Sustainability Literacy Assessment Report

2026

Staff

This assessment evaluates staff sustainability **knowledge** and **engagement** to support continuous improvement and informed action.

ENVIRONMENT

SOCIAL

GOVERNANCE AND ENGAGEMENT

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1. Introduction

The Sustainability Literacy Assessment was conducted to evaluate the level of sustainability understanding and engagement among academic staff, professional staff within the university. In the context of higher education, sustainability is not only reflected in institutional policies and infrastructure but also in the knowledge, attitudes, and daily practices of its community members.

This assessment adopts a dual approach by measuring both sustainability knowledge and institutional engagement. The knowledge component captures respondents' understanding of sustainability concepts, particularly within the Environmental, Social, and Governance (ESG) framework. Meanwhile, the engagement component evaluates the extent to which respondents are aware of, support, and actively participate in the university's sustainability-related initiatives and practices.

By combining these two dimensions, the assessment provides a more comprehensive picture of how sustainability is understood and practiced across the institution. The results are expected to support continuous improvement in institutional programs, enhance sustainability-related awareness, and strengthen the alignment between policy and practice in everyday academic and operational activities.

2. Methodology

2.1 Survey Design

The Sustainability Literacy Assessment consists of two main components:

1. Knowledge Assessment

The knowledge section includes 20 multiple-choice questions covering key sustainability topics within the ESG framework. Each correct answer is assigned a score of 5 points, resulting in a maximum score of 100.

2. Engagement Assessment

The engagement section consists of 15 questions related to institutional sustainability initiatives. Responses are measured using a three-level scale:

3 = Doing (actively practicing or engaging)

2 = Aware (aware but not actively engaged)

1 = Not Aware

However, for questions 5, 9, 12, and 13, the response options are simplified into:

3 = Doing

1 = Not Aware

The scoring approach is adjusted to reflect the nature of the initiatives being assessed. In these cases, active participation is not always applicable or expected. Therefore, responses are measured using a simplified scale: 3 = Aware and 1 = Not Aware. In this context, awareness is considered the highest level of engagement, as it indicates that respondents recognize the availability of the initiative and are able to support or recommend it when relevant. This approach ensures that the scoring system remains appropriate and fair across different types of institutional initiatives.

The maximum engagement score is therefore 45 points.

2.2 Scoring System

To ensure balanced interpretation between knowledge and engagement, a normalized weighted scoring approach is applied.

Step 1: Normalization

- Knowledge Score (%) = (Knowledge Score / 100) × 100
- Engagement Score (%) = (Engagement Score / 45) × 100

Step 2: Categorization

- **Knowledge:**
  - ✓ High (≥70)
  - ✓ Medium (55–69)
  - ✓ Low (<55)
- **Engagement:**
  - ✓ High (≥70%)
  - ✓ Medium (50–69%)
  - ✓ Low (<50%)

Step 3: Weighting

Component	Weight
Knowledge	50%
Engagement	50%

Step 4: Knowledge–Engagement Matrix Construction

Beyond the overall score, a Knowledge–Engagement Matrix was constructed to explicitly examine how sustainability knowledge is translated into practice.

Using the categorized levels from Step 2, respondents were mapped into four quadrants:

- High Knowledge – High Engagement (Champions)
- High Knowledge – Low Engagement (Aware but Passive)
- Low Knowledge – High Engagement (Active but Limited Understanding)
- Low Knowledge – Low Engagement (Priority Group)

The matrix is not used to calculate scores, but rather to provide a behavioural segmentation of respondents. This allows the analysis to distinguish between:

- Individuals who both understand and practice sustainability
- Individuals who understand but are not yet actively engaged
- Individuals who are active but lack sufficient understanding
- Individuals who require both awareness and engagement improvement

This distinction is critical for designing targeted institutional interventions, as different groups require different strategies (e.g., training, activation, or awareness programs).

2.3 Score calculation and interpretation

Individual Final Score = (Knowledge % × 0.5) + (Engagement % × 0.5)
The final score is expressed on a scale of 0–100.

Score Range	Category
85–100	Sustainability Champion
70–84	Highly Literate & Engaged
55–69	Developing
40–54	Low
<40	Critical

It should be emphasized that this classification reflects individual performance based on the combined score, while the matrix classification reflects the relationship between knowledge and engagement, and therefore serves a different analytical purpose.

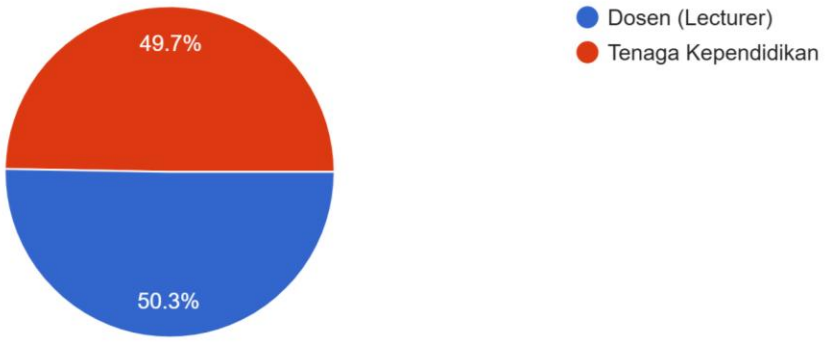
2.4 Respondents and Sampling Method

The respondents of this assessment consist of academic staff (lecturers) and professional staff within the university. A total of 181 respondents participated in the survey.

