have been replaced.	
	6) Completing Phase II of Fr. Tanchoco building.	PFRM	• Advisory Board • PPPDMO				50%	50%	2.2.3.6. By the end of year 5, the construction of Tanchoco building (Phase 2) shall have been completed.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	7) Repairing the indoor firing range.	PFRM	• Advisory Board • PPPDMO	100%					2.2.3.7. By the end of year 5, the indoor firing range in Masoc shall have been done.	
	8) Renovating the old college comfort rooms.	PFRM	• Advisory Board • PPPDMO	1 Grade School	2 college		2 college	1 Junior High School	2.2.3.8. By the end of year 5, the renovation of six old rest rooms shall have been completed.	
	9) Replacing small water tanks with bigger tanks.	PFRM	• Advisory Board • PPPDMO	5	5	5			2.2.3.9. By the end of year 5, 15 small water tanks shall have been replaced with bigger tanks.	
	10) Installing solar street lights.	PFRM	• Advisory Board • PPPDMO	30 College	20 Grade School and Junior HS				2.2.3.10. By the end of year 5, 50 solar lamps shall have been installed to replace electric-powered campus lights.	
	11) Installing additional rooftop photovoltaic solar panels.	PFRM	• Advisory Board • PPPDMO				219 kwp		2.2.3.11. By the end of year 5, additional 219kWp solar panels shall have been installed in the college campus.	
	12) Renovating Junior High main entrance and facade.	PFRM	• Advisory Board • PPPDMO			100%			2.2.3.12. By the end of year 5, the Junior High School façade and main gate entrance shall have been completed.	
	13) Furnishing the incubation facility and the Technology Transfer and Business Development Office.	PFRM	• Advisory Board • PPPDMO	100%					2.2.3.13. By the end of year 5, the incubation facility shall have been renovated and fully furnished.	
	14) Installing a giant image of Mama Mary at the San Lorenzo Park.	PFRM	• Advisory Board • PPPDMO	100%					2.2.3.14. By the end of year 5, a giant image of the Patron Saint, Mama Mary, shall have been installed at the main gate entrance of the college campus.	
	15) Installing air-conditioning at the	PFRM	• Advisory Board		5 rooms	5 rooms			2.2.3.15. By the end of year 5, 12 classrooms (for Preschool, Graduate	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	Graduate Studies, Juris Doctor and Presschool classrooms.		• PPPDMO		Grad. Studies; 2 Preschool	College of Law			Studies and Juris Doctor classes) shall have been installed with air conditioning units.	
	16) Renovating the Treasury and Accounting Office transaction windows.	PFRM	• PPPPDMO	100%					2.2.3.16. By the end of year 5, the transaction windows at the Treasury and Accounting Office shall have been replaced with secure concrete service windows.	
	17) Accrediting the medical technology laboratory for diagnostic testing for employees.	PFRM	• PPPDMO • CNS		100%				2.2.3.17. By the end of year 5, the medical technology laboratory shall have been accredited for diagnostic testing for the employees' annual physical examination.	
	18) Paving the gymnasium entrance and road towards the Debusschere Building.	PFRM	• PPPDMO • NSTP	100%					2.2.3.18. By the end of year 5, the pathways in front of the gymnasium and east side of the athletic field shall have been paved.	
	19) Improving main gate façade.	PFRM	• PPPDMO			100%			2.2.3.19. By the end of year 5, the main gate entrance and façade in the college campus shall have been aesthetically improved.	
	20) Constructing the car and motorcycle parking areas.	PFRM	• PPPDMO	100%					2.2.3.20. By the end of year 5, parking space for vehicles/motorcycles along the University Avenue going to Gate 3 shall have been completed.	
	21) Installing permanent building signages.	PFRM	• PPPDMO		100%				2.2.3.21. By the end of year 5, the tarpaulin building signages shall have been replaced with permanent building markers.	
	22) Launching a fundraising for the retrofitting of the Lambrecht Building	PFRM	• Advisory Board • AAO • PPPDMO					100% launched	2.2.3.22. By the end of year 5, the fund-raising campaign for the retrofit of Lambrecht Building shall have been launched.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	towards SMU's centennial.									
	23) Construction of bunkhouse in the *Dinadiawan* property.	PFRM	• PPPPDMO			100%			2.2.3.23. By the end of year 5, a bunkhouse in the Dinadiawan property shall have been constructed.	
	24) Provision of UREB office	PFRM	• Advisory Board • PPPDMO	100%					2.2.3.24. By the end of year 5, the UREB office shall have been established and 100% furnished and operational.	
	25) Office for Christian Faith Education Department (CFED) faculty members	PFRM			50%	100%			2.2.3.25. By the end of year 5, an office space for CFED faculty members shall have been 100% constructed.	
	26) Furnishing of the Literature Center	PFRM			100%				2.2.3.26. By the end of year 5, the Literature Center shall have been 100% furnished.	
	27) Constructing a science laboratory building with clinical set-up.	PFRM				100%			2.2.3.27. By the end of year 5, a science laboratory building in the college campus shall have been 100% completed.	
	28) Student Teaching Laboratory.	PFRM			100%				2.2.3.28. By the end of year 5, a more spacious student teaching laboratory shall have been fully furnished.	
	29) Roofing of Hantson mezzanine.	PFRM				100%			2.2.3.29. By the end of year 5, the second half of the Hantson mezzanine roof shall have been completed.	
	30) Establishment of a multimedia center	PFRM	• PPPDMO • ULRC		100%				2.2.3.30. By the end of year 5, the multimedia center shall have been renovated and fully furnished.	
	31) Assessment centers	PFRM	• PPPDMO • ETVAO		100%				2.2.3.31. By the end of year 5, at least one new assessment center shall have been established.	
	32) Museum	PFRM	• LMCDAC • PPPDMO		50%	75%	100%		2.2.3.32. By the end of year 5, the University Museum shall have been 100% completed.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
2.2.4. The University's sustainability is strengthened.	**Intensified Financial Management System Program**	PFRM	• VPF • TAO • PDPDO • Internal Auditor							
	Intensified revenue resource generation 1) Increasing tuition fee	PFRM	• VPF • TAO • PDPDO • Internal Auditor	3%	**3%**	**3%**	**3%**	**3%**	2.2.4.1. By the end of year 5, 15% increase in tuition fees shall have been implemented.	
	2) Increasing miscellaneous and other fees	PFRM	• VPF • TAO • PDPDO • Internal Auditor		7%			**8%**	2.2.4.2. By the end of year 5, 15% increase in miscellaneous and other fees shall have been implemented.	
	3) Increasing revenues	PFRM	• VPF • TAO • PDPDO • Internal Auditor	3%	3%	3%	3%	3%	2.2.4.3. By the end of year 5, 15% increase based on year 1 figures shall have been realized.	
	4) Adding income-generating projects a. Souvenir store	PFRM	• VPF • TAO • PDPDO • Internal Auditor		25%	50% completed	100% operational		2.2.4.4. By the end of year 5, additional income generating projects shall have been realized.	
	b. Expansion of marketing of books published/printed in-house.	PFRM	• VPF • TAO • PDPDO • Internal Auditor				Additional 1 school			
	c. Water refilling station	PFRM	• VPF TAO • PDPDO • Internal Auditor			50% completed	100% operational			
	d. Intensified management and utilization	PFRM	• Advisory board • PPPDMO	Php200k addition	Php200k additio	Php200k addition	Php200k additi	Php200k addition	2.4.4.5. By the end of year 5, revenues of at least 1M shall have been generated from idle landholdings.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	of other/idle landholdings			al revenues	nal revenues	al revenues	onal revenues	al revenues		
	Intensified Costs and Assets Monitoring & Control a. Intensifying cost containment mechanisms and accountability	PFRM	• All units under Finance	1% reduction	1% reduction	1% reduction	1% reduction	1% reduction	2.2.4.6. By the end of year 5, variable costs shall have been reduced by 5%.	
	b. Intensifying monitoring and control for physical assets	PFRM	• All units under Finance	Zero losses	Zero losses	Zero losses	Zero losses	Zero losses	2.2.4.7. By the end of year 5, there shall have been zero losses from unaccounted assets.	
	c. Intensifying budget monitoring and control	PFRM	• All units under Finance	5%	5%	5%	5%	5%	2.2.4.8. By the end of year 5, budget variance shall have been limited to 5%.	
	Marketing and Promotions Project	Linkages	• AERO • Academic Deans • Principals	6%	6%	6%	6%	6%	2.2.4.9. By the end of year 5, enrollment shall have increased by 30%.	
	a. Conducting enrolment trend studies to be used in marketing campaigns	Linkages	• AERO	1	1	1	1	1	2.2.4.10. By the end of year 5, five enrolment trend studies shall have been conducted.	
	b. Launching institution-based promotions	Linkages	• AERO • AAO	1	1	1	1	1	2.2.4.11. By the end of year 5, five research-based marketing campaigns shall have been launched.	
	c. Conducting program-based promotions	Linkages	• Academic Deans • Principals	1	1	1	1	1	2.2.4.12. By the end of year 5, each school /unit shall have conducted five program-based promotions.	
	d. Conducting student recruitment activities to feeder schools	Linkages	• GTO • VPA • OUR	5	5	5	5	5	2.2.4.13. By the end of year 5, at least 25% increase of the students enrolled in the University shall have come from the feeder schools visited.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	e. Conferring *honoris causa* degrees upon outstanding persons in society	CDI	• VPAA • AERO • AAO • OUR			1		1	2.2.4.14. By the end of year 5, 2 *honoris causa* degrees shall have been conferred.	

Strategic Objective 2.3: The university delivers intensified shepherding programs and support services for the holistic integral learners' development.

Area: Educational Support Services

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
2.3.1. Shepherding programs and support services for learners' holistic development are delivered.	**Students' Development Program** 1) Guidance Program	ESS	• GTO	100%	100%	100%	100%	100%	2.3.1.1. By the end of year 5, the different activities listed and enumerated from each Guidance and Testing service programmed to address the developmental career needs of students shall have been accomplished by 100%.	
	2) Discipline Program a. Updating the Student Handbook and e-decorum program	ESS	• ADSAS • Basic Education • GTO	1st update		2nd update		3rd update	2.3.1.2. By the end of year 5, the Undergraduate Student Handbook and e-Behavioural Guidelines shall have been updated 3 times.	
	b. Timely mechanisms to address student grievance	ESS	• ADSAS • Basic Education	1st review		2nd review		3rd review	2.3.1.3. By the end of year 5, policies and processes on student discipline shall have been reviewed and assessed by stakeholders for at least three times.	
	3) Skills Enhancement for a. Athletes	ESS	• Sports Coordinator • Basic Education			2	2	2	2.3.1.4. By the end of year 5, six sports clinics shall have been conducted for athletes.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	b. Artists (Performers)	ESS	• Cultural Affairs Office • Basic Education			2	2	2	2.3.1.5. By the end of year 5, six arts workshops/trainings shall have been conducted for performers and students.	
	c. Writers	ESS	• The Marian • Basic Education	2	2	2	2	2	2.3.1.6. By the end of year 5, 10 workshops shall have been conducted for TM staff and students.	
	4) Student Leadership Program	ESS	• DSAS • GTO • ADSAS • Basic Education	2	2	2	2	2	2.3.1.7. By the end of year 5,10 leadership trainings/workshops shall have been conducted for students.	
	5) Housing Program and Boarding House Visitations	ESS	• ADSAS • Dorm Matron and Master			1	2	2	2.3.1.8. By the end of year 5, the Boarding House Owners & Matrons' Association (BHOMA) in the five barangays around the university shall have been organized.	
	6) Student Publication/ Yearbook Program	ESS	• The Marian • AAO • Basic Education	2	2	2	2	2	2.3.1.9. By the end of year 5, there shall have been 10 publications per units involved.	
	Students' Welfare Programs 1) Career and Job placement	ESS	• GTO • AAO • OUR • HRDO • DSAS • Basic Education	3	3	3	3	3	2.3.1.10. By the end of year 5, 15-career and job placement seminars/workshops shall have been conducted.	
	2) Health Services Program	ESS	• UHSO • DSAS • Basic Education	2	2	2	2	2	2.3.1.11. By the end of year 5, 10 medical related webinars shall have been conducted.	
	3) Cultural Programs	ESS	• CAO • DSAS • Basic Education			2	2	2	2.3.1.12. By the end of year 5, six arts workshops shall have been conducted for students.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	4) Sports Development Programs	ESS	• Sports Coordinator • DSAS • Basic Education			2	2	2	2.3.1.13. By the end of year 5, six sports workshops have been conducted for students.	
	5) Special Needs and PWD services Programs	ESS	• GTO • PPPDMO • DSAS • Basic Education	100%	100%	100%	100%	100%	2.3.1.14. By the end of year 5, all enrolled PWDs shall have been given appropriate services.	
	6) Institutional Rewards on excellence in student affairs and services Program (to reward excellent participation of individuals and organization in Student Affairs and Services/SAS activities)	ESS	• DSAS • ADSAS			1	1	1	2.3.1.15. By the end of year 5, there shall have been a manual for SAS Awards and three awards programs shall have been conducted.	
	7) Alumni Pictures Acquisition Program	ESS	• Academic Deans • Department Heads • AAO	2021	2022	2023	2024	2025	2.3.1.16. By the end of year 5, all department heads shall have a database of solo graduation pictures of their graduates with the file shared to the Academic Dean and AAO covering 2020 to 2025.	
		ESS	• Principals • AAO	2021	2022	2023	2024	2025	2.3.1.17. By the end of year 5, principals shall have a database of solo graduation pictures of their graduates with the file shared to the AAO covering 2020 to 2025.	
	8) Student Affairs and Services (SAS) Continuity Plan	ESS	• ODSAS	100%	100%	100%	100%	100%	2.3.1.18. By the end of year 5, the SAS Continuity Plan shall have been implemented.	

Goal 3: Bolstered SMU's transformative engagement with the local and global communities

Bolstered SMU's transformative engagement with the local and global communities pertains to the enhanced and reinforced pledge of Saint Mary's University to achieve significant results or outcomes in local community development and respond to global mandates. It utilizes an informational (research-driven) technique based on a transformative engagement process that is not simply founded on the transfer of expertise, but rather on a collaborative process in which all partners in community development share resources to resolve community problems. Research as a platform to drive community extension activities inform and provide a greater understanding of peoples' needs and builds deeper engagement through partnerships.

Engagement could be seen as transformational if it becomes embedded through an organization's culture. To this end, Saint Mary's University endeavors to nurture a culture of excellence in research that promotes greater alignment and partnerships between institutional research undertakings and local and global R and D agenda and works to enhance social benefits derived through mobilization of research knowledge, creative endeavors, and inventions for community development.

Strategic Objective 3.1.
The university nurtures a culture of excellence in research, scholarship engagements and creative endeavors as an innovative research-intensive university.

Area: Research and Community Development

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
3.1.1. High quality researches via collaborative undertakings of advisers and student research teams are ensured	Shifting gears from a teaching - intensive university to a teaching and research - intensive university	RCD	• URC • UREB • Research Councils (Academic Deans)							
	1) The Research Adviser - Promotership Project a. Disseminating information on developed policies that guide the adviser-promotership project	RCD	• URC • Faculty Advisers	4					3.1.1.1. By the end of year 1, 4 information-dissemination activities shall have been organized by the four research councils.	

	b. Implementing of the developed policies	RCD	• URC • Faculty Advisers	15%	30%	45%	60%	75%	3.1.1.2. By the end of year 5, 75% of full-time faculty shall have engaged in the adviser promotership program.	
	2) Research Partnerships and or Collaborative Research Projects with HEIs and Agencies a. Communicating with with partner HEIs	RCD	• URC • Faculty Advisers	1	2				3.1.1.3. By the end of year 2, three research collaborations shall have been finalized for implementation.	
	b. Implementing provisions written in MOUs/MOAs with partner HEIs	RCD	• URC • Faculty Advisers			1	1	1	3.1.1.4. By the end of year 5, at least five collaborative researches shall have been undertaken.	
	3) Policy on commissioned researches a. Disseminating information on policies on commissioned researches	RCD	• URC	1					3.1.1.5. By the end of year 1, one information-dissemination activity about policies on commissioned researches shall have been undertaken.	
	b. Implementing developed policies on commissioned researches	RCD	• URC		1	1	1	1	3.1.1.6. By the end of year 5, four commissioned researches shall have been undertaken.	
	4) Research Grant-in-Aid Projects with Agencies/ Institutions	RCD	• URC							
	a. Exploring probable research grants	RCD		1	1	1	1	1	3.1.1.7. By the end of year 5, 5 explorations on probable research grants shall have been conducted.	

	from agencies/institutions									
	b. Applying for and crafting of project proposals for research grant c. Repeat cycle.	RCD	• URC	1	1	1	1		3.1.1.8. By the end of year 5, five research grants shall have been approved and conducted.	
	5) Research Publication in refereed journals	RCD	• URC	3	3	3	3	3	3.1.1.9. By the end of year 5, 15 researches shall have been published in refereed journals.	
	6) Research utilization projects	RCD	• URC	5	5	5	5	5	3.1.1.10. By the end of year 5, 25 researches shall have been utilized.	
3.1.2. Patents, utility models and industrial designs for societal benefit are certified.	Institutionalizing the Technology Transfer and Business Development Office (TTBDO)	RCD	• TTBDO	100%					3.1.2.1. By the end of year 1, the TTBDO system shall have been established.	
	a. Continuing assessment of internal stakeholders (students and faculty) researches for potential market opportunities of high-end products	RCD	• TTBDO • Academic Deans	1	1	1	1	1	3.1.2.2. By the end of year 5, five stakeholders' researches shall have been mass-produced.	
	b. Continuing production of essential goods (food and non-food products) from internal stakeholders	RCD	• TTBDO • Academic Deans	2	2	2	2	2	3.1.2.3. By the end of year 5, 10 product types shall have been mass-produced.	

	c. Providing services to outside clients specifically MSMEs through the DTI- and PLGU-Shared Service Facilities	RCD	• TTBDO • Academic Deans	10	10	10	10	10	3.1.2.4. By the end of year 5, 50 MSMEs shall have utilized the DTI- & PLGU-shared service facility in SMU.	
	d. Supervising produced TTBDO goods and Region 2-produced goods at the Nueva Vizcaya Pasalubong Center (retail store)	RCD	• TTBDO	2	2	2	2	2	3.1.2.5. By the end of year 5, 10 product types shall have been marketed.	
	e. Creating spin-off companies affiliated with SMU	RCD	• TTBDO					3	3.1.2.6. By the end of year 5, at least 3 spin-off companies shall have been established and operational.	
3.1.3. Ethical research is safeguarded	Institutionalizing the University Research Ethics Board (UREB)	RCD	• UREB • URC						3.1.3.1. By the end of year 1, the UREB system shall have been established.	
	Preparing for accreditation by the Philippine Health Research Ethics Board (PHREB)	RCD	• UREB • URC	50% preparation	100% preparation				3.1.3.2. By the end of year 2, the UREB shall have been accredited by PHREB for level 2.	

