

Sustainable practices of selected publicly-listed higher educational institutions in ensuring good health and well-being

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Abstract

This study investigated the sustainability practices of two (2) selected publicly-listed higher education institutions in the Philippines that ensure health and well-being. Research and publication, course offerings leading to health professions, and collaborations and health services were used as variables to measure sustainable practices that ensure good health and well-being. On the other hand, sustainable development was chosen to assess the assurance of good health and well-being. This study is based on the theories of health, well-being, sustainable development, and stakeholder theory. The qualitative exploratory research design was used. Data were from the 2020 websites of the respective universities, which contained annual reports, sustainability reports, and other documents. The information from these sources was analyzed using an analytical method. According to the findings, publicly-listed higher education institutions have published several studies on health and well-being in peer-reviewed journals that are either locally or internationally referred locally or internationally or indexed in World of Science (WoS) or Scopus. Nursing, medicine, dentistry, optometry, medical technology, pharmacy, psychology, and social work are among the health-related courses available to train competent and dedicated health professionals. Graduates of these courses will be expected to promote, protect, and treat the physical, mental, social, emotional, environmental, and holistic well-being of others. The analysis of collaborations and health services revealed numerous programs and activities related to networking with other health institutions, health outreach programs, mental health support, and health care services. It develops solutions to improve the health and well-being of university stakeholders using the skills and resources at its disposal. To ensure good health and well-being, stakeholders should collaborate to ensure an integrated and holistic approach to higher education

sustainability. To address the study's limitations, it is proposed that research be conducted using a different approach that links SDG#3 to other SDGs applicable to a university setting.

Keywords: health, sustainability, publicly listed higher education institution, well-being

Background of the Study

Without a doubt, health is critical for sustainable development. It is an absolute human right that contributes significantly to a society's economic growth. Health is defined as a "*state of complete physical, mental, and social well-being, rather than merely the absence of disease or infirmity*" (WHO, 1948). The social and economic environment, the physical environment, and a person's characteristics and behaviors are all health determinants (WHO, n.d.). Income and social status, education, physical environment, social support networks, genetics, health services, and gender are just a few examples.

In this context, the United Nations General Assembly adopted the 2030 Agenda for Sustainable Development in 2015. The 2030 Agenda includes 17 Sustainable Development Goals (SDGs), which are a universal call to action to end poverty, protect the environment, and ensure that all people live in peace and prosperity (United Nations, 2015). SDG 3 of the SDGs is "*to ensure healthy lives and promote well-being for all at all ages.*" Better health and well-being are not only viewed as a single goal for sustainable development but are regarded as being essential for achieving all three pillars of sustainable development, i.e. social, environmental and economic (Hill, et. al., 2014). Health, well-being, and sustainable development are considered to be intrinsically connected, with health regarded as a precondition indicator, as well as an outcome of successful sustainable development (WHO Discussion Paper, 2012). Within the health promotion literature, "sustainable development refers to the use of resources, direction of investment, the orientation of technological development, and institutional development in ways which ensure that the current development and use of resources do not compromise the health and well-being of future generations" (WHO Health Promotion Glossary, 1998).

Although the SDGs do not specifically address higher education, the achievement of Sustainable Development Goals by 2030 will have a significant impact. Educational institutions have been identified as key agents for improving sustainable development in the health and wellness sector. Through teaching, learning, and research, educational institutions can influence not only graduates but also communities and society as a whole. Furthermore, through institutional strategies, outreach and services, partnerships, and funding, educational institutions have improved their sustainability initiatives.

It is becoming increasingly clear that higher education institutions (HEIs) must play a critical role in the transition to sustainable development. Higher education institutions are transformative on the most profound level. They are critical in understanding the links between sustainability and good health and well-being. They sharpen and develop people's abilities to take action to improve the quality of life for current and future generations, thereby creating a healthy society. It is necessary to be clear about the characteristics of organizations when framing the intersection of sustainable development and higher education institutions. According to Bebbington, Herzig & Moon (2014), higher education institutions vary in economic form, but all engage in similar activities. HEI activities, in particular, include (1) teaching and learning activities, (2) research activities, and (3) knowledge exchange activities. This was supported by Cortese (2003) who included two additional activities: operations and relationships with local communities. However, as in many cases, he emphasized that these are not separate activities because they form a complex web of experience and learning. HEIs are organizations in their own right that pursue all or some of the aforementioned activities. They have social, environmental, and economic impacts.

The impacts of HEIs on sustainable development, according to Findler, et.al. (2019), are the effects that HEIs have on their stakeholders, the natural environment, the economy, and society. This term refers to the effects of a higher education institution that extend beyond its organizational or academic boundaries. This includes the consequences of activities in the following areas or core elements of the HEIs as an organization: education, research, campus operations, outreach, campus experiences, institutional framework, and assessment and reporting (Fischer et al, 2015; Lozano et. al, 2014). They can, on the other hand, be divided into various practices of sustainability dimensions such as environmental, economic, social, and an additional fourth dimension, institutional (Aleixio et al, 2016; Leal Filho, et al, 2015). In most cases, sustainability practices in various dimensions (e.g. environmental, economic, social, and institutional) have been integrated into HEI core activities (e.g. education, research, operation, community engagement, and governance/culture) (Aleixio, 2018).

