



MAPÚA MALAYAN COLLEGES MINDANAO

SUSTAINABILITY REPORT

Celebrating Achievements. Embracing Resilience. Shaping the Future.

A reflection of our milestones, innovation, and commitment to delivering world-class education in Mindanao.

2024

MAPÚA
MALAYAN COLLEGES MINDANAO



MAPÚA MALAYAN COLLEGES MINDANAO SUSTAINABILITY REPORT 2024

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Mapúa Malayan Colleges Mindanao

Matina, Davao City, Philippines

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Executive Summary

The 2024 Sustainability Report of Mapúa Malayan Colleges Mindanao (MMCM) highlights the institution's continued commitment to integrating sustainable development practices in alignment with the United Nations Sustainable Development Goals (SDGs). It reflects the school's efforts to ensure that economic performance, environmental responsibility, social inclusivity, and governance systems are cohesively embedded into the college's strategic direction.

Economic Commitment

Mapúa MCM allocated 60% of its generated economic value toward advancing employee empowerment, responsible supply chain practices, capital partnerships, and institutional functions.

- 35% of value was invested in employee compensation and support (SDG 8).
- 31% went to capital partners to ensure long-term operational resilience (SDG 17).
- 98% of total procurement spending was sourced from local suppliers (SDG 8, SDG 13).

These economic decisions reflect the school's priority on inclusive growth and local economic empowerment.

Environmental Sustainability

While the institution began its transition toward more sustainable operations in 2024, notable gaps remain:

- 86% of Mapúa MCM's energy consumption still comes from non-renewable sources.
- Only 3% of discharged water is recycled, and 100% is sourced from external utilities.
- 94% of waste is non-hazardous, and all diverted waste is reused or recycled (SDG 12).

Programs like "Walk on Wednesdays" and Mapúa MCM's solar partnership reflect early progress, but long-term strategies for water reclamation and energy transition are needed.

Social Responsibility

Mapúa MCM maintains a workforce of 370 employees with a 52% female majority, reflecting positive gender representation (SDG 5). The institution reported a low attrition rate of 5%, and invested over 786,000 hours in employee training — signaling a deep commitment to inclusive growth and human capital development (SDGs 4 and 8).

Governance and Policy

Mapúa MCM enforces critical internal policies on anti-corruption, labor rights, data privacy, supply chain sustainability, and community engagement. However, gaps in policies that safeguard the right to freedom of association and/or collective bargaining indicate opportunities for refinement and growth.

Sustainability Initiatives

In 2024, Mapúa MCM conducted over 10 sustainability-focused initiatives, including:



These programs engage multiple SDGs (1, 2, 3, 7, 8, 12, 13, 17), demonstrating Mapúa MCM's commitment to cross-sector collaboration and social impact.

Looking Ahead

This report affirms Mapúa MCM's strategic direction, while identifying clear paths for growth:

- Increase renewable energy adoption and water recycling,
- Institutionalize gender-focused and SDG 5 programming,
- Develop formal sustainable procurement policies, and
- Expand engagement with underrepresented SDGs (9, 11, 16).

With a unified, systems-based approach to sustainability, The institution is positioned to emerge as a leader in Philippine academic sustainability.

About This Report

This report presents the 2024 sustainability performance of Mapúa Malayan Colleges Mindanao (MMCM) across economic, environmental, social, and governance pillars. It is aligned with the United Nations Sustainable Development Goals (SDGs) and aims to highlight both achievements and opportunities for institutional growth.

The data reflects the school's initiatives, operations, and impacts from January to December 2024, sourced from internal departments and verified by the Institute for Global Sustainability (IGS). This publication serves as a tool for transparency, reflection, and strategic planning—intended for stakeholders within and beyond the Mapúa MCM community.

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SECTION 1

Economic Performance

As part of its commitment to inclusive and sustainable growth, Mapúa MCM continues to integrate economic responsibility into its operations. The following section outlines the institution's financial performance, value distribution, and support for local economic ecosystems.



ECONOMIC

Economic Performance

As an academic institution and as a signatory of the SDG Accord, Mapúa MCM demonstrates its commitment to sustainable development by allocating and distributing 60% of the institution's generated economic value toward advancing employee empowerment (SDG 8: Decent Work and Economic Growth), community impact (SDG 10: Reduced Inequalities), and supporting strategic operational stakeholders such as suppliers and contractors (SDG 12: Responsible Consumption and Production), providers of capital (SDG 17: Partnerships for the Goals), government entities (SDG 16: Peace, Justice and Strong Institutions), and other core institutional functions (SDG 9: Industry, Innovation, and Infrastructure).

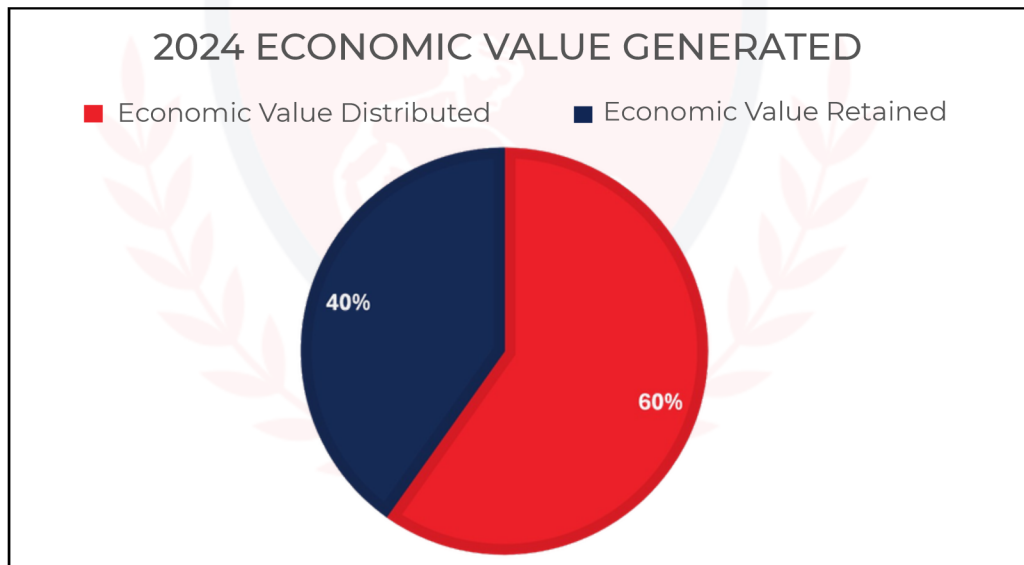


Figure 1. Economic Value Generated

The numbers further highlight how Mapúa MCM reflects its commitment to sustainability through the strategic distribution of its economic value.

The largest portion, amounting to **35%**, is allocated to **employees**—highlighting the college's people-first approach. This investment supports fair compensation, benefits, and other employee-focused programs, aligning with the institution's focus on inclusive workforce growth, as reflected in SDG 8.

Meanwhile, **31%** of the distributed economic value is directed toward **capital partners**—emphasizing the school's commitment to building strong financial relationships. This allocation ensures financial stability, supports future-oriented investments, and enables the implementation of long-term initiatives. It reflects the college's collaborative approach to sustainable development, aligned with SDG 17: Partnerships for the Goals, which stresses the importance of cross-sector cooperation.

Payments to **contractors and suppliers** amount to **28%**, underscoring the institution's reliance on ethical and sustainable partnerships. By integrating responsible procurement practices, the school furthers sustainability across its supply chains in alignment with SDG 12.

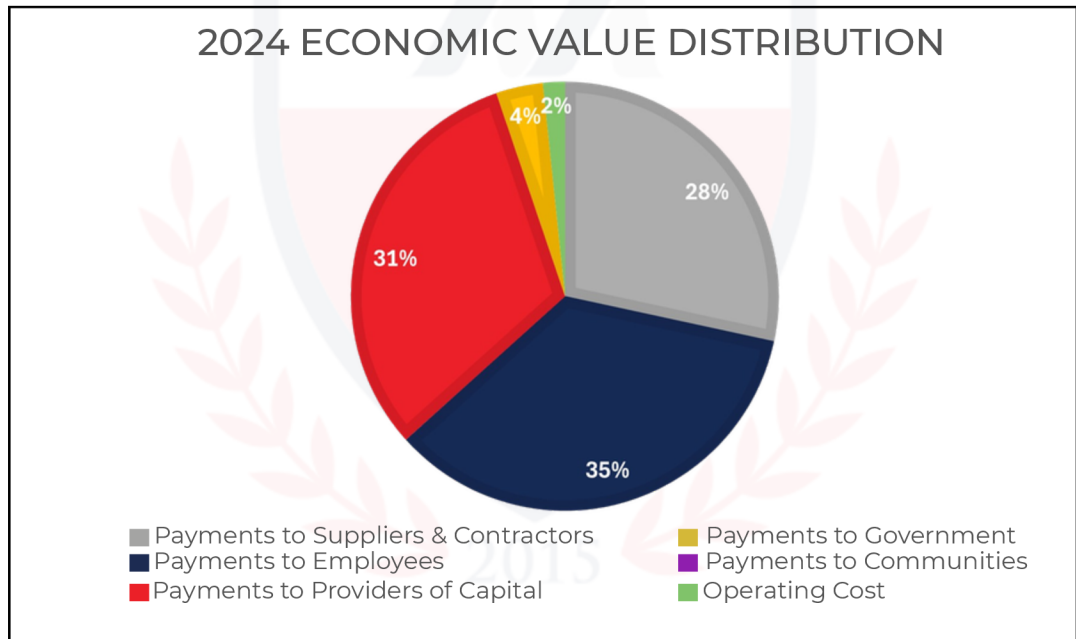


Figure 2. Economic Value Distributed

A smaller share of **4%** is directed toward **government** entities. This contribution reflects the institution's civic responsibility and regulatory compliance, which indirectly supports public services and governance-related outcomes under SDG 16.

Lastly, **2%** is spent on **operating costs**. This indicates the school's efficient management systems—likely enhanced through digital innovation and sustainability-driven strategies—championing SDG 9.

Notably, Mapúa MCM shows **very little allocation** under **payments to communities**. This reflects the nature of the college's community engagement, which often takes the form of non-monetary support—such as outreach programs, educational services, and collaborative initiatives—rather than direct financial transfers. While the percentage appears minimal, the impact remains substantial, particularly in how the school's efforts foster social equity, inclusive education, and community empowerment, in line with broader objectives under SDG 4: Quality Education.

