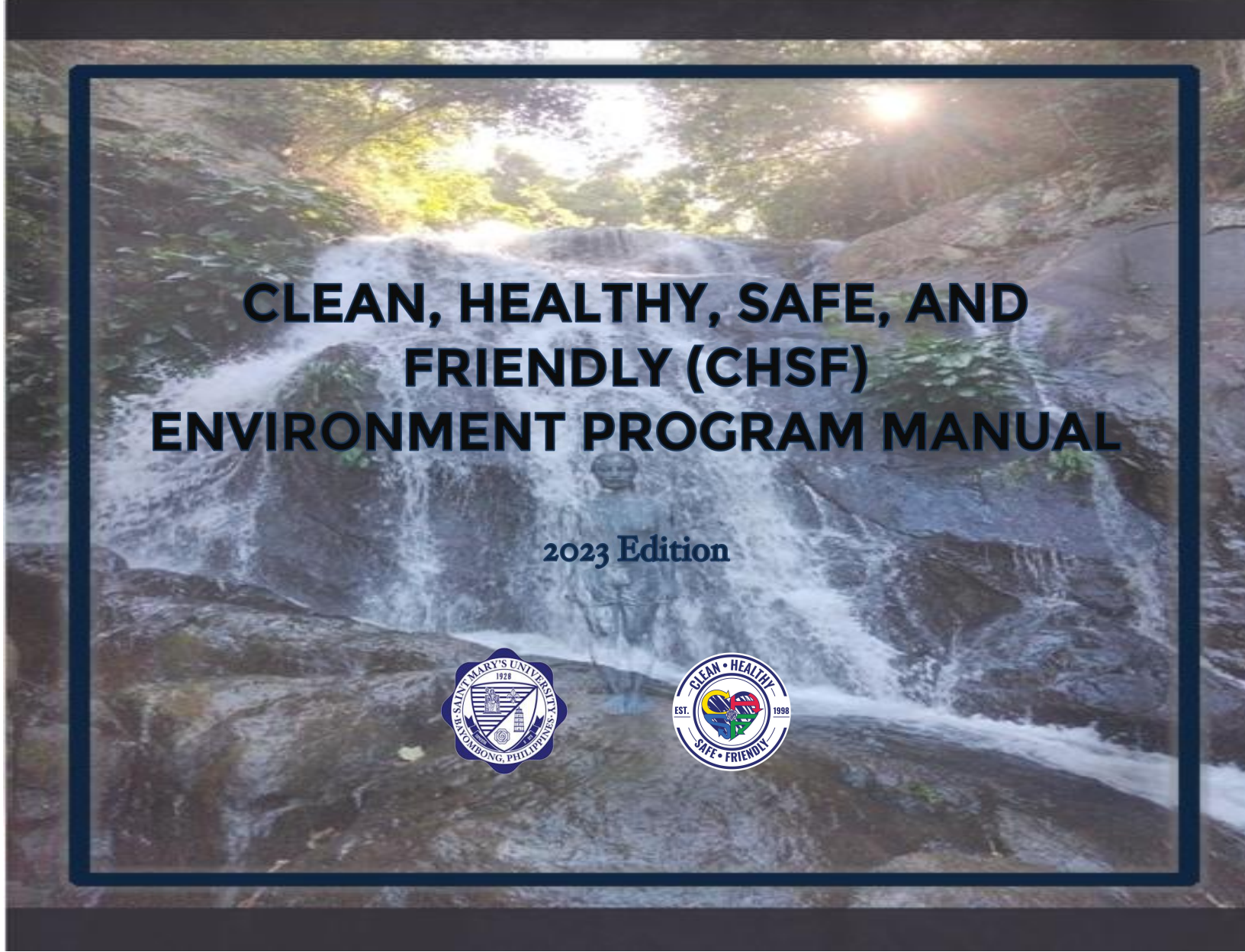


CLEAN, HEALTHY, SAFE, AND FRIENDLY (CHSF) ENVIRONMENT PROGRAM MANUAL

2023 Edition

SAINT MARY'S UNIVERSITY 1928 BAYOMBONG, PHILIPPINES

CLEAN • HEALTHY EST. 1998 SAFE • FRIENDLY

Front cover design: John Lloyd O. Fontanilla, First Placer, 2021 Camouflage Painting Competition
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TABLE OF CONTENTS

I.	Historical Background	4
II.	Rationale	9
III.	General Objective	10
IV.	Framework	12
V.	The CHSF Logo	15
VI.	Strategic Direction and Actions	16
VII.	Structure	18
VIII.	Sustainability Component	19
IX.	Behavioral Guidelines for the CHSF Program	20

I. HISTORICAL BACKGROUND

Conceptualization of the Program

The University Campus in the 1990s is not like what it is now. The buildings were not painted, and graffiti was on the walls, restrooms, and chairs. Wild grasses surround some buildings while some others with banana trees. There was even no perimeter fence.

Then University President, Rev. Fr. Jessie M. Hechanova, CICM, called for a meeting to address this pressing problem on the University campus. The initial activity was a seminar-workshop on Total Quality Control (TQC) conducted for the faculty and staff with Engr. Joe Perez of Texas Instruments. Inc., Baguio City as the resource speaker on June 6, 1998. The Japanese Five S program inspired the administration to apply this in the work and learning environment at the University. These Seire, Saeiton, Sieso, Seikutsu, and Shitsuke were the basis for the conception of the clean, healthy, safe, and friendly environment program.

Rev. Fr. Jessie M. Hechanova, CICM, formed a core group with 17 members and later added eight to conceptualize the program. The core group has the University President as Director, Mrs. Corazon N. Abriam, Dean of Student Affairs and Services as Chairman, and Mr. John Tayaban, Human Resource Director, as Vice-Chairman.

The CHSF Program was an institutional response to the calls for a clean and green environment in the late 1990s when environmental awareness and protection became a global concern. Many countries realized that proper environmental care is necessary for sustainable development. During these years, there were different clean and green movements from the government and private organizations; thus, the search for the cleanest environment was a continuing activity in the public and even in the private sectors.

Institutionalization of the CHSF Program

Developing a new culture of cleanliness associated with protecting the environment is a long process. It requires efforts from all sectors of society, like the family, church, media, government, and schools. Values for environmental protection with their behavioral manifestations do not arise automatically. Programs must be initiated and sustained so that each person will internalize these values. Thus, the core group underwent various training, seminars, workshops, and benchmarking on good housekeeping. On September 18, 1998, the core group visited the Texas Instrument (TI), Inc. in Baguio City to observe the implementation and effects of good housekeeping.

Following the benchmarking at TI were various seminar workshops conducted on CHSF for the basic and tertiary level students. There were also separate training sets conducted for the student leaders, the basic education and tertiary faculty and staff, the working scholars, and security guards. The first launching of the CHSF program took place on November 20, 1998, with the vision of creating and nurturing a safe and healthy learning environment with a positive psychological climate for students, faculty, and staff. This program also provides a clean, healthy, safe, and friendly learning environment to all students, members of the faculty, staff, and outside the community who are expected to act as stewards of the environment for today and future generation.

Visitors, alumni, and other institutions have noticed the remarkable changes and transformations of the campus since the program was launched. Consequently, on July 7, 1999, barely eight months after its launching, the Nueva Vizcaya Provincial Clean and Green Committee had a benchmarking through an ocular inspection of the CHSF Information Center. The Environmental Management Office (EMO) was also created this year. It was later renamed the Center for Environmental Management, Training, and Research (CEMTAR) with the vision/mission of being an excellent resource center dedicated to empowering people to protect their environment

and enhance their communities. The Office/Center was headed by Mrs. Lucena Magno, whose headship spanned three University Presidents' administrations.

Implementing and sharing the CHSF Program

Since its inception, there have been many relaunching programs, outreach activities, classroom lectures, organizing and attending seminars and workshops, including song and poem writing and jingle contests. These activities helped institutionalize the CHSF. 2005-2010, under the administration of Rev. Fr. Manny Valencia, CICM, had significant achievements for the CHSF program. There was the intensification of the monitoring and evaluation of the buildings, offices, ground, canteens, laboratories, faculty rooms, and even restrooms compliant with the CHSF Guidelines. It was in SY 2008-2009 that the landscaping competition was done. In 2021, a Home Edition was conducted that paved the way for the selection of the manual's cover page and official song. Among the continuing activities of the program were environmental outreach activities and projects that were implemented, like purchasing waste bins and putting up different signages, and the CHSF Brigade, in which faculty, staff, and students participate. In 2023, the Green Campus project was launched that emphasized the use of no- single plastic to reduce the volume of plastic.

The best features and practices became known to other institutions like the Saint Louis College of Tuguegarao, now the University of Saint Louis. A core group and some university administrators facilitated a CHSF orientation workshop for the college's administration and staff on October 16-17, 2000. On June 23, 2007, Administrators and CHSF advocates of the University facilitated sharing of the SMU CHSF Program with the Administration, Faculty, and Staff of Saint Louis University, Baguio City. CEMTAR also conducted seminars to intensify solid waste management campaigns (RA 9003), forging partnerships with institutions and organizations like the MASIPAG, OISCA-CFP, Bookkeeping Association of the Philippines Incorporated (BAPI), LGUs, DENR, TROCORD, CENRO, and others. Moreover, training of Public School Teachers on the Integration of Environmental Concepts in all subjects (PLT-WET) and the development and utilization of SMU land resources,

i.e., tilapia production, rice production, fencing, and protecting the different land properties, were also accomplished.

Being one of the best practices, the CHSF entry of the University to the SEAMEO TROPMED Network won First Place in the Innovation in School Health Initiative Award on September 8, 2021. The University also received Regional Awards for Best Anti-Illegal Drug Implementation during the CHED-PADS Innovative Awards and Campaign on Anti-Illegal Drugs on May 5, 2022. Before the COVID-19 Pandemic, the Saint Mary's University Senior High School together with the Junior High School was adjudged in December 2019 as Champion for Best Private School of the Gawad KALASAG (Kalamidad at Sakuna Labanan, Sariling Galing ang Kaligtasan) in Region 02; and in December 6, 2019, SMU High School was dewclared as the National Champion in the Private High School Category in the 21st National Gawad KALASAG. The Gawad KALASAG is to give "recognition to the efforts and commitment in supporting and initiating activities geared towards building a learning environment by focusing on creating awareness and involvement of students as well as other stakeholders in achieving the country's vision of safer, adaptive and disaster resilient Filipino Communities" (Saint Mary's University official website).

Firming up the program

The CHSF program was monitored by the Dean of Student Affairs and Services Office (DSA) under Dr. Corazon N. Abriam from 1998 to 2011. In 2011, the program was re-aligned under the Physical Plant, Property Development, and Maintenance Office (PPPDMO) under the headship of Engr. Pascual Cabatic. It was, in turn, placed as one of the Land Resources and Environmental Management Unit (LREMU) functions. It was supervised by Mrs. Me Galate, the former CEMTAR head, a licensed agriculturist, and an accredited Pollution Control Officer (PCO) appointed by Rev. Father Renillo H. Sta. Ana, CICM. The CHSF program found a new place when the LREMU was changed into the Campus Facilities and Environmental Management Unit (CFEMU), still a sub-unit of the PPDMO and under the same supervisor. Meanwhile, Engr. Leonido A. Costales Jr. was appointed as

the PPDMO Head. In addition to the CFEMU, Landholdings Development and Management (LDM) was created, taking care of the properties outside its campuses.

The Community Extension Services Center (CESC) was merged with the Indigenous Knowledge and Traditions Center (IKAT) in 2019. The merging led to the creation of the Lingkod Maria Community Development and Advocacy Center, which is in charge of carrying out CICM and SMU advocacy programs: Indigenous Peoples Social Development, Environmental Protection and Sustainability, Disaster Risk Reduction, Health and Well-being, Hunger Alleviation, Poverty Alleviation, Socio-Pastoral, and Evangelization, and Education for All. It is noteworthy, therefore, that LMCDAC is at the forefront in advancing justice, peace, and integrity of creation, so much so that the CHSF Program was then turned over in 2021 during the administration of Dr. John S. Palina to LMCDAC, which Dr. Christopher Allen S. Marquez headed as the Director. But with the creation of the Safety and Pollution Control Office (SPCO), whose functions are similar to the objectives of the CHSF Program, the SPCO officer takes the lead in implementing the said program. Mr. Hanson T. Villanueva was then the OIC-SPCO Head.

Sustaining the CHSF Program

On April 8, 2016, Fr. Renillo H. Sta. Ana, CICM, the University President, sent representatives to the Eco-Friendly and Sustainable Seminar-Workshop held at Saint Louis University, Baguio City. As its partner collaborator, Saint Louis University spearheaded the seminar-workshop with WEnergy Global, a renewable energy systems solutions provider. The University representatives were Mrs. Alicia Jubay, CESC Director, Engr. Leonido Costales Jr., PPPDMO Head, Mrs. Me Galate, LDM Supervisor, Mr. Sherwin Marciano, NSTP Coordinator, Mr. Job Pilaspilas, SCC Officer, and Mr. Samuel Damayon, ADSAS for Men. The Seminar-Workshop emphasized the response and responsibility, especially of the academic institutions, on the emerging challenges of climate change and protecting Mother Earth through sustainable, eco-friendly practices and the use of a renewable source of energy.

Through the proposals of Mrs. Alicia Jubay, the University President, on April 20, 2016, called for a special Extended Advisory Board (EAB) meeting together with student representatives to review and evaluate the University's environmental program, specifically the CHSF Program. The meeting created a Technical Working Group (TWG) to start reviewing, revising, and proposing a manual reflecting emerging environmental concerns, new ideas and concepts, and new direction for the University's environmental program as a CICM higher educational institution. The Technical Working Group is under the supervision of the VP for Administration, Dr. John Palina, with the core group composed of Engr. Leonido Costales, Mrs. Alicia Jubay, Mrs. Me Galate, and Mr. Samuel Damayon. The other members of the TWG are Mr. Edil Suarez, Mr. Sherwin Marciano, Sr. Crispina Ng, SIHM, Mrs. Agnes Madamba, Mrs. Evangeline Basilio, Mrs. Myla Dueñas, Mrs. Jennifer Alaman, Miss Chantal Tayaban, and Mr. Job Pilaspilas.

In 2023, the CHSF Committee was revisited. The chairmanship of the committee was turned over to the newly created office – the Safety and Pollution Control Office. Among those that were also revisited were the designation of areas for each school, and the CHSF Manual. Hence, this Manual.

II. RATIONALE

Institutions across the globe have witnessed the devastating effects brought about by the changes in our environment. Studies have shown that the observable effects of global climate change, like sea ice loss, accelerated sea-level rise, and more prolonged and intense heat waves, are already very evident. Overall, these published studies explain that the net damage costs of climate change will be significant and increase over time.

According to the Third National Climate Assessment Report (2014), some of the long-term effects of global change in the US are: the temperature will continue to rise, frost-free season, the growing season will lengthen; intense droughts in the Southwest; heat waves (or periods of abnormally hot weather lasting days to

weeks); hurricanes will become stronger and more intense; sea level will rise 1-4 feet by 2100; and the Arctic Ocean is expected to become essentially ice-free in summer before mid-century.

Those events and projected long-term effects have triggered global concerns about how the consequences can be abated. In 1992, world leaders gathering in Rio de Janeiro for the first-ever UN Conference on Sustainability and the Environment led to three documents: The Rio Declaration on Environment and Development, the Statement of Principles for the Sustainable Management of Forests, and Agenda 21.

Agenda 21 is a non-binding, voluntarily-implemented action plan of the United Nations regarding sustainable development. It covers statements of shared values that are expressed in public policies. It also encompasses agreements among international communities along with a sustainable environment.

A historic UN Summit/Conference in 2012 led to the formulation of the Agenda 2030 for Sustainable Development. In 2015, the United Nations chose through a vote the 17 Sustainable Development goals that are universally applicable. This document tackles climate change and calls for poor, rich, and middle-income countries to promote prosperity while protecting the planet. While the sustainable development goals embodied in Agenda 2030 are not legally binding, governments are expected to take ownership and establish national frameworks to achieve these goals.

As indicated in the Department of Environment and Natural Resources Report (2016), the Philippine government has responded to calls for combating the effects of global change by including sustainable development as one of its key strategic formulas in achieving the goal of national socio-economic sufficiency and environmental stability for which national resources, both government and private, have been mobilized and marshaled. More recent laws passed and signed for this purpose include the Climate Change Act, the National Framework Strategy on Climate Change, and the Philippine Strategy on Climate Change Adaptation. These laws give importance to reducing greenhouse gas emissions that go into the atmosphere.

Among the Catholic Schools in the Philippines, calls for actions that aim to care for Mother Earth have been manifested in various conferences, workshops, curriculum review and integration, community outreach, and research, among other things. The Catholic Educational Association of the Philippines (CEAP) conducts regular educators' and students' congress for Mother Earth's care across regions and national levels. The Association of Catholic Universities in the Philippines (ACUP), on the other hand, made a strong statement. In one of its national conferences, all its member schools should get more actively involved in the local deliberations and actions about exploiting the environment for human use through its research and outreach functions based on the solid principles of Catholic Social Teaching or CST.

In 2016, an ACUP national conference was held in Tagbilaran City to discuss and deliberate concrete actions that must be taken in response to Pope Francis' encyclical on caring for our common home (Laudato Si). As asserted by Pope Francis in this encyclical:

> *Creation is not a property, which we can rule over at will: or even less, is the property of only a few. Creation is a gift; it is a wonderful gift that God has given us, so that we care for it and we use it for the benefit of all, always with great respect and gratitude.*

Given these environmental challenges and the calls for caring for the environment by the global community, the national and local governments, catholic associations, and the Pope, member schools of the *Congregatio Immaculati Cordis Mariae* (CICM) have taken the vital steps that outline concrete actions to address these ecological crises. An excerpt from the CICM RP's Justice, Peace, and Integrity of Creation (JPIC) vision-mission statements indicates that "CICM leads themselves to the mission of having a deep integration with creation to relate, persevere, and nurture God's gift of nature to humankind."

