Consolidation of SMU's Sustainable Development Goals (SDG) Initiatives for A.Y. 2024-2025
Date: October 27, 2025

Abstract
This report presents a comprehensive analysis of Saint Mary's University's (SMU) initiatives aligned with the United Nations Sustainable Development Goals (SDGs) for Academic Year 2024–2025. Data were gathered from 34 Annual Reports sourced from the Institutional Development and Quality Assurance Office (IDQAO) DocuHub. A total of 824 SDG-aligned activities were documented across all 17 goals, reflecting the University's sustained integration of sustainability principles in instruction, research, community engagement, and governance. Results reveal that SDG 4: Quality Education recorded the highest number of initiatives, followed by SDG 17: Partnerships for the Goals and SDG 3: Good Health and Well-being, indicating the University's strong focus on educational advancement, collaboration, and community welfare. Unit-level analysis identified the College of Natural Sciences (CNS), the School of Health and Natural Sciences (SHANS), and the School of Accountancy and Business (SAB) as leading contributors to SDG implementation. Overall, the report underscores SMU's institutional commitment to fostering transformative education and sustainable community development through active engagement in the global SDG agenda.

INTRODUCTION

Higher Education Institutions (HEIs), such as Saint Mary's University (SMU), play a key role in advancing the United Nations' 17 Sustainable Development Goals (SDGs) through their commitment to promoting balanced economic growth, social inclusion, and environmental sustainability. Guided by their core mandates of instruction, research, and community engagement, HEIs integrate sustainability across disciplines, produce evidence-based innovations for sustainable transitions, and promote responsible governance and policy advocacy in partnership with their stakeholders.
SMU exemplifies this institutional commitment by embedding the SDGs into its academic and operational frameworks. As a higher education institution in Nueva Vizcaya with both local and international linkages, the University implements initiatives that address critical areas, such as poverty alleviation, quality education, health and well-being, gender equality, environmental protection, and social justice. By aligning its initiatives with the SDGs, SMU reaffirms its solidarity with the global community in addressing urgent developmental and ecological challenges. This commitment resonates with the University's adherence to the principles of integral ecology and environmental stewardship, as articulated in *Laudato Si'*.

This report consolidates SMU's SDG-aligned initiatives for Academic Year 2024–2025. The data were sourced from 34 Annual Reports published in the SMU Institutional Development and Quality Assurance Office (IDQAO) Docuhub. The report presents the scope and diversity of these initiatives, establishing a benchmark for institutional progress and a framework for continuous enhancement of the University's contribution to sustainable development.

METHODOLOGY

The data were gathered from the Annual Reports available on the SMU IDQAO DocuHub, which contains a total of 37 reports. However, only 34 of these were utilized as data sources, as three reports (PPPDMO, COL, SGS) were inaccessible during the data collection from Sept. 11, 2025 to Oct. 27, 2025.

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Furthermore, the consolidation of the SDGs was based on the identified SDG alignments indicated in the *Activity Narrative Report Form* (EOMS-QAO-FO-008, Rev.00) attached as evidence in the Annual Reports. The following parameters guided the data-gathering process:

1. **Source of data.** Information was obtained from the accomplished *Activity Narrative Report Form* (EOMS-QAO-FO-008, Rev.00) attached to the 34 Annual Reports.
2. **Multiple alignment.** Certain activities were mapped to more than one SDG, as indicated in the submitted Activity Reports.
3. **Exclusion criteria.** Activities with inaccessible narrative reports or evidence links were excluded from this consolidated report. Activities that did not specify any SDG—either because the SDG item was left blank or a different form without an SDG field was used—were also excluded from the consolidation.

Table 1 presents the list of Annual Reports that served as the primary data sources for consolidating SDG-aligned initiatives across various university units for AY 2024-2025.

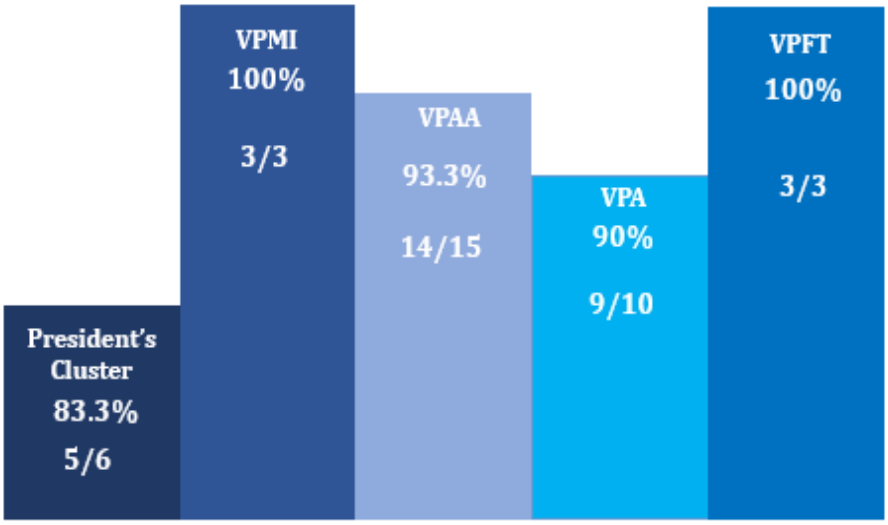
Table 1. Annual Report Sources of SDG Initiatives for AY 2024-2025

President's Cluster (5/6)
1. University Research Center (URC)
2. Promotions, External Relations, and Internationalization Office (PERIO)
3. Institutional Development and Quality Assurance Office (IDQAO)
4. Internal Audit Office (IAU)
5. University Research Ethics Office (UREO)
Vice President for Mission and Identity (VPMI)Cluster (3/3)
6. Community Engagement and Indigenous Peoples Study Center (CEIPSC)
7. Center for Christian Formation (CCF)
8. Scholarship
Vice President for Academic Affairs (VPAA) Cluster (14/15)
9. School of Accountancy and Business (SAB)
10. School of Engineering, Architecture, and Information Technology (SEAIT)
11. School of Health and Natural Sciences (SHANS)
12. School of Teacher Education and Humanities (STEH)
13. Grade School (GS)
14. Junior High School and Science High School (JHS)
15. Senior High School Department (SHS)
16. Office of the University Registrar (OUR)
17. University Learning Research Center (ULRC)
18. National Service Training Program (NSTP)
19. Technology Transfer and Business Development Office (TTBDO)
20. Equivalency and Technical Vocational Assessment Office (ETVAO)
21. Center for Natural Sciences (CNS)
22. School of Graduate Studies (SGS)
Vice President for Administration (VPA) Cluster (9/10)
23. Alumni Affairs Office (AAO)
24. Associate Deans of Student Affairs and Services Men and Women (ADSAS MW)

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25. Cultural Affairs Office (CCO)
26. Office of the Dean of Student Affairs and Services (ODSAS)
27. Human Resource Development Office (HRDO)
28. Safety and Pollution Control Office (SPCO)
29. Guidance and Testing Office (GTO)
30. Sports Development Program Office (SDPO)
31. University Health Services Office (UHSO)
Vice President for Finance and Treasurer (VPFT) Cluster (3/3)
32. Inventory Management Office (IMO)
33. Treasury and Accounting Office (TAO)
34. Publishing and Digital Printing Office (PDPO)
ARs not included (*Inaccessible or no SDG alignment*)
1. Physical Plant, Properties Development and Maintenance Office (PPPDMO) - President's Cluster
2. Center for Information and Technology (CICT) - VPA Cluster
3. College of Law (COL) - VPAA Cluster

Annual Report Sources of SDG Initiatives for AY 2024-2025



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RESULTS AND DISCUSSIONS

Table 2 summarizes the total number and percentage distribution of activities implemented by SMU under each of the 17 SDGs.

Table 2. Implementation of Aligned Activities by SDG, AY 2024–2025

Sustainable Development Goals	Number of Activities Implemented	Percent
SDG 1: No Poverty	15	1.8%
SDG 2: Zero Hunger	13	1.6%
SDG 3: Good Health and Well-being	56	6.8%
SDG 4: Quality Education	346	42%
SDG 5: Gender Equality	11	1.3%
SDG 6: Clean Water and Sanitation	14	1.7%
SDG 7: Affordable and Clean Energy	7	0.8%
SDG 8: Decent Work and Economic Growth	40	4.8%
SDG 9: Industry, Innovation and Infrastructure	61	7%
SDG 10: Reduced Inequality	13	1.6%
SDG 11: Sustainable Cities and Communities	33	4%
SDG 12: Responsible Consumption and Production	22	2.7%
SDG 13: Climate Action	30	3.6%
SDG 14: Life Below Water	2	0.2%
SDG 15: Life on Land	31	3.8%
SDG 16: Peace, Justice and Strong Institutions	27	3.3%
SDG 17: Partnership for the Goals	103	13%
Total	824	100%

Table 2 presents the distribution of SMU's SDG-aligned activities for AY 2024–2025, documenting a total of **824 activities** implemented across the 17 SDGs. The data indicate that SMU carried out initiatives addressing all SDGs during the reporting period, demonstrating the University's comprehensive commitment to advancing sustainable development through education, research, and community engagement.

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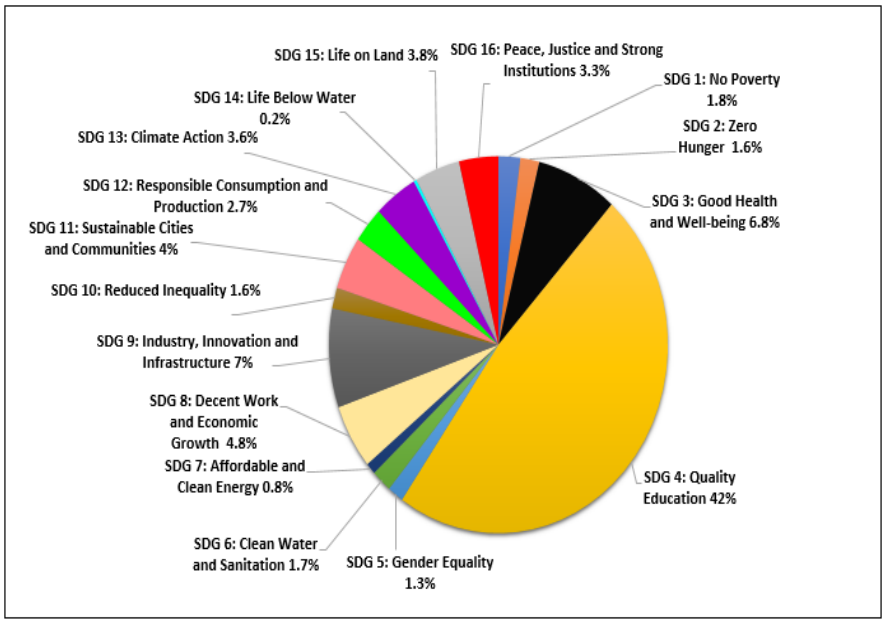


Table 3 ranks the SDGs based on the frequency of activities implemented, highlighting the most and least prioritized goals during the academic year.