Strategic Objective 3.2.
The university promotes greater alignment and partnerships between institutional research undertakings and local, national and international R and D agenda and support programs to optimize benefits derived from it.

Area: Research and Community Development

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
3.2.1. Research knowledge and competencies of faculty and student-researchers are ensured via capability training programs and the WEALTH R and D v. 2.0 program	Producing researches aligned with Project Wellness, Environment Accountability/Advocacy Life-long Learning Transformative Health (WEALTH)	RCD	• URC • Research Councils	100%	100%	100%	100%	100%	3.2.1.1. By the end of year 5, 100% of conducted studies shall have been aligned with Project WEALTH v 2.0.	
	Optimizing Research Capability Services by Enhancing the Research Councils	RCD	• URC • Research Councils	2	2	2	2	2	3.2.1.2. By the end of year 5, 10 capability trainings shall have been conducted by the research councils.	

Strategic Objective 3.3
The university enhances social benefits derived through mobilization of research knowledge, creative endeavors and inventions for community development.

Area: Research and Community Development

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
3.3.1. Research-based community extension projects are ensured	**1) Community Profiling Project** a. Community profiling	RCD	• LMCDAC • Schools Extension Council	2					3.3.1.1. By the end of year 1, two adopted communities shall have been profiled.	
	b. Needs Assessments	RCD	• LMCDAC • Schools Extension Council	2					3.3.1.2. By the end of year 1, eight identified needs shall have been assessed.	
	c. Project Proposals	RCD	• LMCDAC • Schools Extension Council	4					3.3.1.3. By the end of year 1, eight project proposals shall have been crafted.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	d. Social auditing/ accounting	RCD	• LMCDAC • Schools Extension Council					2	3.3.1.4. By the end of year 5, two outcomes/ impact assessments shall have been done.	
	2) Research-based Linkage Projects		•							
	a. Utilizing Project WEALTH and other research outputs in the community	RCD	• URC, All Academic Units, LMCDAC	5	5	5	5	5	3.3.1.5. By the end of year 5, 25 research outputs shall have been utilized.	
	b. Undertaking joint researches (outside of Project WEALTH)	RCD	• URC, All Academic Units, CAO	1	1	1	1	1	3.3.1.6. By the end of year 5, five joint research undertakings shall have been conducted.	
	c. Exchanging research publications/ resources	RCD	• URC	2	2	2	2	2	3.3.1.7. By the end of year 5, 10 research publications/resources shall have been exchanged.	
	d. Faculty serving as external reviewers of research journals	RCD	• URC, All Academic Units	3	3	3	3	3	3.3.1.8. By the end of year 5, 15 faculty shall have served as reviewers of research journals.	
	e. Faculty participating as external research evaluators in other institutions (panel, adviser, validator etc.)	RCD	• URC, All Academic Units	5	5	5	5	5	3.3.1.9. By the end of year 5, 25 faculty shall have served as external research evaluators.	
	f. Involving external evaluators (as panel, adviser, validator, etc.) in SMU's research undertakings	RCD	• URC, All Academic Units	2	2	2	2	2	3.3.1.10. By the end of year 5, 10 external evaluators shall have been involved in SMU's research undertakings.	
	g. Faculty participating in external research conferences (presenters, participants)	RCD	• URC	5	5	5	5	5	3.3.1.11. By the end of year 5, 25 faculty shall have participated in external research conferences.	
	h. Conducting biennial research conferences	RCD	• URC		1			1	3.3.1.12. By the end of year 5, two international research conferences	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
									across disciplines shall have been organized.	
	i. Operationalizing international research collaborations	RCD	• URC		1		1	1	3.3.1.13. By the end of year 5, 3 international research collaborations shall have been operationalized.	
	3) **Extension-based Linkage Projects**									
	a. Utilizing Project WEALTH and other research outputs in the community	RCD	• URC • All Academic Units • LMCDAC	2	2	2	2	2	3.3.1.14. By the end of year 5, at least 10 extension programs shall have been forged and operationalized.	
	b. Providing scholarships for IP Students (funded by ECIP/ CBCP)	RCD	• LMCDAC • VPMI	5	5	5	5	5	3.3.1.15. By the end of year 5, 25 IP scholars shall have been enrolled and 10 IP scholars shall have graduated.	
	c. Conducting Community Development Projects (MLGU Bagabag and MLGU Villa Verde)	RCD	• LMCDAC • URC • URED					2	3.3.1.16. By the end of year 5, the MOAs with MLGU Bagabag and MLGU Villa Verde shall have been evaluated and closed/terminated.	
	d. Partnering with NCIP and ICC Leaders on IKSPs and Customary Laws (to facilitate the FPIC process)	RCD	• LMCDAC • URC • UREB		2	2	2	2	3.3.1.17. By the end of year 5, eight FPIC processes shall have been facilitated.	
	e. Conducting IPEd Trainings and Capacitation	RCD	• LMCDAC • URC • All Academic Units		1	1	1	1	3.3.1.18. By the end of year 5, two IPEd trainings/ capacitation shall have been and conducted.	
	f. Operationalizing International Extension Collaborations	RCD	• LMCDAC	1	1	1	1	1	3.3.1.19. By the end of year 5, five international extension collaborations shall have been operationalized.	
3.3.2. CICM advocacies and flagship	**CICM Advocacy Programs**	RCD	• LMCDAC • Schools Extension Council	4					3.3.2.1. By the end of year 5, four research-based flagship	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
projects of extension councils are revitalized	1) Research-based flagship extension programs/ projects (flagship programs of each school) a. Livelihood and Enterprise Development Program b. Technical Skills Development Project c. Education-for-All Program d. Health and Wellbeing Advocacy e. Socio-Pastoral and Evangelical Program f. Feed My Lambs Project								programs/projects shall have been crafted and submitted.	
	2) One student-one tree project (tree planting activities)	PFRM	• LMCDAC • DSAS • NSTP			1000 trees	1000 trees	1000 trees	3.3.2.2. By the end of year 5, 3 thousand trees shall have been planted and maintained by employees and students.	
	3) Community Development and Advocacy Programs a. IP Advocacy and Development Program b. Climate Change Justice Program	RCD	• LMCDAC • All Units	100%	100%	100%	100%	100%	3.3.2.3. By the end of year 5, all extension flagship programs of all schools/departments shall have been 100% implemented in the adopted communities.	
	Museum Revitalization Program	RCD	• LMCDAC • PPPDMO	1					3.3.2.4. By the end of year 5, one artifact research shall have been produced.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	1) Artifact Research Project		• Treasury and Accounting Office							
	2) Relocation and Design Project	RCD	• LMCDAC • PPPDMO • TAO	1					3.3.2.5. By the end of year 5, the *Museo de Maria* shall have been relocated and one design plan shall have been crafted.	
	3) Fund Drive	RCD	• LMCDAC • PPPDMO • TAO	2					3.3.2.6. By the end of year 5, two fund drives shall have been conducted.	
	4) Retrofitting the teacher's center as the new museum	RCD	• LMCDAC • PPPDMO • TAO		25%	25%	25%	25%	3.3.2.7. By the end of year 5, 100% of the museum design plan shall have been implemented/rendered.	
3.3.3. Outreach activities are sustained	**Alay-Kapwa Program** 1) Tulong Maria 2) Pamaskong Handog	RCD	• LMCDAC • Schools Extension Council • NSTP	3	3	3	3	3	3.3.3.1. By the end of year 5, 15 dole-out activities shall have been implemented.	

Strategic Objective 3.4. The university expands and sustains transformative collaborations with local and international partners
Area: Linkages

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
3.4.1. Local and international linkages are expanded and sustained.	**Local and International Linkage Program**	Linkages	• AERO, • AAO • URC • LMCDAC • Academic Units							
	1. Forging transformative linkages with local and international partners that are supportive of the vision-mission of the University.	Linkages	• AERO • President	2 local; 1 internati onal	2 local; 1 internat ional	2 local; 1 intern ationa l	2 local; 1 internat ional	2 local; 1 internat ional	3.4.1.1. By the end of year 5, 10 new local linkages and five new international linkages shall have been forged.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	2. Monitoring the implementation of local and international partnership agreements along the areas of instruction, research, and extension.	Linkages	• AERO • President	100%	100%	100%	100%	100%	3.4.1.2. By the end of year 5, 100% of the partnership agreements shall have been monitored.	

Strategic Objective 3.5: The university intensifies public presence through a strategic communication plan (Strategic Communications Program)
Area: Linkages

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
3.5.1. Public presence through a strategic communications plan is intensified.	**Strategic Communication Project**	Linkages	• AERO • President							
	1. Institutionalizing the visual identity framework	Linkages	• AERO • President						3.5.1.1. By the end of year 1, the visual identity framework shall have been institutionalized.	
	2. Producing an annual corporate video for the University	Linkages	• AERO	1	1	1	1	1	3.5.1.2. By the end of Year 5, 5 corporate videos shall have been produced.	
	3. Producing timely public relations (PR) messages	Linkages	• AERO	3	3	3	3	3	3.5.1.3. By the end of year 5, 15 PR messages shall have been produced.	

Strategic Objectives 3.6. The university optimizes and sustains alumni support.
Area: Linkages

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
3.6.1. Alumni support is optimized and sustained.	**Alumni Relations Program**									
	1. Alumni Associations Project	Linkages	AAO	1	1	1	1	1	3.6.1.1. By the end of year 5, 5 major alumni projects shall have been accomplished and sustained.	
	2. Alumni Communications Project	Linkages	AAO, Publishing	2	2	2	2	2	3.6.1.2. By the end of year 5, 10 print issues of The Newsletter shall have been circulated.	
	3. Alumni Involvement Project	Linkages	AAO, LMCDAC	Needs assess-ment for project 1	Project 1	Impact Assess-ment	Needs assess-ment for project 2	Project 2	3.6.1.3. By the end of year 5, the alumni association shall have involved itself in 2 major extension projects.	
	4. Alumni organizations based on special interest (varsity, choir, publication); invite / allow alumni to use school facilities when available	Linkages	AAO, DSAS, ROTC, ULRC	1	1	1	1	1	3.6.1.4. By the end of year 5, 5 special interest alumni associations shall have been organized, operational, and sustained.	
	5. Granting the Order of the Golden Rose to generous stakeholders in recognition of their substantial contributions in the achievement of the vision-mission of the university.	Linkages	AAO, VPF	2	2	2	2	2	3.6.1.5. By the end of year 5, there shall have been 10 recipients of the Order of the Golden Rose.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	6. Producing an Alumni Directory with alumni expert-lecturers identified and tapped for all curricular programs (SAB, STEH, SHNS, SEAIT, SOGS, basic education, COL)	Linkages	AAO, Academic Deans	2 new alumni expert-lecturers identified and tapped for each curricular program	2 additional alumni expert-lecturers identified and tapped for each curricular program	2 additional alumni expert-lecturers identified and tapped for each curricular program	2 additional alumni expert-lecturers identified and tapped for each curricular program	2 additional alumni expert-lecturers identified and tapped for each curricular program	3.6.1.6. By the end of year 5, there shall have been an updated Alumni Directory whose roster includes at least 10 alumni expert-lecturers identified and tapped for each curricular program.	

Areas:

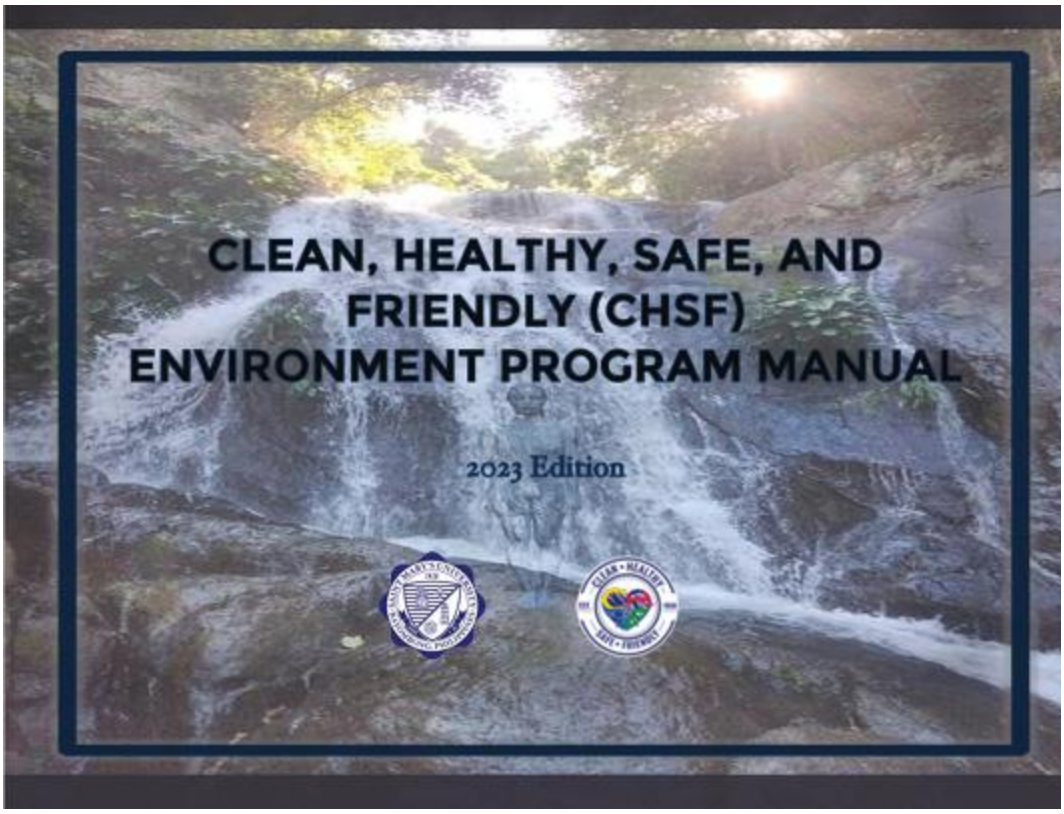
1 – Administration (Admin)
2 - Curriculum Development and Instruction (CDI)
3 – Educational Support Services (ESS)
4 – Research and Community Development (RCD)
5 – Christian and Marian Formation (CMF)
6 – Physical and Financial Resource Management (PFRM)
7 – Linkages

SAINT MARY'S UNIVERSITY

BAYOMBONG, NUEVA VIZCAYA. PHILIPPINES

STRATEGIC PLAN 2021-2026

© October 2021



school's environmental education program, health and food services, and non-academic formation programs describe the social dimension of the CHSF, which aims to achieve a socially- inclusive environment.

Figure 1. The CHSF Framework

Figure 1 is the new CHSF Framework. It resulted from the study of Dacles, Maslang, and del Rosario (2020) entitled, Securing a Clean, Healthy, Safe and Friendly School Environment, Challenges, and Prospects for Stakeholders: Context of a Private Educational Institution.

