Princess Sumaya University for Technology
جامعـــة الأميـرة سميّـة للتكنولوجيا

Sustainability Report

2022

Towards a Sustainable and Transformative Future

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Forward: President of Princess Sumaya University for Technology (PSUT) Message

At PSUT, we firmly believe sustainable development lies at the heart of our educational mission and societal responsibility. Our university has always been a beacon of innovation, embracing sustainability principles to shape a better present and future for all. We would like to highlight our significant initiatives to lead the way in sustainable development.

First and foremost, PSUT's curriculum integrates sustainable development principles across all disciplines. Our programs empower students (SDG 4 quality education) to become change agents by equipping them with the knowledge and ethical frameworks required to tackle complex sustainability challenges. Our students develop a holistic perspective through hands-on projects, internships, and community engagement, recognizing the interdependencies between environmental stewardship, economic growth, and social equity.

Furthermore, PSUT is dedicated to research and innovation that drives sustainable development (SD). Our esteemed faculty members collaborate with students to conduct cutting-edge research addressing sustainability issues. By focusing on areas such as renewable energy (SDG 7), sustainable entrepreneurship (SDG 8), smart cities (SDG 11), and circular economy (SDG 12), we strive to develop innovative solutions that have a positive impact on society, the economy, and the environment. Our research centers and institutes provide a platform for multidisciplinary collaboration, fostering an environment where ideas flourish and breakthroughs are made.

PSUT's commitment to sustainable development is not confined to academic endeavors alone. We are committed to setting an example as an environmentally responsible institution. Our campus is a living testament to our dedication, featuring energy-efficient (SDG 7) facilities, sustainable infrastructure (SDG 9), and green spaces (SD15). We have implemented comprehensive recycling programs, water conservation measures, and sustainable transportation initiatives. By reducing our ecological footprint, we demonstrate that sustainable practices are not just an aspiration but an integral part of our daily operations.

Moreover, PSUT actively engages in partnerships and collaborations with local and international organizations to advance sustainable development (SDG 17 partnerships for the goals). We leverage collective expertise and resources through strategic alliances to address regional and global challenges. By fostering knowledge exchange,

joint projects, and capacity-building programs, we contribute to a broad network of sustainability advocates, amplifying our impact and effecting positive change on a larger scale.

As we progress, let us continue championing sustainability in our research, teaching, and community engagement efforts. By nurturing a culture of innovation, collaboration, and social responsibility, we can make a lasting impact on society, the economy, and the environment.

Together, let us forge ahead in our journey towards sustainable development, transforming our university into a beacon of socio-economic and environmental progress. Thank you for your unwavering commitment and dedication to sustainable development. Your contributions, big or small, are integral to building a more sustainable present and future. Thank you for being catalysts of change and driving the sustainability agenda at PSUT. Together, we can make a difference.

Prof. Wejdan Abu Elhaija

PSUT Key Facts

4500+
Students
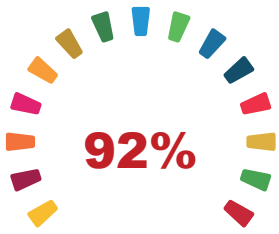
92%
Employability rate

82%
Retention rate
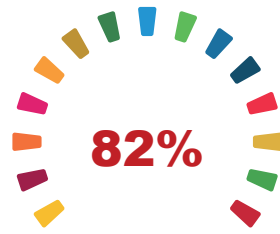
122
Training workshops

29
Nationalities
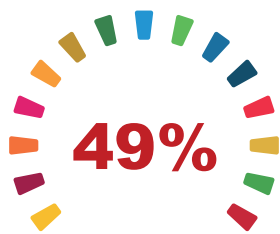
49%
Female student population

8900+
Alumni

170+
Faculty members

170 +
Industrial partners

60+
Guest speakers

27
Academic Programs

King Talal School of Business Technology

King Hussein School of Computing Sciences
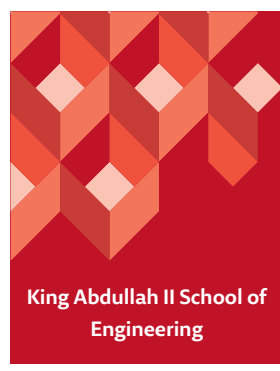
King Abdullah II School of Engineering

King Abdullah I School of Graduate Studies & Scientific Research

All of PSUT's Schools are accredited by International accreditation organizations

United Nations Global Compact

ACCA ACCREDITED PROGRAMME

AACSB ACCREDITED

ABET

European Accreditation of Engineering Programmes EUR-ACE®

CIM The Chartered Institute of Marketing

EFMD GLOBAL MEMBER

Introduction

Princess Sumaya University for Technology (PSUT), established in 1991, is a specialized, Non-governmental, Non-profit, Jordanian university, owned by the leading applied research centre in Jordan, the Royal Scientific Society (RSS). PSUT's area of specialization is IT, Communications and Electronics. As a nonprofit institution, PSUT embraces both the public and private sectors, but while akin to public universities in its mission, it is more aligned to the private sector in drive and spirit.

Since its establishment, Princess Sumaya University for Technology (PSUT) laid out for itself a path of leadership and excellence and quickly set out on that path. Since that time, it has attained significant achievements which have taken it to prominence among the body of Jordanian universities. PSUT received the Order of Independence, First Class, in recognition of its outstanding contribution to the advancement of the Information and Communication Technology (ICT) and Business fields in Jordan. The University has also distinguished itself in the academic and research fields, and has worked hard to instill its students with the spirit of creativity and innovation, in addition to supporting the local, regional and global market with graduates equipped with a high level of scientific and technical competencies.