Procurement Practices

Mapúa MCM focuses the majority of its procurement on **local suppliers**. Of the total spending, **98%** is directed to suppliers based in the Philippines, while only **2%** goes to those based **abroad**—demonstrating the institution's strong commitment to SDG 8: Decent Work and Economic Growth and SDG 13: Climate Action. By supporting the local economy, the college not only creates opportunities for regional businesses but also minimizes the need for long-distance transport, thereby reducing carbon emissions and promoting more sustainable operations.

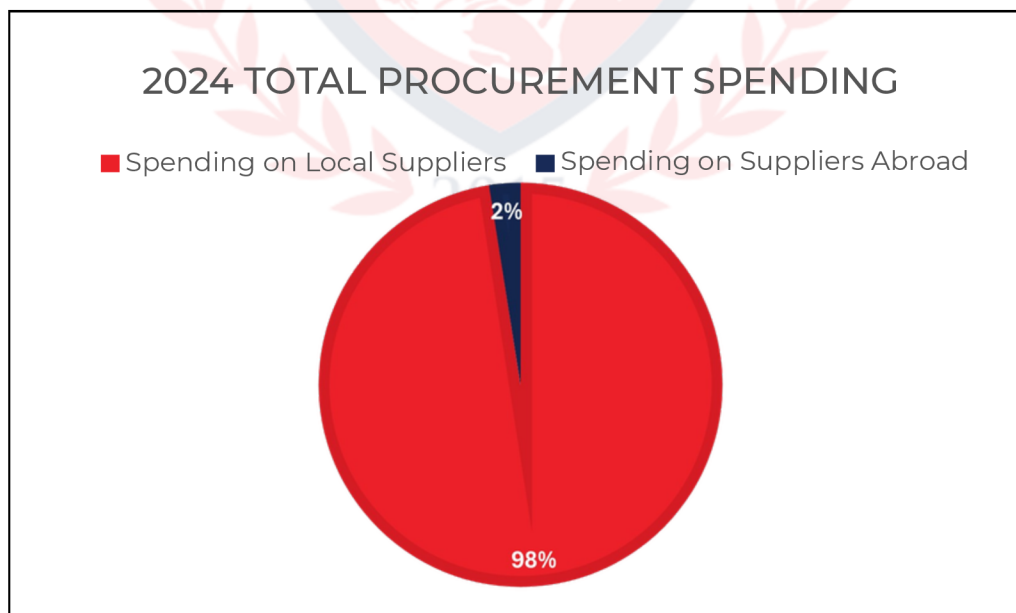


Figure 3. Total Procurement Spending

In terms of supplier count, **95%** are **local vendors**, with only **5%** sourced **internationally**. This localized approach makes Mapúa MCM's supply chain more resilient and less vulnerable to global disruptions and conflicts. Collaborating closely with nearby suppliers also enables better oversight of sourcing practices, the promotion of ethical standards, and the cultivation of long-term partnerships grounded in shared sustainability values.



Figure 4. Number of Suppliers

Overall, the institution's procurement choices reflect a strategic blend of cost-effective sourcing and a strong commitment to sustainable development.

SECTION 2

Environmental Performance

As part of its commitment to inclusive and sustainable growth, Mapúa MCM continues to integrate environmental responsibility into its operations. The following section outlines the institution's environmental performance, resource management efforts, and initiatives that support ecological sustainability.



ENVIRONMENTAL

Resource Management

Energy Consumption

In 2024, Mapúa MCM's energy profile reflects a pressing sustainability challenge, with **86%** of its total energy consumption still heavily reliant on **non-renewable sources**. This strong dependence significantly contributes to greenhouse gas emissions and hinders the institution's progress toward achieving the United Nations' goals for clean energy (SDG 7) and climate action (SDG 13).

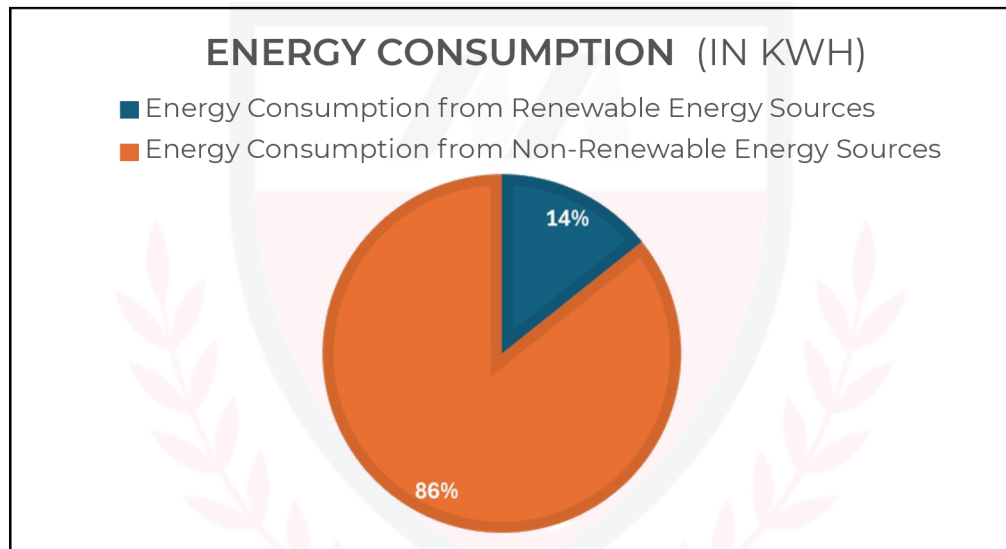


Figure 5. Energy Consumption

At the same time, only **14%** of the school's energy use comes from **renewable sources**—indicating that sustainability measures have yet to make a substantial impact on its broader energy strategy. While early steps toward environmental responsibility began in 2024—most notably through a partnership with PetroGreen Energy Corporation to install solar rooftop systems on campus—this initiative has yet to drive transformative change, especially since the project only became operational in the third quarter of the year.

Complementing this effort, the “Walk on Wednesdays” campaign was launched during the fourth quarter, aiming to reduce electricity consumption and promote cleaner energy habits within the college community. However, like the solar initiative, the full potential of this program has yet to be realized across institutional operations.

Fuel Consumption

Recent fuel consumption at Mapúa MCM has centered on two primary sources: company-owned vehicles and the backup generator system. Data shows that **institutional vehicles** relied predominantly on **diesel**, which accounted for **69%** of total usage, while **gasoline** made up the remaining **31%**. Additionally, the **generator** operated exclusively on **diesel (100%)**, with **no gasoline** usage recorded.

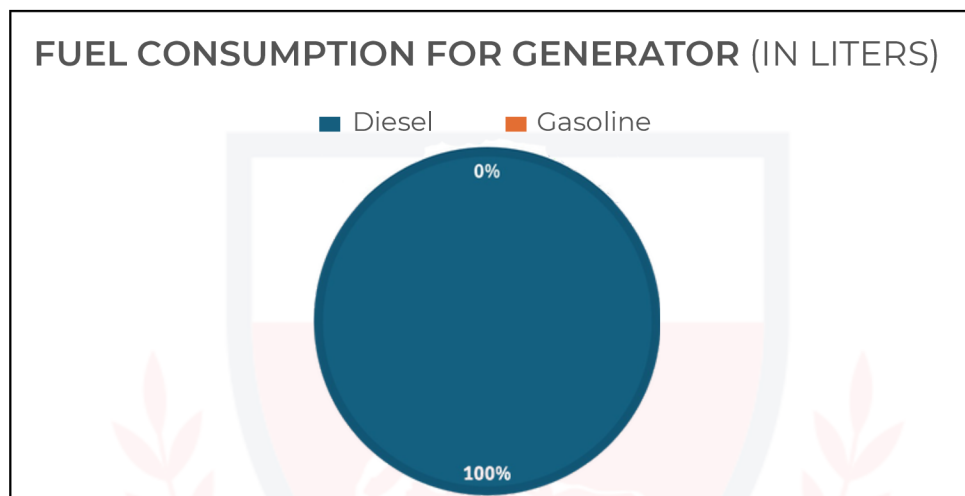


Figure 6. Fuel Consumption for Generator

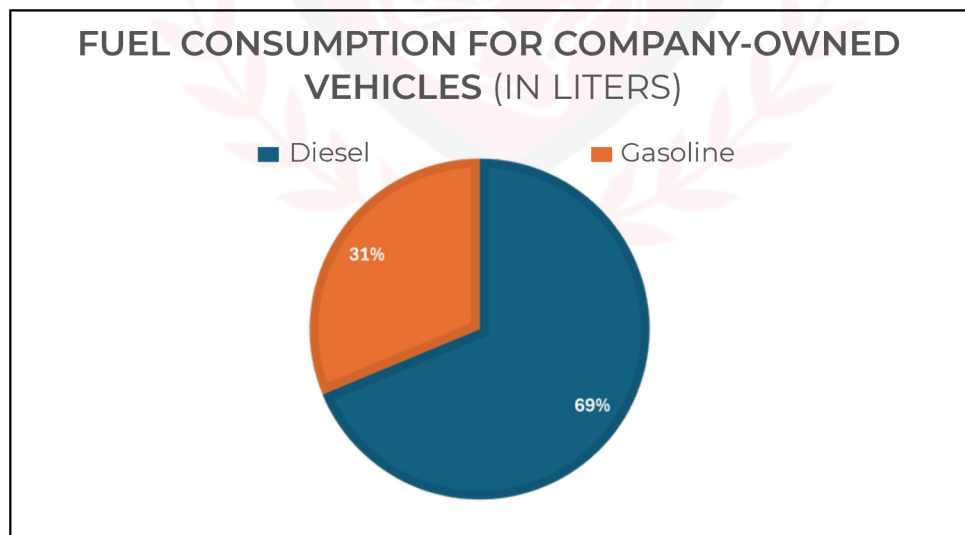


Figure 7. Fuel Consumption for Company-owned Vehicles

These figures highlight the college's strong dependence on diesel fuel, particularly for stationary operations—raising environmental concerns. While diesel is generally more fuel-efficient than gasoline, it also produces higher levels of greenhouse gas emissions.

In relation to the United Nations Sustainable Development Goals (SDGs), this fuel consumption pattern poses a challenge to the school's progress toward climate-responsible targets. In particular, it affects SDG 7 (Affordable and Clean Energy) and SDG 13 (Climate Action), as continued reliance on fossil fuels increases the institution's overall carbon footprint.

Water Usage

Mapúa MCM continues to demonstrate its growing commitment to sustainability by actively monitoring and managing its water usage. Recent figures showing **92% of water discharged, 5% consumed, and 3% recycled** reveal not only the complexity of the institution's daily operations but also clear areas for improvement. The numbers do not only reflect a functioning campus ecosystem but also highlight the critical need to integrate more efficient and responsible water strategies into the school's infrastructure and policies.