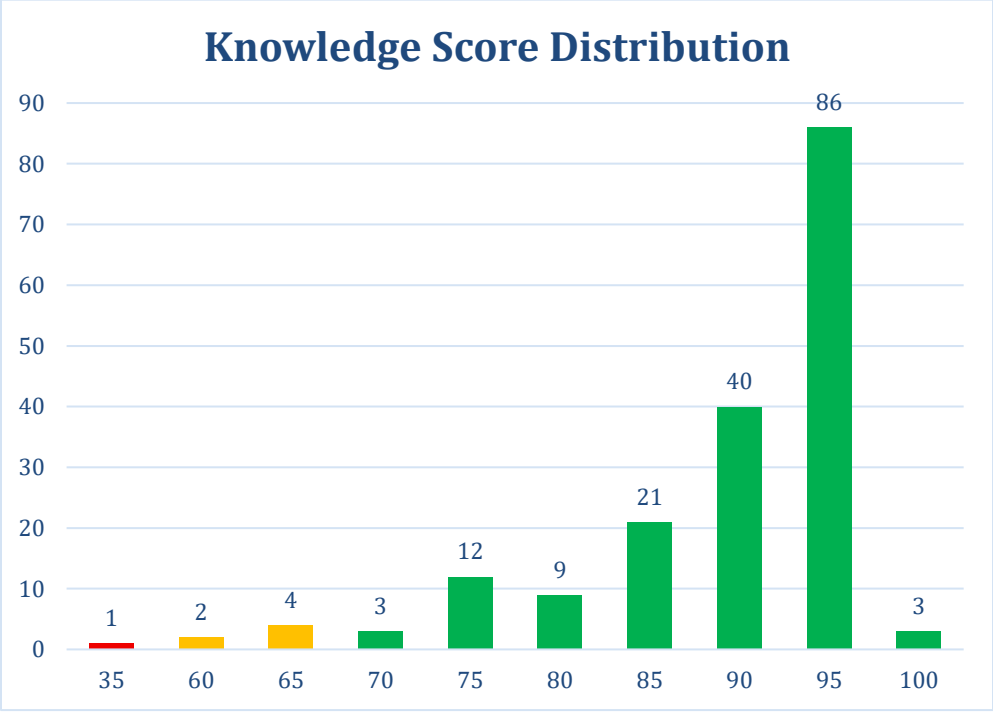
The study employed a convenience sampling method, where respondents were selected based on their availability and willingness to participate. This approach was considered

appropriate for an initial institutional assessment, allowing for efficient data collection across different units while providing a general overview of sustainability literacy and engagement within the university community.

3. Overall Results

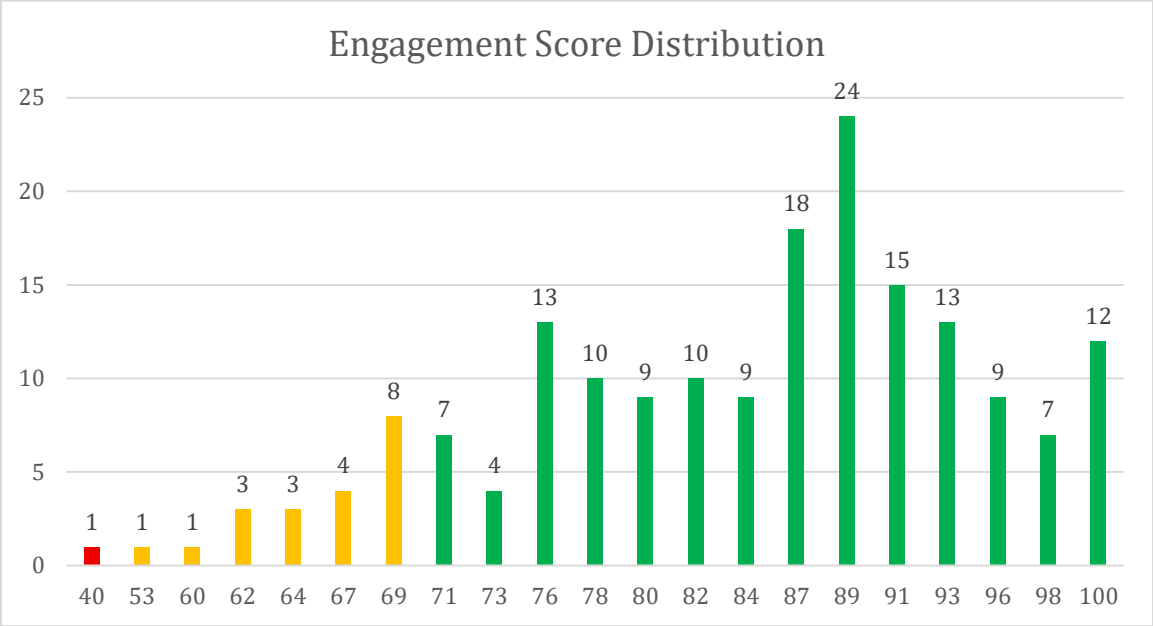


A total of 181 respondents participated in the assessment, representing a portion of the overall 632 staff members. Among the respondents, 50.3% were lecturers and 49.7% were administrative staff, indicating a relatively balanced representation from both academic and non-academic personnel.