Higher education is critical for a country's long-term growth and global development. Higher education institutions are entrusted with providing quality education to their students and others (Govinduraju, et al 2018). Most intend to turn their institutions into centers of educational

excellence. As a result, there is a need to develop strategies and plans to achieve this and to face the competition posed by the education market with confidence. The increased competition in the education market has a significant impact on HEIs operations (Dahan & Senol, 2012). As the competition among HEIs heats up, they are increasingly behaving like a business entity by implementing business strategies. As a result, top managers and stakeholders have recognized the significance and necessity of sustainability in the education sector.

A set of activities undertaken by the organization to promote effective management and sustainable performance is referred to as sustainability practices. Social, economic, and environmental practices improve an organization's strategic outcomes. However, according to Gavindaraju, et. al (2016), sustainability also includes leadership and top management involvement. The author went on to say that both industry and academic leaders recognize the importance of sustainability for the long-term success of both businesses and the communities in which they operate. Furthermore, sustainable practices that benefit the environment, society, and businesses rely on leaders being intentional in cultivating a "culture of sustainability" within their organizations. As a result, leadership participation in implementing sustainability is critical to the growth of any organization. On this note, Gavindaraju (2018) includes top management as a fundamental sustainability dimension in addition to economic, environmental, and social dimensions. Indeed, sustainable HEIs must address the dimensions of sustainable development because the practice of sustainability in education entails interactions and equality across four dimensions, namely environmental, social, economic, and top management support. According to Gavindaraju (2018), these sustainability dimensions can be categorized into one component *sustainable practices*.

Higher educational institutions are becoming increasingly recognized as a critical driver of the development of sustainable societies (Flinder, et.al. 2019; Velasquez, et. al. 2006; Cortese, 2003). They serve as transformative agents, influencing the mindsets and values of future leaders in academics, business, and politics through the application of a unique set of skills. In response to this call and challenge, higher education institutions are adopting more business-like practices to compete and provide service in an industry that is changing. As they implement these business-like practices, some institutions recognize the value of a "sustainable education" reputation and a competitive advantage. Although

sustainability has always been an important part of the educational mission, higher education institutions are now incorporating it into their competitive strategy through the implementation of sustainable practices. As a result of establishing such sustainable practices, higher education institutions are discovering the opportunity to shift the focus away from the classroom and into their institutional operations (Dahan, 2012). It has therefore become a necessity for higher education institutions to come up with innovative ways to raise funds and move towards becoming publicly listed where they offer their securities, like stocks or bonds, for sale to the general public.

The Securities and Exchange Commission (SEC) is the regulatory office for publicly-listed companies. It leaped forward in the role of government in promoting the role of business in sustainable development in the country and support for sustainability initiatives in the Philippine capital market. This is a major step in recognizing the important role of government and regulatory commissions in supporting various organizations to realize the imperative obligation of creating a sustainable environment for all. Thus, publicly-listed higher education institutions must embark on the sustainability journey, embrace sustainability as a norm for daily operations, and comply with the Sustainability Reporting Guidelines of the SEC.

Many academic critics believe that the move toward business practices is the downfall of higher education. On the other side of the debate are critics from outside higher education who claim that if these institutions behaved more like businesses, they would be able to solve all of their problems. According to Kretovics (2016), higher education is an industry, and individual institutions operate like businesses, whether faculty and staff believe it or not.

Statement of Research Problem

This study was conducted primarily to look into the sustainable practices of selected publicly listed educational institutions that ensure good health and well-being. These practices were included/indicated in the sustainability reports, annual reports, news, announcement, and other documents of the selected publicly-listed higher education institutions such as research and publications on health and well-being, course/program offerings leading to health professions, collaborations, and

health services. Further, the impact of these practices on university stakeholders in terms of ensuring good health and well-being was assessed.

Conceptual Framework

This study is anchored on the following concepts: health, well-being, sustainability, and the theory of stakeholders.

Concept of Health

Health is the most important social good, affecting all aspects of people's lives. According to the United Nations' recommendations (UN Report, 2015), the progressivity of society is currently assessed based on its human potential, as well as the quality of its human resources, people's moral and physical health, welfare, and professional and intellectual development. In general, "health is a concern for all people, and it is influenced by and contributes to policies in a wide range of sectors" (WHO, 2012). Because health is heavily influenced by economic, social, and environmental factors, we argue that health is intertwined with issues such as poverty, gender equality, education, and growth, among others, and is thus critical for effective conditions for sustainable development. The ability to perform physical and intellectual labor, the ability and desire to consume material and other things, and the ability to learn, develop and reproduce economic agents identical to himself or herself are factors that influence how well a human functions as an economic agent (Kiseleva, 2013). Thus, for Kiseleva (2013), the theoretical perspective on an individual's health is viewed as an economic resource, which has now taken on one of the most important roles in the country's economic development. It also clarifies the notion that health is a source of two other crucial economic resources: labor and knowledge.