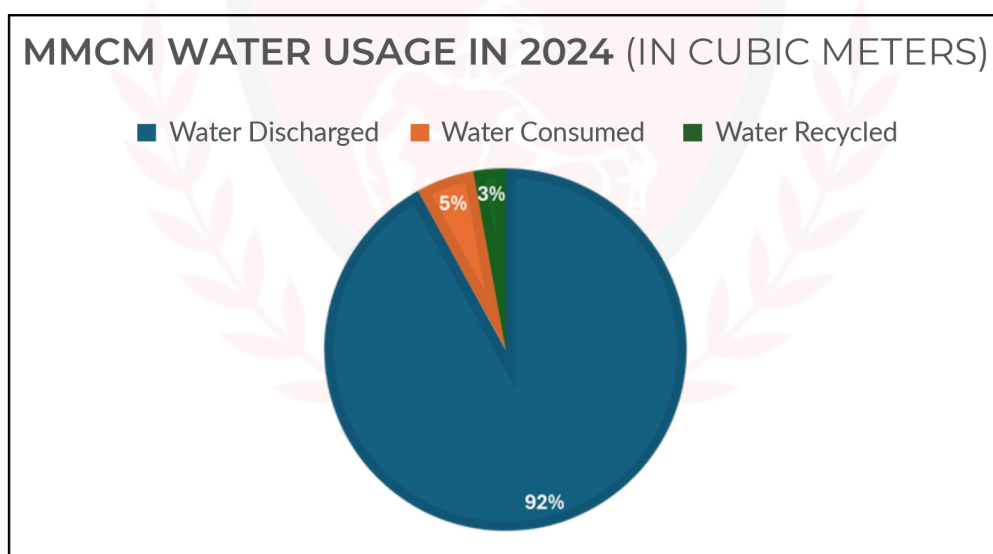


Figure 8. Water Usage

The high percentage of water discharged suggests that most of the water entering Mapúa MCM's systems is expelled, likely through restrooms, HVAC systems, laboratories, and food service operations. While some level of discharge is expected, especially in large-scale facilities, the disproportionately low rate of water recycling signals a missed opportunity for more sustainable resource management. This imbalance means that valuable water is flowing out of the system without being reused—placing pressure on local water supplies and reducing the campus's overall efficiency.

Addressing this concern involves improving post-use water treatment and expanding recycling initiatives. Upgrades and scaled-up water reuse programs may allow the institution to reclaim a greater portion of water before it's released. These efforts align directly with the Sustainable Development Goals, especially SDG 6, which calls for improving water quality and increasing water reuse.

Water Withdrawal

Mapúa MCM currently sources **100%** of its water from **utility providers**. While this centralized system offers operational simplicity and consistent access, it reflects a lack of diversification that may affect long-term sustainability.

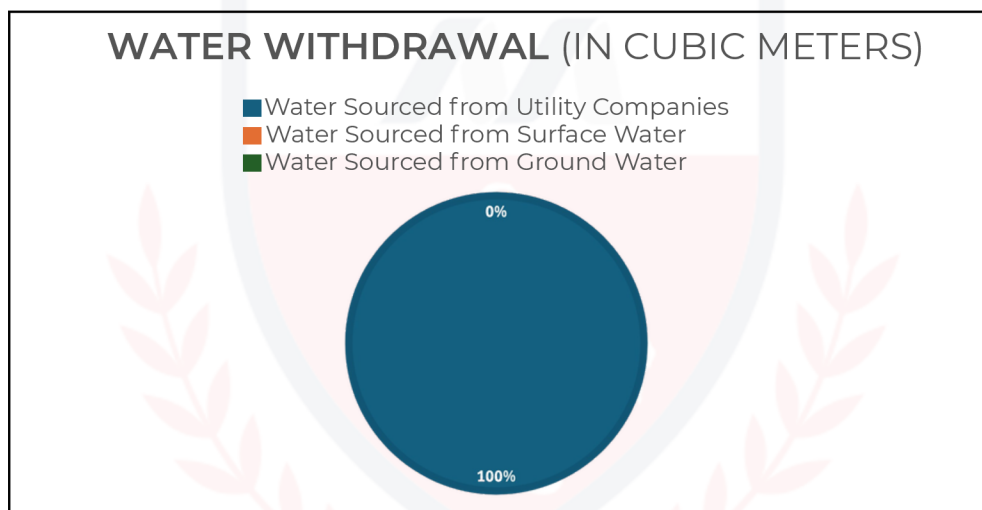


Figure 9. Water Withdrawal

The absence of alternative sources, such as surface or groundwater use, suggests missed opportunities to reduce environmental impact and improve resource efficiency. As water scarcity and supply variability become more pressing, relying solely on external utilities may expose the institution to risks that could affect its operations and sustainability goals.

Viewed through the lens of the United Nations Sustainable Development Goals (SDGs), the school's exclusive reliance on utility-provided water exposes limitations in sourcing diversity and environmental transparency. These practices challenge alignment with SDG 6 (Clean Water and Sanitation), as they highlight inefficiencies in securing resilient and sustainably sourced water for institutional operations.

Water Discharge

Mapúa MCM's water discharge data indicates that **71%** of the institution's wastewater is released into **surface water** sources, such as rivers, streams, lakes, dams, or oceans, while **29%** is directed toward **groundwater** systems, such as springs and wells.

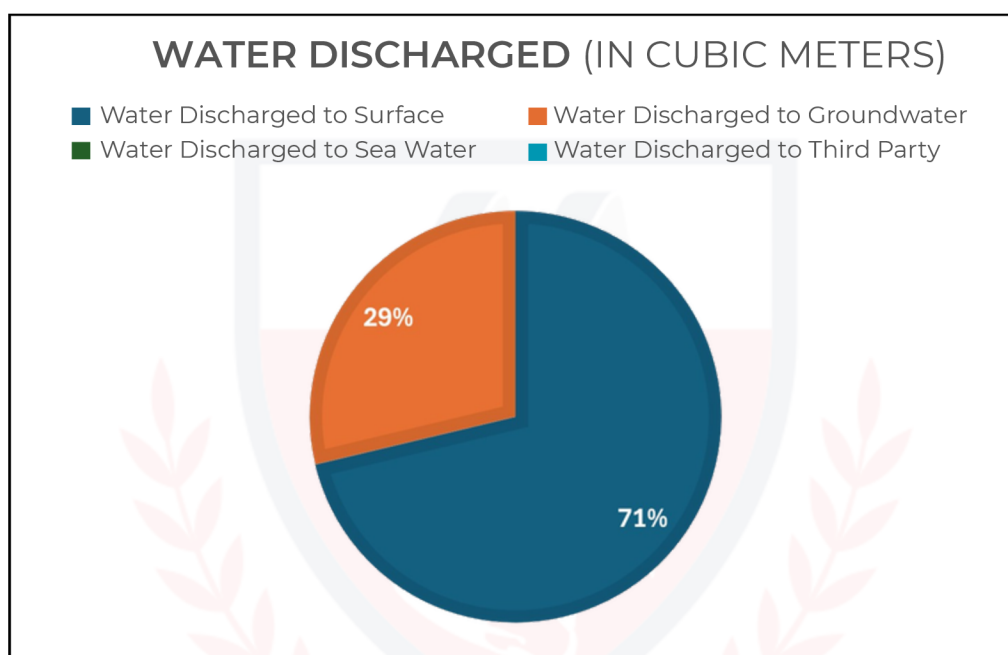


Figure 10. Water Discharge

The school's surface water discharge system may be efficient, as it is commonly utilized in urban areas due to its accessibility and ease of monitoring. However, this method may still result in environmental risks if the institution's discharged water is not properly treated. Therefore, to remain championing sustainability, the effectiveness of water treatment facilities and the regular monitoring of water quality before release is heavily encouraged, in commitment to SDG 6 (Clean Water and Sanitation).

Waste Generated

The waste generation profile of Mapúa MCM offers a clear snapshot of the institution's environmental footprint and its capacity for sustainable transformation. Data indicates that **94%** of the waste produced is **non-hazardous**, with only **6%** classified as **hazardous**. This ratio, viewed through a sustainability lens, is generally favorable since less hazardous waste means lower risks to human health and the ecosystem, and greater opportunities for safe, efficient management.

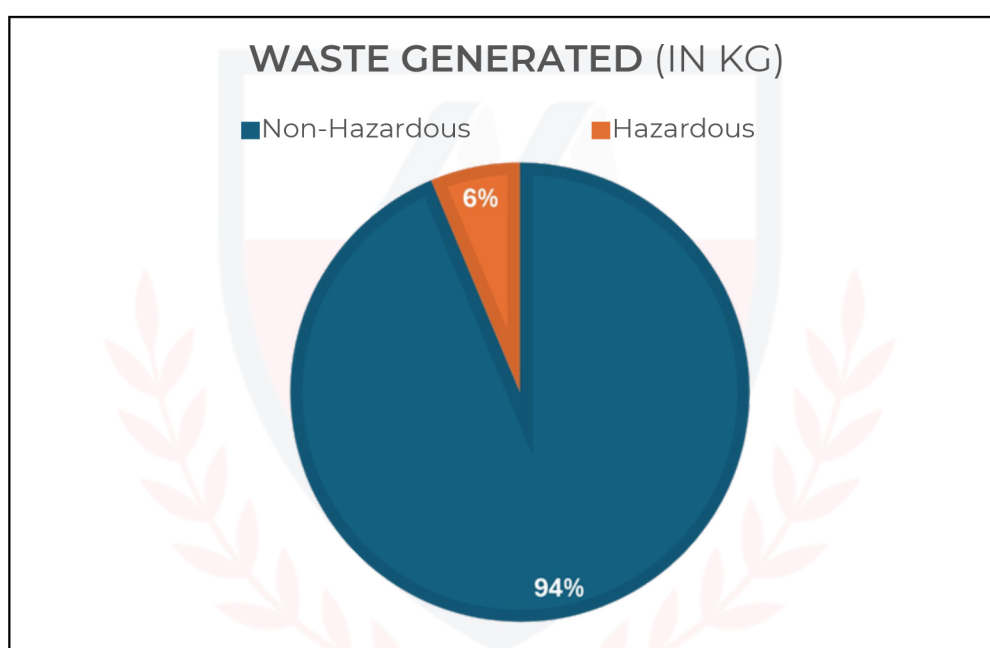


Figure 11. Waste Generated

Non-hazardous waste like boxes, papers, cans, plastic, and food scraps can easily be managed through campus-wide recycling initiatives, composting systems, and a shift toward paperless processes, while hazardous waste, although minimal, calls for strict disposal protocols and continuous monitoring unlike the latter.