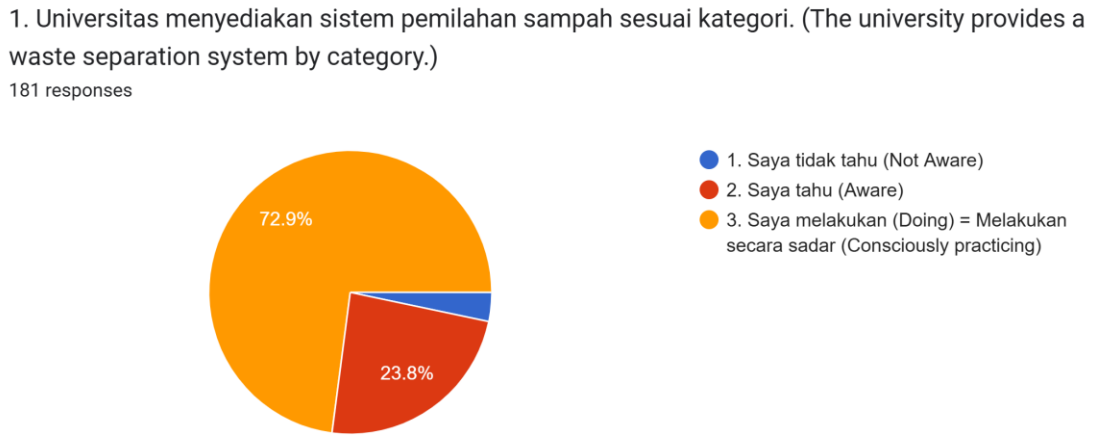


The results of the Sustainability Literacy Assessment indicate a very strong level of knowledge among respondents. The majority, 96.1%, achieved a high knowledge score, demonstrating a solid understanding of sustainability concepts. Meanwhile, 3.3% of

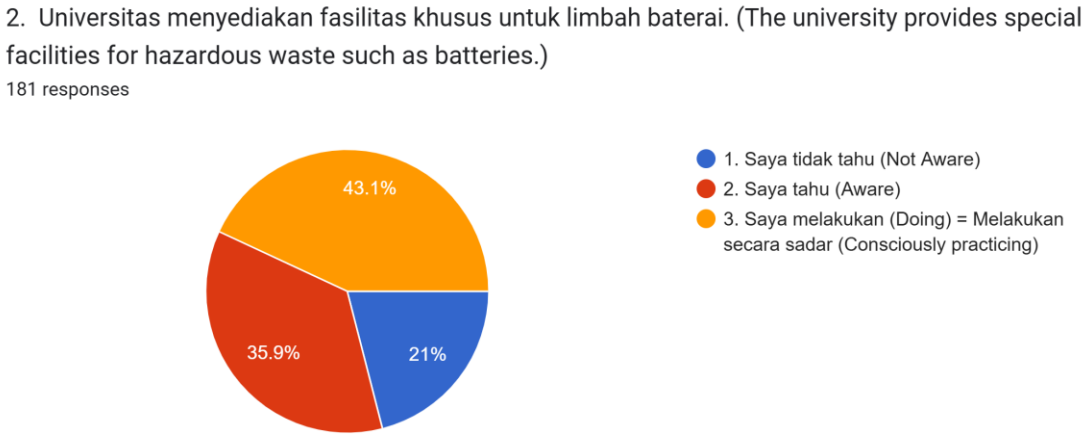
respondents were categorized at a medium level, and only 0.6% fell into the low category. Overall, these findings suggest that staff possess a high level of sustainability knowledge, with only a small proportion requiring further improvement.



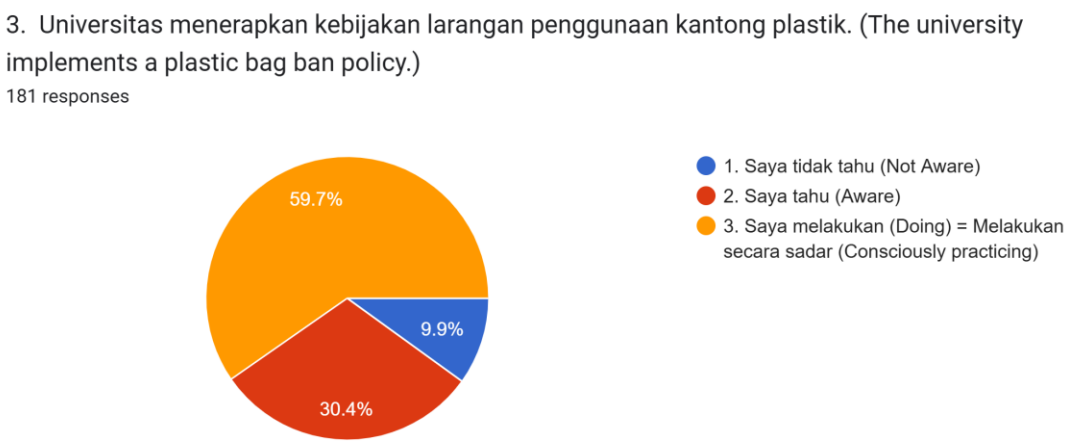
The results of the Sustainability Literacy Assessment also reflect a high level of engagement among respondents. A significant majority, 88.4%, achieved a high engagement score, indicating strong involvement in sustainability-related practices and initiatives. Meanwhile, 11.05% of respondents were categorized at a medium level, and only 0.55% fell into the low category. These findings suggest that most staff are actively engaged in sustainability efforts, with minimal need for improvement in this area.



The survey results indicate that the majority of respondents (72.9%) actively practice waste separation in accordance with the categories provided by the university. Additionally, 23.8% of respondents are aware of the system but do not regularly take part, while a small proportion (2.9%) are not aware of the system at all. These findings suggest a generally high level of engagement, although further efforts are needed to increase awareness and consistent participation.



The survey results show that 43.1% of respondents actively make use of the university's special facilities for hazardous waste, such as battery disposal. Meanwhile, 35.9% are aware of these facilities but do not regularly use them, and 21% are not aware of their availability. This indicates that while participation is moderate, there is still significant room to improve both awareness and utilization of hazardous waste facilities.



