



Princess Sumaya جامعة
University الأميرة سمية
for Technology للتكنولوجيا

King Talal School of Business Technology - KTSBT
Sustainability Report 2022

Towards a Sustainable and Transformative Future

Table of Contents

- Forward: A Message from the Dean of King Talal School of Business Technology** 4
- Introduction**..... 6
- Methodology** 6
 - National Agenda 2030s 17 SDGs* 7
 - Mapping the Agenda 2030s 17 SDGs* 8
- SDG 4 Quality Education**..... 8
 - Quality Education:* 9
 - Inclusive and Equitable Education:* 11
 - Lifelong Learning Opportunities:* 11
- SDG 5 Gender Equality** 12
 - Research:* 12
 - Public Engagement:* 12
 - Gender Representation:* 12
 - Students Engagement:* 13
- SDG 10 Reduce Inequality** 14
 - Reduce Inequality:* 14
 - Inclusion:* 15
 - Equal Opportunity:* 16
- SDG17 Partnership for the Goals**..... 16
 - Partnerships:* 16
 - Publications:*..... 18
 - Graduation Projects:*..... 19
 - Student Clubs:* 20
 - Success Story:*..... 21
- What’s Next?** 22
- Reporting Committee** 25
- Acknowledgment**..... 26

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

Forward: A Message from the Dean of King Talal School of Business Technology

Today, I am delighted to share with you some exciting news regarding our university's commitment to sustainable development. As the Dean of the King Talal School of Business Technology, I am proud to witness the remarkable strides we are making in shaping a sustainable present and future.

At PSUT, we firmly believe that education plays a pivotal role in fostering sustainable development (SD), thereby advancing sustainable development, not only through our curriculum but also through how we operate and engage with our community. Our university has long been at the forefront of promoting environmental stewardship, social responsibility, and economic growth. Today, I would like to highlight a few key initiatives that exemplify our dedication to sustainable development (SD).

First and foremost, PSUT has made significant investments in renewable energy infrastructure (SDG 7 affordable and clean energy) on campus. Our state-of-the-art solar panels and wind turbines generate a substantial portion of the university's electricity needs, greatly reducing our carbon footprint (SDG 13 climate change). By embracing clean energy sources, we are not only demonstrating the feasibility of sustainable alternatives but also instilling in our students a deep understanding of the importance of renewable energy for a sustainable present and future.

Moreover, our academic programs are designed to equip students with the knowledge and skills (SDG 4 quality education) necessary to address complex sustainability challenges. We have integrated sustainable development principles into our academic programs. Through innovative coursework, research projects, and community engagement, our students are empowered to develop sustainable solutions that tackle real-world issues and problems. Thereby, we are nurturing a new generation of responsible business leaders who are not only profit-driven but also committed to making a positive socio-economic and environmental impact.