With this, the school's waste profile aligns well with key Sustainable Development Goals 12 (Responsible Consumption and Production) and 13 (Climate Action). Integrating these goals into operations and curriculum positions the institution as a proactive model for local and global sustainability.

More so, aside from the waste generated, the ways adopted by Mapúa MCM with regard to waste disposal reflect a strategic approach to environmental responsibility. Data indicates that the **institution's diverted waste from disposal** is **100%** composed of **non-hazardous materials**—reaffirming the school's commitment to circular resource recovery (reuse/recycle) and aligning closely with SDG 12: Responsible Consumption and Production.



Figure 12. Waste Diverted from Disposal

On the other hand, **waste directed to disposal** is composed of **100% hazardous materials**. While this may comply with safety regulations, it also highlights the need for innovation and continuous monitoring. Exploring advanced treatment methods or partnerships for hazardous waste disposal could enhance alignment with SDG 3: Good Health and Well-being and SDG 6: Clean Water and Sanitation, ensuring that health risks and environmental degradation are minimized.

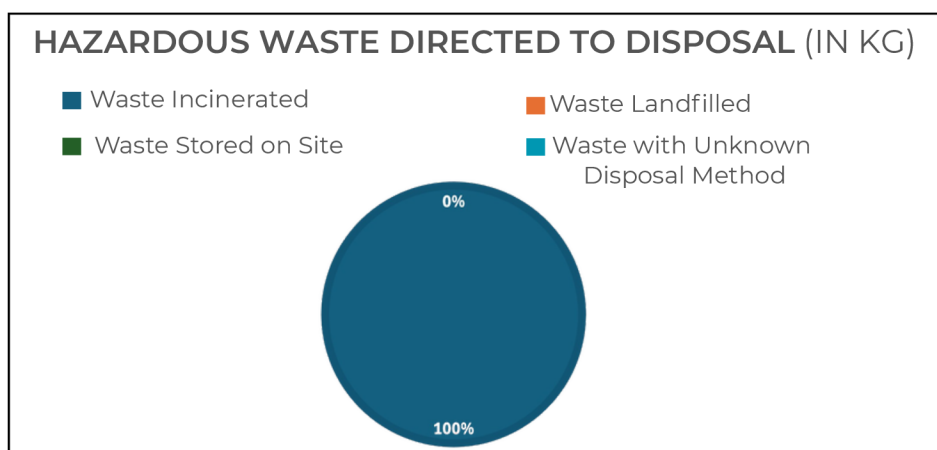


Figure 13. Waste Directed to Disposal

In parallel, if any portion of the institution's disposed waste that is hazardous is incinerated or burned, it must be assessed critically. Although incineration can reduce waste volume and neutralize dangerous substances, it can also generate greenhouse gas emissions and toxic residues. These consequences have implications for SDG 13: Climate Action, where cleaner, more efficient waste-to-energy technologies are encouraged. Strategic consideration of incineration alternatives and emissions mitigation would help Mapúa MCM strengthen its role in climate resilience and sustainable campus infrastructure.

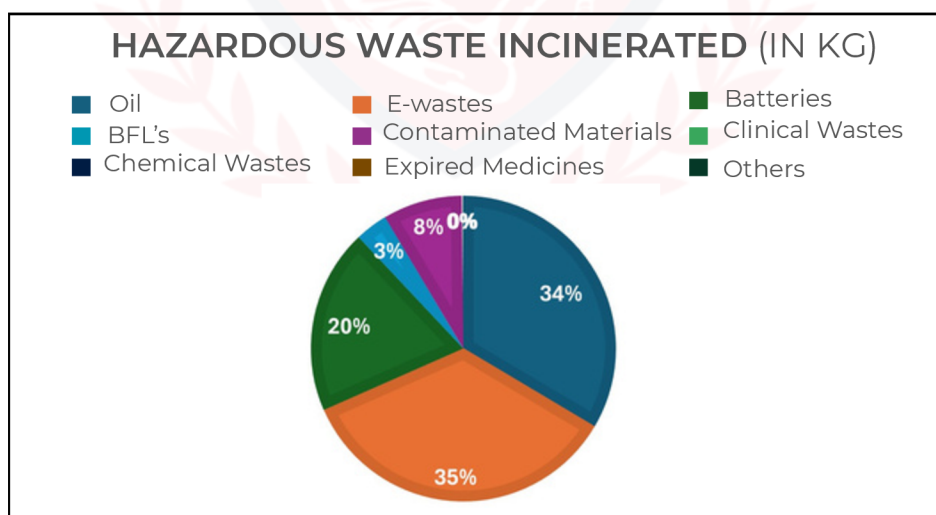


Figure 14. Hazardous Waste Incinerated

By sustaining high diversion rates and gradually innovating its treatment of hazardous and incinerated waste, the institution exemplifies an evolving school one that recognizes that sustainability is not just about reducing harm, but about reshaping systems for long-term ecological and human well-being.

SECTION 3

Social Performance

As part of its dedication to inclusive and sustainable growth, Mapúa MCM actively fosters a socially responsible environment by prioritizing equity, education, and employee well-being. The following section outlines the institution's social performance, inclusive employment practices, and initiatives that promote human development, community impact, and educational access.



SOCIAL

Employee Management

Employee Hiring

In 2024, Mapúa MCM made steady progress toward inclusive and equitable employment practices, as reflected in its gender-based workforce data. The institution employed a total workforce composed of **52% female** and **48% male employees**—a ratio that reflects an almost equal gender representation, which signals positive progress toward workplace gender equality.

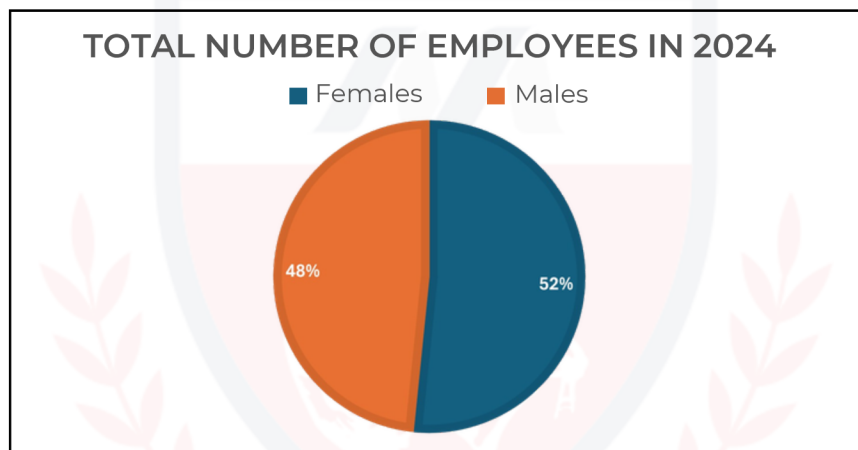


Figure 15. Total Number of Employees 2024

This gender distribution aligns meaningfully with **SDG 5: Gender Equality**, which advocates for the empowerment of women and the elimination of gender disparities across sectors. By maintaining a majority representation of female employees at the college, the institution highlights its commitment to fostering an environment where women have equal opportunities to participate, lead, and contribute meaningfully to the institution's development.

Further, the data also supports **SDG 8: Decent Work and Economic Growth**. A diverse and inclusive workforce is essential for achieving sustainable economic progress, as it enriches decision-making, encourages innovation, and cultivates resilience within organizational systems. Through gender inclusivity, Mapúa MCM reflects principles that value equal access to employment, dignified working conditions, and productivity regardless of gender identity or background.

More so, in 2024, Mapúa MCM reported a total workforce of 370 employees and an **attrition rate of 5%**. While these figures may appear straightforward, they offer a meaningful lens through which one can assess the institution’s commitment to sustainability and alignment with the United Nations Sustainable Development Goals. A low attrition rate suggests a stable employment environment, potentially reflecting high job satisfaction, effective retention strategies, and a commitment to decent work—a principle that resonates with the institution’s mission.

This data directly supports **SDG 8: Decent Work and Economic Growth**, which advocates for full and productive employment and decent work for all. Mapúa MCM’s inclusion in the 2024 Times Higher Education Impact Rankings for SDG 8 reinforces its commitment to fostering inclusive and sustainable economic growth through employment practices and academic excellence.

DISCLOSURE	UNIT	2024
Total number of Employees	Number	370
Attrition Rate	Percentage	5%

Table 1. Employee Data

Employee Training

Mapúa MCM's 2024 employee training data reflects a strong institutional commitment to capacity-building and inclusive development, aligning with several key Sustainable Development Goals. With a total of 786,990 hours invested in employee training, the institution demonstrates a strong culture of lifelong learning and continuous skill enhancement—a core value of **SDG 4: Quality Education**. This commitment to education does not only empower the employees but also drives collective resilience, adaptability, and innovation within the workforce.

DISCLOSURE	UNIT	2024
Total Training Hours Provided for Regular Employees	Hours	205,531
Regular Female Employees	Hours	109,347
Regular Male Employees	Hours	96,184
Average Training Hours Provided to Regular Employees	Hours/Employee	956
Spending on Employee Training and Development	Currency in Peso	PHP 1,772,467.79

Table 2. Employee Training Data

The data further reveals 109,347 training hours for regular female employees and 96,184 hours for regular male employees. While the figures appear to be balanced, this transparency supports the goals of **SDG 5: Gender Equality**, allowing institutions to assess gender parity in access to professional development opportunities. It invites further reflection on how training is distributed and how it can continue to foster equity across all dimensions of workforce engagement.

The average training hours per regular employee, at 956 hours, illustrate a deep-rooted investment in human capital, aligning strongly with **SDG 8: Decent Work and Economic Growth**. By prioritizing the development of skills, the organization cultivates a productive, knowledgeable, and future-ready workforce, enabling more meaningful and sustainable economic contributions.

SECTION 4

SDG Blueprint

As a signatory of the SDG Accord, Mapúa Malayan Colleges Mindanao (MMCM) affirms its commitment to global sustainability by aligning its core operations with the United Nations Sustainable Development Goals. This section highlights how MMCM integrates the SDGs into its academic, environmental, social, and governance efforts—serving as a roadmap for institutional transformation and impact.



SDG BLUEPRINT

The institution’s enrollment data in 2024 paints a picture of Mapúa MCM as a dynamic and inclusive learning community. With over 7,700 students enrolled across junior high school, senior high school, undergraduate, and non-traditional programs, the school demonstrates a strong commitment to educational access and equity. This dedication directly aligns with the principles of social sustainability, particularly those emphasized in **SDG 4: Quality Education**.