As a Catholic and CICM school, Saint Mary's University is one of the other CICM schools in creating programs and projects that promote its strong commitment to environmental sustainability and integrity of creation. One of these programs is the Clean, Healthy, Safe, and Friendly (CHSF) environment program which aims to develop more environmentally-literate Marians imbued with a sense of responsibility to care for and protect the environment.

III. GENERAL OBJECTIVE

To continuously build, strengthen, and deepen ecological consciousness to bring about positive actions, social well-being, responsible resource utilization, and environmental sustainability in our Marian Community, partner communities, and the larger society.

IV. FRAMEWORK

The emerging climate change issues have become a crucial factor that led to an urgent call for action to arrest this phenomenon and ensure a sustainable environment. Sustainability in schools and universities suggests that its undertakings promote environmental protection, economic viability, and social development.

Saint Mary's University has formulated actions through its CHSF program to respond to the call. Thus, CHSF, in the context of the University, becomes its strategic program to ensure a sustainable future. The CHSF Program of the University encompasses three dimensions that define its goals for a sustainable environment. The environmental dimension seeks to promote a livable environment through programs and activities that protect and enhance campus ecology. A clean, green, healthy, safe campus supports effective learning and experiences that foster social development. The economic dimension strives to further a livable environment through strategic policies and actions for wisely managing the school's resources, including wise use of ecosystem services, and eventually promoting an eco-friendly environment. Promoting the well-being of communities through the

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.

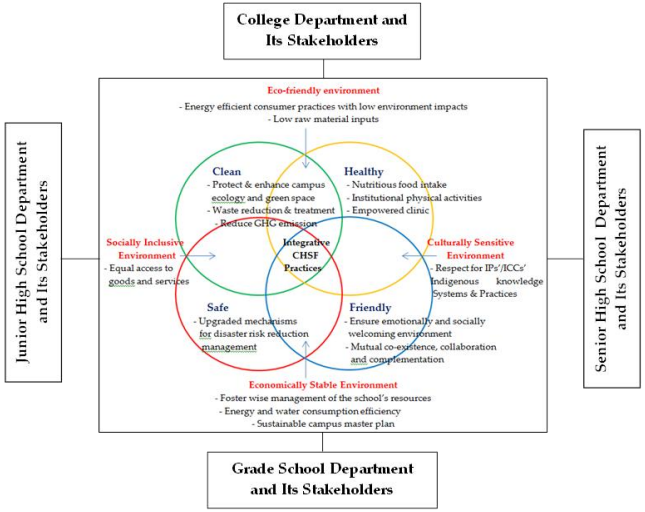


Figure 1. The CHSF Framework

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.

CHSF program framework incorporates the four departments of SMU – Grade School, Junior High School, Senior High School, and College. The components of CHSF are also spelled out: Clean, Healthy, Safe, and Friendly. The *Clean* component reflects the protection and enhancement of campus ecology and accommodates green space for the university buildings and other structures. This also includes provisions on waste reduction and treatment and GHG emission reduction. The *Healthy* component shows nutritious foods to be served in the school canteens and other eating establishments. Institutional physical activities and empowered clinics are also included in this aspect. The *Safe* component relates to the critical consideration of standard disaster risk reduction and management. Lastly, the *Friendly* component assures an emotionally and socially welcoming environment and provisions for mutual co-existence, collaboration, and complementation.

At the core of the four components are the integrative CHSF practices the four departments in SMU, including the basic education department, are practicing. The best practices which fall under any of the four components could be part of the CHSF program. The shepherding program, for instance, of the Guidance and Testing Office (GTO) could be counted as part of the program as it falls under the *Friendly* component. Security measures being performed by the school's security guards could also be integrated as this falls under the *Safe* component.

The CHSF program now encompasses four dimensions: eco-friendly, socially inclusive, culturally sensitive, and economically stable environment. The eco-friendly environment dimension seeks to promote a community with energy-efficient consumer practices with low environmental impacts and low raw material inputs. The socially inclusive dimension relates to the condition where there would be equal access to goods and services. The culturally sensitive dimension reiterates one of the CICM priorities: working for and with the IPs/ICCs. Finally, the economic dimension strives to further a livable environment through strategic policies and actions for wise management of the school's resources, including intelligent use of ecosystem services, which eventually seeks to promote an eco-friendly environment.

V. THE CHSF LOGO



Figure 2. The CHSF Logo

The CHSF logo was enhanced in 2023, but it still bears the emblems of the original logo. The year 1998 was still part of the logo to emphasize the beginning and roots of the said program. The arrows signify the four Rs in waste management: reduce, reuse, recycle, and recover, along with the Clean, Healthy, Safe, and Friendly components of the program. The new University logo was placed at the center to signify that SMU is a steward in the care of our common home.

VI. STRATEGIC DIRECTIONS AND ACTIONS

1. **The environmental/ ecological dimension** of the program refers to the institution's ability to uphold the quality of living and non-living systems that include land, air, water, and ecosystems and how they influence healthy and productive life. In the university context, the environmental dimension covers impacts related to inputs such as energy, water, and air, and outputs such as emissions, effluents, and wastes as indicators of a quality environment, including the adoption of great spaces and beautiful landscapes as stimuli to a healthy and productive life.

   Programs and Projects

   The programs and projects under the dimension aim to promote a livable environment by protecting and enhancing the ecology of the campus. Proposed programs/ projects include:

   a. **Campus Green Spaces** - design, and use of open spaces, including green landscaping, to ensure ecosystem balance on campus and its utilization as a learning resource for students and as a recreational facility.
   b. **Waste Reduction and Treatment Project**- waste management reduction program follows the following flow of action: (1) segregation at source, (2) recycling, (3) composing, and (4) reusing of materials. A septic vault was constructed for the disposal of hazardous and special wastes. Residual waste goes to landfills.
   c. Reducing Greenhouse Gases (GHGs)

2. **The economic dimension** refers to the University's operations and their impacts on the economic conditions of its stakeholders and the natural environment. It describes its ability to shift to low-carbon systems and modify patterns of investment, production and consumption, and consumption in ways that

promote a healthy economy and, at the same time, achieve an eco-friendly environment by reducing its carbon footprints. (Respect for indigenous knowledge and technology).

Programs and Projects

The programs and projects under this dimension seek to achieve an eco-friendly environment by reducing carbon footprints through wise management of the ecosystem services and the institution's resources. This can be realized through programs in the following aspects:

a. **Energy Conservation/ Energy Efficiency Program (Green Energy) –** practices and adopting policies to reduce energy costs and eventually reduce our carbon footprint.

b. **Water Conservation and Safety**- practice water-saving tips, regular check-ups of waterlines for leaking water, replacement of damaged faucet and toilet equipment (i.e., urinal, toilet bowl, lavatories, sink), regular water testing for water potability (normal activity), rainwater harvesting program (to be implemented) wastewater discharge to the septic tank in all laboratories.

c. **Low Raw Materials Input -** promotes cost-efficient processes through recycling, reusing, reducing policies on the use of consumables, and adopting procedures to benefit environment-friendly materials (organic), low-carbon emissions, etc.)

3. **The Social Dimension** of the program describes the University's ability to promote the community's well-being through the programs and activities that allow them to learn about the environment, in the environment, and for the environment (environmental education). Providing services and activities that promote a healthy lifestyle, prudent consumerism, and respect for indigenous knowledge, practices on this theme (non-academic formation) among its students, employees, and other stakeholders to further a socially inclusive environment.

Programs and Projects

The programs and projects under this dimension include the following:

a. **Environmental Education**- inclusion (integration) in the curriculum subjects, topics, or themes that allow the Marian community to learn about the environment (knowledge), in the environment (immersion/experiential), and for the environment (desirable actions/behaviors)

b. **Extension/Outreach Services**- considered as part of the non-academic formation. These consist of activities that allow the Marian community to exhibit one of the University's missionary priorities: rendering services to communities to help them achieve a sustainable environment and promoting justice, peace, and integrity of God's creation. These also encourage the respect of indigenous knowledge, practices, and technology to achieve a livable/sustainable environment.

Carrying out the strategic Directions and Actions

Various departments' units are tapped and mobilized to achieve the four components and dimensions. Actions can be carried out through instruction, research, and extension. All units must prepare their plan based on the framework. Still, certain units may have specialized functions like the *Healthy* component to be done by the University Clinic and the *Friendly* component to be handled by the DSA and GTO. The plan may be cognizant of the institutional development plan of three to five years. Thus, each unit must integrate strategic and tactical activities regarding the components and dimensions of the CHSF program in its annual action plan. With the LMCDAC Director as the Vice Chair, CHSF-related activities will be organized and co-organized by the SPCO, which will then be included or considered an institutional extension/outreach of faculty, staff, and students.

4. STRUCTURE

The implementation of the projects and activities of the CHSF program shall be spearheaded, monitored, and evaluated by a CHSF Committee. The following is the composition of the CHSF Committee:

Chairperson:	Safety and Pollution Control Office Head
Vice Chairperson:	Lingkod Maria Community Development and Advocacy Center Director
Members:	Physical Plant and Properties Development and Management Office Head
	Student Affairs and Services Dean
	Center for Natural Sciences Director
	Community Development and Advocacy Coordinators
	Disaster Risk, Safety, and Sanitation Coordinators
	National Service Training Program Coordinator
	Non-Academic Personnel President
	General Services Office Head
	Student Central Council President

5. SUSTAINABILITY COMPONENT

The activities set for each component and dimension shall be monitored monthly to ensure that the planned activities are carried out. On the other hand, reporting shall be done on a semestral basis, that is – at the end of the first semester. This allows the unit or person in charge to adjust if a particular activity was not scheduled.

The annual reporting of the plans that were accomplished or not accomplished for a given school year across the four components and dimensions shall be done during annual performance monitoring and action planning. In this way, issues, concerns, and facilitating factors are identified and addressed or strengthened respectively. These mechanisms allow all units and their members in the University to exert continuous or sustained efforts toward creating sustainable communities.

To solve the problem of lack of knowledge about the program and for wider information and dissemination, the NSTP classes can be utilized to discuss the program. One module or chapter of the NSTP

course can accommodate the information and dissemination campaign of the program. For SMU employees, seminar-workshops will be performed for the program to become familiar to the implementers and all the members of the Marian community. Finally, for the basic education departments, class advisers will be requested to facilitate the information and dissemination of CHSF undertakings.

6. APPENDICES

BEHAVIORAL GUIDELINES for the CHSF PROGRAM

School Responsibilities:

1. To develop and implement policies and procedures that assist all staff and administrators in creating a clean, safe, healthy, and friendly learning environment that fairly and consistently addresses every student's needs;
2. To create a caring and nurturing learning environment;
3. To maintain a welcoming and friendly school environment; and,
4. To ensure that all students, faculty, staff, and administrators share a caring relationship, positive behavior, and responsible treatment with each other that reflect the virtues of Mother Mary.

Responsibilities of Faculty, Staff, and Students:

1. To participate in professional activities that address all school community members' health and safety concerns;
2. To develop positive and meaningful relationships with peers, teachers, staff, and students;
3. To ensure that Environment Education is integrated into the instruction;
4. To apply university policies in the classroom rules consistently and fairly;
5. To create a safe and welcoming/caring classroom environment;
6. To follow the laws, rules, policies, and procedures in the classroom, school, and community;

7. To use effective verbal and non-verbal communication skills and talk in a subdued voice to promote a healthy relationship;
8. To take advantage of the teaching and learning opportunities that the University provides;
9. To enter the classroom only after the teacher from the previous class has left;
10. To refrain from staying in the classroom during vacant periods;
11. To refrain from sitting on the table or desk;
12. To turn off lights, electric fans, and air condition unit; and,
13. To arrange chairs and clean the chalkboard and chalk ledges right after the class for the next user.

SPECIFIC GUIDELINES:

1. **Classrooms:**
   - **a.** Smile and be courteous to people around you and respect the property and rights of the individual. Avoid shouting and making unfriendly or insulting remarks.
   - **b.** Practice the "CHSF Minute" before and after every activity. Students and teachers should spend one minute picking up litter inside the classroom, disposing of them properly, arranging chairs and tables, cleaning the board, etc., to ensure a well-kept learning environment.
   - **c.** Do not throw trash out of the window, on the floor, or leave them under the table, desk, and chair. Follow proper waste disposal and segregation at the source. Dump only sorted waste in designated garbage bins at designated areas.
   - **d.** Refrain from staying in classrooms during vacant periods, playing, sitting on chairs and tables, and vandalizing school property.
   - **e.** Switch off lights, electric fans, air condition unit when not in use.
   - **f.** Texting during class is not allowed. Deactivate cellular phones or put them in silent mode.
   - **g.** Eating inside the classroom is not permitted.

h. Refrain from using plastics and styrofoam/polystyrene as food containers to ensure a healthy and litter-free campus.
i. No smoking (cigarettes, vapes), no chewing of gums and betel nuts in the classroom, and spitting anywhere is not allowed.
j. Always follow emergency and evacuation procedures in emergency cases.
k. Notices and announcements should be written on the board and not on walls and classroom doors.
l. Windows and doors should be closed at the end of the day or after the last class period.
m. Teachers and students are allowed to enter the classrooms only after the teacher of the previous class has already left.
n. Report to the maintenance office any damaged/destroyed fixture and equipment for immediate repair and replacement.

2. Faculty Rooms

a. Refrain from gossiping and speaking in a loud voice.
b. Courteously greet the people inside the faculty room.
c. Refrain from entertaining vendors inside the faculty room,

3. Laboratories

a. Science Laboratories

- Refrain from eating inside the laboratories.
- Be safety conscious inside the laboratories. Use personal protective equipment during experiments.
- Take extra care of equipment/ chemicals/materials/apparatus inside the laboratories.
- Dispose chemical waste in designated containers for chemicals.
- Dump organic/biodegradable residue at windows for bio-degradable wastes, while chemical residues are discarded at the septic vault after proper treatment.

- Dispose toxic/hazardous wastewater at a separate septic tank/vault and not in a toilet septic tank.
- Always wash hands with detergents and water.
- Report to the maintenance office damaged facility for immediate repair and/or replacement.
- Please refrain from engaging in any unnecessary activities or playing while inside the laboratory.
- Always clean the laboratory before and after using it.

b. HRM Laboratories

- Practice the "CHSF Minute" before and after every activity. Students and teachers should spend one minute picking up litter inside the classroom and adequately dispose of it before and after the class to ensure a litter-free learning environment.
- Follow laboratory safety and emergency procedures in all areas of the HTH laboratory to ensure safety and hazard-free activities.
- Ensure that the students come in with proper attire and protective equipment/gear.
- Dispose plastic bags and different residuals in non-biodegradables. Dispose recyclable wastes such as pet bottles, glass bottles, tin cans, papers, etc., in recyclable bins. All accumulated wastes must be regularly disposed of to ensure a healthy and safe laboratory.
- No smoking (cigarettes, vapes) inside the laboratory.
- Follow housekeeping rules and regulations.
- Report to the maintenance office damaged facilities for immediate repair and replacement.

c. Computer Laboratories

- Practice the "CHSF Minute" before and after every activity. Spend one minute to pick up litter inside the laboratory and adequately dispose of it before and after every activity.
- Follow laboratory rules and regulations in the computer laboratory.
- Put off the units (computer and air condition units) when you have to be out of the room for more than two hours.

- Do not turn on the air-conditioning units before 8:00 A.M. unless the weather is hot.
- Keep the room temperature at an average of 20 degrees centigrade.
- Allow 2-3 minutes before changing the timer.
- Close the computer laboratory door gently after each class. Computer laboratory doors should always be closed to maintain the temperature inside the laboratories.
- Always clean doors, window-sills, and awnings.
- Make use of the energy-saving features of your computer. Most new models are designed to be energy efficient (Take note of the Energy star logo)
- Regulate use of computers. Lessen unnecessary use of computers.
- Turn off printers, scanners, modems, and other peripherals when not in use.

Air conditioners

- Do regular cleaning and maintenance check-ups of air conditioners.
- Minimize heat and air leakages.
- Lower ceiling and lessen dividers that prevent air circulations in rooms.
- Recommended/buy/use CFC-free models.

Appliances and Equipment

- Choose more energy-efficient appliances.
- Do regular cleaning and maintenance check-ups of appliances and equipment.
- Check if the appliance (refrigerator and freezers) is CFC-free.
- Limit the use of electric coffeepots in offices.

4. Canteens

a. Be courteous with people around you; smile, and talk in your most subdued voice.

b. Put back utensils (trays, plates, spoons, forks, bottles, cups, etc.) after use in the designated area: do not leave them on the table.
c. Dispose of wrappers and other trash properly in designated garbage cans. Do not leave them on the table or throw them on the floor.
d. Refrain from making the canteen a study area, lover's rendezvous, and hangouts. The canteen is meant to be an eating area only.
e. Put back chairs under the table after use.
f. Do not leave belongings unattended on the table.
g. Be patient in forming your line and wait for your turn to be saved.
h. Follow entrance and exit signs when ordering and paying and give the exact amount when paying as much as possible.
i. The use of styrofoam/polystyrene and plastic is strictly prohibited. These materials are highly toxic when exposed to heat and they react on food during storage. Use re-usable plates, spoons, and forks instead of plastic utensils.
j. Canteens are open promptly and close at an appropriate time.
k. Vendo machines are cleaned regularly.
l. Adequate drinking fountains and containers are provided.
m. Put off electric fans and lights when not in use.
n. The canteen area and peripherals must be maintained by the canteen owner/manager and their staff.
o. Notify the maintenance office for repair and/or replacement of any damaged/non-functional facilities.