In evaluating the preceding definition, and in any case, showing the role of a human in economic relations, it can be concluded that society begins to recognize that the most valuable assets it possesses are population, citizens, and human beings. If a country wants to thrive, it needs healthy citizens; if a company wants to succeed, it needs qualified, healthy employees; and a person requires health if he or she wants to have a secure future. The goal of a progressive movement is not only to ensure unstoppable growth of production, expanding it to infinity, as is typical of a consumer society but also to provide new options for a person.

Universities, as significant influencers and agents of change, must play a significant and more prominent role in the formation, training, and

development of productive economic resources among its stakeholders – students, faculty, employees, alumni, and external stakeholders. Also, their sustainability efforts will not only contribute to the expansion and enhancement of human capital but will also result in an increase in the number of people taking action and aiming to live sustainably – this could have a significant impact on achieving the goals and ensuring a better future (Leal Filho et al., 2018).

Concept of Well-being

According to Dolan, et. al. (2006), there are essentially five methods to define well-being. They are objective list, preference satisfaction, flourishing, hedonic and evaluative.

According to the objective list, the highest level of well-being is achieved when a person's material, social, and psychological requirements are met. Economic resources, health, and political freedom are among the demands made. The degree to which the things on these lists can be ticked off is used to measure people's well-being. The individual's judgment about what is required for well-being (education, health, etc.) is based on the theoretical and intuitive description of what is valuable.

According to the preference satisfaction method, if a person receives what she wants, her life improves. In the most basic variations of this method, there are no restrictions on what an individual can want, and the only thing that matters to her well-being is whether or not a wish is fulfilled. Some accounts remove certain "anti-social" desires, such as those connected to malice or jealousy, even though they are informed (Harsanyi, 1996). If an individual's wealth increases, she can satisfy more of her preferences, all else being equal. This means she is better off not because of the increased wealth, but because of the increased choice, which allows her to satisfy more of her desires.

The flourishing method of well-being is similar to Aristotle's view, in which an individual's well-being is measured by how close they are to realizing humanity's potential. Flourishing is defined as actions of virtue and contemplation. There are, however, other, more quantifiable measures of flourishing. Ryff & Keys (1995), for example, have developed a psychological well-being model that encompasses six dimensions of human potential: autonomy, growth, self-acceptance, life purpose, mastery, and positive relatedness. The authors further emphasized that all

of these can be considered vital elements of what it means to be a flourishing human being.

In describing hedonic and evaluative, Dolan, et. al. (2006) combined them into a method of subjective well-being. People's thoughts and feelings about their own lives are the centers of the subjective well-being method (Diener, et. al., 1999). These viewpoints are based on hedonic philosophies, which claim that pleasure is the only thing that is good for us and pain is the only thing that is bad for us (Guidi, 2016). According to Summer (1995), preferences and sentiments each focus on one component of how a person's life can be considered to be going well. Each of these elements can be included in a well-informed person's overall assessment of his life.

According to Allardt (1989), well-being must be determined historically and redefined whenever living conditions change. Well-being is a state in which a human being can meet his or her basic needs. Both material and non-material basic human needs must be considered in well-being indicator systems. These needs are classified by Allardt into three categories: having, loving, and being.

In a broad sense, 'having' refers to material conditions and impersonal needs. 'Loving' represents the need to connect with others and form social identities. "Being" refers to the requirements for personal development, such as integration into society and living in harmony with nature. The positive aspect of the can is described as personal growth, whereas the negative aspect can be described as alienation.

Allardt (1989) assigns health to the "having" category. Furthermore, he states that health is often seen as the central element of well-being and that it is a resource that affects the other parts of well-being.

Konu and Rimpela (2002) extended the definition of well-being to include a school setting. They categorize well-being into four categories: school conditions (having); social relationships (loving); means of self-fulfillment (being); and health status (health).

The term 'school conditions' refers to both the physical environment surrounding a school and the environment within a school. The areas to be discussed include a safe working environment, coziness, noise, ventilation, temperature, and so on. Another aspect of school

conditions deals with the learning environment, while the third includes student services such as health care and counseling.

‘Social relationship’ refers to the social learning environment, student-faculty relationships, relationships with co-students, group dynamics, school decision-making, and the overall atmosphere of the school organization. The school climate and learning climate have an impact on students' well-being and contentment at school. Good relationships and a positive atmosphere are said to promote a person's resources in society and improve academic performance. Furthermore, the school's relationships with surrounding communities are important (e.g. relationships with partner communities, and health care systems).

According to Allardt (1989), 'being' refers to each individual being recognized as a valuable member of society. A person must have the ability to influence key aspects of his or her life, as well as active leisure time. Opportunities for meaningful work and enjoyment of nature are also important components of self-fulfillment.

When applied to the school context, 'being' can be viewed as how the school provides opportunities for self-actualization. Each student should be regarded as an equal member of the school community. Each student should be able to participate in decisions affecting his or her education and other aspects of school life affecting himself. Opportunities for improving knowledge and skills, with a focus on the student's areas of interest, are critical.