DISCLOSURE	UNIT	2024
Enrollment Count for Junior High School	Number	393
Enrollment Count for Senior High School	Number	1,660
Enrollment Count for Undergraduate Students	Number	5,234
Enrollment Count for Non-Traditional Courses	Number	501

Table 3. Students Enrolled in 2024

Beyond traditional academic tiers, the institution fosters a broader ecosystem of learning by embracing flexible pathways and non-conventional education formats. By offering short courses, training programs, and professional certifications, Mapúa MCM nurtures a culture of lifelong learning—one that empowers individuals to adapt, innovate, and thrive across both personal and professional journeys. This enduring commitment helps ensure that education remains relevant, resilient, and inclusive in a rapidly evolving global landscape.

Further, it has also been revealed that the majority of Mapúa MCM's students come from families earning **between PHP 25,000 and PHP 64,999**, which accounts for approximately **88%** of the total respondents. Only 11% of students are from families earning **PHP 65,000 and above**, while just **1%** come from households earning **below PHP 25,000**. This shows that most students belong to a specific income range, with very few from lower-income or higher-income families.

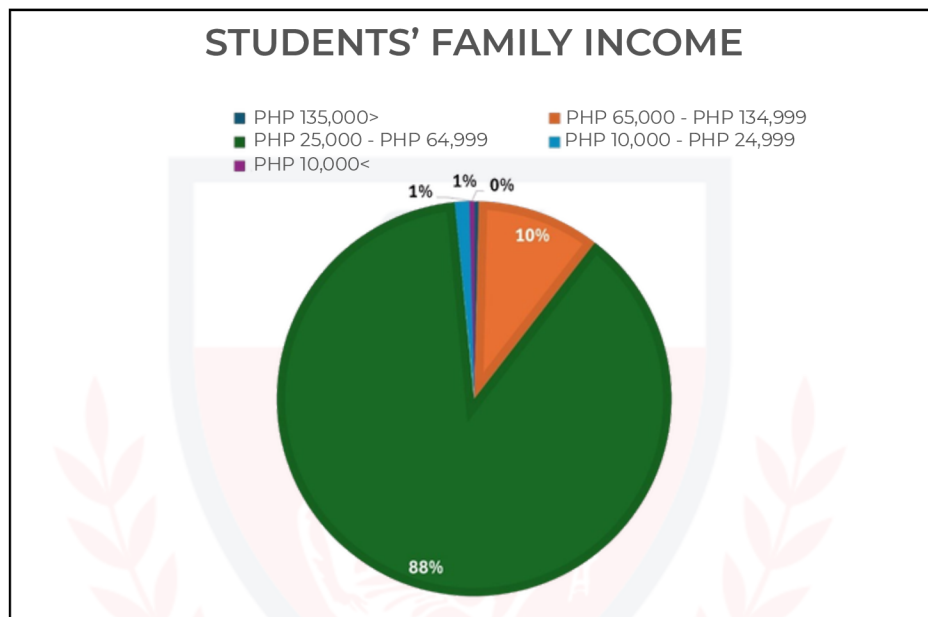


Figure 16. Students' Family Income

This data reflects a narrow distribution of economic backgrounds among students and connects to several Sustainable Development Goals (SDGs). Most notably, **SDG 4: Quality Education** encourages inclusive and equitable access to education for all. The limited representation from low-income families raises questions about accessibility and whether financial challenges may be preventing some groups from enrolling or participating equally.

More so, **SDG 10: Reduced Inequalities** also relates to this distribution. With such a small percentage from the lowest income bracket, the institution may need to explore ways to reach and support students from more diverse economic situations.

This data also ties indirectly to **SDG 1: No Poverty**, as promoting access to education for low-income groups can help break poverty cycles in the long term.

In general, the figures reflect an income concentration that may have implications for inclusivity in education. The school can use this data as a starting point for programs and policies that advance equal opportunity and support the goals of sustainable development.

On the side, Mapúa MCM’s board exam data reveals consistently high pass rates across engineering fields, indicating the institution’s capacity to produce competent, solutions-driven professionals. Producing graduates in these disciplines—mechanical, civil, electrical, and chemical—is critical in moving toward sustainability through clean energy, resilient infrastructure, and environmental innovation.

DISCLOSURE	Board Exam Passing Rate (%) (Overall with re-takers)	National Average Passing Rate (%)
BS Mechanical Engineering	66.67%	32.84%
BS Civil Engineering	96.15%	39.27%
BS Electrical Engineering	100%	63.33%
BS Chemical Engineering	80%	68.97%

Table 4. Board Exam Passers 2024

This performance aligns with **SDG 9: Industry, Innovation, & Infrastructure**, **SDG 12: Responsible Production**, and **SDG 13: Climate Action**, positioning the school as an active contributor to global sustainability. Academic excellence here isn’t just an achievement, but rather a foundation for systemic change and future-ready leadership.

The data on Mapúa MCM’s 2024 graduates provides valuable insight into the institution’s effectiveness in fostering career readiness and international competitiveness among its students. With an employment rate of **88.89% within 120 days of graduation**, the school demonstrates a commendable ability to equip its graduates with the skills and credentials required for immediate entry into the workforce. This figure reflects the institution’s strong alignment with industry needs and suggests robust support systems for job placement and professional development.

DISCLOSURE	Total Number
Employment Rate (Graduates accepted for employment within 120 days after graduation)	88.89%
Global Competitiveness (Number of graduates accepted for employment by a multinational company or abroad within 120 days after graduation)	11/158 (3rd Batch) 7/291 (4th Batch)

Table 5. MMCM Employment Rate and Global Competitiveness 2024

However, a closer analysis reveals nuanced layers regarding global employability. Out of **158 graduates from the 3rd Batch**, only **11 secured positions in multinational companies or abroad**, while the **4th Batch saw 7 out of 291** graduates achieving similar outcomes. These numbers suggest that while graduates are largely successful in finding employment locally, **opportunities for global placement remain limited**. This prompts an essential dialogue around how the institution can expand global visibility and prepare students for increasingly internationalized career landscapes.

The school’s graduate employment data illustrates a strong domestic footprint in terms of career readiness. Yet, the relatively modest figures for global placements signal an opportunity for institutional growth. By investing in global-facing initiatives, the institution can ensure its graduates are not only employable but thrive across borders, strengthening both individual careers and long-term impact.

The 2024 student outcome data from Mapúa MCM presents a revealing snapshot of academic performance and educational equity, categorized into three indicators: promotion, retention, and dropout. With **1,220** students advancing to the next grade, the **promotion** rate emerges as a strong indicator of effective teaching strategies and a conducive learning environment. This majority reflects the success of pedagogical frameworks and possibly the availability of academic support systems that cater to diverse learner needs.

Table 6. Promotion, Retention, and Dropout 2024

DISCLOSURE	Total Number
Students Promoted	1,220
Students Retained	5
Students Dropped Out	90

1. Students promoted include Grade 11 - 12 and Grade 12 - College Graduates of 2024

In contrast, the **retention** count stands at a modest **five** students. This minimal figure can be interpreted as a positive outcome—suggesting that academic setbacks requiring grade repetition are rare. However, this number must still prompt inquiry into the circumstances surrounding these few retained learners. Identifying challenges they face, whether academic, behavioral, or socio-emotional, is essential to uphold inclusive education standards and minimize future retentions.

The most pressing concern highlighted by the data is the **dropout** figure of **90** students. This rate signifies systemic vulnerabilities that may extend beyond academic performance. Socioeconomic challenges, accessibility issues, and insufficient support mechanisms often contribute to dropout cases. Addressing this segment demands strategic intervention, including robust early warning systems, targeted outreach programs, and strengthened psychosocial support.

From a sustainability standpoint, particularly through the lens of **Sustainable Development Goal 4 – Quality Education**, this data invites the institution to adopt a more equity-driven approach. Promotion and retention figures suggest a healthy academic structure, yet the dropout rate underscores the need for inclusive strategies that leave no learner behind. By translating these insights into policy enhancements and community collaboration, the school can move closer to realizing equitable and resilient education systems.

An analysis of Mapúa MCM's 2024 subsidy data reveals a strategic contrast between government and school-based financial support to its students. The **government** provides **87%** of the total subsidy amount yet supports only 36% of scholars—indicating a high-value, targeted aid model likely aimed at reducing educational inequality. This aligns with SDG 4: Quality Education, promoting inclusive access to education, especially for marginalized groups.

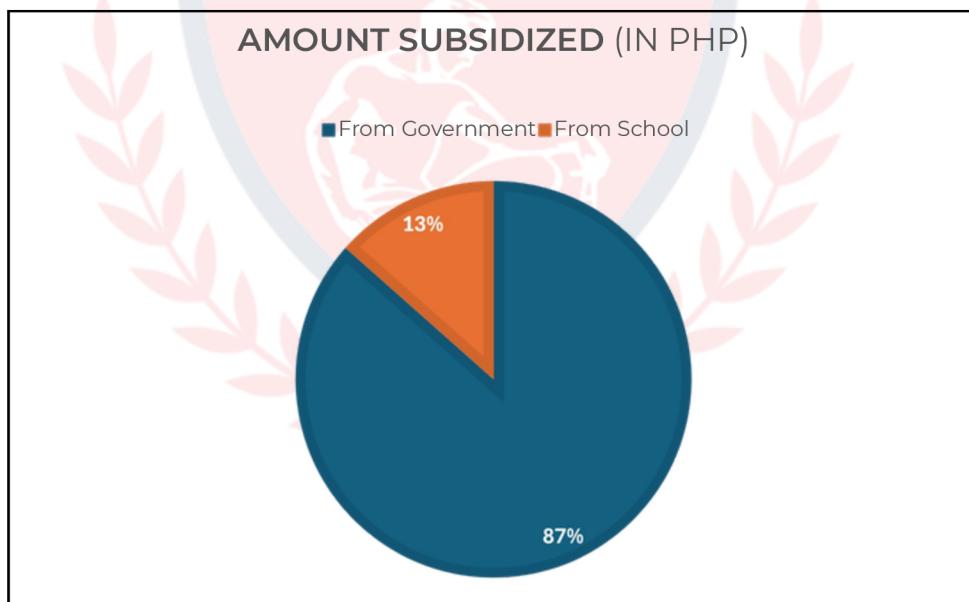


Figure 18. Amount Subsidized 2024

In contrast, the **institution** subsidizes **62%** of scholars but contributes just 13% of the total amount. This suggests a broad-based support strategy, prioritizing reach over depth. By enabling more students to access education, the school advances social sustainability, fostering equity and community engagement.