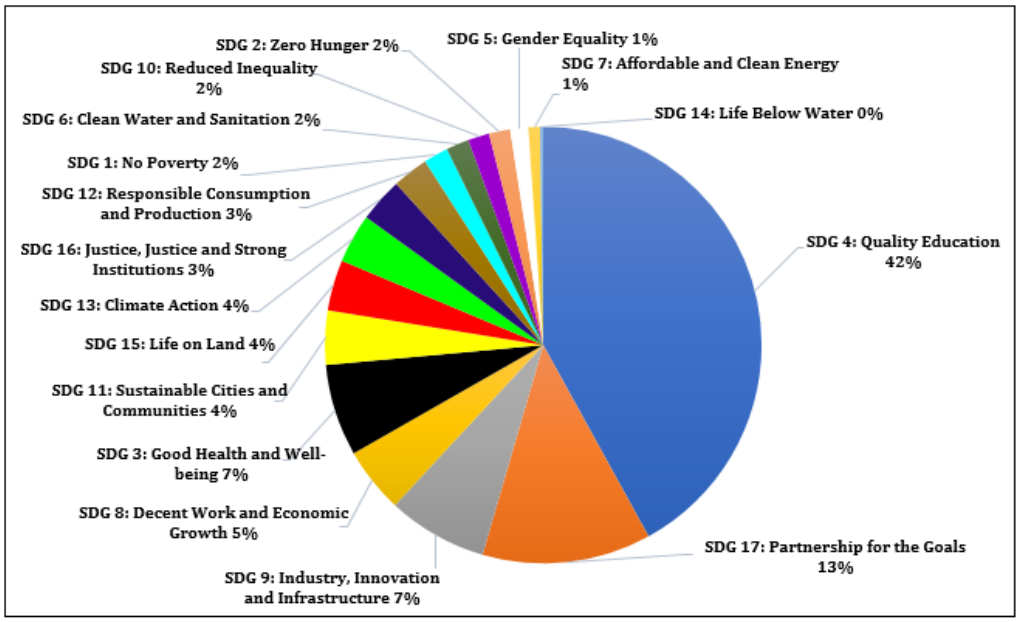
Table 3. Ranking of Implemented SDG-Aligned Activities, AY 2024–2025

Ranking	Sustainable Development Goals	No. Activities Implemented	Percentage
1st	SDG 4: Quality Education	346	42%
2nd	SDG 17: Partnership for the Goals	103	13%
3rd	SDG 9: Industry, Innovation and Infrastructure	61	7%
4th	SDG 8: Decent Work and Economic Growth	40	4.8%
5th	SDG 3: Good Health and Well-being	56	6.8%
6th	SDG 11: Sustainable Cities and Communities	33	4%

7th	SDG 15: Life on Land	31	3.8%
8th	SDG 13: Climate Action	30	3.6%
9th	SDG 16: Justice, Justice and Strong Institutions	27	3.3%
10th	SDG 12: Responsible Consumption and Production	22	2.7%
11th	SDG 1: No Poverty	15	1.8%
12th	SDG 6: Clean Water and Sanitation	14	1.7%
13th	SDG 10: Reduced Inequality	13	1.6%
14th	SDG 2: Zero Hunger	13	1.6%
15th	SDG 5: Gender Equality	11	1.3%
16th	SDG 7: Affordable and Clean Energy	7	8%
17th	SDG 14: Life Below Water	2	0.2%
Total		824	100%

Based on Table 3, the majority of initiatives were concentrated under SDG 4: Quality Education (42%), reflecting the University's strong emphasis on its educational mission. This was followed by SDG 17: Partnership for the Goals (13%), highlighting SMU's active collaboration with local and international partners, and SDG 9: Industry, Innovation and Infrastructure (7%), emphasizing innovation-driven engagement.

Meanwhile, fewer activities were reported under SDG 7: Affordable and Clean Energy (0.8%) and SDG 14: Life Below Water (0.2%), suggesting areas where future initiatives may be strengthened. Overall, the distribution demonstrates SMU's commitment to advancing quality education and sustainable partnerships, while indicating opportunities to expand engagement in environmental and energy-related goals.



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Table 4 identifies the university units that recorded the highest number of SDG-related activities, recognizing their role as institutional champions in promoting sustainability initiatives.

Table 4: Top SDG Champions by Frequency and Percentage of Implemented Activities

Sustainable Goals	Rank	SDG Champions	Frequency	Percentage
SDG 1: No Poverty	1st	CEIPSC	7	0.8%
	2nd	ETVAO	5	0.6%
	3rd	SAB, HRDO, GTO	1	0.1%
SDG 2: Zero Hunger	1st	CEIPSC	5	0.6%
	2nd	JHS NSTP, SHS, SHANS, CNS, GTO	2 1	0.2% 0.1%
SDG 3: Good Health and Well-being	1st	HRDO	12	1.4%
	2nd	CEIPSC	10	1.2%
		UREO	8	0.9%
SDG 4: Quality Education	1st	PERIO	59	7.1%
	2nd	IDQAO	52	6.3%
	3rd	CNS	38	4.6%
SDG 5: Gender Equality	1st	CNS, UREO, SHANS	2	0.2%
	2nd	SAB, PERIO, IDQAO, IMO, ADSAS, HRDO	1	0.1%
SDG 6: Clean Water and Sanitation	1st	CEIPSC, CNS	3	0.4%
	2nd	SHANS	2	0.2%
	3rd	URC, IMO, ODSAS, HRDO, SPCO	1	0.1%
SDG 7: Affordable and Clean Energy	1st	SHANS, CNS	3	0.4%
	2nd	IMO	1	0.1%
SDG 8: Decent Work and Economic Growth	1st	SAB, SEAIT, ETVAO	6	0.7%
	2nd	IMO	5	0.6%
	3rd	UREO	4	0.5%
SDG 9: Industry, Innovation and Infrastructure	1st	SEAIT	16	1.9%
	2nd	CNS	13	1.6%
	3rd	SHANS	11	1.3%
SDG 10: Reduced Inequalities	1st	SAB	3	0.4%
	2nd	URC	2	0.2%
	3rd	IMO, CNS, IDQAO, PERIO, SHANS	1	0.1%
SDG 11: Sustainable Cities and Communities	1st	SAB, SEAIT	6	0.7%
	2nd	CNS	5	0.6%
	3rd	SHANS	4	0.5%
	1st	SAB	8	1%

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SDG 12: Responsible Consumption and Production	2nd	CNS	6	0.7%
	3rd	SHANS	5	0.6%
SDG 13: Climate Action	1st	CNS	14	1.7%
	2nd	SHANS	9	1.1%
	3rd	SAB	2	0.2%
SDG 14: Life Below Water	1st	SAB, IMO	1	0.1%
SDG 15: Life on Land	1st	CNS	11	1.3%
	2nd	SHANS	8	1%
	3rd	CEIPSC	5	0.6%
SDG 16: Peace, Justice, and Strong Institutions	1st	SAB	8	1%
	2nd	CNS	5	0.6%
	3rd	CEIPSC	4	0.4%
SDG 17: Partnership for the Goals	1st	CNS	25	3%
	2nd	SHANS	18	2.1%
	3rd	PERIO	15	1.8%

As shown in Table 4, CEIPSC, CNS, and SHANS emerged as the most consistent SDG champions, appearing prominently across multiple goals. In particular, CNS demonstrated significant involvement, ranking first in six SDGs, including SDG 13: Climate Action (14 activities, 1.7%) and SDG 17: Partnerships for the Goals (25 activities, 3%).

Quality Education (SDG 4) recorded the highest activity frequencies, led by PERIO with 59 activities (7.1%), followed by IDQAO (6.3%) and CNS (4.6%)—showing the university's strong alignment with its educational mission. Similarly, SDG 9: Industry, Innovation, and Infrastructure and SDG 13: Climate Action also had notable contributions from multiple units, indicating institutional efforts toward innovation and sustainability.

Table 5: Implementation of SDG-Aligned Programs and Activities by Category, AY 2024–2025

Description of Activities	Sample Programs / Activities Conducted
SDG 1: No Poverty (15 or 1.8%)	
 Aims to eradicate extreme poverty and reduce the proportion of people living below the national poverty line through access to basic resources, services, and social protection.	**Hunger Alleviation Program** Pamaskong Handog- Gift Giving ***(HRDO)*** **Poverty Alleviation Program (Entrepreneurial and Technical Skills Development)** Entrepreneurship and Economic Development ***(SAB)*** Financial Literacy ***(CEIPSC)*** ILAW Project ***(CEIPSC)*** Practical Solutions for Common Problems ***(CEIPSC)*** Empowering Financial Wellness ***(CEIPSC)*** TESDA Training Program ***(CEIPSC)***
SDG 2: Zero hunger (13 or 1.6%)	

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 Seeks to end hunger, achieve food security, improve nutrition, and promote sustainable agriculture to ensure that all people have sufficient and nutritious food.	**Hunger Alleviation Program** Feeding Program ***(JHS, SHS, CEIPSC, SHANS, ODSAS, NSTP)***
SDG 3: Good Health and Well-Being (56 or 6.8%)	
 Promotes healthy lives and well-being for all at all ages by reducing mortality rates, combating diseases, and improving healthcare systems.	**Sustainable Environment Program** Run for the Forest ***(SHANS)*** **Health and Wellbeing Program** Seminar on Gender Sensitivity ***(SAB)*** SIGLA 2025 ***(HRDO)*** Health Care Outreach ***(CEIPSC)*** District Meet ***(GSD, JHS)*** **Disaster Risk Reduction Program** Occupational First Aid and Basic Life ***(SPCO)*** Support-CPR/Automated External Defibrillation Course ***(SPCO)*** **Education for All Program** DOST Thesis Grant ***(SHANS)*** Mastering Genetics and Molecular Biology ***(SHANS)*** Animal Handling ***(SHANS)*** Labor Education and Personal Development ***(SHANS)*** Animal Handling ***(SHANS)*** 2024 DOST-PCHRD Undergraduate Thesis Grant in Natural Products ***(URC)*** Intensive Medical Technology International Mobility Program ***(IO)*** **Socio-Pastoral Ministry and Evangelization Program** Novena Mass ***(HRDO)*** Simbang Gabi***(HRDO)*** Mass of the Holy Spirit ***(HRDO)***
SDG 4: Quality Education (346 or 42%)	

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 Ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all, emphasizing literacy, numeracy, and skills development.	**Education for All Program** 6th Cities and Municipalities Competitiveness Index (CMCI)***(STEH)*** Academic Symposium and SEA Teacher project ***(STEH)*** International and Academic Recognitions (***SAB)*** Technical Vocational Summit (***SAB)*** International Conference on Business, Education, Science and Technology (***SAB)*** Financial & Sustainability Reporting Standards Industry Applications to Classroom Discussion ***(SAB)*** HackForGov 3 ***(SEAIT)*** Industry-Academe Congress on Technologies for Smart City(i-ACT4SmartCity) ***(SEAIT)*** Startup Challenge ***(SEAIT)*** Hack4Resilience ***(SEAIT)*** Agri-Tech Innovate ***(SEAIT)*** HCU Conference ***(SHANS)*** International Conference on Research, Innovation, and Investment (ICRII) ***(SHANS)*** International Conference on Business, Education, Science and Technology ***(SHANS)*** 1st Interdisciplinary Research Conference on Sustainable Goals 2024 ***(SHANS)*** MARIANALIKSIK 2025***(SHANS)*** Aralinks Quest-showcACE and Contest ***(GSD)*** Leadership Training ***(GSD)*** Seminar-workshop on Facilitating PAASCU Report Writing ***(JHS)*** Bato-Balani Investigatory Project Contest ***(JHS)*** Internal Quality Audit ***(IDQAO)*** Philippine Quality Award ***(IDQAO)*** P2A Virtual Hackathon ***(PERIO)*** Hybrid Mobility ***(PERIO)*** Global Ranking ***(IDQAO)*** AppliedHE Ranking ***(IDQAO)*** Google Site training ***(HRDO)***
SDG 5: Gender Equality (11 or 1.3%)	
 Aims to achieve gender equality and empower all women and girls by eliminating discrimination, violence, and harmful practices.	**Health and Wellness Program** Seminar About Gender Sensitivity ***(SAB)*** Women's Month Celebration 2025 ***(SHANS, HRDO)*** GAD Seminar ***(IMO)*** UPLB Helm Program ***(IDQAO)*** Pagkilala at Pagpugay sa kababaihan: Taglay ang Pananampalataya, Lakas at Dangal ***(ADSAS)*** **Sustainable Environment Program** Run for the Forest ***(SHANS)***