5. Storeroom

a. Cleaning materials should be separated from food items.
b. Empty cases of soft drinks are put in separate storage.
c. Materials should be in their proper and labeled places.
d. Garbage cans are placed away from the dining tables and emptied regularly.

e. Bottles, glasses, plates are gathered after use and are appropriately put in their respective area.

6. Kitchen

a. Kitchen utensils should be neatly arranged for easy use.
b. All utensils should be dried and clean.
c. Enough utensils should be provided to serve the number of clients.
d. All utensils should be labeled.
e. Spoons and forks are soaked in hot water.
f. The water supply is sufficient.
g. Goods should be stocked in an orderly manner.
h. Cracked and chipped drinking glasses are not used.
i. Enough ventilation is provided.
j. Ingredients and uncooked food should be stored in closed cabinets (except for vegetables that need air).
k. Perishable and non-perishable goods are separated.
l. The workplace is always clean and dry.
m. Hands are washed before handling food.
n. The kitchen is separated from the dining area.

7. Dining Area

a. Customers are served one at a time.
b. Price tags are placed on food items.
c. The menu list is updated with corresponding prices.
d. Varied and low-cost nutritious food is prepared for snacks and meals.
e. Plastic bags and straws for soft drinks are not allowed.
f. Spoiled, expired foods are not served.

g. Clean drinking glasses are replenished regularly.
h. Designated areas for used utensils are cleared promptly.
i. Food items are placed in fly-free display cabinets.

8. School Grounds

a. Be gracious and helpful to fellow students, teachers, and visitors you meet on the school grounds.
b. Always keep right when walking along corridors, pathways, and entrances.
c. Talk in a subdued voice to avoid disturbing those who are studying or have ongoing classes. Speak in a low voice when passing by classrooms, libraries, and offices.
d. Give considerations to gardeners and maintenance personnel by not vandalizing properties or destroying plants.
e. Do not throw your candy wrappers or papers on the school ground.
f. Refrain from removing and transferring benches.
g. Do not use the oval as the pathway.
h. No smoking in all areas of the campus.

9. Restrooms

a. Be courteous to people around you. Smile and talk in your most subdued voice.
b. No spitting of "momma" in toilet bowls, urinals, sink, and flooring, or any place inside the comfort rooms.
c. This is a non-smoking campus; therefore, smoking (cigarettes, vapes) in the toilets or in any campus area is not allowed.
d. Do not urinate on the floor and sink. Use the urinals and toilet bowls. Always keep the floor clean and dry.
e. Flush the urinals and toilet bowls properly after use. Flush them using your hands and not using your feet.

f. Do not flush sanitary napkins, toilet papers, and other trash down the toilet bowl. Wrap and dispose of sanitary napkins in receptacles or waste bins provided.
g. Do not write on walls, doors, mirrors, etc. Destroying toilet fixtures is not allowed.
h. Return water containers to their proper place after use.
i. Leaking faucets, destroyed bowls, and other defects found inside the restroom should be reported immediately to the maintenance office for repair and replacement.
j. Avoid messing with the toilet bowl. Do not squat or step on the toilet bowl. Please sit properly.
k. Always knock first if the toilet or bathroom appears occupied, and lock the door when you enter.
l. Always close faucets after use to conserve water, and do not forget to wash your hands before leaving the toilet.

10. **Buildings**
    a. Report to the maintenance office observed cracks or gaps on walls, ceilings, beams, or columns.
    b. Immediately report any leaks on water faucets, toilet bowls, ceilings, and roofing structures to the maintenance office.
    c. Sit appropriately on benches and chairs.
    d. Refrain from writing on desks, tables, walls, and columns.
    e. Do not gather around fire exits. Make sure they are free from obstructions.

11. **Building Specific Guidelines:**
    a. Ceilings
    - Ceilings are clean, tidy, and free from cobwebs and specks of dust, etc.
    - Unnecessary hanging objects like strings, ropes, and posters, etc., are removed from ceilings.

    b. Walls, Columns, Beams
    - Walls and columns are free from writings and graffiti.
    - Painted walls have no notices, pamphlets posted on them.

- Graffiti and other marks are removed through regular touch-up paintings. Identified culprits are given a necessary reprimand.

c. Windows and Doors

- Garbage is not thrown out of the windows.
- Windows are closed during bad weather conditions.
- Window glasses are cleaned regularly.

d. Staircases/Stairwells/Emergency Exits

- Staircases and stairwells are free of materials (especially explosive and fire hazards) That may obstruct traffic and cause accidents.
- Fire exits are open at all times and are freed from loitering persons and unnecessary materials.
- Sitting on staircases is not allowed. It hinders the exit and entrance of faculty and students, especially during emergencies.

e. Flooring, Corridors, Lobbies, and Entrances

- Corridors, lobbies, and entrances are always open and free from groups of people that may cause obstruction.
- All fixtures on corridors, lobbies, etc., like trash cans and benches, are always in their original places and are not disarranged.
- No spitting of beetle nut on floors, staircases, and other places to assure a stain-free environment.

f. Covered Walk, Catwalks, and Sidewalks

- On corridors, concrete and wooden benches, bulletin boards, etc., are always in their original place and not disarranged.
- Benches are appropriately used for seating and are free from any graffiti, vandalism, and waste.

g. Sanitary Plumbing/Water Supply

- Faucets and water closets are closed when not in use.
- Annual water testing should be done regularly at the start of every semester.

h. Electrical/ Mechanical Systems

- Lights are switched off when not in use.
- Lights are available and functional in all areas (indoor and outdoor).

12. Offices

a. Serve clientele on a "first come, first serve basis", treat them fairly and reasonably.
b. Give service with a smile.
c. Observe professional ethics, avoid jealousy, gossip, and maintain a Christian relationship with others.
d. Always wash your hands after using the restroom.

13. Library

a. Put back chairs under the table after use.
b. Do not leave belongings /valuables unattended on the table.
c. In borrowing book/reading materials, be patient in forming your line and wait for your turn to be served.
d. Follow entrance and exit signs properly.
e. Be courteous in requesting books.
f. Silence is a must in all reading areas.
g. Keep right when passing through passageways.
h. No eating, smoking and shouting inside the library.
i. No loitering and littering.
j. Deactivate cellular phones or put them in silent mode.
k. Follow/comply with the rules and regulations of the various library sections as stated in the student's handbook in using the library.

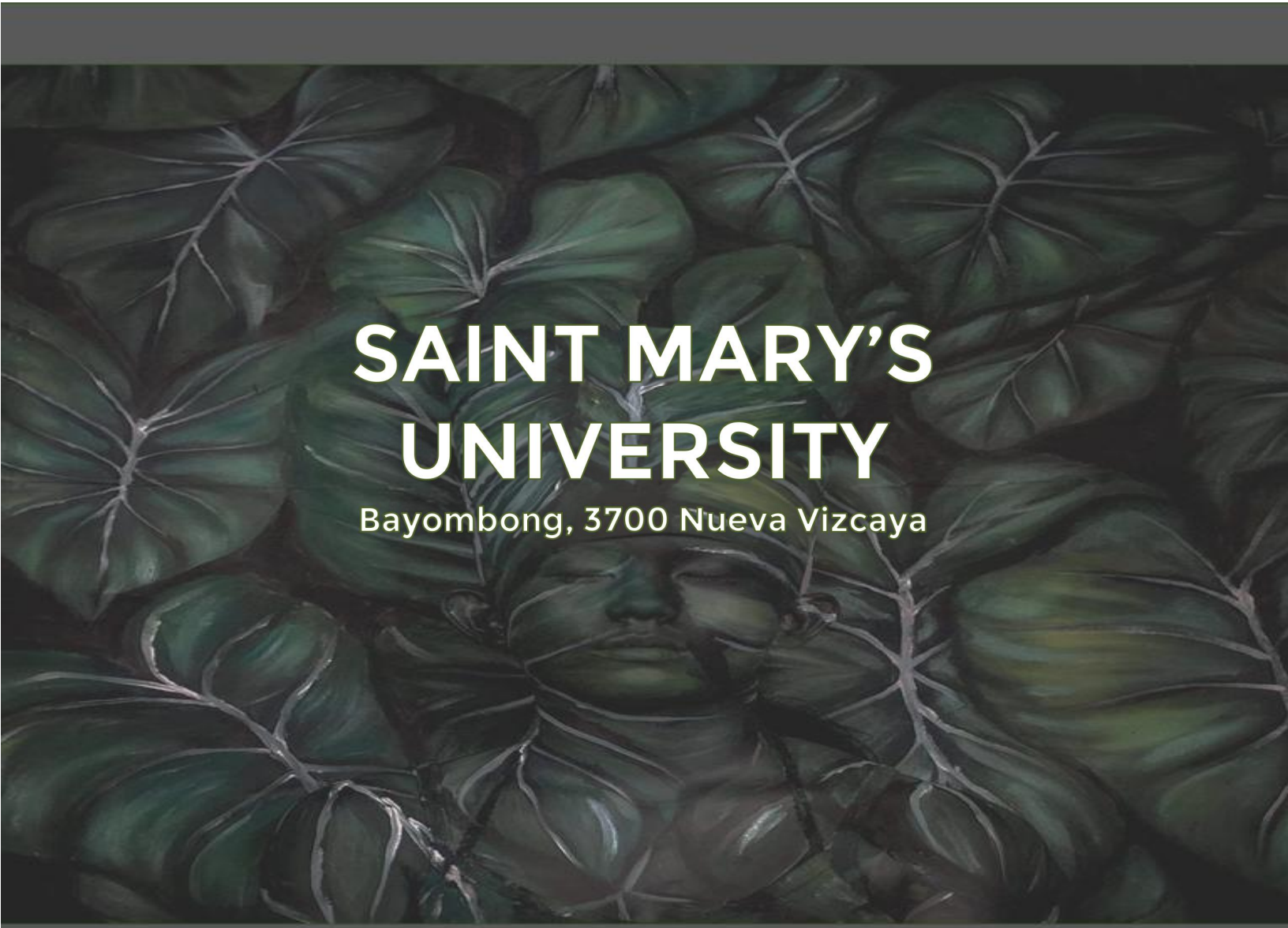
14. Motor Pool and Carpentry Shop

a. Always observe safety in every area of the shop.
b. Use/wear safety gadgets in doing every job.
c. Practice the "CHSF Minute" before and after every activity. Spend one minute to pick up litter.
d. Put off lights or other electronic gadgets when not in use.
e. No smoking and drinking alcoholic beverage inside the shop.
f. Always follow safety rules and regulations at the start of each job.
g. Motor vehicles should be in good running condition. Regular maintenance, repair, and replacement should be observed.
h. Report immediately to the maintenance office equipment and types of machinery that are defective for immediate repair and replacement.
i. For university vehicles, only a licensed driver and approved by the VP Administration can drive/operate the university vehicles for official trips.

15. Transportation and Fuel

a. Promote car-pooling
b. Find ways to solve the traffic problem in schools.
c. Plan trips.
d. Walk whenever possible.
e. Keep speed down. Wind resistance increases as car speed increases and more fuel are required to move the car at a higher rate.
f. Avoid "Jack Rabbit" starts. Gradual acceleration can save as much as one km./liter compared to rapid acceleration.
g. Keep speed constant.
h. Anticipate stops.
i. Avoid engine idling. As a guide, drivers should not idle engines for more than three minutes.

j. Warm engine by driving.
k. Do regular engine cleaning, maintenance, and check-up.
l. Minimize the use of air conditioners.
m. Maintain correct tire pressure.
n. Keep transmission in high gear.
o. Minimize vehicle loads.
p. Avoid fuel spillage.
q. Conduct emission testing.


SAINT MARY'S
UNIVERSITY
Bayombong, 3700 Nueva Vizcaya

Green Campus Project

RATIONALE

Saint Mary's University through the years had been one of the advocates for environmental protection. With the mission of "steadfastly participate in the CICM advocacies of promoting multi-ethnicity, social justice, peace, and integrity of God's creation" we have made programs, projects, and activities for the protection of our environment. Two decades ago, the university crafted its CHSF program aimed at practicing what we teach inside the classroom. Our current engagements whether local, national, or international have always had an environmental protection goal.

With the growing environmental concerns, the government had even to enact environmental laws to protect our mother nature. One of these laws is RA 9003. This Act makes provision for efficient solid waste management, for the volume reduction of the waste, its environment-friendly disposal, composting, recycling, re-use, recovery, green charcoal process; for the collection, treatment, and disposal in environmentally sound solid waste management facilities. It aims for the proper segregation, collection, transport, storage, treatment, and disposal of solid waste. It also concerns the protection of groundwater from pollution.

Several higher education institutions had already policies on banning the in-campus use of plastics and even the selling and bringing in of drinks contained in PET bottles which are being implemented religiously. As part of the university's advocacy for promoting the integrity of God's creation, the implementation of our existing laws, and the execution of our programs and projects, this proposal was made and endorsed.

On a personal note, during the Midyear 2022, it was observed that students brought their tumblers. This was due to the fact that most of them were not allowed to go out of campus (limited face-to-face guidelines) and there are limited drinking stations or canteen that sells bottled water or bottled water is expensive for them. This shows that it is possible to ask our students to bring their own drinking tumblers.

OBJECTIVES:

1. To manifest our environmental advocacies;
2. To show support for our environmental laws;
3. To instill among our students the value of protecting the environment; and
4. To implement our CHSF program by banning PET bottles and the use of plastics on campus.

A218, Second Floor, Fr. Godfrey Lambrecht Building
SMU Main Campus, Ponce Street, Don Mariano Marcos
Bayombong, 3700 Nueva Vizcaya, Philippines
www.smu.edu.ph | dsas@smu.edu.ph
(078) 321-2221/0955.998.0437

OPERATIONALIZATION:

Actions taken:

The proposal was discussed with the Student Central Council and the Student Leaders who are supportive of the proposal.

Actions to be taken (part of our environmental policy/program):

1. Disallow use of plastic spoons, forks, disposable plastic food packs, and straws;
2. Disallow the entry of drinks using PET bottles;
3. Disallow the selling of drinks on PET bottles (to be part of the contract among Canteen Concessionaires); and
4. Symposium on environmental protection by LMCDAC or office handling the CHSF program (and to explain the move by the university).

Consequences of the actions to be taken:

1. Require students to use tumblers or any non-PET drinking utensils.
2. Require canteen concessionaire to provide a drinking station.
3. Require concessionaires to use only paper cups, lunch packs, and silver utensils for food.
4. The university provides water drinking stations (revive the old drinking fountain or purchase new ones to be stationed in strategic places).

OPPORTUNITIES:

1. For mass reproduction by TTBDO of SMU labeled tumblers for sale;
2. The tumblers themselves as promotional materials;
3. Inculcation to the Marian community of our responsibility toward the environment.

Respectfully yours,

MR. SAMUEL B. DAMAYON
Dean
Student Affairs and Services

A218, Second Floor, Fr. Godfrey Lambrecht Building
SMU Main Campus, Ponce Street, Don Mariano Marcos
Bayombong, 3700 Nueva Vizcaya, Philippines
www.smu.edu.ph | dsas@smu.edu.ph
(078) 321-2221/0955.998.0437

SAINT MARY'S UNIVERSITY
SOLID WASTE MANAGEMENT POLICY

I. PURPOSE

This institutional Solid Waste Management (SWM) policy outlines the strategies and protocols for Saint Mary's University (SMU) to achieve a sustainable, safe, and eco-friendly campus. Compliant with **Republic Act No. 9003** (Ecological Solid Waste Management Act of 2000) and aligned with the CICM advocacies on Justice, Peace, and Integrity of Creation (JPIC) and Pope Francis's *Laudato Si'*, this policy establishes a comprehensive, end-to-end operational framework, defining standardized procedures, responsibilities, and control measures across four primary stages: **Source Segregation, Internal Collection, Materials Recovery Facility (MRF) Processing, and Solid Waste Transporter.** It aims to ensure the systematic handling of solid waste from the point of generation to its appropriate recovery, recycling, treatment, or final disposal. The framework promotes proper waste classification, efficient collection and handling, resource recovery, environmental protection, workplace safety, and regulatory compliance. Each stage shall be implemented in accordance with established operational protocols to minimize waste contamination, reduce the volume of waste sent to disposal facilities, and ensure accountability among all personnel involved. Through the coordinated implementation of the Solid Waste Management Policy and the **Clean, Healthy, Safe, and Friendly Environment (CHSF) Program**, regular monitoring, and continuous improvement, Saint Mary's University seeks to establish a safe, efficient, sustainable, and environmentally responsible solid waste management system that promotes environmental awareness, proper waste segregation, resource conservation, and active participation among the Marian Community.

II. OBJECTIVES:

1. Promote Waste Reduction and Proper Segregation. Establish and implement effective solid waste management practices through waste minimization, segregation at source, reuse, recycling, and responsible disposal in all campus facilities to reduce the volume of waste generated.

2. Ensure Environmentally Sound Waste Collection and Disposal. Implement systematic waste collection, monitoring, recording, and transportation procedures to ensure that recyclable, residual, biodegradable, and other waste streams are properly managed in accordance with applicable environmental laws and regulations.

3. Strengthen Environmental Awareness and Shared Responsibility. Encourage the active participation of administrators, faculty, staff, students, concessionaires, and other members of the Marian Community in sustainable waste management initiatives to maintain a **Clean, Healthy, Safe, and Friendly (CHSF)** environment and promote environmental responsibility throughout the University.

