




BREAKING THROUGH

DLSU 2019-2021 SUSTAINABILITY REPORT

ABOUT THE REPORT

2-1; 2-2; 2-3

“Breaking Through” is the second Sustainability Report (SR) of De La Salle University (DLSU). This SR covers the academic years 2019-2020 and 2020-2021, and it tells the story of the University’s sustainability initiatives during the period covered on the following campuses:

-  Manila
-  Laguna
-  Rufino

This SR 2019-2021 builds upon the first report, detailing the progress of the University’s sustainability agenda and efforts. Regular reporting shows how the University is committed to joining the forces of its campuses to create a more sustainable future for all. Additionally, this report references the Global Reporting Initiative (GRI) Standards.

DLSU aims to inform its stakeholders about its sustainability programs so that it can practice transparency, strengthen our ties with them, and encourage collective action. It welcomes any constructive feedback about these projects so that it can improve on them. It is also open to any suggestions for initiatives that will benefit any of the University’s stakeholder groups.

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MESSAGES

2-22



MESSAGE FROM THE UNIVERSITY PRESIDENT

Br. Bernard S. Oca FSC

Breaking Through, the theme for De La Salle University’s Sustainability Report 2019-2021, alludes to how the University adapted to the shifting circumstances while still observing key sustainability indicators in its operations. This theme is reflective of an institution working towards a new normal by setting fresh targets in its sustainability journey. On the cover, a new arrow is splitting another in half, symbolizing the innovations done and succeeding in a world that has been changed by the pandemic, yet still focused on its target, that of fulfilling its mandate of educating the youth and in the service of Church and Society.

The University’s Sustainability Report 2019-2021 also presents a drastic change from the benchmarked indicators set by the previous 2017-2019 report. Most of the major sustainability parameters in school operations including the use of electricity, water consumption, and volume of waste generated decreased from the previous reporting. This is reflective of the given realities of operating an academic institution during a pandemic wherein population restrictions were prevalent.

The period also marked an increase in enrollment for both our undergraduate and integrated school students, resulting in the increase of faculty employment during the covered academic years. And to ensure that the educational needs of these students were not compromised, DLSU made headway by using technology so that all relevant services are available online.

Breaking Through is therefore a testament to how the University was able to adapt to the challenges of the times, continue, and succeed by complying with its mandates and, more importantly, inculcating lessons in operating within the new normal.

Breaking Through also symbolizes a sharper focus on Sustainability for the coming academic years including a deeper institutional commitment, specifically on rationalizing a higher level Sustainability structure that will ensure all our set SDG contributions are exceeded.



MESSAGE FROM THE UNIVERSITY PROVOST

Dr. Robert C. Roleda

De La Salle University was able to adapt, go through, and overcome the challenges of the COVID-19 pandemic. It was able to move quickly and quite effectively to online mode during the lockdown period. It continued its vibrant teaching, learning, and research culture, maintained the practicum programs, and supported all its members through the difficulties brought about by the health crisis.

Internally, we strengthened our mental health and wellness program including the establishment of Safe Spaces and Lasallian Center for Inclusion, Diversity and Well-being (LCIDWell). We also had a vaccination program that included booster shots against COVID-19. This was opened to the families of faculty, staff, and students, exemplifying a holistic view of care at this time. We even provided transportation for our faculty members and staff who need to be on campus to ensure that the education activities are continued even though public transportation is limited.

To complement nation building efforts, we conducted a voters' literacy program in 2021 spearheaded by the Committee on National

Issues and Concerns (CONIC), University Student Governance (USG), Jessie M. Robredo Institute of Governance (JRIG), and other Lasallian groups advocating for engaged citizenry, in preparation for the 2022 elections. Offices such as the Social Development Research Center (SDRC), Br. Alfred Shields FSC Ocean Research Center (SHORE), and the Center for Social Concern and Action (COSCA) still continued their programs during these difficult period to ensure their commitment to social and environmental sustainability are complied with and needed services are provided to the partner sectors.

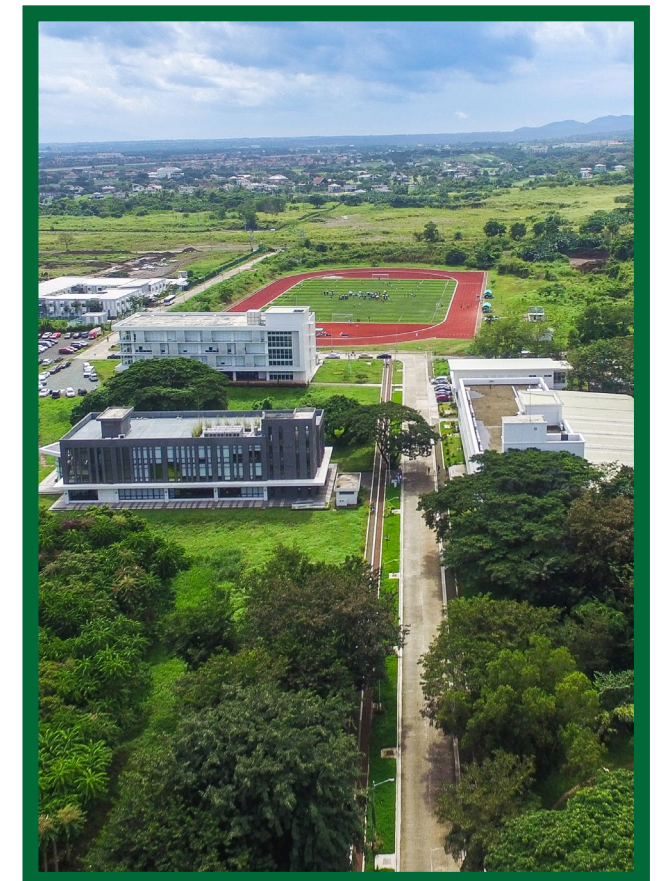
Despite the good things we have achieved, we still have a long way to go to reach the ideal levels of sustainability. We have to be more aggressive in terms of getting sustainability programs created and seriously implemented. We still need to get everybody passionate about what matters in terms of social, economic, and environmental sustainability. We must go by leaps and bounds now and leave the baby steps behind if we're to make a difference in promoting health, distributed wealth, diversity, equitability, and inclusion, and environmental care.

MESSAGE FROM THE SENIOR VICE PRESIDENT FOR ADMINISTRATION AND FINANCE

Mr. Ramon G. Trajano

The University generated a substantial revenue within the reporting period 2019-2021, with 56.50% of this, funding the salaries and benefits of our faculty members and personnel. The rest were allocated for their Personnel Development, Scholarship and Financial Aid for our students, Facilities Maintenance, Depreciation and Amortization Expense and Other Operating Expenses. The average annual Research budget for the given period is ₱954,708,399.67, with 30% funding Sustainability-themed studies and efforts.

A major short-term goal includes a recovery phase, which aims to bring all our academic services and support systems back to full function. Our medium and long-term goals include: to increase the level of fulfillment among our partners and stakeholders, to continue to shape the Philippine knowledge system, and eventually, to become an influential research university. For sustainability, specifically, we aim to be a diverse and inclusive educational institution, that is green in all aspects of operations.



UNIVERSITY PROFILE

2-1; 2-6

De La Salle University is a leading multi-campus educational institution in the Philippines that molds the youth to serve the Church and society. It is a Catholic coeducational university founded in 1911 by the Brothers of the Christian Schools. As a hub for higher education, it has delivered excellent performance in its academics, research, and community engagement efforts. Its main campus is located at De La Salle University, 2401 Taft Avenue, Manila 0922, Philippines.

VISION-MISSION

To be a leading learner-centered and research University, bridging faith and scholarship, attuned to a sustainable Earth, and in the service of Church and society, especially the poor and marginalized.



VALUES AND PRINCIPLES

CORE VALUES



Faith

DLSU nurtures a community of distinguished and morally upright scholars that harmonize faith, life, and contemporary expertise in order to generate new knowledge for human development and social transformation.



Service

DLSU serves as a resource for the Church and nation, and it is committed to building a just, peaceful, stable, and progressive Filipino nation.



Communion

DLSU builds a community of leaders, competent professionals, scholars, researchers, and entrepreneurs who are dedicated to improving the quality of life in Philippine society and promoting Christian ideals and values.

FOUNDATIONAL PRINCIPLES OF LASALLIAN FORMATION



The Spirit of Faith

The spirit of faith flows from a relationship of communion with the Triune God who wills to save all people by drawing them into a life-giving communion with him and with one another in the Lasallian tradition.



Zeal for the Integral Salvation of All

Zeal is the active expression of faith in gospel witness and service. It involves a preferential concern for the poor and the vulnerable. The desire to be of greater service to others conditions the quest for excellence and continuous self-improvement.



Communion in Mission, Mission as Communion

Communion has four dimensions:

As a relationship with God, it is the source of all mission and ministry.

As a way of accomplishing our mission, it suggests the solidarity and collaboration that come from sharing in one vision, one spirit, and one mission.

As a way of relating to others, it suggests openness to all persons and the desire to be brother or sister to all, especially those in need.

As a goal of all missions, it suggests the unity that comes through reconciliation between God, human beings, and creation.

DLSU AT A GLANCE

2-6; 2-28

DLSU's campus sites are located in Manila, Laguna, Makati, and Taguig (Rufino). It provides excellent Catholic education at its Integrated School and at the College and University levels, including undergraduate and graduate courses. Its institutions also engage in research in a diverse range of academic fields. To foster collaboration, DLSU is also a member of organizations that allow it to connect to other educational institutions or associations.

8 COLLEGES AND SCHOOLS

Br. Andrew Gonzalez College of Education

College of Computer Studies

College of Law

College of Liberal Arts

College of Science

Gokongwei College of Engineering

Ramon V. del Rosario College of Business

School of Economics

36 ACADEMIC DEPARTMENTS

14 CENTERS OF EXCELLENCE

5 CENTERS OF DEVELOPMENT

5 ACCREDITATIONS

Commission on Higher Education (CHED)

Federation of Accrediting Agencies of the Philippines (FAAP)

Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU)

Times Higher Education (THE) World University Rankings

Universitas Indonesia GreenMetric World University Ranking (UI GreenMetric WUR)

12 RESEARCH CENTERS

- Advanced Research Institute for Informatics, Computing, and Networking
- Angelo King Institute for Economic Research and Development
- Bienvenido N. Santos Creative Writing Center
- Br. Alfred Shields FSC Ocean Research Center
- Center for Business Research and Development
- Center for Engineering and Sustainable Development Research
- Center for Natural Science and Environmental Research
- De La Salle Food and Water Institute
- Jesse M. Robredo Institute of Governance
- Lasallian Institute for Development and Educational Research
- Social Development Research Center
- Southeast Asia Research Center and Hub (SEARCH)

12 MEMBERSHIPS

- Association of Southeast and East Asian Catholic Colleges and Universities (ASEACCU)
- ASEAN University Network (AUN)
- Green Convergence for Safe Food, Healthy Environment, and Sustainable Economy
- The Inter-Institutional Consortium (I-IC)
- The International Association of Universities (IAU)
- The International Federation of Catholic Universities (IFCU)
- Internationale Nederlanden Groep - Financial Executives of the Philippines (ING-FINEX)
- Linguistic Society of the Philippines (LSP)
- Philippine Association for Technological Education
- Philippine Association of Tertiary Level Institutions in Environmental Protection and Management (PATLEPAM)
- Philippines Network of Educators on Environment (PNEE)
- South Manila Inter-Institutional Consortium



STUDENT POPULATION



INTEGRATED SCHOOL STUDENTS*

By Gender AY 2018-2019 AY 2019-2020 AY 2020-2021

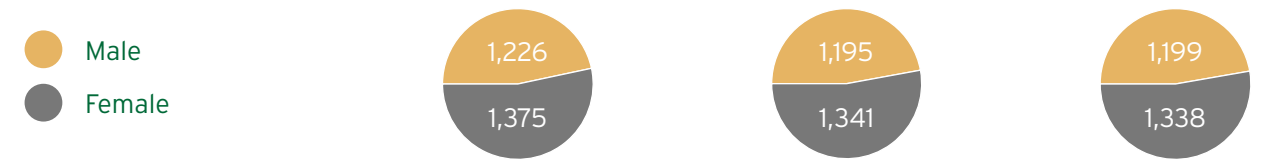


By Age	AY 2018-2019	AY 2019-2020	AY 2020-2021
3 years old	1	0	0
4 years old	39	22	10
5 years old	67	44	46
6 years old	107	92	55
7 years old	98	106	80
8 years old	92	119	104
9 years old	115	109	117
10 years old	123	119	105
11 years old	135	142	126
12 years old	214	172	185
13 years old	206	239	205
14 years old	223	213	249
15 years old	223	206	205
16 years old	49	173	137
17 years old	4	15	7
TOTAL	1,696	1,771	1,631

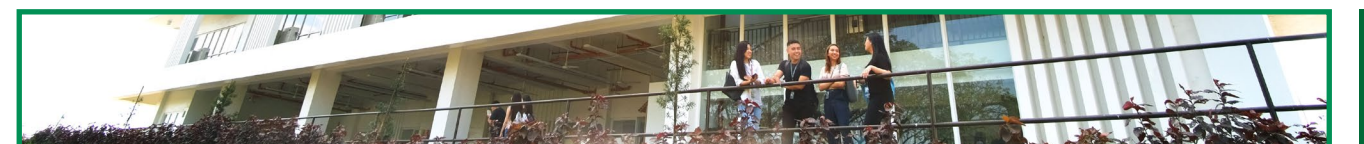
*Pre-school to Junior High School

SENIOR HIGH SCHOOL STUDENTS

By Gender AY 2018-2019 AY 2019-2020 AY 2020-2021



By Age	AY 2018-2019	AY 2019-2020	AY 2020-2021
14 years old	4	0	0
15 years old	219	42	54
16 years old	1,034	580	599
17 years old	1,079	1,180	1,178
18 years old	251	685	673
19 years old	12	46	30
20 years old	1	3	3
21 years old	0	0	0
22 years old	1	0	0
TOTAL	2,601	2,536	2,537



UNIVERSITY UNDERGRADUATE STUDENTS

By Gender AY 2018-2019 AY 2019-2020 AY 2020-2021



By Age	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
18 years old	3,589	2,254	1,324	3,579	2,245	2,552	3,511	2,135	1,675
19-36 years old	8,252	8,206	8,133	8,828	9,108	9,736	10,781	11,364	11,840
37-54 years old	2	1	1	2	1	1	1	2	1
TOTAL	11,843	10,461	9,458	12,409	11,354	12,289	14,293	13,501	13,516

UNIVERSITY GRADUATE STUDENTS

By Gender AY 2018-2019 AY 2019-2020 AY 2020-2021

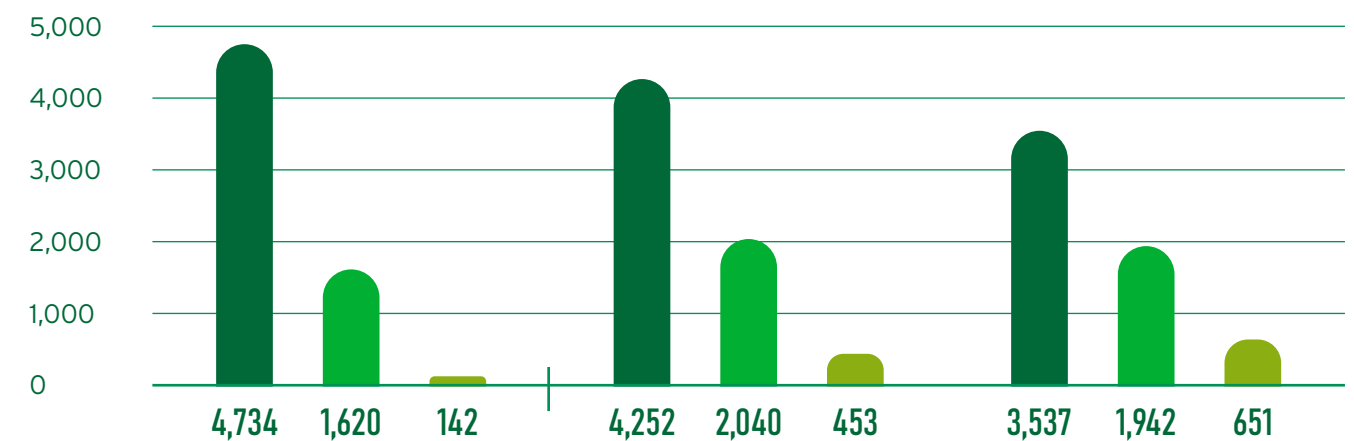


By Age	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
18 years old	1	1	0	0	0	0	0	0	0
19-36 years old	4,575	4,318	3,752	4,332	4,043	3,141	3,778	3,611	3,044
37-54 years old	867	827	805	833	784	669	695	731	721
55-72 years old	36	39	36	44	42	32	44	54	46
73-90 years old	0	1	1	0	1	0	0	1	1
TOTAL	5,479	5,186	4,594	5,209	4,870	3,842	4,517	4,397	3,812

SCHOLARSHIPS AWARDED AND DEGREES AWARDED

SCHOLARSHIPS AWARDED (OFFICE OF ADMISSIONS AND SCHOLARSHIPS)

AY 2018-2019 AY 2019-2020 AY 2020-2021



- Academic/ Need-based Scholarships¹
- Non-Academic Scholarships²
- Benefit Scholarships³