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SDG 6: Clean Water and Sanitation (14 or 1.7%)	
 Seeks to ensure the availability and sustainable management of water and sanitation for all through improved water quality and efficient resource use.	**Health and Wellness Program** Anti-Dengue Misting Drive 2025 ***(SAB)*** Ocular Inspection for Construction of Water Reservoir ***(CEIPSC)*** Water Host Donation to Pawak ***(CEIPSC)*** Project Punhog: Delivery of Water Tank ***(CEIPSC)*** **Sustainable Environment Program** Run for the Forest ***(SHANS)*** **Education for All Program** International Conference on Research, Innovation, and Investment ***(SHANS)*** A Webinar in Celebration of Earth Day 2025 ***(IMO)*** Vernacular Economic Education ***(URC)***
SDG 7: Affordable and Clean Energy (7 or 0.8%)	
 Promotes access to affordable, reliable, sustainable, and modern energy for all while increasing the share of renewable energy in the global mix.	**Education for All Program** Basic Research Ethics Training and DOST_SEI Nuclear Science Camp ***(SHANS)*** Webinar in Celebration of Earth Day ***(IMO)***
SDG 8: Decent Work and Economic Growth (40 or 4.8%)	
 Encourages sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.	**Education for All Program** Alumni Workshop on Rethinking Roadmap ***(SAB)*** Stay and Learn Program ***(SAB)*** Innovate and Solve; Mentoring and Coaching ***(SAB)*** Seminars for HTM students ***(SAB)*** Coffee Convention and Coffee Exposition ***(SAB)*** SAB Bazaar ***(SAB)*** Startup Challenge ***(SEAIT)*** Introduction to Photoshop ***(SEAIT)*** Regional Data Festival ***(SEAIT)*** 7th Annual TCON***(SEAIT)*** IECEP Regional Convention ***(SEAIT)*** Labor Education and Personal Development Seminar for graduating Students; Gawad Maria ***(SHANS)*** CMCI Academic Symposium ***(STEH, IDQAO)*** International Conference in Business and Information ***(URC)*** First National Education Support Personnel Day ***(IMO)*** Google Site workshop ***(IMO, NSTP, HRDO)*** Seminar on Serving with Purpose ***(IMO)*** Smartsheet Management and Analysis ***(IMO, HRDO)*** NSTP Training of Trainers ***(NSTP)***

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	Orientation of New Employees ***(HRDO)*** STELLAR: Sustaining Teaching Excellence and Love for Learning Towards Academic Resilience ***(HRDO)*** Gawad Maria ***(HRDO)*** **Disaster Risk Reduction Program** Basic Occupational Safety and Health ***(SPCO)***
SDG 9: Industry, Innovation, and Infrastructure (61 or 7%)	
 Focuses on building resilient infrastructure, promoting inclusive and sustainable industrialization, and fostering innovation.	**Education for All Program** ICEBEST 2024 ***(SAB)*** 16th Central India Management Conclave 2024 ***(SAB)*** Alumni Workshop ***(SAB)*** Orientation on Research Ethics ***(SAB)*** Innovate and Solve: Mentoring and Coaching ***(SAB)*** Coffee Convention and Exposition ***(SAB)*** North Luzon, Innovation and Innovation Transfer Summit (NLITTS) ***(SEAIT)*** Regional Startup Challenge (***SEAIT)*** Hack4Resilience (***SEAIT)*** International Conference on Business and Information Technology (ICT Track) ***(SEAIT)*** CHED Zonal Creativity Summit 2024 ***(SEAIT)*** DOST-NAST ***(SEAIT)*** Regional Data Festival of the North Luzon Cluster ***(SEAIT)*** Industry-Academe Congress on Technologies for Smart Cities ***(SEAIT)*** 7th Annual TCON ***(SEAIT)*** Project Desire ***(SEAIT)*** ECE Assembly ***(SEAIT)*** P2A Hybrid Mobility ***(SEAIT, IO)*** DOST PCHRD Thesis Grant 2025 ***(SHANS)*** Mastering Genetics and Molecular Biology ***(SHANS)*** 11th HCU Conference ***(SHANS)*** ICRII ***(SHANS)*** DOST_SEI Nuclear Science Camp ***(SHANS)*** Mastering Chemistry ***(SHANS)*** Basic Research Ethics Training (BRET) ***(SHANS)*** Laboratory Techniques Training Workshop ***(SHANS)*** Investiture Ceremony ***(SHANS)*** Research ranking ***(SHANS)*** SMU and USTMOA for BS Biology OJT ***(SHANS)*** Final format Discussion on Automated Alumni Directory System ***(AAO)*** Unleash Hacks Training and IDEATECH Challenge 2024 ***(IO)*** Industry-Academe Congress on Technologies for Smart Cities ***(IO)*** Virtual CommTECH Explorations 2025: ITS Students'

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	Talent Exploration ***(IO)*** Wuri Awarding Ceremony ***(URC)*** Approved Faculty Research Production Grant ***(URC)*** International Paper Presentation ***(URC)*** Professional Achievement Awards by Faculty Researchers ***(URC)*** Project proposal for CHED GIA Program ***(URC)*** WURI pre-writeshop and writeshop Activities ***(URC)*** **Sustainable Environment Program** Adopt a Tourist Site ***(SAB)***
SDG 10: Reduced Inequalities (13 or 1.6%)	
 Aims to reduce inequality within and among countries by promoting social, economic, and political inclusion of all individuals	**Education for All Program** Alumni Workshop, HTM Research Forum ***(SAB)*** Project STIR - Specialized Training on Indigenous Research ***(SHANS)*** Project proposal for CHED GIA Program ***(SHANS)*** UPLB HELM Program ***(IDQAO)*** **Health and Wellness Program** GAD Seminar ***(IMO)*** Project STIR ***(CEIPSC)*** International Students Day: Global Intercultural Exchange Event ***(IO)***
SDG 11: Sustainable Cities and Communities (33 or 4%)	
 Seeks to make cities and human settlements inclusive, safe, resilient, and sustainable through improved urban planning and management.	**Disaster Risk Reduction Program** Nationwide Simultaneous Earthquake and Fire Drill ***(SPCO)*** Project Ligtas ***(CEIPSC)*** Hack4Resilience: AI and Big Data for Disaster Risk Reduction ***(SEAIT)*** **Health and Wellness Program** 16th Grand Ammungan festival ***(CAO)*** Provincial Traffic Decongestion Summit 2025; Road Clearing Operations; Linggo ng Lingkod at Likha ***(ADSAS)*** **Education for All Program** UI GreenMetric Ranking 2024; 6th CMCI Academic Symposium-National Level ***(IDQAO)*** Industry-Academe Congress on Technologies for Smart City; International Academic Conference ***(IO)*** 6th CMCI Academic Symposium ***(STEH)*** 11th HCU Conference ***(SHANS)*** ICRII ***(SHANS)*** HackforGov 3 ***(SEAIT)*** i-ACT4 Smart City ***(SEAIT)*** CHED Zonal Creativity Summit ***(SEAIT)*** 17th Civil Engineering Regional Conference ***(SEAIT)*** 2025 IECEP technical Seminar ***(SEAIT)*** Virtual CommTECH Nusantara ***(SAB)***

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	Alumni Workshop, Stay and Learn Program ***(SAB)*** Coffee Convention and Exposition ***(SAB)*** HTM Research Forum ***(SAB)*** SAB Bazaar ***(SAB)*** **Sustainable Environment Program** Imugan-Enviro-Culture Encounter ***(SHANS)***
SDG 12: Responsible Consumption and Production (22 or 2.7%)	
 Promotes sustainable consumption and production patterns by encouraging resource efficiency and reducing waste generation.	**Education for All Program** Alumni Workshop ***(SAB)*** Inaugural ASEAN University Network for Agriculture and Food Security ***(SAB)*** Stay and Learn Program ***(SAB)*** Secure Transaction ***(SAB)*** SAB Bazaar ***(SAB)*** HTM Bread and Pastry Exhibit ***(SAB)*** Culinary Class Wars***(SAB)*** DOSt PCHRD Thesis Grant ***(SHANS)*** Animal Handling ***(SHANS)*** 29th Natural Products Society of the Philippines Convention Green Chemistry and Chemistry Education ***(SHANS)*** UI GreenMetric Ranking 2024 ***(IDQAO)*** ***Disaster Risk Reduction Program*** Safer Tomorrow ***(SAB)*** **Sustainable Environment Program** Run for the Forest ***(SHANS)*** Webinar Celebration of Earth Day 2025 ***(IMO)***
SDG 13: Climate Action (30 or 3.6%)	
 Urges immediate action to combat climate change and its impacts through mitigation, adaptation, and awareness-raising initiatives.	**Sustainable Environment Program** Run for the Forest ***(ODSAS, SHANS)*** Webinar in Celebration of Earth Day ***(IMO)*** Adopt a Tourist Site ***(SAB)*** ***Education for All Program*** Industry-Academe Congress on Technologies for Smart City ***(PERIO)*** ICIIR (***SHANS)*** Green Chemistry and Chemistry Education (***SHANS)*** Special Lecture in Taxonomy and Systematics (***SHANS)*** Imugan Enviro-Culture Encounter (***SHANS)*** Provincial Environmental Awareness Month (***SHANS)*** 2025 Annual PLGU Investment (***SHANS)*** Fourth International Conference on Cultural Studies (FICCS) (***SHANS)*** Site Clearing ***(SHANS)*** i-ACt4SmartCity ***(SEAIT)*** Alumni Workshop ***(SAB)***

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SDG 14: Life Below Water (2 or 0.2%)	
 Aims to conserve and sustainably use oceans, seas, and marine resources for sustainable development	***Education for All Program*** Alumni Workshop ***(SAB)*** **Sustainable Environment Program** Webinar in Celebration of Earth Day ***(IMO)***
SDG 15: Life on Land (31 or 3.8%)	
 Focuses on protecting, restoring, and promoting the sustainable use of terrestrial ecosystems, managing forests, and halting biodiversity loss	**Sustainable Environment Program** SMU Brigada ***(CEIPSC)*** Masoc Site Clearing ***(CEIPSC, SHANS)*** Tree Planting ***(CEIPSC)*** MedTech Go Green ***(CEIPSC)*** Riverbank Clean-up Drive ***(CEIPSC)*** Run for the Forest ***(SHANS)*** Imugan Enviro-Culture Encounter ***(SHANS)*** Provincial Environmental Awareness Month ***(SHANS)*** Annual PLGU Investment ***(SHANS)*** **Education for All Program** Animal Handling ***(SHANS)*** Special Lecture on Taxonomy and Systematics ***(SHANS)*** Alumni Workshop ***(SAB)***
SDG 16: Peace, justice and Strong Institutions (27 or 3.3%)	
 Seeks to promote peaceful and inclusive societies, provide access to justice for all, and build effective, accountable institutions at all levels	**Education for All Program** International Recognition of SMU-HTM ***(SAB)*** Virtual CommTECH Nusantara ***(SAB)*** Alumni Workshop ***(SAB)*** Orientation on Research Ethics ***(SAB)*** Secure Transactions ***(SAB)*** Safer Tomorrow: Empower Digital Payments with Cyber Hygiene ***(SAB)*** Research Forum ***(SAB)*** Orientation on Research Ethics ***(SAB)*** DOST-NAST ***(SAB)*** IECEP Regional Convention 2024 ***(SAB)*** HCU Conference ***(SHANS)*** Marian Leadership Convergence ***(SHANS)*** 6th CMCI Academic Symposium ***(STEH, IDQAO)*** Jail Visitation ***(CEIPSC)*** Gender and Development Seminar ***(CEIPSC)*** Takbokasyon ***(CEIPSC)*** Interfaith Service and Literacy ***(CEIPSC)***

