

APB Rembau e-Bulletin

e-ISSN: 2682-776X

Edition: 13/2024

EDITORIAL BOARD

PATRON

Prof. Dr. Yamin Yasin

COORDINATOR

Nur Faathinah Mohammad Roshdan

CHIEF EDITOR

Assoc. Prof. Dr. Soo Kum Yoke, Carolyn

EDITORIAL COMMITTEE

Ooi Sing Ee

Khairon Nisa Shafeei

Shahrul Muhazad Shahrudin



Higher Education Institutions (HEIs): Pioneers of Sustainable Campuses

Written by:

Dr. Farah Adilla Ab Rahman

Miss Jeniwaty Mohd Jody

Introduction

In an era where environmental consciousness is paramount, universities are taking significant strides to create campuses that not only foster academic excellence but also embody a commitment to sustainability. The imperative for universities to adopt green and sustainable practices is underscored by their pivotal role in shaping future leaders and opinion-makers committed to sustainability (Dabija, Câmpian, Tiron-Tudor, & Stanca, 2023). Hence, this article aims to explore the multifaceted efforts of HEIs in driving sustainability, focusing on key research findings illuminating the transformative journey towards Sustainable Campuses.

Learning and Innovation for Progress: Innovative Initiatives for Sustainable Communities

Universities are not merely educational institutions but dynamic hubs that drive societal progress through impactful sustainability initiatives. Biancardi et al.'s (2023) study stands as a foundational piece in this narrative, underscoring the vital role of

hands-on projects. The emphasis on experiential learning is a strategic move to instill a profound understanding and appreciation for sustainability among students. Beyond imparting theoretical knowledge, the overarching goal is transforming universities into incubators that cultivate environmentally conscious leaders.

Three Pillars of Campus Sustainability: Sustainability in Action: Behavioral, Learning, and Facilities

Universities embrace a comprehensive approach to propel campus sustainability, highlighting the critical importance of fostering sustainable behaviors, integrating advanced learning tools, and investing in environmentally conscious physical structures. Sugiarto, Lee, and Huruta's (2022) research serves as a guiding beacon in this pursuit, offering valuable insights into how universities can actively promote sustainability across various facets of campus life. The overarching goal extends beyond theoretical understanding, aiming to fortify universities' commitment to sustainability by creating an educational environment deeply rooted in the principles of ecological responsibility.

Grassroots Integration of Sustainability: Surveying Sustainability at the Ground Level

Qammar, Rehman Afridi, and Qammar's (2023) research probes the grassroots integration of sustainability, emphasizing the need for a more comprehensive and cohesive approach to campus-wide sustainability initiatives. The objective is to align institutional policies and practices with the demonstrated enthusiasm and commitment of the university community. The study underscores the importance of creating a sustainable campus culture by showcasing commendable levels of knowledge, awareness, interest, and engagement among the respondents.

Recommendations for Sustainable Governance: Paving the Way for Sustainable Governance

Idoiaga Mondragon et al.'s (2023) recommendations serve as a compelling call to action for universities, urging them to adopt comprehensive strategies encompassing fundamental sustainability-related content and methodologies. The emphasis is not only on theoretical understanding but also on promoting active and student-centered teaching methodologies. By incorporating sustainability into the core of education, universities can empower students to become informed, engaged, and proactive contributors to sustainable development.

Furthermore, the recommendations underscore the need to nurture a holistic

view of sustainability. This involves considering its environmental, economic, and sociocultural dimensions in an integrated manner.



Incremental Steps towards Sustainability: Building Blocks for Sustainable Transformation

Filho et al.'s (2023) recommendations underscore the importance of taking incremental steps for Higher Education Institutions (HEIs) in their journey towards sustainability. The primary objective of these recommendations is to provide essential pillars for institutions to evolve sustainably over time.

The study emphasizes inclusive governance initiatives, recognizing the varied nature of sustainable projects, providing financial support for governance efforts, empowering faculties in decision-making related to sustainability, and ensuring leadership's understanding of sustainability principles.

University Leadership and Culture: A Driving Force: Guiding the Path to Sustainability

Mohammadi et al.'s (2023) research serves as a foundational piece, illuminating the positive relationship between university leadership, organizational culture, and the effective implementation of sustainability education. This research aims to underscore the influential role that leadership and culture play in shaping students' commitment to sustainability and integrating sustainability principles into the university structure.

By establishing this positive relationship, the research highlights the critical impact that effective leadership and a conducive organizational culture can have on fostering a culture of sustainability within higher education institutions.

Conclusion

Transitioning to sustainable universities benefits the environment and health and sets a benchmark for other organizations. Policymakers, managers, and students play pivotal roles in contributing to this transformative process. These findings offer valuable insights for creating a holistic and sustainable campus environment, ensuring that universities continue to lead the way in fostering a sustainable future.

References

- Biancardi, A., Colasante, A., D'Adamo, I., Daraio, C., Gastaldi, M., & Uricchio, A. F. (2023). Strategies for developing sustainable communities in higher education institutions. *Scientific reports*, 13(1), 20596. <https://doi.org/10.1038/s41598-023-48021-8>
- Dabija, D. C., Câmpian, V., Tiron-Tudor, A., & Stanca, L. (2023). The path of universities to sustainability: Students perspectives during the COVID-19 pandemic. *Heliyon*, 9(4), e14813. <https://doi.org/10.1016/j.heliyon.2023.e14813>
- Filho, W. L., Abubakar, I. R., Mifsud, M. C., Eustachio, J. H. P. P., Albrecht, C. F., Dinis, M. A. P., Borsari, B., Sharifi, A., Levesque, V. R., Ribeiro, P. C. C., LeVasseur, T. J., Pace, P., Trevisan, L. V., & Dibbern, T. A. (2023). Governance in the implementation of the UN sustainable development goals in higher education: global trends. *Environment, development and sustainability*, 1–24. Advance online publication. <https://doi.org/10.1007/s10668-023-03278-x>
- Idoiaga Mondragon, N., Yarritu, I., Saez de Cámara, E., Beloki, N., & Vozmediano, L. (2023). The challenge of education for sustainability in higher education: key themes and competences within the University of the Basque Country. *Frontiers*

in psychology, 14, 1158636.
<https://doi.org/10.3389/fpsyg.2023.1158636>

Mohammadi, Y., Monavvarifard, F., Salehi, L., Movahedi, R., Karimi, S., & Liobikienė, G. (2023). Explaining the Sustainability of Universities through the Contribution of Students' Pro-Environmental Behavior and the Management System. *Sustainability*, 15(2), 1562.
<https://doi.org/10.3390/su15021562>

Qammar, N. W., Rehman Afridi, Z. U., & Qammar, S. W. (2023). Statistical analysis of the university sustainability in the higher education institution a case study from the Khyber Pakhtunkhwa province in Pakistan. *Heliyon*, 9(5), e16230.
<https://doi.org/10.1016/j.heliyon.2023.e16230>

Q

Sugiarto, A., Lee, C. W., & Huruta, A. D. (2022). A Systematic Review of the Sustainable Campus Concept. *Behavioral sciences (Basel, Switzerland)*, 12(5), 130.
<https://doi.org/10.3390/bs12050130>