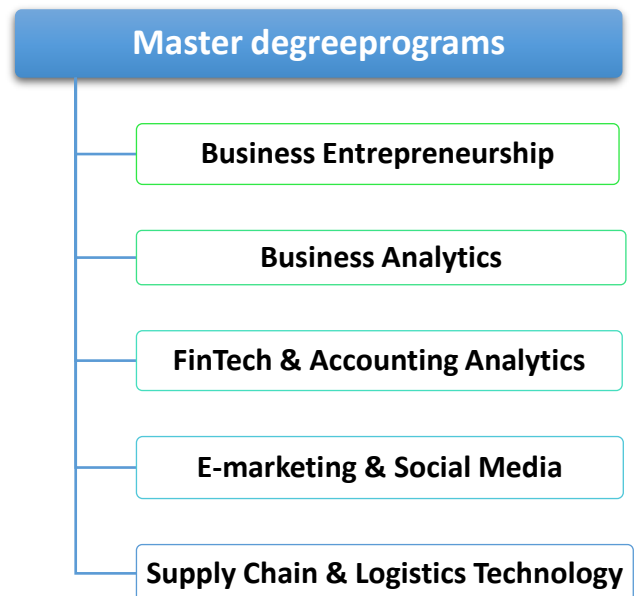
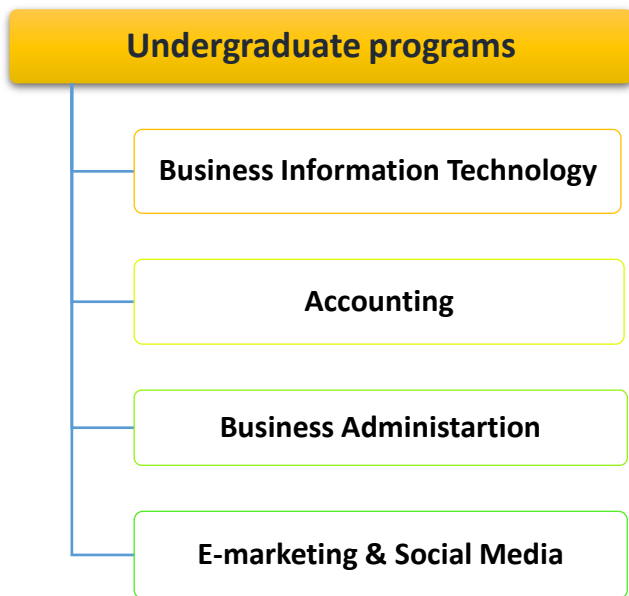
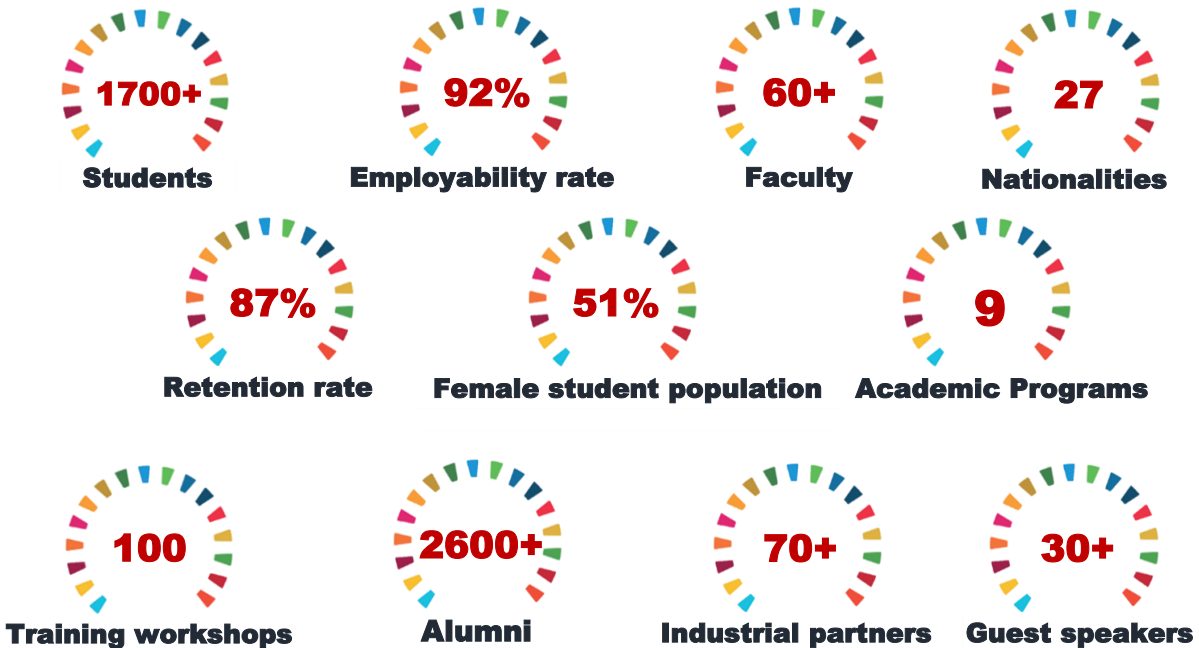
In addition, PSUT has forged strategic partnerships with leading organisations and institutions (SDG 17 partnerships for the goals) to advance sustainable development. These collaborations enable us to leverage collective expertise and resources, fostering interdisciplinary research, knowledge exchange, and impactful initiatives. By working together, we can create meaningful change and drive sustainable development at a local, regional, and global level.