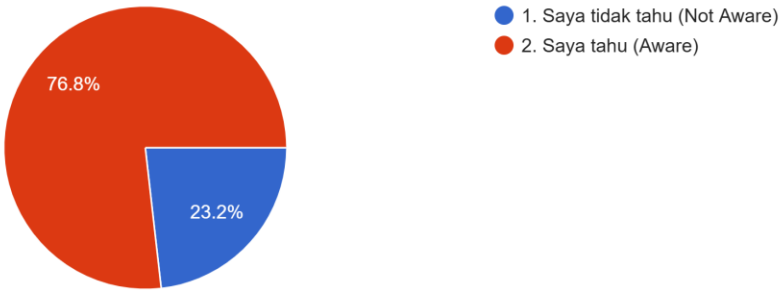
The survey results indicate that 59.7% of respondents actively follow the university's plastic bag ban policy. Meanwhile, 30.4% are aware of the policy but do not consistently adopt the practice in their daily activities, and 9.9% are not aware of it at all. This suggests

a relatively good level of participation, with opportunities to further strengthen awareness and encourage wider adoption of the policy.

4. Universitas mendorong penerapan kebijakan paperless dalam kegiatan akademik dan administrasi. (The university promotes paperless practices in academic and administrative activities.)
181 responses

The survey results show that 70.7% of respondents actively engage in paperless practices promoted by the university. In addition, 25.4% are aware of these practices but do not consistently take part, while 3.9% are not aware of them. These findings reflect a high level of participation, although continued efforts are needed to encourage more consistent engagement.

5. Universitas mengelola sisa makanan untuk pengolahan maggot serta sampah organik untuk kompos. (The university manages food waste for maggot or organic waste for compost processing.)
181 responses



The survey results reveal that 76.8% of respondents are aware of the university's management of food waste for maggot cultivation and organic waste for compost processing, while 23.2% are not aware of these initiatives. This indicates that although awareness is relatively high, further dissemination of information is needed to ensure broader understanding among the university community.

6. Universitas mendorong efisiensi penggunaan energi listrik. (The university promotes electricity efficiency).

181 responses

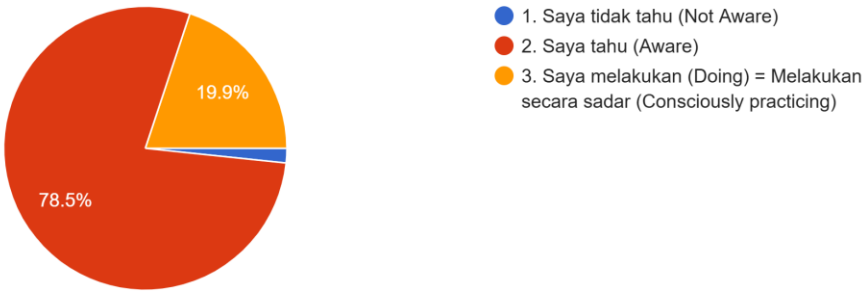
The survey results indicate that 79% of respondents actively practice electricity-saving behaviors promoted by the university. Meanwhile, 19.3% are aware of these initiatives but do not consistently adopt them in their daily activities, and 1.7% are not aware of them at all. This reflects a high level of participation, with continued opportunities to strengthen awareness and everyday practice.

7. Universitas mendorong penggunaan tangga dibandingkan lift. (The university encourages using stairs instead of elevators).

181 responses

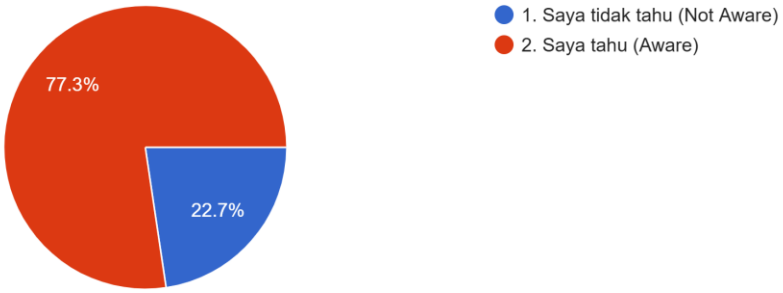
The survey results show that 48.6% of respondents actively choose to use stairs as encouraged by the university. In addition, 34.8% are aware of this initiative but do not regularly adopt the practice, while 16.6% are not aware of it. These findings indicate moderate participation, with room to further promote both awareness and behavioral change.

8. Universitas mendorong sustainable transportation seperti penyediaan shuttle bus. (The university encourages sustainable transportation by providing shuttle bus services).
181 responses



The survey results indicate that 78.5% of respondents are aware of the university's shuttle bus services but do not regularly use them. Meanwhile, only 19.9% actively utilize or support the service, and 1.6% are not aware of it at all. This suggests that while awareness of the initiative is high, actual utilization remains relatively low, indicating a gap between awareness and adoption.