In its most basic form, health is defined as the absence of disease and illness. Diseases are defined as abnormalities that occur in various parts of people's bodies. Medical science can detect these abnormalities. Illnesses are emotions that people have. Physical and mental symptoms, common colds, chronic and other diseases, and illnesses are all part of one's "health status." Health is also an important tool for achieving other aspects of well-being. However, we must keep in mind that a chronically ill person may gain well-being by weighing aspects of other well-being categories.

According to Allardt (1989), health is a resource and an essential part of well-being. Health status was included as a separate category because, in the context of well-being, health is seen as a personal state although it is affected by external conditions.

Sustainability Concept

According to the Brundtland Report (1987), sustainability is a process rather than an end goal. The sustainability idea, according to Gray & Bebbington (2000), must ensure that the current generation and future generations can meet their social and environmental needs. Dade (2010) defines sustainability as the process through which an organization strives to improve the quality of life of the surrounding community by balancing the economic, social, and environmental aspects. Meanwhile, according to Gottlieb (2004), these three factors form the fundamental pillars of sustainability. These three fundamental pillars are referred to as the "Triple Bottom Line" (Elkington, 1998).

Putting into context sustainability in higher education, it has been said that an educational institution is a world in itself. The phrase "sustainable university" comes as a result of this notion. According to Velasquez, et. al. (2006), "a higher educational institution, as a whole or as a part, that addresses, involves, and promotes, on a regional or global level, the minimization of negative environmental, economic, societal and health effects generated in the use of their resources to fulfill its functions of teaching, research, outreach and partnership, and stewardship in ways to help society make the transition to sustainable lifestyles,"

Cole (2003) describes a sustainable university as an academic community that shares the responsibility for protecting and improving human and ecological health and well-being. It also entails a grasp of how to deal with environmental and social issues. According to Abubakar & Alshuwaikat (2008), a sustainable university should not only reflect a healthy environment with a successful economy by conserving energy and resources, managing waste, and maintaining an efficient environment, but also stimulate the construction of social justice in society.

The need for sustainable development has become increasingly apparent in recent decades, implying that universities must prepare students to integrate social, environmental, and economic considerations into future decision-making (Lozano et al., 2013; Sibbel, 2009). Understanding the complexities of sustainability and converting knowledge from education for sustainable development into systemic, anticipatory, and critical thinking and actions are among the most important competencies for future decision-makers (Rieckmann, 2012). This advancement is critical because future professionals will be working on a global scale with companies that are increasingly concerned with

sustainability (Kiron et al., 2012). This development places high demands on universities to integrate sustainable development into faculty and staff functions so that this intelligence pervades all activities as a university identity (Steiner et al., 2013) and is not only offered piecemeal in single course activities. To function, the transformation into a sustainable university necessitates three components: sustainable development orientation integrated into university activities, education about sustainable development, and education for sustainable development in society (McKeown et al., 2002).

Stakeholder Theory

Freeman laid the groundwork for stakeholder theory development in his seminal work on the subject. Freeman chose the term "stakeholder" over the traditional term "stockholder," which is more oriented toward an organization's economic standpoint. Because traditional strategic frameworks had proven ineffective in dealing with a more complex business environment, Freeman proposed a method to redefine the organization and explain the firm's relationship to its external environment as well as its behavior within this environment. Furthermore, Freeman illustrated a way to conceptualize an organization by graphically modeling stakeholders as impacting actors on the firm and those on whom the firm has an impact. This viewpoint depicts the organizational environment as an ecosystem of interconnected groups, all of which must be considered and satisfied for an organization to remain healthy and successful in the long run (Alexio, 2016).

Stakeholder theory was developed as a management concept to ensure that organizations recognize, analyze, and examine individual and group characteristics that influence or are influenced by organizational behavior (Scot & Lane, 2000). These managerial processes occur on three levels: the identification of stakeholders, the development of processes capable of recognizing their needs and interests, and the establishment and maintenance of relationships with them, all under the auspices of achieving organizational objectives. Stakeholders, on the other hand, define their expectations, experience the effects of their interactions with the organization, evaluate the results obtained, and act following their assessments, strengthening or weakening their ties and commitments to the company (Mainardes, Alves & Raposo, 2013).

Universities assess their relationships with various actors and communities to contribute more to economic and social development. As

a result, participants are identified, classified according to their relative importance, and relationships with stakeholders are established and maintained following both their level of importance and their respective demands. The capacity of a university (or one of its constituent parts) to identify, prioritize, and involve communities reflects the level of organizational evolution (Jongbloed et al., 2008).

According to Jongbloed, Enders, and Salerno (2008), the level of quality and commitment established by higher education institutions with stakeholders is increasingly evaluating the legitimacy of higher education in society. Institutions gain and maintain social legitimacy through their methods and means of ensuring quality, as well as the responsibility they show to their clients. This means that universities must find ways to attract and involve stakeholders to convey an understanding of the services provided and how they can be improved further.

Higher education institutions should strive to improve their ability to manage pressures applied by various stakeholder groups, as well as tensions caused by competition coexisting with networks of cooperation and collaboration. Identifying and guiding stakeholders under strategic institutional goals must be a critical step in stakeholder management. Universities must establish specific structures for managing stakeholder relationships to support the development and implementation of this strategy (Yang, Alessandri, & Kinsey, 2008).