Lastly, I would like to express my gratitude to all the staff, faculty, and students who have demonstrated their commitment to sustainable development. Each individual's contribution, no matter how small, collectively makes a significant impact. It is through our collective efforts that we can inspire change, promote sustainable practices, and create a brighter future.

As we move forward, I encourage all members of the PSUT community to actively engage in sustainable development initiatives, whether through research, innovation, or adopting sustainable practices in their daily lives. Together, we can shape a sustainable future and contribute to a world that is prosperous, equitable, and environmentally responsible. Thank you for your continued dedication to sustainable development. Let us work hand in hand to inspire positive change and make a lasting impact.

Dr George Sammour

KTSBT Key Facts



Values: Integrity, ethics, sustainability, and transparency



Industry-relevant majors



Small class size and personal attention



Strong student support – TA & RA scholarships, conferences, clubs & chapters



Highly qualified and experienced professors



Global industry contacts & alumni network

Introduction

KTSBT is housed under Princess Sumaya University for Technology (PSUT). Founded in 1991, it is a pioneering educational institute that combines excellence with innovation and provides students with a high-quality education in multiple specializations. This enables them to contribute to the development of their communities as well as keeps them abreast of constant global advances in numerous fields. The university is owned by the Royal Scientific Society (RSS), Jordan's leading applied research institution. Additionally, it fosters leadership and seeks the opportunity to contribute uniquely to the community.

KTSBT was founded in 2006 in response to a decree issued by HRH Princess Sumaya bint El Hassan, Chairman of the Board of Trustees. The purpose behind this foundation was to provide non-traditional, specialized programs focusing on the requirements of modern technology in all sectors. The school is accredited by the Association to Advance Collegiate Schools of Business (AACSB), and it provides education with real-world examples and experience. It is led by faculty members who foster innovative practices in business education and has small class sizes as well as engaged learning. At KTSBT, 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, KTSBT became the first business school, 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 KTSBT. 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 mapped/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/indicates the university’s endeavour to meet/fulfil/contribute to the SDGs, either by enhancing the positive impact or mitigating the negative impact. As shown in Figure 1.3 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

KTSBT provide non-traditional, specialized programs focusing on the modern technology requirements in all sectors. Respectively, Business Information Technology, which is the first department, was established in the school in (2006), Business Administration was established in (2009), Accounting was established in (2010),

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).

and E-Marketing and Social Media was established in (2012). Nowadays, KTSBT provides nine undergraduate and graduate programs, that meet international, academic, industrial, and economic standards.

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.



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.



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.

The School’s advisory board, which includes experts from the industry and labour markets, played a key role in this achievement. We at KTSBT recognize the value and importance of involving external stakeholders from appropriate fields (business and industry, government, education, and others) in the development, delivery, and promotion of our programs. The advisory board provides a critical link between educators, students, and practitioners in the field in order to achieve program quality and relevance. Other important factors for the School’s inclusion in this classification is its linking of education outputs to the labour market, and the dissemination of solid applied scientific research conducted by faculty members.



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

PSUT’s King Talal School of Business Technology – 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:

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

A team of students from the Accounting Department at Princess Sumaya University for Technology's King Talal School of Business Technology 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:

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.

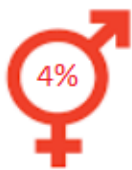


Figure 6: The percentage of research publications, as well as the number of undergraduate and postgraduate programs and Scopus citations.

SDG 5 Gender Equality

Achieve gender equality and empower all women and girls

Research:



At KTSBT, 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, ten (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.



52% of our current students at the business school are female 30% of academic staff are female

TARGET 5-5



ENSURE FULL PARTICIPATION IN LEADERSHIP AND DECISION-MAKING

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) Datathon 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.

