

The SDG Accord

The University and College Sector's Collective Response to the Global Goals

SUNWAY
UNIVERSITY



CAMPUS WITH A
CONSCIENCE

Integration of SDGs in

- Institutional governance/strategic level
- SDGs in research
- SDGs in campus operations
- SDGs in curriculum development
- SDGs in student engagement activities
- SDGs into community activities
- SDGs at a whole-institution level

Focus on

- Goal 1 - No poverty
- Goal 2 - Zero hunger
- Goal 3 - Good health and wellbeing
- Goal 4 - Quality education
- Goal 5 - Gender equality
- Goal 6 - Clean water and sanitation
- Goal 7 - Affordable and clean energy
- Goal 8 - Decent work and economic growth
- Goal 9 - Industry, innovation and infrastructure
- Goal 10 - Reduced inequalities
- Goal 11 - Sustainable cities and communities
- Goal 12 - Responsible consumption and production
- Goal 13 - Climate action

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- Goal 14 - Life below water
- Goal 15 - Life on land
- Goal 16 - Peace, justice and strong institutions
- Goal 17 - Partnerships for the goals

Summary:

SDG Online Learning Module - Building a Foundation for Sustainable Development Goals (SDGs) Education at Sunway

Environmental Sustainability is indelibly ingrained in the DNA of Sunway University and as such, the University in 2021 set up 'Campus with a Conscience' (CWAC), a platform to promote and drive all sustainability initiatives.

Since sustainable development applies to the entire campus community as it is part of the University's mission, it became pivotal that students and staff be able to exhibit at least a foundational understanding of the United Nations 2030 Agenda and its 17 Sustainable Development Goals regardless of a person's role, discipline, or course of study.

To this end, under the CWAC umbrella, in 2022, the University successfully developed and launched the SDG Online Learning Module, campus-wide in partnership with the SDG Academy. The idea behind this initiative was to educate the campus community so they may drive sustainability efforts and fulfil our commitment as a globally connected, responsible, and forward-looking institution dedicated to sustainability.

To achieve this, the Human Resources (HR) Department and our General Studies Department (GSD) in partnership with the SDG Academy, developed online modules and videos to introduce the SDGs as a framework explaining the interconnectedness of the issues that the Goals represent. These videos prompted learners to examine how their work and daily activities, contribute (or not) to the achievement of the 2030 Agenda, be it at home, on campus, within the community, or beyond, and apply the learnings in their personal and professional lives.

The SDG Online Learning Module aims to bring about the transformation that starts with each campus community member with the hope of systematically impacting the people and environment around us to build a united and strong ecosystem to support the achievement of the 2030 Agenda.

Outline the 3 key benefits of integrating this theme:

1. For students, integrating the SDG Online Learning Module within existing compulsory subject modules allowed the concepts of the SDGs to be taught without having to put on additional classes and utilising additional resources. In this way, every student is able to go through the SDG Education. Students also have to complete the SDG Online Learning Module to get their final scroll, so there is a strong compelling reason for them to complete the module on time. As for Staff, the management had to include it as part of the staff KPI under the continuous learning measurement in their individual performance appraisal.

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2. For students, systematic exposure to SDG Education through the Online Learning Module and the awareness of SDGs became much stronger because they learn by doing (project assignments) and reflective writing.

3. For staff, there is a set of quizzes to test their understanding of the module that they have completed. Staff who do not complete the module are considered not to have achieved their learning targets for the year.

Outline the barriers or challenges encountered in integrating this theme and how you overcame these:

1. Management support was needed to make it compulsory for all staff to go through SDG Education.

2. Making it mandatory for students meant we needed lecturer buy-in to select and embed additional SDG-related videos into the curriculum as well as assess their reflective essays.

3. Since the campus community saw the importance of sustainability education, a group of academics and professional staff, in collaboration with the SDG Academy, came together to formulate questions and choose the relevant videos for the staff to view. As for the students, lecturers get to choose the videos in accordance with the subjects that they are teaching.

Please outline your conclusions and recommendations to others (Max 200 words):

In the year the initiative was launched (in 2022), approximately 77% of staff and 50% of students completed the SDG Online Learning Module. The hope is to continue with these learning modules where staff and students will continue to learn new topics yearly and be more informed of the global goals. The staff as well as students also learn how they can personally incorporate these lessons into their daily activities while developing new lifestyles & adopting new behaviours.