



PEACE, JUSTICE AND STRONG INSTITUTIONS

GOVERNANCE AND OPERATIONS

UCSI University demonstrates its commitment to Sustainable Development Goals 16 (Peace, Justice and Strong Institutions) by promoting inclusive governance, social harmony and multi-stakeholder engagement within the university and the wider community. Through academic programmes, research initiatives and public dialogue platforms, the university encourages collaboration among policymakers, academics, students and civil society to support transparent decision-making and strengthen institutional integrity.

A key institutional initiative is the Harmoni-Mesra Campus Programme, which promotes unity, diversity and mutual respect across the campus community. Guided by the principles of Malaysia's Rukun Negara (National Principles), the programme integrates values of harmony, inclusivity and ethical responsibility into teaching, research, student activities and community engagement.

UCSI further advances these principles through initiatives such as Harmoni-Mesra Week, forums and cultural engagement programmes that create platforms for dialogue and intercultural understanding among students, staff and external stakeholders.

By embedding the Harmoni-Mesra philosophy into institutional practices and community engagement, UCSI University strengthens inclusive institutional culture, social cohesion and participatory dialogue, contributing to the objectives of SDG 16.

TEACHING AND LEARNING

1. UCSI UNIVERSITY ALUMNI AND LEADERSHIP ENGAGEMENT

The UCSI University Alumni and Leadership Engagement Session 2025 was held on 18 October 2025 to strengthen institutional networks, promote ethical leadership and foster collaboration between academia, alumni and industry stakeholders. The initiative addressed the sustainability challenge of building accountable and inclusive institutions, aligning with SDG 16.

Participants included university leadership, faculty, deans, alumni and students, who engaged in knowledge-sharing, mentorship and leadership discussions. Immediate outcomes included enhanced alumni engagement, strengthened institutional collaboration and reinforcement of shared governance values. At a broader level, the session supports the development of accountable and inclusive institutions, promotes responsible leadership ecosystems and advances lifelong learning. The initiative also contributes to SDG 4 by fostering mentorship, skills development and knowledge exchange among students and alumni.



2. UCSI CHINESE NEW YEAR CULTURAL CELEBRATION 2025

The UCSI Chinese New Year Cultural Celebration 2025 was held on 10 February 2025 at UCSI University to promote unity, inclusivity and intercultural understanding among students and staff. The programme addressed limited cross-cultural engagement on campus, aligning with SDG 16 by fostering social cohesion and peaceful interactions.

Participants included students and staff from diverse backgrounds of different nationalities who engaged in cultural performances and collective activities that encouraged dialogue and shared learning. Immediate outcomes included increased cultural awareness, strengthened peer relationships and a greater sense of belonging. At a broader level, the event reinforced inclusive institutional culture, promoted social harmony and supported national unity, while also advancing SDG 4 by nurturing inclusive, equitable learning environments that cultivate collaboration, social skills and intercultural understanding.



3. INTERNATIONAL CULTURAL NIGHT 2025

The International Cultural Night 2025 at UCSI University was organised to promote intercultural understanding, inclusivity and social cohesion among students, staff and guests. The event addressed challenges of limited cross-cultural engagement in globalised educational settings, directly supporting SDG 16.

Participants from diverse backgrounds and nationalities engaged in cultural performances and interactive activities that fostered dialogue, mutual respect and shared learning. Immediate outcomes included increased intercultural awareness, strengthened social networks and heightened student engagement in promoting inclusive campus practices. At a broader level, the event reinforced the university's commitment to nurturing tolerant, peaceful and inclusive communities. By fostering collaboration, cross-cultural understanding and experiential learning, the initiative also advances SDG 4 supporting equitable opportunities that develop social, cultural and interpersonal competencies alongside academic growth.





RESEARCH AND DISCOVERY

1. PROTECTIVE SHIELDING, POTENTIAL HARM: A HERMENEUTIC PHENOMENOLOGICAL STUDY OF THE CYBERBULLYING EXPERIENCES OF YOUTH WITH VISUAL IMPAIRMENT

(Behaviour & Information Technology, volume 44, (2025). Prof Dr Chan Nee Nee)

Cyberbullying was explored through the 'lived experiences' of youth with visual impairment (VI) and their schoolteachers in this study. A hermeneutic phenomenological design was used to reveal the rich details of how the 29 youth and five schoolteachers (n = 34) experienced cyberbullying in their different lifeworlds. Interviews and focus groups were conducted over a period of seven months. Three themes emerged: Sites of Cyberbullying, Coping Mechanisms and Sources of Help and Cybersecurity Awareness. Most youth with VI experienced traditional bullying in their school lifeworlds from school mates and teachers while in their cyber worlds, verbal bullying in the form of insults and body shaming from outsiders was common. Interestingly, most youth with VI participated in playing games on their mobile phones and in multiplayer games with sighted individuals. All 29 Malaysian youth participants demonstrated high anxiety towards cyberbullying and any potential threat, illuminating their lack of preparedness and training towards such threats. Protective policies by schools and parents designed to shield youth with VI may inadvertently yield the opposite results. Hence, this study further develops the theorisation of cyberbullying, and further research could include the perspectives of parents, police and school administrators.