According to Leal Filho (2011), the goals of sustainability in HEIs can only be met once key stakeholders' attitudes toward sustainability are known. Cooperation with stakeholders should be part of a higher education institution's strategy for sustainable development. Leaders, faculty, administrative staff, students, and external stakeholders are HEI's key stakeholders.

A conceptual framework of health and well-being in an HEI is presented in Figure 1 below linking the different concepts that were discussed above.

Figure 1.

Conceptual Framework

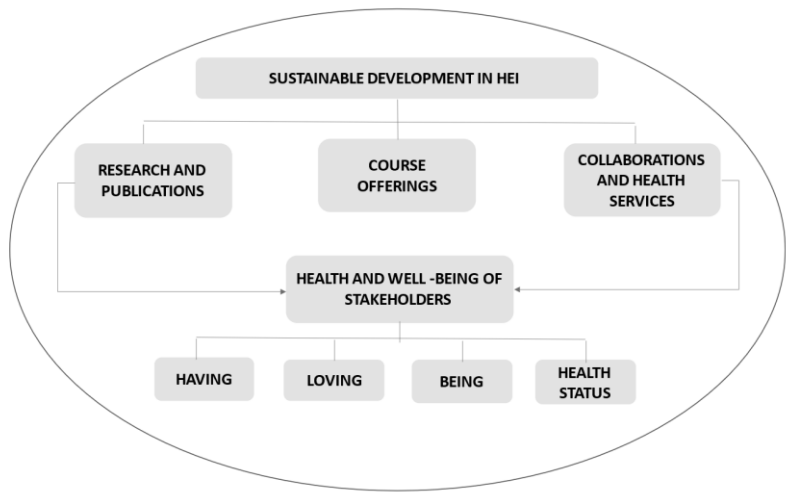
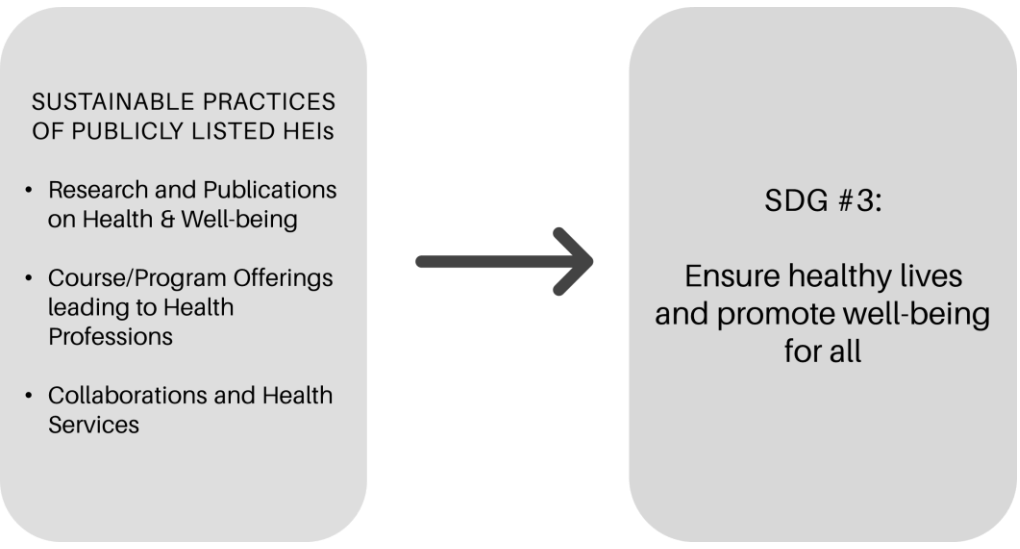


Figure 2.

Operational Framework



With the theories and the works of literature reviewed, the operational framework was constructed as seen in Figure 2. Three indicators of sustainable practices that measure good health and well-being in the university set-up were used, based on Times Higher Education Impacts Ranking Methodology, namely: (1) research and publications on health and well-being; (2) course/program offering leading to health professions; and (c) collaborations and health services. Moreover, these practices were carefully analyzed to determine their intended impacts on ensuring healthy lives and promoting the well-being of the stakeholders of the HEIs.

Methodology

The qualitative exploratory research design and case study research strategy were used. This research design and strategy were used to explore the sustainable practices of publicly-listed HEIs related to ensuring good health and well-being. The study also sought claims of the heads of the universities from their sustainability reports and other related documents, as to the impacts of their sustainability practices that ensure good health and well-being for their stakeholders.

Through the purposive sampling technique, two (2) publicly listed HEI were selected: Centro Escolar University (Manila Campus) and the Far Eastern University (Manila Campus) were selected. The selection was based on the following criteria: (1) currently a publicly-listed company in the Philippines with the Securities and Exchange Commission (SEC); (2) represent the services sector and education as a sub-sector based on the Philippine Stock Exchange industry sector grouping; (3) published their Sustainability Report for 2020 in their websites; (4) anchored their sustainability practices (programs, activities, accomplishments, and impact) indicated in their Sustainability Report on the UN Sustainability Development Goals.

