



# MUTAH UNIVERSITY

P.O.Box 7 Karak, Mutah, Jordan, 61710

## Report for Sustainability Literacy Assessment

**Academic year: 2024-2025**

**Survey form:** <https://forms.gle/epmQJDK14UKxANmdA>

This report presents a comprehensive analysis of the Sustainability Literacy Assessment conducted at Mutah University during the academic year 2024/2025. The purpose of the assessment was to evaluate:

- The level of sustainability knowledge among students, faculty, and administrative staff;
- Attitudes toward sustainable development principles;
- Personal sustainability practices;
- Perceptions of the University's institutional role in advancing sustainability.

The results aim to inform evidence-based policy development, curriculum enhancement, and institutional sustainability planning aligned with national priorities and international sustainability frameworks, including the UN Sustainable Development Goals (SDGs).

## **1. Methodology**

The assessment was conducted through a structured online survey distributed to a representative sample of university stakeholders, including undergraduate and postgraduate students, academic staff, and administrative employees.

### **- Survey Design**

The questionnaire included:

- Multiple-choice knowledge-based questions;
- Likert-scale attitudinal statements;
- Behavioral self-assessment items;
- Open-ended qualitative responses.
- **Survey Coverage Areas**

The instrument assessed three core domains:

### **1. General Knowledge of Sustainability**

- Climate change mechanisms
- Circular economy principles
- Sustainable Development Goals (SDGs)
- Environmental governance

### **2. Personal Behaviors and Practices**

- Energy and water conservation
- Waste reduction and recycling
- Transportation choices
- Carbon footprint awareness

### **3. Institutional Role of Mutah University**

- Sustainability policies
- Curriculum integration
- Campus infrastructure
- Participation in sustainability initiatives

## - **Data Analysis**

Responses were analyzed using quantitative descriptive statistics and qualitative thematic review to identify trends, strengths, and priority areas for institutional improvement.

## **2. Key Findings**

### **1. General Knowledge of Sustainability**

- 78% of respondents correctly identified the three pillars of sustainability: economic development, environmental protection, and social equity (an increase from the previous year).
- 72% recognized that deforestation contributes to climate change through carbon emissions and biodiversity loss.
- 58% demonstrated a clear understanding of the circular economy concept, while 25% indicated uncertainty.
- 83% correctly identified public transportation as an effective strategy for reducing carbon emissions.

### **Interpretation:**

The results show an improvement in baseline sustainability knowledge, particularly in climate literacy and systems thinking. However, the circular economy remains an area requiring further educational reinforcement.

### **2. Personal Behaviors and Practices**

- 65% reported actively attempting to reduce their carbon footprint through energy and water conservation.
- 42% regularly participate in sustainability-related initiatives (e.g., recycling campaigns, tree planting, environmental awareness

events), reflecting a notable increase in engagement compared to the previous academic year.

- 50% consciously apply waste reduction strategies, while 15% reported rarely considering sustainability in daily practices.
- 74% agreed or strongly agreed that reducing waste is critical to protecting future generations.

### **Interpretation:**

While attitudinal commitment to sustainability is strong, behavioral engagement continues to lag awareness levels. Bridging the awareness–action gap remains a strategic priority.

### **3. University’s Role in Sustainability**

- 60% of respondents believe that Mutah University supports social equity, diversity, and inclusion through its policies and practices.
- 48% of faculty members reported occasionally integrating sustainability into coursework, while 28% do so regularly (an increase compared to 2023/2024).
- 35% believe the University sources a significant portion of its energy from renewable resources, while 38% remain uncertain.

### **Interpretation:**

Perceptions of institutional sustainability efforts are improving. However, awareness of renewable energy use and infrastructure initiatives requires clearer communication and transparency.

### **3. Key Areas for Improvement**

Based on qualitative feedback, stakeholders highlighted the need for:

- Expanded sustainability awareness campaigns;
- Improved recycling visibility and accessibility;
- More structured sustainability integration across disciplines;

- Greater student involvement in campus sustainability decision-making.

## **4. Recommendations**

### **1. Enhancing Sustainability Education**

- Integrate sustainability competencies across disciplines, particularly in non-environmental fields.
- Embed SDG-related learning outcomes into program specifications.
- Offer interdisciplinary sustainability electives.
- Organize guest lectures, workshops, and applied sustainability labs.

### **2. Increasing Student and Staff Engagement**

- Establish an incentive or recognition system for sustainability participation.
- Promote student-led sustainability research and innovation competitions.
- Create a “Green Ambassadors” student program.
- Expand volunteer-based environmental initiatives.

### **3. Strengthening Institutional Policies and Infrastructure**

- Expand recycling stations across campus.
- Introduce composting and food-waste reduction programs.
- Increase renewable energy installations where feasible.
- Develop clear sustainability performance indicators.
- Implement structured sustainability training for new staff and students.

### **4. Monitoring and Continuous Improvement**

- Conduct annual sustainability literacy assessments to monitor longitudinal progress.

- Establish a centralized Sustainability Unit or strengthen its operational mandate.
- Publish an annual Sustainability Impact Report.
- Align institutional sustainability metrics with international ranking frameworks (e.g., QS Sustainability).

## **Conclusion**

The 2024/2025 Sustainability Literacy Assessment demonstrates measurable improvement in sustainability awareness at Mutah University. Foundational knowledge of sustainability principles is strong, and engagement levels are increasing.

Nevertheless, continued institutional effort is required to:

- Translate awareness into consistent behavioral change;
- Systematically integrate sustainability into academic curricula;
- Strengthen infrastructure and policy transparency.

By implementing the recommended actions, Mutah University can consolidate its position as a sustainability-oriented institution and enhance its performance within national and international sustainability benchmarks.