Renewable Energy Sources in SMU Campus

Roof Mounted Solar Panels – JVD Building	Roof Mounted Solar Panels – AT Building and H Building	Roof Mounted Solar Panels – Sacred Heart Center, Debuscherre Bldg and Apo Pilo Bldg

SAINT MARY'S UNIVERSITY
BAYOMBONG, NUEVA VIZCAYA, PHILIPPINES
SAFETY AND POLLUTION CONTROL OFFICE

PHOTOVOLTAIC SOLAR PANEL

219.7 kWp SYSTEM SIZE

SAINT MARY'S UNIVERSITY invested and installed a 219.7 kW Photovoltaic (PV) Solar Panel on February 2018 that partially supplies power to its building facilities which;

1. can generate around 299,500 kWh of solar power annually
2. can offset 285,498.63 pounds or 129.5 metric tons of carbon dioxide emission annually
3. is equivalent to 55,160 liters of fuel fossil consumption annually
4. is equivalent to 49.8 hectare of forests for sequestering carbon annually
5. is equivalent to planting 500 fruit-bearing trees in approximately one hectare of land in the same period
6. can help combat greenhouse gas emissions and reduces collective dependence on fossil fuel

As the world continues to transition towards cleaner energy solutions, the use of solar panels have become more energy efficient and can provide a clean, sustainable, and renewable energy source, contributing to the reduction of pollution, greenhouse gas emissions,and the overall environmental impact associated with conventional energy sources.

smu.edu.ph

Toxic Waste Treatment

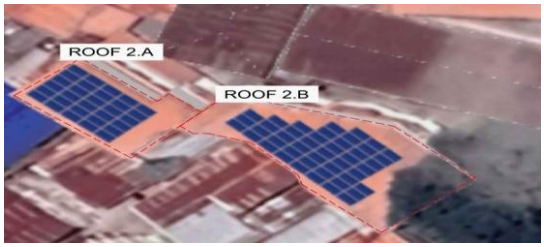
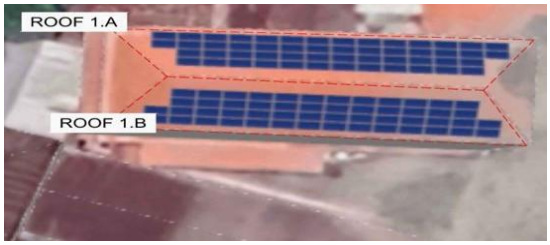
Hazardous Waste Facility

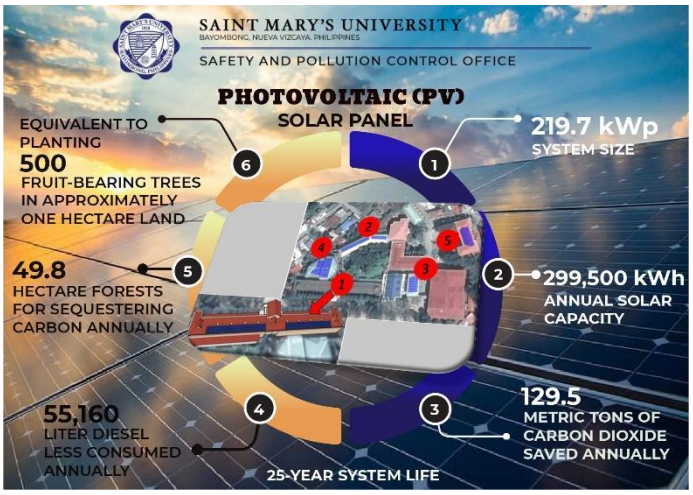
Description:

Saint Mary's University (SMU) manages hazardous waste primarily through its Facilities Management department and the Faculty of Science's safety protocols. The University has a structured approach to handling various safety and environmental concerns, ensuring that hazardous waste generated in labs, research centers, and other facilities is appropriately managed.

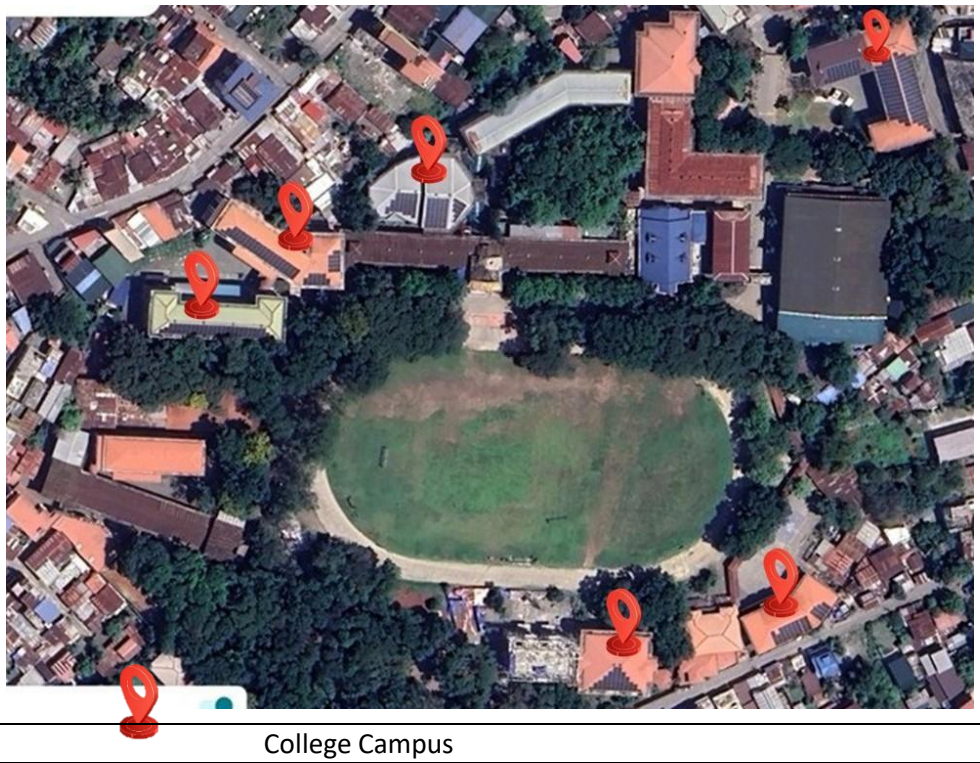
1. The Hazardous waste facility ensures a safe, compliant, and environmentally responsible campus environment, supporting academic and operational activities.
2. The process of collecting hazardous waste from the University through the accredited transporter authorized by the Environmental Management Bureau (EMB)- Department of Environment and Natural Resources (DENR). A Memorandum of Agreement is provided between the waste generator and the accredited transporter in compliance with the local environmental laws and regulations.
3. There are Five (5) trained safety officers and three (3) trained pollution control officers designated in each school to supervise the proper labeling, packaging, and disposal of the generated hazardous waste to comply with the Department of Environment and Natural Resources (DENR)National Implementing Rules and Regulations (IRR).
4. Reusing ICT products can involve purchasing refurbished devices, donating old equipment to schools or charities, or reselling used electronics online. This extends the lifespan of devices and reduces the demand for new products. Reusing materials in ICT recycling entails disassembling outdated equipment.

Photovoltaic Solar Panel

Georges De Buscherre Building	Antonio Tanchoco Building
Hantson Building	Apo Pilo Building
Sacred Heart Chapel	John Van Den Daelen Building
	
Renato Sergeant Building	Engineering Building



Solar Panel



College Campus

Saint Mary's University–Philippines (SMU) is firmly dedicated to sustainability and reducing greenhouse gas (GHG) emissions through innovative renewable energy programs. A key component of this effort is the installation of solar power systems that contribute significantly to cleaner, more sustainable energy use across its campuses.

In February 2018, SMU installed a 219.7 kW photovoltaic (PV) solar panel system that partially powers the university's facilities. This system produces approximately 299,500 kWh of renewable energy each year, offsetting about 129.5 metric tons of carbon dioxide emissions—equivalent to 55,160 liters of fossil fuel consumption. The project represents SMU's strong commitment to environmental stewardship and aligns with the UI GreenMetric framework, which categorizes GHG emissions into three scopes:

- Scope 1 covers direct emissions from university operations such as fuel consumption;
- Scope 2 includes indirect emissions from purchased electricity, which are reduced through on-site solar power generation;

- Scope 3 addresses other indirect emissions, including those related to commuting, business travel, and waste management.

Under Scope 3, SMU enforces a Car Request Policy designed to minimize transportation-related emissions. For trips involving more than five passengers, the university provides shuttles or coasters instead of multiple smaller vehicles to reduce fuel use and carbon output. Most of SMU's travel activities occur by land due to the absence of an airport in the province, encouraging the use of more efficient, shared transportation methods such as public buses and vans. This policy not only promotes cost efficiency but also supports SMU's broader sustainability goals by lessening the environmental impact of travel.

To expand its renewable energy footprint, SMU also installed a 99 kWp solar power system across its College, Junior High School, and Grade School campuses. This system generates around 148,500 kWh of clean energy annually, reducing approximately 72 tons of carbon dioxide emissions—the equivalent of planting 3,300 trees or preserving 4.8 hectares of forest each year. It also offsets about 27,000 liters of diesel fuel consumption. By harnessing solar energy, SMU significantly cuts down its dependence on traditional electricity sources, helping combat climate change while ensuring energy efficiency.

Beyond reducing its carbon footprint, these projects serve as educational platforms that allow students and faculty to learn about renewable energy systems, sustainable practices, and environmental innovation. They stand as tangible examples of how educational institutions can lead in climate action and integrate sustainability into both operations and academics.

Complementing these initiatives is SMU's Clean, Healthy, Safe, and Friendly Environment (CHSF) Program, which fosters community participation in maintaining a sustainable and eco-friendly campus. Through CHSF, students and faculty are encouraged to uphold environmental values and contribute to a positive, green learning atmosphere.

By combining solar energy systems, sustainable transport practices, and community-driven environmental programs, Saint Mary's University–Philippines showcases how education and innovation can work hand in hand to advance sustainability, reduce emissions, and support global climate goals.

Solar panel Output Reports
SMU coaster
SMU Shuttle services
Motors and cars entering the school
No vehicle day (every 1st Wednesday)
Circular on No Vehicle Day
Sample accomplished car request forms

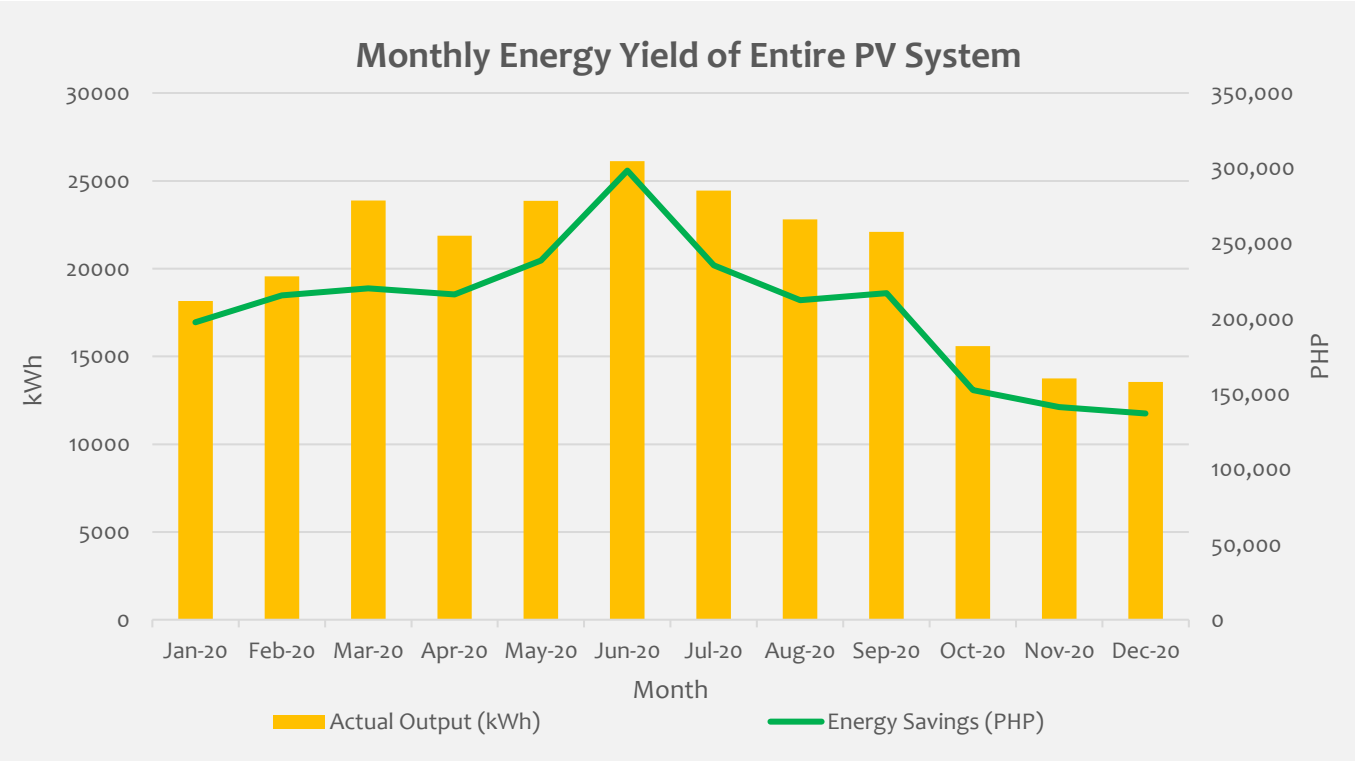
Solar PV Rooftop Performance Report SMU Bayombong

Savings Report for 2020 - 2024

Philippines, August 2024

Achieved Savings of PHP 2,482,810 in 2020!

Total Clean Energy Generated: 245,708 kWh



*Savings *calculated based on assumed average electricity tariff paid by client is at 10 PHP/kWh (per NUVELCO'S bill from Jul'16 – Jun'17)*
Period: 01 January 2020 – 31 December 2020

WEnergy GLOBAL
Powering the Planet

Total Emission Savings in 2020

Total RE generated

245,708
kWh

Equivalent to:

102
Houses Powered Annually
(200kWh/month)

4,200
LED Lights Powered Annually
(20W,8h/day)

421,620
km Driven Annually

6,762,520
Smart Phones Charged Annually

1,120
Ceiling Fans Powered Annually
(75W, 8hrs/day)

Total CO_2 savings

111
tons

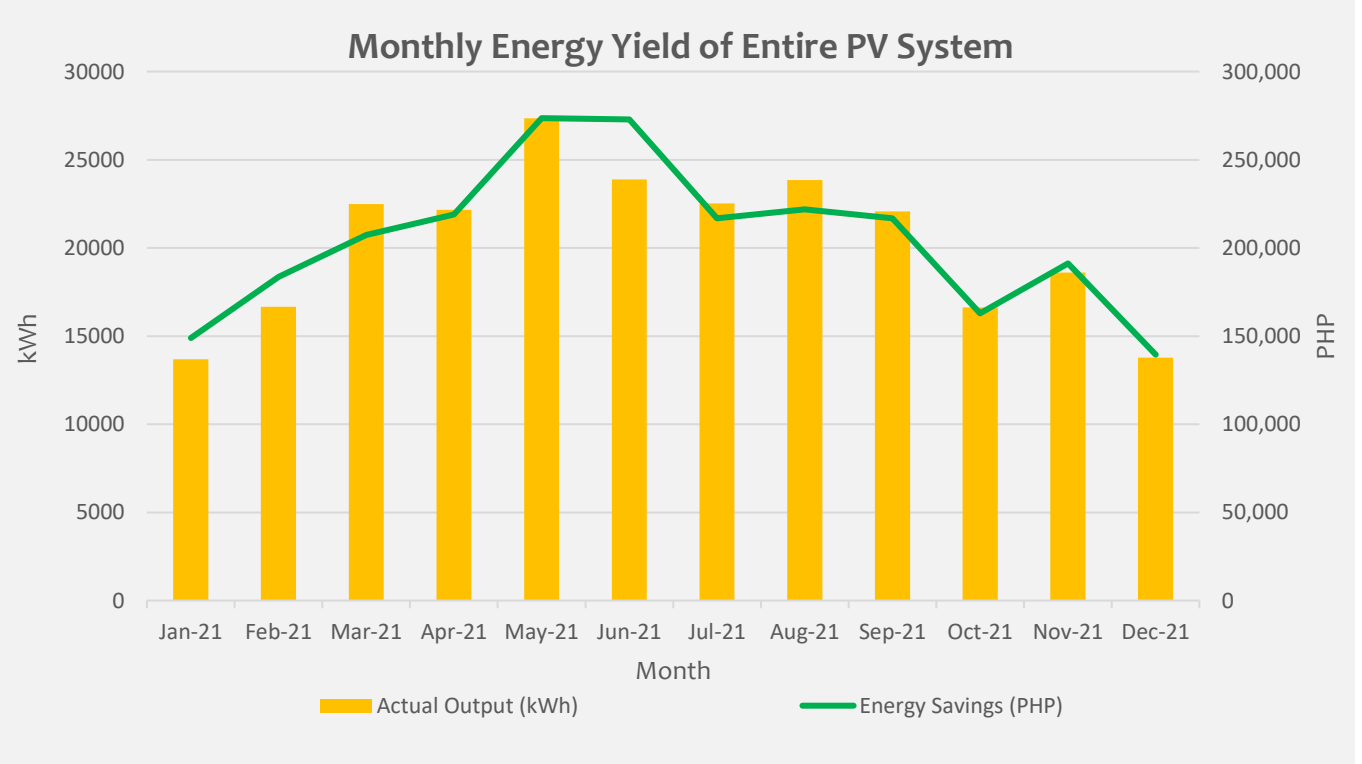
43
ha Forest Carbon Sequestered

** CO_2 savings calculated based on average CO_2 emissions of the Philippine national grid*

WEnergy GLOBAL
Powering the Planet

Achieved Savings of PHP 2,455,045 in 2021!