Data was collected from 2020 published and uploaded websites of the respective higher educational institutions like annual reports, news, announcements, sustainability reports, and other relevant documents. Some of the examples of websites used for both universities were Securities and Exchange Commission's Annual Reports with Sustainability Reports for the year 2020 and each university's official webpage. To gather valid data, the contents of the 2020 reports were examined closely if they contain the needed information based on the operational framework, and then these data were analyzed.

Results and Discussion

Table 1 below presents a brief profile of the two selected publicly listed universities.

Table 1.

Brief Profile of Selected Publicly Listed Universities

Sources: CEU Website (www.ceu.edu.ph); FEU Website (www.feu.edu.ph)

	Centro Escolar University	Far Eastern University
Year Established	June 3, 1907	June 1928
Nature of HEI	Private, non-sectarian	Private, non-sectarian
Campuses	Manila, Malolos, & Makati	Manila, Diliman, Cavite, Alabang, Roosevelt
Year Registered as Corporation with Securities & Exchange Commission	1932	October 27, 1933
Year Registered as Publicly Listed Corporation	November 10, 1986	July 11, 1986

Centro Escolar University (CEU) was founded by Doña Librada Avelino and Doña Carmen de Luna on June 3, 1907, and was originally known as Centro Escolar de Senoritas. In 1932, it was granted university status and registered as a corporation with the Securities and Exchange Commission. On November 10, 1986, CEU registered with the Philippine Stock Exchange, Inc. and became a publicly listed corporation. The first college, the Pharmacy College, opened in 1921. Liberal Arts, Education, and Dentistry colleges followed one after the other. The College of Optometry was founded three years later. CEU has gone far beyond its founders' vision, building steps toward the dreams and goals of the Filipino youth, with three campuses and over 50 academic programs.

Far Eastern University, Incorporated is a domestic educational institution that was founded in June 1928 and registered with the Philippine Securities and Exchange Commission on October 27, 1933. The University's corporate life was extended for another 50 years on October 27, 1983. On July 11, 1986, the University was listed on the Philippine Stock Exchange. Dr. Nicanor Reyes founded FEU in 1928 intending to

make education more accessible, quality, and future-ready. It began with the Institute of Accounts, Business, and Finance (IABF) and has since steadily expanded both its physical plant and course offerings through various institutes, including the Institute of Arts and Sciences, the Institute of Education, the Institute of Architecture and Fine Arts, the Institute of Nursing, the Institute of Tourism and Hotel Management, and the Institute of Law.

The following are the results of the data gathered and analyzed. Common characteristics of data were determined and assigned to the indicators of health and well-being and are developed.

1. *Sustainable practices in research and publications that ensure good health and well-being*

Table 2.

Sustainable practices on research and publications of publicly-listed higher education institutions in the Philippines in 2020

Publicly Listed HEI	Research/Paper Presentation	Research Publication
Centro Escolar University	Dissemination of research output thru oral presentation in international and local conferences/fora such as: ❖ International Conference on Psychology, Counselling & Education (<i>2 types of research</i>) ❖ International Nursing Conference (<i>1 research</i>) ❖ International Conference on Food, Nutrition Health Lifestyle (<i>1 research</i>) ❖ Allied Health Sciences Symposium (<i>1 research</i>) ❖ International Nursing Research Congress (<i>1 research</i>) ❖ International Interdisciplinary Research Conference (<i>1 research</i>) ❖ Philippine Nursing Research Conference (<i>1 research</i>)	57% of the published research on good health and well-being is cited and published in SCOPUS/ISI Journals ❖ International Journal of Research in Pharmacy & Chemistry (<i>1 research</i>) ❖ Journal of Public Health Policy (<i>1 research</i>) ❖ International Journal of Mental Health Nursing (<i>1 research</i>) ❖ Philippine Journal of Nursing (<i>2 kinds of research</i>) ❖ Asia Pacific Journal of Medical Laboratory Science (<i>1 research</i>)
Far Eastern University	Dissemination of research output thru oral presentation in international and local conferences/fora	5 faculty research publications; 2 of which are ISI/SCOPUS Indexed & 3 are international refereed

Table 2 reveals that the two HEIs have published an impressive number of researches related to health and well-being. Recognizing the importance of research in academic endeavors and the continuous advancement and improvement of the human condition, publicly-listed HEIs have consistently encouraged faculty, students, and academic managers to conduct relevant studies and disseminate the findings of their research through paper presentations in local and international fora and conferences, as well as publication in accredited and international refereed journals.

For Centro Escolar University, their research is anchored to the University Research Agenda encapsulated in one of its themes, which is Health and Wellness. It was reported (CEU Annual Report 2020) that 57% of the published research along this theme is cited in SCOPUS/ISI Journals. The institution believes strongly that the dissemination of research findings is important not only to appraise the quality of research but to bring about their utilization. Meanwhile, Far Eastern University, in 2020, reported (FEU President's Report 2020) that there were 5 faculty research publications related to health and well-being, 2 of which are ISI/Scopus indexed while 3 are internationally refereed. The reports also reveal that the universities provide incentives to faculty, students, and academic managers who publish research and books to respected scholarly publishers.

