**A census of stand-alone ethics, social responsibility and sustainability course requirements
for marketing graduates in Australia and New Zealand**

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ABSTRACT

Program requirements reflect the skills, knowledge and ideas valued by groups of marketing educators. Alternate ideologies on firm purpose exist and integrating ideas into current courses is unlikely to assist students to make their own free, autonomous choices about the life they will lead. This paper analyzed the extent to which Australian and New Zealand marketing educators used stand alone or dedicated courses to equip students with alternative views of business. A census of marketing programs in Australia and New Zealand in degree granting Universities was conducted for the purposes of this. Program brochures were obtained via the Internet and were content analyzed.

This study reports a lower proportion of universities requiring students to take a course dedicated to business and society issues than previous studies, suggesting that Australia and New Zealand may be lagging behind their North American and European counterparts. Only 27% of universities in Australia are graduating students who were required to take one course on one or a combination of ethics, social responsibility and sustainability. Only 8% of universities offered a dedicated core marketing ethical/social responsibility course. These figures suggest previous estimates may overstate ethical, social responsibility and sustainability course requirements, which suggest there is considerable room for improvement in Australia and New Zealand if we are to equip our students with the skills, knowledge and ideas to benefit themselves, the organizations they choose to work for and society as a whole.

INTRODUCTION

Today's managers face volatile economic forces, differences in organizational and cultural values, cultural diversity among employees and customers, rapidly changing technology, environmental damage and finite resources. Through education we can inform our students of the global predicament that we are in and equip our students with the skills, knowledge and ideas to benefit themselves, the organizations they choose to work for and society as a whole. The Association to Advance Collegiate Schools of Business (AACSB) notes that "management education must prepare students to contribute to organizations and the larger society and to grow personally and professionally throughout their careers" (AACSB 2008, p1).

Standards such as those published by The Marketing and Sales Standards Setting Body (MSSSB) suggest that a principal activity that marketers must undertake is *"to ensure that an organization's strategies and policies are centered upon customers and an organization's corporate social responsibilities"* (MSSSB, 2006). Accrediting bodies such as the European Quality Improvement System (EQUIS) suggests that learning environments should *"favor the development of students' managerial and entrepreneurial skills, and foster their sense of global responsibility"* (EQUIS, 2008). Universities seeking EQUIS accreditation must be able to describe the means by which issues relating to business ethics and corporate social responsibility are integrated into personal development processes (EQUIS, 2008). The importance of educating for sustainability is underscored by the United Nations declaration calling this the "Decade of Education for Sustainable Development" (UNESCO, 2004).

Further, the AACSB requires that accredited universities *"must establish expectations for ethical behavior by ...students"* (AACSB 2008, p.11). Additionally, AACSB asserts, *"Normally the curriculum management process will result in an undergraduate program that includes learning experiences in such general knowledge and skill areas as...ethical understanding and reasoning abilities"* (AACSB 2008, p. 15). With regard to management-specific knowledge and skills, AACSB states that one area the program should offer learning experiences in is ethical and legal responsibilities in organizations and society (AACSB 2008, p. 15). It is readily apparent that equipping students with ethical and sustainability training and fostering a sense of global responsibility are considered key educational requirements for marketing educators.

As noted by Clarke et al. (2006, p 193) *"understanding the modern firm is a necessary part of any business education"*. Alternate views of the true purpose of the firm exist. Based on the seminal thoughts of Friedman (1962) there is a well established view, which suggests the sole legitimate purpose of a firm is to create shareholder value. This is the dominant view in business curricula globally. In contrast, there is an alternate that suggests the true purpose of corporations is to make societies better off, and to create societal wealth and not just wealth for shareholders (Cohan, 2002). Students should be equipped to assess critically the very process and nature of the firm and be capable of discussing alternatives. If marketing educators are committed to fostering social responsibility, providing ethical training and promoting sustainability, programs would need to be a coherent whole offering students both views of the firm. Alternate views would allow graduates to make their own free, autonomous choice about the life they will lead (Bridges, 1992 quoted in Clarke et al. 2006).

