

## Biography:

**Peggy Barlett**, Goodrich C. White Professor of Anthropology at Emory University, is a specialist in agricultural anthropology and sustainability in higher education. A sustainability leader at Emory and coordinator of the Sustainable Food Initiative, she has led workshops on curriculum development for over 400 campus leaders around the country. Co-editor of *Sustainability on Campus: Stories and Strategies for Change* (MIT Press, 2004) and *Sustainability in Higher Education: Stories and Strategies for Transformation* (MIT Press, 2013), she is also author of an award-winning study of the U.S. farm crisis of the 1980s (*American Dreams, Rural Realities: Family Farms in Crisis*, University of North Carolina Press, 1993). She serves on the National Research Council Board on Agriculture and Natural Resources, is active in the Atlanta Local Food Initiative, and seeks to combine the scholarship of sustainability with the joy of deeper engagement with the animate earth.



## About the Book:

### ***Sustainability in Higher Education: Stories and Strategies for Transformation***

Peggy F. Barlett and Geoffrey W. Chase, eds. The MIT Press. 2013

As the sustainability movement has unfolded, campus champions—students, faculty, staff, or administrators—are shifting the tectonic plates of higher education. Transformational change can be seen in curriculum, campus-based engaged learning, and degrees and in institutional policies, procedures, and governance.

From the classroom to the boardroom, “sustainability is no longer an elective. It is a prerequisite.” In this volume, Geoffrey Chase and Peggy Barlett have compiled a series of inspirational accounts of innovation, in small and large schools, public and private, across the US. These narratives recount how leadership toward sustainability has emerged in very diverse places within the institution and how the mission of each unique school has come to reorient itself towards these critical societal challenges. Regional coordination is one approach, such as the Curriculum for the Bioregion in the Northwest. A particular topical focus, such as STEM (science, technology, engineering, and math) education, is another. The value of coordinating institutional commitments with benchmarks of progress and reliable data can provide breakthroughs as well.

Many sustainability efforts present opportunities for creativity, rewarding institutional change with personal satisfactions as well. Reflection practices allow students and employees alike to reassess assumptions and refocus on ethical action. Reflection and contemplative practices have become an important tool for sustaining ourselves, as we face a long road of institutional change. Generating new dimensions of hope—and joy—can balance discouragement and even despair in the search for more sustainable ways of life.

This volume offers a window on the cultural changes emerging in all corners of higher education. It supports the growing momentum toward new solutions that honor people, planet, and profit—a regenerated earth that supports viable livelihoods and social justice for all.