At PSUT, we understand that the 'key' to achieving sustainable growth and development—is championing the Agenda 2030 17 SDGs—at a local, regional, and global level. In 2021, PSUT became the first university in Jordan, to draft an Agenda 2030/SDGs report (i.e. sustainable development (SD) report), which accounts for the university's impact across the socio-economic and environmental dimensions of sustainable development (SD) in Jordan. The Agenda 2030/SDGs encourages and supports undergraduate and taught postgraduate students—in tackling national and global issues, such as food security and water scarcity. By doing so, we became agents of change, driving responsible and accountable behavior, which contributes toward real, sustainable, and transformational—change for present and future generations.

Globally, universities and academic institutions play a crucial role in the short and long term translation and implementation of sustainable development goals (SDGs). Therefore, universities and educational institutions are responding to 'Agenda 2030' – which calls for sustainable growth and development. As shown in Figure 1 below, Agenda 2030 's 17 SDGs cover a broad range of sustainability interests and issues, explicitly, economic, social, and environmental. Furthermore, the Agenda 2030s 17 SDGs represent a common language and a shared purpose. Hence, PSUT pledged a commitment to communicate, as well as engage with the Agenda 2030s 17 SDGs, thereby entering the global sustainable growth and development dialogue. Moreover, measuring and reporting on ‹our› responsibility and accountability toward society's ‹contemporary› sustainable development interests and issues. Thereby, PSUT demonstrates responsibility and accountability, which contributes to changing or transforming ‹Jordan› economy, society, and environment.

Methodology

This report communicates the range of activities and initiatives – we cooperate, collaborate, and engage in contributing toward the United Nations (UN) Sustainable Development Goals (SDGs). To communicate, we begin with a comprehensive data and information collection process to identify activities and initiatives across the university regarding these 'four' SDGs, explicitly, SDG 4 quality education, SDG 5 gender equality, SDG 10 to reduce inequality, and SDG 17 partnership for the goals.

The reporting committee adopts a set of KPIs and indicators to assess the selected four SDGs' compliance in PSUT. Following a series of meetings and interviews, indicator values are gathered from the concerned departments and centres. Based on the official records maintained in the university's central database, the final indications are presented. The reporting committee reviewed, evaluated, and approved the data, measurements, and information that have been gathered. And finally, the steering committee gave its approval when the committee members had finished composing the final report.

Figure 1: Agenda 2030 's 17 SDGs

National Agenda 2030s 17 SDGs

According to the SDG Index (2021), Jordan faces a multiplicity of difficulties and challenges, for instance, SDG 4 Quality Education – remains a significant challenge, while SDG 5 Gender Equality and SDG 10 Reduce Inequality – remain a major challenge in Jordan. The Agenda 2030 17 SDGs embody unified, holistic, short-term, close-ended, and interlinked progress towards SD. Therefore, SDG17 Partnership for the Goals also' remains a significant challenge in Jordan.

Figure 2: Mapping the Agenda 2030s 17 SDGs

From this perspective, the university focuses on 'four' SDGs, explicitly, SDG 4 quality education, SDG 5 gender equality, SDG 10 to reduce inequality, and SDG 17 partnership for the goals. Thereby, the university supports national efforts toward the attainment of Agenda 2030 17 SDGs.

Mapping the Agenda 2030s 17 SDGs

To elucidate, PSUT published a university – specific diagrammatic representation (guide) addressing the Agenda 2030s 17 SDGs in the educational sector, emphasising stakeholders[1] interests and issues, as well as connecting the 17 SDGs to the impact of the university on stakeholders within the educational sector.

The diagrammatic representation (guide) depicts the university's endeavour to meet and contribute to the SDGs, either by enhancing the positive impact or mitigating the negative impact. As shown in Figure 3 below, the university could indirectly, moderately, or directly impact the 17 SDGs. For instance, SDG 4 Quality Education - is categorised as a very direct priority because it's linked to 'our' core educational and research practices. While the university could moderately enhance or mitigate other SDGs, which might be related to 'our' spheres of influence within the educational sector, such as SDG 6, SDG 7, SDG 8, SDG 9, SDG 12, and SDG 13. For example, the student club activities and events – contribute toward mitigating the impact of SDGs 6 water scarcity, 7 energy security, and 13 climate change among others. Finally, the university could indirectly enhance or mitigate SDGs, which are of major concern to stakeholders, such as SDGs 1, 2, and 3.

Figure 3: Mapping the Agenda 2030s 17 SDGs

Therefore, the university focuses on 'four' SDGs, explicitly, SDG 4 quality education, SDG 5 gender equality, SDG 10 to reduce inequality, and SDG 17 partnership for the goals. Thereby, the university progresses toward achieving the Agenda 2030s, which becomes the purpose of the university's educational and research practices.

SDG 4 Quality Education ○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

PSUT provide non-traditional, specialized programs focusing on the modern technology requirements in all

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1   The concept of the 'stakeholder' emerged from Freeman (1984) in his seminal work titled, 'Strategic Management – A Stakeholder Approach. Freeman (1984) defines stakeholders as 'any group or individual who can affect or is affected by the achievement of the organisation's objectives' (1984, p.46).

sectors. It contains three academic schools, King Hussein School of computing Scineces (KHSCS), King Abdullah II School of Engineering (KASE), and King Talal School of Business Technology (KTSBT), in addition to King Abdullah I School of Graduate Studies and Scientific Research. All academic schools at PSUT are internationally accredited, this differentiates PSUT as a world-class higher education institution.

ABET

All bachelor degree programs (Computer Engineering, Electronics Engineering, Communication Engineering, and Power Engineering) at King Abdullah II School of Engineering are ABET accredited. The school was the first in Jordan to obtain this accreditation for this number of engineering programs.

AACSB ACCREDITED

We are proud in KTSBT that we earned AACSB international accreditation a few years ago. Less than 6% of the world's schools offering business degree programs hold AACSB business accreditation. This also makes PSUT one of the 2% of the world's universities outside the USA to have obtained such an outstanding accreditation. AACSB accreditation is the product of many years of teamwork and perseverance from an exceptionally dedicated KTSBT faculty and staff.

gbsn Global Business School Network

Recently, KTSBT has received an invitation to join the Global Business School Network (GBSN), which includes in its membership a number of distinguished business schools in the world, including 8 colleges from the Middle East and Africa. The network strengthens relations between its member colleges, in addition to providing training opportunities, and scholarships at the master's and doctoral levels for students.