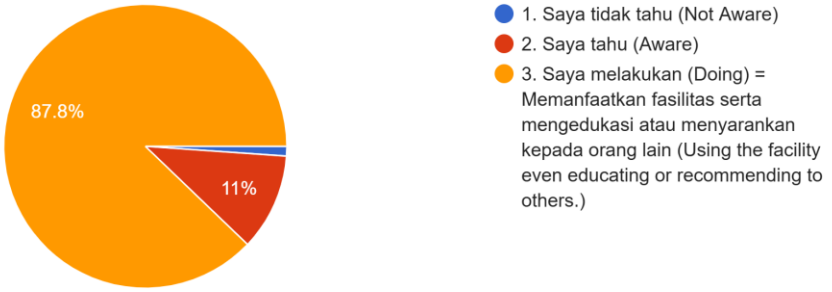
9. Universitas menggunakan peralatan ramah lingkungan (panel surya, kran otomatis, STP, daur ulang perabot). (The university provides eco-friendly...self-closing faucets, STP, and recycled furniture.)
181 responses



The survey results reveal that 77.3% of respondents are aware of the university's provision of eco-friendly equipment and infrastructure, such as solar panels, self-closing faucets, sewage treatment plants (STP), and recycled furniture, while 22.7% are not aware of these initiatives. This indicates a relatively high level of awareness, although further communication may help broaden understanding.

10. Universitas menyediakan layanan klinik kesehatan bagi mahasiswa dan staf. (The university provides health clinic services for students and staff.)

181 responses



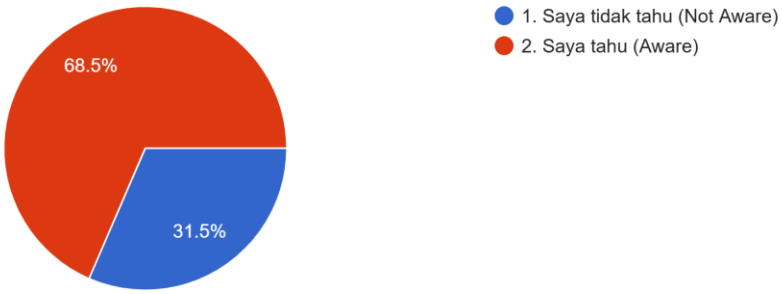
The survey results show that 87.8% of respondents actively make use of the university's health clinic services, including utilizing the facilities as well as recommending or promoting them to others. Meanwhile, 11% are aware of the services but have not made use of them, and 1.2% are not aware of them at all. These findings demonstrate a very high level of participation and awareness.

11. Universitas menyediakan layanan konsultasi kesehatan mental dan psikologis. (The university provides mental health and psychological counseling services.)

181 responses

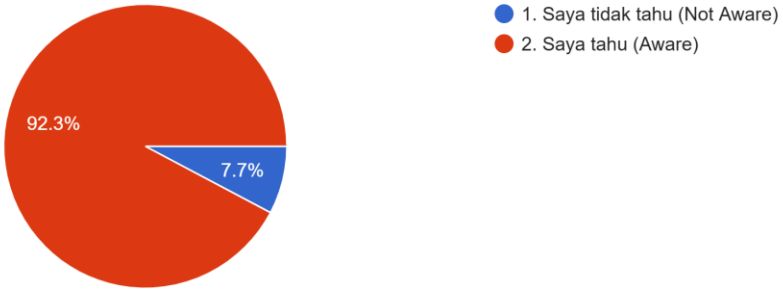
The survey results indicate that 49.7% of respondents actively engage with the university's mental health and psychological counseling services, including using the facilities as well as recommending or promoting them to others. Meanwhile, another 49.7% are aware of these services but have not made use of them, and 0.6% are not aware of them at all. These findings reflect a high level of awareness, with potential to further encourage utilization of the services.

12. Universitas mendukung penyediaan makanan sehat di lingkungan kampus. (The university supports the provision of healthy food on campus.)
181 responses



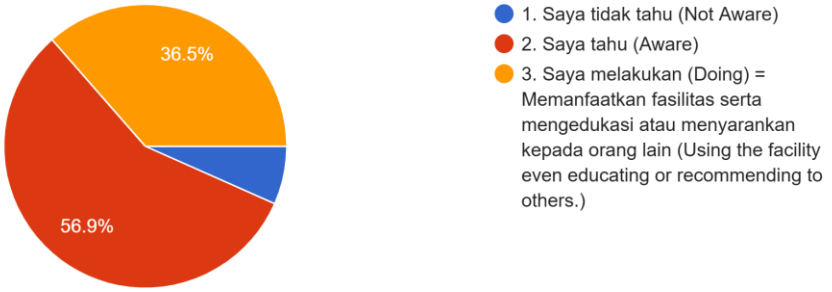
The survey results show that 68.5% of respondents are aware that the university supports the provision of healthy food on campus, while 31.5% are not aware of this initiative. This indicates a moderate level of awareness, suggesting the need for increased communication to ensure broader understanding among the university community.

13. Universitas memastikan kesempatan yang setara bagi perempuan dan laki-laki dalam kepemimpinan. (The university ensures equal oppor...ties for women and men in leadership positions.
181 responses



The survey results indicate that 92.3% of respondents are aware that the university ensures equal opportunities for women and men in leadership positions, while 7.7% are not aware of this commitment. This reflects a very high level of awareness across the university community.

14. Universitas memiliki pusat layanan yang menangani pengaduan kekerasan atau pelecehan di lingkungan kampus. (The university has a service...ce or harassment within the campus environment).
181 responses



The survey results show that 36.5% of respondents actively engage with the university's service center for handling complaints related to violence or harassment, including using the services as well as recommending or promoting them to others. Meanwhile, 56.9% are aware of the service center but have not made use of it, and 6.6% are not aware of it at all. These findings indicate good awareness, with opportunities to further encourage utilization of the service.