Total Clean Energy Generated: 243,714 kWh



*Savings *calculated based on assumed average electricity tariff paid by client is at 10 PHP/kWh (per NUVELCO'S bill from Jul'16 – Jun'17)*
Period: 01 January 2021 – 31 December 2021

WEnergy GLOBAL
Powering the Planet

Total Emission Savings in 2021

Total RE generated

243,714
kWh

Equivalent to:

100
Houses Powered Annually
(200kWh/month)

4,170
LED Lights Powered Annually
(20W,8h/day)

418,200
km Driven Annually

6,707,640
Smart Phones Charged Annually

1,110
Ceiling Fans Powered Annually
(75W, 8hrs/day)

Total CO_2 savings

110
tons

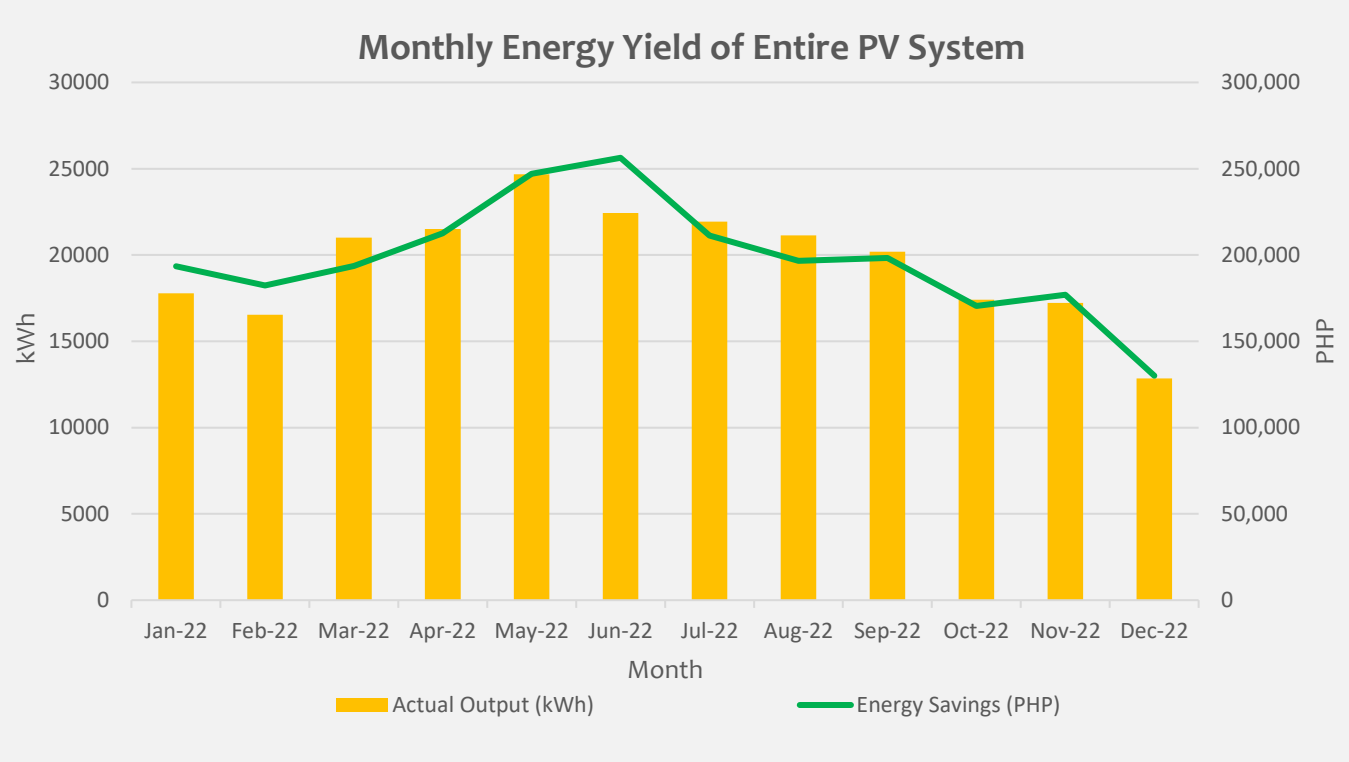
42
ha Forest Carbon Sequestered

* *CO_2 savings calculated based on average CO_2 emissions of the Philippine national grid*

WEnergy GLOBAL
Powering the Planet

Achieved Savings of PHP 2,369,495 in 2022!

Total Clean Energy Generated: 234,716 kWh



*Savings *calculated based on assumed average electricity tariff paid by client is at 10 PHP/kWh (per NUVELCO'S bill from Jul'16 – Jun'17)*
Period: 01 January 2022 – 31 December 2022

WEnergy GLOBAL
Powering the Planet

Total Emission Savings in 2022

Total RE generated

234,716
kWh

Equivalent to:

98
Houses Powered Annually
(200kWh/month)

4,020
LED Lights Powered Annually
(20W,8h/day)

402,760
km Driven Annually

6,459,995
Smart Phones Charged Annually

1,072
Ceiling Fans Powered Annually
(75W, 8hrs/day)

Total CO_2 savings

106
tons

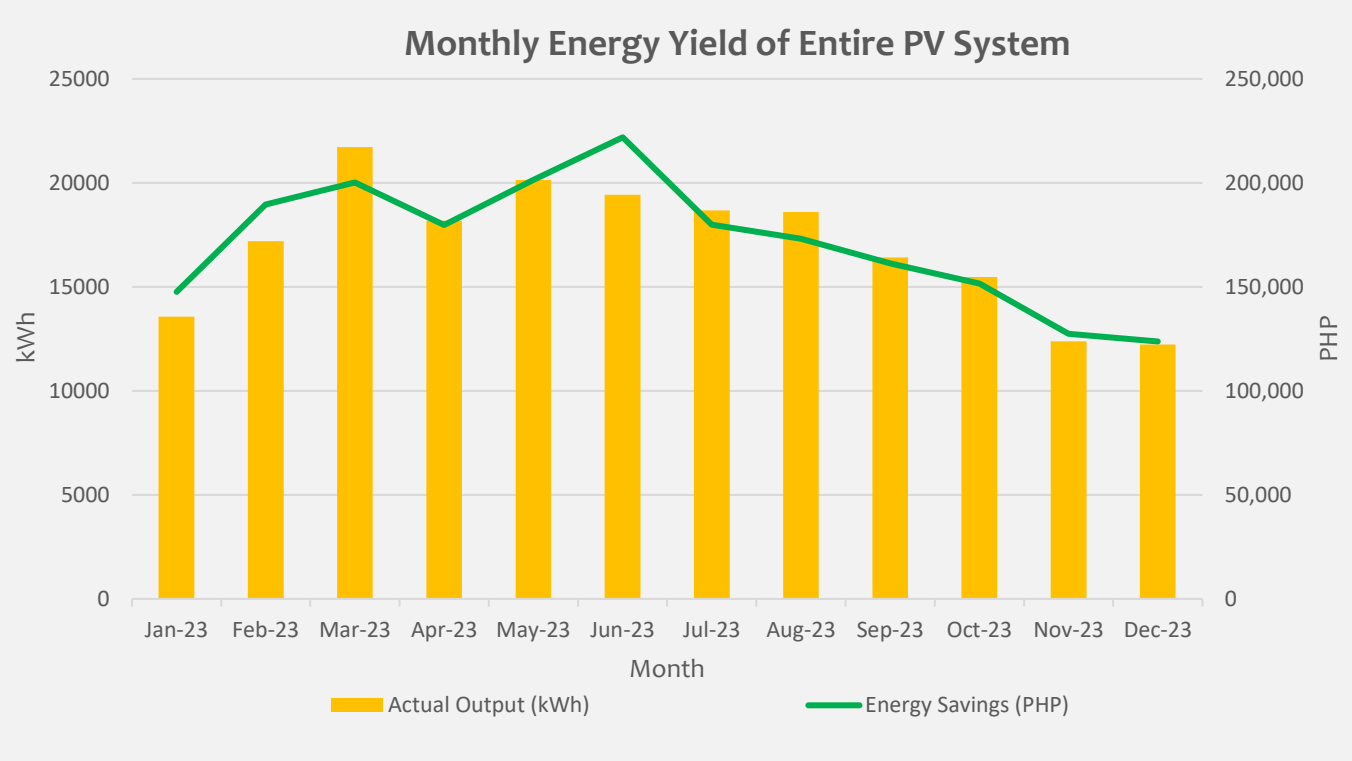
41
ha Forest Carbon Sequestered

** CO_2 savings calculated based on average CO_2 emissions of the Philippine national grid*

WEnergy GLOBAL
Powering the Planet

Achieved Savings of PHP 2,057,800 in 2023!

Total Clean Energy Generated: 204,044 kWh



*Savings *calculated based on assumed average electricity tariff paid by client is at 10 PHP/kWh (per NUVELCO'S bill from Jul'16 – Jun'17)*
Period: 01 January 2023 – 31 December 2023

WEnergy GLOBAL
Powering the Planet

Total Emission Savings in 2022

Total RE generated

204,044
kWh

Equivalent to:

85
Houses Powered Annually
(200kWh/month)

3,494
LED Lights Powered Annually
(20W,8h/day)

350,135
km Driven Annually

5,615,822
Smart Phones Charged Annually

932
Ceiling Fans Powered Annually
(75W, 8hrs/day)

Total CO_2 savings

92
tons

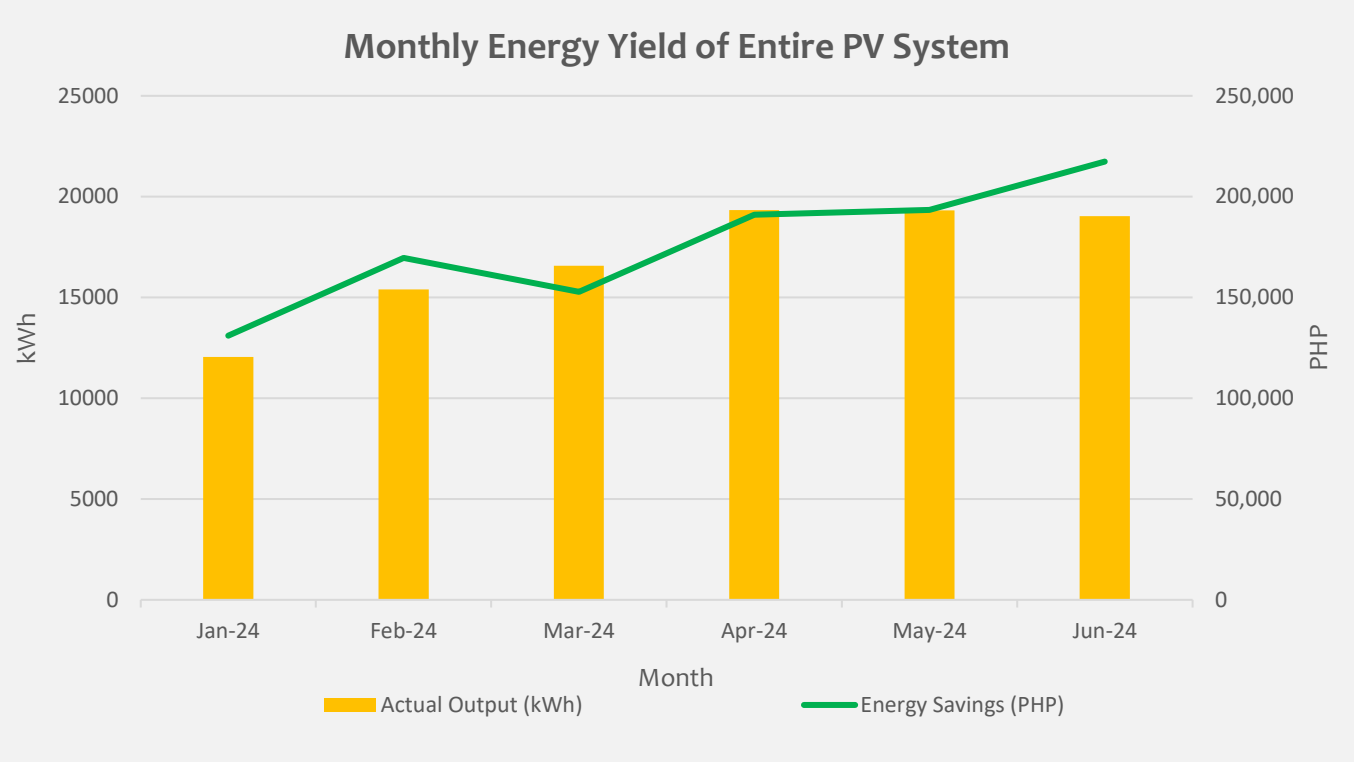
35
ha Forest Carbon Sequestered

* *CO_2 savings calculated based on average CO_2 emissions of the Philippine national grid*

WEnergy GLOBAL
Powering the Planet

Achieved Savings of PHP 1,054,990 in 2024!

Total Clean Energy Generated: 101,655 kWh



*Savings *calculated based on assumed average electricity tariff paid by client is at 10 PHP/kWh (per NUVELCO'S bill from Jul'16 – Jun'17)*
Period: 01 January 2024 – 30 June 2024

WEnergy GLOBAL
Powering the Planet

Total Emission Savings in 2024

Total RE generated

101,655
kWh

Equivalent to:

42
Houses Powered Annually
(200kWh/month)

1,740
LED Lights Powered Annually
(20W,8h/day)

174,438
km Driven Annually

2,797,810
Smart Phones Charged Annually

465
Ceiling Fans Powered Annually
(75W, 8hrs/day)

Total CO_2 savings

46
tons

18
ha Forest Carbon Sequestered

* *CO_2 savings calculated based on average CO_2 emissions of the Philippine national grid*

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Summary – PV System Performance

Year	2020 (Jan - Dec)	2021 (Jan - Dec)	2022 (Jan - Dec)	2023 (Jan - Dec)	2024 (Jan - June)
Actual (kWh)	245,708	243,714	234,716	204,044	101,655
Estimated (kWh)	290,662	289,209	287,763	286,324	150,915

** The yearly yield values of 2020 (Jan – Dec) to 2024 (Jan – June) shows a difference from estimated to actual yield value due to performance difference of the inverters . We would like to recommend for the performance maintenance operation including checking of all the inverters for any alarm/fault, cleaning of PV panels, tree trimming that impose shading on the PV panels and also to upgrade the monitoring systems to SynaptiQ to have a regular remote monitoring of the PV plant.*

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ISO 9001:2015
ISO 45001:2018
BUREAU VERITAS
Certification
BUREAU VERITAS 1828
UKAS MANAGEMENT SYSTEMS
0008

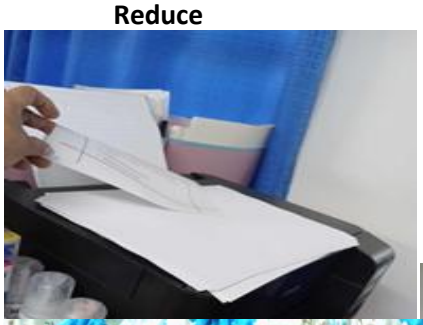
Sewage Disposal

Example of Sewage Disposal (Septic Tank) Siphoning Method

Description:

The water consumption from the canteen (kitchen), laboratories, watering garden, and drinking in school buildings has an average volume of 0.76 cubic meters/day and 22.82 cubic meters/monthly average volume. Moreover, the estimated flow of 0.61 cubic meters/day of wastewater generated from toilets and sinks is disposed of/stored in the septic tanks, usually in each building. The septic tanks of SMU were created/designed per the Philippine National Plumbing Code. Each septic tank has a total capacity of 12.79 cu. meters and an Authorized Siphoning Service draw from it when it reaches its maximum capacity. The periodic siphoning of the septic tanks of Saint Mary's University ensures cleanliness and keeps wastewater to put up with solid particles. No wastewater treatment facility/ies existed at Saint Mary's University.

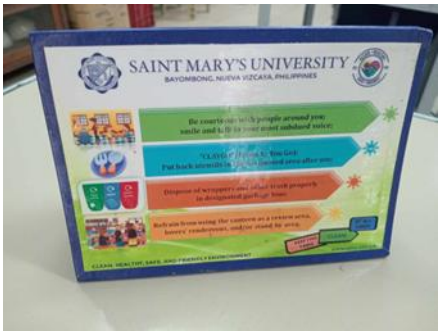
3R (Reduce, Reuse and Recycle) Program for University Waste

Reduce	Reuse	Recycle
		

CAMPUS GREEN Project

Reduce: Using reusable containers and mugs for food and drinks when buying at the canteen

CLEAN, HEALTHY, SAFE, FRIENDLY (CHSF) PROGRAM



Description:

Saint Mary's University use recyclable materials like vehicle wheel, plastic bottles, tornado mop pail, water pipes, plastic basin, pail, water dispenser, toilet bowl, and drinking glass, etc., for planting ornamental plants. At the Material Recovery Facility (MRF), the General Services Office' Staff, are storing these recyclable materials for this purpose. The entire units and offices of the University do reuse papers (2-sides) for printing interoffice communications and reuse boxes for hard files. The School Canteens reuse boxes (instead of plastic trays, plastic cabinets, or wooder cabinets) to display their store items for sale.

Through this, they are helping the University for cost savings, resource conservation, and it decreases or reduces the volume of wastes and prolonging the life span of waste for disposal. Composting is the best practice in the University. Organic wastes are composted or converted into fertilizers that are used for plants. Construction and demolition and waste recycling is also practiced. Used hollowblocks are used for landscaping. Used galvanized iron are used to fence some areas in the university like in the Material Recovery Facility (MRF) area and other projects.

Saint Mary's University "Campus Green Project" concerns the different policies like: 1. Disallowing the use of plastic spoons, forks, disposable plastic food packs, and straws; 2. Disallowing the entry of drinks using PET bottles; 3. Disallowing the selling of drinks on PET bottles (to be part of the contract among Canteen Concessionaires). The Project requires students to use tumblers or any non-PET drinking utensils. 2. Requires canteen concessionaire to provide a drinking station. 3. Requires concessionaires to use only paper cups, lunch packs, and silver utensils for food. 4. The university provides water drinking stations in strategic places.