The computer Scinece program at the King Hussein School of computing Scineces is also ABET accredited.

3900+
Undergraduate Students

436
Graduate Students

450
Internationals Students

Figure 4: Number of undergraduate, postgraduate, and international students.

Quality Education

PSUT's King Talal School of Business Technology – is among the Top 10 Most Recommended Business Schools in Asia and the Pacific

The Education Magazine, an international publication, listed King Talal School of Business Technology (KTSBT) at Princess Sumaya University for Technology among the top 10 Business Schools in Asia and the Pacific region for the year 2022. Following a survey conducted on the opinions of graduates and employers in terms of students' readiness to engage in job markets, and the knowledge and skills they obtain to qualify them to compete for jobs.

The Magazine recommended KSBT as the "10 Most Recommended APAC B-Schools to Watch in 2022", features premier business schools that are renowned for equipping students with the quintessential skills required to thrive in the competitive marketplace. This recognition is the result of the University's endeavour towards globalization. The school follows a strict and precise procedures to align the curricula with the needs of the labor market to equip students with the knowledge and skills that enable them to navigate life with distinction.

29
Nationalities

170+
Faculty members

53%
International Research Cooperation

Figure 5: Number of diver nationalities and academic faculty members, as well as the percentage of internal research cooperation.

PSUT ranks first in Jordan and 73 globally in the Global Employability Index (GEI)

According to QS ranking, PSUT ranked 73 globally in the employment index, where graduates find jobs within six months of graduation. This is the result of the industry-related curriculum and high quality education provided to students. PSUT organizes the annual conference on aligning curriculum with job market needs. During this one-day event, more than 75 industry experts from all sectors of IT, engineering and business technology are invited to discuss current curricula with their expectations. Furthermore, required skills for a ready-for-the-job graduate are discussed. This activity assists faculty members and the university administration to fine-tune course curricula

and integrate up-to-date topics and design assessment and project-based learning.

According to a comprehensive survey to measure the employment rate of all PSUT graduates, obtaining a job within six months of graduation, conducted by the Deanship of Admission and Registration, PSUT student's employment rate increased from 89% in 2017 to become 94% in 2021. Furthermore, the Jordan National Employability Benchmark conducted by the International Finance Corporation (A World Bank Corp) in collaboration with MOHE, PSUT scored 3.8/4.0. In contrast, the aggregate average score for all universities in Jordan was 2.6. The benchmark provides higher education institutions with an indication of how their student employability support compares to good practices globally and to practices of a cohort of peers.

The first of its kind in Jordan, PSUT established the Talented Students Center

In pursuit of achieving its goals of excellence and creativity, PSUT is the only Jordanian university who established the Talented Students Centre (TSC) and the Learning Support Centre (LSC). TSC contributes to preparing and creating the appropriate environment at the University to help students with high intellectual and academic capabilities by providing various opportunities for them to discover their talents and abilities and develop them through active participation in enriching activities and programs. LSC provide support for people with additional educational needs, whether they be of an academic, social, psychological or health nature. It offers direct, proactive services to students who need it, providing them with a variety of tools and skills to avoid future problems.

Internationalization and Cultural Exchange Opportunities

PSUT maintains cooperation agreements with numerous international universities according to which students and faculty members exchange programs (incoming and outgoing) are implemented through Erasmus Student Exchange Program and bilateral exchange agreements. These opportunities allow students to study abroad in partner universities in Europe, USA, and Asia, and aim to provide opportunities for students to increase their knowledge and hone their experiences while they receive academic and practical training. They also enable students to share the history, culture and traditions of these countries and strengthen cooperation frameworks with partner universities.

The University has concluded agreements with numerous international and local universities. These include the MSc program in Management Information Systems in cooperation with Hasselt University in Belgium, the master's program in Enterprise Networks Engineering in partnership with the German-Jordanian University, and the Master of Engineering Management program with the University of Arizona, USA. In addition, Joint programs have been developed with the universities of Oakland – Michigan and Indiana according to the (2 + 2) or (3 + 2) system. Students earn a bachelor's degree and receive a certificate from both parties or a bachelor's degree from PSUT and a master's degree from the American party.

PSUT – Incorporates the Agenda 2030 17 SDGs into Academic Curriculum

According to the World Food Programme, Jordan is a resource-poor, food-deficit country with limited agricultural

land, as well as scarce water resources. While Jordan's National Aid Fund (NAF) has scaled up its coverage of vulnerable Jordanians in response to COVID-19, social safety net coverage remains limited. Thereby, the university – as an annual tradition – encourage academic faculty and students to choose an economic challenge to be highlighted, researched, thereafter discussed in the context of a workshop.

Dr Abulghafoor Al-Saidi, in his Microeconomics Course, proposed Food Security as a contemporary issue facing Jordan. Students presented and discussed fifteen (15) research papers on topics, which included the national and global food security situations, especially during the coronavirus pandemic. Thereby, the university – is supporting national efforts towards supports national efforts toward the attainment of Agenda 2030 17 SDGs.

Inclusive and Equitable Education:

Students from the Data Science and AI Program won the 1st , 2nd , and 3rd place in the Women in Data Science Compection 2022 organized by Stanford University

1,800 contestants   90 countries

1st , 2nd, and 3rd place Globally in the "WiDS Datathon"
Women in Data Science competition organized by Stanford University in 2022

Huawei Competitions

Computing sciences and Engineering students participated in several Huawei competions locally and regionally achieving top places.