Research activities of the publicly-listed higher education institutions are one of the many strategies that they can employ in promoting health and well-being. Investing their resources for health-related research, publicly-listed higher education institutions will result to advance evidence-based care and practice by posing new ideas and proposing alternative answers to health, medical and social questions. This is similar to the claims of Duderstad and Weber (2011) that research activities are important issues for universities to stimulate innovation and deliver solutions to solve social and environmental problems.

2. *Sustainable practices on the course/program offerings leading to health professions*

Table 3.

Sustainable practices on the course/program offering leading to health professions of publicly-listed higher education institutions in the Philippines in 2020

Publicly Listed HEI	Relevant Course/Program for Health Professions	The proportion of Graduates in Health Professions
Centro Escolar University	❖ Medicine ❖ Optometry ❖ Pharmacy ❖ Dentistry ❖ Nutrition and Dietetics ❖ Nursing ❖ Medical Technology ❖ Social Work ❖ Ocular Pharmacology	❖ Medicine: 0.34% ❖ Optometry: 1.21% ❖ Pharmacy: 0.23% ❖ Dentistry: 0.35% ❖ Nutrition & Dietetics: 0.19% ❖ Nursing: 0.25% ❖ Medical Technology: 1.56% ❖ Social Work: 0.13% <i>*overall ratio: 4.07%</i> <i>*total no. of enrollees for 2nd sem, AY 2019-2020: 11,273</i>
Far Eastern University	❖ Nursing ❖ Medical Technology ❖ Psychology ❖ Sports and Recreation Management	❖ Nursing: 0.08% ❖ Medical Technology: 0.99% ❖ Psychology: 0.35% ❖ Sports and Recreation Management: 0.08% <i>*overall ratio: 0.02%</i> <i>*total number. of enrollees for AY 2019-2020: 43,324</i>

One of the indicators that HEIs aimed at ensuring good health and well-being is that they offer courses/programs leading to health professions. As institutions of higher learning, CEU and FEU provide a quality education that prepares an individual to be the best in the field of health professions. This impacts the HEIs by accomplishing its task of providing a steady stream of professionals in allied health services such as dentists, optometrists, pharmacists, nurses, medical technologists, nutritionists, psychologists, social workers, and sports and recreation managers.

Table 3 shows that CEU offers nine health-related courses while FEU has 4. For the second semester of the academic year 2019-2020, 4.07% of the total enrollees in CEU were able to finish their courses. For FEU, of the 43,324 students enrolled during the academic year 2019-2020, 0.02% graduated from health-related courses. CEU's overall ratio of graduates is higher than FEU's for the simple reason that they offer more health-related courses than FEU. For both schools, medical technology got the highest percentage share of graduates, since this is a popular course leading to Medicine proper.

Based on reports, the two universities boast about the performance of their graduates in the board examinations, as they registered a passing rate higher than the national rate and some were even top performers in the 2020 board exams such as Dentistry, Optometry, and Pharmacy (for CEU) and Medical Technology (for FEU).

Graduates from these courses, with the training and skills acquired, are expected to promote, protect, treat and/or manage a person's physical, mental, social, emotional, environmental health, and holistic well-being. Graduates are actively fulfilling their roles as health professionals. Most manage their clinics, others in academe while the rest work in health institutions. At CEU for example, graduates actively participate in various activities of the school such as medical missions, lecture seminars, and other discussions. Their expertise is readily available and shared with students, their community, as well as the adopted communities of the university.

The data also reveals that universities play an important role in promoting health and well-being. The two publicly-listed higher education institutions bear a special social responsibility for the development of society, particularly for the education of future leaders and the spread of public awareness about good health and well-being. As a result, CEU and FEU "set a good example" by promoting a development pattern consistent with the principles that underpin the concept of sustainable development.

Ironically, the number of students graduating from these courses is very small compared to the overall number of graduates from the two universities. This implies the need to make these courses attractive to incoming students since health awareness has increased over the past two years and hence, an increase in the demand for health professionals. As Aleixio et.al. (2020) put it, health courses are SDG-related, and they can

adapt more easily to demand and requirements from the market. These courses can offer specialized knowledge and research in response to immense global and local challenges, namely ensuring healthy lives and promoting well-being for all at all ages

3. Sustainable practices in collaborations and health services

Table 4.