SPC Office, 2nd floor UB Building (UB213)
SMU Main Campus, Ponce Street
Bayombong, 3700 Nueva Vizcaya, Philippines
htvillanueva@smu.edu.ph
09066928935/09996709934

III. LEGAL AND INSTITUTIONAL MANDATES

This policy is designed to strictly comply with:

1. **SMU-VPA Circular No. 28, A.Y. 2024-2025:** Penalties for specific unwanted behaviors.
2. **Republic Act No. 9003**: Mandating segregation at source, reduction, recycling, and composting of municipal solid wastes.
3. **CHED Memorandum Orders**: Encouraging Higher Education Institutions (HEIs) to implement environmental programs and green campus initiatives.
4. **Local Ordinances**: Environmental and waste management ordinances of the Municipality of Bayombong and the Provincial Government of Nueva Vizcaya.
   -(NV Provincial Ordinance No. 2014-108). Nueva Vizcaya Environment Code
   -(NV Provincial Ordinance No. 2018-155) The Plastic Regulation Ordinance of Nueva Vizcaya)

IV. DEFINITION OF TERMS: LIFTED FROM RA 9003 (SECTION 3)

1. **BULKY WASTES** - shall refer to waste materials which cannot be appropriately placed in separate containers because of either its bulky size, shape or other physical attributes. These include large worn-out or broken household, commercial, and industrial items such as furniture, lamps, bookcases, filing cabinets, and other similar items;

2. **COLLECTION** - shall refer to the act of removing solid waste from the source or from the waste bins;

3. **COMPOSTING** - shall refer to the controlled decomposition of organic matter by micro-organisms, mainly bacteria and fungi, into a humus-like product;

4. **ELECTRONICS** - shall refer to special waste that includes worn-out, broken, and other discarded items such as computers, laptops, amplifiers, and TV sets;

5. **CONTROLLED DUMP** - shall refer to a disposal site at which solid waste is deposited in accordance with the minimum prescribed standards of site operation;

6. **DISPOSAL** - shall refer to the discharge, deposit, dumping, spilling, leaking or placing of any solid waste into or on land;

7. **ECOLOGICAL SOLID WASTE MANAGEMENT -** shall refer to the systematic administration of activities which provide for segregation at source, segregated transportation, storage, transfer, processing, treatment, and disposal of solid waste and all other waste management activities which do not harm the environment;

8. **ENVIRONMENTALLY ACCEPTABLE** - shall refer to the quality of being re-usable, biodegradable or compostable, recyclable and not toxic or hazardous to the environment;

9. **GENERATION** - shall refer to the act or process of producing solid waste;

10. **GENERATOR** - shall refer to a person, natural or juridical, who last uses a material and makes it available for disposal or recycling;

11. **MATERIALS RECOVERY FACILITY** - includes a solid waste transfer station or sorting station, drop-off center, a composting facility, and a recycling facility;

12. **RECYCLABLE MATERIAL** - shall refer to any waste material retrieved from the waste stream and free from contamination that can still be converted into suitable beneficial use or for other purposes, including, but not limited to, newspaper, ferrous scrap

htvillanueva@smu.edu.ph
09066928935/09996709934

metal, non-ferrous scrap metal, used oil, corrugated cardboard, aluminum, glass, office paper, tin cans and other materials as may be determined by the Commission;

13. **RECYCLED MATERIAL** - shall refer to post-consumer material that has been recycled and returned to the economy;

14. **RECYCLING -** shall refer to the treating of used or waste materials through a process of making them suitable for beneficial use and for other purposes, and includes any process by which solid waste materials are transformed into new products in such a manner that the original product may lose their identity, and which maybe used as raw materials for the production of other goods or services: Provided, That the collection, segregation and re-use of previously used packaging material shall be deemed recycling under this Act;

15. **RESOURCE CONVERSATION -** shall refer to the reduction of the amount of solid waste that are generated or the reduction of overall resource consumption, and utilization of recovered resources;

16. **RESOURCES RECOVERY** - shall refer to the collection, extraction or recovery of recyclable materials from the waste stream for the purpose of recycling, generating energy or producing a product suitable for beneficial use: Provided, That such resource recovery facilities exclude incineration;

17. **RE-USE -** shall refer to the process of recovering materials intended for the same or different purpose without the alteration of physical and chemical characteristics;

18. **SEGREGATION** - shall refer to a solid waste management practice of separating different materials found in solid waste in order to promote recycling and re-use of resources and to reduce the volume of waste for collection and disposal;

19. **SEGREGATION AT SOURCE** - shall refer to a solid waste management practice of separating, at the point of origin, different materials found in solid waste in order to promote recycling and re-use of resources and to reduce the volume of waste for collection and disposal;

20. **SOLID WASTE** - shall refer to all discarded campus, commercial waste, non-hazardous institutional and industrial waste, street sweepings, construction debris, and other non-hazardous/non-toxic solid waste.

21. **SOLID WASTE MANAGEMENT** - shall refer to the discipline associated with the control of generation, storage, collection, transfer and transport, processing, and disposal of solid wastes in a manner that is in accord with the best principles of public health, economics, engineering, conservation, aesthetics, and other environmental considerations, and that is also responsive to public attitudes;

22. **SOLID WASTE MANAGEMENT FACILITY** - shall refer to any resource recovery system or component thereof; any system, program, or facility for resource conservation; any facility for the collection, source separation, storage, transportation, transfer, processing, treatment, or disposal of solid waste;

23. **SOURCE REDUCTION** - shall refer to the reduction of solid waste before it enters the solid waste stream by methods such as product design, materials substitution, materials re-use and packaging restrictions;

htvillanueva@smu.edu.ph
09066928935/09996709934

24. **SOURCE SEPARATION** - shall refer to the sorting of solid waste into some or all of its component parts at the point of generation;

25. **SPECIAL WASTES** - shall refer to household hazardous wastes such as paints, thinners, household batteries, lead-acid batteries, spray canisters and the like. These include wastes from residential and commercial sources that comprise of bulky wastes, consumer electronics, white goods, yard wastes that are collected separately, batteries, oil, and tires. These wastes are usually handled separately from other residential and commercial wastes;

26. **STORAGE** - shall refer to the interim containment of solid wastes after generation and prior to collection for ultimate recovery or disposal;

27. **YARD WASTE** - shall refer to wood, small or chipped branches, leaves, grass clippings, garden debris, vegetable residue that is recognized as part of a plant or vegetable

V. RESPONSIBILITY AND AUTHORITY

A. **VICE PRESIDENT FOR ADMINISTRATION:** Shall have the overall administrative and operational supervision in the implementation of this policy.

B. **HOUSEKEEPING SUPERVISOR:** Shall monitor the strict implementation of proper waste segregation.

C. **LDR MANAGER:** Shall have direct supervision over the LDR personnel employed by them and deployed in the university.

D. **LDR PERSONNEL:** shall collect garbage in the designated waste bins, properly segregated according to type, and disposed of in accordance with established waste management procedures.

E. **POLLUTION CONTROL OFFICER:** Shall ensure compliance with the requirements of Republic Act No. 9003 (Ecological Solid Waste Management Act of 2000) and other applicable environmental laws, regulations, and standards.

VI. WASTE CLASSIFICATION AND COLOR-CODED WASTE BINS

Waste bins are strategically placed and strictly color-coded according to DENR-EMB standards to avoid cross-contamination.

1. **BLACK: RESIDUAL WASTES** - Residual waste are solid waste materials that are non-compostable and non-recyclable. Includes sanitary napkins, Disposable diapers, Worn-out rugs, cartons that contain a plastic lining usually used for milk and juice containers, Ceramics, Candy wrappers/sachets, and other soiled materials that cannot be composted and recycled.

2. **GREEN: COMPOSTABLE WASTES** - Compostable wastes are biodegradable wastes such as food waste and garden waste. They undergo biological degradation under controlled conditions and can be turned into compost (soil conditioner or organic fertilizer) by mixing them with soil, water, air, and biological additives/activators. It includes fruit and vegetable peelings, Leftover foods, vegetable trimmings, Fish/fowl/meat/animal entrails, Seeds, Leaves, Flowers, Twigs, Branches, and stems.

3. **BLUE: RECYCLABLE WASTES -** Recyclable materials refer to any waste material retrieved from the waste stream and free from contamination that can still be converted into suitable beneficial use. These may be transformed into new products in such a manner that the original products may lose their identity. Includes scrap metal, Aluminum, Glass, plastic containers, and tin cans.

htvillanueva@smu.edu.ph
09066928935/09996709934

4. **RED: SPECIAL WASTES** - Special wastes refer to household hazardous wastes. Includes Paints, Thinners, Household batteries, Lead-acid batteries, spray canisters

5. **YELLOW:** Infectious/healthcare waste: Face masks, gloves, syringes

VII. SCOPE: The whole Marian community (Employees, students, concessionaires, and visitors) across all levels (Higher Education Department to the Basic Education Department).

VIII. STAGES OF SOLID WASTE MANAGEMENT

STAGE 1. WASTE REDUCTION AT SOURCE (OFFICES, CLASSROOMS, LABORATORIES, BUILDINGS):

All Marian stakeholders shall observe operational practices to minimize the production of waste. Every effort shall be made to prevent excess or unnecessary materials from being purchased or thrown away. These practices may include, but shall not be limited to, the following:

A. Responsibility for sorting and segregation of waste must be done at the initial source of solid waste generation (eg. offices, classrooms)
B. **"No Single-Use Plastic" Policy:** Strict prohibition of plastic straws, plastic stirrers, "sando" bags, and styrofoam food containers in all campus canteens and food stalls.
C. **Paper Conservation:** Mandatory two-sided printing for draft documents, syllabi, internal memos, and Back-to-back printing of examination papers. Promotion of digital submissions for student assignments via the campus Learning Management System (LMS).
D. **No Pet plastic-bottles policy**
E. Using products that are reusable, refillable, repairable, non-toxic, and recyclable
F. SMU stakeholders must refrain from bringing into the campus any form of solid plastic materials.
G. SMU stakeholders must put into practice the reduce, reuse, and recycle rules.
H. Personal packages purchased online (those with multi-layer packaging) must not be opened within the university unless necessary.
I. All teaching personnel must strictly implement a no-eating policy inside the classrooms.
J. SMU concessionaires must bring home with them all collected leftover food (it should become part of their contract upon renewal).
K. CHSF must be strictly implemented in all areas of the university (offices, laboratories, classrooms, parks, alleys, halls, corridors, roads, and other open areas).

REUSE STRATEGIES:

Maximizing the lifecycle of products before they are considered waste.

A. **Bring Your Own Tumbler/Utensils (BYOT):** Actively encouraging students and staff to bring personal water tumblers and reusable food containers to campus.
B. **Material Repurposing:** Establishing a centralized supply exchange for offices to share gently used folders, binders, and office supplies. Utilizing one-sided printed papers as scratch pads.

htvillanueva@smu.edu.ph
09066928935/09996709934

SPECIAL OCCASIONS (UNIVERSITY-WIDE, SCHOOL-WIDE, DEPARTMENTAL-WIDE, OFFICE-WIDE MEETINGS AND ACTIVITIES)

A. External food service providers must bring back with them all solid waste as part of their services (especially when the food is packed, including leftover food).

STAGE 2. WASTE SEGREGATION AT SOURCE/INTERNAL COLLECTION (TRASH BIN LOCATION)

A. There shall be a separate container for each type of waste from all sources.
B. All solid waste containers/trash bins, depending on their use, shall be properly marked or identified
C. Collection of solid waste shall be done in a manner that prevents damage to the container and spillage or scattering of solid waste within the collection vicinity
D. SMU stakeholders must strictly follow proper segregation when throwing/putting solid waste into the trash bins
E. All unsegregated trash from their initial source must be segregated by the LDR personnel assigned at specific collection areas.
F. LDR personnel must wear face masks and protective gloves when doing physical waste segregation
G. Documentation of the segregation must be done (before and after)

STAGE 3. TRANSFER OF SEGREGATED WASTE MATERIAL FROM COLLECTION POINT TO SMU MRF

A. All trash from the collection point must be transferred to the SMU MRF using appropriate mobile equipment.
B. Mobile equipment for solid waste transfer must be provided (pushcart, kulong-kulong, etc.)
C. The equipment used in the collection and transportation of solid waste or materials which have been separated for the purpose of recycling shall be operated and maintained in such a manner as to minimize health and safety hazards to solid waste management personnel and the whole Marian community
D. Protective equipment must be worn during solid waste transfer

STAGE 4. PROCESSING AT THE SMU MATERIAL RECOVERY FACILITY

A. Properly segregated solid waste from the collection points must be placed in a separate area within the MRF to be subjected to inspection.
B. Solid waste that reaches the MRF unsegregated must be segregated by the LDR personnel assigned in the area from which the solid waste originated.
C. Solid waste considered as junk materials must be separated (plastics, metals) for possible income generation.

STAGE 5. EXTERNAL COLLECTION (BARANGAY AND MUNICIPALITY)

A. SMU must have a MOA with the municipality of Bayombong and the barangay in which SMU is located for the external collection of solid waste.
B. Collection days must be specified to avoid overstaying solid waste at the MRF.
C. MRF personnel must maintain complete documentation on all transactions using logbook.
D. Logbook and document forms shall be provided to SPCO for Self-monitoring report to DENR.

htvillanueva@smu.edu.ph
09066928935/09996709934

STAGE 6. FINAL DISPOSAL OF SOLID WASTE BY MUNICIPALITY AND BARANGAY

A. A copy of the report of the final disposal by the municipality and barangay must be provided to SMU.
B. The partner agencies shall issue the corresponding billing statement for the payment of hauling fees.

VIII. IMPLEMENTATION:

Strict implementation of this policy will be undertaken by the Office of the Vice President for Administration through the different offices connected to the subject matter of this policy.

Provided that specific duties and responsibilities of the different offices mentioned above must be outlined to avoid confusion among personnel and likewise to avoid duplication of work.

IX. SUPERVISION:

Strict compliance with this policy will be monitored by all safety officers of the university across all campuses.

Moreover, relevant documents (encoded report/s) regarding the implementation and monitoring of compliance with this policy across all campuses must be forwarded to the OVP for Administration and SMU-SPC office, college campus.

Furthermore, all relevant documents (encoded report/s) mentioned above from other campuses of the university (Junior High School, and Grade School Department) must be in formal digital and document form, properly summarized, tallied for easier consolidation and retrieval by the SMU-SPCO college campus staff for self-monitoring report to DENR Region2.

X. PENALTIES: Non-compliance and/or violations of this policy shall be subject to sanctions and penalized in accordance with existing rules and regulations of the university.

XI. DISSEMINATION:

1. **Student Orientation:** SWM and laboratory safety rules will be a mandatory topic during the first day of class orientations.
2. **Curriculum Integration:** Integration of environmental ethics and *Laudato Si'* principles into the National Service Training Program (NSTP), Religious Education (ReEd), and science subjects.
3. **Student Governance:** At the tertiary level, the Student Central Council (SCC) and recognized environmental/science clubs will lead campus-wide IEC campaigns and peer-to-peer policing such as SMU RISE, SERVE SMU, etc. At the basic education levels, the relevant student organizations or clubs will likewise lead IEC campaigns and peer-to-peer policing.
4. **Signages:** Clear, readable signages detailing proper segregation placed above all waste bins.

XII. EFFECTIVITY:

Effective immediately upon approval by the OVP for Administration and after university-wide information dissemination.

htvillanueva@smu.edu.ph
09066928935/09996709934

XIII. MONITORING, EVALUATION, AND PENALTIES:

1. **DENR Reporting:** The SPCO Head, in collaboration with the DRRM Coordinators, will ensure the timely submission of quarterly Self-Monitoring Reports (SMRs) to the DENR-EMB.
2. **Regular Audits:** The SMU CHSF Committee will conduct unannounced monthly audits of bins and laboratory storage.
3. **Sanctions:** Persistent violation of the SWM policy (e.g., intentional littering, illegal dumping of waste) will be treated as a major offense subject to university disciplinary protocols.

XIV. CONTINUAL IMPROVEMENT: Saint Mary's University (SMU) shall continually improve the implementation and effectiveness of its Solid Waste Management Policy to ensure compliance with Republic Act No. 9003, or the Ecological Solid Waste Management Act of 2000, and other applicable environmental laws and regulations. The University shall also periodically review and update its policy, objectives, procedures, and performance indicators to address emerging environmental concerns, promote responsible waste management practices, and sustain a clean, healthy, safe, and environmentally sustainable campus.