Huawei Middle East Cloud Developers Competition 2023
3rd PLACE
Out of 74 teams representing 9 countries

Huawei Regional ICT Competition 2022
1st PLACE
Out of 19300 students representing 472 universities

Huawei Innovation Middle East Competition 2021
1st PLACE
Out of 12 teams representing 10 universities

Huawei Innovation Competition 2020
1st PLACE Worldwide
Out of 327 students representing 39 countries

Accounting Students Won the Chartered Financial Analyst (CFA) Institute Research Challenge 2021

A team of students from the Accounting Department at PSUT won the CFA Institute Research Challenge 2022, which was held by the CFA's Jordan Branch and contested by teams from Jordanian universities. Notably, a team of accounting students has previously won second place in the world in the Research Challenge, organized by CFA in Zurich, Switzerland, in 2019. The Chartered Financial Analyst Institute is a global institute concerned with investment and financial analysis that offers one of the most important financial and investment analysis certificates in the world.

KTSBT Faculty members selected as the judging panel for graduation projects at Jubilee School

The Jubilee School has invited a group of KTSBT academic staff to participate in the Judging Panel of students' graduation projects. This participation is part of the social responsibility of the KTSBT toward the local community. The main goal of this participation is to provide the Jubilee students with constructive feedback through observations and guidance, which contributed to their winning awards in international competitions.

Lifelong Learning Opportunities

Students Accomplishments and Success Stories

- PSUT recognized its Alumnus Dr. Salem Alnemri for receiving NASA's outstanding public leadership medal by Goddard space flight center 2022. Dr. Alnemri currently works for the Goddard space flight center supporting the near space network and the telecommunication network.

- Amjad Massad, a computer science graduate founded Replit Inc. a startup and an online integrated development environment which allows users to create online projects and write codes. And recently announce Google to enhance the coding learning and development experience.

Four PSUT students selected for internships at NASA

Under the NASA training initiative, led by HRH Crown Prince Al-Hussein Foundation, 12 engineering students were selected from Jordan, four students from PSUT.

KTSBT takes part in the Entrepreneurship Education Development Forum

KTSBT was invited to participate in the Forum for the Development of Entrepreneurship Education and Business in the Middle East, North Africa and the USA, which was held in the city of Dubai. The forum was organized by the American international organization in cooperation with the US State Department, with the participation of 48 individuals with experience and expertise in the fields of business management and entrepreneurship.

The forum dealt with important axes concerned with developing and improving education in business colleges and their effective role in community development, and how to create a suitable environment for entrepreneurship to advance the quality of higher education. Also under discussion was the importance of academic programs in business colleges obtaining international accreditation, which contributes to creating real partnerships with the labour market and training students, signing cooperation agreements with reputable international universities in the fields of scientific research, exchange programs for faculty members and students, and offering joint academic programs.

SDG 5 Gender Equality ○○

Achieve gender equality and empower all women and girls

Research:

At PSUT, 4% of research publications during the year 2021/2022 involved topics related to gender roles and equality. These scholarly papers and research aimed to identify what we know – and what we need to know – about gender inequality and other related issues. These areas included: education equality, women's leadership, and consumer behaviour.

Public Engagement:

At PSUT, we have a range of initiatives and projects that empower women and girls. Our staff are encouraged to be involved in many activities such as the Female Academic Role Model Empowerment, Equality and Sustainability conference at Universities in Mediterranean Region and the Gender Equality Partnerships offered by the British Council. For instance, 10 females academic from PSUT attended the earlier mentioned conference.

Gender Representation:

Our selection process – endeavours to minimize/reduce, thereby eliminating discrimination based on gender. This could be highlighted by the representation of females in our staff, students, and all activities.

49% of our current students at PSUT are females 30% of academic staff are female

70% of the training and workshops attendees are female

Students Engagement:

We offer both equitable and inclusive opportunities for studying, teaching and training at higher education institutions in Europe under the International Credit Mobility Scheme, which is part of the Erasmus+ European program. Importantly, 71% of female students participated in these exchange programs during the past academic year.

Furthermore, our student clubs have a valid rule in supporting gender equality and raising awareness about gender discrimination. For instance, the IEEE club in PSUT organized a debate under the title "This house believes that companies should be forced to employ a minimum number of female executives".

Other activities by students' clubs also include organising – an online conference involving raising several significant issues such as clean and renewable energy and the role of women and girls in energy science and engineering. Thereby, encouraging gender equality and empowering women and girls. Finally, we encourage and empower women and girls to participate in data science, software, computer, and electrical engineering fields among others, such as the Women in Data Science (WiDS) Datathonn and Women in Science Symposium.

SDG 10 Reduce Inequality ○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○

Reduce inequality within and among countries

SDG 10 calls for reducing inequalities in income as well as those based on sex, age, disability, race, class, ethnicity, religion and opportunity. PSUT recognized the positive contribution of reducing inequalities among students in order to support the world's growth and sustainable development. Moreover, PSUT's adopt policies and procedures to ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard.

Reduce Inequality:

Therefore, PSUT is proud to be one of the first universities in Jordan and the region that support the creation and cultivation of fair and equal places for learning and research. PSUT did not report any cases of discrimination since it was established. Also, PSUT welcomes all types of students and faculty members based on their qualifications and achievements. Furthermore, PSUT has established a zero-tolerance approach to harassment, discrimination, bullying, and gender/sexual harassment among all students and employees.
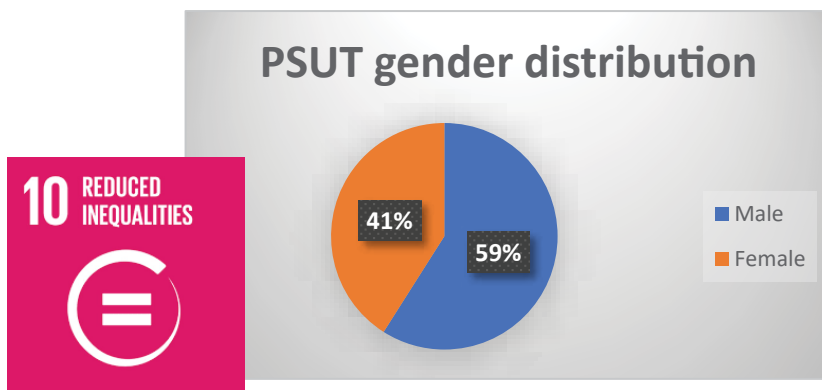
Figure 7: Student distribution at PSUT (By Gender)