Table 1 Student distribution across - KTSBT Degrees (By Gender)					
Degree	Gender				Total
	Male	Percentage	Female	Percentage	
Business Information Technology (BIT)	157	56%	123	44%	280
Business Management	252	48%	274	52%	526
Accounting	305	70%	130	30%	435
eMarketing and Social Media	131	27%	362	73%	493
Total	845	49%	889	51%	1734

PSUT has given students equal opportunities for gender learning. We can see from the following table that PSUT's King Talal School of Business Technology (KTSBT) has 51% female students and 49% male students at the bachelor level.

Student distribution across KTSBT B.Sc. degrees - by Gender

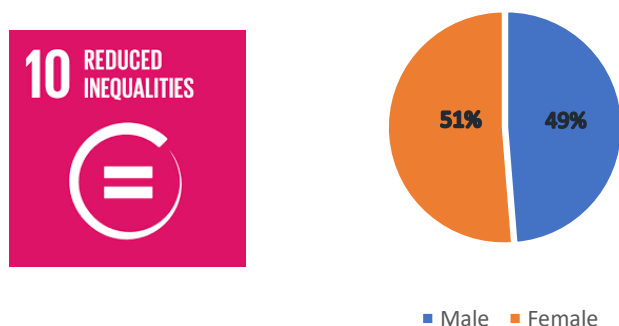


Figure 7: Student distribution across - KTSBT Degrees (By Gender)

In addition, we can notice from the following table that the female number progress dress over the years in PSUT's King Talal School of Business Technology. During 2010/2011 the numbers of female students were 281 students, and the number continued to grow every year until it reached 889 students in the year 2020/2021.

Table 2: Student Increase Across the Academic Years – at KTSBT (By Gender)						
School	KTSBT					
Gender	Male	Female	Total	Male	Female	Total
2010/2011	227	281	508	912	627	1539
2011/2012	387	381	768	1169	787	1956
2012/2013	578	579	1157	1540	1106	2646
2013/2014	609	661	1270	1559	1246	2805
2014/2015	604	701	1305	1544	1238	2782
2015/2016	592	766	1358	1514	1292	2806
2016/2017	575	766	1341	1471	1251	2722
2017/2018	582	753	1335	1439	1158	2597
2018/2019	693	807	1500	1670	1237	2907
2019/2020	740	858	1568	1878	1359	3237
2020/2021	845	889	1734	2187	1508	3695

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 KTSBT	
Years	International Students
2014/2015	272
2014/2015	261
2015/2016	258
2016/2017	234
2017/2018	280
2018/2019	300
2019/2020	379

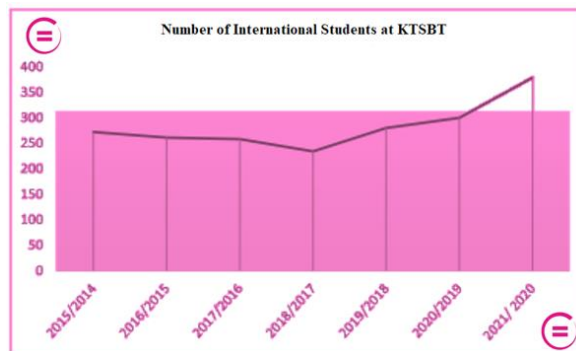


Figure 8: Number of International Students at KTSBT

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

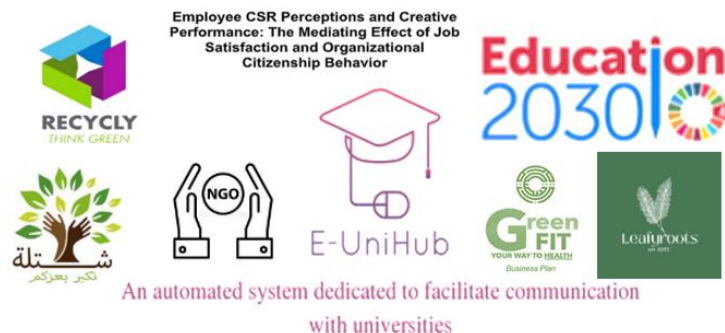
decision making and performance, and halal consumption and production— are examples of our pioneering work tackling the world’s biggest and pressing challenges, particularly in Jordan. As shown in Figure 10 below, the King Talal School of Business Technology/ PSUT has significantly contributed toward 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.



