
Preface

We are pleased to introduce the second volume of the “*Handbook of Theory and Practice of Sustainable Development in Higher Education*.”

This publication, which consists of a set of volumes, introduces many of the papers discussed and presented at the World Symposium on Sustainable Development at Universities (WSSD-U-2016), which was held at the Massachusetts Institute of Technology (MIT), in Cambridge, MA, USA, in September 2016.

The aims of WSSD-U-2016, consistent with the goals of the WSSD-U series, were as follows:

- i. to provide universities all round the world with an opportunity to display and present their work (i.e., curriculum innovation, research, activities, and practical projects) relating to education for sustainable development at university level;
- ii. to foster the exchange of information, ideas, and experiences acquired in the execution of projects, from successful initiatives and good practice;
- iii. to discuss the methodological approaches and projects which aim to integrate the topic of sustainable development in the curriculum of universities;
- iv. to network the participants and provide a platform, so they can explore the possibilities for cooperation.

Last but not least, a further aim of the event was to document and disseminate the wealth of experiences available today.

To this purpose, the “Handbook of Theory and Practice of Sustainable Development in Higher Education” has been produced.

This volume is structured around two parts.

Part I, under the heading “Sustainability Initiatives and Indicators,” describes a variety of initiatives which illustrate a wide scope of sustainability initiatives and considers to some extent some of the indicators being used.

Part II, titled “Integrated Sustainability Practices,” contains a set of papers which outline various means via which universities have implemented sustainable development practices, with a special emphasis on case studies and practical examples which illustrate how student participation may be increased, also describing experiences showing how sustainability elements may be included in the

curriculum on the one hand but also on research schemes on the other, based on some concrete examples from projects.

We thank the authors for their willingness to share their knowledge, know-how, and experiences, as well as the many peer reviewers, which have helped us to ensure the quality of the manuscripts.

Enjoy your reading!

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Volume 2

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