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SDG 17: Partnership for the Goals (103 or 13%)	
 Strengthens the means of implementation and revitalizes global partnerships for sustainable development through cooperation, resource sharing, and capacity building.	**Health and Wellness Program** Anti-Dengue Misting Drive ***(SPCO)*** Honoring Generosity and Legacy ***(AAO)*** Marian Generosity in Action ***(AAO)*** Tribute to Generosity and Mission ***(AAO)*** Philippine ROTC Games ***(NSTP)*** **Education for All Programs** Enhanced OVRS ***(OUR)*** 6th CMCI Academic Symposium-National Level (***IDQAO)*** 16th Central India Management Conference (***IDQAO)*** Pre-Orientations on ISO ***(IDQAO)*** Philippine-British Columbia Partnership Series ***(PERIO)*** Internationalizing Higher Education ***(PERIO)*** SMU Champions Internationalization at Bridge Workshop ***(PERIO)*** Industry Academe Congress on Technologies for Smart City ***(PERIO)*** Building Resilience and Innovation in Developing Global Engagement ***(PERIO)*** Subject Matter Expert on Global Mobility ***(PERIO)*** 9th Evaluation Meeting ***(PERIO)*** Cross Border Immersion for Internationalization (IZN) Focals ***(PERIO)*** 11th International Academic Conference ***(PERIO)*** 30th Conference and General Assembly in Australia ***(PERIO)*** CommTECH Camp Insight 2025 ***(PERIO)*** Service Trip from Howest University ***(PERIO)*** Cross-Border Immersion for Internationalization (IZN) ***(PERIO)*** MOA Signing ***(PERIO)*** Internship of Psychology Students from Howest ***(PERIO)*** Faculty Research Production Grant ***(URC)*** International Paper Presentation ***(URC)*** First International Conference in Business and Information ***(URC)*** WURI Pre-Writeshop and Writeshop Activities ***(URC)*** Invitation as Advisor of the DTI Shared Service Facility-Local Advisory and Monitoring (SSF-LAMP) ***(SoGS)*** SOGS Faculty Member as PAASCU Accreditor ***(SoGS)*** 29th Natural Products Society of the Philippine Convention Project STIR ***(SHANS)*** Hands-on Training Workshop ***(SHANS)*** Research Ranking ***(SHANS)*** SMU and UST MOA for BS Biology OJT ***(SHANS)***

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	Provincial Environmental Awareness Month ***(SHANS)*** Threshold: Into the light of Practice; UAPGA Area Assembly ***(SEAIT)*** Regional Philippine Startup Challenge ***(SEAIT)*** Hack4Resilience ***(SEAIT)*** ICT Track ***(SEAIT)*** CHED Zonal Creativity Summit ***(SEAIT)*** Regional Data Festival of North Luzon Cluster ***(SEAIT)*** i-ACT4SmartCity ***(SEAIT)*** 7th Annual TCON ***(SEAIT)*** IECEP Technical Seminar; Project DESIRE ***(SEAIT)*** Inaugural ASEAN University Network for Agriculture and Food Security (***SAB)*** Seminar Workshop on Heritage Interpretation ***(SAB)*** Baking the Bakels Way ***(SAB)*** Wine Familiarization and Service ***(SAB)*** Stay and Learn Program ***(SAB)*** SAB Bazaar ***(SAB)*** Faculty Immersion in Thailand ***(SAB)*** Youth Mission Camp ***(SAB)*** SMU-HTM Donation Drive ***(SAB)*** ***Sustainable Environment Program*** Imugan Enviro-Culture Encounter ***(SHANS)***

Table 5 consolidates the major programs, projects, and activities implemented under the SDG framework, organized by thematic categories and alignment areas. Each SDG entry includes its thematic focus, the number and percentage of activities implemented, and sample programs or initiatives conducted by various university units. The table highlights how SMU integrates sustainability principles into its academic, research, community engagement, and operational activities, contributing to global and local development priorities.

The data indicate that SMU's initiatives are strongly concentrated on SDG 4: Quality Education, which accounts for 42% (346 activities) of all SDG-aligned programs. This reflects the university's core mission of promoting accessible, high-quality, and transformative education. Other highly represented goals include SDG 17: Partnerships for the Goals (13%), underscoring the importance of collaboration and global engagement, and SDG 9: Industry, Innovation, and Infrastructure (7%), demonstrating the institution's commitment to fostering innovation and technological advancement. While SDG 4 dominates, SMU's programs also encompass all 17 goals—ranging from poverty reduction (SDG 1) and good health and well-being (SDG 3) to climate action (SDG 13) and life on land (SDG 15)—indicating a holistic approach to sustainability. Overall, the table shows that SMU strategically aligns its academic and community engagements with the UN 2030 Agenda, positioning education as a catalyst for sustainable development across multiple sectors.

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Table 6. Ranking of University Units by Number of SDG Contributions

Rank	Unit	Number of SDG Activities Implemented	Percentage
1st	CNS	132	16%
2nd	SHANS	110	13%
3rd	SAB	95	12%
4th	PERIO	84	10%
5th	SEAIT	73	9%
6th	IDQAO	64	8%
7th	CEIPSC	52	6%
8th	URC	26	3%
9th	UREO	26	3%
10th	IMO	20	2%
11th	AAO	19	2%
12th	HRDO	18	2%
13th	ETVAO	18	2%
14th	SPCO	11	1%
15th	OUR	10	1%
16th	ADSAS	8	1%
17th	GSD	7	1%
18th	NSTP	6	1%
19th	STEH	6	1%
20th	UHSU	6	1%
21st	0DSAS	5	1%
22nd	JHS	5	1%
23rd	SoGS	5	1%
24th	GTO	5	1%
25th	TAO	4	0.5%
26th	SHS	1	0.1%
27th	ULRC	1	0.1%
28th	IAO	1	0.1%
29th	CAO	1	0.1%
30th	TTBDO	1	0.1%
31st	PDPO	1	0.1%
32nd	CCF	1	0.1%
33rd	SPDO	1	0.1%
34th	SCHOLARSHIP	1	0.1%
	TOTAL	824	100%

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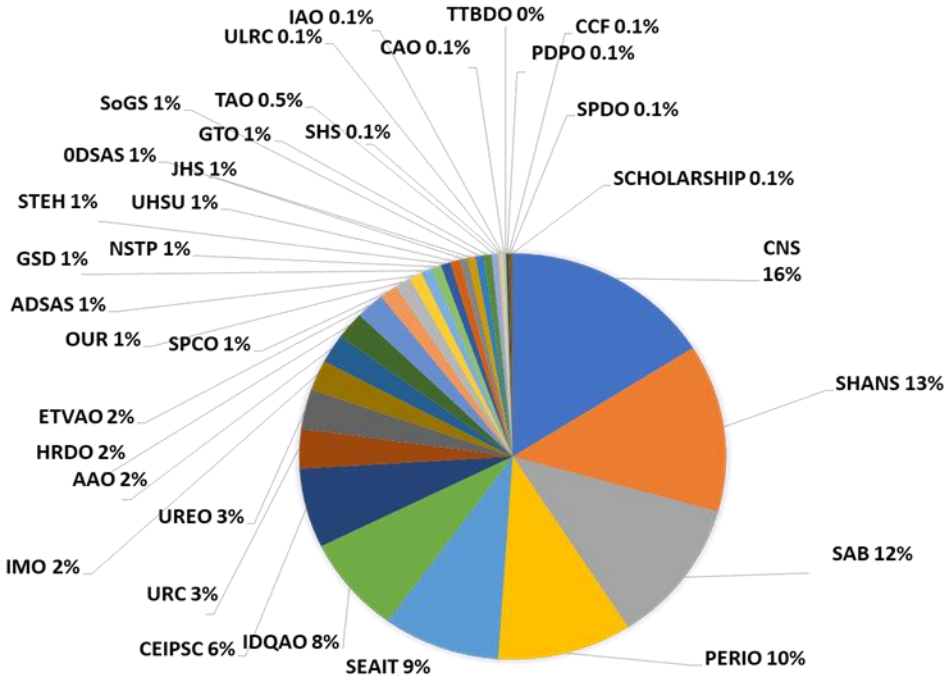


Table 6 presents the distribution of SDG-aligned activities implemented by the different units of SMU for AY 2024–2025. CNS recorded the highest number of SDG activities with 132 implementations (16%), followed by SHANS with 110 activities (13%), and SAB with 95 activities (12%). These three units collectively accounted for 41% of the total initiatives, indicating their leading roles in advancing SMU's SDG agenda. Meanwhile, several offices, such as SHS, ULRC, IAO, CAO, TTBDO, PDPO, CCF, SPDO, and the Scholarship Office, each contributed one activity (0.1%), showing that while participation varied, all units contributed to the university's overall SDG efforts.