The decision on whether to integrate ethics, social responsibility and sustainability into existing courses or develop stand alone courses has been debated previously (see Christensen et al., 2008; Stubbs and Cocklin, 2008, for debate). We contend that attempts to incorporate ethics training, the promotion of sustainability, and to foster a sense of global responsibility into current course offerings does little to sufficiently contrast the two views of the firm. Stand alone coverage is requisite if the social responsibility and sustainability ideologies are to permeate the business world. Some definitions of corporate social responsibility (e.g. Carroll 1999, 1991) consider Friedman's (1962) economic requirement a foundation suggesting that legal, ethical and philanthropic considerations be catered for once the economic responsibility is fulfilled. These views of social responsibility are being challenged. More liberal stances suggest the true purpose of corporations is to make societies better off, and to create societal wealth (Cohan, 2002). This liberal stance is in stark contrast to the Friedman (1962) view suggesting there is little benefit in making a profit if it is not sustainable. The recent US credit crunch provides a case in point. With hundreds of thousands of US families facing loan foreclosures and threat of major bank collapse the US government resumed control of the two largest lenders in the United States (Freddie Mac and Fannie Mae). Business practices involving extending unsustainable levels of credit created chaos with significant societal and economic implications for the US and countries across the globe.

Given that program requirements reflect the skills, knowledge and ideas valued by groups of marketing educators (AACSB, 2007) the purpose of this paper is to analyze all marketing undergraduate degree programs in Australia and New Zealand to consider the extent to which Australian and New Zealand marketing educators seek to provide ethical training, promote sustainability and foster a sense of global responsibility using stand alone courses.

BACKGROUND

The concepts of corporate social responsibility, ethics and sustainability have received a considerable amount of research attention and they have been previously defined by other authors (for examples see Bridges and Wilhelm, 2008). There is limited research relating to the extent that corporate social responsibility, ethics and sustainability are integrated into marketing curricula. These topics can either be integrated into existing marketing courses or marketing educators can develop stand alone courses. This literature review focuses on research that considers standalone corporate social responsibility, ethics and sustainability marketing courses. Bridges and Wilhelm (2008) provide examples of sustainability courses for universities in Germany, the UK and the US. They suggest that while some sustainability courses are offered at undergraduate levels, the main focus appears to be at the MBA level. Further, their study suggests that while it is uncommon for sustainability to be incorporated in to the curriculum it is more usual for educators to incorporate elements of sustainability into required courses rather than offer exclusive sustainability focused courses.

The Beyond Grey Pinstripes Survey conducted by The Aspen Institute Centre for Business Education considered how well 112 MBA programs incorporated social and environmental issues into the training of future business leaders in 2007 and 2008. The results of their most recent study suggest the percentage of Universities surveyed that require students to take a MBA course dedicated to business and society issues has increased dramatically over time, from 34% in 2001 to 63% in 2007. Further, the number of elective MBA courses per school dedicated to social/environmental content has increased 20%. In another MBA focused study, Christensen and colleagues (2007) personally interviewed Deans and Directors from top 50 business schools according to the Financial Times ratings. The sample in the Christensen et al. (2007) study reported they required that one or more of corporate social responsibility, ethics and sustainability be covered in their MBA curriculum. Their findings revealed that one-third of the schools require coverage of *all three* topics as part of their MBA curriculum. The Beyond Grey Pinstripes and Christensen et al. (2007) studies contrast with Navarro (2008) who accessed websites of the Top 50 business schools to determine the list of required core courses. Navarro's (2008) findings indicated that less than half (40%) of the top schools require a stand-alone course on corporate ethics.

When compared with the MBA context, fewer studies were evident for undergraduate marketing curricula. Buff and Yonkers (2004) collected data online for US Universities listed in the AACSB member directory who offered undergraduate marketing programs to understand the extent to which US universities were committed to ethical training. Their data included the title(s) of all required courses in the general education, business core and marketing curriculum. Consistent with Navarro (2008) their study identified that 40.6% of AACSB US accredited universities require an ethics course for their marketing degree. Interestingly, their study suggested that smaller colleges and universities were more likely to require an ethics course. Finally, their study identified that only one (1% of the sample) required ethics course was taught as a marketing course. Stringfellow et al. (2006) considered marketing course offerings for the top 50 universities that offered undergraduate marketing programs. Eighteen percent offered a course in marketing ethics.