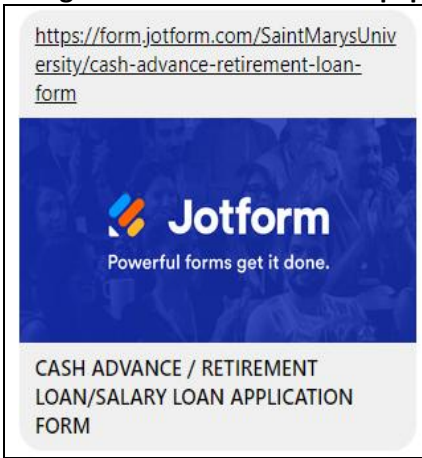
Another sustained University program is the CHSF which stands for CLEAN, HEALTHY, SAFETY, FRIENDLY, encompasses four dimensions: eco-friendly, socially inclusive, culturally sensitive, and economically stable

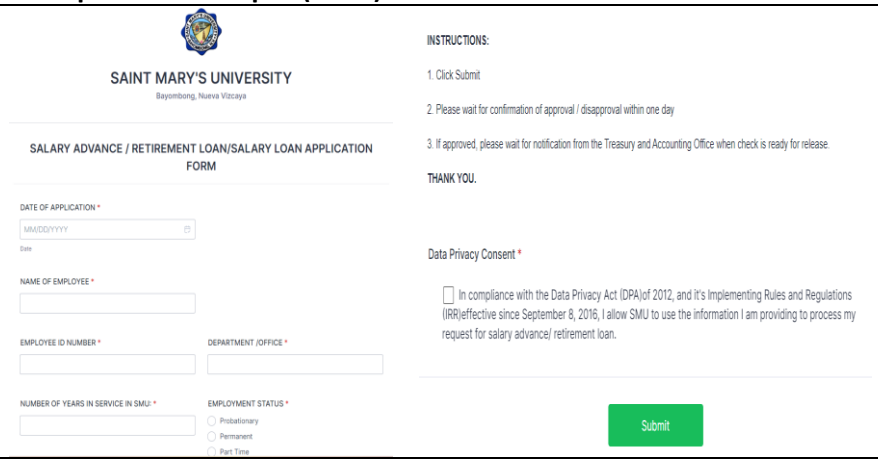
environment. The CHSF Program has become the password of the University in observing and maintaining the cleanliness of the University.

The Marian Green STEPS initiative aims to engage the university in comprehensive strategies to combat environmental degradation caused by human activities and natural disasters. A key component of this initiative is the Proper Waste Disposal program, which emphasizes the principles of Reduce, Reuse, and Recycle. The Reduce, Reuse, Recycle (3Rs) initiative at the school incorporates several practical strategies to foster environmental sustainability and minimize waste.

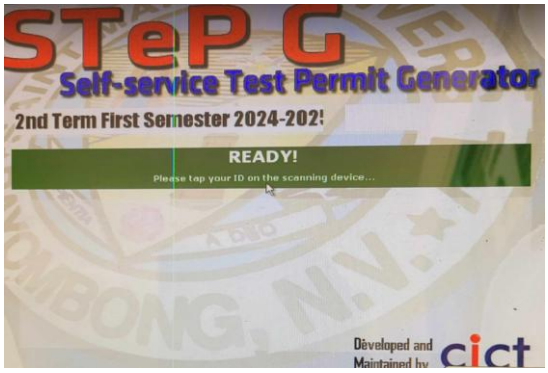
Researches are conducted such as green business practices, and evaluation of the Marian Green Steps, each aimed at advancing sustainability and social responsibility. Research on green business practices examines how organizations implement eco-friendly methods like waste reduction and energy efficiency, supporting their alignment with global sustainability standards. The Marian Green Steps initiative evaluates eco-friendly practices within the Marian community, focusing on waste management, energy conservation, and green infrastructure. These evaluations provide insights for continuous improvement, aligning each initiative with broader environmental and social goals.

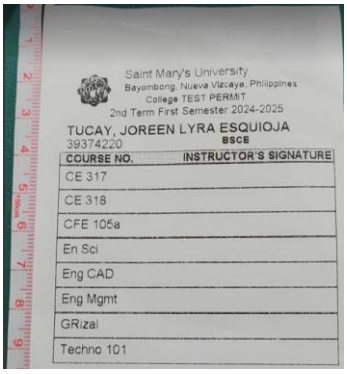
Program to reduce the use of paper and plastic on campus (WS.2)



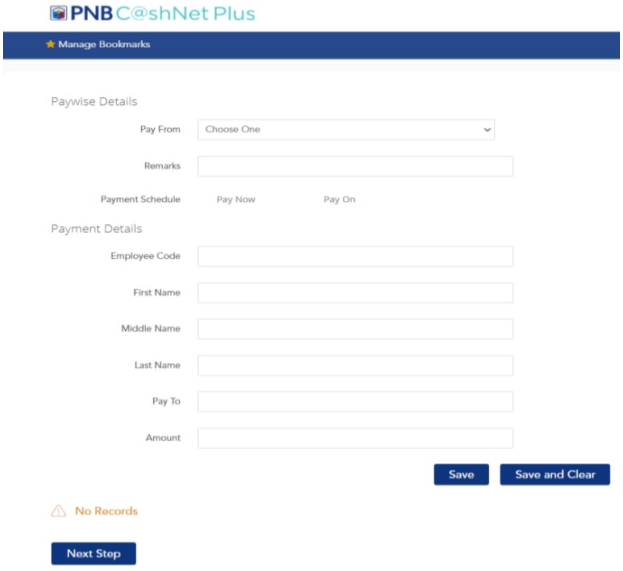


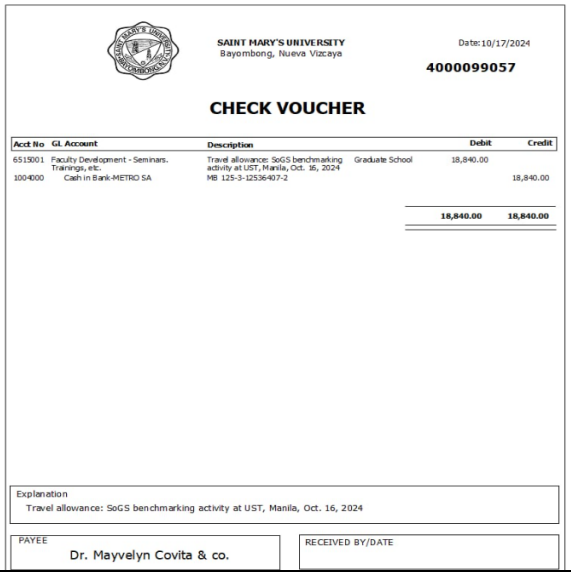
Online Application for salary loans and advances



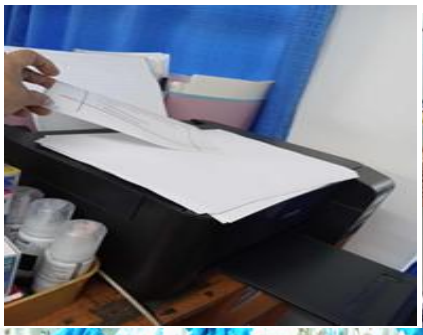
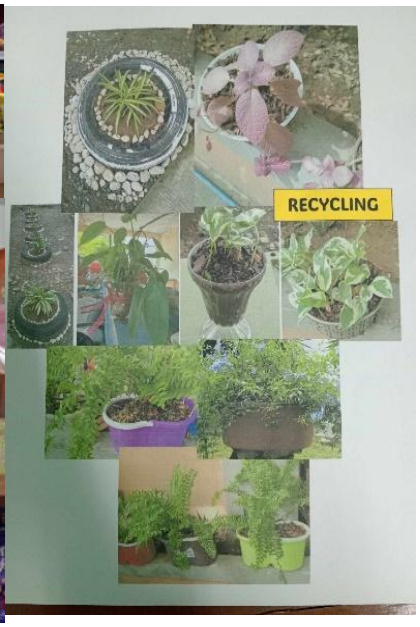


STePG (Self-service Test Permit Generator)





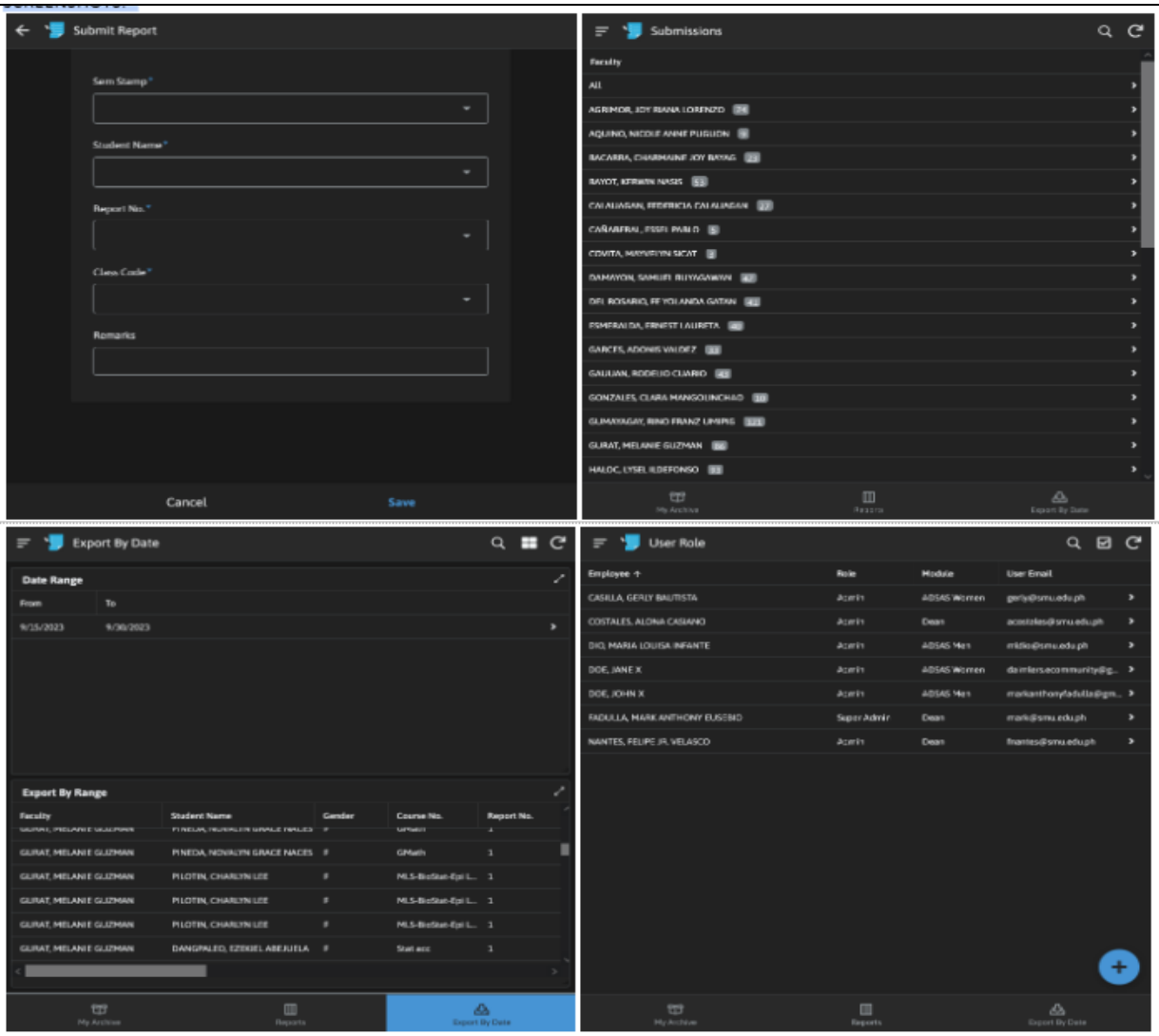
Online Disbursements

Reduce	Reuse	Recycle
		

Green Campus Initiatives in the Offices, Canteen, and Ornamental Plants Cultivation

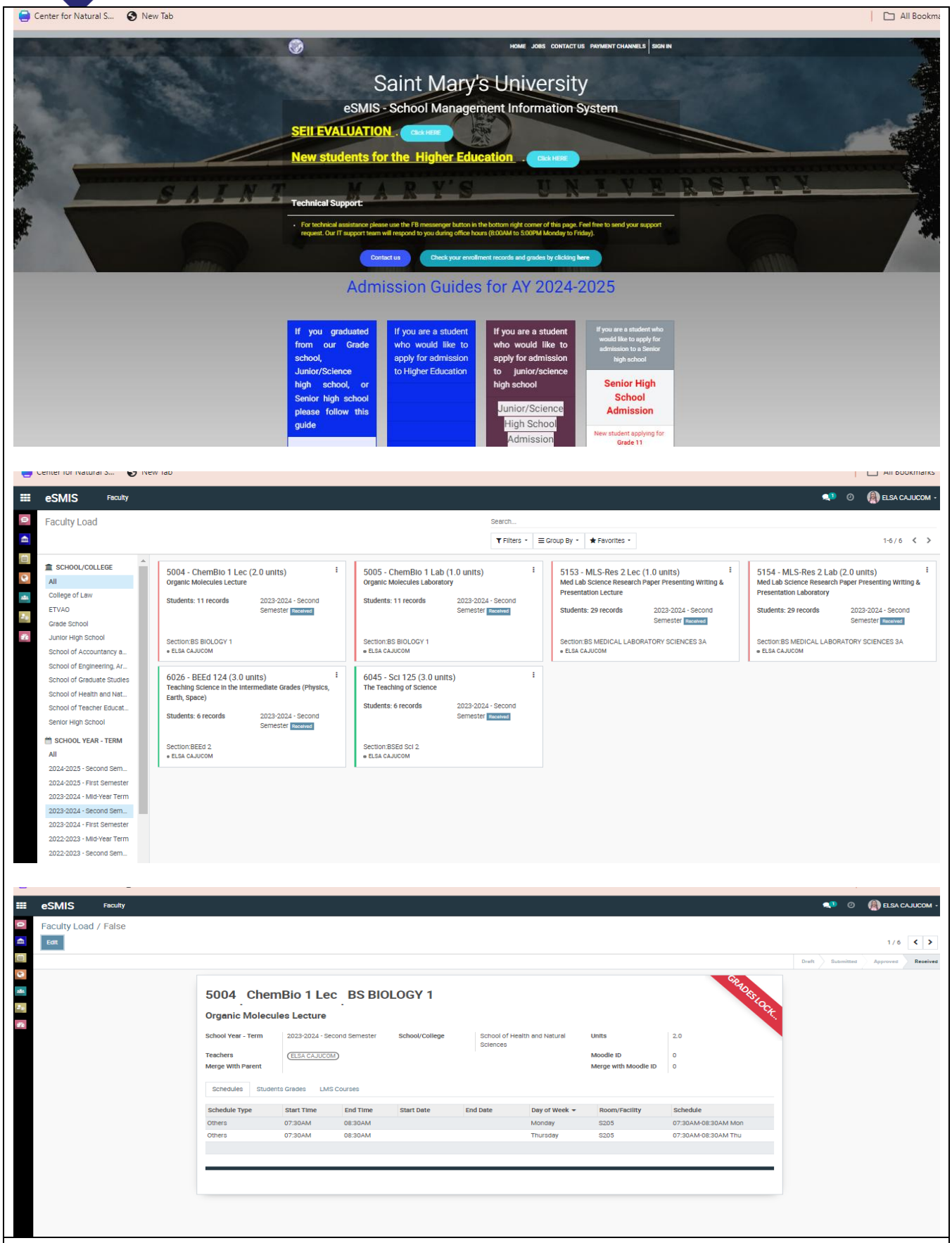
Reduce: Using reusable containers and mugs for food and drinks when buying at the canteen

CLEAN, HEALTHY, SAFE, FRIENDLY (CHSF) PROGRAM



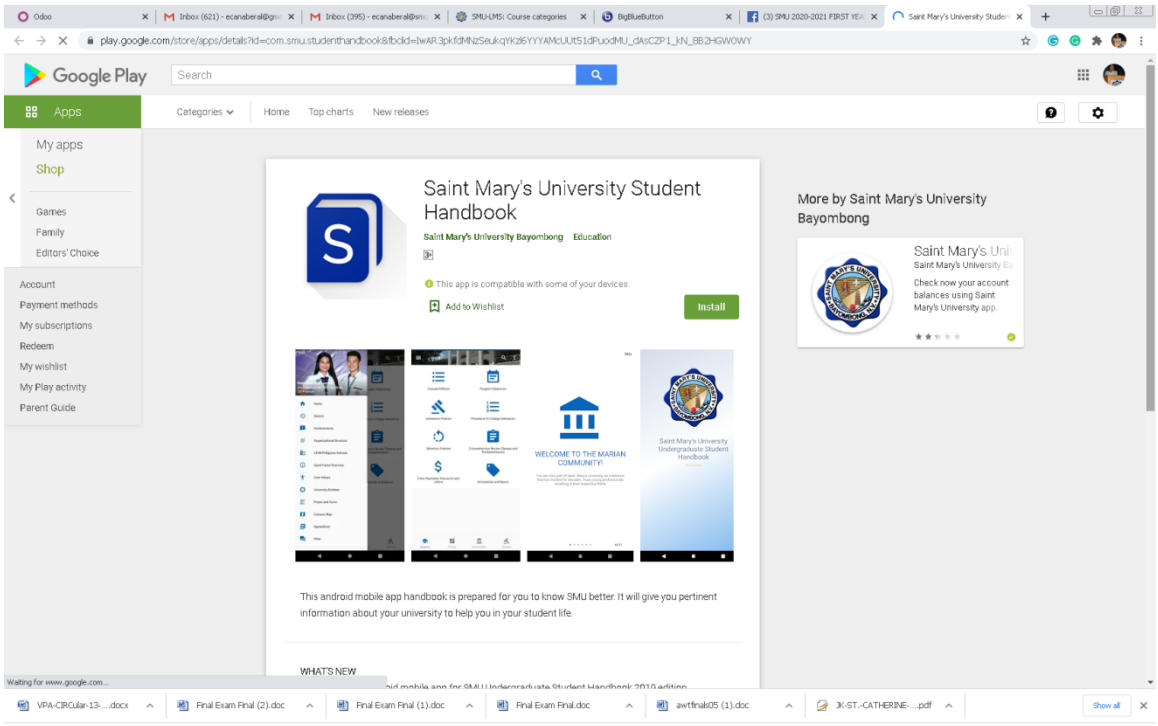
STARE (Student Attendance Record Map) App