Table 7: Top 3 SDG Initiatives per Unit

Unit	Percentage	Rank	SDG	No. of Activities	Percentage	Sample Activities Conducted
CNS	16%	1st	SDG 4	38	28.7%	SDG 4: International Conference on STEM Education 2024 SDG 17: UI Green Metric World Ranking for Sustainability 2024 SDG 13: South Intensive Program
		2nd	SDG 17	25	19%	
		3rd	SDG 13	14	10.6%	
SHANS	13%	1st	SDG 4	33	30%	SDG 4: International Conference on Research, Innovation, and Investment (ICRII) SDG 17: Passage to ASEAN (P2A) Hybrid Mobility Program in Health Sciences SDG 9: DOST_SEI Nuclear Science Camp
		2nd	SDG 17	18	16.3%	
		3rd	SDG 9	11	10%	
SAB	12%	1st	SDG 4	36	37.8%	SDG 4: International Recognition of SMU-HTM, Head, Faculty Member and Staff SDG 17: Faculty Immersion in Kanchanaburi Rajabhat University, Thailand
		2nd	SDG 17	12	12.6%	
		3rd	SDG 9	8	8.4%	

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						SDG 9: International Conference on Business, Education, Science and Technology (ICBEST) 2024
PERIO	10%	1st	SDG 4	60	71.4%	SDG 4: International Conference on Business, Education, Science and Technology (ICBEST) 2024 SDG 17: Cross-Border Immersion for Internationalization (IZN) Focals SDG 9: P2A HYBRID MOBILITY By Disciplines 2025, AI-SEAN | Harnessing Artificial Intelligence to Accelerate Youth Future
		2nd	SDG 17	15	17.85%	
		3rd	SDG 9	4	4.7%	
SEAIT	9%	1st	SDG 4	30	41%	SDG 4: Industry-Academe Congress on Technologies for Smart City (i-ACT4SmartCity) SDG 9: North Luzon Innovation and Technology Transfer Summit (NLITTS) SDG 17: CHED Zonal Creativity Summit 2024
		2nd	SDG 9	16	21.9%	
		3rd	SDG 17	12	16.4%	
IDQAO	8%	1st	SDG 4	52	82,2%	SDG 4: AppliedHE Ranking SDG 9: 6th CMCI Academic Symposium – National Level SDG 17: Pre-orientation on ISO 21001:2018 Document and Records Control
		2nd	SDG 17	3	4.6%	
		3rd	SDG 9& 4	2	3.2%	
CEIPSC	6%	1st	SDG 4	16	30.7%	SDG 4: Project BUKLAT: Books to Uplift Knowledge, Literacy and Training SDG 3: Pawak Community Outreach: Dental Kit Donation SDG 1: TESDA Training Program
		2nd	SDG 3	10	19.2%	
		3rd	SDG 1	7	13.4%	
URC	3%	1st	SDG 4	9	34.6%	SDG 4: June 2024 WURI Awarding Ceremonies SDG 9: International Paper Presentation SDG 17: 2024 Approved Faculty Research Production Grant
		2nd	SDG 9	6	23%	
		3rd	SDG 17	5	19.2%	
UREO	3%	1st	SDG 3	8	30.7%	SDG 3: SIGLA: Sports and Cultural Events SDG 4: SMART Spreadsheet Management and Analysis for Reliable Trends Training-Workshop SDG 8: Serving with Purpose: Aligning Our Work with the CICM Mission and Values
		2nd	SDG 4	6	23%	
		3rd	SDG 8	4	15.3%	
IMO	2%	1st	SDG 4	5	25%	SDG 4: First National Education Support Personnel Day SDG 3: GAD Seminar 2025 SDG 6: A Webinar in Celebration of Earth Day 2025
		2nd	SDG 3	3	15%	
		3rd	DG 5,6,7,10 12,13,14	1	5%	
AAO	2%	1st	SDG 4	8	42.1%	SDG 4: Nurse Leader Advocates for Salary Reform at National Level SDG 17: Honoring Generosity and Legacy: Order of the Golden Rose Awardees Recognized at SMU Alumni Homecoming SDG 15: Resume Writing Seminar for Graduating Students
		2nd	SDG 17	6	31.5%	
		3rd	SDG 15	4	21%	

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HRDO	2%	1st	SDG 3	12	66.6%	SDG 3: Executive Management Training Session on CICM Charism and Mariology: Marian Values & Virtues SDG 1: Pamaskong Handog
		2nd	SDG , 5,6,8	1	5.5%	
ETVAO	2%	1st	SDG 4	7	38.8%	SDG 4: Training Induction Program SDG 8: National TVET Rollout on Micro-Credentials – Luzon Cluster SDG 1: National TVET Rollout on Micro-Credentials – Luzon Cluster
		2nd	SDG 8	6	33.3%	
		3rd	SDG 1	5	27.7%	
SPCO	1%	1st	SDG 3	3	27.2%	SDG 3: Occupational First Aid and Basic Life Support CPR/Automated External Defibrillation Course SDG 4: Basic Occupational Safety and Health (BOSH) Training Course for Safety Officer 2 (SO2) SDG 6: Anti-Dengue Misting Drive 2025
		2nd	SDG 4,8,11	2	18.1%	
		3rd	SDG 6 & 17	1	9%	
OUR	1%	1st	SDG 4	9	90%	SDG 4: 2nd Party Audit SDG 17: Enhanced OVRS
		2nd	SDG 17	1	10%	
ADSAS	1%	1st	SDG 11	3	37.5%	SDG 11: Provincial Traffic Decongestion Summit 2025 "Working Together for Effective Solution to Traffic Challenges SDG 3: Alagang Reyna: Isang Araw ng Pag-aalaga at pagpapahalaga SDG 5: Pagkilala at Pagpugay sa kababaihan: Taglay ang Pananampalataya, Lakas at Dangal
		2nd	SDG 3& 4	2	25%	
		3rd	SDG 5	1	12.5%	
GSD	1%	1st	SDG 4	6	85.71%	SDG 4: 7th Phoenix Aralinks Quest - ShowcACE Presentation SDG 3: District Meet 2024
		2nd	SDG 3	1	14.28%	
NSTP	1%	1st	SDG 4 & 8	2	33.3%	SDG 4: NSTP TRAINER'S TRAINING OF TRAINERS SDG 2: Pamaskong Handog
		2nd	SDG 2 & 17	1	16.6%	
STEH	1%	1st	SDG 4	2	33.3%	SDG 4: 6th Cities and Municipalities Competitiveness Index (CMCI) Academic Symposium
		2nd	SDG 8,11, 16,17	1	16.6%	
UHSO	1%	1st	SDG 4	3	50%	SDG 4: ISO 21001:2018 Training on Document and Records Control SDG 3: Occupational First Aid and Basic Life Support-CPR/Automated External Defibrillation Course SDG 8: EOMS Workshop
		2nd	SDG 3	2	33.3%	
		3rd	SDG 8	1	16.6%	
0DSAS	1%	1st	SDG 4	2	40%	SDG 4: AFS Exchange Students Despedida Program SDG 2: Run for the Forest 2024
		2nd	SDG 2,6,13	1	20%	
JHS	1%	1st	SDG 4	2	40 %	SDG 4: Seminar-Workshop on Facilitating PAASCU Report Writing SDG 3: District Meet 2024
		2nd	SDG 3	1	20%	
SoGS	1%	1st	SDG 4	3	60%	SDG 4: To empower student leaders and enhance organizational effectiveness
		2nd	SDG 17	2	40%	

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						within the university. SDG 17: Invitation as Advisor of the DTI Shared Service Facility- Local Advisory and Mentoring (SSF-LAMP)
GTO	1%	1st	SDG 4	3	60%	SDG 4: MPCO Orientation SDG 1: Seminar on Work-Life Balance for Graduate Students
		2nd	SDG 1 &2	1	20%	
TAO	0.5%	1st	SDG 4	1	100%	SDG 4: Conducting review of financial records and assisting in the preparation of Financial Statements of the Diocese of Bayombong
SHS	0.1%	1st	SDG 2	1	100%	SDG 2: Busog-Lusog: Feeding the Future
ULRC	0.1%	1st	SDG 4	1	100%	SDG 4: Enhancing Indigenous Knowledge Management: Cataloging Practices in Different Practices in Different Languages in KOHA
IAO	0.1%	1st	SDG 4	1	100%	SDG 4: Surveillance Audit 1 for ISO 9001:2015
CAO	0.1%	1st	SDG 11	1	100%	SDG 11: SMU joins 16th Grand Ammungan Festival
TTBDO	0.1%	1st	SDG 4	1	100%	SDG 4: Surveillance Audit 1 for ISO 9001:2015
PDPO	0.1%	1st	SDG 4	1	100%	SDG 4: Surveillance Audit 1 for ISO 9001:2015
CCF	0.1%	1st	SDG 4	1	100%	SDG 4: Surveillance Audit 1 for ISO 9001:2015
SPDO	0.1%	1st	SDG 4	1	100%	SDG 4: Surveillance Audit 1 for ISO 9001:2015
SCHOLARSHIP	0.1%	1st	SDG 4	1	100%	SDG 4: Surveillance Audit 1 for ISO 9001:2015
TOTAL	100%					

Note: Some activities were repeatedly recorded due to units indicating numerous (more than 3) SDGs for a single activity conducted.

This table presents the distribution of SDG-aligned activities implemented by various units of Saint Mary's University (SMU) for AY 2024–2025. Each unit's percentage contribution to the total number of SDG-related activities is shown, along with the top three SDGs they most frequently supported. The ranking per SDG indicates the areas where each unit demonstrated the highest alignment and engagement.

The data reveal that all SMU units contributed to advancing the 17 Sustainable Development Goals, with varying degrees of engagement. The Center of Natural Sciences (CNS) emerged as the top contributor, accounting for 16% of total SDG activities, followed by SHANS (13%), and SAB (12%).

Across all units, SDG 4: Quality Education consistently ranked first, demonstrating SMU's strong institutional focus on educational advancement and learning initiatives. Other frequently aligned goals include SDG 17: Partnerships for the Goals and SDG 9: Industry, Innovation, and Infrastructure, indicating collaborative and innovation-driven initiatives.

Overall, the distribution underscores SMU's university-wide commitment to sustainable development, with education serving as the central pillar of its contributions.

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CONCLUSION

The findings of this report affirm Saint Mary's University's steadfast commitment to advancing the United Nations Sustainable Development Goals (SDGs) through its academic, research, and community engagement initiatives. For A.Y. 2024–2025, the University successfully implemented a diverse range of SDG-aligned activities across all 17 goals, demonstrating a holistic and institution-wide approach to sustainable development.

Among the goals, SDG 4: Quality Education emerged as the most actively pursued, reflecting SMU's enduring mission to promote accessible, inclusive, and transformative education. Other goals, such as SDG 17: Partnerships for the Goals and SDG 3: Good Health and Well-being, also ranked prominently, underscoring the University's emphasis on collaboration, health promotion, and community welfare. The analysis also highlights the significant contributions of both academic and administrative units, with several offices consistently serving as champions of sustainability-driven programs.

Collectively, these efforts underscore SMU's growing role as a **catalyst for social transformation**, integrating sustainability principles into its institutional culture and operational practices. By aligning its initiatives with the global SDG framework, SMU continues to nurture responsible citizens, empower communities, and strengthen its identity as a Marian institution committed to faith, excellence, and service. Moving forward, the University is poised to build on these accomplishments by deepening inter-unit collaboration, enhancing impact assessment mechanisms, and broadening partnerships that advance the shared pursuit of a sustainable and equitable future for all.

Limitations of the Report

This consolidated report on SMU's SDG initiatives is subject to several methodological and structural limitations that may have affected the accuracy and comprehensiveness of the data. These limitations include:

1. **Exclusion of Certain Activities.** Some activities were excluded because they lacked identified SDG alignments. Various formats of Activity Narrative Reports were used, and several reports either lacked SDG alignment entries or left them blank.
2. **Inaccessible Report Links.** Certain narrative report links embedded in the Annual Reports could not be accessed due to technical restrictions or errors, preventing data verification or inclusion.
3. **Reliance on Self-Reported SDG Alignment.** The SDG alignment of each activity was self-declared by the implementing unit, which introduces the possibility of subjective interpretation or over-alignment. This may have inflated the reported figures for certain goals.
4. **Risk of Activity Duplication or Inflation.** The methodology permitted multiple SDG alignments per activity, which may have resulted in duplication when activities were recorded under more than three SDGs. Consequently, the total counts for frequently cited goals—such as SDG 4 and SDG 17—may have been inflated, making it difficult to determine the primary focus of some activities.
5. **Scope Limited to Activity Count, Not Impact.** This report consolidates the number and types of SDG-aligned activities (outputs), as described in the methodology, with a focus on scope and diversity. It does not assess the actual outcomes or long-term impacts of these activities on communities or the environment (e.g., reporting that a feeding program occurred without measuring its sustained effect on student nutrition).