When compared with research that collects data on the courses offered research utilizing surveys (e.g. Beyond Grey Pinstripes, 2007; Christensen et al, 2007) appears to overestimate the proportion of stand-alone courses offered. It is possible that survey methods seeking to understand the extent to which ethics, social responsibility and sustainability are offered in curriculum may encourage respondents to answer in desirable ways. Socially desirable responding suggests that respondents have a tendency to answer researchers' questions in ways that make themselves' look good according to current cultural terms (Mick, 1996). Consequently, survey respondents' over-report or under-report, depending on the situation – a phenomenon referred to as socially desirable responding (Baumgartner & Steenkamp, 2005). An example of socially desirable responding is given by Zinkan and Carlson (1995), who report that, while consumers are eager to describe themselves' as recyclers, the incidence of recycling in the community is not as widespread as self-report data would lead us to believe. It is possible that when surveyed on the extent to which students are required to take stand alone courses, professors or decision makers (e.g. Deans) may report a greater existence of curriculum coverage than may be occurring in practice.

We would expect that socially desirable responding is likely to arise in research relating to ethics, sustainability and corporate social responsibility. While there may be strong public opinion, research participants' actual behavior may be incongruent with these opinions (i.e. we all think we should be equipping our students with ethical training and that we should be fostering our students with a sense of global responsibility, but we may not change curricula content or develop courses to achieve these goals). Content analysis, an unobtrusive method of measurement that is not reliant on perceptions or respondent bias (Harris, 2001), has been used previously to identify the focus of curricula (see Bridges and Wilhelm, 2008; Buff and Yonkers, 2004; Rundle-Thiele et al. 2005; Stringfellow et al., 2006). Content analysis of program requirements can yield information on what universities are actually doing rather than what individual professors think is happening. The rationale for using content analysis in the present study was that content analysis can be used to record the extent to which Australian and New Zealand marketing educators are providing ethical training, promoting sustainability and foster a sense of global responsibility with *“the least response bias of any market research methodology”*. By utilizing content analysis it is possible to *“record what educators actually do, not what they claim to have done”* (Boote & Mathews, 1999, p. 20).

While some researchers (Bridges and Wilhelm, 2008; Buff and Yonkers, 2004; Stringfellow et al., 2006) have used behavioral methods such as searching the Internet to observe marketing courses offered their research has not used a census. Further, the majority of prior research has been restricted to investigating U.S. MBA programs and undergraduate marketing programs in AACSB US accredited universities. This special issue on marketing education in Australia and New Zealand marketing provides an opportunity to expand our knowledge on the extent to which undergraduate marketing students in Australia and New Zealand are required to take stand alone ethics, sustainability, and corporate social responsibility courses. A census of Australian and New Zealand universities was deemed most appropriate for the purposes of this research.

METHODOLOGY

Sample

There are a total of thirty-nine Australian Universities and eight Universities in New Zealand. A census was taken of all universities and data was collected in August 2008. Marketing majors were available at all Australian and New Zealand universities. Program information for undergraduate students electing to major in marketing were publicly accessible for all 47 Universities. We collected data on-line for all 47 universities in August 2008. The information we gathered included degree type, program of study requirements for a marketing degree and specific program information for the marketing degree. This included information on the number of required core and elective courses in the business core and marketing curriculum. Course titles and descriptions were reviewed using keywords. The key words included ethics (ethical), social responsibility, moral(s), sustainability, environment and current issues. When unclear we would determine together whether a course appeared to be ethics, sustainability or social responsibility based. Course titles were obtained for 99 courses. Course descriptions were available for 91 courses.

Data Analysis

Content analysis was selected as the data analysis method because it is useful to quantify previously identified concepts such as corporate social responsibility, sustainability and ethics (Neuman, 1997). Content analysis is an unobtrusive research technique that allows objective, systematic, and quantitative description of human communications (Babbie, 2004) to be obtained. Content analysis was undertaken to establish the existence and frequency of (1) ethics, (2) sustainability, and (3) corporate social responsibility in course descriptions for the core and elective courses that marketing major students take to satisfy their program requirements.

The 91 course descriptions were content analyzed to understand whether the course sought to do one or a combination of providing ethical training, promoting sustainability or fostering a global sense of responsibility. Specifically, the ninety one course descriptions were coded according to their whether or not the stand alone course contained content on one or a combination of ethics, corporate social responsibility, and sustainability.