Student Monitoring and Attendance Checking Society (SMACS App)

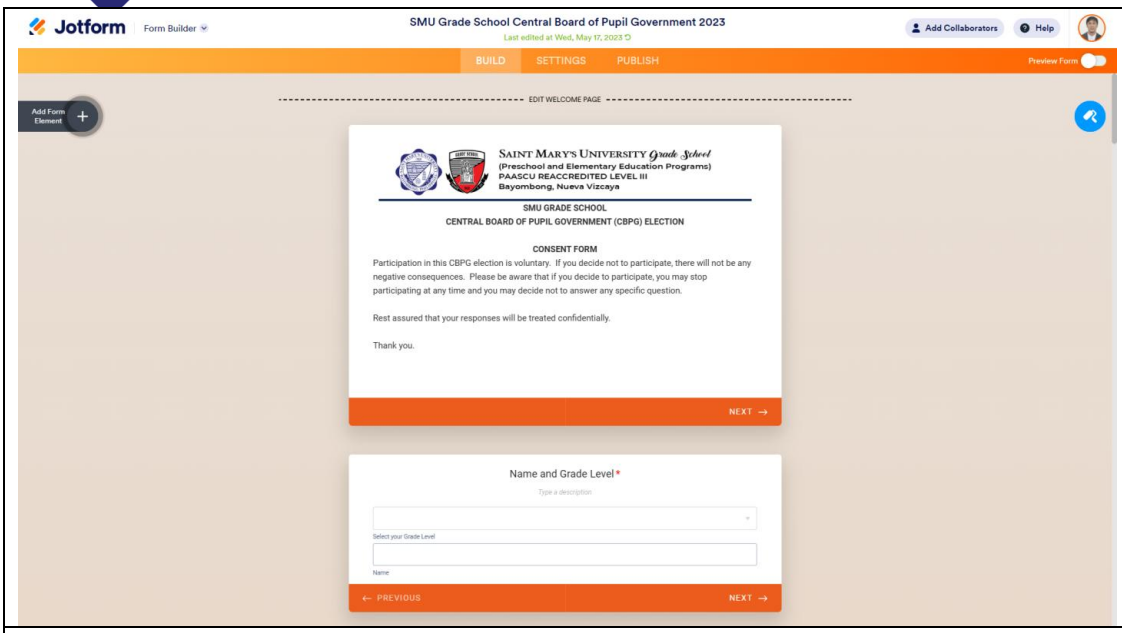


Online Enrolment and Grades Release Via EsMIS

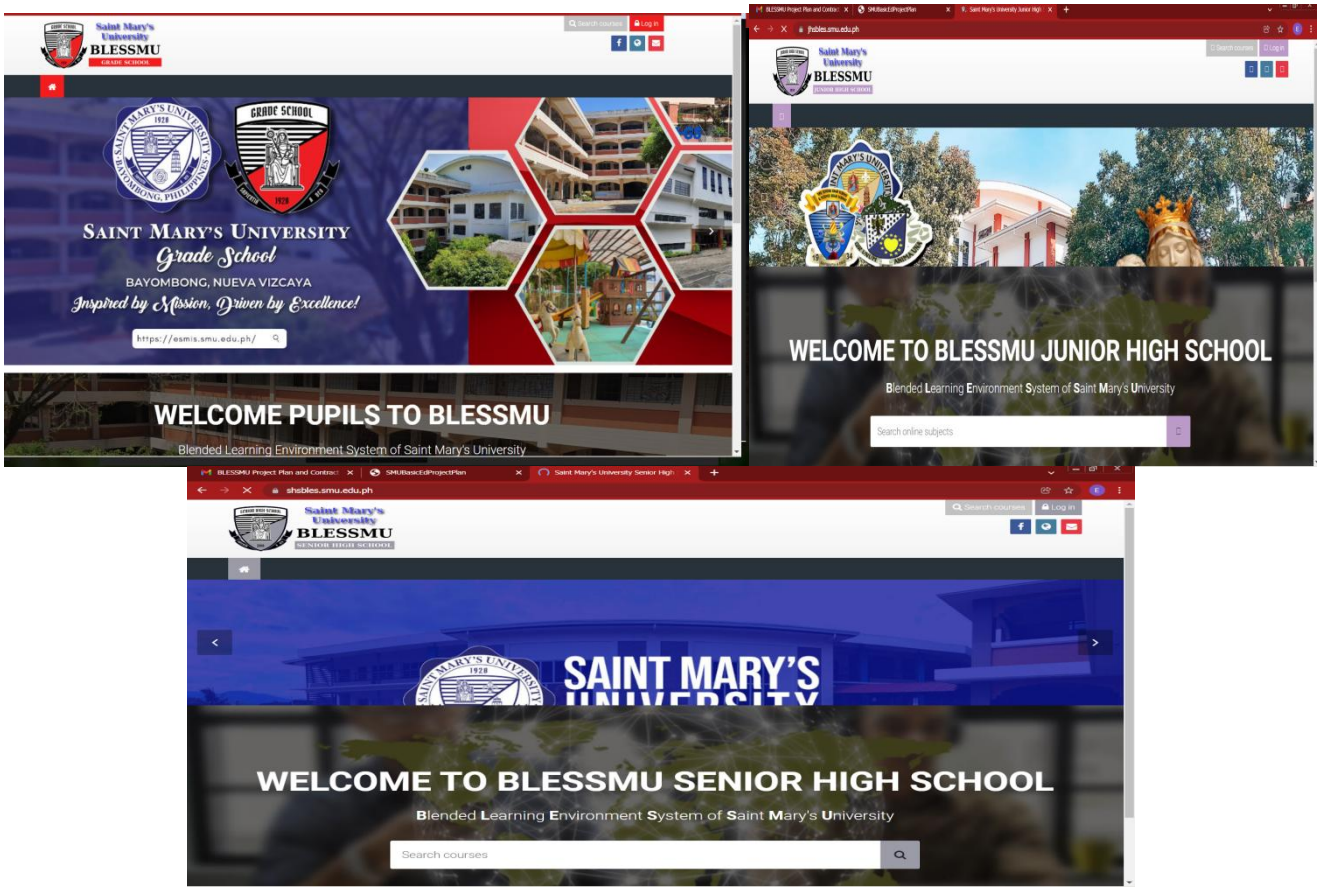
SMU e-library



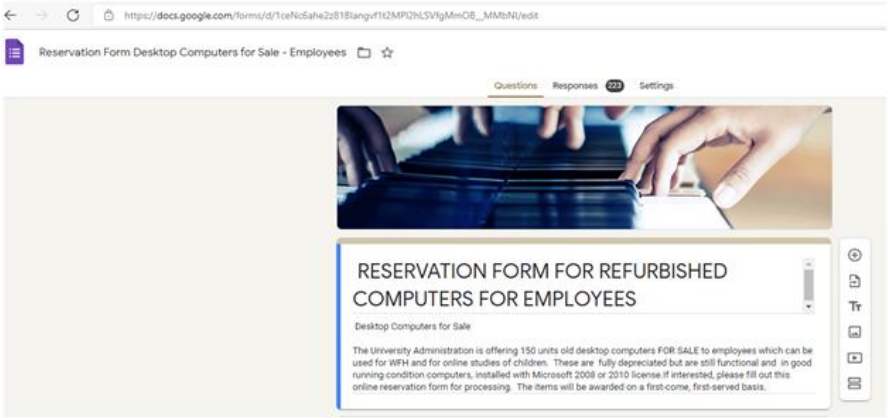
Online Student Handbook

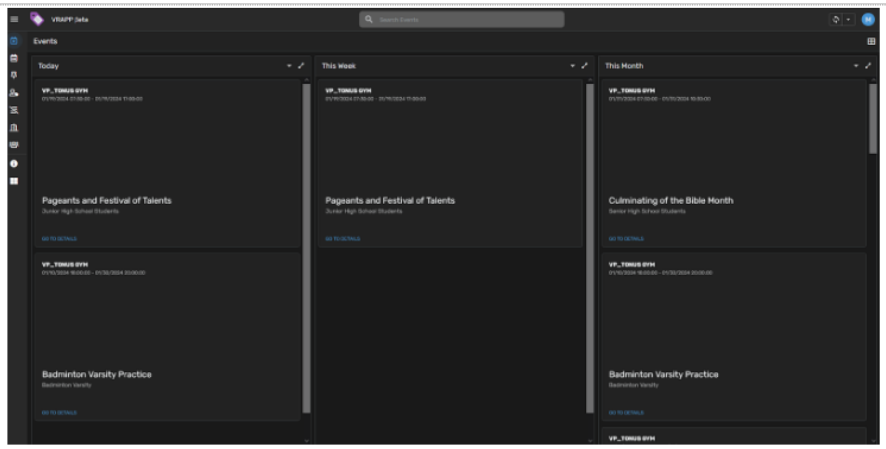


Google Space Trainings



SMU subscription to Google Workspace for Learning Management System





WHAT: Update Student Monitoring module
WHY: To allow users to update the sem stamp used by the different apps; to eliminate the task of verifying absence reports submitted by teachers
SHORT DESCRIPTION OF THE EVENT / APPRECIATION OF THE EVENT:

Online Reservation Forms of SMU Offices

Description:

In support of the University's Green Campus Program, which emphasizes a "No Use of Plastic" policy, the Finance Office has implemented several initiatives to promote sustainability. Food ordered and served by accredited caterers for meetings and institutional activities must utilize washable and recyclable containers, while canteen concessionaires must refrain from selling water and beverages in plastic bottles; instead, water stations have been installed for students to refill their drinking bottles. Additionally, the Finance Department and other departments are actively working to reduce paper usage through various measures: financial transactions are printed in source journals as a single copy; request forms and slips use only half or quarter-sized bond papers; applications for salary loans and advances can be submitted online and printed on recycled

paper; examination permits have been resized to 10 cm x 8 cm using eco-friendly thermal printers, which eliminate harmful chemicals and reduce waste; monthly pay slips are available online or printed only upon request; supporting documents for financial transactions are filed using recyclable paper; working papers are shared internally via email or messenger rather than in hard copy; and disbursements are progressively transitioning to an online format instead of issuing checks. These initiatives collectively contribute to the university's commitment to environmental sustainability.

SMU has significantly reduced paper usage by sending electronic copies of memos, circulars, and announcements. This initiative minimizes paper waste and streamlines communication within the university. Students are encouraged to bring food and water containers to reduce single-use plastics. This practice promotes mindful consumption and fosters a culture of sustainability. The school creatively repurposes plastic bottles as planters. This initiative reduces plastic waste and engages students in gardening activities, promoting environmental stewardship. In administrative offices, recycled boxes are utilized as file organizers. This not only saves money but also reinforces the importance of reusing materials. The canteen uses recycled boxes as food trays, further supporting the reuse principle. Used papers are recycled for issuing memos and other internal communications that do not leave the university. This practice helps divert waste from landfills and supports a circular economy. The school actively promotes recycling through educational campaigns and initiatives that encourage students and faculty to participate in recycling efforts. Clearly labeled recycling bins are placed throughout the campus to facilitate proper disposal.

The CICT has developed apps that reduce the use of papers in the University, like STARE (Student Attendance Record App), for the faculty to submit Student Attendance Records dedicated to the DSAS office. The SMAC (Student Marian Attendance Checking) checks attendance by tapping ID during institutional activities. Different schools use the SMURR (SMU Right Rate APP) in judging competitions, eliminating paper, and promoting accuracy. The ESMIS is an avenue for submitting grades online, which eliminates paper.

By integrating these practices into daily operations, the school not only enhances its sustainability efforts but also educates students about responsible waste management, fostering a culture of environmental awareness that extends beyond the campus.

Organic Waste Treatment

Vermicomposting and decomposting of organic wastes in SMU

Description:

Saint Mary's University's (SMU) primary goal is to reduce waste volume, minimize environmental impact, and recover valuable resources. Organic waste is collected separately from general waste to prevent contamination. This can be done through curbside collection programs or designated drop-off sites; SMU has the mini-forest park and the vermiculture box as drop-off sites. A natural aerobic process where microorganisms decompose organic materials into nutrient-rich compost. This method typically involves layering materials and maintaining optimal conditions (aeration, moisture, temperature) for decomposition. In vermicomposting, SMU utilizes earthworms to decompose organic waste. Worms break down the material, producing high-quality compost and nutrient-rich soil. Decomposed and vermicomposed wastes are used as fertilizers for ornamental plants and trees. By implementing these effective organic waste treatment strategies, the Marian community enhances sustainability, reduces waste management costs, and supports ecological health though nutrient recycling.

This, in terms of organic waste treatment through vermicomposting, the overall treatment is extensive.
https://drive.google.com/file/d/13I0zeSMZEfzCtNRE-X_SmJhFdKdvd7Hj/view?usp=drive_link
https://drive.google.com/file/d/1vpG4hF4-96Hx3i3NDGicgzW6hqVCGL-b/view?usp=drive_link
https://drive.google.com/file/d/1qDbiG6Ameq1VVPK7OadkIKsJmLN2nQEd/view?usp=drive_link

Vermicomposting Area
https://drive.google.com/file/d/1sWCL0xKSUJDPvKD3Vb9UvRJueo7u7IH6/view?usp=drive_link

Inorganic Waste Treatment

WEEE (Waste Electrical and Electronic Equipment) at Saint Mary's University

Description:

The inorganic waste treatment process at **Saint Mary's University** for **Waste Electrical and Electronic Equipment Waste (WEEE)** involves different departments. It follows the standard procedure, ensuring the waste is appropriately handled and environmentally responsible.

Process Includes:

1. Collection of WEEE from Different Departments
   Each Saint Mary's University department is responsible for collecting and segregating WEEE such as computers, printers, etc. The departments store the WEEE in the designated areas and then prepare for transfer to the Inventory Management Office (IMO).

2. Recording and Logging from Inventory Management Office
   Once the WEEE is collected, it is transferred to the Inventory Management Office for recording and logging. Each piece of WEEE is logged into a condemnation form, which includes details like the department of origin, type of equipment, and condition.

3. Assessment and evaluation by the Computer and Electronics Technical Services Office (CETSO)
   CETSO experts assess the condition of the collected WEEE to determine if it can be repaired, reused, or recycled. WEEE is classified into different categories, such as functional devices that can be refurbished or non-functional items that need to be recycled, and the CETSO Team evaluates the potential environmental hazards of improperly disposed WEEE and recommends the best treatment methods if possible.Transportation of WEEE by LDR Manpower.

   Once the assessment by CETSO is completed, the LDR Manpower is responsible for transporting the WEEE to the Material Recovery Facility.

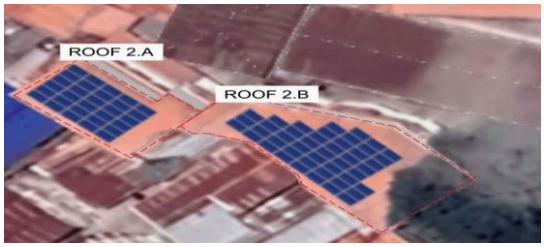
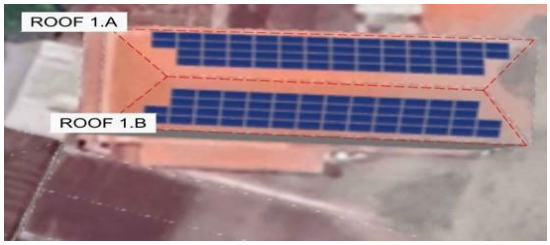
The LDR Manpower collects the WEEE from the Inventory Management Office for disposal and ensures safe handling during transport to avoid damage or potential environmental hazards.

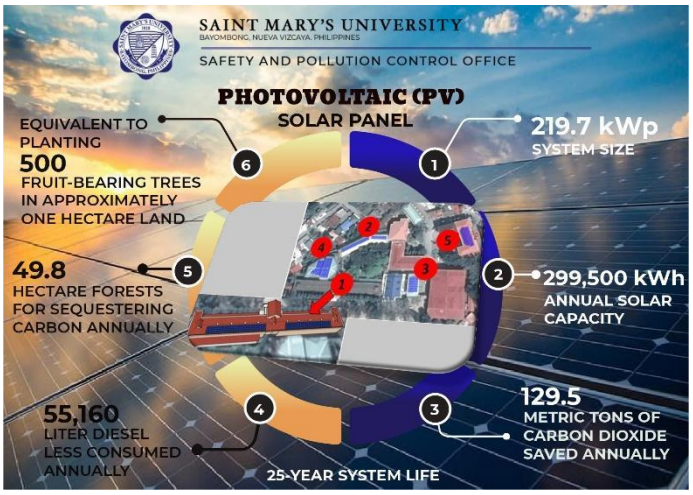
4. Material Recovery Facility (MRF)

The Material Recovery Facility is the final destination for most of the WEEE and other wastes produced by the University. WEEE is sorted based on material types resold to the accredited DENR-EMB entities or disposed of by following the environmental regulations.