Prepared by: (**SGD) Mr. Hanson T. Villanueva, MA**
Head, SPCO

Reviewed and Approved by: (**SGD) Dr. John G. Tayaban**
VP for Administration

htvillanueva@smu.edu.ph
09066928935/09996709934

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

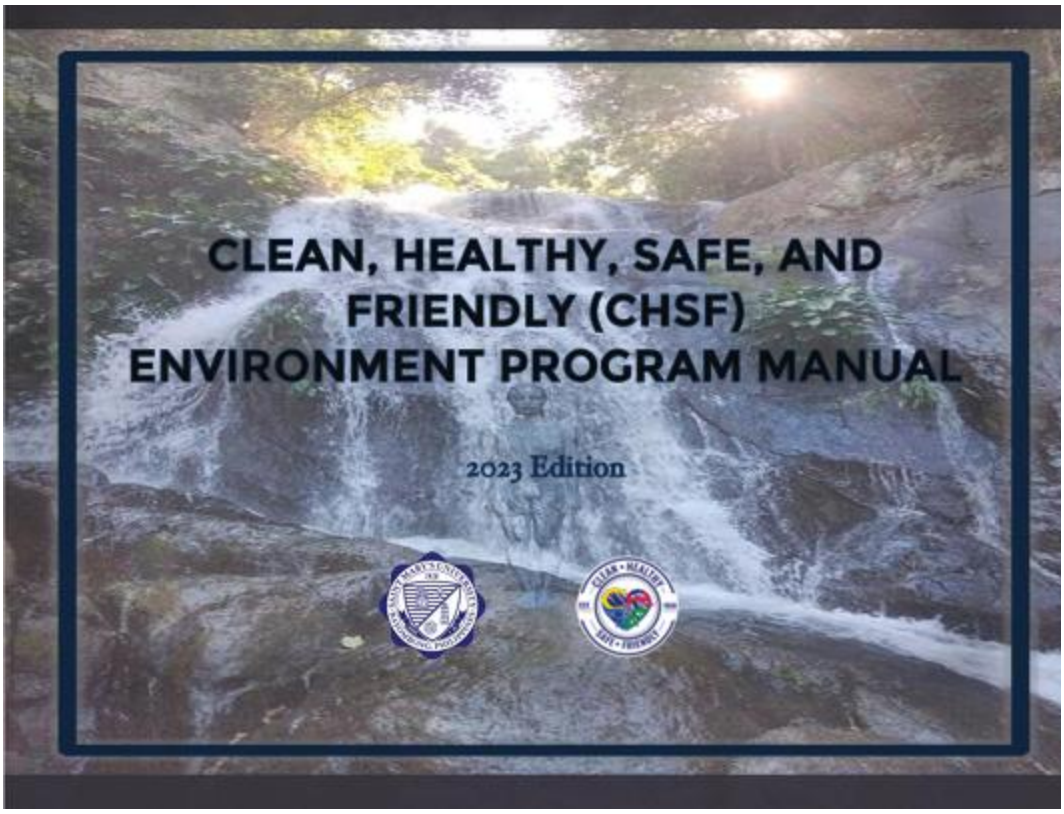
SAINT MARY'S UNIVERSITY

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





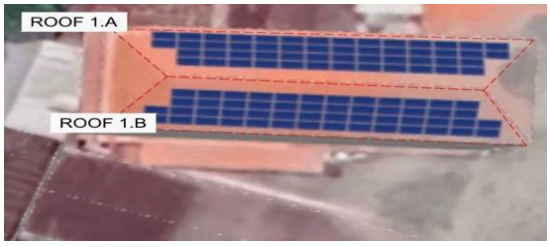
Hazardous Waste Facility

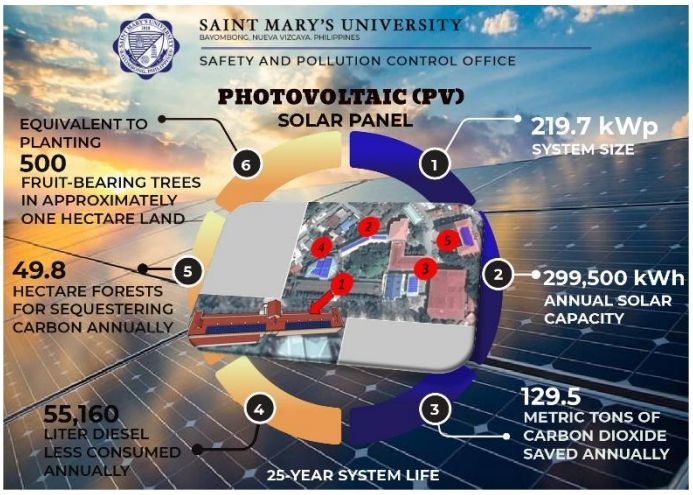
Description:

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.

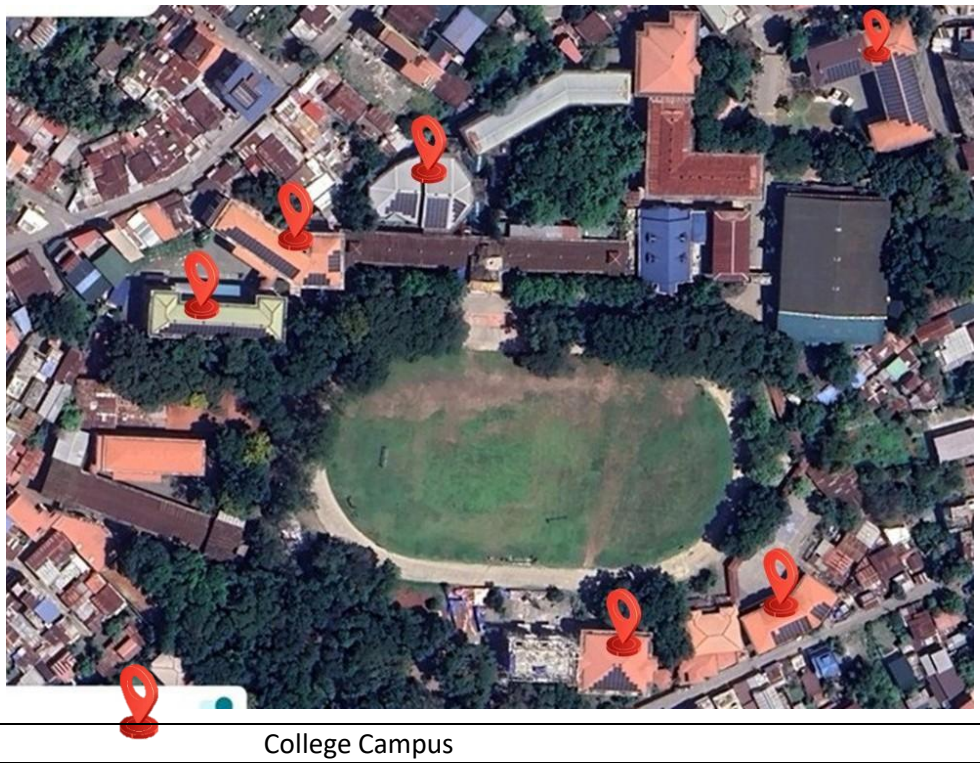
1. The Hazardous waste facility ensures a safe, compliant, and environmentally responsible campus environment, supporting academic and operational activities.
2. The process of collecting hazardous waste from the University through the accredited transporter authorized by the Environmental Management 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

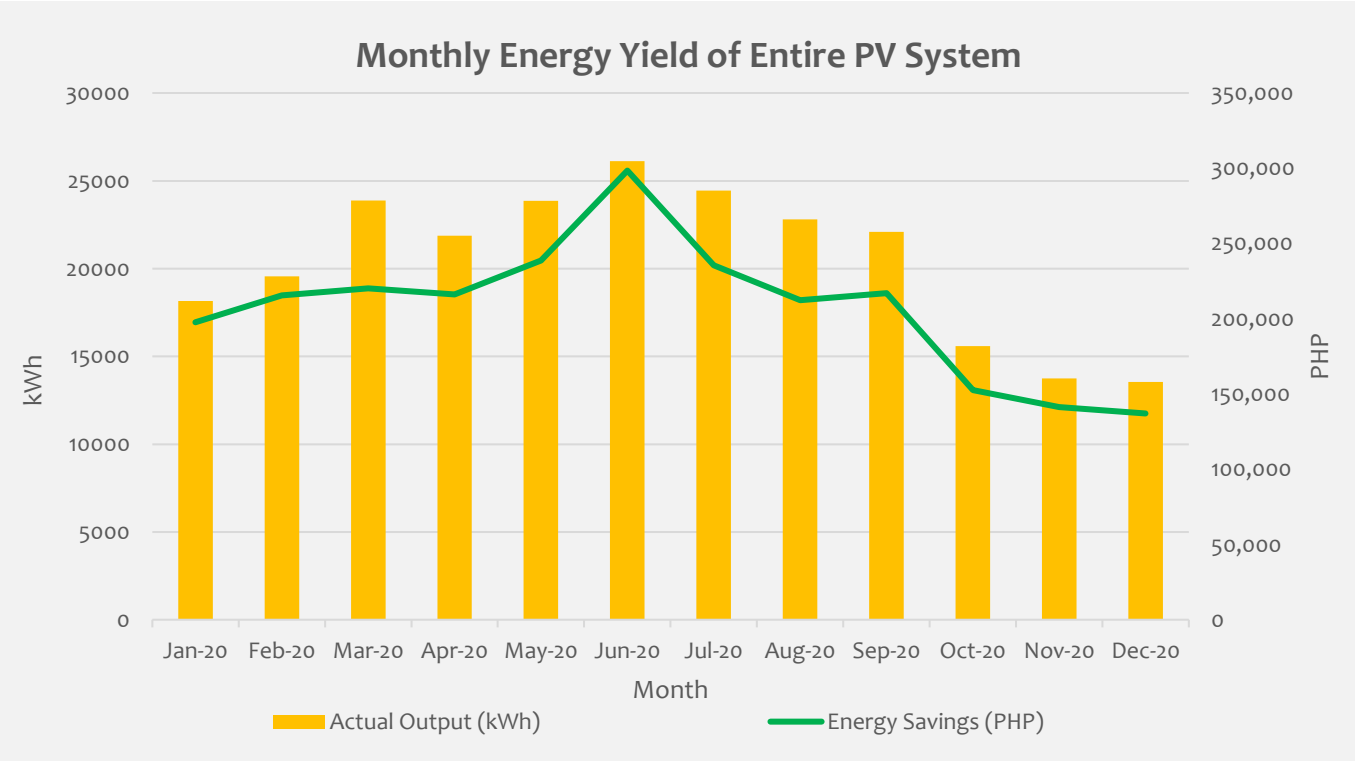
Philippines, August 2024





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

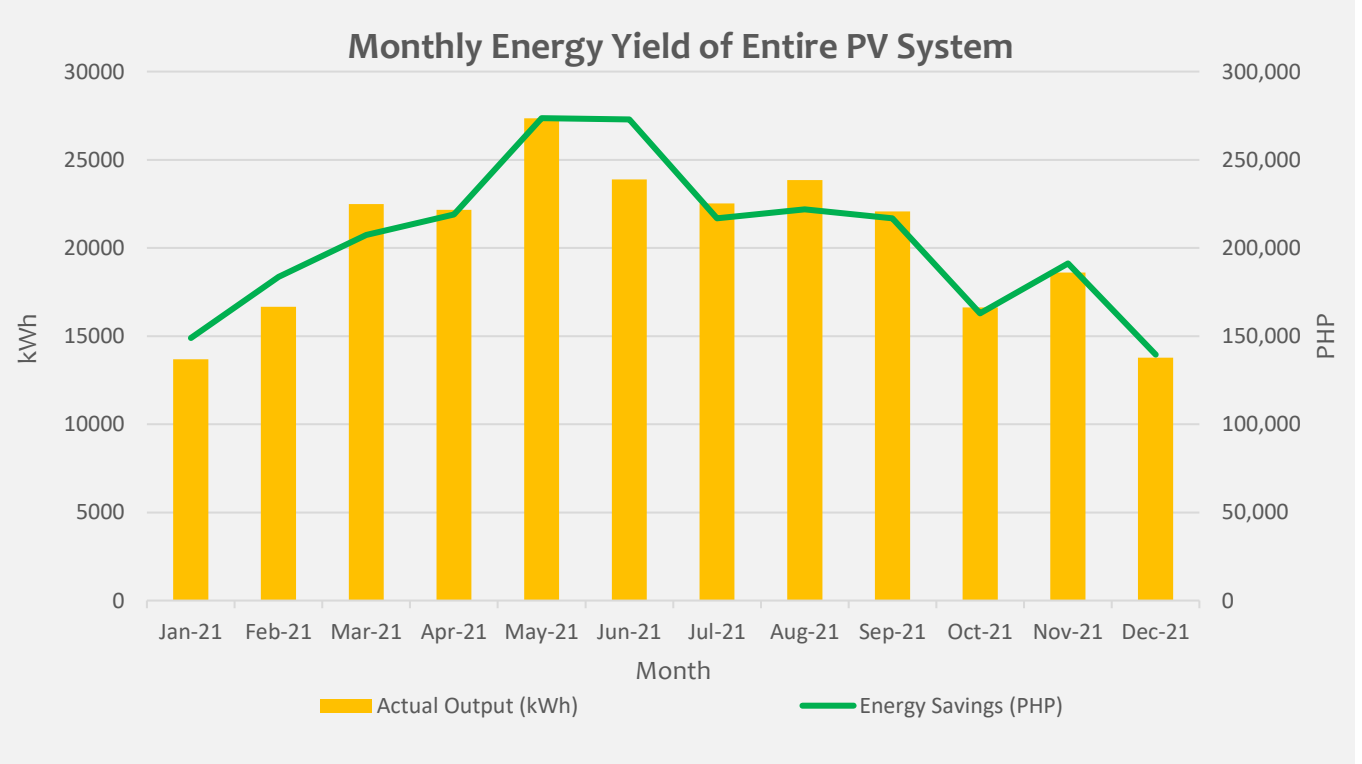
43
ha Forest Carbon Sequestered

* *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

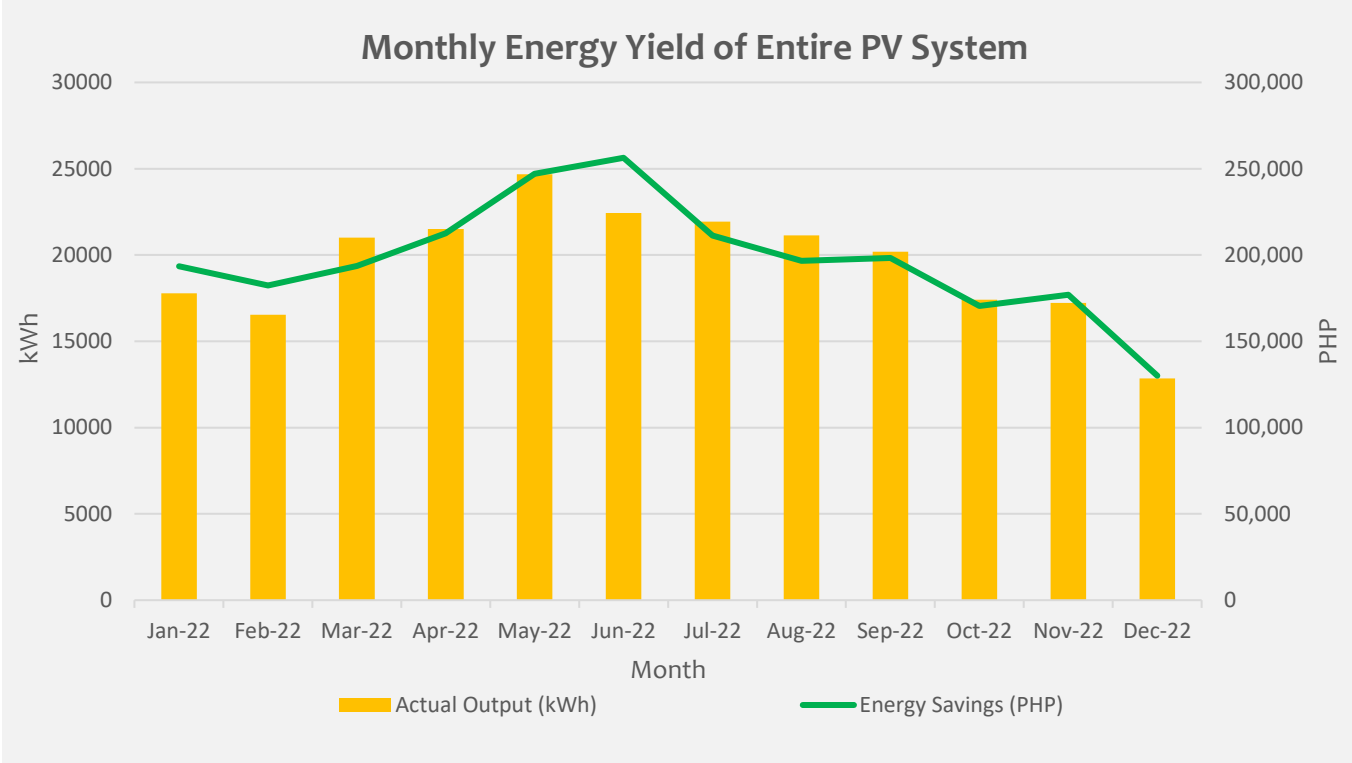
42
ha Forest Carbon Sequestered

* *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



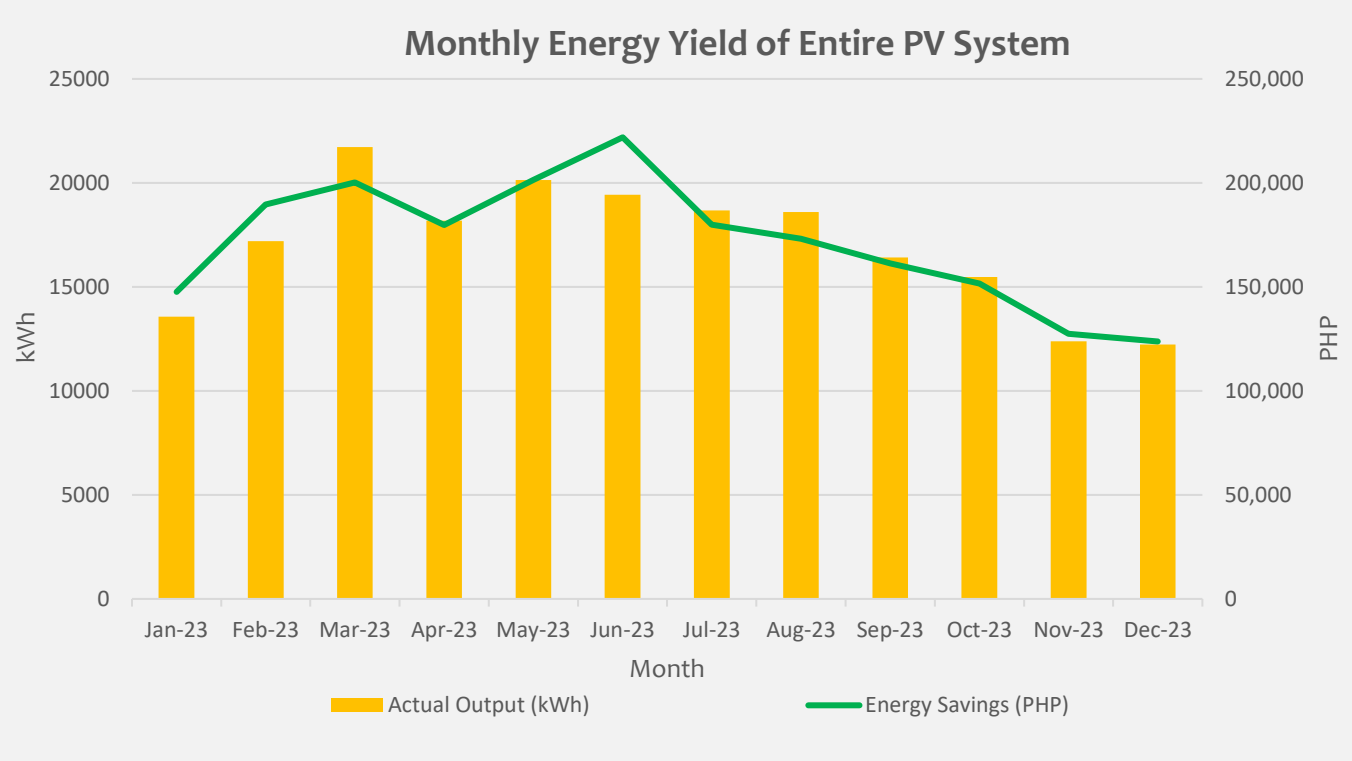
41
ha Forest Carbon Sequestered

** 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
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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