On the other hand, the minimal role of **other grantees (2%)** points to an opportunity for diversification. Expanding partnerships with NGOs and private donors could enhance the institution's economic sustainability and reduce reliance on limited funding sources.

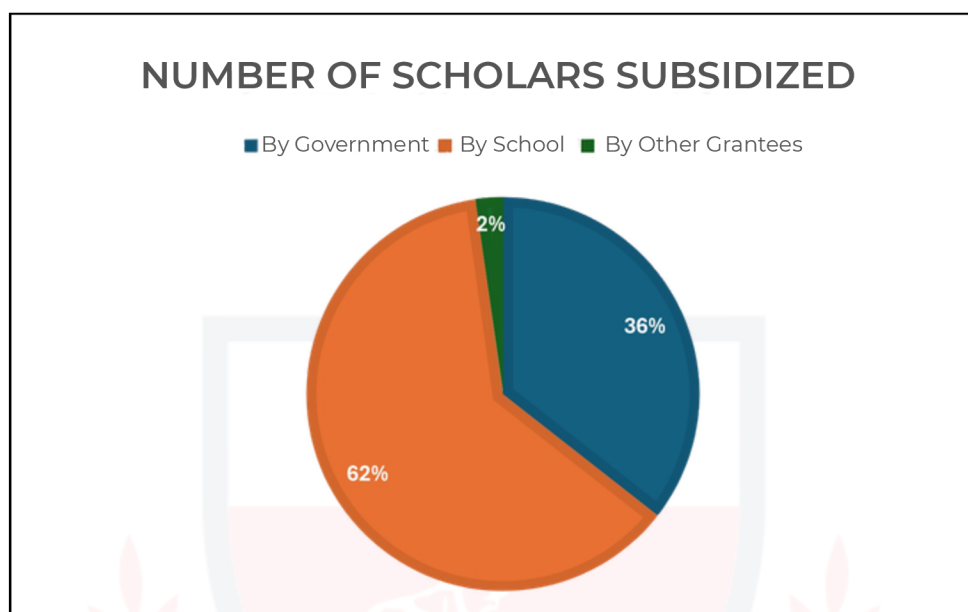


Figure 18. Number of Scholars Subsidized

Institutionally, this inclusive approach supports long-term resilience, improving retention, reputation, and alignment with sustainability goals. Together, these subsidy patterns reflect a balanced framework—where government depth and school breadth converge to promote sustainable education access.

Mapúa MCM's faculty data reflects a strong and growing commitment to sustainability-aligned education, particularly in support of **SDG 4: Quality Education**.

A notable **36%** of faculty members have passed the Licensure Examination for Teachers (LET), signaling a solid foundation of certified professionals within the institution. This figure highlights the school's proactive stance in upholding national teaching standards and offers a springboard for further capacity-building. Expanding licensure support can deepen institutional resilience and ensure consistent delivery of inclusive, high-quality education.

DISCLOSURE	Total Number	Percentage
Teachers that are LET Passers	86	36%

Table 7. Mapúa MCM Teachers who Passed the LET

The academic profile further reinforces this strength: **83%** of faculty hold **master’s degrees**, and **17%** possess **doctoral qualifications**. These advanced credentials reflect Mapúa MCM’s dedication to academic excellence and its potential to lead in sustainability-focused research and pedagogy. Graduate-level educators bring critical expertise for integrating sustainability into curricula and addressing local challenges such as waste management and climate adaptation.

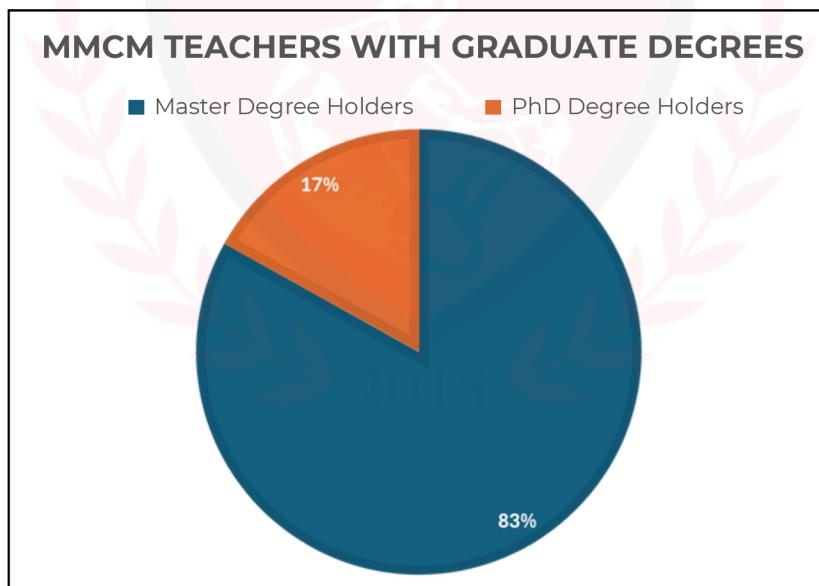


Figure 19. MMCM Teachers with Graduate Degrees

In essence, Mapúa MCM’s faculty profile showcases both achievement and opportunity. By continuing to invest in professional development and leveraging academic expertise, the institution can further embed sustainability into its core practices—empowering educators and students to drive meaningful, systemic changes.

In 2024, Mapúa MCM reinforced its commitment to academic excellence and sustainable development through the production of twelve **(12) research papers**, supported by a **PHP 3,216,327.29 investment** in research and development (R&D). These data—both output and expenditure—offer insight into the institution's strategic priorities and operational efficiency in fostering innovation.

DISCLOSURE	Total Number
Total Number of Papers	12
Pesos spent by the school on R&D	PHP 3,216,327.29

Table 8. MMCM Research Output and Investment 2024

The research output reflects active engagement in knowledge creation and contributes meaningfully to the academic community. More importantly, the relevance of these studies to global challenges enhances their impact, particularly through alignment with the SDGs. These efforts further support SDG 4 by promoting quality education, SDG 9 by investing in innovation and infrastructure, and SDG 17 by encouraging collaborative research and partnerships.

Financially, the investment translates to approximately PHP 268,027.27 per paper, offering a benchmark for evaluating research efficiency and return on academic investment. This strategic allocation underscores Mapúa MCM's view of research as a catalyst for progress and its role in advancing sustainability through education-driven inquiry.

By integrating SDG-aligned research into its academic framework, Mapúa MCM positions itself as a proactive contributor to both national and global development goals.

SECTION 5

GOVERNANCE

Strong governance anchors MMCM's commitment to ethical, inclusive, and sustainable development. This section highlights the institution's key policies that uphold accountability, safeguard rights, and align operations with the Sustainable Development Goals.



Governance

List of MAPÚA MCM's Policies Present in 2024

CATEGORY	INDICATOR	ATTACHMENT/S
Environmental	Policy to manage environmental impact	Policy on Waste Management for all Campus Operations
Human Capital	Policy to manage human resources or capital	Benefits of Regular Non-teaching Employees and Administrators
		Policy on Remote Working (Telecommuting)
		Benefits for Tenured Faculty Members
Human Rights	Policy safeguarding human rights within operations and/or supply chain	Modern Slavery Policy
Diversity	Policy to ensure diversity within your workforce, management, and board	Gender and Development, Non-discrimination, Diversity and Inclusion
Non-discrimination	Policy addressing discrimination and harassment in the workplace	
Academic	Policy for Academic Freedom	Academic Freedom

CATEGORY	INDICATOR	ATTACHMENT/S
Admissions	Policy governing student admissions into degree programs across the institution	Admission of Students to Degree Programs
Contract and Agreements	Policy governing authorized signatories for entering into contracts and agreements within organization and/or affiliated entities	Policy on Authorized Signatories to Enter into Contracts and Agreements
Child Labor	Policy addressing child labor within your operations and/or supply chain	Modern Slavery Policy
Forced Labor	Policy addressing forced labor within your operations and/or supply chain	
Occupational Health and Safety	Policy on occupational health and safety	Safety and Security Policy
Community Engagement	Policy on community engagement	Conduct of Service-learning and Community Engagement Initiatives
Data Protection/Privacy & Security	Data protection and/or data privacy and security policy	Data Privacy and Protection Policy
Finance and Institutional Governance	Policy addressing financial sustainability within institution	Financial Sustainability Policy

CATEGORY	INDICATOR	ATTACHMENT/S
Strategic Partnerships and External Relations	Policy governing institutional partners	Institutional Linkages and Partnerships
External Engagement and Institutional Advancement	Policy for receiving solicitations, grants, donations, sponsorships, and gifts	Receiving Sponsorships, Grants, Donations, and Gifts
Environmental Sustainability and Resource Efficiency	Policy for the treatment and reuse of water excess in campus	Water Reuse
Ethical Governance and Institutional Accountability	Policy about the proper handling of suspected or actual occurrences of illegal, fraudulent, serious wrongdoings or misconduct or unethical behavior or practices	Whistleblowing
Product/Service Quality & Safety	Policy on product/service quality and safety	Receiving of Products and Services
Supply Chain	Supply chain management policy	Sustainable Procurement Policy

CATEGORY	INDICATOR	ATTACHMENT/S
Sustainable Procurement	Policy stating environmental, social, and governance considerations in your procurement practices	Sustainable Procurement Policy
Anti-corruption & Anti-bribery	Policy addressing corruption and/or bribery in your operations	Anti-corruption and Anti-bribery Policy
Whistleblowing	Whistleblower policy	Whistleblowing Policy

Table 9. List of MAPÚA MCM's Policies 2024

Mapúa MCM demonstrates a progressively structured commitment to sustainability, ethics, and social inclusion through its institutional policy landscape. The institution's efforts reflect growing internal alignment with the United Nations Sustainable Development Goals (SDGs) across governance, environmental stewardship, labor rights, supply chain sustainability, and community engagement. However, gaps in policies that safeguard the right to freedom of association and/or collective bargaining indicate opportunities for refinement and growth.

Strengths in Governance, Ethics, and Resilience

Mapúa MCM has embedded strong governance principles with policies on anti-corruption, anti-bribery, and whistleblowing, fortifying its ethical foundation and enhancing accountability. These policies align closely with SDG 16: Peace, Justice, and Strong Institutions. The institution's Disaster Preparedness Policy, linked to SDG 11, further affirms resilience and crisis readiness—a critical capability in vulnerable communities.

