Foreword

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You have just entered that part of the world that might help the rest of it (and us) survive! As our species feebly attempts to stem one environmental or socio-economic crisis after another, Jorge Arevalo and Shelley Mitchell have sparked the generation of more than two dozen chapter contributions to our knowledge (and, hopefully, practice) of sustainability in management education from all around that world, and their efforts and results are formidable indeed. Covering wide swaths of this field, from front-end motivations through the ‘guts’ of tools, change, and innovation, to the back-end of outcomes, this volume projects a breadth and depth of the most recent sustainability in management education (SiME) thought and action that are both rare and valuable. Contributions include attention to both graduate and undergraduate sustainability studies, to experiential and service sustainability learning, and to gender and entrepreneurship sustainability topics, among others. Throughout, the editors and authors deliver their product professionally, collegially, and usefully, so that readers can come away with new inspiration, ideas, and practices in integrating sustainability and management education.

As helpful and exciting as the contents of this volume are, readers might also consider connecting and leveraging its topics with some related concerns in sustainability in management education, perhaps for use in future volumes or special journal issues that might be developed in the near future. One is identifying the full range of stakeholders that have been, are now, and could and will be involved with sustainability in management education through time. Some stakeholders which our profession has yet to cultivate to a significant extent as sustainability in management education resources or beneficiaries include small and medium enterprise owners, suppliers, employees, and customers, indigenous people and their communities, immigrants and others who have been disadvantaged by circumstance, the elderly, children, and family members, community activists, and the many other species with which we share numerous characteristics, including sentience and a threatened future on this planet.

A second sustainability in management education topic that might be considered along with those in this volume is the internalization of the lessons learned in these educational processes. To what extent, for instance, do instructors continuously explore how they and their respective networks can act more sustainably (in both the environmental and socio-economic senses) and how they can best relate to and motivate their students to also act more sustainably? Much of the sustainability in management education I have witnessed involves instructors *telling* students *about* individual, organizational, and societal sustainability, rather than setting an example to encourage their students to *do* sustainability at each of these levels. While many of us invite into our classes guest speakers, including alumni, and encourage our students to plan and implement sustainability projects, can we assure ourselves that we are doing everything we can to embed sustainability behaviors into the careers (and other aspects of life) of our students for positive sustainability impact?

Yet a third set of ideas that could emerge out of the chapters of this volume is an extension of the two points above – the need for radical, all-pervasive collaboration, so that we and our management students do not just participate in but actively, enthusiastically, and competently lead in advancing sustainability in our human cultures. This volume itself is a model of collaboration in sustainability management education, so readers might consider extending its ideas, to neighboring peer institutions and communities, to the multiplying social networks to which we and our stakeholders belong, to as many business, government, and non-profit organizations as possible, and to the producers, distributors, consumers, and conservers in the world's economies.

Truly and urgently transforming our cultures in both the environmental and socio-economic sustainability directions needs collaborative innovations to do 'more, better, soon' and to serve as models (or seeds) for significantly increased similar efforts worldwide. These include those such as the Academy of Management sustainability-related divisions and interest groups, the Network for Business Sustainability, which has published a report on the general topic of sustainability collaboration, the Principles for Responsible Management Education (PRME), the Association for the Advancement of Sustainability in Higher Education (AASHE), the International Society of Sustainability Professionals (ISSP), the International Living Futures Institute (ILFI), and the many other industry, cross-sectoral, international, and regional sustainability management collaborations, most of which have both vital application and informative conceptual and practical sustainability management education components.

As described in the Introduction and Conclusion of this very special volume, multiple collaborations have helped advance sustainability in management education in several ways using multiple 'steps' in the 'life cycle' of this concept and practice. They contributed to the 'front end' by featuring SiME motivations, to the 'guts' of SiME with implementation concepts and tools, to the external SiME environment of boundary spanners and change agents, to the SiME outcomes, and, finally, to the forces of SiME innovation (the latter of which could affect each of the other 'steps'). I hope it is obvious that this collaborative, panoramic approach to sustainability in management education will be one of the profession's most useful resources for some time to come.

In closing, I want to highly commend Jorge and Shelley and all of the authors and reviewers with whom they collaborated in the production of this excellent work, and, now, it is up to you, the reader, to process the ideas, practices, and results therein. Given the state of the world and its near-term projections, I think you will agree that we all really have no other choice than do our very best (and then some) to help current and future generations of instructors, students, and other stakeholders use this volume's management education analyses and suggestions as a launch-pad to a collective chance to build a sustainable future!