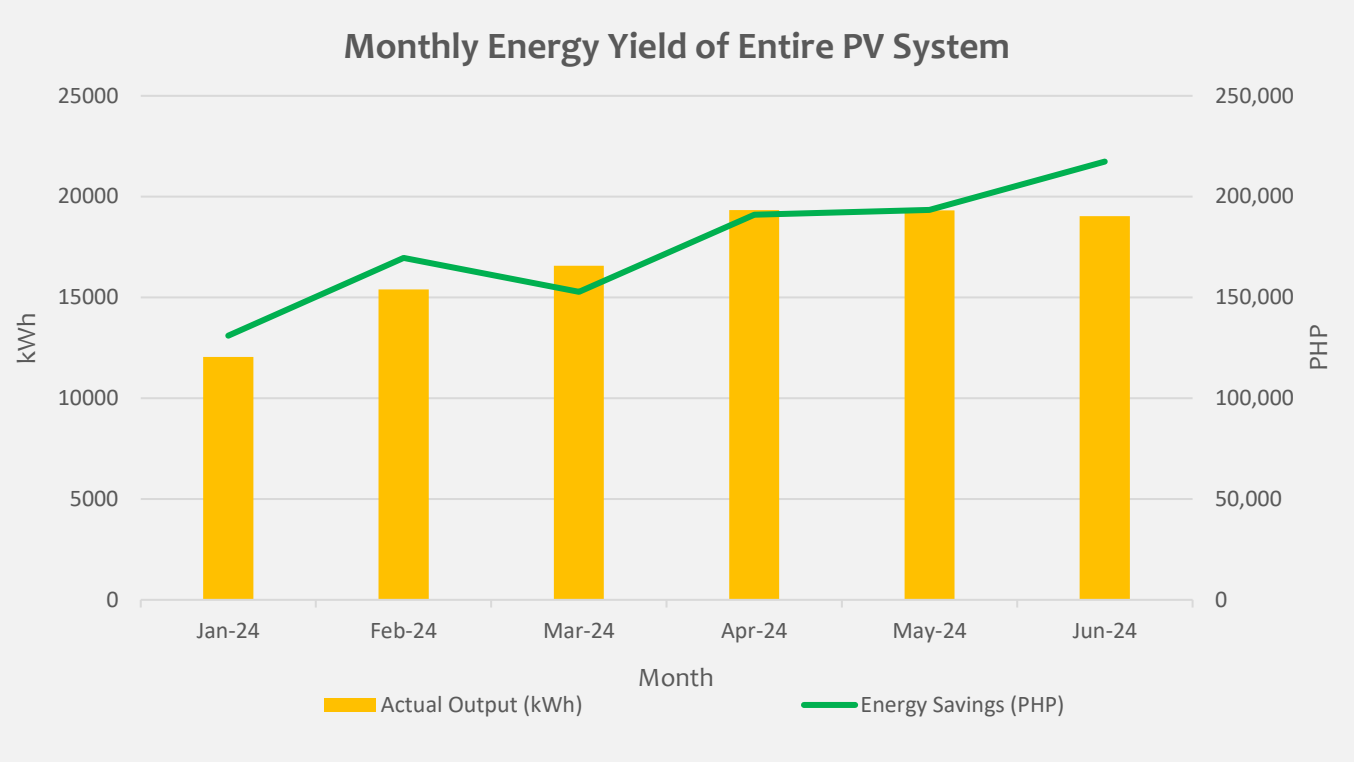
35
ha Forest Carbon Sequestered

* *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



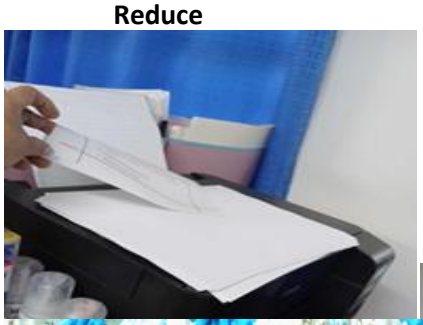


Example of Sewage Disposal (Septic Tank) Siphoning Method

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



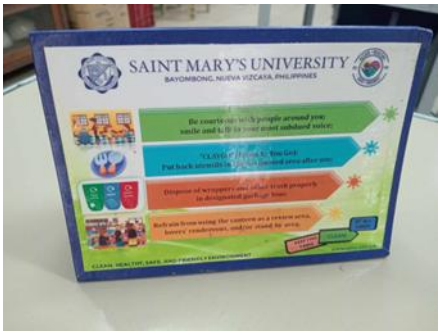





CLEAN, HEALTHY, SAFE, FRIENDLY (CHSF) PROGRAM











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.

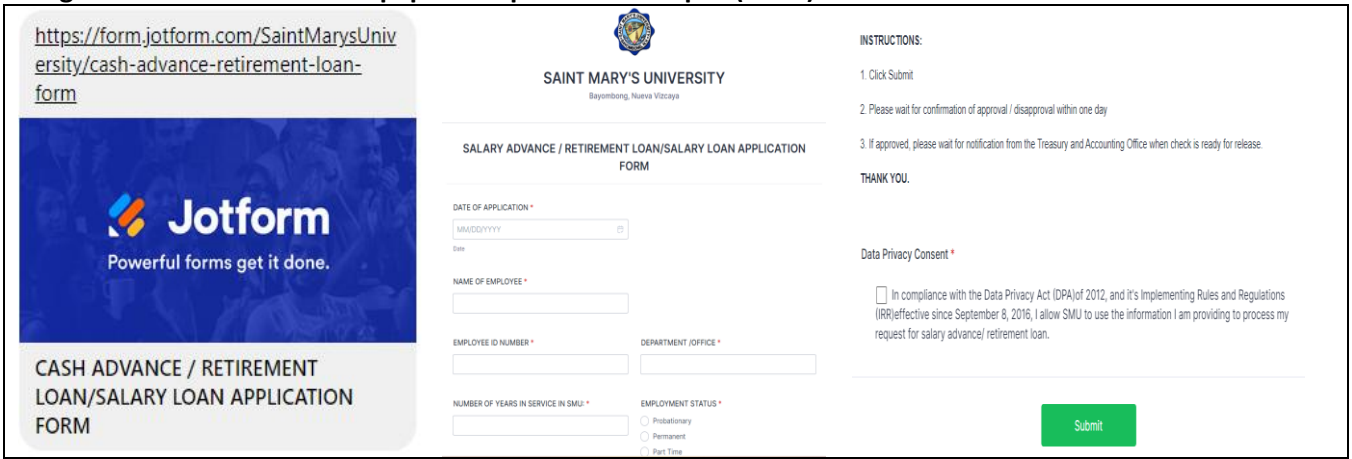
Another sustained University program is the CHSF which stands for CLEAN, HEALTHY, SAFETY, FRIENDLY, encompasses four dimensions: eco-friendly, socially inclusive, culturally sensitive, and economically stable

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.

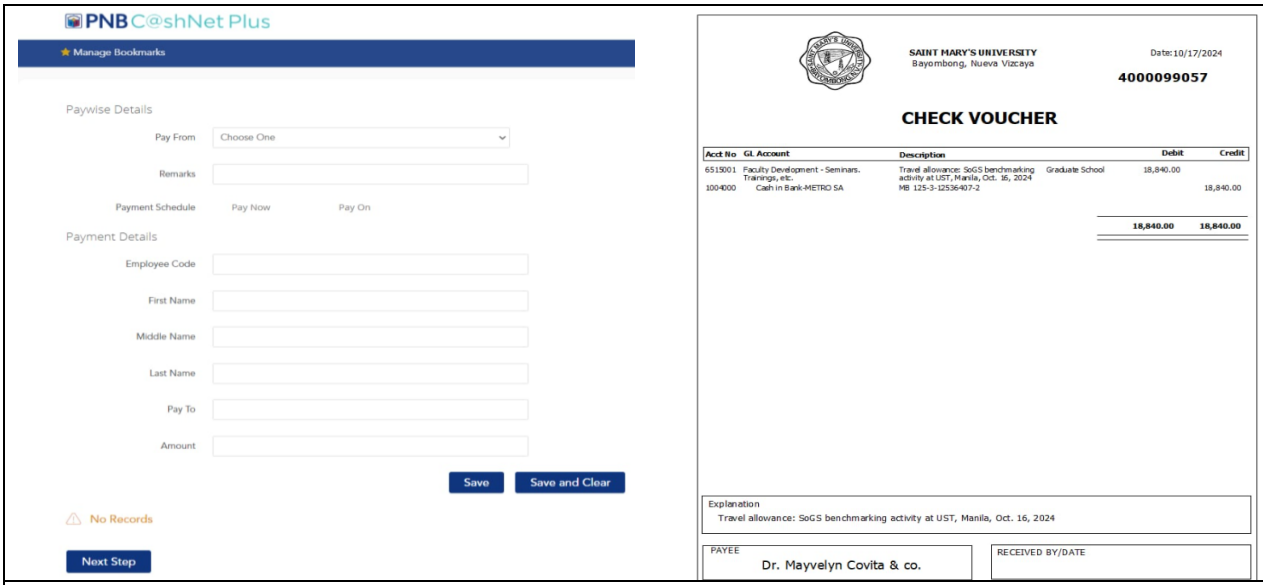
Program to reduce the use of paper and plastic on campus (WS.2)



Online Application for salary loans and advances



STePG (Self-service Test Permit Generator)