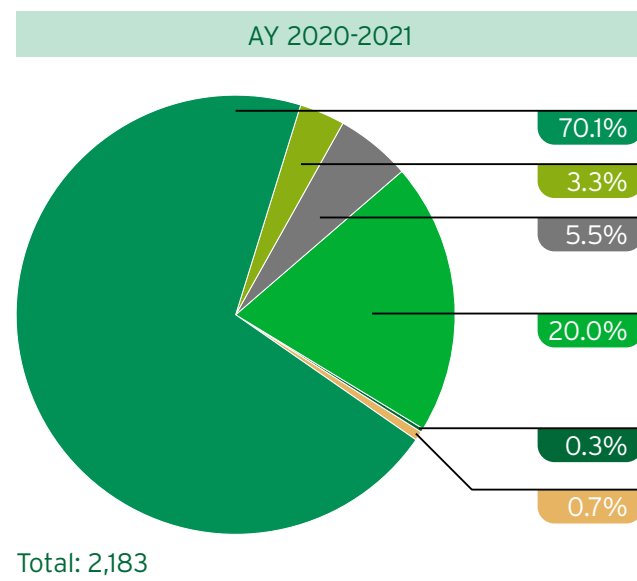
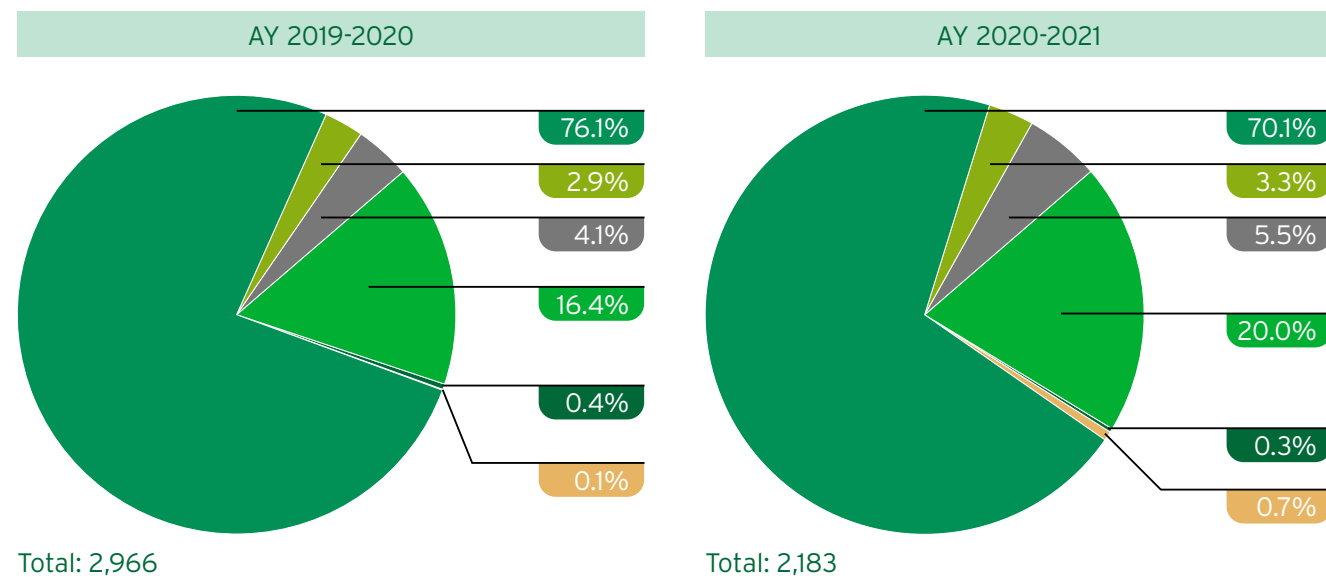
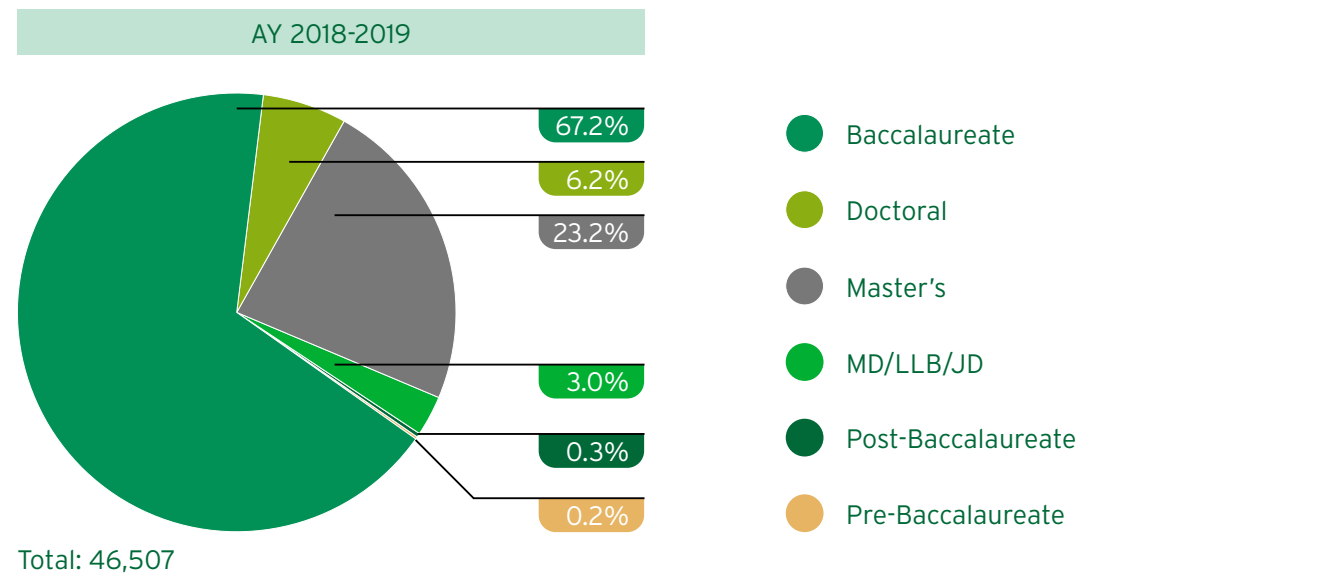


¹ Br. Andrew Gonzalez Academic Scholarship, DLSU Merit Scholarship, STAR Scholars Program, Top Achievers in the Freshmen Test (TAFT 100), Vaugirard Scholarship Program, Archer Achiever, St. La Salle Financial Assistance Grants (Internal and External), and Gokongwei Grants (External)

² Athletic Scholarship / Tuition Discount, Cultural Arts Tuition Discount, Family Tuition Discount, ROTC Tuition Discount, Student Publications Tuition Discount, Debate Society Scholarship, and Tuition Discount

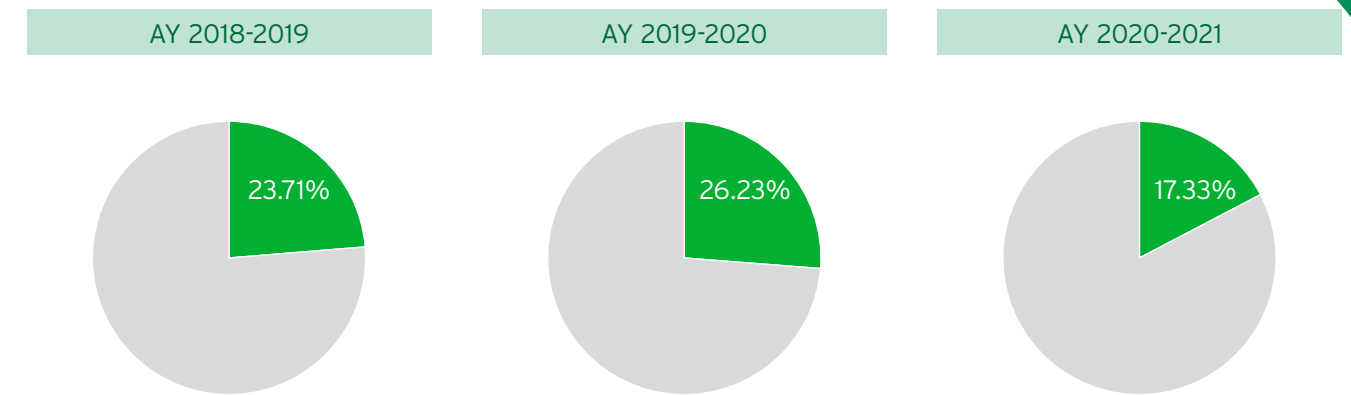
³ Brother President Scholarship Program, Centennial Scholarship Program, Military Scholarship (P.D. 577), Scholarship for Children of Co-Academic Personnel, Scholarship for Children of Faculty, and Scholarship for Children of Science and Technology Complex Personnel

DEGREES AWARDED



- Baccalaureate
- Doctoral
- Master's
- MD/LLB/JD
- Post-Baccalaureate
- Pre-Baccalaureate

PERCENTAGE OF STUDENTS WHO ARE SCHOLARS (AVERAGE)



SCALE OF ORGANIZATION

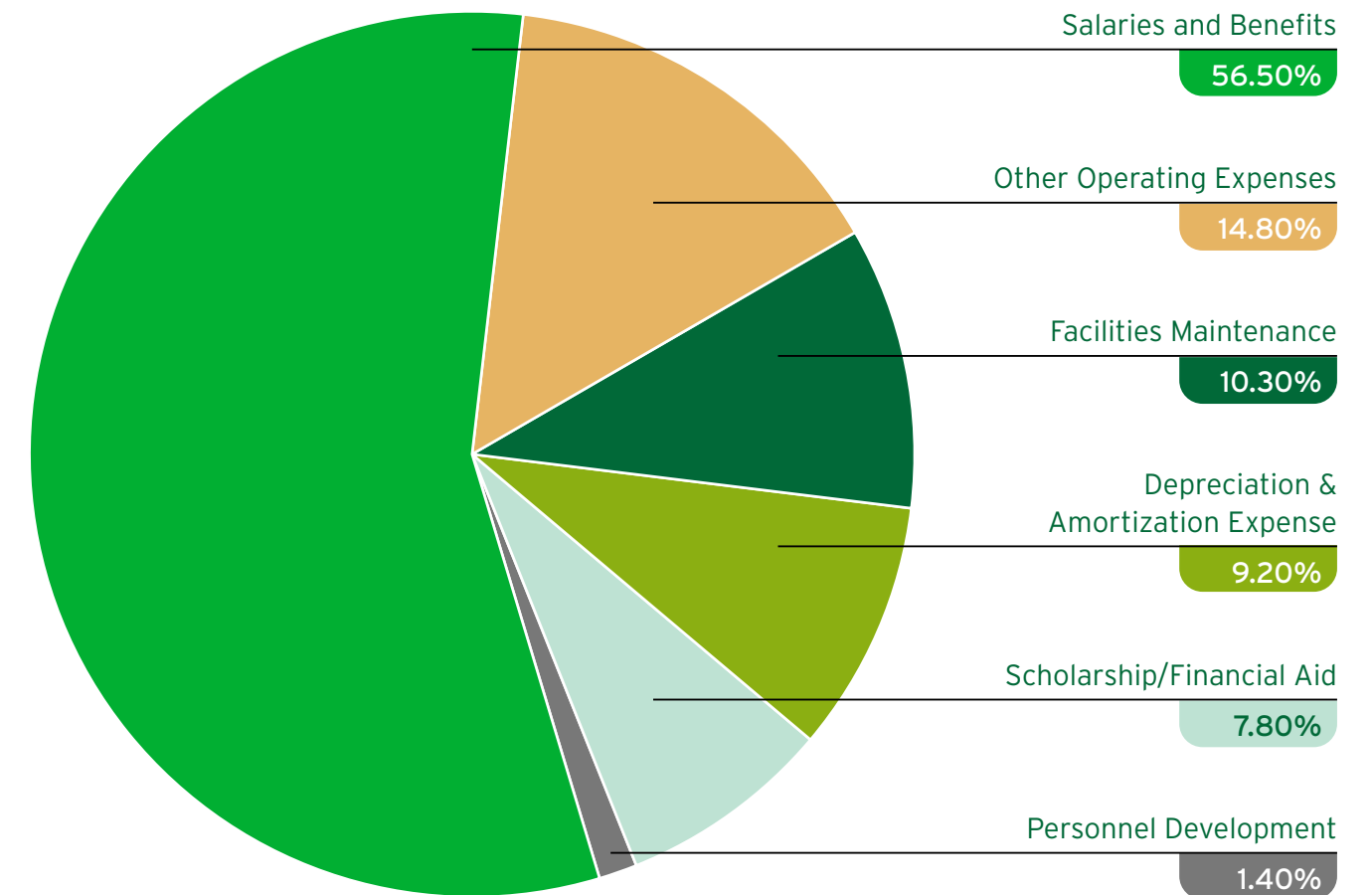
2-7; 2-8; 405-1

Contract type	AY 2018-2019			AY 2019-2020			AY 2020-2021		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
Non-Teaching Regular Employees (Administrative and Professional Service Personnel, and Co-Academic Personnel)									
Regular	218	309	527	292	377	669	288	389	677
Probationary	77	78	155	5	10	15	2	2	4
TOTAL	295	387	682	297	387	684	290	391	681
Teaching Regular Employees (College Faculty)									
Full-time	294	197	491	307	201	508	300	206	506
Part-time	449	307	756	470	352	822	514	360	874
Academic Service Faculty (ASF)	63	84	147	66	87	153	66	81	147
TOTAL	806	588	1,394	843	640	1,483	880	647	1,527
Teaching Regular Employees (Integrated School Faculty)									
Regular	26	66	92	28	66	94	42	90	132
Probationary	77	71	148	76	34	110	64	54	118
TOTAL	103	137	240	104	100	204	106	144	250
Project-Based Employees									
Probationary	21	29	50	0	0	0	0	0	0



UNIVERSITY EXPENDITURES (2019-2021)

201-1



DLSU'S SUSTAINABILITY APPROACH

2-23



SUSTAINABILITY POLICY AND AGENDA

De La Salle University's Sustainability Policy guides the Lasallian community in promoting sustainability through its operations and initiatives. The policy also directs members of the University to develop programs and activities that will contribute to the UN Sustainable Development Goals (SDGs), which aim to restore the integrity of creation.

Current global environmental challenges have pushed the University to further its efforts toward making the country and the Earth more sustainable. The University commits to promoting

environmental education and sustainability research, establishing sustainable facilities and operations, ensuring compliance with environmental laws and regulations, adhering to high environmental quality standards, and developing resilience and adaptability to the impacts of climate change.

To realize this vision, the DLSU community commits to pursuing programs and activities that will have a positive impact on the following Key Result Areas (KRAs):

AGENDA 1

Education, Research, and Formation Promoting Sustainable Development and the Restoration of the Integrity of Creation

- Curriculum Integration
- Research
- Lasallian Ecological Spirituality

AGENDA 2

Sustainable "Green" Campuses and Facilities

- Environmental Quality and Standards (Regulatory Compliance)
- Health and Safety
- Biodiversity Conservation
- Waste Management (Energy Conservation and Management, Water Conservation and Management)

AGENDA 3

Climate Change Adaptation and Resilience of Lasallian Communities and Its Partner Communities

- Disaster Risk Reduction Management and Emergency Preparedness
- Community Engagement and Partnership



SUSTAINABILITY HIGHLIGHTS



EDUCATION AND RESEARCH

Adapting Online Distance Learning and FWA setup



To minimize the disruption of classes during the pandemic lockdown period, DLSU adopted an online class setup and made use of online learning tools. University employees also utilized Flexible Work Arrangements (FWA) until the resumption of on-site classes. The shift to online classes resulted in a reduction in electricity consumption from 62,799 GJ in 2019 and 29,701 GJ in 2020. Within the same period, emissions also dropped from 11,634 tCO₂e to 5,233 tCO₂e and water withdrawal declined from 203,627 cubic meters to 170,90 cubic meters.

Distance learning setups continue to be offered for students, even after the return to on-site classes. "FWA for employees are still being observed.

SAGES: Systems Approach for Greener, Eco-efficient and Sustainable Mineral Resource Management in the Philippines



Funded by the Department of Science and Technology - Philippine Council for Industry, Energy and Emerging Technology, SAGES is an external research program centered on using systems thinking approaches to transform mining waste into sustainable resources. This multi-disciplinary project brings together industry leaders, scientists, technology experts, community leaders, and policymakers.

The project has thus far yielded a circular economy mining framework that provides guidelines on converting decommissioned and legacy mine sites into mines of the future. It also offers standards for transforming mining waste into secondary resources.

GREEN CAMPUS

Food Garden at the Lasallian Center



Food gardens not only promote healthy eating but also serve as an avenue for community building. The Lasallian Student Center service personnel and dormers bonded over planting and harvesting fruits, vegetables, and herbs from the food garden.

The Waste Analysis and Characterization Study



To promote waste sorting behavior on the DLSU-Manila campus, the Campus Sustainability Office (CSO) conducted a study that would help it redesign its waste bins. The process involved several iterations of prototype designs, and the improved designs lowered the rate of inaccurately separated trash to 14.29%.

New Minor Programs in Sustainability



In response to the need to center sustainability in businesses, DLSU launched minor programs for sustainability under the Ramon V. del Rosario College of Business. Meanwhile, the Minor in Humanistic and Sustainability Management has the goal of developing managers who promote human flourishing and sustainable development while running a financially viable business.





HEALTH AND SAFETY

Creation of the Health and Safety Protocols Committee for COVID-19 and Lasallians ACT



Prior to the COVID-19 pandemic, members of the Security, Safety, Health, Facilities Management Office and Campus Services Office were already part of a committee discussing potential protocols for handling public health emergencies like the 2009 H1N1 flu outbreak. When news about COVID-19 began to spread, the committee pivoted towards designing COVID-19 protocols. It was then formally recognized as the main driver of the Health and Safety Protocols Committee for COVID-19.

DLSU's Office for Strategic Communications (STRATCOM) was also included in the committee. As a member of the committee, STRATCOM dedicated its efforts to developing an information campaign on the virus and raising awareness on how to minimize transmission. The campaign was called Lasallians ACT, which stood for "Lasallians Action on the Coronavirus Threat: Combat the scare. Be aware."

Telehealth Services



To support students' mental health during the pandemic, DLSU offered free online counseling sessions from the Office of Counseling and Career Services and Telepsychology for the Lasallian Community.

Establishment of the Mental Health Care & Well-being Unit



Created with the goal of enhancing support for students's mental health needs, the Mental Health Care & Well-being Unit is composed of licensed psychologists with more than 10 years of experience in clinical practice. The Unit provides individual care sessions, community care sessions, community well-being sessions, and psychoeducation.

PRESERVING THE ENVIRONMENT THROUGH SUSTAINABLE PRACTICES

Hosting of the 2021 International Conference on Cleaner Production and Sustainability



From December 12 to 13, 2021, DLSU hosted the 2021 International Conference on Cleaner Production and Sustainability online. This conference centered on research on the Belt and Road Initiative, which aims to promote economic development in B&R countries.

Belt and Road (B&R) countries, which are on the middle or lower end of global value chains, face challenges such as low efficiency in resource gathering, pollution, and environmental degradation, especially in the face of climate change. The papers presented at the conference focused on sustainable production and consumption in these nations.

Project NexCities Awarded the Aboitiz Capital-Lima Water Corporation's Agos ng Pagasa Award 2021



Project NexCities develops technology that transforms wastewater into fertilizer, an innovation that will aid wastewater treatment companies and farmers. This 12-month project began with a kick-off meeting in August 2020.

Researchers from DLSU and the University of Surrey were funded by the Newton Prize to develop this project, and they also worked with collaborators from the University of Nottingham, De La Salle Araneta University, the Society for the Conservation of Philippine Wetlands, the University of the Philippines - Diliman, and the University of the Philippines - Los Baños.

COMMUNITY ENGAGEMENT

3-3; 413-2

LINGAP Scholarship Intake



The Lasallian Institutional Gift to Adopted Pupils (LINGAP) scholarship program of the DLSU-Laguna campus awards scholarships to public school students who are about to enter Grade 7 and have excelled in the pre- and post-screening requirements of the LINGAP Screening Committee. In AY 2019-2020, 17 students were accepted for the scholarship, which will fund their studies until they finish Grade 12.