Commitment to Inclusion and Labor Standards

The institution has made admirable strides in promoting human rights, equity, and decent work, implementing policies against child and forced labor, as well as mechanisms supporting occupational health, non-discrimination, and freedom of association. These collectively support SDGs 5, 8, and 10, emphasizing Mapúa MCM's dedication to safe, inclusive, and empowering educational spaces.

Environmental Awareness, Yet Limited Operational Reach

Policies on Community Engagement and Data Protection suggest Mapúa MCM understands its broader societal role, aligning with SDG 11 (Sustainable Cities and Communities) and SDG 9 (Innovation and Infrastructure). These reflect digital responsibility and public trust—critical in the era of smart and sustainable cities.

Engagement Beyond Campus

Mapúa MCM's Environmental Policy represents a foundational step toward sustainability, especially as it supports SDGs 12 (Responsible Consumption) and 13 (Climate Action). However, the absence of a Management Systems Policy and Sustainable Procurement Guidelines limits the institution's ability to systematically track environmental impact or influence vendor behavior. This restricts the school's progress toward SDG 17 (Partnerships) and limits its capacity to foster circular and regenerative practices across its operational value chain.

SECTION 6

INITIATIVES

Mapúa MCM reinforces its sustainability goals through service learning and community engagement initiatives. These programs reflect the institution's commitment to education, environmental stewardship, and social development—driven by active collaboration among students, employees, and partners. This section outlines how these efforts contribute to the realization of key Sustainable Development Goals.



INITIATIVES

List of MAPÚA MCM's initiatives launched or were continued in 2024

Walk on Wednesdays A weekly campaign that encourages the use of stairs over elevators to conserve electricity and promote healthy habits. <i>Energy Efficiency Initiative</i> 3 GOOD HEALTH AND WELL-BEING 7 AFFORDABLE AND CLEAN ENERGY	Plastic Pitch-In Project Campus-wide collection of plastic waste for up-cycling through a partner recycler (Winder Recycling), reducing landfill impact. <i>Waste management initiative Corporate Social Responsibility (CSR)</i> 12 RESPONSIBLE CONSUMPTION AND PRODUCTION 13 CLIMATE ACTION	Program H.E.L.P: Help End Learning Poverty A reading-focused outreach program benefiting Grades 1-3 pupils of Langub Elementary School to improve literacy levels. <i>Corporate Social Responsibility (CSR)</i> 4 QUALITY EDUCATION 17 PARTNERSHIPS FOR THE GOALS
Mass Tutorial NSTP students conduct tutorial sessions for non-reader Kinder and Grades 1-6 students of New Matina Elementary School. Each session deploys 120 NSTP students to tutor 115 NMES learners. <i>Corporate Social Responsibility (CSR)</i> 4 QUALITY EDUCATION 17 PARTNERSHIPS FOR THE GOALS	Brigada Eskwela 2024 An annual DepEd-led initiative where Mapúa MCM volunteers prepare partner schools for the academic year. The initiative engages 10 student organizations and 8+ partner schools. <i>Corporate Social Responsibility (CSR)</i> 4 QUALITY EDUCATION 17 PARTNERSHIPS FOR THE GOALS	Clean-up Drive Volunteers from Mapúa MCM's JIIIEE-Malayan chapter collected 10 sacks of waste at Pawikan Sanctuary, contributing to marine life protection. <i>Corporate Social Responsibility (CSR)</i> 13 CLIMATE ACTION 14 LIFE BELOW WATER
H.O.P.E. (Holding On to Positive Expectations) Gift-Giving Activity An annual gift-giving where 110 jeepney drivers received care packages from 30 Mapúa MCM volunteers, fostering community and compassion. <i>Corporate Social Responsibility (CSR)</i> 2 ZERO HUNGER 10 REDUCED INEQUALITIES	Sustainability Week: Tree-growing Activity Tree planting along Brgy. Tawan-Tawan's riverbank to promote ecosystem restoration and environmental partnership. <i>Corporate Social Responsibility (CSR)</i> 6 CLEAN WATER AND SANITATION 13 CLIMATE ACTION 15 LIFE ON LAND 17 PARTNERSHIPS FOR THE GOALS	Sustainability Week: Farm-to-School Market Days Local farmers sold produce on campus, supporting 17 livelihoods while promoting food security and healthy eating within the Mapúa MCM community. <i>Corporate Social Responsibility (CSR)</i> 2 ZERO HUNGER 3 GOOD HEALTH AND WELL-BEING 17 PARTNERSHIPS FOR THE GOALS



Figure 5. Card Summary of MAPÚA MCM's Sustainability Initiatives, 2024

Mapúa MCM has made strong progress in aligning its academic, community, and employee initiatives with the United Nations Sustainable Development Goals (SDGs). The figure above presents a visual summary of the school's key initiatives that were launched or continued in 2024, categorized by focus area and linked to their corresponding SDGs. Through outreach programs, environmental efforts, and employee engagement, the institution demonstrates a growing commitment to integrated and meaningful sustainability.

Dominant SDGs and Signature Contributions

SDG 2: Zero Hunger. Many of Mapúa MCM's recent efforts in 2024 have centered on enhancing food accessibility and community nourishment. This is exemplified by initiatives like the H.O.P.E. Gift-giving Event and the Farm-to-School Market Days, which foster meaningful engagement in local food systems.

SDG 3: Good Health and Well-being. The institution has also placed noticeable emphasis on promoting wellness, both within and beyond campus life. Programs such as the Workplace Wellness Bulletin and Walk on Wednesdays reflect a commitment to holistic health and physical activity.

SDG 4: Quality Education. A significant portion of the school's 2024 initiatives reflect a thoughtful commitment to educational inclusion and community learning. Projects like Program HELP and Mass Tutorial underscore its role in supporting academic growth, particularly for learners in partner communities and adopted schools.

SDG 13: Climate Action. The institution's environmental programs consistently highlight climate-conscious behavior and ecological stewardship. Activities including clean-up drives, tree-growing events, and the Plastic Pitch-In project reveal an ongoing effort to build resilience against climate challenges.

SDG 17: Partnerships for the Goals. A spirit of collaboration runs through many initiatives, showing the school's inclination toward multi-sector engagement. Working closely with NGOs, LGUs, and community leaders, it leverages strategic partnerships to amplify social impact and broaden its sustainability reach.

Additional SDGs Reflected in 2024 Initiatives

SDG 1: No Poverty. A few initiatives in 2024 demonstrated compassion toward vulnerable communities. Efforts like E-Shop Mo Na and gift-giving programs offered tangible support aimed at easing financial burdens.

SDG 6: Clean Water and Sanitation. Environmental outreach included modest yet impactful activities promoting water stewardship. The riverbank restoration project in Brgy. Tawan-Tawan also highlighted awareness of watershed health and community sanitation.

SDG 7: Affordable and Clean Energy. Although limited, the program Walk on Wednesdays encouraged lower-carbon lifestyles by reducing reliance on motorized transport, subtly reinforcing energy conservation behaviors.

SDG 8: Decent Work and Economic Growth. Employee engagement in livelihood-supporting events such as E-Shop Mo Na reflected the school's acknowledgment of inclusive economic participation, both for staff and local partners.

SDG 10: Reduced Inequalities. A few activities, particularly those tied to outreach and donation drives, subtly engaged marginalized groups and communities, promoting more equitable access to resources.

SDG 12: Responsible Consumption and Production. Waste-reduction efforts like the Plastic Pitch-In Project signaled environmental awareness by promoting responsible material usage and recycling practices.

SDG 14: Life Below Water. Coastal clean-up initiatives contributed to marine conservation goals, recognizing the region's proximity to vital aquatic ecosystems and the need to address shoreline pollution.

SDG 15: Life on Land. Through reforestation and tree-growing campaigns, the institution demonstrated its growing commitment to biodiversity conservation and land rehabilitation in nearby urban green spaces.

Underserved SDGs and Opportunities for Expansion

While Mapúa MCM has made notable strides across various sustainability goals, some SDGs remain comparatively underrepresented or are addressed only at a surface level. These include:

SDG 5: Gender Equality. The institution has yet to establish structured initiatives that focus on gender equity within its workplace or academic programs, highlighting a gap in inclusion-centered sustainability efforts.

SDG 9: Industry, Innovation, and Infrastructure. Although currently limited, there is significant potential to explore new technologies, staff-led innovation, and sustainable design improvements that foster more resilient and forward-thinking systems.

SDG 11: Sustainable Cities and Communities. Given the school's urban setting, it can expand its role in building safer and more sustainable communities by supporting disaster preparedness, improving mobility, and enhancing urban green spaces.

SDG 16: Peace, Justice, and Strong Institutions. While not yet present in existing programs, the school can contribute meaningfully through initiatives that promote ethical leadership, inclusive governance, civic education, conflict resolution, transparent reporting, and youth-led advocacy.

CONCLUSION AND RECOMMENDATIONS

Mapúa MCM continues to build its sustainability identity across the economic, social, environmental, initiative, and governance domains. With the institution's growing alignment with the United Nations Sustainable Development Goals (SDGs), it now stands at a pivotal juncture—poised to translate its sustainability commitments into long-term, measurable impact.

Economic Performance and Opportunities for Community Engagement

Mapúa MCM demonstrates strong economic commitment through employee-centered financial allocation, primarily directed toward salaries and benefits—aligning with SDG 8: Decent Work and Economic Growth. This reflects an internal value system that places people at the heart of its mission. Furthermore, the institution's preference for sourcing from Philippine-based suppliers over international ones highlights its support for local economic ecosystems, promoting national resilience and inclusive growth.

However, community engagement receives limited direct funding and instead relies heavily on non-monetary forms of support. While resource constraints may contribute to this approach, allocating even a modest portion of the institutional budget to partner communities could yield lasting socio-economic benefits. Community capacity-building programs, scholarship funds, and infrastructure partnerships present meaningful opportunities for the school to strengthen its external impact beyond campus. These efforts align closely with SDG 4: Quality Education and SDG 17: Partnerships for the Goals.

Environmental Management: Addressing Operational Gaps

Environmental indicators present some of the most pressing sustainability challenges for the institution. The school's continued reliance on non-renewable energy sources, along with diesel consumption for generators and company vehicles, raises concerns about carbon emissions and long-term environmental impact. Similarly, water recycling remains minimal, with only 3% of discharged water being reused—highlighting the need to improve campus-level circularity and resource efficiency.

Despite these challenges, it is worth noting that the majority of the institution's campus waste is classified as non-hazardous. This presents a clear opportunity for strategic waste diversion through enhanced segregation practices and partnerships with recycling enterprises. Moving forward, a robust environmental sustainability plan—one that integrates renewable energy use and water reclamation systems—will be essential in aligning operations with climate resilience goals in support of SDG 6: Clean Water and Sanitation, SDG 12: Responsible Consumption and Production, and SDG 13: Climate Action.