Table 1 Student distribution across PSUT Degrees (By Gender)					
Degree	Gender				Total
	Male	Percentage	Female	Percentage	
Business Information Technology (BIT)	171	54%	144	46%	315
Business Management	267	50%	262	50%	529
Accounting	271	67%	131	33%	402
eMarketing and Social Media	145	28%	374	72%	519
Computer Science	221	75%	73	25%	294

Computer Graphics and Animation	53	35%	99	65%	152
Software Engineering	203	75%	69	25%	272
Data Science and Artificial Intelligence	151	56%	121	44%	272
Cyber Security	160	74%	55	26%	215
Electronics Engineering	63	84%	12	16%	75
Computer Engineering	130	70%	56	30%	186
Communications Engineering	35	56%	27	44%	62
Electrical Power and Energy Engineering	183	76%	59	24%	242
Networks and Information Security Engineering	265	71%	106	29%	371
Communications Engineering \ IoT	29	57%	22	43%	51
Total	2347	59%	1610	41%	3957

PSUT has given students equal opportunities for gender learning. We can see from the following table that PSUT has 41% female students and 59% male students at the bachelor level.

In addition, we can notice from the following table that the female number progress dress over the years at PSUT. During 2010/2011 the numbers of female students were 627 students, and the number continued to grow every year until it reached 1610 students in the year 2020/2021.

Table 2: Student Increase Across the Academic Years at PSUT (By Gender)				
Gender	Male	Female	Total	Percentage / Female
2010/2011	912	627	1539	41%
2011/2012	1169	787	1956	40%
2012/2013	1540	1106	2646	42%
2013/2014	1559	1246	2805	44%
2014/2015	1544	1238	2782	45%
2015/2016	1514	1292	2806	46%
2016/2017	1471	1251	2722	46%
2017/2018	1439	1158	2597	45%
2018/2019	1670	1237	2907	43%
2019/2020	1878	1359	3237	42%
2020/2021	2187	1508	3695	41%
2021/2022	2347	1610	3957	41%
29	57%	22	43%	51
2347	59%	1610	41%	3957

Inclusion:

PSUT also welcome non-Jordanian students to their campus. The following table shows the progress number of foreign students. Foreign students accounted for 10% of the total number of university students which include refugees from Syria and Iraq.

Table 3: Number of International Students at PSUT	
Years	International Students
2014/2015	272
2014/2015	261
2015/2016	258
2016/2017	234
2017/2018	280
2018/2019	300
2019/2020	379
2020/2021	417
2021/2022	272
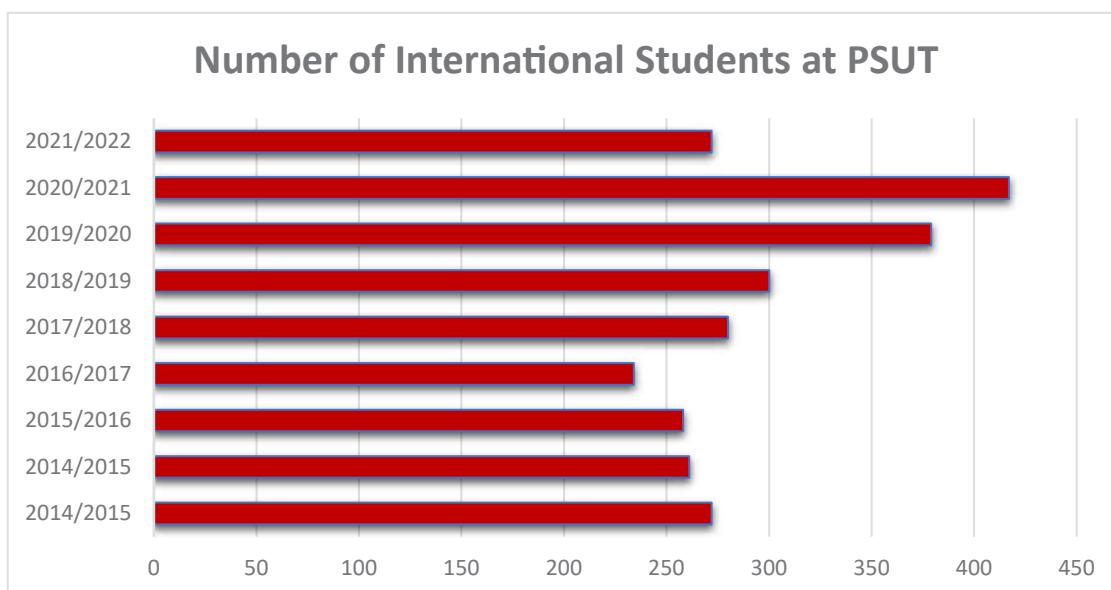
Figure 8: Number of International Students at PSUT

Equal Opportunity:

PSUT has established - equal opportunities among students, for instance, PSUT provide equal opportunities in sports; thereby PSUT has established a basketball team for both males and females.

SDG17 Partnership for the Goals ○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○

Strengthen the means of implementation and revitalize the global partnership for sustainable development.

Partnerships:

PSUT understand that the 'key' to achieving the 17 SDGs by 2030, is to strengthen 'PSUT' partnership, collaboration, and engagement with local, national, and international partners. Therefore, we champion Agenda 2030s 17 SDGs by cultivating multiple partnerships with nongovernment and international organisations among others, such as EDAMA Association for Energy, Water & Environment (in 2020) and NAUA for Sustainable Development (in 2019). As shown in Figure 1.9 below, we have multiple national partnerships that cover the tridimension of sustainable development (SD), as well as interlinked to a multiplicity of sustainable development goals (SDGs).