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Recommendations

To enhance the accuracy, consistency, and analytical value of future SDG initiative reports, the following measures are recommended:

1. **Standardize the Activity Narrative Report Template.** Adopt a uniform template—preferably **EOMS-QAO-FO-008**—and ensure that all fields are completely filled out, especially those related to SDG alignment and identified beneficiaries.
2. **Revise the Activity Narrative Report Form.** Limit the number of SDG alignments per activity to a maximum of **three goals**. This revision will help prevent data inflation for commonly aligned goals (e.g., SDG 4 and SDG 17) and promote more accurate identification of each activity's primary alignment.
3. **Ensure Proper SDG Alignment.** Review SDG indicators regularly to guide proper activity alignment. Artificial Intelligence (AI) tools may be utilized to assist in determining appropriate SDG matches for reported activities.
4. **Properly Link Evidence in Annual Reports.** Verify that all narrative report links are functional and accessible to facilitate transparent documentation and data validation.
5. **Assign an SDG Champion per Unit.** Designate unit-level SDG champions responsible for monitoring and coordinating initiatives based on each unit's thrusts and priorities, promoting accountability and focused engagement.
6. **Integrate Standardized Impact Metrics.** Develop and adopt a standardized matrix for reporting quantifiable outcome indicators (e.g., number of beneficiaries, dissemination plans, or measurable impacts). This will allow the university to move beyond activity counts toward evidence-based impact assessment.

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Appendices

STEH SDG Implementation, A.Y. 2024-2025



SHANS SDG Implementation, A.Y. 2024-2025



IO SDG Implementation, A.Y. 2024-2025



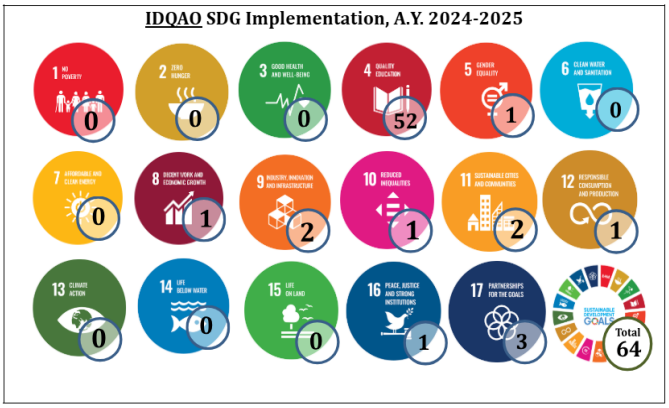
IHS SDG Implementation, A.Y. 2024-2025



SHS SDG Implementation, A.Y. 2024-2025



IDQAO SDG Implementation, A.Y. 2024-2025

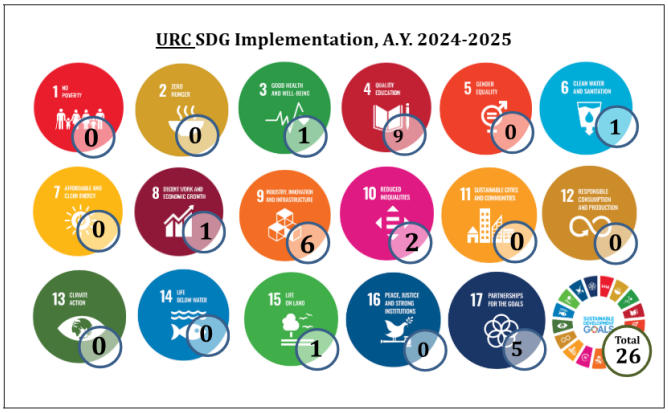


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GSD SDG Implementation, A.Y. 2024-2025



URC SDG Implementation, A.Y. 2024-2025



NSTP SDG Implementation, A.Y. 2024-2025



IMO SDG Implementation, A.Y. 2024-2025



CNS SDG Implementation, A.Y. 2024-2025



SEAIT SDG Implementation, A.Y. 2024-2025



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IAO SDG Implementation, A.Y. 2024-2025



OUR SDG Implementation, A.Y. 2024-2025



ULRC SDG Implementation, A.Y. 2024-2025



TAO SDG Implementation, A.Y. 2024-2025



CAO SDG Implementation, A.Y. 2024-2025



UREO SDG Implementation, A.Y. 2024-2025



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PDPO SDG Implementation, A.Y. 2024-2025



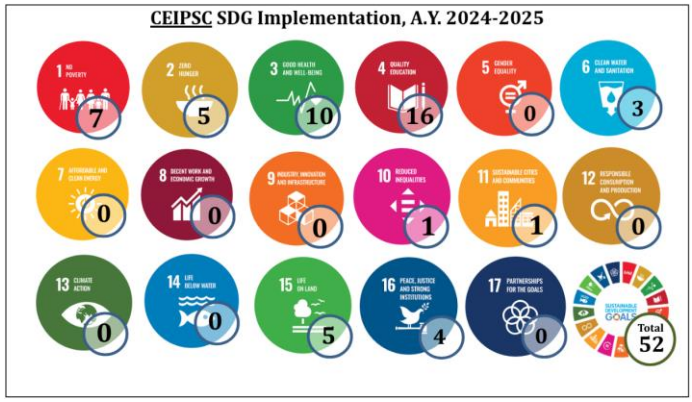
SoGS SDG Implementation, A.Y. 2024-2025



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AAO SDG Implementation, A.Y. 2024-2025



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NARRATIVE REPORT

SDG: 2, 3, 5, 6, 7, 11, 12, 13, 15, 16, 17

Title of Activity: Run for the Forest 2024

Date/Time: November 23, 2024; 6:00 A.M. – 9:00 A.M.

Venue: SMU four pillars to Masoc Restoration Site

Organizers: The Community Engagement and Indigenous Peoples Studies, university offices of Safety and Pollution Control, National Service Training Program, and General Services were all braced up with student organizations like the Student Central Council (SSC) and the Environmental Network for Conservation and Outreach for Restoration and Education (ENCORE).

Objectives:

1. *Improve Physical Health and Wellbeing*: Encourage participants to engage in regular physical activity through running, promoting overall fitness and mental well-being.
2. *Tree Growing Activity*: Plant cacao seedlings at the end of the run to contribute to reforestation efforts.
3. *Environmental Care and Awareness*: Incorporate a plogging activity where participants collect litter while running to raise environmental awareness and promote cleanliness.
4. *Hunger Alleviation Project*: Provide nutritional sustenance to students who come to school with empty stomachs to support their health and academic performance.

Participants:

1. MUST volunteers

2. CNS Faculty

- Ms. Vivien Junelle R. Almendra
- Dr. Elsa L. Cajucom, LPT, Ph.D. *
- Mrs. Julieta Villanueva, LPT, MAT*

Legend: * - paid registration fees but did not attend due to health reasons.

A. Highlights of the Activity:

The "Run for the Forest" event, part of CHSF Week themed “Rekindling CHSF, Sustaining Generations,” was a resounding success. Volunteer participants from the Marians United in Science Technology (MUST) Organization (See Appendix A), facilitated by their adviser, Ms. Vivien Junelle R. Almendra, enthusiastically took part in this environmental initiative (See Appendix B). Ms. Almendra's students from various subjects were also encouraged to join the activity as part of her advocacy for environmental and physical well-being.

The event featured two exciting sub-events. The first was a race where the top five students were awarded prizes. The second was a plogging activity, where participants who opted out of the race formed groups to collect trash along the route. The first prize in the plogging activity went to members of MUST from the BS Biology Department (See Appendix C), while the third prize was awarded to BS Civil Engineering students from the School of Engineering, Architecture, and Information Technology (See Appendix D) who were Ms. Almendra’s students.

After the physical activities, participants engaged in a tree-growing initiative. One of the fifteen cacao seedlings was planted by current MUST members, under the guidance of Ms. Almendra (See Appendix E-F). The event concluded with light snacks provided by the organizers, offering a chance for participants to refuel and bond over the long-awaited event.

The "Run for the Forest" event not only exemplified the importance of community engagement and physical well-being but also aligned with several United Nations Sustainable Development Goals (SDGs). By promoting physical health (SDG 3), encouraging environmental stewardship through tree planting and plogging activities (SDGs 13, 15), and addressing hunger by providing nutritional sustenance to students (SDG 2), the event fostered a holistic approach to sustainability. Furthermore, the activity emphasized gender equality by encouraging participation from all students (SDG 5), promoted clean water and sanitation through environmental cleanliness (SDG 6), and advocated for responsible consumption and production by reducing waste (SDG 12). The integration of renewable energy use (SDG 7) using paper cups and the development of sustainable cities and communities (SDG 11) were also highlighted through the event's initiatives. Additionally, the event underscored the importance of peace, justice, and strong institutions by fostering a sense of community and collaboration (SDG 16) and strengthened partnerships to achieve these goals (SDG 17). Overall, the "Run for the Forest" was a multifaceted event that not only contributed to the well-being of the participants but also advanced key aspects of sustainable development, paving the way for future initiatives that prioritize both people and the planet.

B. **Appendices**



Appendix A. Volunteer MUST Members and Ms. Almendra (far-right)



Appendix B. Participant and Ms. Almendra (far-left) during the funrun proper



Appendix C. MUST members (3rd year BS Bio) winning 1st place in the plogging activity.



Appendix D. BS Civil Engineering students garnering 3rd place in the plogging activity.





Appendix E – F. MUST members planting a cacao seedling.

SDG 15: Life on Land

15.2 Supporting land Ecosystems through Education

15.2.1 The University supports and organizes events aimed to promote conservation and sustainable utilization of the land, including forests and wildland

Saint Mary's University systematically supports and organizes large-scale events that promote forest conservation and sustainable land utilization. Guided by its core values, the university spearheaded a combined Eucharistic Mass and Tree Planting Activity at the Upper Magsaysay Reforestation Site to honor the Feast of Saint Francis of Assisi, successfully mobilizing over 200 student volunteers to clear the area and plant more than 100 seedlings (pp. 1-2, 15). SMU also deployed massive Civic Welfare Training Service (CWTS) teams of up to 477 students to conduct critical preparatory site-clearing drives at the Masoc Reforestation Site and the Jamboree Site to reduce environmental hazards (pp. 3-6). Furthermore, the university hosts the international FICCS convention to bridge biological sciences with indigenous knowledge for biodiversity conservation (pp. 11-13) and runs *Project GREEN MIND* in collaboration with WWF-Philippines to drive eco-consciousness (p. 14).

15.2.2 The University policies to ensure that food on campus is sustainably farmed

Saint Mary's University enforces ecological guidelines for its food services under the Clean, Healthy, Safe, and Friendly (CHSF) Program. Sourcing protocols prioritize nutrition, waste reduction, and low environmental impacts, while strictly banning toxic single-use plastics and styrofoam containers across all canteens (pp. 14, 25-26). To actively support agricultural awareness and hands-on stewardship, the university integrates dedicated gardening and "school in a garden" activities directly within its campus operations (pp. 215, 237). These internal initiatives include school-based vegetable production managed under the Sustainable Environment Program (p. 40), campus-wide green landscaping and open-space development (p. 16), and specialized university land-resource projects such as localized rice cultivation and tilapia production (p. 6).