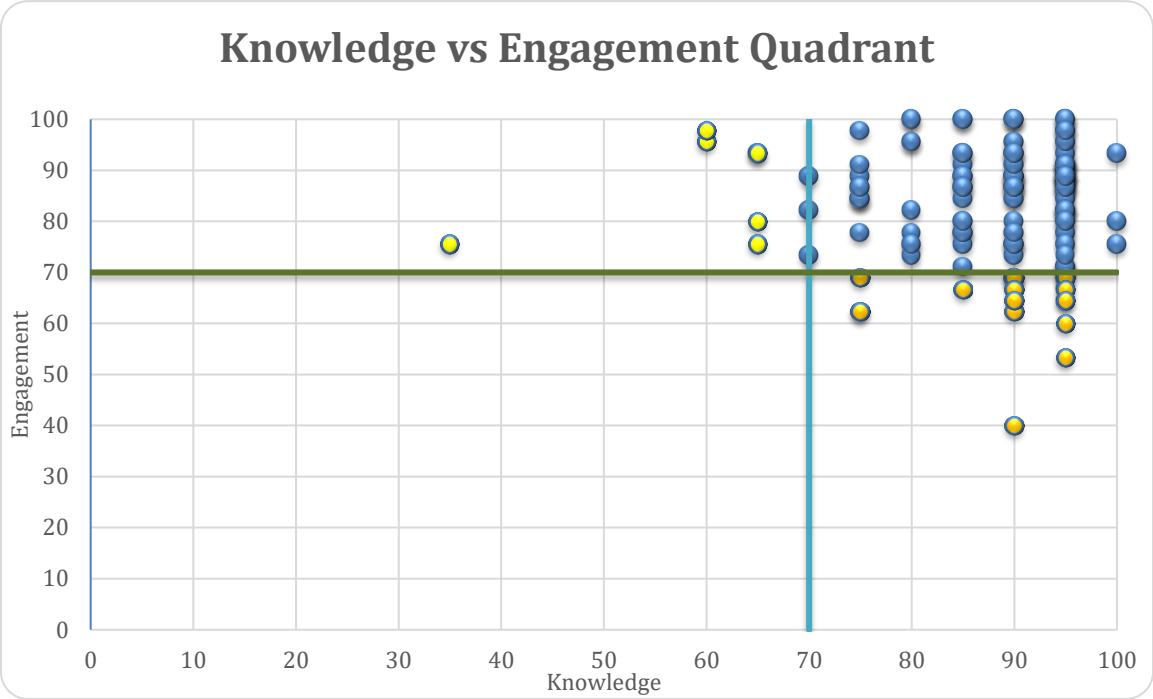
15. Universitas memiliki skema beasiswa bagi mahasiswa. (The university provides scholarship schemes for students).
181 responses

The survey results indicate that 54.7% of respondents actively engage with the university's scholarship schemes, including using the opportunities as well as recommending or promoting them to others. Meanwhile, 43.6% are aware of these schemes but have not made use of them, and 1.7% are not aware of them at all. This suggests a relatively high level of awareness and participation, with potential to further increase engagement.

4. Scores

4.1 Knowledge vs Engagement Analysis

This section analyzes respondents using the Knowledge–Engagement Matrix.



Based on the Knowledge–Engagement Matrix analysis of 181 respondents, the majority were categorized as Champions, with a total of 153 individuals. This indicates that a significant proportion of respondents demonstrate both strong sustainability knowledge and active engagement in institutional initiatives. This group reflects a positive alignment between understanding and practice, suggesting that sustainability values have been effectively internalized and implemented in daily academic and professional activities.

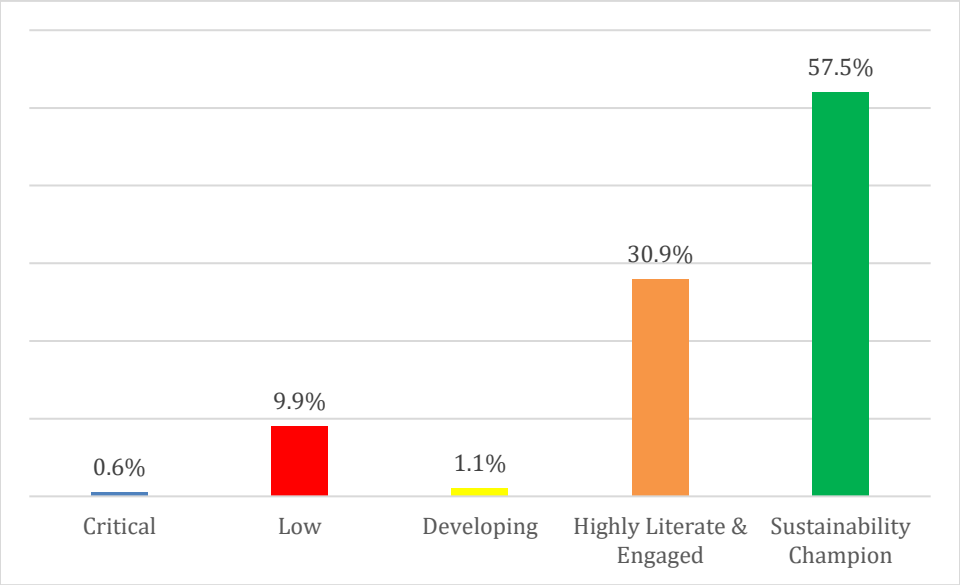
A total of 21 respondents were classified as Aware but Passive, indicating that while they possess a good level of sustainability knowledge, this understanding has not yet been consistently translated into active participation. This finding suggests the need for strategies that encourage behavioural activation, such as incentives, institutional campaigns, or structured involvement in sustainability programs.