The investigators served as raters for our analysis rather than relying on assistants, who we believed would not be as qualified to evaluate the course descriptions. To ensure reliability, investigators evaluated courses independently. The investigators' ratings were then compared to determine the inter-rater reliability co-efficient. The inter-rater reliability co-efficient is the proportion of coding where there is unanimous agreement and should be greater than 70 percent (Harris, 2001). Where coding differed we discussed further, ensuring that consensus was reached for all 91 course descriptions prior to the commencement of data analysis.

RESULTS

The inter-rater reliability of the coding was 91.7%, which exceeded the threshold requirement of 0.70 (Harris, 2001). A face validity check indicated that the results appeared to be both reliable and valid.

The number of courses required to complete a program were first considered along with the numbers of core courses required for the degree and marketing major. Core courses represent the compulsory requirement for students to be awarded a degree and as such core courses represent the skills and knowledge areas that are most valued by management and marketing educators. This is reported in Table 1.

Table 1: Australian and New Zealand Program Requirements

Average number of	Total	Australia	New Zealand	Sig
	Mean (st. dev)			
Courses required to complete program	24 (2.1)	24 (1.9)	25 (2.8)	-
Core courses required for degree	8 (2.2)	8 (1.8)	7 (3.6)	-
Core courses required for marketing major	6 (2.7)	7 (2.6)	4 (1.8)	p=0.01
Elective courses required for marketing major	2 (2.2)	1 (1.5)	4 (2.1)	p=0.01

On average, degrees in Australia and New Zealand require students to complete twenty-four courses. Degree completion for a full time student can typically involve completing four courses per semester, with degree completion in 6 semesters and three years. While the number of core courses varied between zero and thirteen, on average one-third of courses were core degree requirements. Interestingly, the number of core courses required for a marketing major in Australia was significantly higher than New Zealand. Students majoring in marketing in Australia are typically required to complete 7 core or required courses and 1 elective course while students majoring in marketing in New Zealand are typically required to complete four marketing core and four marketing elective courses. The number of required courses in Australia (15) is higher than the number of required courses in New Zealand (11).

Courses that were judged as seeking to ethically train, promote sustainability and/or fostering a sense of social responsibility in students are reported in Table 2.

Table 2: Number of courses seeking to ethically train, promote sustainability and/or foster a sense of social responsibility

Number of	Total	Australia	New Zealand
Core courses	13	10	3
Elective courses	78	63	15
Business courses	86	69	17
Marketing courses	5	4	1

Analysis at a program level indicates that only one-quarter of universities in Australia and New Zealand commit to ethically training and/or fostering a sense of social responsibility using dedicated courses. Thirteen out of forty seven universities in Australia and New Zealand have committed to ethical training and/or fostering a sense of social responsibility in students dedicating one core course to this requirement. Another notable point of interest is the overwhelming majority of courses seeking to ethically train and/or foster a sense of social responsibility are offered outside of the marketing discipline. Only five of the ninety one courses identified were dedicated marketing courses. Of further interest is that only one course was a core requirement for students majoring in marketing. Interestingly, while New Zealand universities require less core courses from their students they require more corporate social responsibility, ethics and sustainability courses than their Australian counterparts.

Universities offered as few as no courses and as many as six courses dedicated towards ethically training, promoting sustainability and/or fostering a sense of social responsibility in students. Eight universities (seven Australian universities and one New Zealand university) do not dedicate a course towards ethically training, promoting sustainability and/or fostering a sense of social responsibility in students.

The focus of courses was judged next. This required raters to make an assessment about whether the course sought to do one or a combination of ethically train, promote sustainability and/or fostering a sense of social responsibility in students based on the course description published in the program brochure. Six courses were not deemed to be stand-alone courses focusing on one or a combination of ethics, sustainability and social responsibility, leaving 85 courses for analysis. The results are reported in Table 3.