Policy Created

Saint Mary's University regulates campus nutrition and food services through its Clean, Healthy, Safe, and Friendly (CHSF) Program. Sourcing protocols focus heavily on eco-friendly consumer practices with low environmental impacts and waste reduction, strictly banning single-use plastics and styrofoam across canteens (pp. 14, 25-26). To foster agricultural awareness and sustainable land use, the university integrates dedicated gardening and "school in a garden" initiatives into its ecosystem (p. 6). Originally launched on November 20, 1998, to form students as stewards of the environment, this signature CHSF campus program was revisited and successfully re-launched with an enhanced framework in 2023 (pp. 4-6, 9). These framework milestones include active school-based vegetable production (p. 40), localized rice cultivation (p. 6), and continuous green campus landscaping initiatives (p. 16).

Policy Reviewed

Saint Mary's University evaluated its food and land management frameworks as part of its Clean, Healthy, Safe, and Friendly (CHSF) Program. Sourcing guidelines prioritize nutrition, cost-efficient organic inputs, and strict bans on single-use plastics in canteens to minimize the university's carbon footprint (pp. 14, 17, 25-26). To advance agricultural literacy, a policy review was emphasized in AY 2024–2025 to track and strengthen sustainable farming practices on campus through the university's signature "school in a garden" approach (p. 6). This reviewed framework reinforces dedicated micro-agricultural programs across departments by integrating localized land-use models such as school-based vegetable production (p. 40), on-campus rice cultivation, and tilapia production (p. 6).

15.2.3 The University maintains and extends existing ecosystems and their biodiversity of both plants and animals, especially ecosystems under threat

SMU actively works to maintain, restore, and extend terrestrial and aquatic ecosystems and their biodiversity. Through the SMU Masoc Reforestation Project, the university manages a 2.06-hectare watershed to expand forest cover and enhance local biodiversity (p. 7). This is reinforced by a strategic partnership with the provincial government to establish the SMU Vernacular Ecological Station at the Jamboree site, which simulates natural habitats and conserves threatened ecosystems (p. 7). On campus, the SMU Botanical Garden serves as a hub of biodiversity for indigenous and cultivated plant species (pp. 3, 7), while the historic SMU Mini Forest serves as a protected green sanctuary and wildlife haven for native flora and fauna (pp. 1, 7-8). Furthermore, the university organizes direct ecological actions, such as large-scale student-led site-clearing drives in reforested areas and targeted Riverbank Clean-Up operations to safeguard aquatic habitats (pp. 9, 11, 13).

15.2.4 Offer educational programmes on ecosystems (looking at wild flora and fauna) for local or national communities

Saint Mary's University provides comprehensive educational programs on ecosystems, wild flora, and fauna tailored for local and national communities. Through its Center for Natural Sciences (CNS), the university delivers specialized public instruction, such as hosting the Special Lecture in Taxonomy and Systematics with the National University of Singapore, which equips participants with core principles of species identification, classification, and biodiversity conservation (p. 15). Furthermore, SMU extends ecological education beyond campus through immersive outreach initiatives, notably the Fourth International Conference on Cultural Studies (FICCS) and field studies held in Imugan, Sta. Fe (p. 17). These programs engage local stakeholders, students, and teachers by integrating empirical biological sciences with Indigenous Knowledge Systems and Practices (IKSPs) like the BaNTAY-Kalanguya-Ikalahan project to strengthen traditional ecosystem stewardship (p. 17).

15.2.5 Offer educational programme/outreach for local or national communities on sustainable management of land for agriculture

Saint Mary's University delivers structured educational programs and community outreach that address the sustainable management of agricultural land. Through its Community Extension and Indigenous People's Study Center, the university hosted a specialized farm tourism seminar highlighting strategic action plans under the Farm Tourism Act of 2016 to advance sustainable, economically viable agricultural industries for local communities (p. 1). At the international and national levels, SMU hosted the South Intensive Program (SIP) 2025, which featured interdisciplinary case presentations on agri-tourism farms and equipped participants with practical skills in sustainable agriculture and climate change adaptation (p. 5). Furthermore, SMU hosted the 4th International Conference on Cultural Studies (FICCS) in partnership with UPLB and WWF-Philippines, providing public workshops on indigenous social forestry and traditional urban farming systems (pp. 11-12, 22-23).

15.2.6 Offer educational programme/outreach for local or national communities on sustainable management of land for tourism

SMU offers dedicated educational programs and community-focused outreach highlighting the sustainable management of land for tourism. Spearheaded by the School of Accountancy and Business, the university hosted a targeted seminar on ecotourism and farm tourism featuring expert lectures on environmental preservation and strategic land-use planning under the Farm Tourism Act of 2016 (p. 1). To generate localized, actionable insights, the Hospitality and Tourism Management (HTM) Department holds research forums that publish data-driven solutions for landscape conservation, including studies on community-based ecotourism management for natural landmarks such as Communal Falls (p. 2). Furthermore, the university formalized a groundbreaking Memorandum of Undertaking with the TESDA-NV Provincial Office to jointly elevate tourism education standards, integrate sustainable development competencies, and equip future industry professionals with responsible land stewardship capabilities (p. 3).

15.3 Supporting land ecosystems through action

15.3.1 Policy to ensure the conservation, restoration, and sustainable use of terrestrial ecosystems associated with the university, in particular forests, mountains and drylands

Saint Mary's University enforces institutional policies to ensure the conservation, restoration, and sustainable use of terrestrial ecosystems through its Clean, Healthy, Safe, and Friendly (CHSF) Environment Program Manual. Enacted in its 2023 edition, this regulatory framework explicitly governs the quality of living and non-living systems, mandating actions to preserve land resources and campus green spaces to secure long-term ecosystem balance (pp. 1, 8). The policy establishes a dedicated CHSF Committee to oversee monthly monitoring, semestral reporting, and annual performance planning of ecological initiatives (pp. 9-10). These mandates translate into verified actions beyond campus, including massive student-led site-clearing and restoration drives at the Masoc Reforestation Site (pp. 23-26, 30), a 500-tree youth planting framework at Bansing Falls (pp. 20-21), and the "Run for the Forest" mobilization combining litter profiling with cacao tree cultivation (p. 18).

Policy Created

Saint Mary's University institutionalized its regulatory policy to protect terrestrial ecosystems by conceptualizing and launching its Clean, Healthy, Safe, and Friendly (CHSF) Environment Program in 1998. Enacted under the university administration on November 20, 1998, the policy established a definitive framework to form students and staff as active stewards of the environment (pp. 2-3). This protective policy was later reviewed, enhanced, and formally strengthened with the compilation of the revised CHSF Environment Program Manual in 2023 (p. 5). The policy mandates strategic operations to preserve and manage

land, air, water, and terrestrial ecosystems, and explicitly governs campus green spaces and regionally reforested properties (pp. 6, 8). It anchors institutional governance by creating a CHSF Committee to manage monthly performance monitoring, semestral compliance audits, and annual action reviews to enforce sustainable land utilization (pp. 9-10).

Policy Reviewed

Saint Mary's University secures the conservation, restoration, and sustainable use of terrestrial ecosystems by auditing its policies during its annual management review. (pp. 5, 10) Enacted to protect land resources and campus green spaces, the Clean, Healthy, Safe, and Friendly (CHSF) framework enforces active stewardship over regional reforested zones and natural reserves. (pp. 2-3, 8) To maximize institutional compliance, these core policy components undergo rigorous assessment during the management review cycle, highlighted by a comprehensive performance evaluation completed in AY 2024–2025 to monitor progress toward active conservation targets. (pp. 5, 10) These reviewed guidelines directly steer field-based student restoration projects beyond the main campus, including large-scale National Service Training Program site-clearing operations at the Masoc Reforestation Site (pp. 23-26) and student-led tree-growing initiatives at Bansing Falls. (pp. 20-21)

15.3.2 Policy to identify, monitor and protect any IUCN Red Listed Species and national conservation list species with habitats in areas affected by the operation of the University

Saint Mary's University monitors and protects vulnerable ecosystems through its Clean, Healthy, Safe, and Friendly (CHSF) Environment Program Manual. Originally enacted to train students as environmental stewards, this institutional framework explicitly covers the quality of living and non-living systems to support ecological and ecosystem balance (pp. 5, 16). Aligned with its strategic core actions, the university-wide policy mandates the preservation of land resources and campus green spaces to sustain native habitats (p. 16). Governance rules ensure that the structured CHSF Committee handles monthly tracking, semestral compliance reporting, and annual performance monitoring to mitigate potential hazards, maintain low environmental impacts, and extend terrestrial protection across its community outreach and extension dimensions (pp. 17-19).

Policy Created

Saint Mary's University established institutional mechanisms to monitor and protect vulnerable habitats by launching its Clean, Healthy, Safe, and Friendly (CHSF) Environment Program in 1998. Enacted on November 20, 1998, to train students as active stewards of the environment, this regulatory framework formally governs the preservation of land and living systems to secure long-term ecosystem balance (pp. 4-5, 16). The created policy mandates that the strategic environmental dimension actively manages operations that influence terrestrial ecology, a framework that was updated and firmed up through a revised manual edition in 2023 (pp. 1, 9, 16). To operationalize habitat and species protection, governance rules vest tracking authority in a structured CHSF Committee, which is tasked with monthly monitoring, semestral compliance reporting, and annual performance reviews (pp. 18-19).

Policy Reviewed

Saint Mary's University audits its environmental guidelines to protect habitats through its Clean, Healthy, Safe, and Friendly (CHSF) program. Enacted to safeguard living systems, this framework requires the university to monitor and minimize operational impacts on terrestrial landscapes and ecosystems (p. 16). In line with its compliance mandates, the CHSF Environment Program Manual was comprehensively revised in 2023 to address emerging environmental challenges and guide sustainable land stewardship (p. 9). To ensure continuous alignment, these updated guidelines are systematically vetted during the university's annual management review cycle, with a rigorous performance evaluation conducted in AY 2024–2025 to track compliance with targets (p. 19). These monitored rules directly empower the structured CHSF Committee to conduct regular reviews and mitigate ecosystem hazards (pp. 18-19).

15.3.3 Inclusion of biodiversity into any planning and development process (e.g. construction of new buildings)

Saint Mary's University integrates local greening and biodiversity directly into its institutional planning and campus infrastructure development. Under Strategic Thrust 3 of the university's Strategic Plan 2021–2026, all campus physical plant upgrades and infrastructure developments are mandated to build a conducive learning environment by embedding a dedicated green campus initiative and enhancing the overall school grounds (p. 14). This strategic planning rule is operationalized through the Green Campus Project, which explicitly incorporates greening and biodiversity conservation into physical spaces through campus landscaping and sets a key performance indicator (KPI) target of 100 ornamental trees planted on campus by Year 5 (p. 14). This approach ensures that all major infrastructure projects, such as the newly constructed five-story Science Laboratory Building, and campus land use are legally considered in terms of the environment (pp. 1, 12, 15).

15.3.4 Policy to reduce the impact of alien species in Campus

Saint Mary's University mitigates the ecological impact of invasive vegetation through the operational rules of its Clean, Healthy, Safe, and Friendly (CHSF) Environment Manual. Enacted to govern and preserve the structural balance of land and living systems, this framework explicitly addresses ecosystem quality to protect natural biodiversity (pp. 5, 16). Sourced from its strategic core dimensions, the policy regulates the physical removal of unwanted vegetation and weeds to protect and enhance campus and regional landscapes (pp. 16, 18). These mandates directly dictate student field actions to eliminate destructive growth, such as the systematic removal of invasive plant species and unwanted weeds during targeted site-clearing operations at the SMU Reforestation Project and Ecological Station (p. 26).