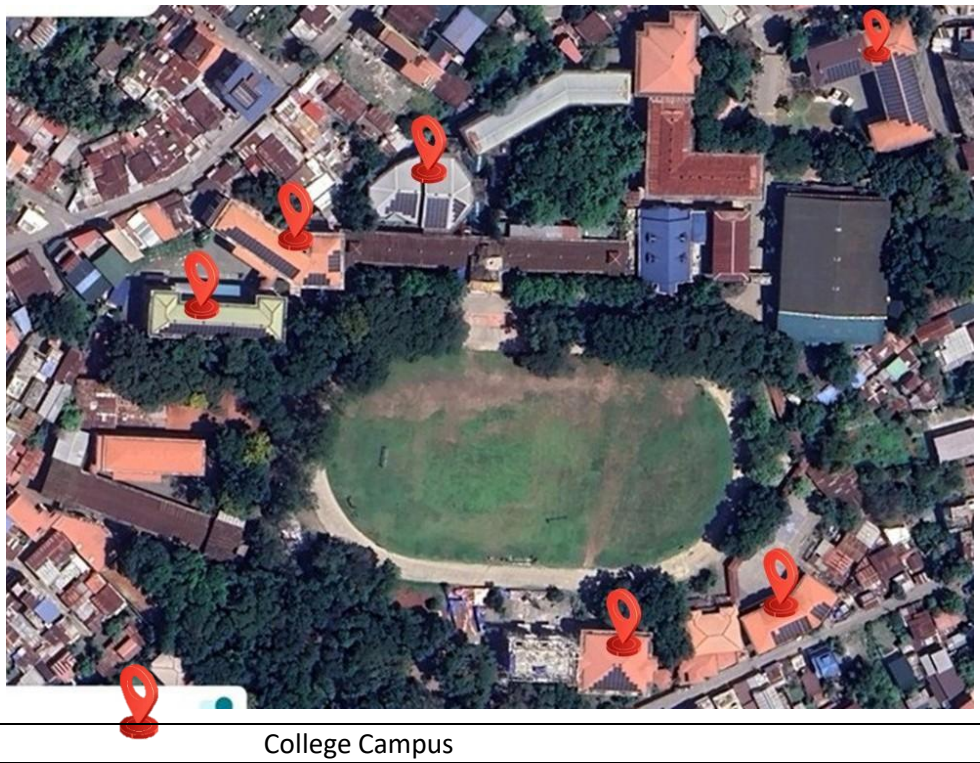
This process ensures that Saint Mary's University treats its WEEE in compliance with environmental standards, focusing on sustainability and minimizing its negative environmental impact.

Photovoltaic Solar Panel

Georges De Buscherre Building	Antonio Tanchoco Building
Hantson Building	Apo Pilo Building
Sacred Heart Chapel	John Van Den Daelen Building
	
Renato Sergeant Building	Engineering Building



Solar Panel



College Campus

Saint Mary's University–Philippines (SMU) is firmly dedicated to sustainability and reducing greenhouse gas (GHG) emissions through innovative renewable energy programs. A key component of this effort is the installation of solar power systems that contribute significantly to cleaner, more sustainable energy use across its campuses.

In February 2018, SMU installed a 219.7 kW photovoltaic (PV) solar panel system that partially powers the university's facilities. This system produces approximately 299,500 kWh of renewable energy each year, offsetting about 129.5 metric tons of carbon dioxide emissions—equivalent to 55,160 liters of fossil fuel consumption. The project represents SMU's strong commitment to environmental stewardship and aligns with the UI GreenMetric framework, which categorizes GHG emissions into three scopes:

- Scope 1 covers direct emissions from university operations such as fuel consumption;
- Scope 2 includes indirect emissions from purchased electricity, which are reduced through on-site solar power generation;

- Scope 3 addresses other indirect emissions, including those related to commuting, business travel, and waste management.

Under Scope 3, SMU enforces a Car Request Policy designed to minimize transportation-related emissions. For trips involving more than five passengers, the university provides shuttles or coasters instead of multiple smaller vehicles to reduce fuel use and carbon output. Most of SMU's travel activities occur by land due to the absence of an airport in the province, encouraging the use of more efficient, shared transportation methods such as public buses and vans. This policy not only promotes cost efficiency but also supports SMU's broader sustainability goals by lessening the environmental impact of travel.

To expand its renewable energy footprint, SMU also installed a 99 kWp solar power system across its College, Junior High School, and Grade School campuses. This system generates around 148,500 kWh of clean energy annually, reducing approximately 72 tons of carbon dioxide emissions—the equivalent of planting 3,300 trees or preserving 4.8 hectares of forest each year. It also offsets about 27,000 liters of diesel fuel consumption. By harnessing solar energy, SMU significantly cuts down its dependence on traditional electricity sources, helping combat climate change while ensuring energy efficiency.

Beyond reducing its carbon footprint, these projects serve as educational platforms that allow students and faculty to learn about renewable energy systems, sustainable practices, and environmental innovation. They stand as tangible examples of how educational institutions can lead in climate action and integrate sustainability into both operations and academics.

Complementing these initiatives is SMU's Clean, Healthy, Safe, and Friendly Environment (CHSF) Program, which fosters community participation in maintaining a sustainable and eco-friendly campus. Through CHSF, students and faculty are encouraged to uphold environmental values and contribute to a positive, green learning atmosphere.

By combining solar energy systems, sustainable transport practices, and community-driven environmental programs, Saint Mary's University–Philippines showcases how education and innovation can work hand in hand to advance sustainability, reduce emissions, and support global climate goals.

Solar panel Output Reports
SMU coaster
SMU Shuttle services
Motors and cars entering the school
No vehicle day (every 1st Wednesday)
Circular on No Vehicle Day
Sample accomplished car request forms

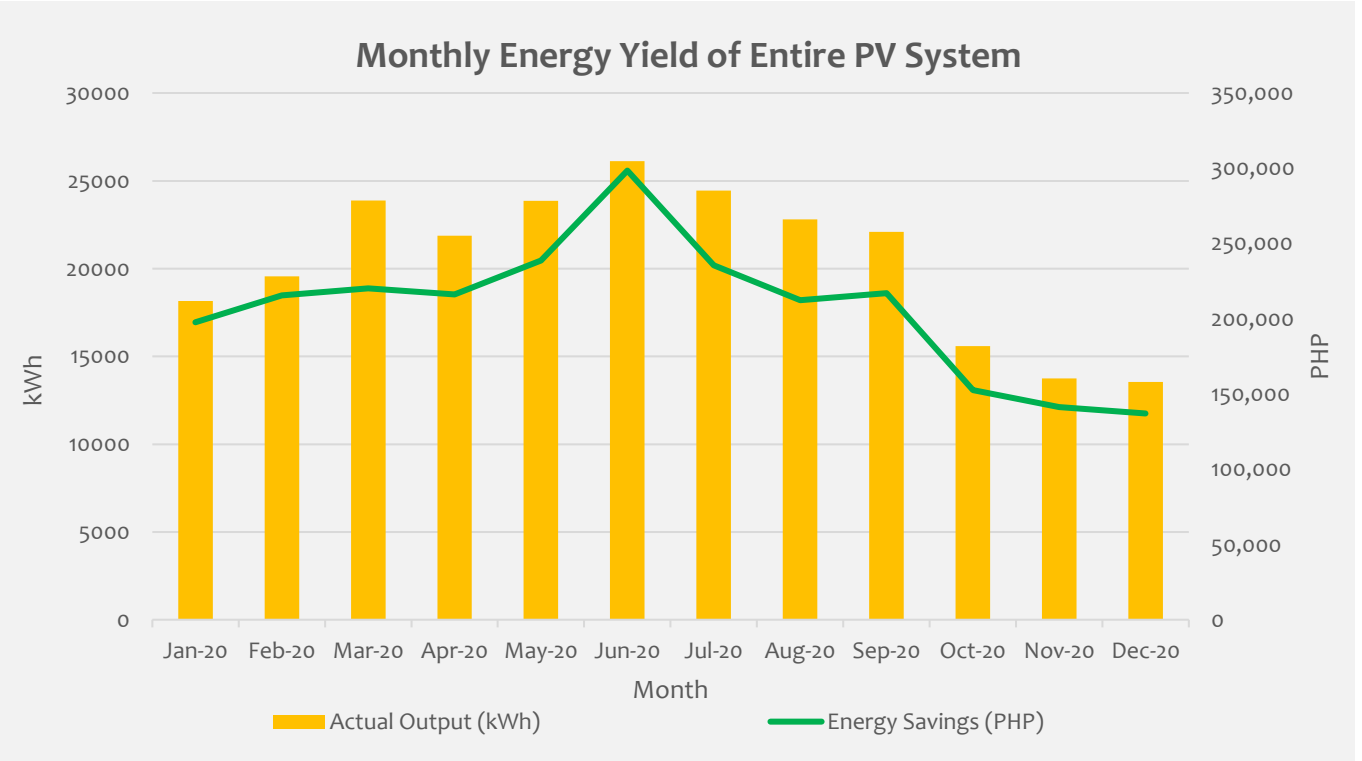
Solar PV Rooftop Performance Report SMU Bayombong

Savings Report for 2020 - 2024

Philippines, August 2024

Achieved Savings of PHP 2,482,810 in 2020!

Total Clean Energy Generated: 245,708 kWh



*Savings *calculated based on assumed average electricity tariff paid by client is at 10 PHP/kWh (per NUVELCO'S bill from Jul'16 – Jun'17)*
Period: 01 January 2020 – 31 December 2020

WEnergy GLOBAL
Powering the Planet

Total Emission Savings in 2020

Total RE generated

245,708
kWh

Equivalent to:

102
Houses Powered Annually
(200kWh/month)

4,200
LED Lights Powered Annually
(20W,8h/day)

421,620
km Driven Annually

6,762,520
Smart Phones Charged Annually

1,120
Ceiling Fans Powered Annually
(75W, 8hrs/day)

Total CO_2 savings

111
tons

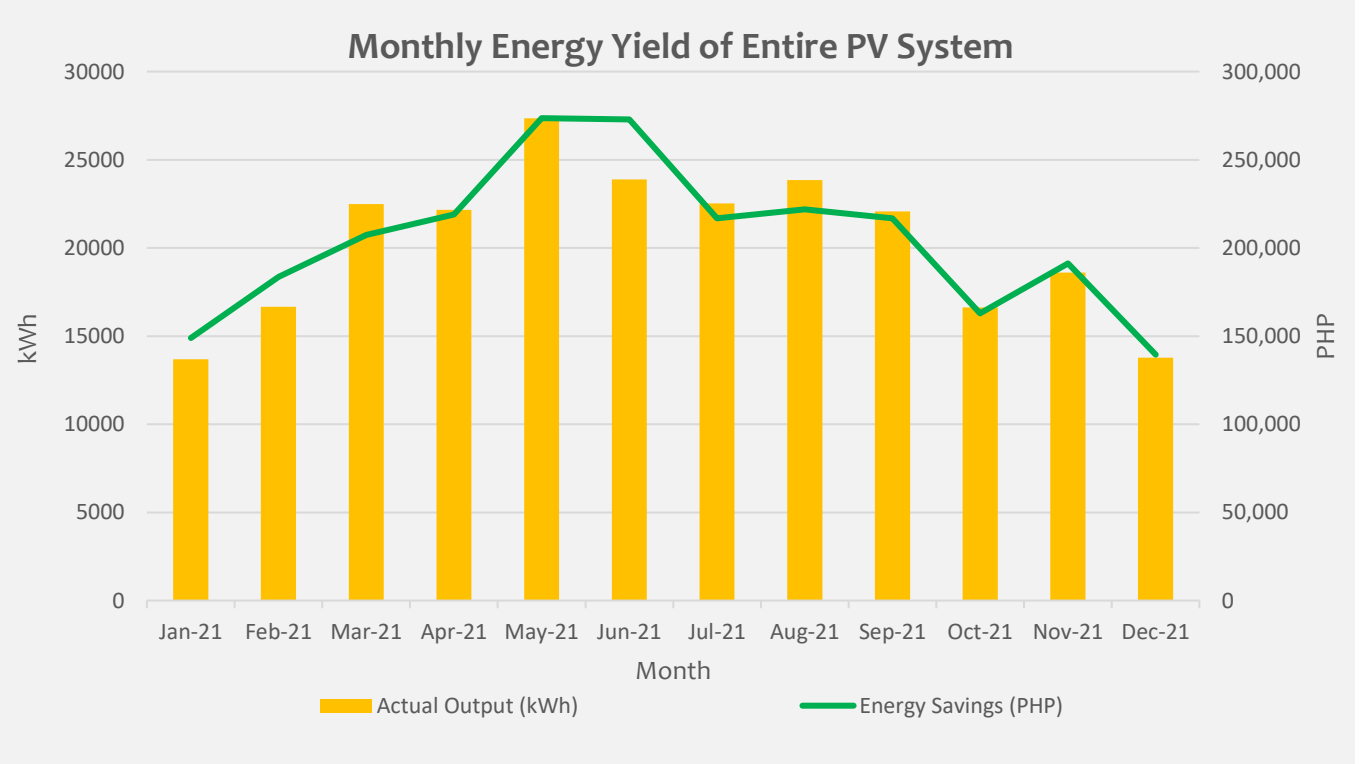
43
ha Forest Carbon Sequestered

** CO_2 savings calculated based on average CO_2 emissions of the Philippine national grid*

WEnergy GLOBAL
Powering the Planet

Achieved Savings of PHP 2,455,045 in 2021!

Total Clean Energy Generated: 243,714 kWh



*Savings *calculated based on assumed average electricity tariff paid by client is at 10 PHP/kWh (per NUVELCO'S bill from Jul'16 – Jun'17)*
Period: 01 January 2021 – 31 December 2021

WEnergy GLOBAL
Powering the Planet

Total Emission Savings in 2021

Total RE generated

243,714
kWh

Equivalent to:

100
Houses Powered Annually
(200kWh/month)

4,170
LED Lights Powered Annually
(20W,8h/day)

418,200
km Driven Annually

6,707,640
Smart Phones Charged Annually

1,110
Ceiling Fans Powered Annually
(75W, 8hrs/day)

Total CO_2 savings

110
tons

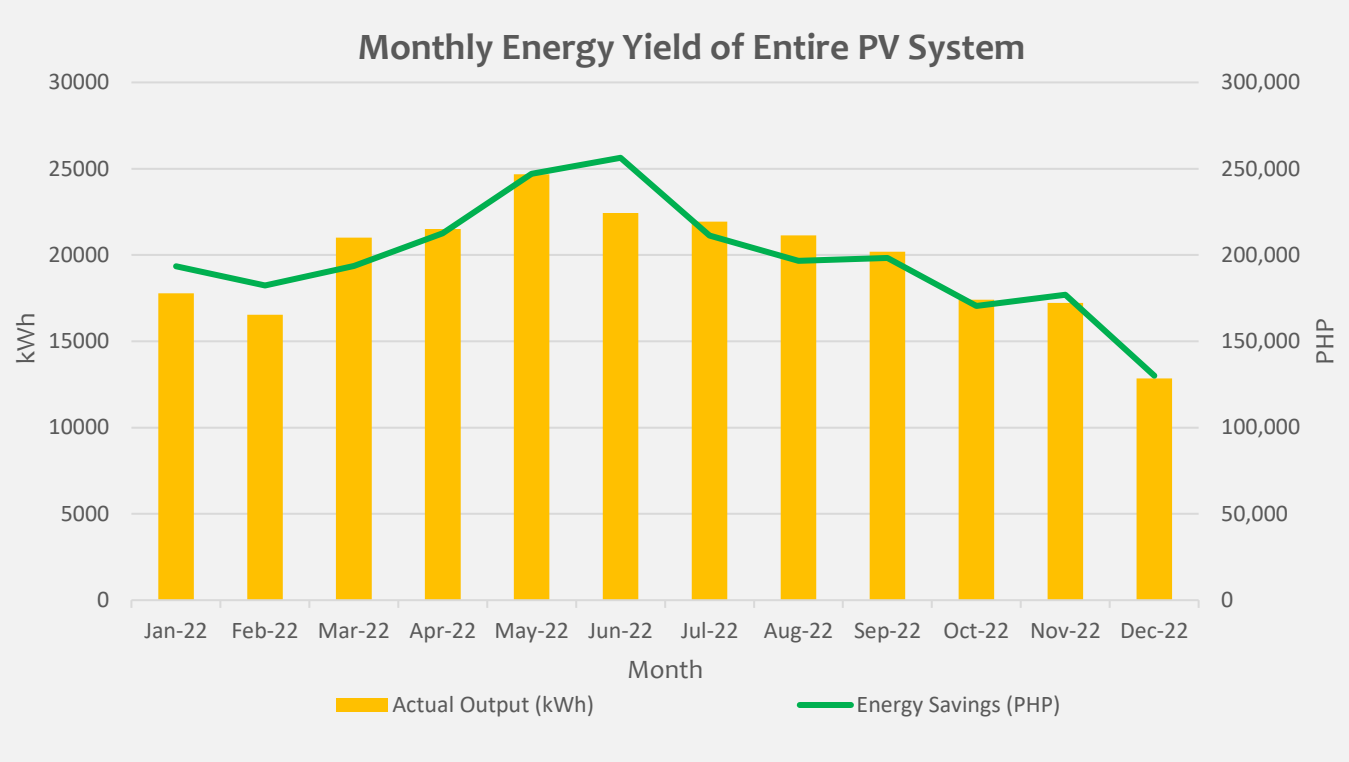
42
ha Forest Carbon Sequestered

* *CO_2 savings calculated based on average CO_2 emissions of the Philippine national grid*

WEnergy GLOBAL
Powering the Planet

Achieved Savings of PHP 2,369,495 in 2022!