Installation of Integrated Water Management System in Mulanay, Quezon Province



The Chemical Engineering Department and Gokongwei College of Engineering installed an integrated water management system in a model house and several households in Mulanay, Quezon Province.

Angat Buhay Young Social Entrepreneurs Program Official Launch



In partnership with the Office of the Vice President of the Philippines under former Vice President Leni Robredo and the Internationale Nederlanden Groep (ING) Foundation, DLSU embarked on a project to support young social entrepreneurs through capacity-building sessions and capital grants. This one-year project helped to develop their business models and provided them with opportunities for partnership building.

KAagapay sa Yugto-yugto at Abot-Kayang Negosyo (KAYA)



DLSU supported sustainable entrepreneurship as a source of livelihood through capital grants for 25 community-based social enterprises located in Metro Manila and Laguna. DLSU also held capacity-building sessions for 125 social entrepreneurs. This project was developed by the Lasallian Social Enterprise for Economic Development Center in partnership with the Center for Social Concern and Action in Manila and the Lasallian Mission Office in Laguna.

SCOPE & METHODOLOGY OF THE REPORT

This Sustainability Report is a follow-up document on DLSU's sustainability performance. Sustainability data for this report was collected from May 2022 to November 2023. The DLSU Campus Sustainability Office (CSO) was responsible for collating the data for this SR. Additionally, CSO worked with a third-party consultant to review the programs and activities of the University that are aligned with its sustainability commitments. The process of reviewing the University's sustainability programs involved a meeting with stakeholders in May 2022 and a series of online and offline surveys distributed to members of the DLSU community.





MATERIALITY AND STAKEHOLDER ENGAGEMENT

3-1; 3-2

All material topics in this report are aligned with the University's sustainability policy and agenda. The process of developing the list of material topics for the University's 2nd Sustainability Report involved identifying its impacts on economic, environmental, and social sustainability topics. To begin this process, the organization's top stakeholders, including top management, board members, employees, students, and alumni, identified the University's positive and negative impacts on the economy, the environment, and people. These impacts include potential impacts, which are those that could occur in the future, and actual impacts, which are those that have already occurred.

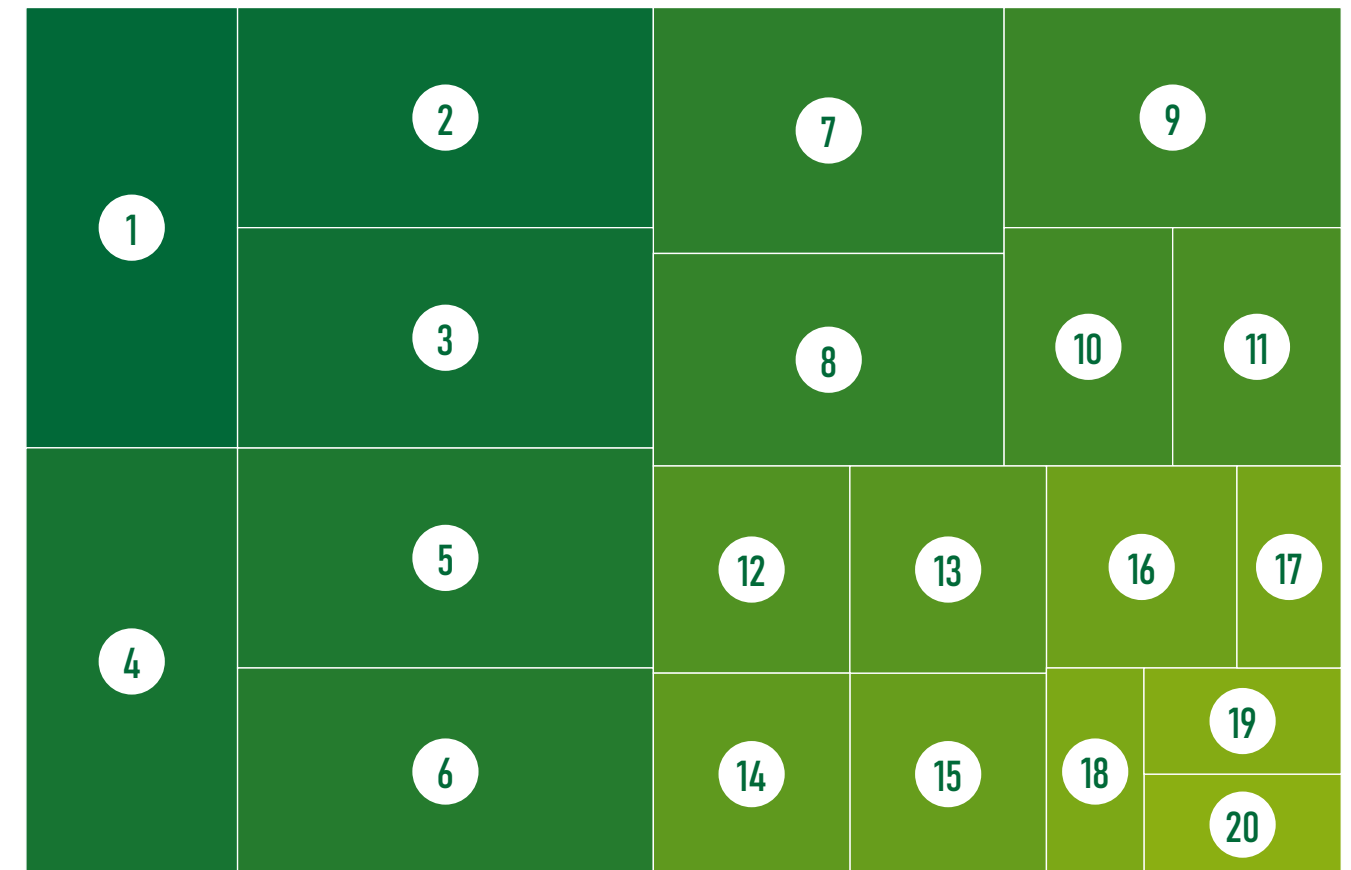
Subsequently, through a survey conducted from May 3, 2023 to September 5, 2023, DLSU assessed the significance of its pre-identified impacts and determined its material topics for reporting. The survey was conducted both online and in person, as hard copies were distributed to DLSU employees. The survey

garnered approximately 70 responses from DLSU employees and students, allowing the University to identify its top positive and negative impacts and significant topics for 2019 to 2021.

This assessment and ranking of the topics factored in the overall scale and scope of the University's positive and negative impacts, including the severity of negative impacts and the likelihood of all potential impacts. Greater weight was assigned to actual and potential negative impacts, emphasizing the importance of addressing actual negative outcomes and risk mitigation at DLSU.

To enhance the validity and credibility of the results, the material topics went through an extensive qualitative analysis. These identified topics were reviewed by relevant stakeholders as well as internal and external experts before being approved by DLSU's top management.

The University's most material topics, in order, are as follows:



- ① Travel and Transport
- ② Teaching and Learning
- ③ Transitioning from Online Operations to Face-to-Face Classes
- ④ Mental Health
- ⑤ Pandemic Response
- ⑥ University Community Engagement and Awareness
- ⑦ Energy and Emissions Management
- ⑧ Health, Safety, and Wellbeing
- ⑨ Stakeholder Management
- ⑩ External Relationships and Partnerships
- ⑪ Indirect Economic Impacts
- ⑫ Research Focus and Impacts
- ⑬ Diversity and Equal Opportunity
- ⑭ Employee Training and Education
- ⑮ Student Engagement in Sustainability
- ⑯ Waste Management
- ⑰ Water and Effluents
- ⑱ Biodiversity Conservation
- ⑲ Green Campus and Facilities
- ⑳ Disaster Risk Reduction Management and Emergency Preparedness

DLSU'S STAKEHOLDERS AND ENGAGEMENT CHANNELS

2-26; 2-29

The University is committed to serving its internal and external stakeholders. This list contains the stakeholder groups that have been identified by DLSU and the engagement channels that it uses to reach out to them. The University regularly communicates with them about sustainability and non-sustainability concerns. This report involved stakeholder engagement through online and offline surveys and a meeting where stakeholders discussed DLSU's sustainability efforts.



INTERNAL STAKEHOLDERS

Teaching and non-teaching staff	
Integrated School Faculty <i>Represented by Faculty Association</i>	<ul style="list-style-type: none"> • Town Hall Meetings • Staff Manual Negotiations • Consultation Meetings • Administrative Investigating Committee / Service Review Board Convening • Hiring, Permanency, Renewal, Promotions Board Convening
Administrative and Professional Service Personnel (APSP)	<ul style="list-style-type: none"> • Town Hall Meetings • Consultation Meetings • Administrative Investigating Committee / Service Review Board Convening • Hiring, Permanency, and Promotions Board Convening
Co-Academic Personnel (CAP) <i>Represented by DLSU Employees Association (DLSUEA)</i>	<ul style="list-style-type: none"> • Town Hall Meetings • Collective Bargaining Agreement Manual • Consultation Meetings • Administrative Investigating Committee / Service Review Board Convening

EXTERNAL STAKEHOLDERS

Government	<ul style="list-style-type: none"> • Attendance at meetings of the House of Representatives Committee on Ecology • Consultation meetings with research centers
Accreditors	<ul style="list-style-type: none"> • Consultation meetings and survey visits during the accreditation process
Local communities	Community engagements with the following: <ul style="list-style-type: none"> • Research centers • The Center for Social Concern and Action (COSCA) • National Service Training Program (NSTP), which provides training on waste management

Lasallian Community	
Students <i>Represented by Council of Student Organizations and the Student Council</i>	<ul style="list-style-type: none"> • General Assemblies • University Student Government Elections
Parents <i>Represented by Parents of University Student Organizations (DLSU-PUSO)</i>	<ul style="list-style-type: none"> • DLSU-PUSO Assemblies
Alumni <i>Represented by the De La Salle Alumni Association</i>	<ul style="list-style-type: none"> • Monthly newsletters (i.e., University updates to alumni) • Communications (e.g., emailed requests for services related to alumni association concerns)

GOVERNANCE STRUCTURE

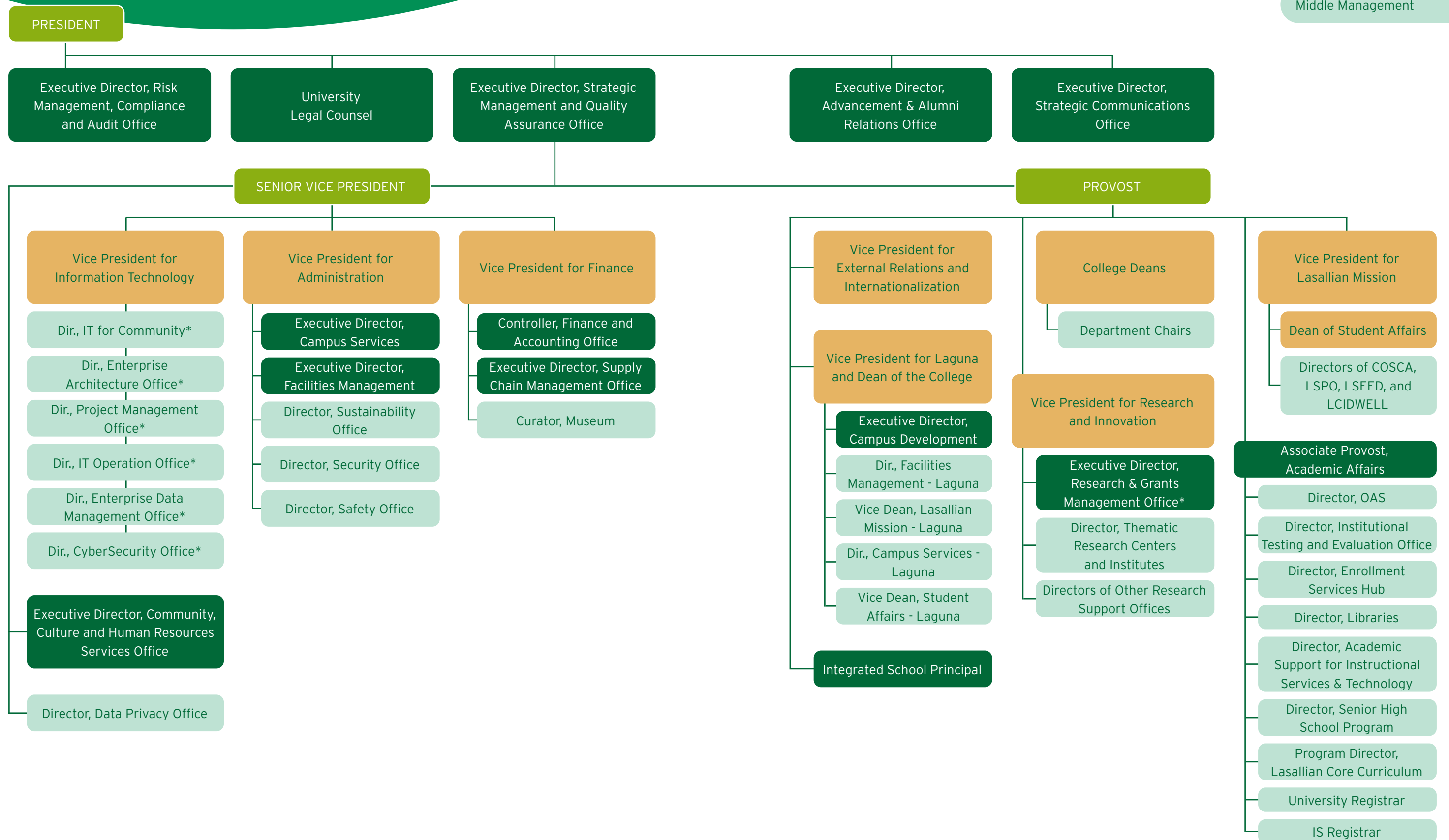
2-9; 2-13;
2-14; 405-1

Legend

Top Management

Senior Management

Middle Management





The Board of Trustees is in charge of the overall governance of DLSU. Composed of Lasallian Brothers and lay partners, the Board oversees the University's academic programs, teaching and research, and infrastructure and facilities maintenance. It also approves the University's annual budget and oversees funds management.

DLSU's governing body and leadership are guided by Lasallian values and the principle of transparency when making decisions that will affect the University and its stakeholders. The University also consults and engages with its stakeholders to ensure that its decisions are based on comprehensive research and take their concerns into account.

Members of the top management have well-defined roles and duties. The University President acts as the Chief Executive Officer and Chief Operating Officer and is responsible for the overall management of the University's

programs and services. As for the University Chancellors, they are tasked with providing operational leadership for academics, research, and administrative affairs.

In AY 2020-2021, a Central Administration was formed composed of the University President, Provost and Senior Vice President for Administration and Finance. It was during the same period when the Campus Sustainability Office (CSO) operating previously under the Office of the Chancellor was transferred under the Vice President for Administration. CSO is mandated to spearhead, implement, and monitor the University's sustainability efforts. Working under the VPA, CSO pushes for more eco-friendly operations and promotes education and research for sustainable development. It also has a role in preparing the University and its partner communities for the impacts of climate change and promotes a climate-resilient future.

REGULATORY COMPLIANCE

2-23

DLSU secures all permits and licenses necessary for its operations. It also complies with all relevant national and local environmental laws and regulations. These regulations include, but are not limited to the following:



The Philippine Clean Air Act (Republic Act 8749)



The Toxic Substances and Hazardous and Nuclear Wastes Control Act (Republic Act 6969)



The Philippine Environmental Impact Statement System



The Philippine Clean Water Act (Republic Act 9275)



NOMINATIONS FOR MEMBERS OF THE BOARD OF TRUSTEES

2-10

CRITERIA FOR NOMINEES:



QUALITIES:

- Integrity
- Expertise
- Values
- Concern for the Common Good
- Vision

NOMINATIONS PROCESS:

The nomination process begins when members of the Board are informed of impending vacancies three months before the expiration of the term of the trustee to be replaced. All nominees are screened by the Nominations Committee. Members of the corporation are eligible voters, and voting takes place through ballot casting at the annual corporate membership meeting.



KNOWLEDGE ABOUT THE FOLLOWING:

- Deep understanding of the Lasallian Network and DLSU-Manila's unique role within it
- Thorough grasp of the demands and challenges faced by DLSU-Manila graduates entering various professions
- Familiarity with basic corporate law and relevant legal aspects of university governance



SKILLS:

- Capable of crafting clear and actionable visions and goals to enhance the university
- Provides insightful guidance and direction to school management
- Exercises objectivity and bases decisions on information and analysis
- Identifies changing circumstances and supports proactive measures
- Analyzes quantitative data to assess the university's performance, processes, and overall condition

GREEN CAMPUS



DLSU's Modern Conduct of Schools (MCS) is a policy framework that aims to improve the quality of life of its stakeholders. Under the MCS is the Facilities and Environmental Programs Management (FEPM) Manual, which includes guidelines on the management of facilities and environmental programs to mitigate the impact of school activities. DLSU adheres to the FEPM Manual.



3-3

ENERGY CONSERVATION AND MANAGEMENT

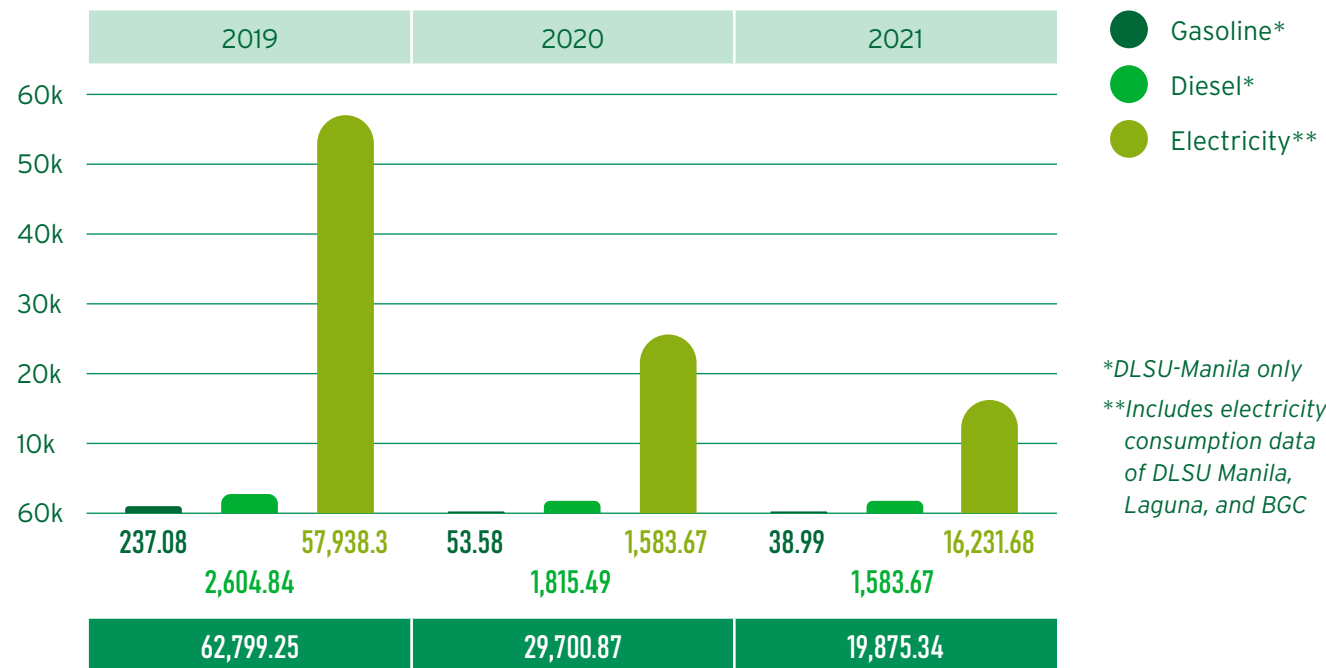
The main contributor to DLSU's carbon footprint is the energy consumption of its campus sites. The University's Energy Conservation Guidelines were developed to lower its carbon footprint and carbon emissions. The guidelines focus on how members of the Lasallian community can reduce energy consumption through the use of natural lighting and ventilation as well as energy-efficient technologies such as LED lights, inverter appliances, and sensor-activated equipment. To make its equipment more energy efficient, the University also practices regular equipment shutdowns and maintenance.