Policy Created

Saint Mary's University established regulatory mechanisms to address ecological disruption and preserve habitats by creating its Clean, Healthy, Safe, and Friendly (CHSF) Environment Program in 1998**.** Formally launched on November 20, 1998, under the direction of University President Rev. Fr. Jessie M. Hechanova, CICM, this institutional policy was enacted to train students and staff as active stewards of the environment (p. 5). The created framework dictates the strategic maintenance of campus green spaces and landscaping to uphold ecosystem quality and ensure strict ecosystem balance (p. 16). To operationalize these ecological protections, institutional rules establish a structured CHSF Committee tasked with monthly tracking, semestral compliance reporting, and annual action planning to systematically identify and mitigate environmental risks (pp. 18-19).

Policy Reviewed

Saint Mary's University systematically audits its compliance with environmental regulations to mitigate ecosystem damage. Enacted to manage campus ecology, the Clean, Healthy, Safe, and Friendly (CHSF) framework governs operations that affect terrestrial landscapes and biodiversity (p. 16). Based on these strategic parameters, the CHSF Environment Program Manual was comprehensively revised in 2023 to address emerging environmental concerns and to direct long-term habitat preservation (p. 9). To maintain strict institutional compliance, these core policy components are assessed during regular oversight cycles, including a comprehensive annual management review executed during AY 2024–2025 to monitor conservation targets (p. 19). These vetted metrics directly empower the structured CHSF Committee to conduct active reporting and reduce environmental risks (pp. 18-19).

15.3.5 Collaboration with the local community, e.g. through partnerships, in efforts to maintain shared land ecosystems

Saint Mary's University collaborates with local governments, Indigenous communities, and partner organizations to protect shared land ecosystems. Through a three-year MOA, SMU partnered with the LGU of Banaue and Barangay Batad to promote sustainable tourism and protect cultural and natural heritage, respecting Indigenous rights (pp. 1–7). Project Dalisay promotes campus greening through vegetable planting and plant maintenance (pp. 8–10). The Imugan Enviro-Culture Encounter brought together SMU Biology faculty and students, Kalanguya culture bearers, and Kalahan Educational Foundation foresters for forest walks, biodiversity studies, and indigenous seed banking (pp. 11–17). SMU NSTP and BFP Bayombong also conducted a riverbank cleanup in the Colocol Area, District IV, to reduce waste and protect the aquatic ecosystem (pp. 18–19). These initiatives demonstrate shared responsibility for environmental protection and ecosystem conservation.

15.4 Land Sensitive Waste Disposal

15.4.1 Water quality standards and guidelines for water discharges (to uphold water quality in order to protect ecosystems, wildlife, and human health and welfare, etc.)

SMU enforces rigid quality guidelines and data compliance frameworks for all wastewater discharges to protect the surrounding environment and human health. Under its institutional Work Instruction (EOMS-SPC WI-006), effective December 8, 2024, the Safety and Pollution Control Office (SPCO) actively monitors the safety of university water sources, septic outlets, and wastewater treatment systems (p. 1). To prevent water pollution, the university holds an official Wastewater Discharge Permit (DP-R02-23-08731) issued by the DENR Environmental Management Bureau, which certifies strict compliance with the prescribed General Effluent Standards and the Philippine Clean Water Act of 2004 (p. 3). Policy mandates require that all domestic wastewater be contained in a specialized closed septic tank system, with siphoning, cleaning, and sludge treatment strictly performed by EMB-registered service providers and documented in quarterly Self-Monitoring Reports (pp. 1, 3).

15.4.2 Policy on Reducing Plastic Waste on Campus

Saint Mary's University enforces a strict institutional policy to eliminate and reduce single-use plastic waste across all campus operations. Formally proposed by the Office of the Dean of Student Affairs and Services in August 2022 and institutionalized through VPA Circular No. 12, the university-wide directive implemented a mandatory ban on the entry, sale, and use of plastic (PET) bottles, disposable single-use plastic containers, and styrofoam food packs (pp. 35-37). Operational rules strictly prohibit plastic spoons, forks, straws, and disposable plastic food packs across all canteens, and require concessionaires and caterers to use only paper cups, lunch packs, and silver or biodegradable utensils (pp. 35, 37). To support this drive, the university installed a network of 13 recorded water fountains to encourage refills of reusable containers (pp. 35, 37-38), and an ecological framework evaluated through student research to advance campus sustainability (pp. 39, 42).

Policy Created

Saint Mary's University initiated its dedicated plastic waste reduction policy in 2022 through a phased administrative approval process. Spurred by environmental concerns and student consumer habits observed during the midyear term, the initial proposal for the Green Campus Project was formally crafted by the Office of the Dean of Student Affairs and Services and signed by the University President in August 2022 (pp. 34-35). This initiative was subsequently institutionalized on November 15, 2022, through the issuance of VPA Circular No. 12, which established the regulatory guidelines under the framework "Sustaining SMU as a Green Campus" (p. 36). The policy mandated strict prohibitions on plastic spoons, forks, straws, single-use PET bottles, and styrofoam food packs across all academic departments, establishing a binding campus directive that officially took full effect on January 1, 2023 (pp. 36-37, 42).

Policy Reviewed

Saint Mary's University ensures the continuous review and improvement of its campus waste minimization strategies through regular updates to its environmental program frameworks. Originally targeting solid waste and banning plastic straws during its initial 1998 implementation, the university's regulatory parameters undergo structured updates to systematically address modern ecological challenges (p. 36). The Green Campus Project was launched in 2022, and this policy review culminated in the comprehensive revision of the Clean, Healthy, Safe, and Friendly (CHSF) Environment Program Manual in 2023, under the newly designated oversight of the Safety and Pollution Control Office (p. 9). Under this 2023 revised edition, strict operational restrictions were reinforced campus-wide, making the entry, selling, and use of single-use plastic packaging, PET bottles, straws, and styrofoam food containers strictly prohibited across canteens, offices, and laboratories (pp. 6, 22, 25).

15.4.3 Policy, Process or practice on waste disposal – covering hazardous materials

Saint Mary's University enforces structured institutional processes to monitor, handle, and safely dispose of hazardous chemical and biological materials. Managed by the Safety and Pollution Control Office (SPCO), the university operates under standardized Work Instructions, notably EOMS-SPC-WI-003 (Safety Handling and Disposal of Hazardous Waste) and EOMS-SPC-WI-005 (Waste Storage, Treatment and Disposal), which are effective as of December 8, 2024 (pp. 11, 17). To ensure operational safety, lab personnel conduct standard checklist audits (EOMS-SPC-FO-006) that evaluate container compatibility, chemical hoods, and strict segregation practices across science departments (pp. 13, 36). These guidelines are institutionalized inside the Center for Natural Sciences (CNS) Manual of Operational Policies and Guidelines (2026 Edition), which mandates student orientations and ensures all generated hazardous logs are filed directly with the DENR-EMB (pp. 26, 36, 44).

Policy Created

Saint Mary's University institutionalized its hazardous waste management regulatory system by formally establishing the Safety and Pollution Control Office (SPCO) in 2021. Governed under the *Administrative and Employment Manual for Academic Personnel*, this core infrastructure creation vests tracking, regulatory compliance, and oversight powers directly in the Head of the SPCO (p. 2). Enforced since 2021, the institutionalized policy mandates that the office head actively oversees the implementation of the university-wide Pollution Control and Occupational Safety and Health programs, monitors hazardous waste segregation guidelines, and prepares mandatory technical generation reports and storage permits for appropriate regulatory government agencies like the DENR-EMB (p. 3). This policy creation directly aligns with operational guidelines within the Center for Natural Sciences, requiring laboratory departments to maintain hazardous inventories for the SPCO (p. 5).

Policy Reviewed

Saint Mary's University updated and reviewed its hazardous waste management guidelines in 2024 to strengthen environmental and public safety controls. Formally finalized and approved in December 2024, this

regulatory policy review produced a series of standardized work instructions under the Safety and Pollution Control Office (SPCO), specifically EOMS-SPC-WI-004 (Hazardous Waste Generated) and EOMS-SPC-WI-005 (Waste Storage, Treatment and Disposal) (pp. 9, 11). The reviewed 2024 protocols mandate strict operational processes: laboratory assistants must maintain detailed data logs, enforce the "No Label, No Disposal" rule, and monitor proper chemical storage, labeling, and compatibility criteria (pp. 9, 11, 28). To complete the data compliance loop, the reviewed instructions require the SPCO to collect these quarterly hazardous inventories and submit a notarized Self-Monitoring Report online to the DENR-EMB tracking portal (pp. 9, 11).

Narrative/Documentation Report

Project Title:	Run for the Forest 2024
Date:	November 23, 2024
Time:	6:00 – 10:00 AM
Team Composition:	
Lead Organizer:	Mr. Domingo T. Guntalilib Jr.,
Project Staff/Members:	Dr. Christopher Allen S. Marquez, Mr. Hanson T. Villanueva, Mr. Samuel B. Damayon, Heidee L. Lamoste, Ernesto Marabut, Rejean Ann P. Valentin, SCC Officers, ROTC, MERT

Narrative

On November 23, 2024, Saint Mary's University (SMU) celebrated Clean, Healthy, Safe, and Friendly (CHSF) Environment Week with the "Run for the Forest" fundraising event, an initiative under the Hunger Alleviation Project. The event aimed to raise funds for the university's "Feed My Lambs" project, which provides nutritional support to students in need, while promoting environmental stewardship, physical wellness, and community engagement.

Faculty, staff, and students from various departments actively participated in the event, which commenced at the SMU Main Campus. Registration began promptly at 5:30 AM, facilitated by the SMU ROTC. To ensure participants' safety, the Nursing Department conducted health checks, including blood pressure and vital sign assessments, and distributed baller upon completion.

The morning was energized by a lively Zumba session led by BPED faculty and students, serving as a warm-up for the runners. The run itself spanned from the SMU Main Campus to the Masoc Reforestation Site, where participants would take part in a tree planting activity.

To guarantee a smooth and safe event, local police officers managed traffic along the route, while MERT officers were strategically stationed to respond to any medical concerns. Four water stations were set up along the course to keep participants hydrated. Additionally, runners were encouraged to collect litter along the way, with rewards given to those who gathered the most trash—highlighting the university's commitment to environmental responsibility.

The run concluded at the Masoc Reforestation Site with a meaningful cacao tree planting activity. This act reinforced SMU's dedication to sustainability and offered participants a hands-on opportunity to contribute to environmental conservation.

Proceeds from the event were directed to the "Feed My Lambs" project, which continues to provide vital nutritional support to students in need. This initiative successfully united the SMU community in a shared purpose, embodying the Marian values of compassion, solidarity, and stewardship.

A total of 544 individuals registered online for the event, comprising 74 employees and 470 students, while 225 participants attended on the day of the event. The event operated within a budget of Php 15,000. 00, with total expenditures amounting to Php 12,367.00, all of which were covered by the registration fees collected.

The "Run for the Forest" not only achieved its objectives but also fostered a sense of camaraderie and collective responsibility, setting a strong precedent for future activities that advance the CHSF values within the university and beyond.

Documentation




Participants undergo registration and health check-ups, assisted by the ROTC and Nursing Department.







An energizing Zumba dance, led by the BPED faculty and students, served as the perfect warm-up for the event.









Participants make their way to the Masoc Reforestation Site, smiling and enjoying the meaningful activity.








The highlight of the activity was the tree planting at the site, where participants actively contributed to reforestation efforts.

Prepared by:	Rejean Ann P. Valentin
Date Submitted:	

Note:
**Append the list of extensionists/participants*
**Append the list of donors*