Online Disbursements

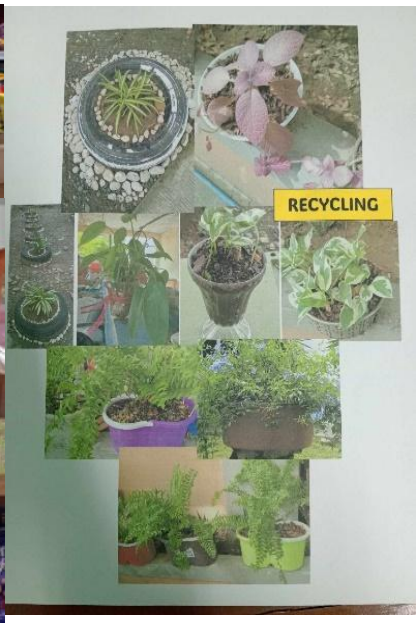
Reduce | **Reuse** | **Recycle**











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





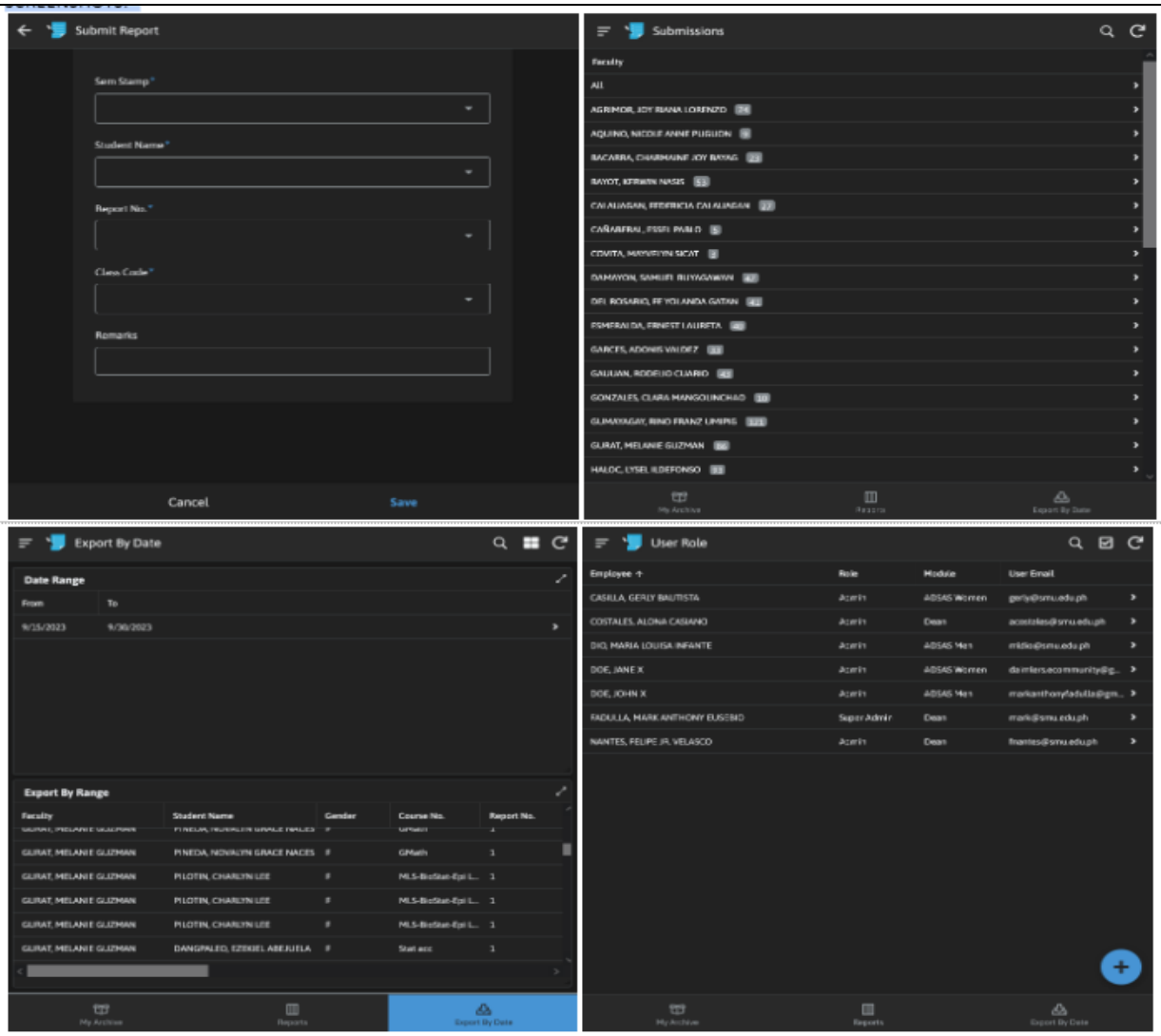








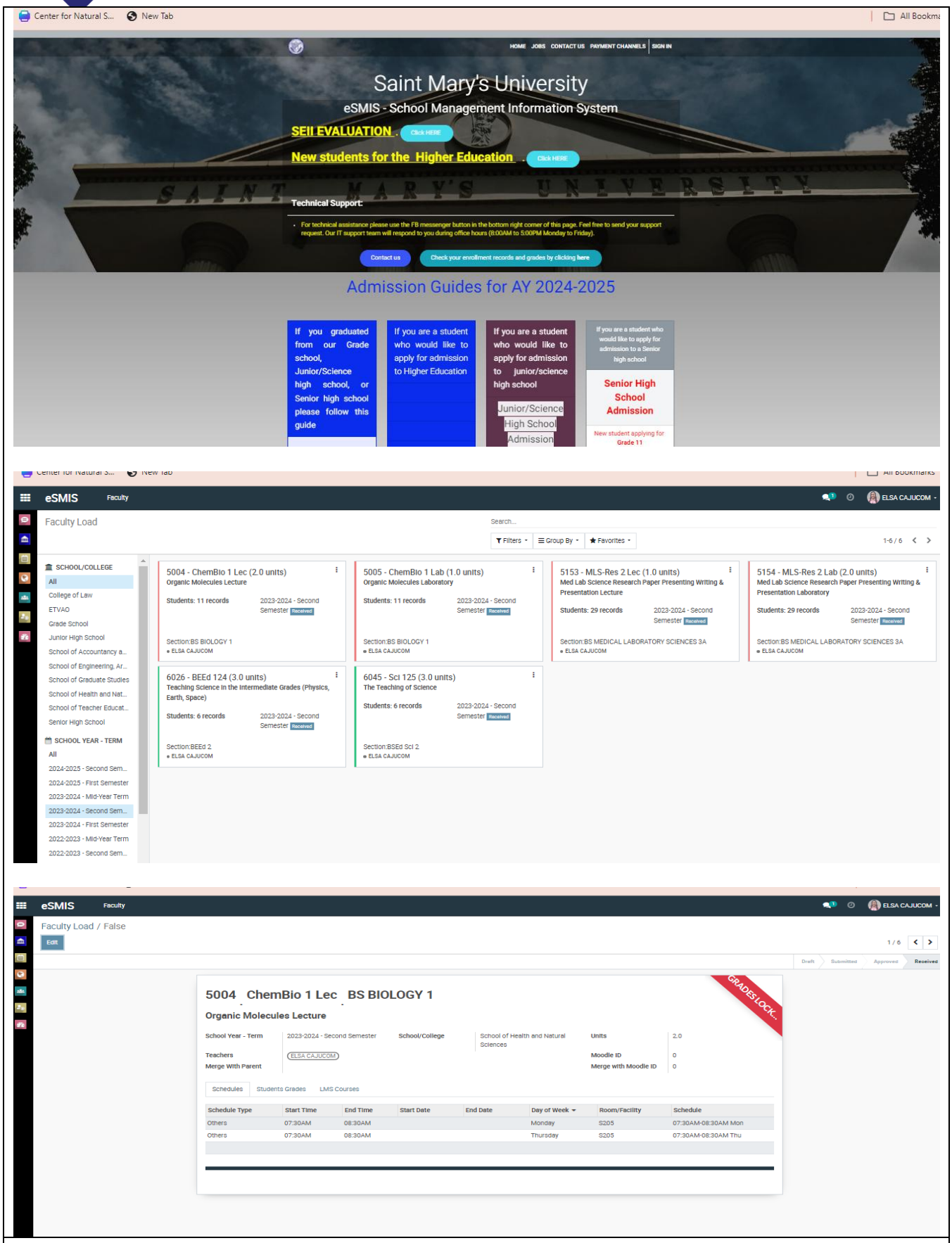
CLEAN, HEALTHY, SAFE, FRIENDLY (CHSF) PROGRAM



STARE (Student Attendance Record Map) App



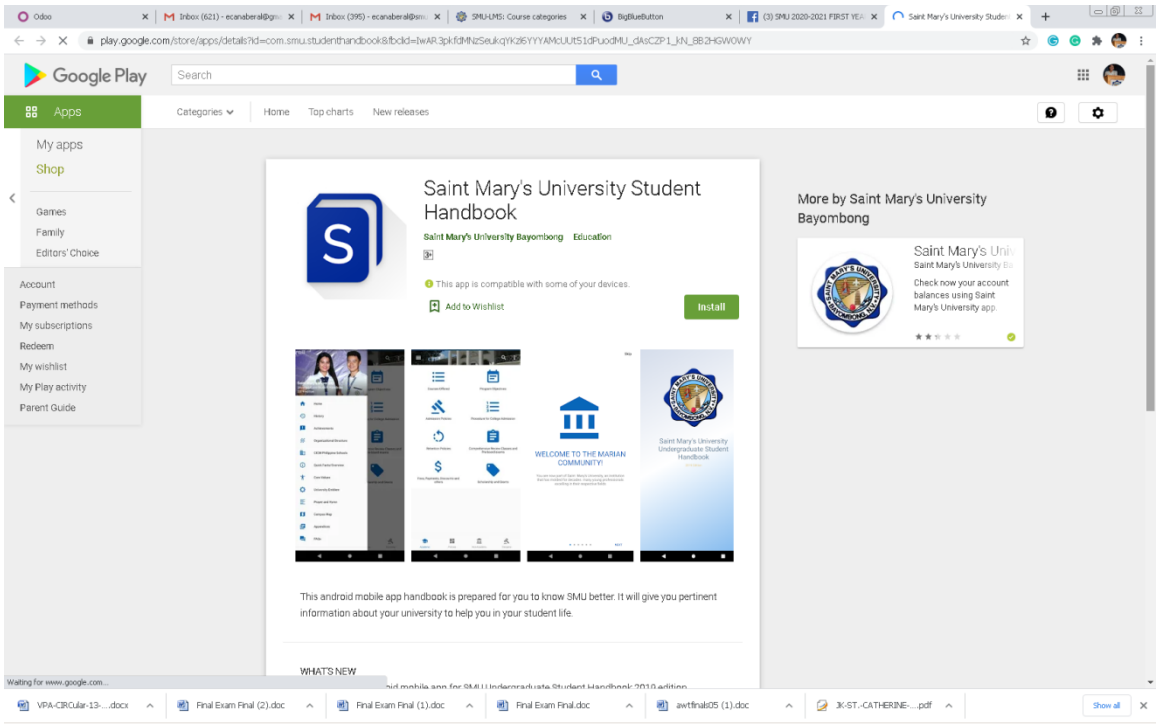
Student Monitoring and Attendance Checking Society (SMACS App)



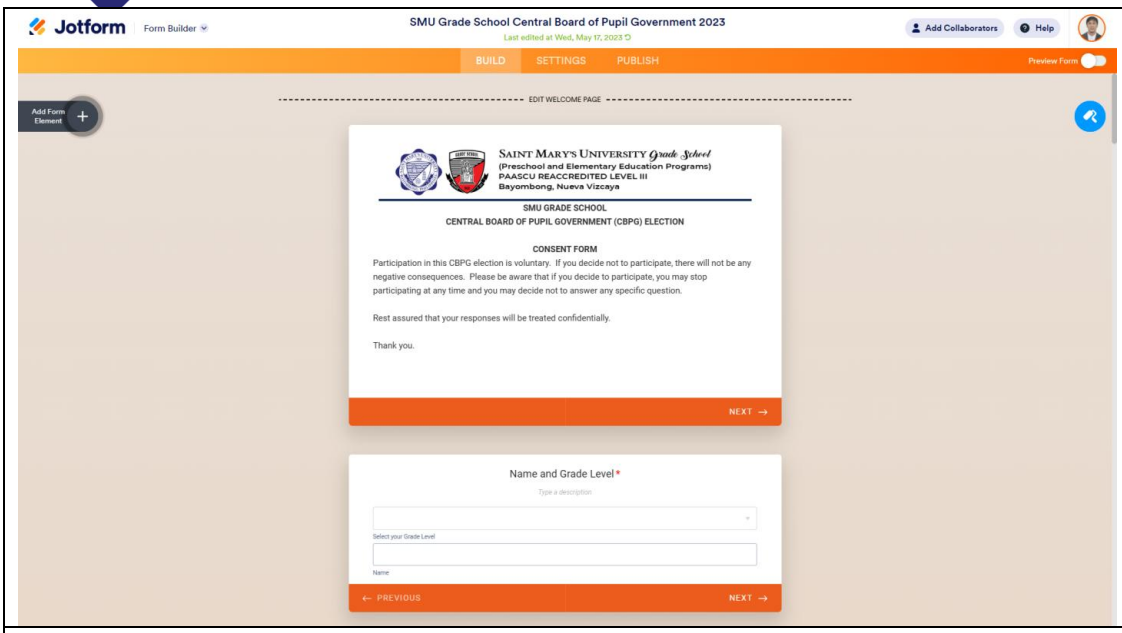
Online Enrolment and Grades Release Via EsMIS



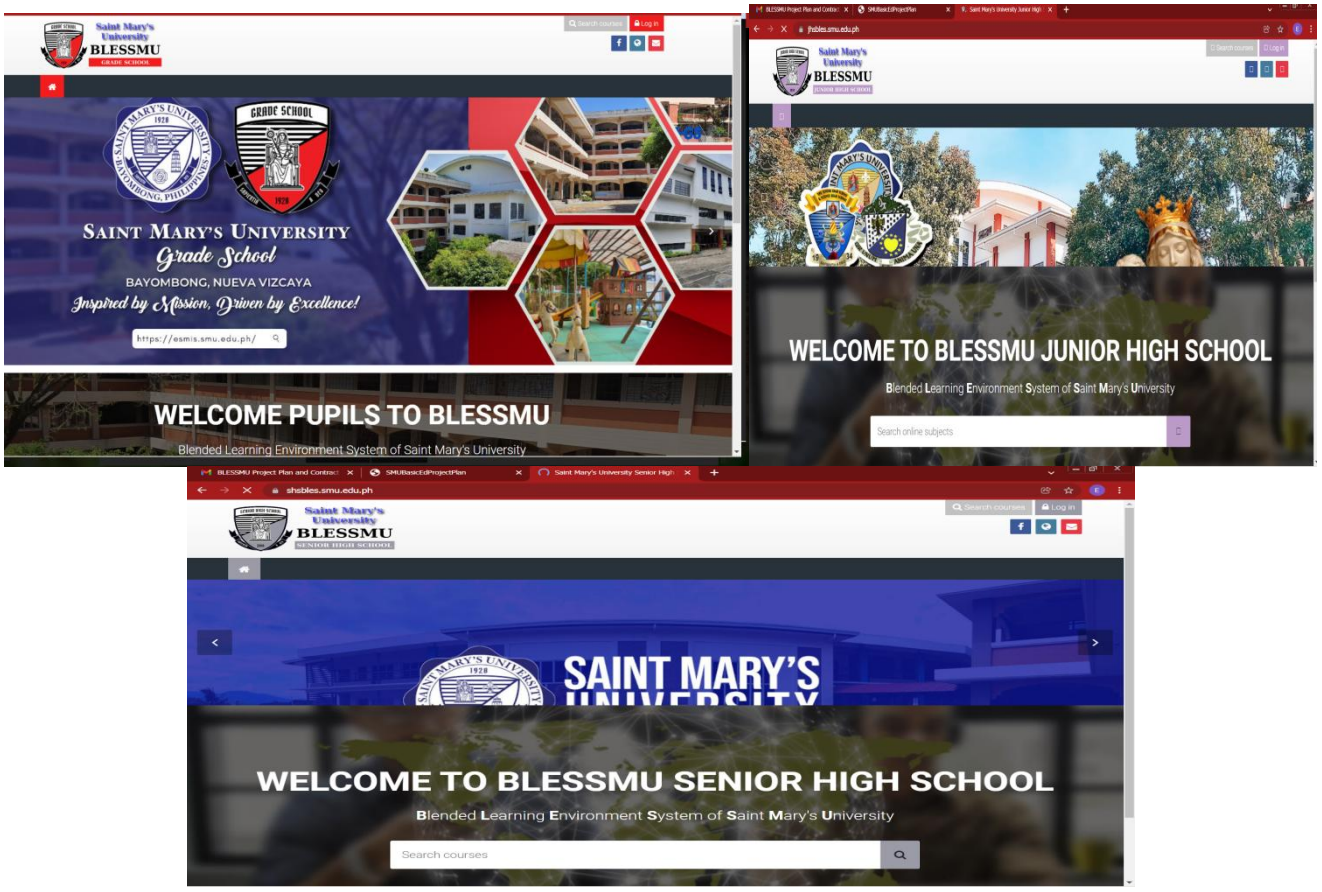
SMU e-library



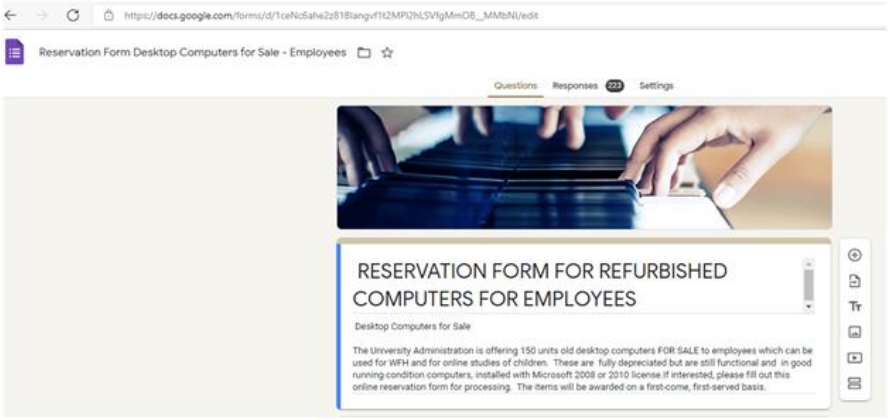
Online Student Handbook



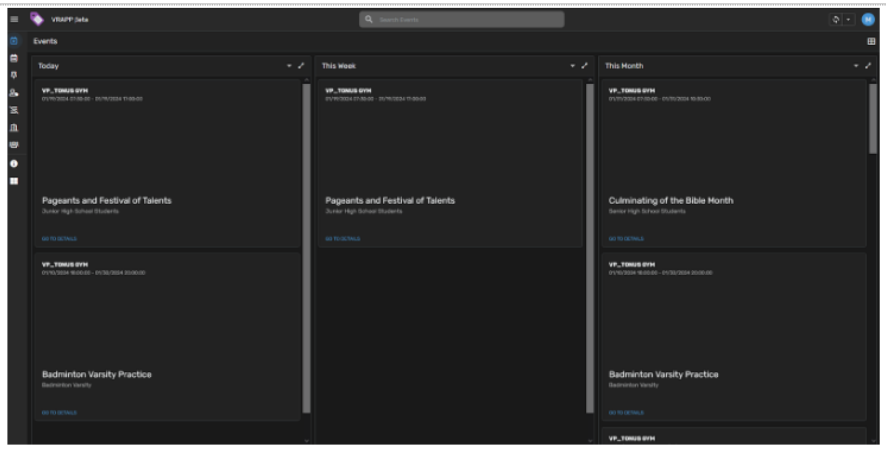
Google Space Trainings



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.

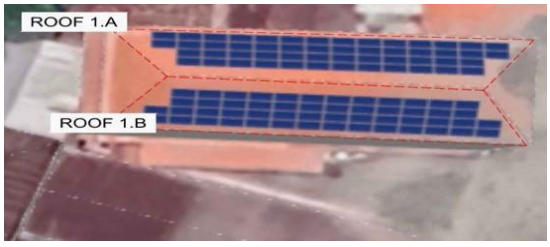
The LDR Manpower collects the WEEE from the Inventory Management Office for disposal and ensures safe handling during transport to avoid damage or potential environmental hazards.

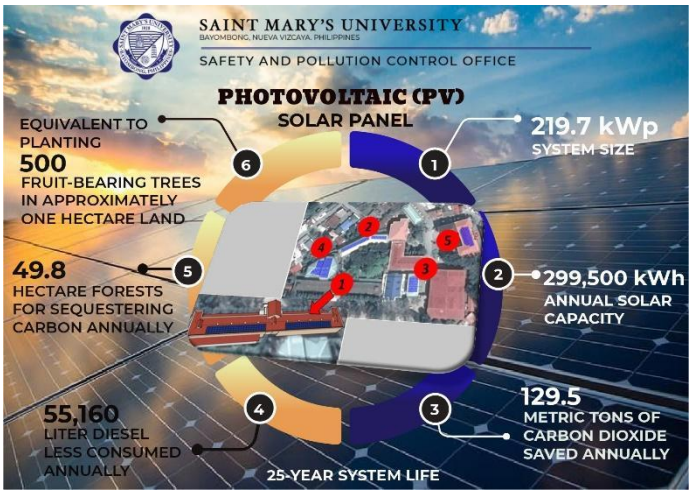
4. Material Recovery Facility (MRF)

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.

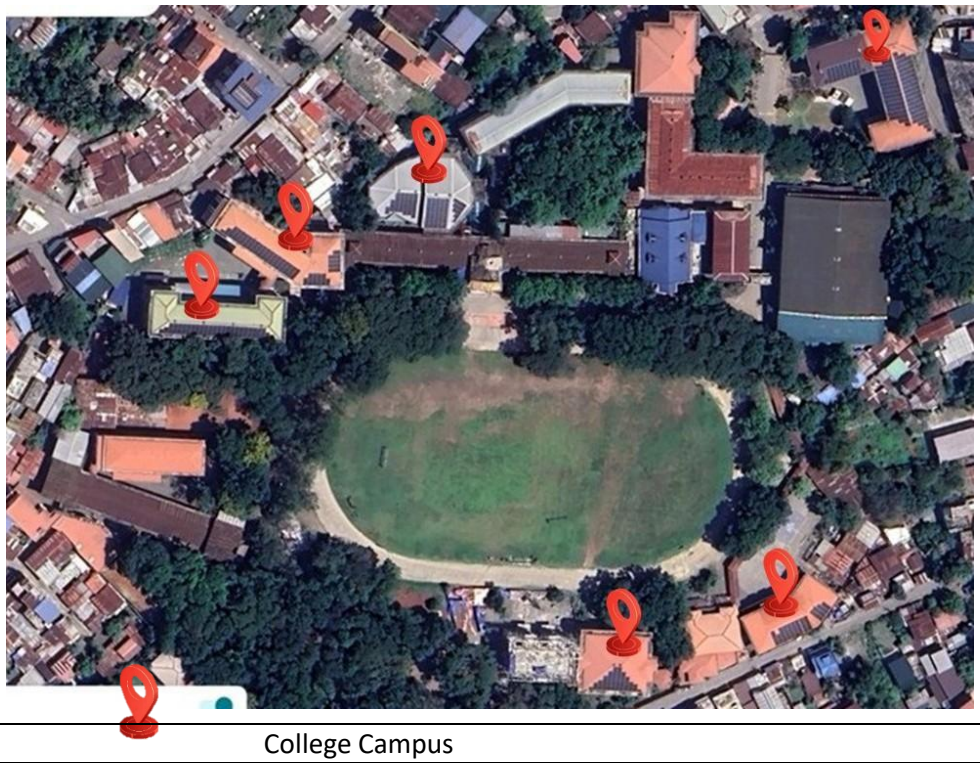
This process ensures that Saint Mary's University treats its WEEE in compliance with environmental standards, focusing on sustainability and minimizing its negative environmental impact.