These policies are also especially important for offices that handle campus utilities such as the Facilities Management Office and Mechanical and Electrical Works Office. The CSO monitors compliance with these guidelines through regular inspections.



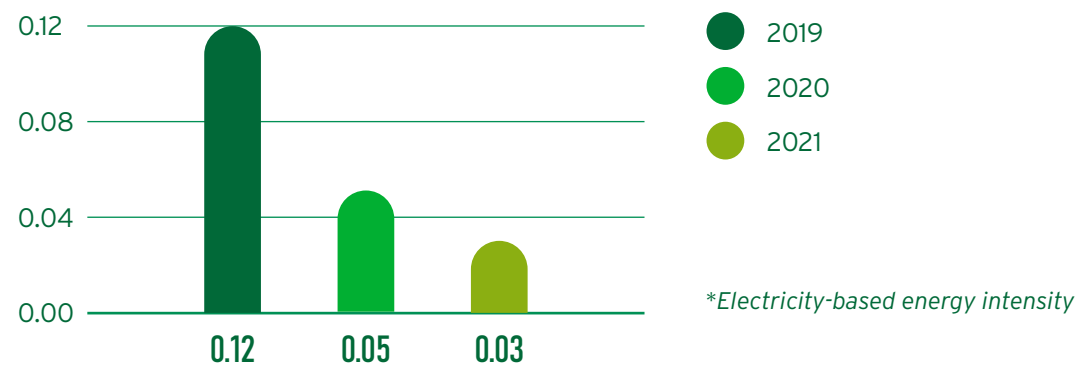
TOTAL ENERGY CONSUMPTION BY SOURCE (2019-2021) (IN GJ)

302-1



COMBINED CAMPUS ENERGY INTENSITY* (2019-2021) (IN GJ)

302-3



ELECTRICITY-CONSUMPTION BASED ENERGY INTENSITY PER DLSU CAMPUS (2019-2021)* (IN GJ/FLOOR SPACE AREA)

302-3

	2019	2020	2021
DLSU Manila	0.32	0.14	0.09
DLSU Laguna	0.20	0.09	0.06
DLSU Rufino	8.61	3.84	2.41

*The calculation for energy intensity and emissions intensity assumes that each academic year, starting in September, equates to the total count for the entire year from January to December.

De La Salle University's campuses calculated their energy intensity using electricity consumption data from 2019 to 2021 to ensure data consistency. Only DLSU Manila supplied data regarding fuel consumption.

Over the period from 2019 to 2021, DLSU Rufino exhibited the highest energy intensity rate and was the least energy-efficient among the three campuses, followed by DLSU Manila. While among the three campuses, DLSU

Laguna has the highest energy efficiency within the same period.

Moreover, both fuel and electricity consumption in DLSU Manila and electricity consumption and electricity-based energy intensities in DLSU Laguna and DLSU Rufino were notably higher in the pre-pandemic years. This trend can be attributed to nationwide and campus-specific lockdowns enforced from 2020 to 2021.



3-3

EMISSIONS

DLSU is pursuing efforts to reduce its greenhouse gas emissions. It has begun to gradually install solar panels and set up solar lamp posts on the DLSU-Rufino campus. At the DLSU-Laguna campus, electric vehicles will serve as the preferred mode of mass transportation within the campus, connecting major transport terminals.

Sustainable mobility initiatives also encourage members of the DLSU community to reduce their carbon footprint. To promote green mobility, DLSU initiated a bike sharing program for frontline workers who were reporting to

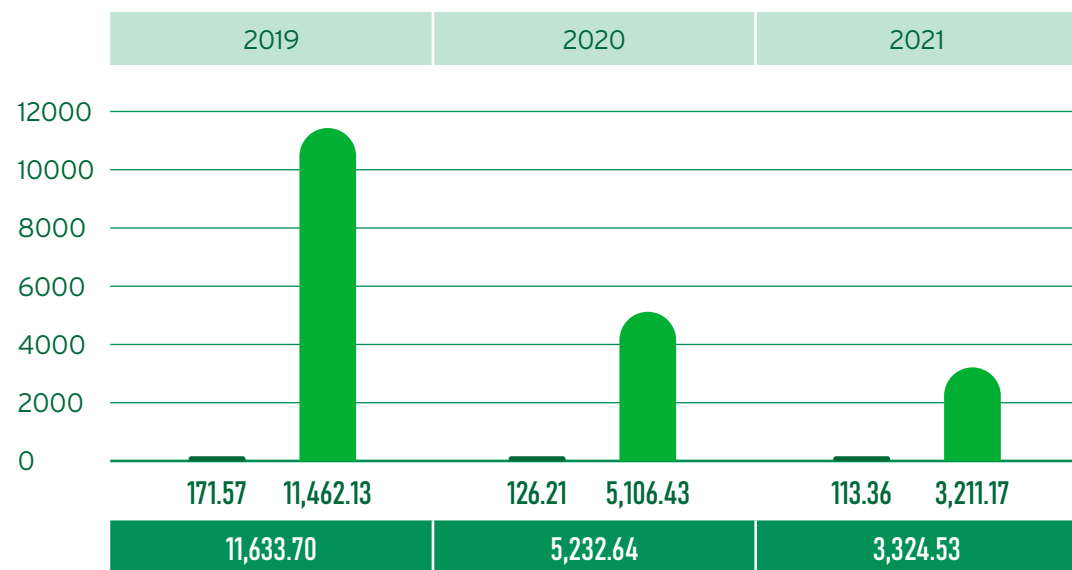
campus when the pandemic began in 2020. The bike parking stands that were set up for this program remain on DLSU's campus sites, encouraging the use of bicycles as a method of transportation.

De La Salle University's Scope 1 emissions primarily arise from the fuel consumption of DLSU-Manila's owned vehicles, while Scope 2 emissions result from grid-supplied electricity consumption.

The University's emissions, quantified in tCO₂e or tons of carbon dioxide equivalent, encompass carbon dioxide (CO₂), nitrous oxide (N₂O), and methane (CH₄) gases. These figures are calculated using prescribed methods, emission factors, and guidelines under the 2006 and 2019 IPCC Guidelines for National Greenhouse Gas Inventories. For the Emission Factors for Scope 2 emissions, the Philippines' Department of Energy 2015-2017 National Grid Emission Factors were used.

Moreover, there has been a significant reduction in absolute emissions between 2019 and 2020-2021, coinciding with the pandemic years. This reduction is in line with the University's reduced energy consumption data between 2019 and 2020 to 2021 as well.

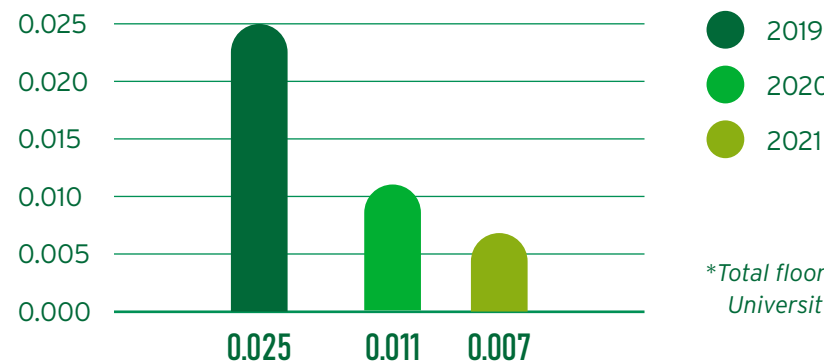
ABSOLUTE GHG EMISSIONS (2019-2021) (IN TCO₂E)



305-1

- Direct (Scope 1) GHG Emissions
- Energy indirect (Scope 2) GHG Emissions

DE LA SALLE UNIVERSITY COMBINED CAMPUS EMISSIONS INTENSITY (2019-2021) (IN TCO₂E/FLOOR SPACE AREA*)



*Total floor space area of De La Salle University three campuses

305-4

REDUCTION OF GHG EMISSIONS (2019-2021) (IN TCO₂E)

	2019	2020	2021
Amount of reduction	-190.24 (no reduction)	6,401.06	1,908.12

305-5



3-3; 303-1; 303-2

WATER CONSERVATION AND MANAGEMENT

DLSU's Water Conservation Guidelines direct the University in practicing efficient water usage within its campus sites. Under the University's Water Management Hierarchy framework, freshwater usage is minimized to preserve water sources. When freshwater is needed, the framework requires that freshwater usage be minimal and that after it is used, freshwater must be treated, reused, and disposed of once it becomes unusable. The CSO monitors compliance with the Water Conservation Guidelines and also organizes efforts for water conservation awareness.

DLSU's campuses are equipped with water-efficient fixtures, including the following: drinking fountains with bottle filler faucets, aerators in faucets, dual-flush toilets, low-flow showerheads, and low-flow urinals. Moreover, rainwater harvesting designs are implemented when buildings are renovated. The landscapes on DLSU's campus sites are filled with drought-

resistant plants and bioretention systems. Additionally, recycled water from DLSU-Manila's water treatment facilities is used for gardening as well as flushing toilets and urinals.

From 2019 to 2021, De La Salle University saw a constant decline in water withdrawal and consumption, which was consistent with the overall decline in the University's other environmental measures and is related to the temporary campus closure during the pandemic.

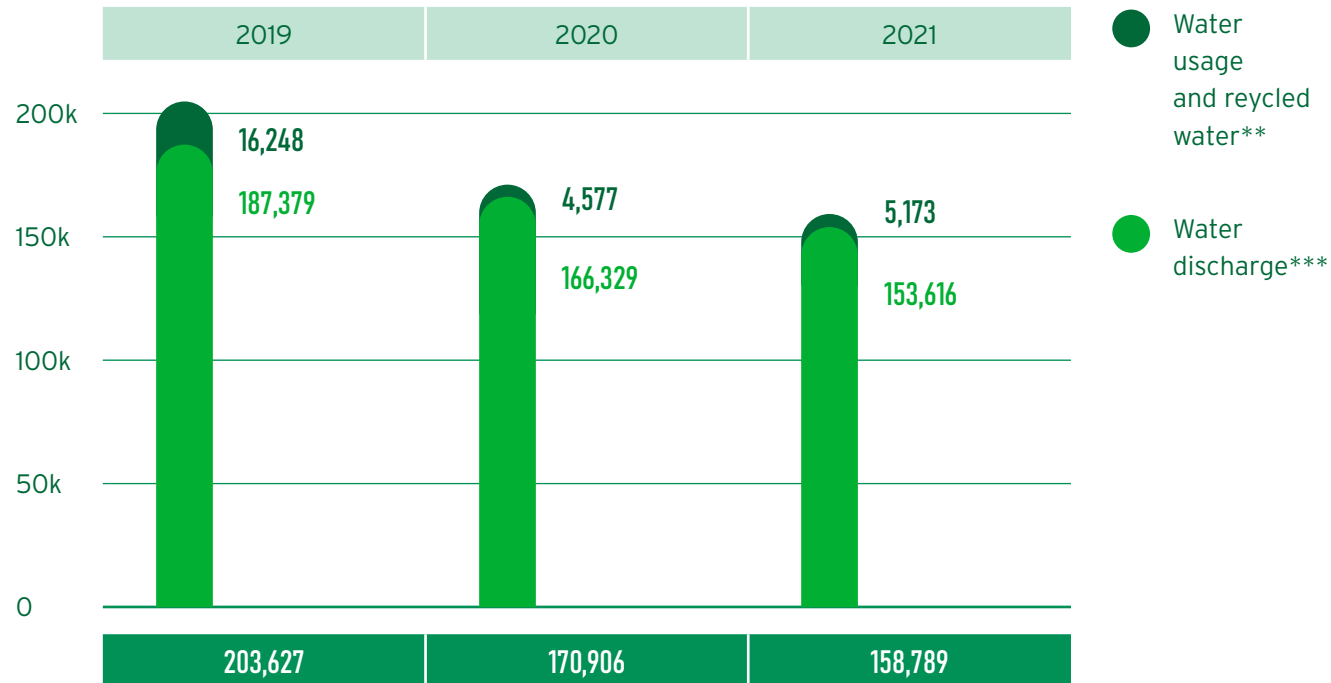
Furthermore, DLSU Manila has implemented effective water recycling and reuse systems from 2019-2021. The four water treatment facilities treated 25,998 cubic meters of water from 2019 to 2021. Moreover, DLSU-Rufino's water recycling and reuse system is integrated with the Bonifacio Water Corporation sewage treatment plant (STP). Aside from this, DLSU-Laguna has their own STP, but it has yet to measure data on its wastewater treatment.



DE LA SALLE UNIVERSITY - MANILA WATER MANAGEMENT DATA (2019-2021) (IN m³)

303-3; 303-4; 303-5

Water Withdrawal*



*Water sourced from third-party provider

**DLSU-Manila has implemented effective water recycling and reuse systems from 2019-2021

***Water returned to its source (Sent to third-party providers for reuse, or back to rivers, seas, and/or other natural bodies of water)



3-3; 306-2

WASTE MANAGEMENT



The Campus Sustainability Office (CSO) conducted a Waste Analysis and Characterization Study in 2016 to benchmark DLSU's waste data. The study aimed to identify the pattern and volume of waste generated by the Lasallian community. The gathered information was then used by administrators to craft policies and programs that promote responsible consumption. By 2024, CSO will administer another Waste Analysis and Characterization Study for DLSU-Manila and DLSU-Laguna.

De La Salle University demonstrated a three-year decline in waste generation from 2017 to

2019. On the other hand, De La Salle University achieved zero waste in 2020 to 2021, which is due to campus lockdown during the pandemic.

To continuously reduce its waste, DLSU is developing a Solid Waste Management Plan with the goal of diverting 100% of its waste to landfills through proper waste segregation and recycling. There will also be a new waste collection scheme, improvements to the materials recovery facilities on campus sites, and an information education campaign on proper waste disposal.

WASTE MANAGEMENT DATA (2019-2021) (IN KG)

306-3; 306-4; 306-5

	2017	2018	2019	2020**	2021**
Waste generated*	10,493	6,484	3,345	0	0
Waste diverted from disposal	0	0	0	0	0
Waste directed to disposal*	10,493	6,484	3,345*	0	0

*Limited to hazardous waste only

**The campuses were closed in 2020 and 2021, resulting in no recorded waste data.



UNIVERSITY POLICY ON ANIMALS ON CAMPUS

The Lasallian community has the responsibility to value all forms of life and be stewards of creation. In line with this, the University's Policy on Animals was established to create rules about the management and handling of animals that live within DLSU's campus sites. To measure the effectiveness of its conservation efforts, DLSU periodically conducts an inventory of the flora and fauna on its campus sites.

DLSU's protocols on interacting with animals ensure that they stay safe and are cared for by members of the community. Animals are classified according to these categories, and these are the pertinent guidelines for each:

- **Animals for Research and Education** - Special permits and clearances must be acquired from the Research Ethics Office to use animals for research or educational purposes on campus. Government guidelines for research and educational activities involving animals must also be complied with.
- **Pets and Domestic Animals** - These animals are not allowed on DLSU's campus sites unless a special request for entry has been approved.

- **Feral Animals** - These animals will be trapped in the event that they pose danger to humans due to parasites, communicable diseases, or harmful behaviors. In such cases, trained professionals contracted by the Buildings and Grounds Maintenance Office (BGMO) will conduct the entrapment activity. The Lasallian community may adopt non-threatening feral animals.
- **Service Animals** - Persons with severe impairments or life-threatening conditions are permitted to be accompanied by their service animals inside campus sites.
- **Livestock** - The entry, care, and management of livestock within campus is strictly regulated and requires an approved written proposal.
- **Pests** - The BGMO handles DLSU's pest management system. Through proper pest management, the BGMO aims to prevent harm, stop the spread of diseases, and avoid property damage.



GREEN CAMPUS BEST PRACTICES

3-3 (302 ENERGY 2016); 306-2

The MCS Facilities and Environmental Programs Management Manual contains all the sustainability policies that apply to DLSU and its campus sites. The Manual includes DLSU's Green Building guidelines and directs DLSU's efforts to attain carbon neutrality and protect biodiversity. Each DLSU campus abides by the Manual's principles while also forming programs and initiatives that meet the needs of its stakeholders.

GREEN BUILDING GUIDELINES



Green building practices can lead to improved energy efficiency, decreased greenhouse gas emissions, and savings on utility expenses. DLSU created the BERDE (Building for Ecologically Responsive Design Excellence) Program, a voluntary rating system for green buildings, to promote green buildings in the Philippines. The program considers the following for its ratings: land use and ecology, materials, water usage management, energy usage management, transportation facilities, indoor environment quality, emissions, waste management, and others.



NOTABLE GREEN BUILDINGS IN DLSU



DLSU-Manila: The Henry Sy Sr. Hall: 2-star BERDE Rating in Design; 3-star BERDE Rating in New Construction

- This was the first of DLSU’s green buildings that was given a star rating under the BERDE program. It was given a 2-star rating in 2015 for its design, and in 2018, it received a 3-star rating for new construction.



DLSU-Rufino: The DLSU-Rufino Campus: 5-star BERDE Rating

- This campus site has facilities that conserve energy through the strategic use of natural light and solar power. The seven stories of the building include floor-to-ceiling windows that let natural light into rooms to minimize the use of electric lights. The rooftop also comes equipped with solar panels. These solar panels were operational from 2019 to February 2020. However, they were non-operational from February 2020 to September 2020 due to repairs that needed to be made to the roofs of the campus facilities.



