

CALL FOR CHAPTER PROPOSALS

Chapter Proposal Submission Deadline: October 3, 2018

Complete Chapters for Volume One Due to Editors: January 31, 2019

Final Revised Chapters for Volume One Due to Editors: April 7, 2019

Target Book Release for Volume One: November 15, 2019

Any additional volumes would be tentatively published in 2020.

Tentative Volume Titles (topic areas):

1) Integrating sustainable development into the curriculum

2) Sustainable development leadership and strategies

3) University partnerships for sustainable development

An edited volume by

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These volume(s) will be part of the book series entitled, *Innovations in Higher Education Teaching and Learning* - series editor, Patrick Blessinger and published by Emerald Group Publishing.

<https://www.emeraldinsight.com/series/ihtel>

Submissions should be submitted electronically to: <https://www.hetl.org/emerald-sustainable-development-submission-form/>

Keywords: Sustainability, sustainable education, sustainable develop goals, social responsibility, lifelong learning, inclusive and equitable quality education, authentic learning, interdisciplinary learning

Introduction

The United Nations (UN) defines sustainable development (SD) as "...development that meets the needs of the present without compromising the ability of future generations to meet their own needs." As such, SD not only deals with environmental issues, but economic, social, and cultural issues as well.

Given its primary role as knowledge producer, higher education can serve as a powerful means to help create a more sustainable future. Thus, the concept of “education for sustainable development” (ESD) has become, in recent years, one of the core initiatives to help address many of the problems associated with economic, social, and environmental development. This volume series will provide educators at all levels with a research and evidence based understanding of the educational opportunities and challenges towards integrating sustainability into higher education

More specifically, this volume is in support of the United Nations Sustainable Development Goals – see <https://sustainabledevelopment.un.org/> (with a focus on goal 4 or how any of the other goals are being implemented in higher education) and the UNESCO education for sustainable development (with a focus on higher education) – see <https://en.unesco.org/themes/education-sustainable-development>.

This volume series wishes to explore the educational opportunities and challenges towards integrating sustainability in higher education. The volume series shall highlight integrating sustainable development at all levels and provide a meaningful mechanism to cultivate critical and creative thinking skills, collaborate in authentic interdisciplinary learning activities, and develop a value for responsibility to self and others. This series will provide comparative international perspectives by looking at how higher education institutions, NGOs and governments across the globe are addressing these problems.

A number of different initiatives and projects have been initiated in universities throughout the world within the last decade considering sustainable development as an important issue of higher education. Research is being conducted to adopt sustainability in the form of new study programs and specific courses that have sustainable development as their area of study. This volume series will highlight those strategies and programs that have been implemented by higher education institutions to help integrate sustainability in to the curriculum and beyond. To that end, this series will touch upon and examine related and overlapping issues such as ecological footprints, universities’ sustainability performance, on campus practices, student led initiatives, partnership with other institutions, sustainability leadership and strategies, sustainability indicators and sustainability literacy. This book series will address the relevant issues at the theory, policy, and practice levels and how educational institutions can be transformed through increased attention on making basic and higher education more sustainable in nature.

Goal

The diversity in the nature of sustainability makes it a very interesting object of study. Universities are challenged to keep up with the ever changing world and develop students’ ability to appreciate the complexities of sustainability and translate their knowledge into systemic, anticipatory and critical thinking ability. To meet this challenge, universities are providing specific study programs and courses and integrating sustainability in their curriculum. It also means that faculty and staff should have the required competencies to deliver and inculcate sustainability in their courses and programs. An affective deeper understanding of the subject will lead to conative action based on their classroom learning.

This series intends to explore, through a set of case studies and other empirical research, the relevant issues of international collaborations, partnerships, strategies, and programs being undertaken by higher education, and other organizations in this field. This series will discuss the different theoretical frameworks and models being utilized, the benefits gained, and the challenges encountered. The

information will benefit educators, decision-makers, policymakers as well as leaders in international development, practitioners and non-profit education organizations.

Possible topic areas:

- Sustainable Development Goals
- Sustainable Education
- Poverty Alleviation
- Zero Hunger
- Ecological Balance
- Curriculum Development
- Training needs in Sustainability
- Sustainability and Change in Governmental policies
- Community Outreach
- Service Learning
- Sustainable Campus
- Conservation Pays
- Sustainable Energy Planning and Management
- Continuous Education
- Environmental Economics
- Society and Business Ethics
- Holistic Education
- Implementation of Sustainability Tools
- Transdisciplinary Integration
- University Partnership
- Creating Eco ambassadors

The above topic areas can also be grouped under the following categories (taxonomy):

- Policies and Practices
- Environment and Conservation
- Social Welfare Projects – Case Studies
- Curriculum

- Learning Sustainability

Audience

This volume will benefit anyone involved directly in the following categories:

- Academic Library
- Teaching (Graduate Level)
- Teaching (Post Graduate Level)
- Student (Graduate Level)
- Student (Post Graduate Level)
- Practitioners:
 - Corporate Social Responsibility Managers
 - Socially Responsible Investment Analysts
 - Environmental Activists
 - Communication Experts
 - Sustainability Officers
 - Non-Governmental Organizations

Chapter Proposal Submissions

Researchers and practitioners are invited to submit on or before **OCTOBER 3, 2018** a one (1) page chapter proposal that explains how the proposal fits into the book's goals and scope.

Tentative Important Dates

- Acceptance Notices Sent: October 24, 2018
- Volume One Complete Chapters Due to Editors: January 31, 2019
- Volume One Peer Reviews Due to Editors: February 28, 2019
- Volume One Peer Reviews Sent to Authors: March 10, 2019
- Volume One Final Chapters Due to Editors: April 7, 2019
- Volume One Manuscript Delivered to Publisher: May 15, 2019
- Volume One Anticipated Publication Date: November 15, 2019

Submissions should be submitted electronically to: <https://www.hetl.org/emerald-sustainable-development-submission-form/>

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