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

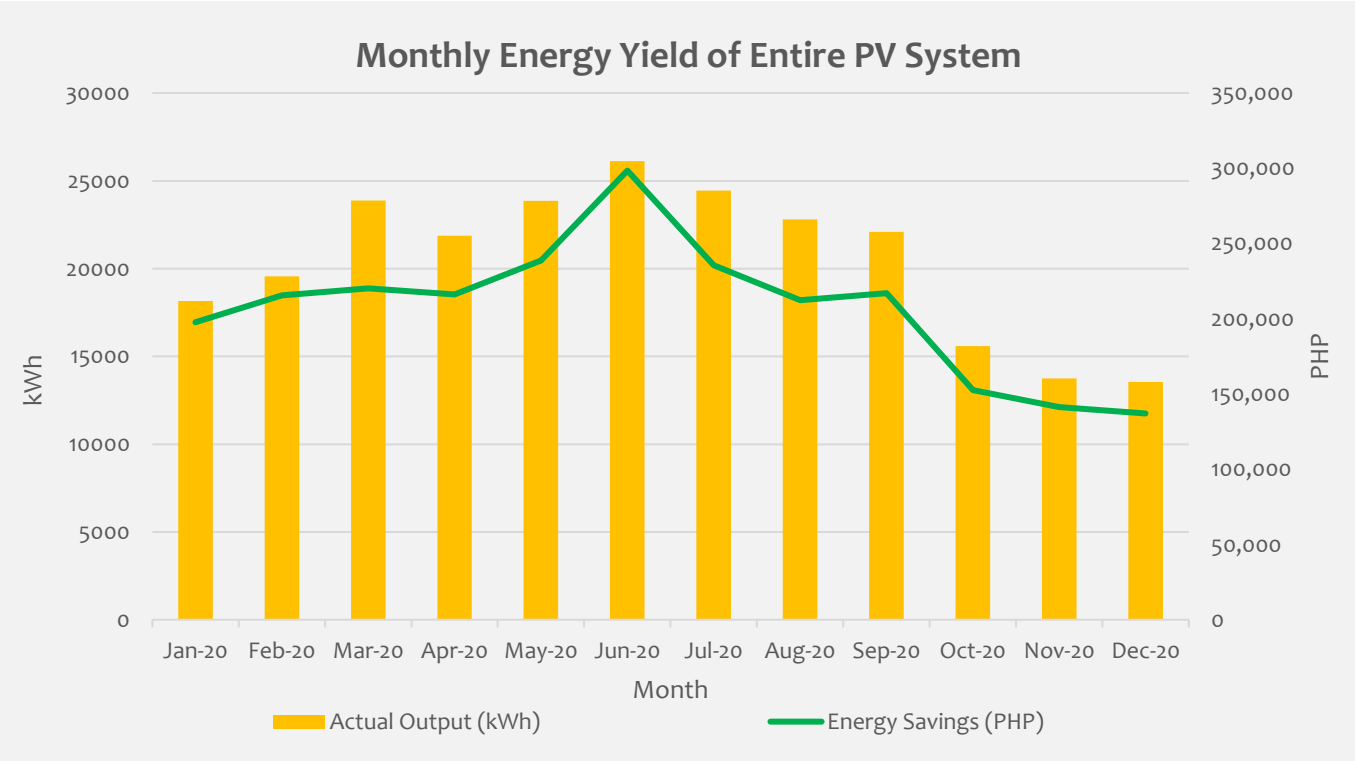
Philippines, August 2024





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

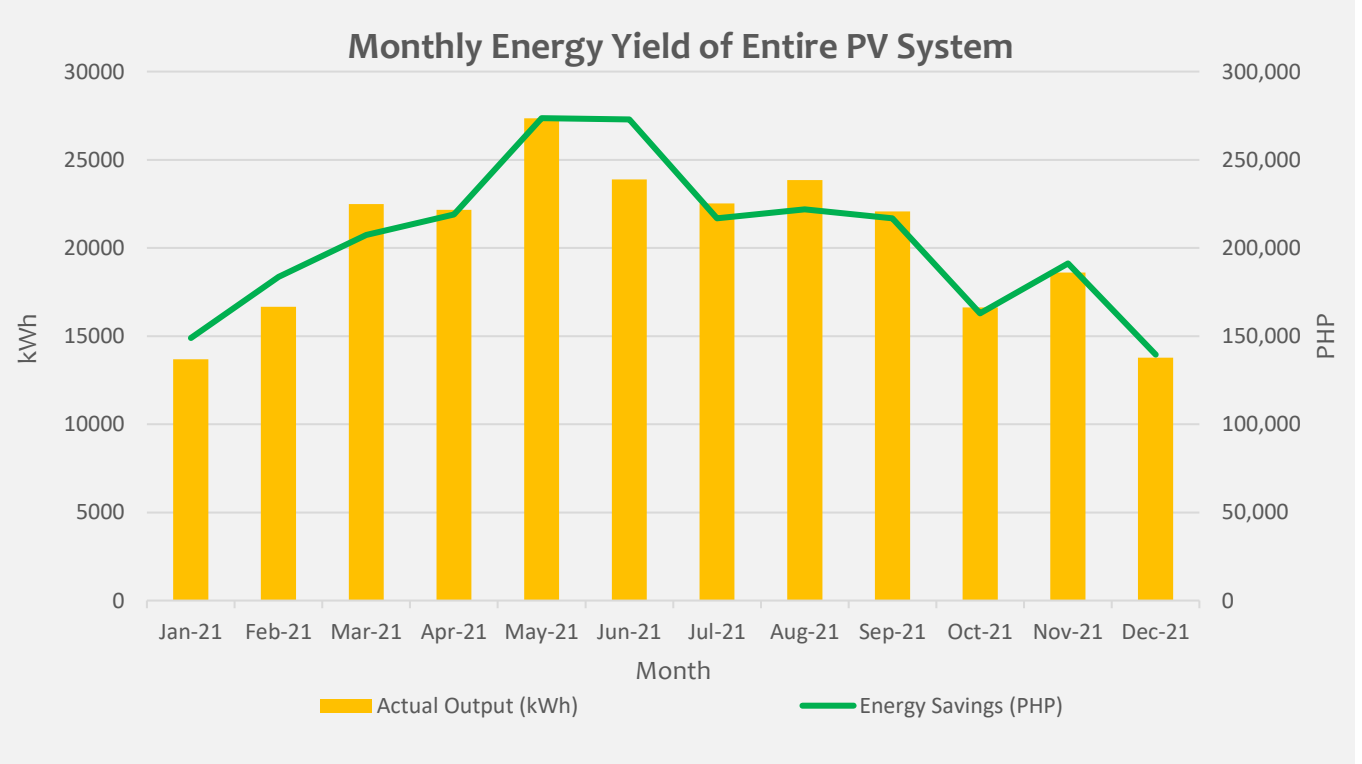
43
ha Forest Carbon Sequestered

* *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

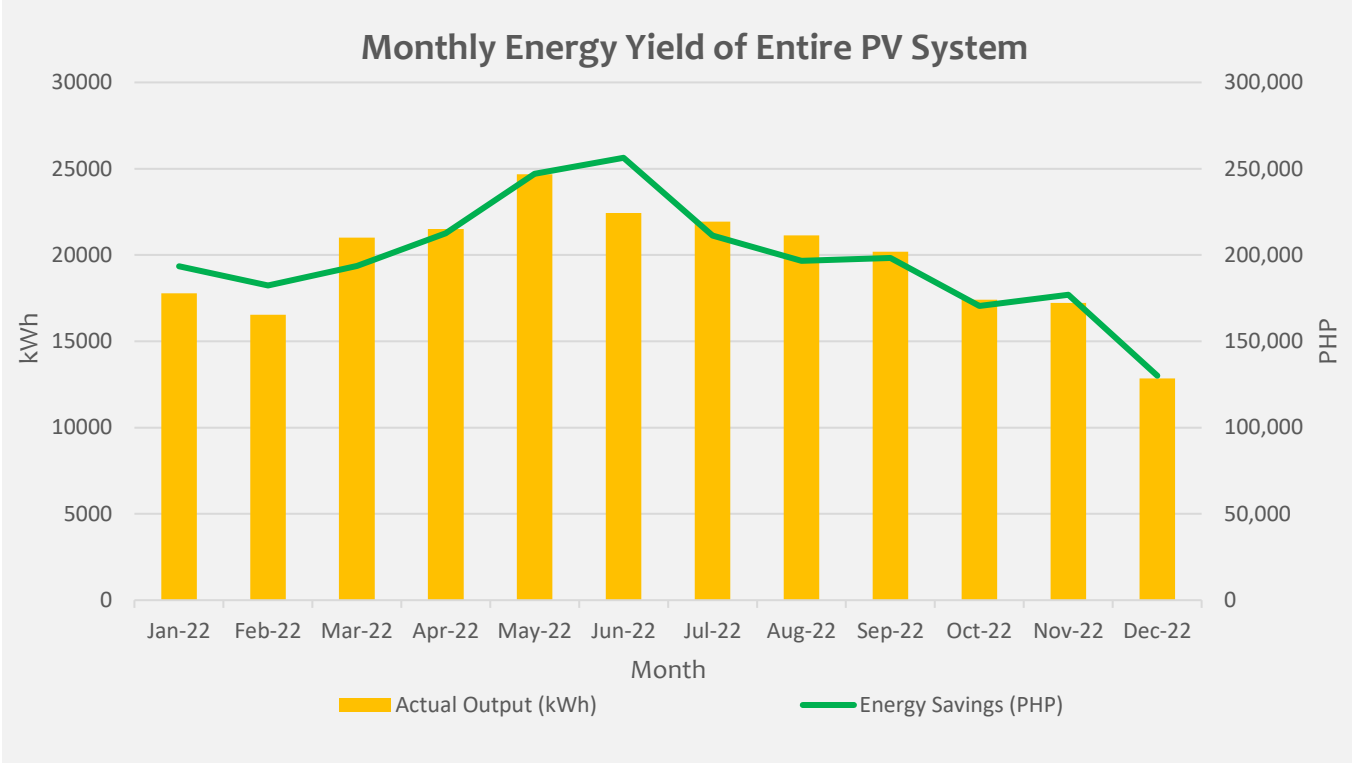
42
ha Forest Carbon Sequestered

* *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



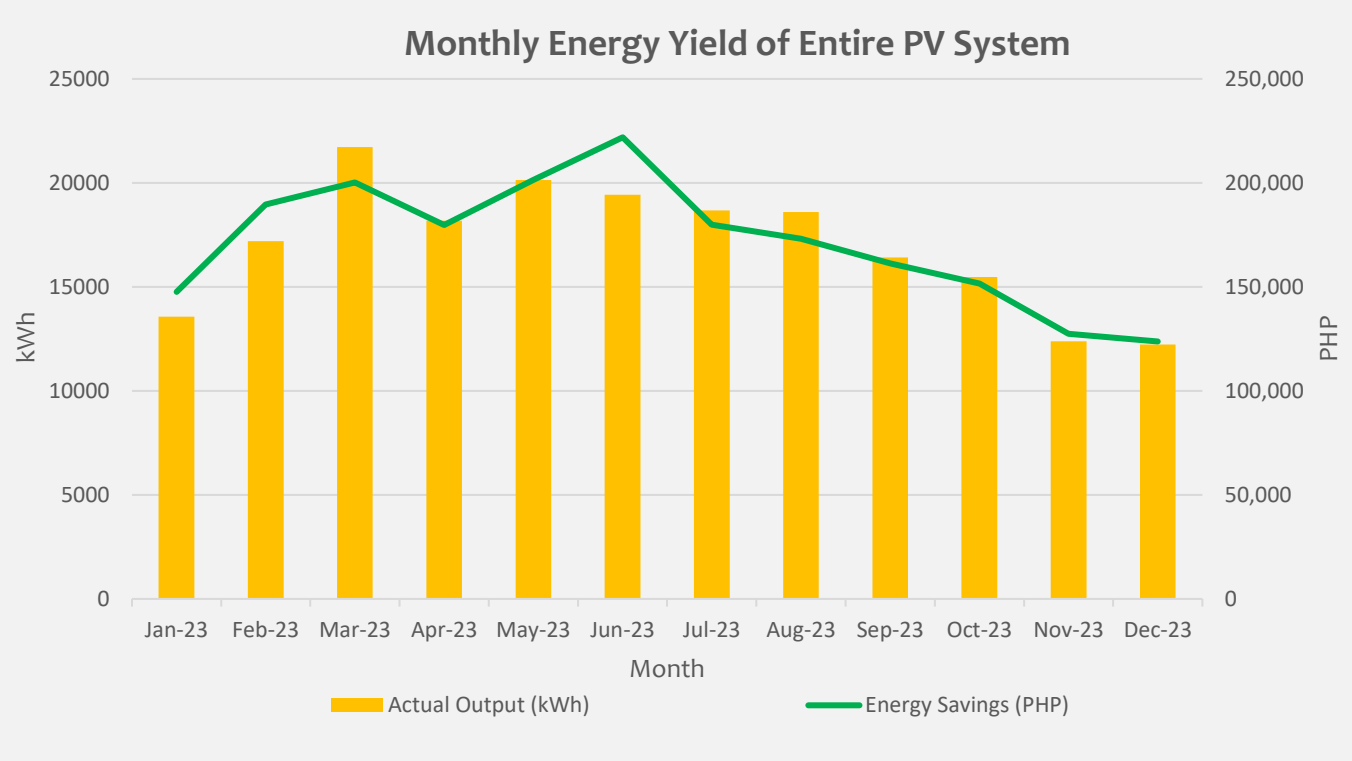
41
ha Forest Carbon Sequestered

** 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

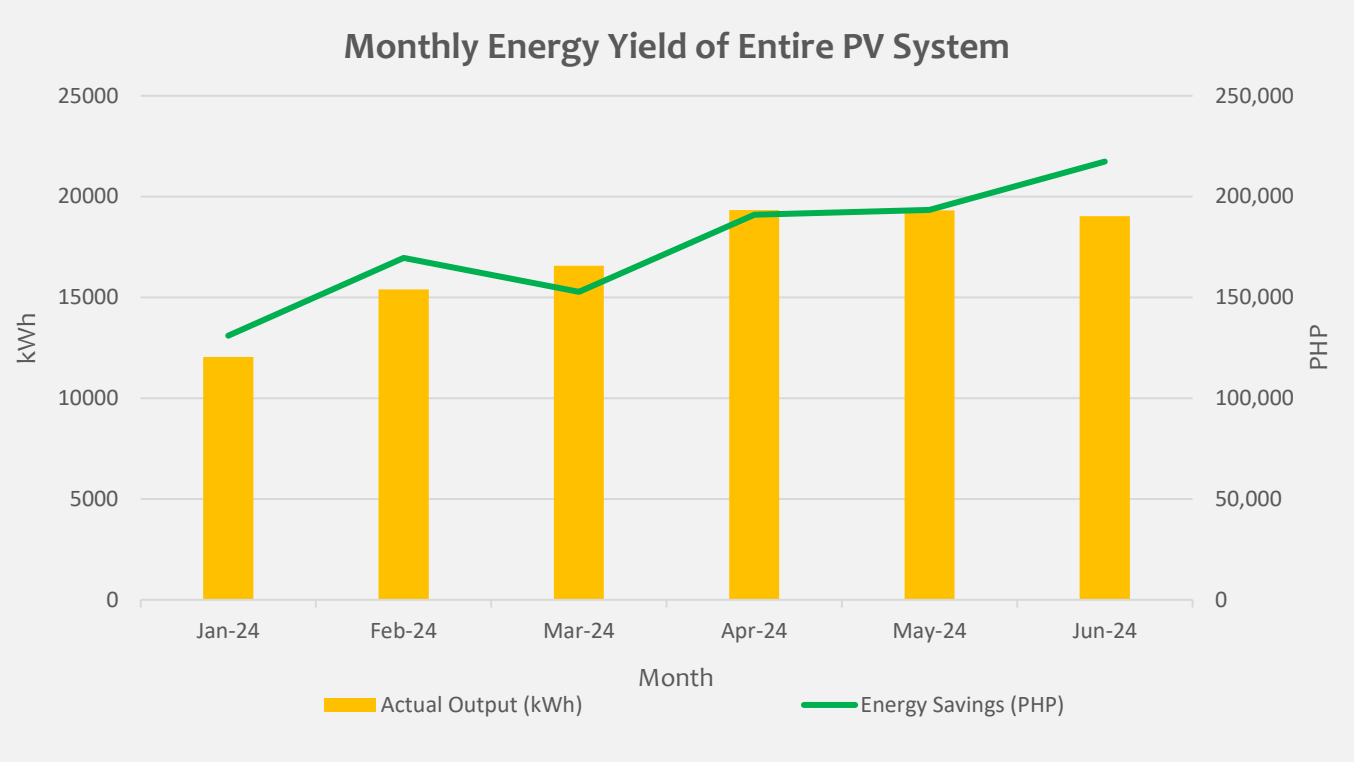
35
ha Forest Carbon Sequestered

* *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.*

WEnergy GLOBAL
Powering the Planet

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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**