Meanwhile, 7 respondents were identified as Active but Limited Understanding, representing individuals who are actively engaged in sustainability-related practices but may lack sufficient conceptual understanding. This group highlights the importance of strengthening foundational knowledge through targeted training or educational interventions to ensure that practices are supported by proper understanding.

Notably, no respondents were categorized into the Low Knowledge – Low Engagement (Priority Group) quadrant, indicating that basic awareness of sustainability has been relatively well established across the surveyed population.

Overall, the matrix analysis demonstrates a strong institutional position in sustainability engagement, while also revealing specific areas where alignment between knowledge and practice can be further enhanced. These findings provide valuable insights for designing targeted capacity-building programs and improving the effectiveness of sustainability initiatives within the university.

4.2 Individual Final Scores



The distribution of sustainability literacy scores shows that the majority of respondents fall within the higher performance categories. Out of 181 respondents, 57.5% are classified as Sustainability Champion (scores 85–100), and 30.9% respondents fall into the Highly Literate & Engaged category (scores 70–84). This indicates that most respondents demonstrate strong sustainability knowledge combined with a relatively high level of engagement.

A smaller proportion of respondents are categorized as Developing (1.1% respondents, scores 55–69) and Low (9.9% respondents, scores 40–54), suggesting that while some individuals have a basic understanding of sustainability, their overall literacy and engagement levels remain limited. Only 0.6% respondent falls into the Critical category (score below 40), indicating very low levels of both knowledge and engagement.

Overall, this distribution reflects a generally high level of sustainability literacy within the university community, with the majority of respondents already positioned at advanced

levels. However, the presence of respondents in the lower categories highlights the need for targeted support to ensure a more even distribution of knowledge and engagement across all groups.

5. Key Findings

5.1 Strengths

The findings demonstrate a strong foundation of sustainability awareness and engagement across several key areas within the university. High levels of active participation are evident in operational practices that are closely integrated into daily routines.

Energy efficiency stands out as a major strength, with 79% of respondents actively practicing electricity-saving behaviors. Waste management initiatives are also well established, with 72.9% actively practicing waste separation according to the university's system. Similarly, paperless practices show strong adoption, with 70.7% of respondents actively engaging in digital-based work processes.

In the area of policy-related behavior, the plastic bag ban shows relatively good implementation, with 59.7% of respondents actively following the policy. Health and well-being services represent another strong area, with 87.8% of respondents actively utilizing or promoting the university's health clinic services, indicating both high awareness and strong trust in institutional support systems.

From a governance perspective, awareness of gender equality in leadership is exceptionally high at 92.3%, suggesting that institutional commitments in this area are clearly communicated and widely recognized across the university community.

Overall, these results indicate that sustainability practices related to energy use, waste management, paperless systems, health services, and governance awareness are relatively well embedded in daily practices.

5.2 Gaps

Despite these strengths, several important gaps are identified, particularly in the alignment between awareness and actual behaviour, as well as uneven levels of program visibility.

A significant gap is observed in sustainable mobility initiatives. While 78.5% of respondents are aware of the university's shuttle bus services, only 19.9% actively utilize them. This indicates that awareness does not necessarily translate into behavioural adoption, suggesting potential barriers such as convenience, accessibility, or user

preference. It is also important to note that the shuttle bus service is primarily prioritized for students; staff members may only use the service if seats are available. This limited access may partly explain the lower utilization rate among respondents, particularly staff.

A similar pattern is observed in other behavioural initiatives. For example, although 34.8% of respondents are aware of the initiative to use stairs, only 48.6% actively adopt this practice, while 16.6% remain unaware. In addition, 30.4% of respondents are aware of the plastic bag ban but do not consistently apply it in daily activities. These findings highlight a broader issue of inconsistency between knowledge and routine behaviour.

Gaps in awareness are particularly evident in infrastructure-related initiatives. A total of 21% of respondents are not aware of hazardous waste disposal facilities, and only 43.1% actively use them. Similarly, 22.7% of respondents are not aware of eco-friendly infrastructure such as solar panels, STP systems, and recycled furniture, while 23.2% are not aware of food waste management initiatives. This indicates that existing sustainability infrastructure is not yet fully visible or understood.

In the social dimension, mental health services and support systems show moderate utilization despite relatively high awareness. While 49.7% of respondents actively engage with mental health services, an equal proportion (49.7%) are aware but do not use them. A similar trend is observed in the service centre for handling violence or harassment cases, where 56.9% are aware but only 36.5% actively engage. This suggests that factors beyond awareness—such as accessibility, perception, or stigma—may influence participation.

Additionally, awareness of healthy food initiatives remains moderate, with 31.5% of respondents not aware of the university's efforts in this area, indicating uneven communication across sustainability programs.

5.3 Opportunities

The identified gaps provide several strategic opportunities to strengthen sustainability implementation across the university.

First, there is a clear opportunity to bridge the gap between awareness and action, particularly in initiatives such as shuttle bus usage, stair adoption, and plastic reduction. Behavioural interventions—such as nudging strategies, improved accessibility, and integration into daily routines—can help translate awareness into consistent practice.

Second, the relatively low awareness of infrastructure-based initiatives highlights the need to improve communication and visibility. Enhancing signage, conducting targeted campaigns, and providing user education can increase understanding and utilization of

facilities such as hazardous waste disposal systems, renewable energy infrastructure, and waste processing programs.

Third, in the area of social sustainability, there is an opportunity to increase the utilization of support services, particularly mental health counselling and safety-related service centres. This may involve strengthening outreach, reducing stigma, and ensuring that services are perceived as accessible and supportive.

Fourth, the strong presence of highly engaged individuals (as reflected in the matrix analysis) provides an opportunity to leverage peer influence. These individuals can act as sustainability ambassadors or role models to encourage broader participation across the university community.