DLSU-Laguna: The John Gokongwei, Jr. Innovation Center: 4-star BERDE Rating

- Out of BERDE’s 5-star rating system, the building garnered a high 4-star rating. The building was awarded this rating because of the Center’s scores on land use and ecology, sustainable water usage, energy conservation, transportation facilities, indoor environment quality, emissions management, waste management processes, and infrastructure.

Green Archer Express

DLSU-Laguna’s Green Archer Express program provides an additional transportation option for students, faculty, and staff through its environmentally friendly vehicles. Its routes go to strategic areas in Santa Rosa, providing people who live in the area with an accessible transportation option. MServ, a subsidiary of Meralco, also assists with the operation and management of these electric vehicles.

4 DLSU Ranks Among World’s Most Sustainable Universities in the 2022 THE Impact Rankings

DLSU placed in the 401-600 bracket in the 2022 Times Higher Education (THE) Impact Rankings, making it the fourth consecutive year that DLSU has been included in the listing. THE Impact Rankings assess 1,705 universities from 115 countries and regions based on their progress on the United Nations Sustainable Development Goals (UN SDG). The rankings take the following areas into account: research, stewardship, outreach, and teaching.

For SDG 6: Clean Water and Sanitation, it ranked in the Top 101- 200 thanks to its waste management and sewage treatment projects on campus. Members of the DLSU faculty have also conducted research on stormwater and wastewater management.

DLSU was also included in the Top 101-200 universities for SDG 14: Life Below Water. Its programs for this SDG focus on citizen science, alternative livelihood programs for fisherfolk in Talim Bay, coastal cleanups, marine plastic pollution awareness drives, and reef check monitoring in the Tingloy Marine Protected Area in Batangas.



Moreover, the University was placed in the Top 201-300 universities that display progress in SDG 12: Responsible Consumption and Production. Its top project for this SDG was the banning of single-use plastics on campus.

When it comes to SDG 17: Partnership for the Goals, DLSU placed in the Top 301-400. To contribute to this goal, the University partners with LGUs and provinces for SDG monitoring through a community-based monitoring system.

As for SDG 1: No Poverty, DLSU earned a spot in the Top 401-600. To contribute to the goal of reducing poverty, the Lasallian Social Enterprise for Economic Development promotes social entrepreneurship through training and formation programs. Additionally, 20% of DLSU students are supported by scholarships.

DLSU ranked in the Top 601-800 for SDG 4: Quality Education. DLSU trains its faculty in teaching and research to maintain teaching standards. The University also hosts avenues for faculty networking, such as the DLSU Annual Research Congress, Innovation and Technology Fair, and Arts Congress.



DLSU Takes Second Spot in 2021 UI GreenMetric Country Ranking, 228th in the World Rankings

DLSU climbs to second place among Philippine universities in the 2021 Universitas Indonesia (UI) GreenMetric World University Rankings. The University scored 7,050 (out of 10,000), the highest DLSU has achieved since its first evaluation in 2016. This marks DLSU as the 228th most sustainable school among 956 others in the international assessment.

The highest placement DLSU received was during the 2020 rankings, amid the reduction in on-campus activities due to the pandemic. DLSU ranked 191st among 912 universities globally. In 2019, the university placed 232nd among 780 schools worldwide.

The UI GreenMetric World University Rankings have been one of the most widely used systems for assessing the sustainability of universities. It encompasses Setting and Infrastructure, Energy and Climate Change, Waste, Water, Transportation, and Education and Research. DLSU aims to remain at the forefront of campus sustainability by improving its efforts in these components as well as other aspects of sustainability.



Ban on Single-Use Plastics

Reducing the use of plastics can save animals in aquatic and marine environments and decrease the amount of waste that ends up in landfills. To lessen its non-biodegradable waste, DLSU banned single-use plastics from campus since Term 2 of the Academic Year 2020-2021. The University also issued memoranda encouraging the use of alternatives such as microwavable containers instead of styrofoam food packaging and reusable tumblers instead of PET bottles or plastic cups.



ENSURING THE HEALTH AND SAFETY OF THE DLSU COMMUNITY



ADAPTING TO THE NEW NORMAL: ADJUSTING TO THE COVID-19 PANDEMIC

403-3; 403-6



Health and Safety Protocols

To lessen the spread of COVID-19, DLSU established its Health, Security, and Safety COVID-19 Protocol. Campus guidelines for hygiene, sanitation, and social distancing required all members of the University to wear face masks and face shields and to bring personal sanitation kits. Additionally, members of the University were required to fill out a daily health monitoring survey form. Upon entering each campus site, members of the University were also required to use the designated thermal scanners, step on disinfecting mats, and sanitize their hands.

To minimize contact, designated entrance and exit points were observed, as well as staggered schedules and lunch breaks. The University also followed WHO and CDC standards for two-meter physical distancing and reduced the maximum allowed capacity of classrooms, offices, and meeting rooms to enforce this measure.

Protocols for contact tracing were also put into place. The HSO used contact details, which were collected with consent through its health monitoring surveys, to alert the close contacts of individuals who were confirmed as COVID-19 cases. These contacts would then be advised to monitor themselves for symptoms and self-quarantine.

During the lockdown, access to all campus sites was restricted to enforce social distancing and health and safety guidelines. Employees and contractors who needed to enter the campus for research, administrative tasks, or other purposes did so by booking appointments.

Visitors and employees were initially required to present negative RT-PCR COVID-19 test results before entering any campus site. This requirement was replaced with a need for proof of full vaccination at least 14 days before entering campus. However, some circumstances, such as entering a bubble

setup, still required employees to produce RT-PCR COVID-19 test results.

Facilities were also improved to reduce the risk of spreading COVID-19 infections. On the DLSU-Manila campus, a knee-operated hand washing facility was installed along Br. Bloeman Hall, room ventilation systems were evaluated and supplemented, and a UV disinfection facility was used to sanitize packages delivered to the University.

Additionally, employees who were required to work on-site had to be fully vaccinated by December 1, 2021. A vaccine record monitoring form was also implemented for students and employees.

COVID-19 restrictions were gradually eased during Term 1 of AY 2022-2023.

Improving air quality has been shown to reduce instances of COVID-19 transmission. DLSU

formed a technical working committee that will review various standards and emerging studies to aid in the formulation of its plans to improve indoor air quality in campus facilities.



Mental Health Support

Many students and faculty members struggled with mental health concerns during the pandemic. In response, DLSU offered free counseling sessions from the Office of Counseling and Career Services and the Psychology Department's Telepsychology for the Lasallian Community service.

Policies were also put in place to lessen the stress students faced. The second trimester in AY 2019-2020 saw the implementation of the no-failing grade policy, and students were given the option to defer requirements for school subjects as long as they were completed by the end of the school year.

3 GOOD HEALTH AND WELL-BEING
Vaccination

DE LA SALLE UNIVERSITY VACCINATION STATUS (2021)

	Total Population	Primary (2nd dose)	with booster	Boosted / Fully Vaccinate	% of Vaccination
Teaching Personnel	1,737	223	669	892	51%
Non-Teaching Personnel	681	208	321	529	78%
Student	23,044	3,484	11,155	14,639	64%
TOTAL	25,462	3,915	12,145	16,060	63.07%

To boost the immunity of University members and increase access to COVID-19 vaccines, DLSU implemented a vaccination program in 2021. DLSU joined the ICTSI Foundation Inc. consortium for access to the Moderna vaccine as well as the Unilab Consortium to acquire supplies of the Covovax vaccine.

The costs of the vaccines were subsidized for scholars and employees who are classified under Groups 1 and 2. All other members of the University shouldered the cost of their vaccination, and students could also apply for financial assistance for the vaccination.

Members of the University were allowed to choose the brand of vaccine they would receive.

DLSU partnered with Ayala Healthcare Holdings (AC Health) so that community members who opted to participate in the vaccination program could schedule their vaccination at one of the 24 AC Health vaccination centers nationwide.

In the fourth quarter of 2021, a COVID-19 booster vaccination program was announced for DLSU faculty and non-teaching personnel. Since the supply of Moderna COVID-19 booster vaccines was limited, DLSU adhered to government guidelines on the prioritization of certain groups to receive the vaccine boosters. Eligible recipients could avail of the booster at three centers located in Makati City, Taguig City, and Parañaque City.



DLSU community members were prioritized for vaccinations in line with IATF guidelines using the following classifications:

- Group 1: Faculty and non-teaching staff
- Group 2: ESPs, direct-hire, independent contractors, affiliates
- Group 3: Students
- Group 4: Dependents, members of the household



Adaptation of Online Distance Learning and Work-from-Home Setup

DLSU responded to the COVID-19 pandemic lockdowns by adopting an online education platform called Lasallians Remote and Engaged Approach for Connectivity in Higher Education (REACH). This blended learning setup employed technology to enhance remote learning, and its tools continue to be used after the return to on-site classes. During the lockdowns, University employees also adopted a work-from-home setup to prevent the spread of COVID-19.

Providing learning tools was also an important step in transitioning students and faculty to the online setup. Students were provided with access to tools such as Canva, Grammarly, and Tableau to assist them in creating their outputs for class. Faculty members were also provided with learning camps, tutorials, and real-time technical assistance through Academic Support for Instructional Services and Technology (ASIST).

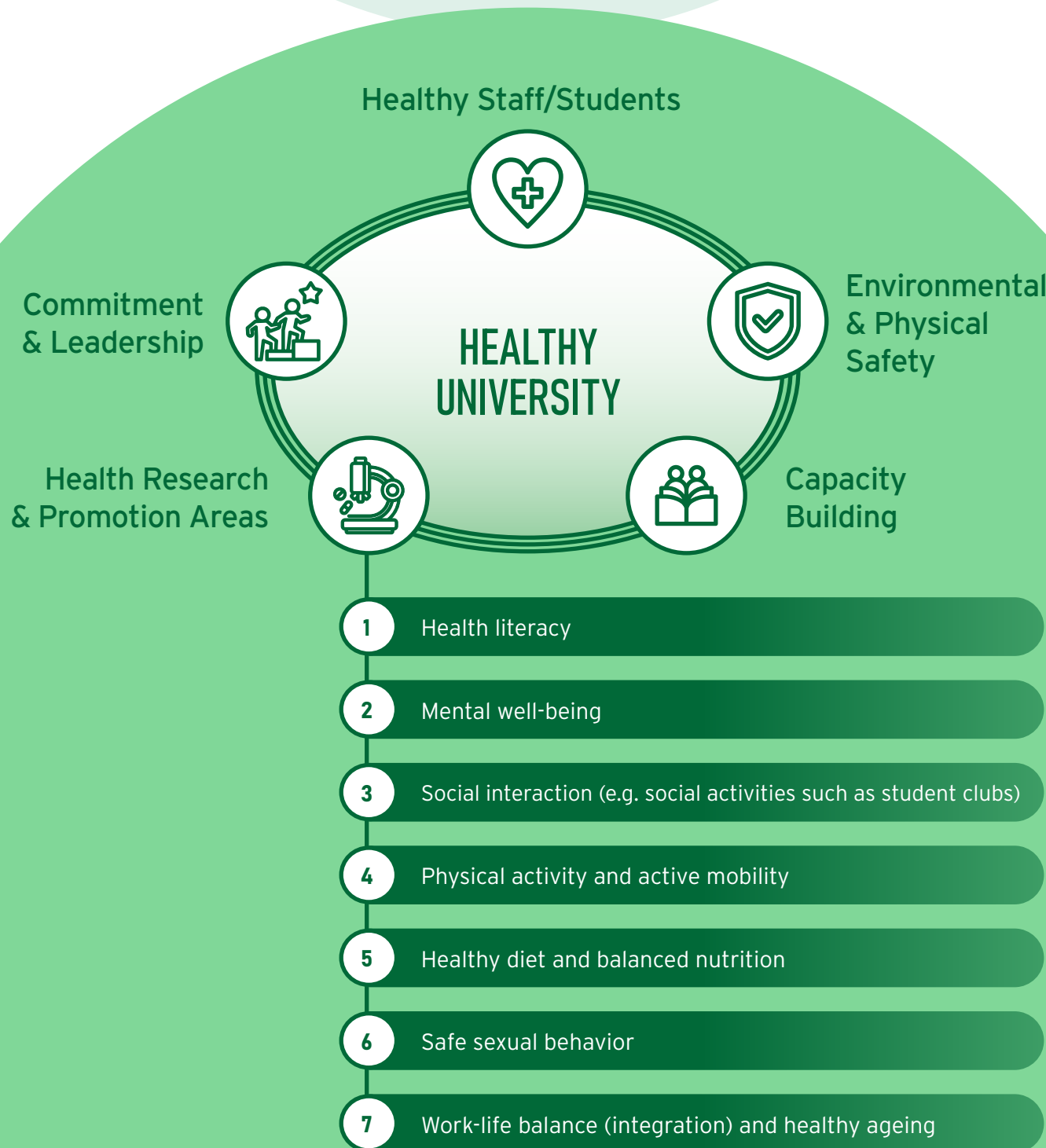
To facilitate a smooth transition back to face-to-face classes, DLSU implemented a hybrid setup during Term 1 of AY 2022-2023, designating some classes to be held onsite while others remained online. It also announced plans to construct a new building, renovate existing classrooms, and replace equipment and computers to provide students with the necessary resources for learning.





HEALTHY UNIVERSITY FRAMEWORK

As a member of the ASEAN University Network (AUN), DLSU follows the AUN Healthy University Framework. It guides the University in improving its health promotion efforts. After the framework was adopted, the University created the DLSU Health Promotion Committee, which promotes AUN guidelines through organizing health and well-being activities.



EMPLOYEE BENEFITS

3-3; 401-2

DLSU takes care of its employees by providing them with benefits that are applicable to their employment status. Each employee is given a retirement plan and life insurance plan, and their children are eligible for scholarships and tuition fee discounts at DLSU. Additionally, employees are entitled to the following types of leaves: service incentive leave, vacation leave, sick leaves, maternity or paternity leaves, and solo parent leaves.

To promote employees' professional development, DLSU offers eligible employees professional development and study leaves for both teaching and non-teaching personnel. It also provides research incentives for researchers.



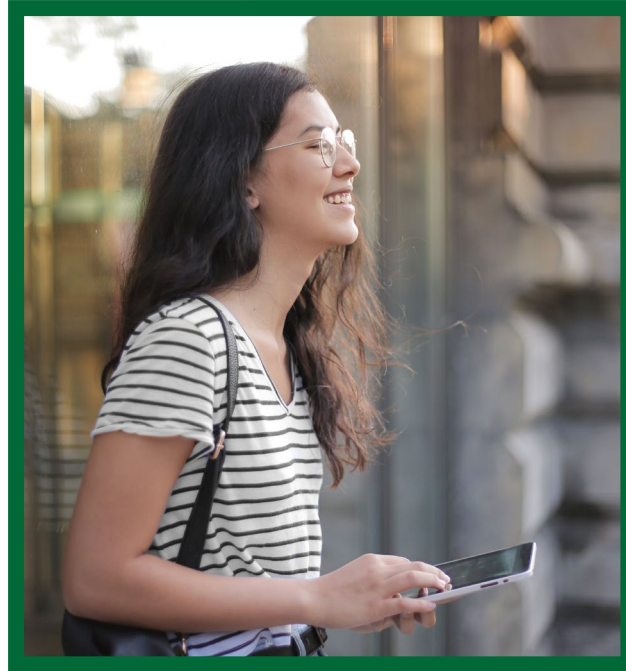
Benefits	
Life insurance	✓
Health care (aside from Philhealth)	✓
Disability and invalidity coverage	✓
Parental leave	✓
Retirement provision (aside from SSS)	✓
Stock ownership	✗
SSS	✓
PhilHealth	✓
Pag-Ibig	✓
Vacation leaves	✓
Sick leaves	✓
Housing assistance (aside from Pag-Ibig)	✓
Further education support	✓
Telecommuting	✗
Flexible working hours	✓

Note: Benefits are available to full-time employees and part-time teaching faculty.

MENTAL HEALTH



403-6



At the University, the Office of Counseling and Career Services (OCCS) is in charge of cultivating happiness among Lasallians by providing counseling, crisis intervention, program development, career education, and job placement services. The OCCS aims to be one of the country's leading counseling and career offices.