With regards to EDAMA, PSUT's joint cooperation facilitates spreading awareness regarding green energy, water, and the environment. We facilitate engagement in applicable projects related to sustainability through holding seminars, lectures, and workshops, as well as supporting sustainability across the university.

Furthermore, the cooperation between the two parties' facilities harnesses modern technologies, and artificial intelligence, as well as social science conceptual and theoretical frameworks in order to consolidate sustainability

and care for the environment and 'limited' natural resources among students. Moreover, the cooperation has yielded findings and development of innovative solutions which might mitigate or resolve sustainability issues related to water, air and energy, for instance through green - renewable energy sources and a circular economy.

Figure 9: PSUT National Partnerships

With respect to Naua, a Crown Prince Foundation Initiative, is an online platform that helps donors increase engagement with civil society by providing access to trusted social projects and, more importantly, measuring the social impact of each contribution. 'Our' collaboration allows/permits students to participate in volunteering activities, and sustainable development projects that the societies and firms who collaborate with Naua are already doing, through Nana's online platform. As shown in Table 4 below, we have a few national partnerships that cover the tridimension of sustainable development (SD), as well as interlinked to a multiplicity of sustainable development goals (SDGs).

Hence, at the national level, we partner with a range of organisations in order to carry out public/meaningful - partnerships, collaborations and engagements with diverse stakeholders by sharing/disseminating ideas and research findings as well as inspiring informed debates, discussions, and conversation – around creative and innovative sustainable solutions.

Table 4: National partnerships and their contribution to SDGs																		
Year	SDG 17 Partnerships	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
2012	Partnership with Maharat				■													
2012	Joint cooperation with Jordanian Renewable Energy Society							■										
2013	Partnership with the Institute of public administration				■													
2013	Partnership with the Ministry of Energy in Jordan							■										
2014	Joint cooperation with Jordanian Scholarship Association for Female Jordanian Students					■												
2016	Partnership with Queen Rania Foundation (Edrak)				■													
2018	Joint cooperation with Human Partners for Development & Empowerment				■													
2018	Partnership with Mitsubishi Corporation										■							
2018	Partnership with mind rockets- sign language aid/support										■							
2019	Joint cooperation with Tkeit Um ali	■	■															
2019	Partnership with Run Jordan			■														
2019	Joint cooperation with Public Security Directorate				■													
2019	Partnership with Konrad entrepreneurship capacity-building program				■													
2019	Partnership with World Vision International (WVI)				■													
2019	Joint cooperation with Jubilee Center for excellence in education regarding - The 3rd Regional Conference for Excellence in Education STEAM				■													
2022	Partnership with CISCO Networking Academy Program				■													
2019	Joint cooperation with NAUA																	■
2020	Joint cooperation with EDAMA						■	■						■	■	■		
2020	Joint cooperation with Alfredo Books										■		■					
2021	Joint cooperation with Al-Aman Fund for The Future of Orphans										■							
2021	Partnership with the Higher Council for the Rights of Persons with Disabilities (HCD)										■							
2021	Joint cooperation with charity clothes bank												■					
2021	Joint cooperation with Hayat Education Charity Fund					■					■							
2022	SOS Children's Village Jordan	■																
2022	Institute of Management Accountants (IMA)				■													

Publications:

PSUT is delivering on the UN Agenda 2030 17 SDGs – through our scholarly - research publications, such as journal articles, conference papers, and book chapters. Our publication contributes toward 'four' SDGs – eLearning, work injustice and inequalities, entrepreneurship, innovation - technological systems, organizational decision making and performance, and halal consumption and production– are examples of our pioneering work tackling the world's biggest and pressing challenges, particularly in Jordan. As shown in Figure 10 below, the King Talal School of Business Technology/ PSUT has significantly contributed toward the following Agenda 2030 SDGs in 2021.

Figure 10: PSUT Publications' contribution to Agenda 2030/ 17 SDGs

Graduation Projects:

At PSUT, we bring together education, research, and practice. Therefore, we embrace a multidisciplinary and interdisciplinary approach, which contributes toward real, sustainable, transformative change. Thereby, we conduct/produce both business plans and scholarly research. Our graduation projects (GP) develop 'sustainable' answers and solutions to some of the most pressing issues/problems facing the world today. As shown in Figure 1.11, the university graduation project (GP) whether business plans and scholarly research – contribution to Agenda 2030/ 17 SDGs.
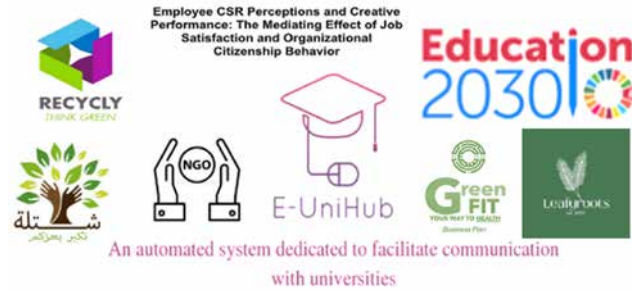
Figure 11: PSUT Graduation Projects contribution to Agenda 2030/ 17 SDGs

PSUT's King Talal School of Business Technology (KTSBT) – Design and Development of a Reverse Vending Machine (RVM)

Student Clubs:

At PSUT, we have multiple student clubs, which play an important role in shaping – students' scholastic and professional experiences, and provide the opportunity to contribute towards socio-economic and environmental development at the national level. We provide a whole/wide range of academic and extra-curricular pursuits that support sustainable development (SD), namely, Agenda 2030 17 SDGs. In this way, students' talents and energies are stirred towards real, sustainable, transformative change.

