

Preface

The quest for sustainable development is as important today as it was nearly 30 years ago, when the Brundtland Commission published “Our Common Future.” Nowadays, sustainability presents an emphasis to three interconnected pillars, the environmental, the economic, and the social, along with emerging dimensions of culture and politics. The incorporation of sustainability in higher education is critical in producing well aware human resources, especially in respect of the essential skills, understanding, and knowledge needed in the twenty-first century.

The purpose of this book is to present a collection of examples illustrating how sustainability in higher education is being pursued. Chapter “[Sustainability as a Catalyst for Change in Universities: New Roles to Meet New Challenges](#)” of the book provides an overview of sustainability as a catalyst for change in universities (new roles to meet new challenges). Chapter “[Interdisciplinary Problem-Based Sustainability Education: The Case of the CLIMASP-Tempus Minor](#)” is dedicated to interdisciplinary problem-based sustainability education (the case of the CLIMASP-tempus minor). Chapter “[Reading the Signs of Sustainability in Christian Higher Education: Symbolic Value Claims or Substantive Organizational Change?](#)” describes reading the signs of sustainability in Christian higher education (symbolic value claims or substantive organizational change?). Chapter “[Sustainable Development, the Significance of Culture: Foundations of Present Practices and Indigenous Reflections](#)” is dedicated to sustainable development, the significance of culture (foundations of present practices and Indigenous reflections). Chapter “[The Performance of Brazilian Government Toward Sustainability in the Context of RIO+20 \(United Nations Conference on Sustainable Development\): An Analysis of the Brazilian Programs and the Importance of Education for Sustainability](#)” contains information on the performance of Brazilian government toward sustainability in the context of RIO+20 (United Nations Conference on Sustainable Development)—an analysis of the Brazilian programs and the importance of education for sustainability. Chapter “[Institutionalising Ethics of Sustainability in American Universities.](#)” is dedicated to institutionalizing ethics of sustainability in American universities. Chapter

“Toward Sustainability Through Higher Education: Sustainable Development Incorporation into Portuguese Higher Education Institutions” described towards sustainability through higher education (sustainable development incorporation into Portuguese higher education institutions). Chapter “Sustainability in Higher Education: Linking Teacher Education with Labor Market in Kosovo” contains information on sustainability in higher education (linking teacher education with labor market in Kosovo). Chapter “Academic Freedom, Bureaucracy and Procedures: The Challenge of Curriculum Development for Sustainability” is dedicated to academic freedom, bureaucracy, and procedures (the challenge of curriculum development for sustainability). Chapter “Sustainability and Performativity” describes sustainability and performativity (challenges in curriculum design for sustainability in higher education). Chapter “Cool Breezes, Cool Classes: Infusing Sustainability into the Curriculum at California State University Monterey Bay” contains information on cool breezes, cool classes (Infusing sustainability into the curriculum at California State University Monterey Bay). Chapter “Confronting the Challenges in Integrating Sustainable Development in a Curriculum: The Case of the Civil Engineering Department at Université de Sherbrooke (Canada)” is dedicated to curriculum wide integration of sustainable development (the case at the civil engineering department of Université de Sherbrooke). Chapter “The University of Northern British Columbia’s Green Fund: Crafting a Tool for Sustainability Transformation” describes the experiences of the University of Northern British Columbia’s green fund (crafting a tool for sustainability transformation). Chapter “Grass Roots and Green Shoots: Building ESD Capacity at a UK University” contains information on grass roots and green shoots (building ESD capacity at a UK university). Finally, chapter “Achieving Sustainability Through Rooftop Solar Electricity Generation on the College Campus: A Case Study” is dedicated to achieving sustainability through rooftop solar electricity generation on the college campus (a case study).

The current book can be used as a research book or as a topic on sustainability in higher education at the postgraduate level. Also, this book can serve as a valuable reference for academics, researchers, managers, engineers, and professionals in sustainability in higher education and related subjects. The interest of scientific in this book is obvious for many important centers of the research and universities. Therefore, it is expected this book will motivate others to undertake research in sustainability in higher education.

The editors acknowledge Springer for this opportunity and for their enthusiastic and professional support. Finally, we would like to thank all the chapter authors for their availability for this work, and their willingness to share their experiences with a wide audience.

Aveiro, Portugal
Hamburg, Germany
July 2015

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Challenges in Higher Education for Sustainability

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2016, VIII, 318 p. 31 illus., 8 illus. in color., Hardcover

ISBN: 978-3-319-23704-6