THE OFFICE OF COUNSELING AND CAREER SERVICES' MENTAL HEALTH FRAMEWORK



MENTAL HEALTH PROGRAM

- 1 Promote positive mental health
- 2 Provide safe DLSU physical environment
- 3 Offer opportunities for social connectedness
- 4 Increase help-seeking behaviors
- 5 Identify Lasallians in need of help
- 6 Provide medical and mental health services
- 7 Ensure coordinated crisis management



Through the following activities, the OCCS promotes mental health awareness and supports members of the Lasallian community (including students, administrators, faculty, staff, and parents):

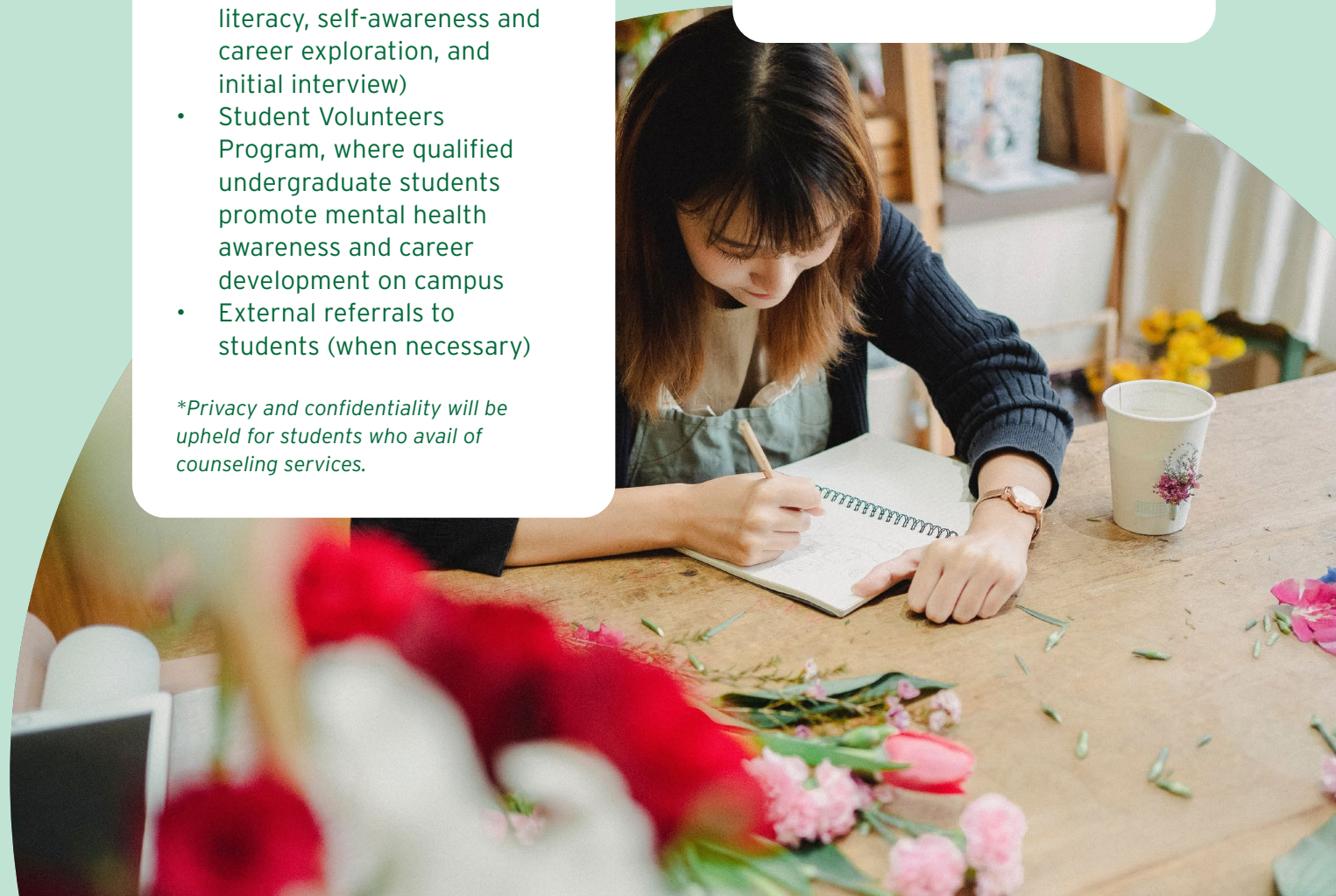
- Mental health learning sessions and seminars for faculty and staff
- Mental health caravans
- Mental health-related student-initiated activities, including screening and consultation sessions*
- Training sessions to promote positive mental health such as life skills training and sessions on social and emotional learning
- Student Affairs Services 1000 (psychological assessment, mental health literacy, self-awareness and career exploration, and initial interview)
- Student Volunteers Program, where qualified undergraduate students promote mental health awareness and career development on campus
- External referrals to students (when necessary)

**Privacy and confidentiality will be upheld for students who avail of counseling services.*



The OCCS conducts the following activities to encourage help-seeking among students and promote positive mental health:

- **Lasallian Personal Effectiveness Program (LPEP).** This two-day event orients freshmen about the OCCS' services and programs. The activities during the event also acquaint new students with University life and Lasallian culture and heritage.
- **Student Affairs Services Series.** This online course teaches Lasallians about mental health awareness, self-awareness, and career exploration.
- **Websites, Green Screen, Ads.** The OCCS uses these platforms to endorse its services, programs, and activities.



Members of the Lasallian community also look out for each other's mental health. Through the Student Volunteer Program, students can refer students at risk to counselors so that they can obtain the proper assistance. Administrators, faculty, and staff can also refer students to the OCCS if they are in need of counseling. Aside from these stakeholders, the OCCS also seeks participation from parents in its prevention and intervention programs.

The OCCS provides crisis intervention for students through immediate psychological intervention. These interventions are necessary when students are undergoing severe emotional distress, are in dire need of immediate attention from their counselor, or pose a danger to themselves, others, or surrounding properties. OCCS personnel follow the office's Crisis Management Protocol, which includes steps for preparing for mental health crises as well as for responding to these emergencies during and after their occurrence.

To prevent mental health crises, the OCCS organizes a regular suicide prevention caravan. It also implements its Watch and Care program, a preventative measure where currently enrolled Lasallians who are at high risk for suicide are identified and referred to mental health professionals. These individuals must also submit medical clearance prior to their reentry to the campus to show that they have been evaluated by a professional prior to resuming their academic activities. The University also commits to maintaining a safe physical environment by restricting access to campus facilities that may provide the means for self-harm or suicide.



Hiring more Guidance Counselors

Increasing the number of guidance counselors can provide students with more opportunities to discuss their mental health concerns with professionals. Between 2019 to 2021, the Integrated School at DLSU-Laguna hired seven guidance counselors, adding to the initial five counselors working in the campus.



Establishing Academic Breaks

During the pandemic, students in college and basic education experienced an uptick in mental health challenges such as anxiety and excessive stress. This was also exacerbated by the uncertainty and financial struggles faced by many during the pandemic.



Establishment of the Mental Health Care and Well-being Unit

Providing an avenue for psychological support is essential for helping those in need of a professional to talk to. This Mental Health Care and Well-being Unit was established to support Lasallians with mental health concerns. Its team includes licensed psychologists with specializations in clinical psychology, child and family development, and educational psychology. Each psychologist working in the unit has at least 10 years of experience and has served clients with diverse backgrounds and different age groups.

- **Individual Care Sessions:** This service can be used to work through personal concerns with the help of a psychologist. These are one-on-one, hour-long sessions that provide psychosocial support and coping resources for managing mental health challenges.
- **Community Care Sessions:** These two-hour sessions allow up to 10 participants the chance to share their experiences with a group and work through them together. Sessions will be facilitated by a psychologist and can include exercises and activities.
- **Consultations:** During these sessions, individuals can ask a psychologist questions about mental health related topics. Insights from the session can be used to plan an activity, conduct research, or improve understanding of a mental health-related issue.
- **Community Well-being Sessions**
- **Psychoeducation:** The Unit also provides psychoeducation through departmental training sessions on mental health, modules on mental health that students can access on Animospace, and regular learning sessions.



A SAFE PLACE TO WORK AND LEARN



403-1; 403-2

DLSU's occupational health and safety management system not only complies with legal requirements but also showcases the University's commitment to upholding safe spaces for its stakeholders. The system covers all departments, projects, and sites within the DLSU campus. It protects employees, students, visitors, contractors, subcontractors (including project-based contractors), and others employed in workplaces owned by the University.

The University follows the occupational health and safety policies contained in the Facilities and Environmental Programs Management Manual. These include the training and capacity building of qualified personnel who will oversee health and safety in the Lasallian schools.

DLSU activities and operations inside and outside of campus sites must comply with the safety requirements of the University Safety Office team. Examples include the work of employees and project-based construction contractors and workers. Additionally, the University Safety Office team must also ensure the safety of off-campus activities for students and employees such as outreach activities and team-building sessions.

DLSU-Manila's Central Health and Safety Committee established the occupational health and safety guidelines and practices that apply to all DLSU campus sites. DLSU also complies with the legal requirements of the Department of Labor and Employment.

All campus sites have their own Safety and Health Committees and on-site Safety Officers. Having Safety Officers based in each campus allows them to deal with safety concerns that are unique to each campus and to craft their own safety practices to mitigate or resolve these concerns. Safety Officers are in charge of regularly assessing risks and hazards that employees and students may be exposed to. They also document all workplace accidents and injuries that have occurred within their jurisdiction and report these to the Department of Labor and Employment.

DLSU also has clinics on each campus that cater to the health concerns of its students, faculty, staff, and visitors. These clinics are open from 6:00 A.M. to 10:00 P.M. During emergencies, referrals to outside hospitals are provided. When off-campus activities take place, students, faculty members, and staff are provided with medical kits. Some DLSU campus sites also have ambulances stationed onsite to ensure that members of the community with medical emergencies are brought to hospitals in the fastest time possible. The DLSU-Manila campus has two ambulances, while the DLSU-Laguna campus has one.



EMERGENCY PREPAREDNESS



University Budget for Disaster Preparedness

₱150,000 per Academic Year

The University's Emergency Management Manual guides the University in mitigating, preparing for, responding to, and recovering from disasters and emergencies, including those that are natural and man-made. Emergency protocols are reviewed and updated each academic year to adapt to the University's changing risks.

Emergencies are classified into four levels based on the number of persons threatened, the nature of the emergency, the time it occurred, and the location of its occurrence. DLSU also adheres to the following emergency management cycle:

DLSU'S EMERGENCY MANAGEMENT CYCLE



The University has designated emergency responders that come from the security team and a pool of volunteers. Security personnel on the University's Incident Response Team (IRT) serve as emergency responders. Additionally, a volunteer organization called the DLSU Safety Advocates and Volunteer Emergency Responders (SAVERS) 111 also implements emergency protocols.

The DLSU SAVERS 111 is headed by the Vice Chancellor for Administration and assists with the planning, execution, and evaluation of emergency drills. The organization also educates the DLSU community about proper emergency response. While the DLSU SAVERS 111 is open to all University employees, students, and partners, they must undergo screening and training.

The DLSU community is regularly trained to respond to emergencies. Each academic year, emergency response drills are held on all campus sites and satellite facilities. If emergencies occur, post-emergency meetings are organized and attended by members of the Emergency Response Management Committee. During these post-emergency meetings and assessments, attendees work together to formulate recommendations that will bolster DLSU's prevention, mitigation, response, and recovery efforts for emergencies.



TRAINING AND DEVELOPMENT

3-3; 404-2



DEVELOPING STARTUPS, BUSINESSES, AND BUSINESS MANAGEMENT SKILLS

DLSU supports aspiring entrepreneurs with technology businesses through Animo Labs's various programs and services. Through these, DLSU contributes to national economic development and promotes sustainable business practices.

Animo Labs's Incubation Program



Animo Labs's Incubation Program helps entrepreneurs craft their work plans, refine their business models, and produce their prototypes. It also provides incubation training and business assessments. To assist businesses in acquiring long-term funding, Animo Labs also connects program participants to possible investors, providers of grants, mentors, and funding agencies. It can also connect incubates to students, faculty, researchers, and experts from the University.

Through the Laguna Campus Fab Lab and Manila Makerspace, Animo Labs also provides co-working spaces where entrepreneurs can work in a supportive environment and avail themselves of internet access.

Animo Labs's coaching services help entrepreneurs with designing work plans; reviewing performance; building teamwork health; assessing entrepreneurial inclinations and intentions; and using tools, methodologies, and scorecards.

Fab Lab



With the goal of supporting small-scale productions, the Animo Labs Fab Lab supports personal projects, research, and maker culture. Located on the DLSU-Laguna campus, it offers affordable co-working spaces and specialized tools that entrepreneurs can use to boost their productivity. It is equipped with 3D printers and resin printers, and it also provides training in machine operation and basic 3D design.

NASA Space Apps Challenge



DLSU-Manila hosted the NASA Space Apps Challenge from October 18 to 20, 2019. Using NASA's OpenSpace data, competing teams raced to solve existing challenges that humans currently face on Earth and in space. The event included a boot camp, a 24-hour hackathon, and opportunities for each team to pitch their ideas.

Two teams came home victorious after the judging process. Team Ocean's 4 developed a long-range, semi-autonomous oceanic garbage collection fleet system called "Pawikan." Meanwhile, Team AEDES Project created a predictive database that can aid in the public health response to dengue in the Philippines. These two winners moved forward to compete in the Global NASA Space Apps Challenge.



INTEGRATING SUSTAINABILITY INTO OUR CURRICULUM



The Ramon V. del Rosario College of Business (RVRCOB) has crafted sustainability-related programs that teach aspiring entrepreneurs how to do good for society and the planet while maintaining a profitable business. In a world where unethical business practices abound, these courses are needed more than ever.

Minor in Humanistic and Sustainability Management



All Lasallian students at the college level are eligible to take the RVRCOB's Minor in Humanistic and Sustainability Management, making it possible for them to integrate business management and another discipline. It aims to equip students with knowledge about leading management theories and frameworks, along with lessons about managing a sustainable business. The program also teaches management in the context of the UN SDGs, similar to more than 600 business schools across the globe that also offer courses in sustainable management.

This minor program also provides students with plenty of networking opportunities. Students in this program will have the chance to work with students in BS Applied Corporate Management on a business project that aims to contribute to the common good. They can also join collaborative research projects on human flourishing in businesses by the International Humanistic Management Association (IHMA), a leading organization in the field of humanistic and sustainable management. Students also have access to IHMA's webinars and case studies.

Improvements to Existing Courses



UN SDGs Incorporated Into Electronic Service Learning Classes

To get students involved in contributing to the UN SDGs, DLSU integrated these initiatives into the following electronic service learning classes: Corporate Social Responsibility and Good Governance (CSRGOVE), COBCSRG, and Lasallian Business Leadership with Ethics and CSR (BUS560M). All projects and outputs for these student groups have integrated the SDGs into their main objectives.

For instance, as part of their service learning projects, MBA students hold livelihood and safety programs for incarcerated people in the national penitentiary. These programs involve skills development, livelihood workshops, and physical and mental health safety instructional videos. These efforts contribute to SDG 8: Decent Work and Economic Growth and SDG 3: Good Health and Well-being.

New Course Included in the Bachelor of Science in Accountancy Curriculum: 3-Unit Course on Governance, Business Ethics, Risk Management, and Internal Control

Good governance is a pillar of any organization. This is why DLSU included a 3-unit course on governance, business ethics, risk management, and internal control in its curriculum for the Bachelor of Science in Accountancy program. It aims to form Lasallian accountants who are competent, ethical, and socially responsible. This course is offered in accordance with CHED Memorandum Order 27 series of 2017, which details revised policies, standards, and guidelines for a Bachelor of Science in Accountancy.





RESEARCH

The University's 12 research centers tackle a broad variety of topics ranging from business to social development to the natural sciences. Its research efforts aim to further the education of students, develop the careers of faculty and researchers, and advance knowledge in different fields of study.

To advance progress toward the United Nations Sustainable Development Goals (UN SDGs), there is a need to better understand the challenges, find appropriate solutions, and determine the impacts of these changes. Making each of the SDGs a reality involves being grounded in relevant and up-to-date information, and the University's research centers prioritize efforts to incorporate and center the SDGs in their work.

COMPLETED INTERNALLY AND EXTERNALLY-FUNDED SUSTAINABILITY-RELATED RESEARCH PROJECTS

2019-2020	92
2020-2021	115
2021-2022	55
Total	262

SUSTAINABILITY-RELATED ARTICLES AND PUBLICATIONS BY FACULTY MEMBERS

2019	414
2020	356
2021	439
2022	464
Total	1,673

***Scopus:** SEARCH AFFILIATIONS - DLSU; LIMIT YEARS to 2019-2022; SEARCH WITHIN RESULTS using Keyword: Sustainability OR Environment

TOTAL AMOUNT OF UNIVERSITY FUNDING FOR PROJECTS/RESEARCH ON SUSTAINABILITY PER YEAR BASED ON THE PERIOD COVERED

Academic Year	Internal Research Fund	External Research Fund	Total Research Fund	DLSU Annual Budget	Percentage Relative to DLSU's Total Budget
2019-2020	663,078,009	350,529,415	1,013,607,424	2,793,600,000	36%
2020-2021	502,297,433	287,448,146	786,111,641	3,278,500,000	24%
Total	1,165,375,442	637,977,561	1,799,719,065	6,072,100,000	





SOCIAL DEVELOPMENT RESEARCH CENTER



In addition to their focus studies, the Social Development Research Center (SDRC) conducts capacity-building sessions and raises awareness on social issues that pertain to quality of life, social development, and national economic growth.

To date, SDRC has gathered data and provided analysis for over 200 studies with funding from national and international organizations and government agencies. Its research initiatives cover a wide range of fields and topics, including sustainable development, social change, social protection, inclusive social policy, health science and population research, capital formation, institutional reform, and local government development.

RESEARCH AND PROJECT HIGHLIGHTS

Assessment of Existing Competencies of Child Development Workers Towards Progressive Achievement of National Competency Standards



This study examined the competencies of child development workers (CDWs) in running daycare centers, child development centers, and supervised neighborhood playgroups and identified areas where further support is needed. The study was funded by the United Nations Children’s Fund (UNICEF) and led by Project Director Dr. Roberto E. Javier, Jr.

Based on the study’s findings, the researchers recommend a revision of CDW job qualifications to better align with the realities of the work and the strengths of the current workforce. This would enable a fairer assessment of CDW capabilities, facilitate the development of targeted support programs, and ultimately contribute to improved quality of care for young children in the Philippines.

Social and Behavior Change Communication Strategies to Improve Sexual and Reproductive Health and Family Planning Outcomes Among Out-of-School Adolescents and Youth in the Philippines



Based on data that shows a higher risk of teenage pregnancy and sexually transmitted diseases among out-of-school youth (OSY), this study aimed to identify behavioral patterns that result in these outcomes. OSYs aged 15 to 19 years old were assessed for their outlooks on age of sexual debut, contraceptives, care seeking for the first trimester of pregnancy, and birth spacing. This project was funded by the Population Council and headed by Dr. Jesusa M. Marco.

The researchers also focused on identifying appropriate channels and agents of influence to generate effective approaches that encourage safe and healthy reproductive behaviors. When accurate information is paired with culture-centered messages, social media campaigns are the best way to reach and teach OSYs about reproductive health. A multidisciplinary study on communicative contexts and strategies is suggested to further improve reproductive health and family planning outcomes for this youth group.





Social and Ecological Vulnerability of Coastal Communities in the Philippines

As more residents face climate-induced vulnerabilities due to their proximity to water, this study aimed to identify social and ecological vulnerabilities in coastal communities in Metro Manila and the province of Batangas. This project was undertaken by a joint team composed of the Ocean Policy Research Institute of the Sasakawa Peace Foundation and DLSU. It was led by Dr. Marlon Era.

The project's results serve as a valuable resource for government officials and development organizations in the creation of programs that reduce the vulnerability of coastal communities in the Philippines. It aids in program agenda development and identifies key areas that require support so that efforts and resources can be properly allocated.



Climate Change, Disaster Risk, and Waste Management in the Urban and Rural Coastal Communities in the Philippines (INTRAMURAL Project)

This study continued the work of the "Social and Ecological Vulnerability of Coastal Communities in the Philippines" project, which was completed in March 2020. It was also funded by the Sasakawa Peace Foundation and headed by Dr. Marlon Era. Examining the interplay between solid waste management and coastal community resilience, the study shed light on how poor practices in Batangas and Laguna amplify risks associated with disasters and climate change.

The study identified recurring challenges in coordinating the implementation of environmental laws across climate change adaptation, disaster risk reduction, and solid waste management. These obstacles included political maneuvering, knowledge gaps among decision-makers, and insufficient community engagement in holding violators accountable. The study's findings posit the need for a renewed focus on planning, integration, and strengthening ongoing efforts to achieve a cohesive national environmental legal framework in the context of the post-2015 global commitments.



Assessment of the Implementation of Maternal, Newborn, Child Health and Nutrition Health Systems Strengthening for Indigenous Cultural Communities in Selected UNICEF Areas

This project was an assessment of the UNICEF program on "Implementation of Maternal Newborn Child Health and Nutrition Health Systems Strengthening for Indigenous Cultural Communities in Selected UNICEF Areas." The project director was Dr. Mary Janet Arnado.