Recently, we have established an Agenda 2030s 17 SDGs club (in 2021/2022) – working on linking the 17 SDGs with activities and initiatives, which preserve the limited natural resources within the local natural environment, supporting community development and economic growth. Thereby, the student club – strengthens cooperation with governmental bodies, non-governmental, and international organizations. Furthermore, the student club –cultivates local, regional, and international participation through seminars, lectures, and conferences related to sustainable development (SD).

Furthermore, we have the Hult Prize and the United Nations (UN) 17 SDGs (in 2020/2021) – a partnership with Hult International Business School in the United States of America (USA) and the United Nations (UN), which targets undergraduate, taught and research postgraduates students. One of the five most important/ prestigious awards for youth /young people, which aimed at launching new social institutions capable of making fundamental changes in the world. About forty (40) teams from around the world participated in this stage, and six (6) teams qualified for the final round. At PSUT, two teams qualified for the top/final of the Hult Prize competition at the regional level, which was held remotely in Petra on March 28, 2021. We presented two projects First, tackling solar energy and agriculture, combining the two systems of solar energy and agriculture in one system, thus increasing the percentage of agricultural yield and energy generated at the same time. Second, tackling food waste, which might be converted into organic fertilizer.

Moreover, we have the Tera Club (in 2019/2020) – an environmental club, which was established to educate both the university student and local communities about environmental problems and issues. The student club raises awareness regarding biodiversity and environmental conservation through movies and documentary production. The student club also organizes environmental trips and visits, such as to the Wildlife Reserve in Jordan. These trips and visits aim to support the local natural-environmental projects, which protect both flora and fauna. Finally, the student club recycle aluminium, plastic, cardboard, and other materials, periodically at a rate of once every two weeks after collecting the materials and taking them to the BE Environmental Center or to one of the GIZ containers designated for recyclable materials, during the month of January, 2021.

Success Story:

As a result, 'our' students have accumulated a few achievements/ accomplishments at PSUT. For instance, Mr

Sanad Jawabreh is a leading 'active' member of the DART Social Entrepreneurial Club, as well as the Agenda 2030 17 SDGs Club. Recently, Mr Sanad Jawabreh, a Business Administration (B.A.) student, has been awarded a chair alongside thirteen (13) members of the First United Nations Youth Advisory Council in Jordan UNYAC. The World Food Program (WPF) nominated him to the United Nations (UN), due to his effort and work on the co-founded startup focusing on sustainable projects, through Hydroponics Technology, called Senara. The co-founded startup/project contributes to UN Agenda 2030, particularly, SDGs 6 Cleaner Water and Sanitation, SDG 8 Decent Work and Economic Growth, and SDG 11sustainable Cities and Communities.

What's Next? ∘∘∘

Agenda 2030s 17 SDGs	Gaps	Opportunities
SDG 4 Quality Education		
SDG4.1.1	The proportion of research papers that are viewed or downloaded	Create a database that includes more information about viewing or downloading research papers and integrate it with international research platforms and databases such as ORCID, Google Scholar and Scopus.
SDG4.1.2	The proportion of research papers in the top 10 per cent of journals as defined by Citescore	
SDG4.2.1	In order to understand how a university is supporting early year's education we measure the proportion of their graduates who receive a degree that would enable them to teach at primary school level in their country.	Through partnership with the alumni club and build and maintain a detailed database that includes alumni qualifications.
SDG4.3.5	Policy to ensure that these activities are open to all	Have a specific instructions, rules, or policies to manage using the university facilities to the public
SDG4.4.1	This is defined as the number of students starting a first (bachelor's) degree who identify as being the first person in their immediate family to attend university, divided by the total number of students starting a first (bachelor's) degree. All data are provided as full-time equivalents.	By modifying the admission application to add extra details about the applicant family's educational background.
SDG 5 Gender Equality		

SDG5.1.1	Proportion of a university's total research output that is authored by women	- Set up a network for our female academics and staff to address the under representation of women in science.
SDG 5.1.2	Proportion of papers on gender equality in the top 10 per cent of journals as defined by Citescore	- Award/incentiveve for research in gender equality and related topics.
SDG5.1.3	Number of publications on gender equality	
SDG5.3.4	Encourage applications in areas where women are under-represented	Recognize domestic work, which can often fall disproportionately on women. These may include more generous parental leave policies, on-campus nurseries, and hybrid working.
SDG5.4.1	This is defined as the number of women in senior roles, divided by the total number of senior roles in the university. Senior roles can include professorships, deanships and senior university leaders. The category does not include honorary positions.	Prepare and follow a written Equality and Diversity policy that prevents discrimination based on gender. This policy should cover topics such as harassment and discrimination against women.
SDG5.6.1	Policy of non-discrimination against women	
SDG5.6.3	Maternity and paternity policies that support women's participation	Recognize domestic work, which can often fall disproportionately on women. These may include more generous parental leave policies, on campus nurseries, and hybrid working.
SDG5.6.4	Accessible childcare facilities for students	
SDG5.6.5	Accessible childcare facilities for staff	
SDG5.6.8	Policy protecting those reporting discrimination	Prepare and follow a written Equality and Diversity policy that prevents discrimination based on gender. This policy should cover topics such as harassment and discrimination against women.
SDG 10 Reduce Inequality		
SDG 10.6.4	Anti-discrimination policies: Have anti-discrimination and anti-harassment policies	Our Human Resource (HR) department needs to establish written policies and procedures for all types of harassment. Human Resources (HR) needs to educate students about their students' rights. HR can create activities such as 'Speak Up! Stand Up!' and reporting procedures that create a safe campus and workplace.
SDG17 Partnership for the Goals		

