Mustafa Öztürk *Editor*

Engagement with Sustainable Development in Higher Education

Universities as Transformative Spaces for Sustainable Futures

Springer

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Mustafa Öztürk
Editor

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Springer

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Preface

> Look deep into nature, and then you will understand everything better.
>
> Albert Einstein

We have lived as social and moral beings for ages and been in close interaction with nature. This interaction starts with birth, continues with childhood, and grows more in later periods. Throughout this process, which is intense during the early years, we get to know nature and all living beings in nature more closely. Later, we naturally focus on what we are experiencing out in nature. We leak emotions to nature and anticipate nature's movements as reactions to our actions. When we're in sympathy or agreement with nature, we feel safer. When we appreciate its restorative power and become more aware that the contact with nature serves both physiological and psychological well-being of people, we begin to realize our own responsibility for nature. Our cognitive ability and sustained attention regarding the fact that the Earth is in need of protection for its and our survival leads us to internalize this responsibility more deeply and to take action for nature, which is the ultimate goal that needs to happen for the integrity of the Earth.

Taking action has never been so relevant and needed as it is today, because "talking the talk" does no longer create the intended response among the young generation; instead, the youth would like to see the "walking the walk" cases. We, as educators, need to engage them not only into conversation but also into practical opportunities because they are not gratified with the existing function of a university in preparing its graduates for a variety of roles and jobs in a society. They rather expect a higher mission from the twenty-first century universities to drive innovation and entrepreneurship for finding solutions to global and local challenges that matter to the Planet. Universities promoting entrepreneurial programs and activities that are in line with this mission would create more opportunities for its students and staff to envision sustainable futures.

As critical spaces for research, development, and innovation, higher education institutions are fundamental change agents for societal transformations. Therefore, their role in disseminating sustainability through different paths is undeniable, and it is worth discussing the dimensions that surround the concept of sustainability within universities. Considering the unquestionable role of policy, curriculum, practice, teaching, research, and development paths in universities, this edited book looks at the contributions of higher education sector to the much-needed vision of sustainable development. With the help of

this publication, readers could have a chance to look at different higher education institutions' engagement with sustainable development through political, managerial, curricular, and practical steps.

Wishing all individuals and all institutions to be on the same side with nature.

Ankara, Turkey
January 2022

Mustafa Öztürk

Acknowledgments

As the second volume I have edited under Sustainable Development Goals series, this book is a wonderful product of an international cooperation bringing together approximately 40 experts from different contexts having the vision of sustainable development. I sincerely thank each and every contributor for making this book inclusive and diverse with their contributions.

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Abbreviations

AAC&U	Association of American Colleges and Universities
ACE-HES	Alliance for Civic Empowerment through Higher Education Survey
AICHI	Targets Developed in a Place Called Aichi in Japan
AISHE	Auditing Instrument for Sustainability in Higher Education
ASEAN	Association of Southeast Asian Nations
Bed	Bachelor of Education
BTJRC	Berkeley-Tsinghua Joint Research Centre
C2C	Cradle to Cradle
CAPES	Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (Coordination for the Improvement of Higher Education Personnel)
CDP	Carbon Disclosure Project
CEFR	Common European Framework of Reference for Languages
CESDEV	Centre for Sustainable Development
CGUN	China Green University Network
CMA	Institute of Certified Management Accountants
COD	Centro de los Objetivos de Desarrollo Sostenible para América Latina y el Caribe (Centre for Sustainable Development Goals in Latin America and the Caribbean)
COP	Community Outreach Project
CPP	Critical Pedagogy of Place
CRS	Catholic Relief Services
CSR	Corporate Social Responsibility
CSTL	Critical Social Transformative Learning
EE	Environmental Education
EESD	Environmental Education for Sustainable Development
EMA	Environmental Management Accounting
EMAN	Environmental and Sustainability Management Accounting Network
ESD	Education for Sustainable Development
ESDGs	Education for Sustainable Development Goals
EU	European Union
GAP	Global Action Programme
GCE	General Certificate of Education
GCU	Guangzhou College of South China University of Technology
GDP	Gross Domestic Product