2. ONLINE CLASSROOM STUDENT ENGAGEMENT ANALYSIS BASED ON FACIAL EXPRESSION RECOGNITION USING ENHANCED YOLOV5 FOR MITIGATING CYBERBULLYING

(Measurement Science and Technology, (2025). Prof Dr Keoy Kay Hooi)

The rapid expansion of online education has heightened concerns about cyberbullying in virtual classrooms. This paper presents a comprehensive approach for detecting cyberbullying by analyzing students' engagement and emotional responses in online classrooms. Due to the influence of camera resolution and surrounding light in online classrooms, students' facial expressions are often blurry, and the changes in facial features may not be significant. Moreover, most current recognition algorithms utilize larger models, which may not be suitable for real-time detection in online environments. To address these challenges, this study introduces a student facial expression recognition (SFER) method based on an enhanced YOLOv5 (you only look once version 5) model, termed SFER-YOLOv5. Firstly, the improved soft-non-maximum suppression (NMS) is employed to replace the original NMS, effectively enhancing training efficiency. Then, the coordinate attention module is incorporated into the backbone network to improve detection accuracy, particularly in classroom settings with multiple students or when students are at a considerable distance from the camera. Next, the efficient intersection over union (EIoU) loss function is utilized. EIoU calculates width and height losses separately based on complete-IoU, replacing the aspect ratio. Finally, focal loss is introduced to address sample imbalance issues. The comparative results show that SFER-YOLOv5 achieves an mAP@0.5 of 78.4% on the facial expression recognition-2013 dataset, 98.1% on the CK+ dataset, and 88.9% on our self-constructed dataset student facial expressions in classroom (SFEC). These results underscore the effectiveness of SFER-YOLOv5 in enhancing the accuracy of SFER. The proposed method detects reduced engagement, offering a preventive strategy for mitigating cyberbullying in virtual learning environments.

COMMUNITY AND PARTNERSHIP

1. HARMONI MESRA WEEK 2025

UCSI University's Harmoni-Mesra Week 2025, officially launched by Malaysia's National Unity Minister YB Datuk Aaron Ago Dagang, aimed to promote national unity, cultural understanding and social cohesion among students, staff and the wider community. The initiative addressed challenges of social fragmentation and limited cross-cultural engagement, directly supporting SDG 16.

Participants engaged in diverse cultural and creative activities that fostered dialogue, mutual respect and collaborative learning. Immediate outcomes included increased awareness of Malaysia's cultural diversity, strengthened interpersonal connections and enhanced appreciation for inclusive community engagement. At a broader level, the programme reinforced national unity, nurtured socially responsible global citizens and strengthened multi-stakeholder collaboration between the university, government and community partners, advancing SDG 17. The initiative also contributes to SDG 4 by promoting experiential, inclusive learning that develops social, cultural and civic competencies.



2. ROUNDTABLE ON SCIENCE DIPLOMACY: COMMUNICATING SCIENCE ACROSS BORDERS

UCSI University hosted the roundtable "Communicating Science to the Public" to address the challenge of translating scientific knowledge into accessible information for policymakers and society. The event aimed to strengthen dialogue between academia, government and public leaders, promoting evidence-based governance and effective science communication, directly supporting SDG 16.



Distinguished Professor Tan Sri Dr Zakri Abdul Hamid moderated discussions with Prof Dato' Dr Ahmad Ibrahim, former Minister of Health Khairy Jamaluddin, and Prof Dr Paul Arthur Berkman. Key outcomes included the intention to develop the "Communicating Science through Diplomacy" initiative, enhancing participants' capacity to apply science diplomacy and communicate research for policy impact. At a broader level, the roundtable reinforces transparent, knowledge-driven governance, fosters multi-stakeholder collaboration and advances SDG 17, while also contributing to SDG 4 by equipping participants with practical skills in science communication, policy engagement and sustainable development.