SDG17.2.1	Relationships with regional non-governmental organization (NGOs) and government for SDG policy	Have direct involvement in, or input into, national government or regional non-government organisations, SDG policy development - including identifying problems and challenges, developing policies and strategies, modelling likely futures with and without interventions, monitoring and reporting on interventions, and enabling adaptive management, for instance, through partnerships with the UNDP and USAID in Jordan
SDG 17.2.2	Cross-sectoral dialogue about SDGs	Initiate and participate in cross-sectoral dialogue about the SDGs, for instance, multidisciplinary conferences at PSUT.
SDG 17.2.3	International collaboration data gathering for SDG.	Participate in international collaboration on gathering or measuring data for the SDGs, for instance, the Global Compact (GC).
SDG 17.2.4	Collaboration for SDG best practice	Through international collaboration and research, review comparative approaches and develop international best practices on tackling the SDGs, such as with Royal Scientific Institution (WANA institution and Water and Environment Center among others).
SDG 17.4.2	Education for SDGs commitment to meaningful education)	Have a commitment to meaningful education around the SDGs across the university, relevant and applicable to all students, such as United Nations (UN) initiative: Principles for Responsible Management Education (PRME)
SDG 17.4.3	Education for SDGs in the wider community	Have dedicated outreach educational activities for the wider community, which could include alumni, local residents, and displaced people, for instance, collaborating with the PSUT alumni club.

Reporting Committee

Head of Committee Dr. Ola Al Haddid

Content Controller SDG 17 Partnerships for the Goals

Dr. Ola Al Haddid obtained a PhD from Sheffield University, in the UK. She teaches Logistical Management, Supply Chain Management, and Management Communication Skill among others. Her research interest is Sustainable Development, Natural Resource Management, Organizational Operations and Practices, particularly, Water Resource Management. Finally, Dr Ola is the Coordinator of SDG 17 Partnerships for the Goals at PSUT.

Committee Member Dr. Wael Etaiwi

Content Controller SDG 4 Quality Education

Dr. Wael Etaiwi obtained a Ph.D. in Computer Science from Princess Sumaya University for Technology in 2020. He teaches several courses, including Database Administration, Data Engineering, Mobile Application Development, and Data Mining. His areas of research interest include Data Mining, Natural Language Processing, and Artificial Intelligence. Dr. Etaiwi has been an active member of the sustainability committee at PSUT for two years.

Committee Member Dr. Rasha Alghazzawi

 Content Controller SDG 5 Gender Equality

Dr. Rasha Alghazzawi received her PhD in accountancy from the University of Aberdeen, UK, in 2018. Her research interests are in the area of IFRS, CSR, as well as Financial Technology acceptance and adoption. She teaches several courses, including Computerized Accounting and Cost Accounting. The courses she teaches relate to several SDGs, including SDGs 8 and 13. She also has publications in esteemed journals concerned with sustainability. One of her latest publications is titled "Sustainable FinTech innovation orientation: a moderated model".

Committee Member Dr. Mohammd Abuhashesh

Content Controller SDG 10 Reduce Inequality

Dr. Mohammad Abu Hashesh got his doctorate degree in Marketing and all of his education from the USA. Dr. Mohammad went to Governor State University for his bachelor's and master's degree, and then to the Argosy University of Chicago to get his Doctorate in Business Administration (DBA). Moreover, Dr. Abu Hashesh published many pieces of research on E-marketing, Social Media, Consumers Behavior, and Business Entrepreneurship.

Mrs. Maysa Mosa

Teaching Assistance

Maysa Mosa is a Digital Marketing and Social Media master's student, currently studying at Princess Sumaya University for Technology. She has worked as a Teaching Assistant with King Talal School of Business and Technology for the past two years. Maysa earned her BSc degree from the same university in June 2016, majoring in Business Administration.

Miss Ruba Sami Hanna Al Daboub

Teaching Assistance

Ruba Al Daboub is a Business Entrepreneurship master's student, currently studying at Princess Sumaya University for Technology. She has worked as a Teaching Assistant with King Talal School of Business and Technology for the past two years. Ruba earned her BSc degree from the same university in June 2021, majoring in Business Administration, with honours. Currently, she is working on her Master's thesis. As she is planning to examine the impact of Human Resources Practices on Firm Innovativeness within the Jordanian context. Moreover, Ruba is interested in writing, reading, and learning about new technological trends. As well as her passion for learning more about the entrepreneurial world, how startups operate, and their recipes for success.

Acknowledgment

We would like to express our appreciation and gratitude to all individuals and organizations who have contributed to the completion of this Sustainability Report. We acknowledge their invaluable support and commitment to our sustainability initiatives.

First and foremost, we extend our sincere gratitude to the **university administration** for their vision and leadership in prioritizing sustainability on campus. Their unwavering support has been instrumental in driving our sustainability efforts and creating an environment conducive to positive change.

We are immensely grateful to the dedicated **team of researchers and experts** who meticulously gathered and analyzed the data, ensuring the accuracy and reliability of this report. Their tireless efforts and expertise have provided us with a comprehensive understanding of our sustainability performance and areas for improvement.

Our sincere appreciation goes to the **faculty members** who have integrated sustainability principles into their curriculum, fostering a culture of sustainability among our students. Their commitment to education and research has been instrumental in nurturing the next generation of environmentally conscious leaders.

We would also like to extend our gratitude to the **teaching assistance** for their active engagement and passion in promoting sustainability on campus. Their innovative ideas, initiatives, and relentless efforts have been crucial in driving positive change and raising awareness about the importance of sustainable practices.

We would like to acknowledge the contributions of our dedicated **staff members**, who have implemented numerous sustainable practices and initiatives across the university. Their commitment and enthusiasm have played a pivotal role in reducing our environmental footprint and enhancing our overall sustainability performance.

Additionally, we express our appreciation to the **local community, partner organizations, and stakeholders** for their collaboration and support. Their valuable insights, partnerships, and shared commitment to sustainability have significantly contributed to our achievements and progress.

Finally, this report would not have been possible without the collective efforts and dedication of all those mentioned above. Your contributions have not only made this report a reality but also paved the way for a more sustainable future for our university and the broader community.