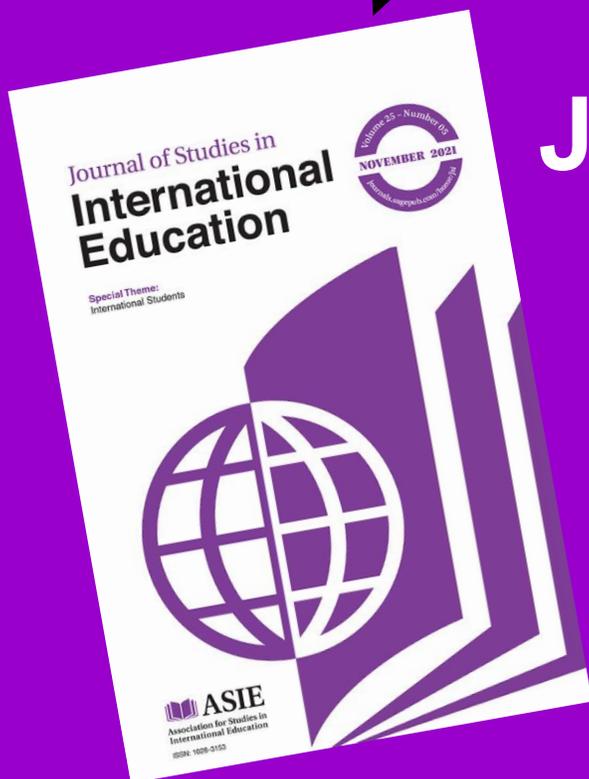


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Special issue call for papers
Environmental Sustainability and
Internationalization

Journal of Studies in International Education

Deadline for submission: May 16, 2022

Guest Editors

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In November 2021, the UN Climate Change Conference (commonly referred to as COP26) shone an unflinching spotlight on the urgent challenges currently facing the physical planet we inhabit (UK Government & United Nations, 2021). The impact on the environment from human activity has been made increasingly evident in recent years in many domains, including in the field of higher education. Efforts to better understand the environmental impact of higher education institutions have included carbon footprint analyses (see for example Helmers, Chang, & Dauwels, 2021 and Valls-Val & Bovea, 2021), while large-scale surveying activities (see for example Stöber, Gaebel, & Morrisroe, 2021 and THE Consultancy, 2021) and various ranking exercises (including the THE Impact Rankings and the UI GreenMetric World University Rankings) provide perspectives on how higher education institutions, students, and other stakeholders around the world relate to considerations of environmental sustainability and operationalize responses.

The specific question of how internationalization in higher education intersects with the climate action agenda has taken on significant prominence in the last several years, in light of

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...two profoundly important, and ironically contradictory, truths. Namely, the internationalization of higher education, as it is commonly operationalized globally, contributes directly to the climate degradation we are witnessing all around us. At the same time, international collaboration in higher education can and must play an active role in addressing this planetary crisis (Rumbley, 2020, p. 32).

In short, internationalization in higher education can be understood as both a direct contributor to the climate emergency, particularly via the damaging effects of academic mobility via air travel (Shields, 2019), as well as a key source of innovative solutions that will support the global effort to deter further degradation and enhance environmental resilience and regeneration (Lee & Lundemo, 2021).

This special issue of the *Journal of Studies in International Education* seeks contributions of original scholarly research that help advance our understanding of the complex intersections between internationalization and environmental sustainability. We are specifically interested in contributions addressing but not limited to the following questions:

- Is environmentally sustainable international education achievable? If so, what might it mean or look like? What kinds of theoretical or conceptual shifts in thinking are required?
- How do different stakeholders in international education conceptualize the notions of environmental sustainability or responsibility and how do these conceptualizations influence their priorities and decision-making?
- How is environmental sustainability in relation to international education measured? What indicators or benchmarks are being used to quantify impact and what are some critical interpretations of the value of these measurement tools and approaches?
- To what extent and in what ways do commitments to environmental sustainability or responsibility feature in national or institutional policies for internationalization?
- What are some of the key discourses framing international education policy in relation to environmental sustainability and what do these discourses tell us about the nature of the policy environment in this area?
- What is happening in higher education around the world at the intersection of internationalization of teaching and the curriculum and education for sustainable development?
- What are some outstanding case study examples of innovation and impact in relation to internationalization and environmental sustainability or responsibility (with emphasis, for example, on program design, pedagogy, student learning outcomes, partnerships, community engagement, governance, staff development, and more)?
- How does the (often student-led) fossil fuels divestment movement in some quarters intersect with institutional choices with respect to internationalization?

We are interested in perspectives that offer conceptual and theoretical arguments, draw on meaningful empirical evidence, and advance the debate on the impact of the climate emergency on the evolution of international higher education. We specifically seek contributions from across the world that employ a range of methodological approaches to explore and evaluate how internationalization can or will help or hinder the physical health of the planet in the coming years.

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