Sustainable practices on collaboration and health services of publicly-listed higher education institutions in the Philippines in 2020

Publicly Listed HEI	Current Collaborations with Health Institutions	Health Outreach Programs	Mental Health Support
Centro Escolar University	❖ Affiliations with hospitals and other health institutions ❖ LGU partnerships for community health affiliations ❖ Leadership/ membership in professional organizations ❖ International linkages for the educational exchange programs, sharing of experiences, research, teaching, and other academic exchange programs	• Operation Zero “Bungi” • Operation Zero “Labo Mata” • Deworming • Peri-anal Swabbing • Operation Tuli • Nutritional Assessment and Nutrition Education • Cooking Demonstration	• Seminars on mental health for non-teaching personnel • Guidance assistance to students with academic deficiencies • Counseling on self-referred, referred, and summoned cases • Group guidance activity
Far Eastern University	❖ Faculty and student lecture exchange program ❖ International linkages for other academic exchange programs ❖ LGU partnerships for community health affiliations ❖ Leadership/membership in professional organizations	Project HOPE • Mental health & resiliency during the pandemic • Recreational activities for mentally challenged PDL • Urban Gardening • Art of emotional healing • Zumba: oneness to wellness	• Academic Achievers’ Development Program • Anti-bullying core group program • Academic Competence and empowerment program • Athletics counseling program • Children of OFWs Support Program • Drug Abuse and Prevention • Core Group Program • International Students Empowerment Program • Peer Counselors Program • Program for Career Development • Students at Risk Program • Psychological-Social-Spiritual activities for non-teaching personnel

Table 4 shows the practices for collaborations and health services of two publicly-listed HEIs. Reports disclosed many programs and activities related to networking with other health institutions, health outreach programs, mental health support, and health care services, especially for the students. Examples of collaborations are hospital affiliations, LGU partnership for community health services, local and international academic linkages, and, leadership and/or membership in professional organizations such as Psychological Association of the Philippines, DOST Council for Health Research and Development, Philippine Association of Colleges for Pharmacy, Philippine Cornea and Contact Lens Institute, Philippine Society of Public Health and Occupational Optometry, Integrated Philippine Association of Optometrist, Association of Diabetes Nurse Educators and the Philippines, Philippine Dental Association, and the International Association for Dental Research.

The resources of these two publicly-listed HEIs were put to good use to develop and establish networks and linkages for health services, both from government and private institutions. FEU can collaborate well with the Manila City Jail in its attempt to help persons deprived of liberty (PDLs), in managing their mental and physical health. CEU continuously implement medical, optical, and dental missions, and seminar on proper nutrition and mental health to their partner communities, and these are participated-in by the entire academic community such as the faculty, students, alumni, and non-teaching staff.

Students can get a lot of help with their mental health. The Guidance and Counseling Office at each university offers comprehensive, responsive, proactive, dynamic, evidence-based, and advocacy-driven guidance programs to assist students in becoming more directed and purposeful in life. Intervention and support programs are in place that responds to issues and concerns of students who are academic achievers, those who are bullied, athletes, children of OFW parents, and international students. The Guidance Counseling Office also assists students in fully developing their abilities to cope not only with university demands but also with the complexities of life to reach their full potential.

Collaborations and health services are strategies that emphasize stakeholder participation in ensuring good health and well-being. Permasesari and Tindaon (2016) added to this by stating that for a

university to be sustainable in its operations and functions, it must collaborate with government agencies and other institutions.

Conclusion and Recommendations

From the findings of the study, it can be concluded that higher educational institutions are an influential sector with enormous potential to impact positively on health and sustainability. The two publicly-listed higher education institutions were able to help in ensuring healthy lives and promote well-being for all ages.

Through their research activities, the stakeholders place a high value on research outputs. Important information was provided on disease trends and risk factors, treatment outcomes our public health interventions, functional abilities, care patterns, health care costs, and use.

Health-related courses are offered to train competent and dedicated health professionals. The university is responsible for training future generations who will ensure the health of the population. The training of future professionals plays a fundamental role in the impact of global health and should include a very strong and dynamic curriculum linked to research and knowledge exchange.

Resources for collaborations and health services serve a variety of roles in being about solutions for advancing the health and well-being of the universities' stakeholders. Collaborations through networking and linkages, affiliations, membership in professional organizations, and partnership with community groups, civic leaders, NGOs, etc. are the best way to understand and respond to the needs of the stakeholders of the university, to continually upgrade the quality of life in the community, and to improve access to quality of care to all their stakeholders.

Forming partnerships with local communities and other sectors to help them become healthy citizens, socially vibrant, economically secure, and environmentally sustainable will be a critical part of successful higher education. Universities should support local communities and other sectors, ensuring that all actions contribute to community improvement. Higher education institutions serve as anchor institutions for economic development in the majority of their communities, particularly as other

sectors relocate facilities, capital, and jobs regularly as mergers, acquisitions, and globalization become the norm for other organizations.

Recommendations

Publicly-listed higher education institutions should collaborate and work together for an integrated and comprehensive approach to sustainability to ensure good health and well-being. Secondly, there is a need to intensify research production and dissemination, especially for public health policy. A deeper review and assessment to scale up the quality and relevance of the education of future health professionals, especially in today's increasingly complex health care system is another point of examination. Because the study is an explorative one, limitations of the data collection method are addressed when the timeliness of update of web sources and the different emphases that universities can put on internet disclosure are considered. By identifying health and well-being as both preconditions and outcomes of sustainable development, another area of research in the higher education sector may be explored, leading to the identification of health-related SDGs and synergies between health and well-being, as well as other goals within the SDGs. Lastly, it is also proposed that a similar study be conducted in the future but with a more in-depth interview of informants. As a result, there will be more opportunities to ask follow-up questions and probe for more detailed information than is currently available through online data collection.

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