While the UNICEF program was rated as highly relevant in creating strategies for improving access to healthcare for indigenous peoples, its effectiveness was rated as low due to limited indications of health system improvement. However, its use of the participatory approach affirmed that it is essential for researchers to be culturally sensitive and to respect the laws and practices of the indigenous peoples.



Development and Pilot Testing of Remote Counseling Protocols for OSAEC Victims/Survivors (Phase 1)

From August to December 2020, researchers conducted a study to develop remote counseling protocols specifically tailored to address the needs of survivors of online sexual abuse or exploitation of children (OSAEC). Their goal was to create a protocol that is trauma-informed, developmentally appropriate, culturally relevant, empowering, and safe for remote delivery. The project was led by Dr. Maria Caridad H. Tarroja and funded by the Asia Foundation.

The study identified distinct preferences, safety considerations, specific requirements, potential benefits, and drawbacks associated with remote counseling for OSAEC survivors. These findings necessitate further investigation before developing a treatment protocol in the project's second phase.





JESSE M. ROBREDO INSTITUTE OF GOVERNANCE



RESEARCH AND PROJECT HIGHLIGHTS

Political Participation for Greater Electoral Integrity



Held from 2020 to 2023, the three-year program aimed to empower Filipino citizens to actively participate in elections by increasing their oversight, promoting informed voting through information access, and advocating for necessary reforms in the electoral system and constituency-building. It was funded by USAID and spearheaded by the Ateneo School of Government. JRIG served as one of its sub-grantees.

JRIG held four virtual knowledge workshops with electoral stakeholders to identify policy issues related to the 2022 elections and the COVID-19 pandemic. These workshops yielded a practical policy research agenda, empowering researchers to guide policy development through evidence-based insights.

Through policy forums, JRIG disseminated policy briefs that centered on recommendations for improving the electoral process in the Philippines. These forums also served as a venue for electoral stakeholders to share their feedback on the policy briefs. Attendees included high-level government officials, such as Commission on Elections (COMELEC) Chair George Garcia and former Chair of the House Committee on Electoral Reforms Rep. Elpidio Barzaga.

To empower young voters, JRIG also organized virtual events for the youth in vote-rich areas in the Philippines.

Training on Technical Writing and Strategic Communication for Civil Society



This training program was designed for civil society organizations (CSO) advocating for human rights and democratic governance. The program developed modules for technical writing and strategic communications and provided training for developing proposals and engaging the public and media. The program ran from February 2021 to July 2021 and was supported by Freedom House.

Participants also evaluated the program and provided feedback on how it could be improved. They suggested that the organizers maximize mechanisms for feedback and engagement so that participants will receive more mentorship. Other suggestions included expanding the program's reach, making the modules publicly available online, and considering varying levels of participant competency when revising the modules for the project.

ANGELO KING INSTITUTE FOR ECONOMIC AND BUSINESS STUDIES

Since 1999, the Angelo King Institute for Economic and Business Studies (AKI) has pushed for the integration of economic and business studies to create better policy recommendations for the government and businesses. The institute organizes forums where experts can discuss economic and business issues. Additionally, it contributes to databases on economic and business learning, disseminates research output, funds research, publishes working papers, conducts lectures, and generates quarterly reports on the Philippine economy.

The AKI has also supported the development of the Community-Based Monitoring System (CBMS), which is a tool used for generating household- and individual-level data. Launched in 2022, the CBMS Network is headquartered in AKI and is a part of the Poverty and Economic Policy (PEP) Network. The CBMS has been used to design and implement programs for poverty alleviation and was institutionalized through the proclamation of Republic Act 11315, or the CBMS Act, in April 2019.



AKI RESEARCH GRANTS



This grant supports research proposals in education and human resource development that leverage the Programme for International Student Assessment (PISA) Database. This database houses valuable information on the performance of Filipino high school students in the 2018 PISA assessment, an international study conducted by the Organisation for Economic Co-operation and Development (OECD) that tracks the academic performance of 15-year-old students in mathematics, science, and reading.

STUDIES THAT RECEIVED AKI RESEARCH GRANTS:

Identifying Factors That Differentiate Lowest-Performers Among Filipino Students in the 2018 PISA Science Test: Machine Learning Approaches

Marissa Ortiz Calleja, Macario O. Cordel II, Jude Michael M. Teves, Sashmir A. Yap, Unisse C. Chua, and Allan B. I. Bernardo

This study used machine learning to identify key factors associated with the poor performance of Filipino students in the PISA 2018 science literacy assessment. These factors included reading strategies, classroom and school experiences, motivation, family experiences, home learning resources, and educational profiles.

Using Machine Learning Approaches to Explore Factors Influencing Low Reading Proficiency in English Among Filipino Learners

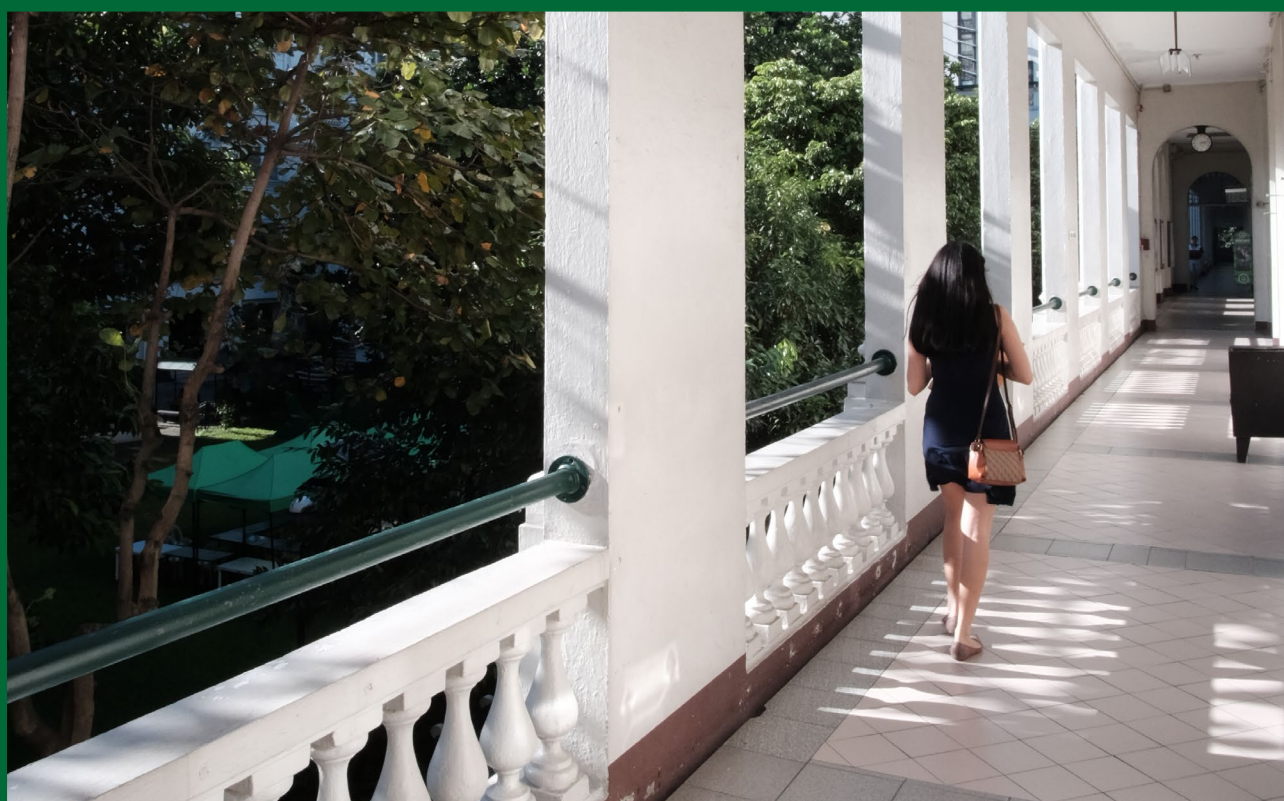
Rochelle Irene G. Lucas, Macario O. Cordel II, Jude Michael M. Teves, Sashmir A. Yap, Unisse C. Chua, and Allan B. I. Bernardo

The researchers used machine learning to determine non-cognitive variables linked to low reading levels among Filipino students. These variables included: home resources and socioeconomic constraints; learning motivation and mindsets; classroom reading experiences with teachers; reading self-beliefs, attitudes, and experiences; and social experiences within the school environment.

Which Filipino Students Are Being Left Behind in Mathematics? Testing Machine Learning Models to Differentiate Lowest-Performing Filipino Students in the 2018 PISA Mathematics Test

Minie Rose C. Lapinid, Macario O. Cordel II, Jude Michael M. Teves, Sashmir A. Yap, Unisse C. Chua, and Allan B. I. Bernardo

This study investigated factors common to Filipino students who scored poorly on the PISA math test. It revealed that across public and private schools, students with low scores often lacked access to mobile phones with internet, came from families with lower socioeconomic status, did not anticipate completing a vocational degree, and exhibited underdeveloped discernment and critical thinking skills.



AKI POLICY BRIEFS ON THE COVID-19 PANDEMIC



AKI's nine policy briefs, published between 2020 and 2021, provided insightful analysis and informed policy decisions, contributing to the global understanding of the COVID-19 pandemic.

Education in the Time of COVID: Bridging Inequalities in Access to Opportunities (DLSU-AKI Policy Brief, Volume XIII, No. 9) Paulyne J. Castillo

This policy brief explores the barriers to effective distance learning for many Filipino students, focusing on the critical issues of limited financial resources, inadequate internet access, and the lack of appropriate devices.

Will CREATE Resolve the Philippines' Unemployment Woes Amidst the COVID-19 Pandemic? (DLSU-AKI Policy Brief, Volume XIII, No. 8) Krista Danielle Yu and Marites Tiongco

This paper advocates for the government to continue gradually lowering corporate income tax to facilitate revenue redistribution, enabling MSMEs to retain their employees. Additionally, it recommends establishing a time limit on the duration for which investors can benefit from government incentives.

Towards a Flexible Learning Ecosystem in Philippine Tertiary Education (DLSU-AKI Policy Brief, Volume XIII, No. 7) Ador R. Torneo, Raymond R. Tan, and Robert C. Roleda

The authors recommend that Philippine higher education institutions leverage technology and transition to flexible learning models. This ensures educational continuity in anticipation of potential future lockdowns.

Recommending a Patient-Level Study to Confirm That BCG Vaccination Accounts for the Relatively Low COVID-19 Mortality Rate in the Philippines (DLSU-AKI Policy Brief, Volume XIII, No. 6) Arnulfo P. Azcarraga

This policy brief recommends studying bacille Calmette-Guerin (BCG) vaccines for tuberculosis and how they contributed to low COVID-19 mortality rates in the Philippines.

Learning With Friends: A Rational View of Remote Learning With Network Externalities in the Time of COVID-19 (DLSU-AKI Policy Brief, Volume XIII, No. 5) Paul John M. Peña and Dickson A. Lim

In this paper, the authors recommend strategies for effectively transitioning to remote learning. These include improving access to technology, integrating independently learned knowledge from students, reviewing course content and delivery, and implementing a scalable online learning management system.

Potential Economic Effects of Lockdown in the Philippines Due to COVID-19: Lessening the Impact on Poor Households (DLSU-AKI Policy Brief, Volume XIII, No. 4) Caesar B. Cororaton, Marites Tiongco, and Arlene Inocencio

This policy brief created six simulations for how different government policies and responses to the pandemic affect households in the Philippines.

Allowing Entry of Foreign Health Professionals in Containing the COVID-19 Pandemic in the Philippines (DLSU-AKI Policy Brief, Volume XIII, No. 3) Tereso Tullao, Jr., John Paolo Rivera, and Cynthia Cudia

This policy brief calls for easing government regulations on the entry of foreign healthcare workers to boost the country's pandemic response.

The Economic Impact of the Metro Manila (NCR) Enhanced Community Quarantine (DLSU-AKI Policy Brief, Volume XIII, No. 2) Krista Danielle Yu, Kathleen Aviso, and Raymond Tan

This study found that the COVID-19 pandemic significantly disrupted NCR's formal economy, leading to inoperability due to supply chain disruptions, workforce reductions, and plummeting demand.

Preparing for Shortages of Future COVID-19 Drugs: A Data-Based Model for Optimal Allocation (DLSU-AKI Policy Brief, Volume XIII, No. 1) Charlle L. Sy, Kathleen B. Aviso, Christina D. Cayamanda, Anthony S. F. Chiu, Rochelle Irene G. Lucas, Michael Angelo B. Promentilla, Luis F. Razon, Raymond R. Tan, John Frederick D. Tapia, Ador R. Torneo, Aristotle T. Ubando, and Derrick Ethelbhart C. Yu

This study used a computer model to optimize the allocation of COVID-19 drugs, maximizing potential lives saved. This model can be further adapt and refine its allocation strategies by incorporating data on drug efficacy from clinical trials.



BR. ALFRED SHIELDS FSC OCEAN RESEARCH (SHORE) CENTER



The SHORE Center empowers faculty and students to generate knowledge and technologies that protect seas and coastlines through its diverse learning activities. The center's impact extends beyond research, fostering community development and social transformation in coastal areas, particularly among youth and underserved populations. With a focus on coastal ecosystems, SHORE Center's research projects inform and guide its capacity-building and engagement initiatives for Filipino marine researchers, government officials, and local communities.

RESEARCH AND PROJECT HIGHLIGHTS



Capacity Building on Reef Assessment and Coral Taxonomy (Phase 2)

This project was done to refine the Alwan Citizen Science Methods for reef assessment. It also aimed to develop training modules and materials for the faculty of regional higher education institutions as well as their community partners. The project was conducted in Lian, Batangas for two years and concluded in 2023. Led by WY Licuanan, the project was funded by DOST Philippine Council for Agriculture, Aquatic and Natural Resources Research and Development (PCAARRD).

The coral reef monitoring conducted by the Lian community for this project demonstrates the effectiveness of citizen science in investigating environmental disturbances like coral bleaching. It also highlights the critical role of providing appropriate tools and government support for the success of such citizen science initiatives.



Jellyfish Ecology and Envenomations Project

Despite jellyfish causing deaths in the Philippines, information about venomous box jellyfish in Philippine waters is scarce, particularly regarding their identification, distribution, seasonality, and ecology. This project aimed to address this gap by utilizing citizen science to monitor box jellyfish abundance and envenomations in eastern and western Luzon.

Identifying high-risk areas and periods for jellyfish encounters was also a key objective. Research revealed a higher frequency of encounters in beach areas located a few kilometers from rivers, particularly during periods of high tidal ranges and especially during the flooding phase. Additionally, encounters appeared more frequent during warmer months on coastal shores experiencing monsoon winds, which likely blow these animals closer to the beach.

The two-year project was funded by DOST-PCAARRD and led by WY Licuanan. It was concluded in 2023.

LSEED'S GROWTH AND TRANSITION TO BECOMING A CENTER



The Lasallian Social Enterprise for Economic Development (LSEED) started out as a developing component of the UN SDG Localization Project in 2015. It was formally launched in 2016, and over the years, it has grown into a University-wide hub for forming aspiring social entrepreneurs through initiatives such as its Fellowship Program. It has also spearheaded DLSU's SDG Conferences and SDG Localization Project.

Since 2018, it has been supervising the Hult Prize at DLSU, a student organization that serves as a localized version of the Hult Prize for DLSU students. The Hult Prize is an internationally acclaimed start-up event for young impact entrepreneurs, and the Hult Prize at DLSU allows its students to pitch business ideas and launch companies following the same model.

In 2019, LSEED also initiated the #WeCAN International Boot Camp and Research Colloquium with ASEAN+3 in partnership with the Commission on Higher Education. The event aimed to develop social enterprise incubation programs like LSEED in other academic institutions and create a network for

schools that promote social entrepreneurship with the UN SDGs as their framework. 130 international delegates from 22 academic institutions attended the bootcamp.

Since its founding, LSEED has supported 50 social enterprises, trained 300 social entrepreneurs, and worked with more than 120 local and international organizations and universities across ASEAN + 3 countries to promote social entrepreneurship. Attendees at its learning sessions and conferences have also exceeded 1,500.

With the growing importance of LSEED in the University, a series of stakeholder consultations were held in 2019 regarding the transition of LSEED into a Center. In AY 2020-2021, LSEED officially became DLSU's center for social entrepreneurship and innovation. This demonstrates the growing impact of social entrepreneurship and the demand for businesses that can address the needs of communities and push for the adoption of sustainable business practices. In 2020, LSEED also launched its Online Mentoring Internship, Volunteering Program, and LSEED Talks.





COMMUNITY ENGAGEMENT

3-3; 413-2



SUPPLIES AND DONATIONS

Lasallian-led COVID-19 Relief Efforts for the DLSU community

During the pandemic, members of the Lasallian community banded together to support those who were in need.

Support from Administrators

To fund the University's efforts to respond to challenges brought by the pandemic, DLSU vice chancellors and vice presidents partially or fully donated their one-month honorarium and provided personal pledges. The funds enabled solutions to problems faced by academics, research, social engagement, and operations, as well as financial support packages for students.

Lasallians CARE

The COVID-19 pandemic lockdowns that began in March 2020 severely impacted livelihoods, leaving many individuals without a source of income. In response to this crisis, the DLSU Office of the Vice President for Lasallian Mission launched Lasallians CARE, a voluntary donation drive to support the 500 concessionaire staff and construction workers who were unable to provide on-site work. This initiative demonstrated the spirit of Lasallian solidarity, as 251 faculty members, administrators, and staff generously

contributed a portion of their salaries. These efforts were further amplified by the support of 64 student and alumni donors, who made direct cash deposits to DLSU's accounts. By April 2020, Lasallians CARE had raised ₱764,760, providing much-needed relief to those affected by the pandemic's economic fallout.

DLSU also provided salaries amounting to one month of pay and financial assistance to contractual and outsourced employees whose livelihoods were most affected by the lockdowns. Additionally, all DLSU employees were provided with a one-time connectivity allowance amounting to ₱1,500.

Tuition Discounts

DLSU provided tuition discounts to ease the financial stress faced by students during the pandemic. For the Second Term of AY 2019-2020, the University provided a 7% tuition rebate for DLSU-Manila and a 10% tuition rebate for DLSU-Laguna. Tuition discounts and the waiving of fees also occurred during the Third Term of AY 2019-2020.

One with Frontliners



During the peak of the COVID-19 outbreak, frontliners struggled to acquire essential supplies. RVRCOB's Marketing and Advertising Department launched One with Frontliners to raise funds for frontliners's PPEs, masks, and food. The department also partnered with businesses to acquire funds for the donation drive.