Social Responsibility: A Model of Inclusivity and Workforce Health

Mapúa MCM's social indicators reflect a vibrant and inclusive workplace culture. Female representation is notably strong across its workforce, indicating a progressive approach to gender diversity. A low attrition rate of just 5% further highlights the presence of a healthy work environment—one supported by significant investment in employee training and development. These strengths position the institution as a workplace of choice and a promising hub for leadership in gender equity and human capital advancement.

To further maximize its impact, the school may consider expanding internal development efforts by introducing formal gender empowerment programs, mentorship networks, and wellness initiatives that promote mental health and work-life balance.

Governance: Bridging Policy Gaps for Sustainable Procurement

While Mapúa MCM demonstrates an operational commitment to local sourcing, it currently lacks formalized policies governing supply chain and procurement practices. The absence of such frameworks poses a risk to consistency in sustainability standards and weakens overall transparency. Establishing clear procurement guidelines—anchored in environmental, social, and ethical considerations—would help ensure that supplier decisions are aligned with the institution's core values.

Implementing regular supply chain audits and introducing sustainability reporting mechanisms will further enhance accountability and position the school as a responsible and forward-thinking institutional buyer. Ultimately, governance reforms must evolve alongside environmental improvements to foster a truly integrated and sustainable operational ecosystem.

Conclusion: From Commitment to Leadership

Mapúa MCM has demonstrated foundational strengths in employee-centered economic investment and inclusive workplace practices. Yet, to fully realize its potential as a sustainability leader, the institution must address persistent environmental inefficiencies and reinforce its governance structures. By embracing renewable energy, improving water recycling systems, supporting community outreach, and formalizing sustainable procurement policies, the school can move from committed participation to strategic leadership in sustainability.

A unified effort across all pillars—economic, environmental, social, and governance—will ensure that Mapúa MCM not only meets global standards but also serves as a catalyst for systemic change within the academic sector of the Philippines and beyond.

APPENDIXES

Includes performance indicators, procurement data, institutional policies, SDG-aligned initiatives, and community engagement records.



APPENDICES

Appendix A – Key Sustainability Indicators

Summary of institutional performance aligned with the UN SDGs:

- Economic Value Distribution (2024):
 - 35% Employees (Compensation & Benefits) – SDG 8
 - 31% Capital Partners – SDG 17
 - 28% Suppliers & Contractors – SDG 12
 - 4% Government – SDG 16
 - 2% Operating Costs – SDG 9
- Procurement:
 - 98% spending on local suppliers (SDG 8, 13)
 - 95% of suppliers are local (SDG 8, 13)
- Energy:
 - 86% non-renewable, 14% renewable (SDG 7, 13)
- Water:
 - 92% discharged, 5% consumed, 3% recycled (SDG 6)
 - 100% sourced from utilities
- Waste:
 - 94% non-hazardous, 6% hazardous (SDG 12, 13)
 - 100% diverted waste is reused or recycled (SDG 12)
- Workforce:
 - 370 employees (52% female, 48% male) – SDG 5
 - Attrition rate: 5%
 - Training for Regular Employees: 205,531 total hours (PHP 1.77M spent) – SDG 4, 8
- Academics & Students:
 - Total enrolled students: 7,788
 - Employment rate of graduates: 88.89% within 120 days – SDG 8
 - Board exam pass rates above national average – SDG 9, 13
 - 12 research papers (PHP 3.21M invested in R&D) – SDG 4, 9, 17

APPENDIXES

Appendix B – Procurement and Employment Data

Procurement (2024):

- Local suppliers: 95% (98% of total spend)
- Foreign suppliers: 5% (2% of total spend)

Employment:

- Total employees: 370
- Female: 52% | Male: 48%
- Attrition Rate: 5%
- Training Hours:
 - Female: 109,347
 - Male: 96,184
 - Total: 786,990
- Average training hours per employee: 2,127
- Training investment: PHP 1,772,467.79

Appendix C – ESG-Related Institutional Policies

Policies in place (2024):

- ✓ Environmental Policy
- ✓ Human Capital Policy
- ✓ Human Rights Policy
- ✓ Diversity Policy
- ✓ Non-Discrimination Policy
- ✗ Freedom of Association (Not applicable)
- ✓ Policy Against Child Labor
- ✓ Policy Against Forced Labor
- ✓ Occupational Health and Safety Policy
- ✗ Management Systems (Not applicable)
- ✓ Community Engagement Policy
- ✓ Data Protection & Privacy Policy
- ✓ Product/Service Quality & Safety Policy
- ✗ Supply Chain Management Policy (Not applicable)
- ✗ Sustainable Procurement Policy (Not applicable)
- ✓ Anti-Corruption & Anti-Bribery Policy
- ✓ Whistleblowing Policy
- ✓ Disaster/Emergency Preparedness Policy

APPENDIXES

Appendix D – 2024 SDG-Aligned Initiatives

Environmental & Sustainability Efforts:

- Walk on Wednesdays – energy saving & wellness
- Plastic Pitch-In Project – plastic collection & upcycling
- Clean-Up Drive (Pawikan Sanctuary) – marine conservation
- Tree-Growing Activity (Brgy. Tawan-Tawan) – reforestation

Social & Educational Initiatives:

- Program HELP – literacy outreach for Langub ES pupils
- Mass Tutorial – NSTP tutorials for NMES learners
- Brigada Eskwela 2024 – school preparation outreach
- Sustainability Week: Farm-to-School Market Days – local farmer support
- H.O.P.E. Gift-Giving – jeepney drivers community support

Employee Engagement:

- E-Vents: E-Shop Mo Na – fundraising via online selling
- Workplace Wellness: E-Bulletin – health & lifestyle support
- Quarterly Get-Together – employee camaraderie
- Teachers' Day Tokens – faculty appreciation

Appendix E – Community Engagement Programs

Conducted through CSCE and NSTP (2024):

- Outreach tutorials (Program HELP, Mass Tutorial)
- Brigada Eskwela with partner schools
- Environmental drives (Clean-up, Tree-growing, Plastic Pitch-In)
- Livelihood support (Farm-to-School Market Days)
- Community compassion programs (H.O.P.E. Gift-Giving, E-Shop Mo Na)

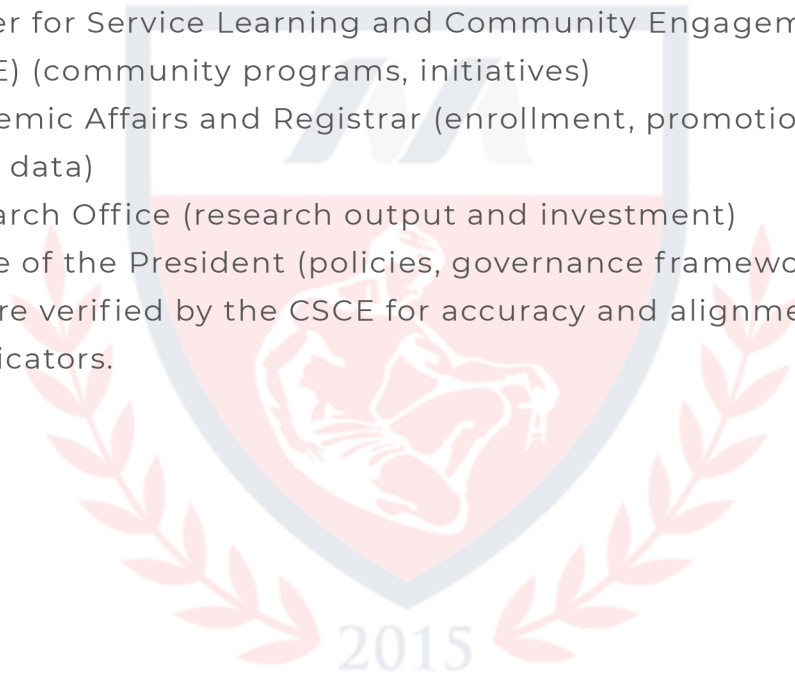
APPENDIXES

Appendix F – Data Sources and Verification

Data for this report were sourced from the following offices/departments:

- Human Resources Department (workforce, training, gender, attrition)
- Finance and Procurement Office (economic value, procurement, suppliers)
- Facilities and Operations (energy, fuel, water, waste)
- Center for Service Learning and Community Engagement (CSCE) (community programs, initiatives)
- Academic Affairs and Registrar (enrollment, promotion, board exam data)
- Research Office (research output and investment)
- Office of the President (policies, governance framework)

Data were verified by the CSCE for accuracy and alignment with SDG indicators.



GLOSSARY

A quick reference to sustainability concepts, academic terms, and governance definitions used in this report.



Glossary

Academic Promotion

The advancement of a student to the next academic level based on academic performance and eligibility.

Attrition Rate

The percentage of employees or students who leave the institution over a given period.

Circular Economy

An economic model aimed at eliminating waste and promoting the continual use of resources through reuse, recycling, and regeneration.

Community Engagement

The process of working collaboratively with local groups to address issues affecting their well-being.

Diversity and Inclusion

Practices that promote fair treatment, access, opportunity, and advancement for all individuals while eliminating barriers.

Dropout Rate

The percentage of students who discontinue their studies without completing the academic program.

Environmental Policy

A formal statement outlining an institution's commitment to sustainable and responsible environmental practices.

ESG (Environmental, Social, Governance)

A framework used to assess an institution's impact on environmental sustainability, social responsibility, and ethical governance.

Lifelong Learning

The ongoing pursuit of knowledge and skills throughout a person's life, beyond formal education.

Local Procurement

The sourcing of goods and services from suppliers within the same geographic or national region.

Occupational Health and Safety

Policies and procedures that ensure the physical and mental well-being of employees in the workplace.

Promotion Rate

The percentage of students who successfully move on to the next level or grade in a given academic year.

R&D (Research and Development)

Activities undertaken to innovate and improve knowledge, products, or processes through scientific inquiry and experimentation.

SDGs (Sustainable Development Goals)

A set of 17 global goals set by the United Nations to address urgent social, economic, and environmental challenges.

Sustainable Procurement

The process of purchasing goods and services in a way that achieves value for money while minimizing environmental impact and promoting social equity.

Waste Diversion

The process of redirecting waste from landfills through methods like recycling, composting, and reuse.



Aligned with the United Nations Sustainable Development Goals

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"Sustainability is no longer about doing less harm. It's about doing more good."
— Jochen Zeitz