Total Clean Energy Generated: 234,716 kWh



*Savings *calculated based on assumed average electricity tariff paid by client is at 10 PHP/kWh (per NUVELCO'S bill from Jul'16 – Jun'17)*
Period: 01 January 2022 – 31 December 2022

WEnergy GLOBAL
Powering the Planet

Total Emission Savings in 2022

Total RE generated

234,716
kWh

Equivalent to:

98
Houses Powered Annually
(200kWh/month)

4,020
LED Lights Powered Annually
(20W,8h/day)

402,760
km Driven Annually

6,459,995
Smart Phones Charged Annually

1,072
Ceiling Fans Powered Annually
(75W, 8hrs/day)

Total CO_2 savings

106
tons

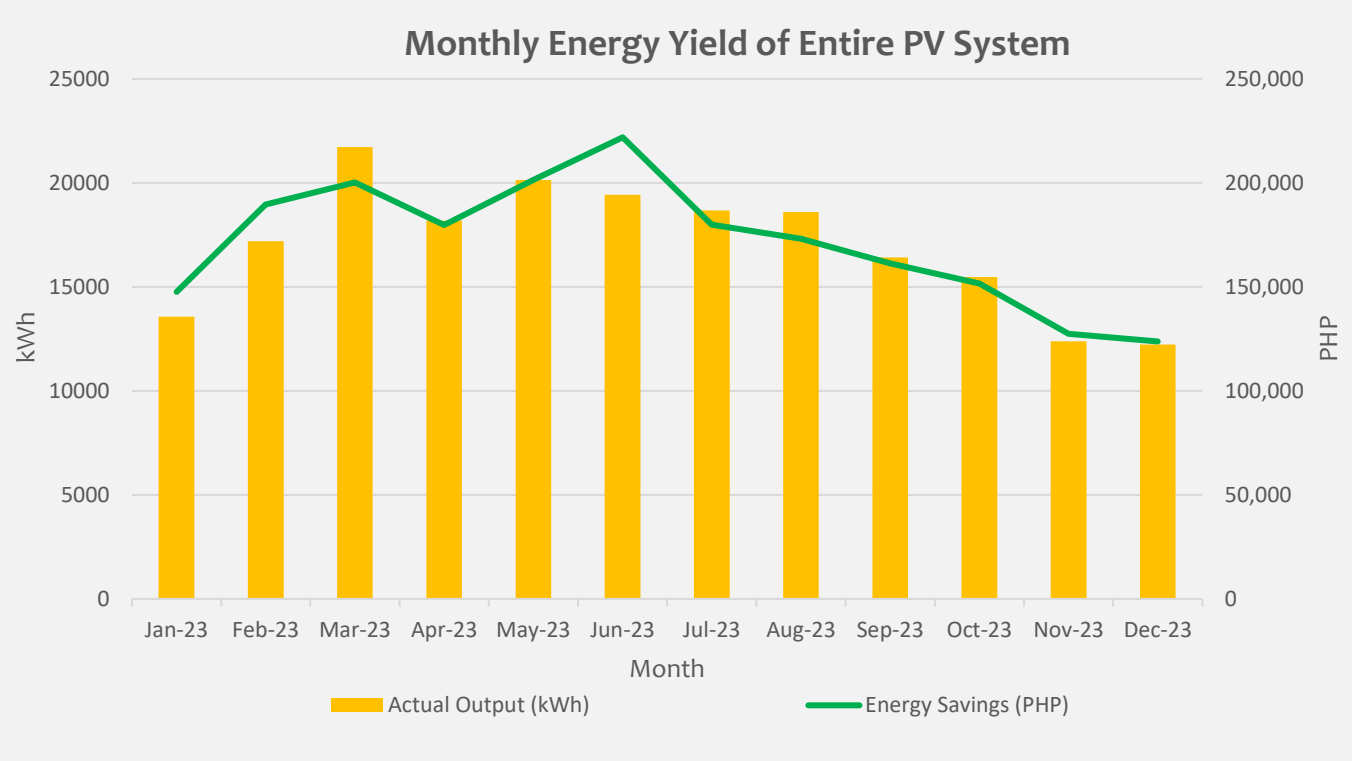
41
ha Forest Carbon Sequestered

** CO_2 savings calculated based on average CO_2 emissions of the Philippine national grid*

WEnergy GLOBAL
Powering the Planet

Achieved Savings of PHP 2,057,800 in 2023!

Total Clean Energy Generated: 204,044 kWh



*Savings *calculated based on assumed average electricity tariff paid by client is at 10 PHP/kWh (per NUVELCO'S bill from Jul'16 – Jun'17)*
Period: 01 January 2023 – 31 December 2023

WEnergy GLOBAL
Powering the Planet

Total Emission Savings in 2022

Total RE generated

204,044
kWh

Equivalent to:

85
Houses Powered Annually
(200kWh/month)

3,494
LED Lights Powered Annually
(20W,8h/day)

350,135
km Driven Annually

5,615,822
Smart Phones Charged Annually

932
Ceiling Fans Powered Annually
(75W, 8hrs/day)

Total CO_2 savings

92
tons

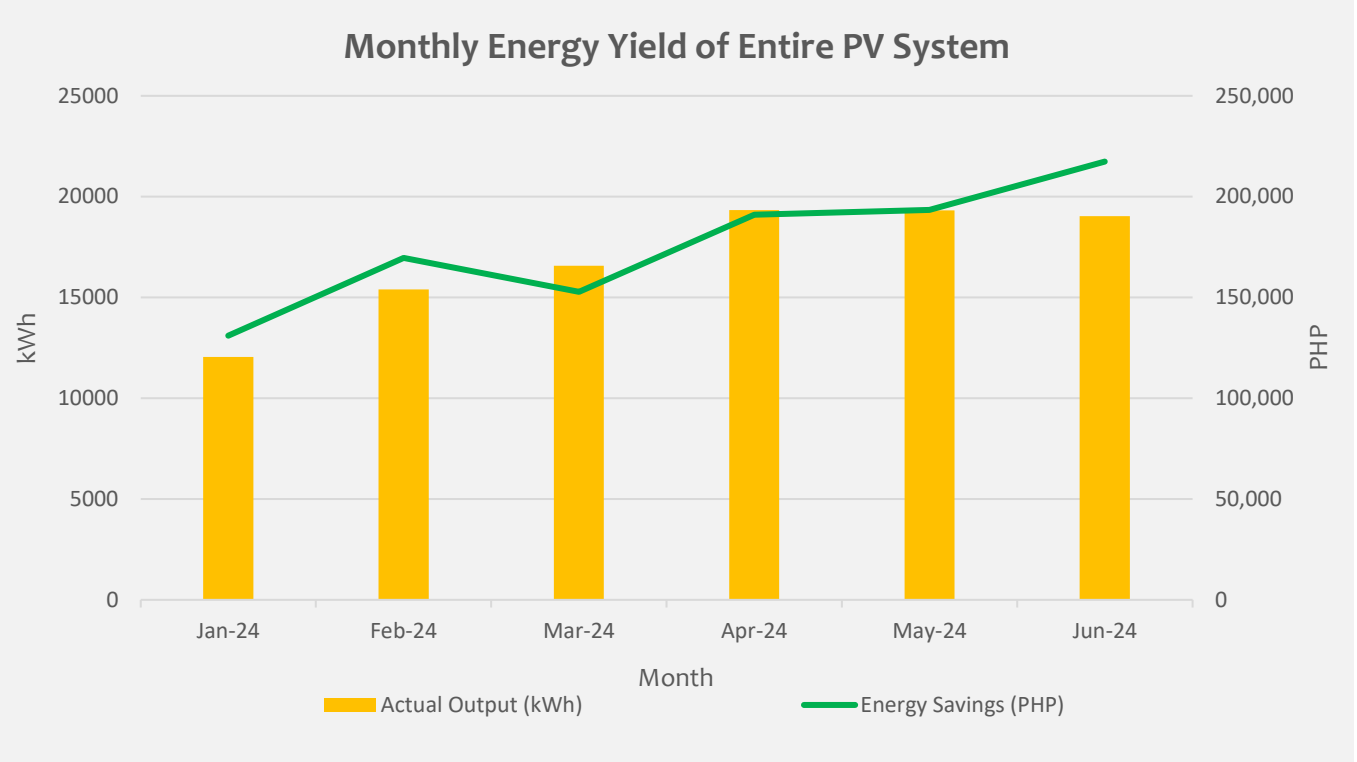
35
ha Forest Carbon Sequestered

* *CO_2 savings calculated based on average CO_2 emissions of the Philippine national grid*

WEnergy GLOBAL
Powering the Planet

Achieved Savings of PHP 1,054,990 in 2024!

Total Clean Energy Generated: 101,655 kWh



*Savings *calculated based on assumed average electricity tariff paid by client is at 10 PHP/kWh (per NUVELCO'S bill from Jul'16 – Jun'17)*
Period: 01 January 2024 – 30 June 2024

WEnergy GLOBAL
Powering the Planet

Total Emission Savings in 2024

Total RE generated

101,655
kWh

Equivalent to:

42
Houses Powered Annually
(200kWh/month)

1,740
LED Lights Powered Annually
(20W,8h/day)

174,438
km Driven Annually

2,797,810
Smart Phones Charged Annually

465
Ceiling Fans Powered Annually
(75W, 8hrs/day)

Total CO_2 savings

46
tons

18
ha Forest Carbon Sequestered

* *CO_2 savings calculated based on average CO_2 emissions of the Philippine national grid*

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Powering the Planet

Summary – PV System Performance

Year	2020 (Jan - Dec)	2021 (Jan - Dec)	2022 (Jan - Dec)	2023 (Jan - Dec)	2024 (Jan - June)
Actual (kWh)	245,708	243,714	234,716	204,044	101,655
Estimated (kWh)	290,662	289,209	287,763	286,324	150,915

** The yearly yield values of 2020 (Jan – Dec) to 2024 (Jan – June) shows a difference from estimated to actual yield value due to performance difference of the inverters . We would like to recommend for the performance maintenance operation including checking of all the inverters for any alarm/fault, cleaning of PV panels, tree trimming that impose shading on the PV panels and also to upgrade the monitoring systems to SynaptiQ to have a regular remote monitoring of the PV plant.*

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ISO 9001:2015
ISO 45001:2018
BUREAU VERITAS
Certification
BUREAU VERITAS 1828
UKAS MANAGEMENT SYSTEMS
0008

University CHSF Guidelines for Motor Vehicle Owners and Drivers

Saint Mary's University implements the Clean, Healthy, Safe, and Friendly (CHSF) Campus program, which promotes environmental responsibility and ensures the safety of the entire community. As part of the program's safety initiative, CHSF guidelines and reminders for vehicle owners and drivers are in place to provide clear direction while on campus.

Please be guided by the following campus vehicle regulations:

1. **No RFID, No Entry** – Vehicles without RFID stickers will not be permitted entry into the campus for all regular students, employees, and visitors.
2. **Student ID Scanning** – Students riding in vehicles must disembark to tap their IDs at the turnstile or the gate's ID reader.
3. **Pedestrian Courtesy** – Always give way to pedestrians crossing the street and university roads.
4. **Speed Limit** – The maximum speed limit within the campus is 20 Kph.
5. **Noise Control** – Motorcycles with loud and modified mufflers are prohibited on campus.
6. **Parking Respect –** Adhere to designated parking areas, including those reserved for the President, Vice Presidents, Legal Counsel, Chaplain, PWD, and employees. Avoid double parking and ensure enough space is left for convenient vehicle entry and exit.
7. **Slow Driving at the Oval Track** – Drive slowly near the oval track to avoid creating dust that could disturb students in study kiosks and patios.
8. **Minimize Horn Use** – Refrain from using horns, and ensure any vehicle warning devices (alarm system) do not disturb the community when the vehicle is parked.
9. **No Phone Use While Driving** – Avoid texting or taking calls while driving on campus.
10. **Environmental Protection –** Turn off your engine while parked and minimize time spent in the vehicle to conserve energy and reduce air pollutants from carbon emissions**.**
11. **Proper Waste Disposal** – Do not leave trash on university grounds. Use appropriate segregation trash bins or take waste with you.
12. **Liability** – The University is not responsible for any loss or damage to your vehicle or motorcycle while parked on campus.
13. **RFID Sticker Security** – Ensure your RFID sticker remains intact for the entire school year. Any damage or loss due to negligence is the responsibility of the owner.
14. **Green Campus Policy** – Follow all guidelines that support the University's commitment to environmental sustainability.

Note: The RFID sticker allows for vehicle entry and exit but does not guarantee a parking spot. Parking is subject to the availability of designated spaces.

13.3.1

- SMU research publications:

    - Balonquita, M., et al. (2024). *The ecopedagogical competence of Marian educators: Prospect for ecoliteracy, ecophilia and green campus.*
    - Villanueva, H., et al. (2024). *Green business practices of MSMEs in Cagayan Valley: A DTI–SMU engagement.*
    - Covita, M., et al. (2023). *IEC materials on green practices for DOT-accredited accommodations.* DOI Link
    - Simon, M. A. E., & Jubay, A. Z. (2024). *Development of an OBLP (Outdoor Biology Learning Package) for the environmental literacy of selected Special Science Class (SSC) students.* In Saint Mary's University (Ed.), *SMU Research Abstracts 2023* (Vol. 11, p. 59). Saint Mary's University. https://doi.org/10.5281/zenodo.17411298
    - Marzan, D. V., & Argote, B. U., RLA, MS Arch. (2024). *SANCTUASIS: A proposed provincial greenhouse nursery.* In Saint Mary's University (Ed.), *SMU Research Abstracts 2023* (Vol. 11, p. 113). Saint Mary's University. https://doi.org/10.5281/zenodo.17411298
    - Vilar, L. B., & Argote II, B. U., RLA, MS Arch. (2024). *Amphibious architecture: Ecorium – A proposed provincial ecology center.* In Saint Mary's University (Ed.), *SMU Research Abstracts 2023* (Vol. 11, p. 118). Saint Mary's University. https://doi.org/10.5281/zenodo.17411298
    - Manglo, H. R., & Bacarra, C. J. B., RLA. (2024). *SINAG: Transformable spaces for evacuation center embedded with a recreational hub.* In Saint Mary's University (Ed.), *SMU Research Abstracts 2023* (Vol. 11, p. 121). Saint Mary's University.
    - Blance, J. A., Cabagay, V. A. P., Taguiling, J. M. D., Yasay, J. R. B., & Alindayu, J. T., MSCE. (2024). *Utilization of wastepaper as a partial replacement of cement for papercrete masonry bricks.* In Saint Mary's University (Ed.), *SMU Research Abstracts 2023* (Vol. 11, p. 126). Saint Mary's University. https://doi.org/10.5281/zenodo.17411298https://doi.org/10.5281/zenodo.17411298
    - Gañalongo, R. C. D., Ancheta, J. C. D., Jose, D. M. N., & Tiam, A. J. C., MSCE. (2024). *ARAKUP: A proposed adaptive residential structure with rotating envelope system in Dingalan, Aurora, subject to strong rain and wind hazard.* In Saint Mary's University (Ed.), *SMU Research Abstracts 2023* (Vol. 11, p. 129). Saint Mary's University. https://doi.org/10.5281/zenodo.17411298
    - Doria, C. J. J., Espinas, K. C. L., Ingusan, V. S., & Lampa, D. J. T., BSCE. (2024). *Evaluation of flood control structures and community resilience of selected barangays of Bayombong, Nueva Vizcaya: A comprehensive flood vulnerability assessment.* In Saint Mary's University (Ed.), *SMU Research Abstracts 2023* (Vol. 11, p. 131). Saint Mary's University. https://doi.org/10.5281/zenodo.17411298

- Galicia, R. J. A., Mendoza, J. A., Toletntino, N. C. M., & Bautista, M. K. S., RCE. (2024). *A proposed slope protection along Diffuday-Bonifacio Provincial Road, Quezon, Nueva Vizcaya.* In Saint Mary's University (Ed.), *SMU Research Abstracts 2023* (Vol. 11, p. 132). Saint Mary's University. https://doi.org/10.5281/zenodo.17411298

Research and Technical Assistance for Early Warning Systems

1. **Slow Onset Event (SOE) Nueva Vizcaya**
2. **Galicia, R. J. A., Mendoza, J. A., Toletntino, N. C. M., & Bautista, M. K. S., RCE. (2024). *A proposed slope protection along Diffuday-Bonifacio Provincial Road, Quezon, Nueva Vizcaya.* In Saint Mary's University (Ed.), *SMU Research Abstracts 2023* (Vol. 11, p. 132). Saint Mary's University. https://doi.org/10.5281/zenodo.17411298**
3. **Doria, C. J. J., Espinas, K. C. L., Ingusan, V. S., & Lampa, D. J. T., BSCE. (2024). *Evaluation of flood control structures and community resilience of selected barangays of Bayombong, Nueva Vizcaya: A comprehensive flood vulnerability assessment.* In Saint Mary's University (Ed.), *SMU Research Abstracts 2023* (Vol. 11, p. 131). Saint Mary's University. https://doi.org/10.5281/zenodo.17411298**
4. **Val, I. M. A., Razo, K. M. T., Pumihic, A. S., Ambrocio, A. J. R. C., & Tiam, A. J. C., MSCE. (2024). *SIRIB: A proposed hybrid library at Northeastern College Brgy. Villasis, Santiago City, "An integration of green building concept to environmental sustainability."* In Saint Mary's University (Ed.), *SMU Research Abstracts 2023* (Vol. 11, p. 130). Saint Mary's University. https://doi.org/10.5281/zenodo.17411298**
5. **Gañalongo, R. C. D., Ancheta, J. C. D., Jose, D. M. N., & Tiam, A. J. C., MSCE. (2024). *ARAKUP: A proposed adaptive residential structure with rotating envelope system in Dingalan, Aurora, subject to strong rain and wind hazard.* In Saint Mary's University (Ed.), *SMU Research Abstracts 2023* (Vol. 11, p. 129). Saint Mary's University. https://doi.org/10.5281/zenodo.17411298**
6. **Blance, J. A., Cabagay, V. A. P., Taguiling, J. M. D., Yasay, J. R. B., & Alindayu, J. T., MSCE. (2024). *Utilization of wastepaper as a partial replacement of cement for papercrete masonry bricks.* In Saint Mary's University (Ed.), *SMU Research Abstracts 2023* (Vol. 11, p. 126). Saint Mary's University. https://doi.org/10.5281/zenodo.17411298**