GEM	Global Education for All Meeting
GRI	Global Reporting Initiative
GSAP	Global Sustainable Aid Project
HEIs	Higher Education Institutions
HHS	Hague University of Applied Sciences
ICCS	International Civic and Citizenship Education Study
IEA	International Association for the Evaluation of Educational Achievement
IFAC	International Federation of Accountants
IIRF	International Integrated Reporting Framework
IPCC	Intergovernmental Panel on Climate Change
IRB	Institutional Review Board
IUCN	International Union of Applied Sciences
ISTE	International Society for Technology in Education
MCOD	Multicultural Organizational Development
MDGs	Millennium Development Goals
MDP	Master's in Development Practice
MFCA	Material Flow Cost Accounting
MIT	Massachusetts Institute of Technology
MoE	Ministry of Education
MoNE	Ministry of National Education
MOST	Ministry of Science and Technology
NETH	Nucleus of Educational Technology for Health
NGO	Nongovernmental Organization
NUTES	Núcleo de Tecnologia Educacional para Saúde (Nucleus of Educational Technology for Health)
NWU	North-West University
PIBID	Programa Institucional de Bolsas de Iniciação à Docência (Institutional Scholarship Program for Teaching Initiation)
PISA	Programme for International Student Assessment
PSRI	Personal and Social Responsibility Inventory
PTS	Program for Teaching Scholarships
R&D	Research and Development
RACHEL	Remote Area Community Hotspot for Education and Learning
RFCDC	Reference Framework of Competences for Democratic Culture
SASB	Sustainability Accounting Standards Board
SBS	Sustainability Balanced Scorecard
SDGs	Sustainable Development Goals
SMEs	Small and Medium Enterprises
SRI	Socially Responsible Investing
SROI	Social Return on Investment
SRT	Student Research Training
STEM	Science Technology Engineering and Math
SWOT	Strengths-Weaknesses-Opportunities-Threats
TCFD	Task Force on Climate-related Financial Disclosures
TERI SAS	TERI School of Advanced Studies
TLT	Transformative Learning Theory
Triple Ps	People, Profit, Planet

UFRJ	Federal University of Rio de Janeiro
UGC	University Grants Commission
UI	University of Ibadan
UIS	United Institute for Statistics
UN	United Nations
UNCED	United Nations Conference on Environment and Development
UNDESA	United Nations Department of Economic and Social Affairs
UNDP	United Nations Development Program
UNECE	United Nations Economic Commission for Europe
UNEP	United Nations Environment Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development
WHO	World Health Organization
WSSD	World Summit on Sustainable Development

1 Sustainable Development Goals and Universities: Higher Education Engagement Through the Global Master's in Development Practice Programme

Amber Webb and Lucia Rodriguez

Abstract

The UN's Sustainable Development Goals (SDGs) have ushered in an era of renewed global cooperation. The goals have united efforts to make progress against daunting challenges like climate change, deteriorating human rights standards, and widespread poverty. Among those efforts are a movement to educate and train a new generation of sustainable development practitioners and globally aware citizens. In this regard, higher education institutions (HEIs) hold significant potential to contribute to the SDGs. As engines of knowledge and innovation, they can advance research to monitor progress, develop practical solutions for complex problems, encourage learning, promote values, and bring local relevance to the UN's global development agenda. In this study, three HEIs attempting to integrate the SDGs into a graduate-level programme called the "Global Master's in Development Practice" are profiled. Findings display how each HEI has taken up the task of SDG integration and, moreover, deepening institutional commitments to sustainable development principles. Across the cases, holistic approaches that touch on teaching, research, community engagement, and university operations emerge. Reflections on the case studies convey insights on the obstacles to engaging a holistic approach and factors inhibiting university-wide transformations.

1.1 Introduction

Humanity now faces daunting environmental, social, and economic challenges. The interconnectedness of these fields means solutions must address the "wicked" and complex nature of our global problems (Pryshlakivsky & Searcy, 2013). Environmental destruction has become especially alarming. Human activities increasingly influence the Earth's climate (Solomon et al., 2007), and scientific projections display a declining environment incapable of supporting human life if we surpass our planetary boundaries (Rockström et al., 2009). Driven by the pursuit of economic growth, humanity has exploited the natural world and is moving dangerously close to exceeding climate targets that keep us within safe operating limits. Consequently, humanity must navigate dynamic and ever-changing relationships between people and planet. Progress relies on changing attitudes, values, and behaviours, as well as training a skilled workforce and influencing political leadership. It is widely agreed upon that to meet the needs of our planet and promote prosperity, the world must come together in a

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