Finally, the variation in engagement levels across different initiatives suggests the need for a more integrated and consistent sustainability communication strategy, ensuring that all programs—environmental, social, and governance—are equally promoted, understood, and embedded in daily institutional practices.

6. Policy Recommendations

Based on the identified strengths, gaps, and opportunities, several policy recommendations are proposed to enhance the effectiveness and inclusivity of sustainability initiatives within the university.

6.1. Strengthening the Link Between Awareness and Behaviour.

Although awareness levels are generally high, behavioural adoption remains inconsistent across several initiatives. To address this gap, the university should implement concrete, system-based interventions that directly shape daily behaviour.

- ✓ First, instead of relying on technical system changes that are difficult to implement campus-wide, the university can introduce resource control mechanisms, such as setting a paper usage quota for each unit or department. This policy encourages more responsible consumption while still allowing flexibility based on operational needs. Regular monitoring and reporting of paper usage can further reinforce accountability at the unit level.
- ✓ Second, rather than relying on financial incentives, the university can implement behavioural reinforcement and monitoring mechanisms. Since supporting infrastructure for waste segregation (e.g., labelled and color-coded bins) is already well established, the main challenge lies in ensuring consistent user compliance. To address this, the university can introduce periodic compliance monitoring, such as random checks of waste bins to assess sorting accuracy. The results can be

communicated at the building or faculty level to raise awareness and create a sense of collective responsibility. Instead of assigning direct responsibility to individuals or units, this approach emphasizes shared accountability within a given space.

In addition, targeted reminders and situational prompts can be periodically refreshed to prevent behavioural fatigue. For example, rotating campaign messages, short awareness drives, or temporary on-site facilitators (e.g., during peak events) can help reinforce correct practices. This ensures that waste segregation remains an active habit rather than a one-time awareness outcome.

- ✓ Third, operational adjustments are needed to reduce practical barriers. The university has already implemented a booking application that provides real-time information on seat availability and allows users to reserve seats in advance. However, the current policy prioritizes students, particularly in the waiting list system, which may limit access for staff and contribute to lower utilization rates among this group.

  To address this, the university may consider introducing a more balanced allocation mechanism, such as a limited quota for staff or designated time slots where staff have equal access. In addition, usage data from the booking system can be analysed to identify underutilized routes or time periods, which can then be optimized to improve overall efficiency and inclusivity.

  Finally, real-time behavioural cues should be embedded in the campus environment. This includes placing visual prompts near elevators to encourage stair use, improving the clarity and visibility of waste sorting instructions, and integrating reminders into existing digital systems to reinforce sustainable actions.

6.2. Enhancing Visibility and Communication of Infrastructure Initiatives

The relatively low awareness of sustainability infrastructure—such as hazardous waste facilities, renewable energy systems, and food waste management—indicates a need for more effective communication strategies. The university should invest in clear signage, digital campaigns, and interactive educational programs to improve visibility and understanding. Embedding sustainability information into orientation sessions and internal communication platforms can further strengthen awareness.

6.3. Promoting Utilization of Social Support Services

Despite moderate to high awareness, the utilization of mental health services and safety-related support systems remains limited. Policies should focus on reducing stigma, improving perceived accessibility, and strengthening trust. This may include anonymized access channels, peer support programs, and regular awareness campaigns that normalize help-seeking behaviour.

6.4. Leveraging Highly Engaged Individuals as Change Agents

The presence of highly engaged individuals presents an opportunity to foster a culture of sustainability through peer influence. The university should formalize sustainability ambassador programs, where active participants are empowered to promote initiatives, share best practices, and encourage behavioural change within their respective units.

6.5. Developing an Integrated Sustainability Communication Strategy

The variation in awareness and engagement across different initiatives suggests fragmented communication. A centralized and consistent communication strategy is needed to ensure that all sustainability programs—environmental, social, and governance—are equally promoted. This strategy should utilize multiple channels, including digital platforms, on-campus media, and community-based engagement activities.

6.6. Monitoring and Evaluation for Continuous Improvement

Finally, the university should establish a systematic monitoring and evaluation framework to track the effectiveness of sustainability initiatives. Regular surveys, performance indicators, and feedback mechanisms will enable evidence-based policy adjustments and ensure continuous improvement over time.

7. Conclusion

This study provides a comprehensive overview of sustainability awareness and behaviour among university staff and lecturers, highlighting both areas of strong engagement and critical gaps. The findings indicate that sustainability practices related to energy efficiency, waste management, paperless systems, health services, and governance awareness are well embedded in daily routines, reflecting a solid institutional foundation.

However, the study also reveals significant discrepancies between awareness and actual behaviour in several areas, particularly in sustainable mobility, infrastructure utilization, and certain social sustainability services. These gaps suggest that awareness alone is insufficient to drive consistent behavioural change, and that structural, contextual, and perceptual factors play an important role in shaping engagement.

Furthermore, uneven levels of awareness across different initiatives indicate the need for more effective and integrated communication strategies. Limited accessibility to certain programs and the presence of social barriers—such as stigma in mental health services—also highlight the importance of inclusive and user-cantered policy design.

Overall, the findings emphasize that advancing sustainability within the university requires a holistic approach that goes beyond awareness-raising. By strengthening

behavioural interventions, improving accessibility, enhancing communication, and leveraging community engagement, the university can further embed sustainability into its institutional culture and daily practices.

Future efforts should focus on continuous monitoring and adaptive policy development to ensure that sustainability initiatives remain relevant, effective, and inclusive for all members of the university community.