



Call for Contributions:

**Sustainable Practices in Higher Education:
Finance, Strategy, and Engagement**

An edited collection to be published by Palgrave-Macmillan

Co-edited by:

Thomas Walker, PhD

Khaled Tarabieh, PhD

Sherif Goubran, PhD

Gabrielle Machnik-Kekesi, MIST

The John Molson School of Business at Concordia University and the School of Sciences and Engineering at the American University in Cairo kindly invite contributions to the edited book collection, entitled *Sustainable Practices in Higher Education: Finance, Strategy, and Engagement*, to be published by **Palgrave-Macmillan**.

ABOUT THE BOOK:

The rapid and volatile spread of COVID-19 affected every aspect of daily life across the planet ever since it was declared a pandemic on March 11, 2020. In higher education institutions (HEIs) around the globe, campus closures and the quick transition to hybrid or e-learning caused stakeholders including students, faculty, and staff to swiftly adopt new ways of learning, teaching, and administering that were unfathomable only months before. This radical and challenging shift, caused by the spread of an infectious disease that gained momentum as a result of conditions created by anthropogenic climate change, left many in academia with a sense that more needs to be done by HEIs to foster sustainability and combat climate change.

While prior texts on the subject have offered interested parties valuable contextual information, case studies on sustainability in universities, as well as country-specific examinations, there remains a gap in the literature with respect to the myriad of financial and strategic dimensions a shift to sustainability may encompass for a given university. Our book aims to highlight case studies that feature both positive and negative experiences universities have had in their sustainability ambitions and explore the most up-to-date research on sustainable financial practices in higher education to encourage our anthology's readership to implement such innovative practices in their academic contexts.

We specifically focus on how finance-related and long-term oriented decision-making can be a catalyst for the uptake of sustainable practices. As large employers in the cities in which they are located and as centers of both critical thinking and innovation, HEIs must lead the way in supporting sustainable practices. Consistent with the mission of Palgrave-Macmillan, our collection aims to set the agenda for future directions at the interface of sustainable development and university strategies.

CALL FOR CONTRIBUTIONS:

Per our intended global scope, the co-editors welcome contributions from the international community of scholars and administrators at the intersection of sustainability, finance, education, governance, policymaking, and research. The proposed contributions present, review, and critically analyze sustainable practices in higher education. Chapters will highlight current hurdles and challenges that are slowing or derailing on-campus financial or strategic initiatives and practices geared towards sustainability. The edited collection also seeks contributions that investigate the applicability and limits of the current sustainable financial tools and policies that HEIs employ.

Considering the interconnected and complex nature of the topic, the co-editors welcome contributions that are transdisciplinary in their approach. Moreover, they strongly encourage chapters that use case studies or comparative studies in this context. Finally, as a reflection of the global nature of climate change and its multi-scale consequences, the co-editors invite authors to critically consider the scalar relevance – at the local, regional, national, and supranational levels – of their contributions.

Submitted chapters must be original and exclusively prepared for the book, with no part of the article having been published elsewhere. Finally, although the book can be used as a reference book in academic courses, it is not explicitly organized as a textbook.

POTENTIAL TOPICS FOR CHAPTERS:

1 Engaging students

- 1.1 Curriculum (“greening” education)
- 1.2 Education for sustainable finance
- 1.3 Education for sustainable development
- 1.4 Use and selection of course materials
- 1.5 Student initiatives and student activism
- 1.6 Changes to pedagogy
- 1.7 E-learning/hybrid learning models
- 1.8 Sustainability in student orientation and basic sustainability principles
- 1.9 Sustainability in student-related services

2 Engaging faculty and staff

- 2.1 Greening and biodiversity initiatives
- 2.2 Emission reduction targets and plans
- 2.3 Carbon footprint (tracking, reductions, and prediction of future scenarios)
- 2.4 Waste reduction initiatives (composting, recycling, reusing)
- 2.5 Sustainable event planning (e.g., policies for conferences)
- 2.6 Faculty research practices and travel
- 2.7 Server use and data storage policies
- 2.8 Training, seminars, and workshops for faculty and staff
- 2.9 Sustainability in faculty and staff orientation

3 Engaging administrations, donors, and the wider community

- 3.1 Divesting
- 3.2 Environmentally conscious building design
- 3.3 Managing relationships with/expectations of donors
- 3.4 Sustainability focused donations and funding
- 3.5 ESG-focused management of endowments
- 3.6 Links between sustainability and enrollment
- 3.7 Greening university marketing
- 3.8 Fund allocation for emergent research
- 3.9 Integration of Indigenous perspectives
- 3.10 Collaborations with minorities and other marginalized communities
- 3.11 Sustainability and green funds in universities

IMPORTANT DATES (UPDATED):

- Abstract and CV submission deadline – **September 30, 2021**
- Selection of abstracts and notification to successful contributors – **October 30, 2021**
- Full chapter submission – **January 31, 2022**
- Revised chapter submission – **April 30, 2022**

GUIDELINES FOR CONTRIBUTORS:

Submissions should be written in English using a non-technical writing style. The contributions may include diagrams/illustrations in order to present data, or photographs/figures (all in black & white) to better illustrate the topic of discussion. Submitted chapters should be original and exclusively prepared for the present book. No part of the article should be published elsewhere. Chapters must not exceed 7,000 words (including all references, appendices, biographies, etc.), must use 1.5-line spacing and 12 pt. Times New Roman font, and must use the APA 7th edition reference style.