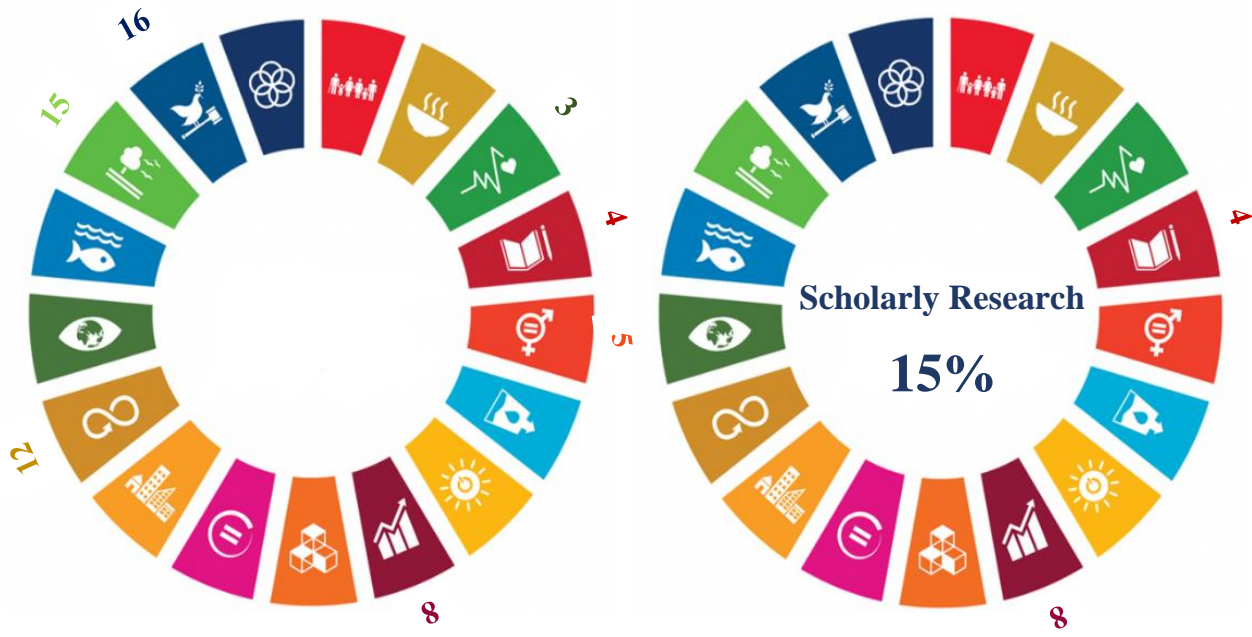


Figure 11: KTSBT Graduation Project (GP) contribution to Agenda 2030/ 17 SDGs

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

Four students from the BIT department at King Talal School of Business Technology (KTSBT), have successfully designed, developed, and created a Reverse Vending Machine (RVM). This machine works on reward system that allows people to gain points and outcomes just by inserting aluminum material in it in order to be recycled.

The project name was ‘Recycli’, and it was supervised by Dr. Adiy Tweissi as a graduation project conducted by a team of Business Information Technology (BIT) students: Ahmad Hobbi, Afaf Al Mousa, Al Hareth Al Hureini, and Layan Shehadeh.



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.



Terra
Environmental Club

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 (WFP) 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 11 sustainable 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	<ul style="list-style-type: none"> - Set up a network for our female academics and staff to address the under representation of women in science. - Award/incentiveve for research in gender equality and related topics.
SDG 5.1.2	Proportion of papers on gender equality in the top 10 per cent of journals as defined by Citescore	
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. Mohammad 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.

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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.