Donations to Samahan ng Maliliit na Mangingisda ng Binubusan



Small-scale fisherfolk face challenges such as declining catch, the degradation of reefs due to illegal fishing practices, and a lack of equipment. To support the country's fisheries sector, the Junior Philippine Institute of Accountants, a student organization at DLSU, provided donations to the fisherfolk in a small fishing village in Binubusan. They were given materials and supplies to help them in their livelihood.

SEC2020: #BigayTulong - Give Aide



To assist people in Manila City who were in need of COVID-19 test kits, SEC2020: #BigayTulong was initiated. The three-week donation drive served as an avenue for donors and social enterprises to fund COVID-19 rapid test kits for people in Manila City.

INFRASTRUCTURE

Installation of an Integrated Water Management System in Mulanay, Quezon Province

EDUCATION

Philippine Science High School Summer Internship Program



Through the Gokongwei College of Engineering's internship program, Grade 10 and 11 students from Philippine Science High School were encouraged to engage in STEM programs.

Operation Big Brother



Bolstering access to educational resources is key to developing the nation. Through Operation Big Brother (OBB), Br. Andrew Gonzalez College of Education (BAGCED) provides quality Lasallian education and value formation to high school students across public high schools in Metro Manila. Operation Big Brother aims to enhance student competencies in math, science, and English; train teachers; develop Lasallian values; holistically develop students; and equip students and teachers with learning resources.



In AY 2020 to 2021, the program adopted health protocols and shifted to an online setup. For that school year, ₱3,258,745 was spent on learning resources, teacher development, student development, program development, and operational expenses.

OBB scholars were encouraged to attend live streams of value formation sessions, and around 40% were able to comply with the directive. The sessions empowered students to navigate uncertainty, foster self-awareness, adopt healthy coping mechanisms, and appreciate the importance of relationships. By grounding these concepts in the context of the pandemic, the discussions facilitated students' processing of the global crisis.

Access to cellphone load was essential during the pandemic lockdowns, both for emergency calls and internet access. In March 2021, OBB provided ₱500 worth of load cards to each of its 997 students from its nine partner schools in the Division of City Schools of Manila. A survey about program implementation in AY 2020-2021 showed that 93.2% of students were satisfied with the program's performance for that year. Many teachers struggled to adjust to the

Guide to Teachers Without Borders



online teaching setup during the pandemic. In response, BAGCED launched Guide to Teachers without Borders 2.0, a training course that assisted OBB teachers in designing and implementing online distance learning courses. Teachers involved in the program also had the opportunity to partner with coaches, study asynchronous modules, and analyze and adjust their existing lesson plans to better fit online learning. They were also encouraged to participate in weekly question-and-answer sessions and sharing sessions. Though classes have since resumed on campus, the lessons learned from these courses can still be applied to hybrid teaching setups.

Out of the 78 OBB teachers who joined the program, 26 of them completed the course on time. All of them were K-12 teachers from small private schools. The five-week training course ran from August 10 to September 11, 2020, with funding from the Philippine Education Assistance Committee.

With the goal of enhancing student business

Technology Entrepreneurship 101 Teacher's Training



plan submissions for incubation, DLSU's Animo Labs partnered with Globe to train teachers on handling classes for Technology Entrepreneurship 101. Annually, more than 2,000 STEM and economics students at DLSU take this class to learn about how business principles can be synthesized with social innovation practices. Out of the 500 teams that create business plans for this class each year, around 40 projects will qualify for incubation with the goal of commercialization.

The pilot program began in 2021 with 48 DLSU teachers from eight DLSU colleges and sister schools, along with two DLS senior high schools. Teachers are taught about mobile technology in entrepreneurship and 5G technology for the Internet of Things (IoT). They are also required to participate in a business pitch competition to develop their entrepreneurial mindset. Thanks to this training program, teachers are better able to guide their students in creating business models centered on technological innovations.

The Educational Leadership Summer

Educational Leadership Summer Institute for 2021



Institute conference was held in 2021 with the theme "Educational Leadership in the New Normal: Navigating Technodependence." The conference was hosted by BAGCED and held online from September 30 to October 2, 2021.

Technology is playing an increasingly important role in education as computing devices and the internet become essential tools for teaching and learning. There has also been more interest in developing technologies that can be used in education, such as artificial intelligence, big data analytics, and mixed reality.

While these developments can be exciting, the increasing presence of the internet and technology in teaching and learning can also pose challenges. For one thing, there is a digital divide between high- and low-income brackets and among the young versus the old. The talks at the conference centered on strategies for navigating technodependence and the digital divide.



SOCIAL ENTREPRENEURSHIP AND SUPPORTING LOCAL BUSINESSES

Filipinnovation Entrepreneurship Corps



This project combines scientific research and business expertise to build startups that bring Filipino innovations to more customers locally and globally. It was hosted by DLSU in collaboration with DOST - PCIEERD, USAID - Science Technology Research and Innovation, RTI International, and George Washington University.

Through the Filipinnovation Entrepreneurship Corps, scientists form teams with an entrepreneur, an industry mentor, and a technology transfer officer from the DOST. Together, they work to interview potential customers from their ideal customer base in a process called "Customer Discover." This process is part of the I-Corps model for scientific and engineering research for startups, which was brought to the Philippines for this project. RVRCOB also taught teams how to use the Lean Startup Model, which involves business model canvassing and analyzing a business's customer base.

By applying their research and training in business, these teams then formulate new products that Filipinos can use, and these businesses can generate revenue and create new jobs locally. The project has allowed 20 teams of experts to commercialize their innovative technologies, grow their customer base, and meet business partners.

ADVOCATING FOR SUSTAINABILITY

Hosting of the 2021 International Conference on Cleaner Production and Sustainability



Held from December 12 to 13, 2021, the International Conference on Cleaner Production and Sustainability allowed researchers to share their findings on how industries can improve sustainable production and consumption in Belt and Road countries. The conference aims to promote sustainable production and consumption in Belt and Road countries, which lie on the low or middle end of global value chains.

Winners of the Best Paper Awards

Tackling nutritional excellence and environmental sustainability at the core of the Atlantic and EAT-Lancet diets
Cristina Cambeses Franco, Gumersindo Feijoo, María Teresa Moreira, Sara González García

Reference diets have been developed to provide guidelines on healthy eating and promote the intake of vegetables and fruits in lieu of meat. The livestock industry can have a negative impact on water quality and GHG emissions, so a more plant-based diet is encouraged. This study compared two reference diets, the EAT-Lancet's diet and the Atlantic diet. Both diets promote a high intake of fruits and vegetables and a moderate meat

intake compared to global dietary patterns on average. However, the Atlantic diet is more prominent in the Northwestern region of Spain and Portugal, while the EAT-Lancet diet is a globally recommended reference diet. The Atlantic diet also includes more fruits, vegetables, starch-based products, dairy, meat, fish, and eggs compared to the EAT-Lancet diet.

The study found higher GHG and water footprints for the Atlantic diet compared to the EAT-Lancet diet. While the EAT-Lancet diet emerges as the more environmentally sustainable option, there is a pressing need to identify "win-win" food options that align with Spanish sociocultural norms while also promoting nutritional adequacy and environmental sustainability.

The heterogenous role of energy policies in Asia-Pacific emerging economies' energy transition
Peipei Chen, Yi Wu, Pan He, Deyu Li, Jing Meng, D'Maris Coffman, Dabo Guan

Transitioning to clean and sustainable energy is crucial to mitigating climate change's detrimental effects. However, governments in the Asia Pacific (APAC) must bolster their commitment to policies that facilitate this transition. This study assessed energy policies in the APAC region and found that energy policies have improved access to electricity and increased clean cooking. APAC countries

still need to increase policy commitments for the following energy transition targets: putting more rural areas on electricity grids and promoting low-emission cooking solutions such as liquified petroleum.

The lifecycle GHGs emissions of pulp and paper industry imply national pathways towards carbon neutrality

Min Dai, Mingxing Sun, Bin Chen, Yutao Wang

The pulp and paper industry tends to be energy and carbon-intensive. It needs to shift tactics so that it can achieve net zero emissions. This study posits that pulp and paper manufacturers must consider the carbon footprint of different stages in their production process to achieve decarbonization.

The researchers found that regions with rich forest resources, such as Northern Europe, North America, and South America, should develop sustainable forest management practices to lessen the environmental impact of their pulp and paper industries. Developing countries such as China and India also need to adopt sustainability strategies, such as raising energy efficiency, expanding clean energy sources, and improving landfill management. Lastly, the researchers noted that paper recycling reduces emissions in countries that are capable of producing a large amount of wood pulp.



Macroeconomic view of Circular Economy in the Philippines through an Input-Output Analysis

Ivan Henderson Vy Gue, Ramond Tan, Anthony Chiu, Aristotle Ubando

Circular economics has garnered significant attention due to its emphasis on resource efficiency and sustainability through material reuse and extended product life cycles. Following this economic model would make the Philippine economy more sustainable. The analysis estimates a GDP increase of up to 10.05% should the Philippines adopt circular economy practices. It also expects a decrease in the raw materials needed to manufacture products across industries.

Impacts of food waste compost application: a bibliometric analysis and research updates

Li Yee Lim, Cassandra Phun Chien Bong, Jeng Shiun Lim, Pei Ying Ong, Jirí Jaromír KLEMEŠ, Chew Tin Lee

More attention is being paid to composting as a means of managing food waste. This study analyzed 1,007 research papers on food waste composting that were published between 1987 and 2021. It found that China, the US, and India are the three leading countries with research on composting. The researchers also found that research trends on food waste composting include its environmental impact, costs, and benefits. The potential of converting compost into fertilizer has captured the attention of numerous researchers, and this area of study is expected to remain a prominent research topic in the years to come.

Does the transformation of resource-dependent cities promote the realization of carbon peaking goal? - An analysis based on the typical resource-dependent city cluster in China

Ji Zhou, Zeyang Zhang, Dunhu Chang

Resource-dependent cities (RDCs) face the challenge of balancing economic growth with environmental sustainability. Their reliance on resource-intensive industries and high energy consumption contribute to their carbon footprint. This study focuses on how technological innovation and policies for industrial transformation can reduce carbon emission intensities in RDCs. It found that environmental regulations can be used to lessen pollution and carbon emissions by improving green total factor productivity (GTFP), which would reduce emissions through cleaner production. GTFP is a measure of economic development that considers the negative effects of production activities.



OUR SUSTAINABLE FUTURE

203-2

The DLSU community contributes to the UN SDGs through the collective efforts of its members. By furthering these goals, DLSU joins educational institutions across the world in ensuring that nations can meet the needs of the present while building a better future for generations to come.



ECONOMIC SUSTAINABILITY

SDG 8: Decent Work and Economic Growth

- Provides employment to its faculty and staff
- Supports social entrepreneurship through the programs of Animo Labs and LSEED
- Educates undergraduate and graduate students about their chosen fields, increasing their competencies and training

SDG 9: Industry Innovation and Infrastructure

- Conducts research that examines possible solutions to pressing national, regional, and global problems such as climate change, biodiversity loss, and food security
- Connects entrepreneurs and technology researchers through the Filipinnovation Entrepreneurship Corps so that they can build business models for innovative technologies
- Consistently ranks in the THE University Impact Rankings and receives recognition for furthering the UN SDGs through its research, teaching, stewardship, and outreach

ENVIRONMENTAL SUSTAINABILITY

SDG 6: Clean Water and Sanitation

- Practices the proper disposal and treatment of wastewater in compliance with its water and wastewater management guidelines
- Recycles water from its water treatment facilities and uses it for gardening and maintaining toilets and urinals

- Installs water-efficient fixtures
- Incorporates drought-resistant plants and bioretention systems into its landscapes
- Connects with the sewer line of DLSU's third-party water concessionaire
- Uses rainwater and stormwater collection systems

SDG 12: Responsible Consumption and Production

- Reduces waste through its ban on single-use plastics
- Upholds guidelines on waste management by regularly segregating and managing its solid and hazardous waste
- Conducts regular Waste Analysis and Characterization Studies

SDG 13: Climate Action

- Uses energy-efficient equipment such as LED bulbs and inverter-type air conditioning systems to reduce its greenhouse gas emissions
- Adopts green building practices for its flagship buildings, leading to improved energy efficiency, decreased greenhouse gas emissions, and cost savings
 - » DLSU was the first educational institution to adopt the BERDE Green Building Rating System, receiving a 2-star BERDE Design Certification for the Henry Sy, Sr. Hall in DLSU-Manila
- Operates Arrows Express, a shuttle service going to and from its campus sites, in order to provide a free source of transportation and reduce emissions

SDG 14: Life Below Water

- Conducts teaching, biodiversity research, and extension activities through the DLSU Br. Alfred Shields Ocean Research (SHORE) Center Marine Station
 - » These initiatives promote conservation, develop new technologies for conservation, and strengthen ecosystem resilience

SDG 15: Life on Land

- Upholds the policies listed in the University Policy on Animals on Campus
- Conducts biodiversity research and conservation research through the Center for Natural Sciences and Environmental Research and the DLSU-SHORE Center

SOCIAL SUSTAINABILITY

SDG 3: Good Health and Well-being

- Upholds internal and government-mandated COVID-19 health and safety guidelines
- Created a Health and Safety Protocols Committee for COVID-19
- Switched to a remote learning setup to lessen COVID-19 exposure during the lockdowns
- Provides mental health support services to students, such as one-on-one counseling sessions, group counseling sessions, training sessions, and mental health awareness initiatives
- Maintains on-campus clinics for addressing physical health concerns
- Increased access to COVID-19 vaccinations and booster shots
- Meets the needs of students in difficult circumstances through the Lasallian Student Welfare Program
- Assists students who are struggling in academics through the Lasallians SHINE Program
- Follows the DLSU Emergency Management Manual during emergency situations
- Adheres to the guidelines of the DLSU Mental Health Policy to ensure the wellbeing of its stakeholders
- Established the Incident Response Team and DLSU SAVERS 111 to provide emergency response services for the community

- Conducts emergency response drills and post-emergency meetings

SDG 4: Quality Education

- Conducts hybrid learning through its online education platform, Lasallians REACH
- Makes educational technology and other learning resources available to teachers and students
- Regularly evaluates its curriculum
- Involves stakeholders in planning and developing academic programs
- Evaluates faculty on a regular basis
- Trains faculty through the DLSU Faculty Development Program
- Participates in accreditation exercises
- Provides opportunities for students to participate in external learning opportunities

SDG 5: Gender Equality

- Provides equal employment opportunities for people of all genders
- Hosts lectures, activities, and information campaigns on inclusivity and holistic well-being for all through the Lasallian Center for Inclusion, Diversity and Well-Being

GOOD GOVERNANCE

SDG 16: Peace, Justice, and Strong Institutions

- Practices good governance and makes decisions in the best interests of the DLSU community
- Holds town hall meetings and consultations between DLSU administrators and key stakeholders to ensure that their concerns are heard
- Distributes surveys to get students' feedback on changes to operations, such as the transition to the online and hybrid class setup

SDG 17: Partnership for the Goals

- Partners with local and international research institutions and organizations across different industries to develop long-term networks and partnerships and access additional resources and funding

GRI CONTENT INDEX

STATEMENT OF USE

DE LA SALLE UNIVERSITY HAS REPORTED THE INFORMATION CITED IN THIS GRI CONTENT INDEX FOR THE ACADEMIC YEARS 2019-2020 AND 2020-2021 WITH REFERENCE TO THE GRI STANDARDS.

GRI 1 USED

GRI 1: FOUNDATION 2021

GRI STANDARD	DISCLOSURE	LOCATION
GRI 2: General Disclosures 2021	2-1 Organizational details	2
	2-2 Entities included in the organization's sustainability reporting	2
	2-3 Reporting period, frequency and contact point	2
	2-4 Restatements of information	No information has been restated.
	2-5 External assurance	This report has not been externally assured.
	2-6 Activities, value chain and other business relationships	4
	2-7 Employees	16
	2-8 Workers who are not employees	16
	2-9 Governance structure and composition	30
	2-10 Nomination and selection of the highest governance body	34
	2-11 Chair of the highest governance body	The chair of the highest governance body is not the senior executive in the organization for AY 2022-23.
	2-13 Delegation of responsibility for managing impacts	30
	2-22 Statement on sustainable development strategy	3-5
	2-23 Policy commitments	18-19
2-26 Mechanisms for seeking advice and raising concerns	28-29	

	2-27 Compliance with laws and regulations	There have been no significant instances of non-compliance with laws and regulations from 2019-2021.
	2-28 Membership associations	8-9
	2-29 Approach to stakeholder engagement	28-29
GRI 3: Material Topics 2021	3-1 Process to determine material topics	26-27
	3-2 List of material topics	27
	3-3 Management of material topics	24, 35, 37, 39, 41, 43, 51, 58, 76
GRI 201: Economic Performance 2016	201-1 Direct economic value generated and distributed	17
	201-3 Defined benefit plan obligations and other retirement plans	The estimated value of De La Salle University's Defined Benefit Plan is ₱656,000,000. The University primarily modified its retirement plan from Defined Benefit to Defined Contribution which should lower the pension cost in the coming years.
GRI 203: Indirect Economic Impacts 2016	203-2 Significant indirect economic impacts	84-85
GRI 302: Energy 2016	302-1 Energy consumption within the organization	36-37
	302-2 Energy consumption outside of the organization	
	302-3 Energy intensity	
	302-4 Reduction of energy consumption	

GRI 303: Water and Effluents 2018	303-1 Interactions with water as a shared resource	38-39
	303-2 Management of water discharge-related impacts	
	303-3 Water withdrawal	
	303-4 Water discharge	
	303-5 Water consumption	
GRI 305: Emissions 2016	305-1 Direct (Scope 1) GHG emissions	37-38
	305-2 Energy indirect (Scope 2) GHG emissions	
	305-3 Other indirect (Scope 3) GHG emissions	
	305-4 GHG emissions intensity	
	305-5 Reduction of GHG emissions	
GRI 306: Waste 2020	306-2 Management of significant waste-related impacts	41
	306-3 Waste generated	
	306-4 Waste diverted from disposal	
	306-5 Waste directed to disposal	

GRI 401: Employment 2016	401-2 Benefits provided to full-time employees that are not provided to temporary or part-time employees	51
GRI 403: Occupational Health and Safety 2018	403-1 Occupational health and safety management system	56-57
	403-2 Hazard identification, risk assessment, and incident investigation	56-57
	403-3 Occupational health services	46-50
	403-6 Promotion of worker health	46-50; 52-55
GRI 404: Training and Education 2016	404-2 Programs for upgrading employee skills and transition assistance programs	58-59
GRI 405: Diversity and Equal Opportunity 2016	405-1 Diversity of governance bodies and employees	16; 30-31
GRI 413: Local Communities 2016	413-2 Operations with significant actual and potential negative impacts on local communities	76-79



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