Researchers and practitioners are invited to submit abstracts of no more than 500 words, a bibliography for their proposed chapter, and a CV. Abstract submissions are expected by **September 30th, 2021**. Submissions should be sent via email to **sustainable.education@concordia.ca**.

Authors will be notified about the status of their proposals and will be sent complete chapter guidelines. Full chapters are expected to be submitted by **January 31st, 2022**.

Please note there are no submission or acceptance fees for the manuscripts.

ABOUT THE EDITORS:**Thomas Walker¹**

Thomas Walker holds a BSc in Management Information Systems from the Technical University of Darmstadt, Germany, and an MBA and PhD degree in Finance from Washington State University. Prior to his academic career, he worked for several years in the German consulting and industrial sector at such firms as Mercedes Benz, Utility Consultants International, Lahmeyer International, Telenet, and KPMG Peat Marwick. His research interests are in emerging risk management, corporate finance, venture capital, sustainability & climate change, fintech, corporate governance, securities regulation and litigation, insider trading, and institutional ownership, and he has published over 70 articles, book chapters, and edited books in these areas. He is the lead editor of seven books on sustainable financial systems, sustainable real estate, sustainable aviation, environmental policy, emerging risk management, innovations in social finance, and water risk management. Dr. Walker currently serves as the principal investigator on research grants by the Social Sciences and Humanities Research Council (SSHRC), the Autorité des marchés financiers, and the Global Risk Institute. In 2018, he founded the Emerging Risks Information Center (ERIC, <https://emerging-risks.com>) which conducts targeted research on environmental, technological, and societal risks that affect our world today. In 2021, he became the inaugural director for the Jacques Menard/BMO Center for Capital Markets Research at Concordia University and the Concordia University Research Chair in Emerging Risk Management (Tier 1).

¹ thomas.walker@concordia.ca

Khaled Tarabieh²

Khaled Tarabieh is an associate professor at The American University in Cairo and the associate chair of the Architecture Department. He is a holder of a Bachelor of Science (B.Sc.) in architectural engineering from Alexandria University, and a dual master's in city planning (MCP) and a PhD in city and regional planning from the University of Pennsylvania. Khaled is a LEED Accredited Professional with a specialization in the planning of energy-efficient urban environments, high-performance building design, certification, codes, and assessment. He is the director of the Building Sciences Lab (BSL) and head of the sustainable design group and conducts research on the thermal performance of building envelope materials for residential buildings in Egypt, the assessment of its ecological and carbon footprint impacts.

Sherif Goubran³

Sherif Goubran joined the American University in Cairo as an instructor in the department of Architecture (School of Sciences and Engineering) in 2020. He received his PhD in the Individualized Program (INDI) at Concordia University in Spring 2021. His PhD project, which investigates the alignment between sustainable building practices and sustainable development goals (SDGs), was funded by several prestigious grants and awards including the Vanier Canada Graduate Scholarship. Goubran completed a MAsc in building engineering in 2016 with a focus on energy efficiency in commercial buildings. Before that, he completed a BSc in Architecture at the American University in Cairo.

Sherif is an interdisciplinary scholar with a strong publication record in architecture, design, engineering, finance, and business. His research investigates the theory and practice of sustainability in the built environment and seeks to combine qualitative and quantitative methodologies. He explores the shift from incremental towards transformational sustainable design in his research and teaching. Goubran is affiliated with a number of research laboratories, centers, and groups in Canada.

Gabrielle Machnik-Kekesi⁴

Gabrielle Kathleen Machnik-Kekesi holds an Individualized Program master's degree from Concordia University (Montreal), which was funded by both the Social Sciences and Humanities Research Council and the Fonds de recherche du Québec en Société et culture, and a master's in Information Studies from McGill University (Montreal). Gabrielle has work experience in editing, academic journal managing, conference planning, and grant writing. She previously worked as managing editor for the *Canadian Journal of Irish Studies*. Her research interests include the Irish Revolution, sustainability, food history, and cultural heritage. Gabrielle was awarded a Hardiman Research Scholarship at NUI Galway and starts her PhD research under the supervision of Dr. Nessa Cronin this fall.

² ktarabieh@aucegypt.edu

³ sherifg@aucegypt.edu

⁴ g.machnik-kekese2@nuigalway.ie