Supplementary Material

Table S1. Reliability and Convergent Validity Before and After Indicator Removal.

Construct	Deleted item(s)	Initial CR	Final CR	Initial AVE	Final AVE
Coordinating capability	CD5	0.867	0.867	0.566	0.620
Integrating capability	IN3, IN4	0.869	0.844	0.570	0.643
Learning capability	LC5	0.873	0.864	0.580	0.614
Reconfiguration capability	RC1	0.846	0.873	0.533	0.632
Sensing capability	SN5	0.868	0.864	0.569	0.615

Table S2. Selected HTMT Values Before and After Indicator Removal.

Construct Pair	Initial HTMT	Final HTMT
CD–IN	0.939	0.847
IN–LC	0.923	0.855
SN–SZ	0.904	0.851
CD–LC	0.897	0.791
IN–SZ	0.871	0.857
CD–SZ	0.867	0.838

Table S3. Measurement Items and Sources.

All construct items were measured using a five-point Likert scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree. The questionnaire measured six dimensions of dynamic capabilities, digital transformation, and three dimensions of sustainability performance.

Construct	Code	Measurement Item	Source
Sensing Capability	SN1	Our faculty frequently monitors internal and external trends to identify opportunities for academic and institutional development.	Beier et al. (2025); Garrido et al. (2020); Pavlou and El Sawy (2011)
	SN2	Our faculty regularly reviews its academic and support services to ensure they meet student expectations.	
	SN3	Our faculty invests time in developing innovative academic initiatives and improving existing programs.	
	SN4	Our faculty has effective processes to detect and respond to educational trends and labor market needs.	
	SN5	Our faculty participates in external events related to the education sector.	
Seizing Capability	SZ1	Our faculty plan clarifies our value proposition and how it is articulated.	Beier et al. (2025); Garrido et al. (2020); Pavlou and El Sawy (2011)
	SZ2	Our faculty plan estimates potential costs and revenues to meet sustainability needs.	
	SZ3	Our faculty plan identifies which technologies are appropriate for our business and how they will be obtained.	
	SZ4	Our faculty plan defines the structure of our value chain and where we are positioned within it.	
	SZ5	Our faculty plan clarifies how we do business in our industry.	
Reconfiguration Capability	RC1	Our faculty implements new management methods.	Beier et al. (2025); Garrido et al. (2020);
	RC2	Our faculty implements new sectors/departments or significantly changes existing ones.	

	RC3	Our faculty implements new modalities of courses.	Pavlou and El Sawy (2011)
	RC4	Our faculty implements new or substantially changed administrative routines or processes.	
	RC5	Our faculty has a strong capacity to integrate knowledge and know-how with external partners.	
Learning Capability	LC1	The faculty has effective routines to identify and utilize valuable academic and administrative knowledge.	Beier et al. (2025); Garrido et al. (2020); Pavlou and El Sawy (2011)
	LC2	Our faculty successfully applies acquired knowledge in developing new educational programs or services.	
	LC3	Our faculty continuously renews its academic capabilities by acquiring external knowledge and partnerships.	
	LC4	Our faculty maintains effective knowledge management systems to capture and share institutional expertise.	
	LC5	Our faculty has adequate routines to assimilate new information and knowledge.	
Integrating Capability	IN1	Academic and administrative staff actively contribute their knowledge and views to organizational discussions.	Beier et al. (2025); Garrido et al. (2020); Pavlou and El Sawy (2011)
	IN2	Our faculty aligns its internal efforts to respond to changes in the educational environment.	
	IN3	Faculty departments hold regular team meetings to make collaborative decisions.	
	IN4	Our faculty promotes cross-departmental collaboration for institutional planning and innovation.	
	IN5	Our faculty departments carefully interrelate their actions to meet changing conditions.	
Coordinating Capability	CD1	Faculty staff are assigned tasks that match their expertise and qualifications.	Beier et al. (2025); Garrido et al. (2020); Pavlou and El Sawy (2011)
	CD2	Our faculty ensures that team members' skills align with academic and operational requirements.	
	CD3	Our faculty efficiently utilizes its knowledge and resources to implement academic initiatives.	
	CD4	Academic and administrative teams in the faculty operate in a well-coordinated manner.	
	CD5	Our faculty ensures an appropriate allocation of resources within its departments.	
Digital Transformation	DT1	In our faculty, faculty and staff collaborate to explore and implement digital solutions for academic and administrative improvement.	Pettersson et al. (2024)
	DT2	Our faculty fosters a digital culture that supports innovation, learning, and continuous development.	
	DT3	The faculty has widely adopted digital tools that have transformed teaching, research, and administrative practices.	
	DT4	Digital technologies help our faculty achieve its strategic vision and enhance institutional effectiveness.	
	DT5	The adoption of digital tools has encouraged new dialogues about how to improve the faculty's structure and services.	
	DT6	Digital transformation has reshaped the faculty's internal operations, workflows, and service-delivery mechanisms.	
Social Sustainability	SS1	Our faculty provides continuous training and development opportunities for staff.	Asiaei et al. (2021)
	SS2	Employees' ideas and suggestions are considered in faculty decision-making processes.	
	SS3	Our faculty guarantees equal opportunity for all staff without discrimination.	

	SS4	Our faculty is actively involved in community service and social initiatives.	
	SS5	Our faculty is committed to improving the quality of life of its employees.	
Economic Sustainability	ES1	Our faculty is committed to providing high-quality academic and support services.	Asiaei et al. (2021)
	ES2	Our educational programs adhere to national and international quality standards.	
	ES3	Our faculty promotes partnerships with local service providers and suppliers.	
	ES4	There are clear and effective systems to handle complaints from students or staff.	
	ES5	Our faculty provides stakeholders with accurate and transparent information regarding academic programs and employment opportunities for graduates.	
Environmental Sustainability	EN1	Our faculty uses eco-friendly materials and practices.	Asiaei et al. (2021)
	EN2	Our faculty invests in energy-saving systems.	
	EN3	Our faculty supports reducing emissions and promotes recycling.	
	EN4	Our faculty encourages the use of sustainable products and services.	
	EN5	Our faculty participates in activities related to the protection and improvement of the natural environment.	