Table 1: Number of courses focusing on ethical training, promoting sustainability and/or fostering a sense of social responsibility

Course focus	Total	Australia	New Zealand
Sustainability	42	33	9
Ethical Training	27	20	7
Social Responsibility	8	6	2
Social responsibility and ethical training	8	8	0

Stand alone courses focusing on sustainability were more frequent than stand alone courses on ethical training or social responsibility in Australia and New Zealand. There were many instances where courses focused on both ethical training and fostering a sense of social responsibility. Many of the sustainability courses were offered in the economics (13 courses) and tourism disciplines (12 courses), suggesting that sustainability is considered to be an important issue for Australian and New Zealand economics and tourism educators. Only 13 sustainability business and management courses were identified (see sample course descriptions in Table 4). Without tourism and economics sustainability would receive less coverage in Australia and New Zealand.

Table 4: Sample sustainability course descriptions

Course name	Course description
Environment, technology and sustainability (Required core course)	If you want to change the world, or at least get some ideas on how to improve it, COR111 is a great place to start. Focusing on the scientific approach to managing the environment and achieving sustainability, students who study COR111 will gain greater understanding of what influences the quality of the environment in which they live. The course also teaches students how to access reliable information so that decisions made may be more reliable. Students will also gain familiarity with some of the technologies and approaches that support sustainability. Without requiring previous scientific knowledge, the underlying scientific principles and processes are presented to students using practical, real-world examples and case studies (such as genetic engineering, drugs in sport, energy technologies, and air pollution).
Sustainability in a changing environment (elective course)	This unit provides participants with an opportunity to investigate selected and critical issues in the relationship between business activity and the imperative of creating sustainable futures. The unit draws on interdisciplinary sources to encourage the development of a systemic view that incorporates global, corporate, and personal levels of analysis. The unit prepares participants to make a significant contribution to the sustainable development of organisations and society. The unit will be of value to business and non-business students seeking careers in private, public, and not-for-profit sectors.
Sustainable enterprise (elective course)	This subject considers one of the most pressing issues for business in the 21 st century: the increasing importance of civic governance and the rising awareness of the earth's limits. The subject critically analyses and examines the social and ecological assumptions that underpin commercial activities in contemporary society and reviews the current global performance of business in terms of human and ecological sustainability. The subject provides students with opportunities to expand their personal horizons and develop understanding of both aspects of sustainability. There is an introduction to how the sustainable enterprise might operate at three different levels: individual, organizational and societal. A number of different frameworks for considering sustainability are introduced and students are given a range of practical methods for improving corporate performance and measurement in the three key areas of economic, social and ecological reform.
Environmental issues in business (elective course)	An introduction to the contemporary environmental issues relevant to the managers of today's and tomorrow's organisations. Outlines current environmental problems, possible solutions, and ways to implement such opportunities. The needs of nature, communities, business operators, governments and interest groups will all be examined. Identification and understanding of environmental problems, developing strategies for dealing with these and discovering new business opportunities.
Globalisation and environmental issues (elective course)	This topic introduces students to a range of issues and conflicts over natural resources within states and between states. Students with an interest in politics, governance, international relations, economics, environmental science and management will find this topic deals with issues central to all these fields. The topic explores the impact of human activities on natural environment through an examination of those who argue that there are 'limits to growth' and those who remain sceptical of the environmentalists' frequent proclamation of crisis. Attention is given to national and international policy development aimed at resolving problems associated with global warming, disposal of high level nuclear waste, water shortage and salinity, urban pollution and waste, industrial development, indigenous rights and the rights of underdeveloped countries.
Sustainable design (elective course)	Provides students with an understanding of the response of contemporary design and management systems to the issues of long term economic, social and environmental sustainability. Students will consider the ecological impact of current business practice, critically examine the influence of social and environmental concerns on design and management decision-making and explore the opportunities for New Zealand business presented by the increasing drive for sustainability.
Business and sustainability (elective course)	Businesses around the world stand at a crossroad. Without any significant changes within political arenas, our behavioural patterns and businesses' negative impact on the environment, we could face irreversible climate changes that could have catastrophic consequences for humankind (Stern, 2006). BMGT 301 (Business and Sustainability) provides an introduction to current debate and available methods for businesses in order to engage in the sustainability agenda. The course looks at this at three levels: institutional, strategic and operational. Students taking this course will be better prepared to help organisations implement environmental considerations into their decision-making processes.

To permit further analysis, courses focusing on ethical training and corporate social responsibility were combined into one group, while courses focusing on sustainability were kept in a separate category. The course types were analyzed further to understand which course types were core, and hence required courses, and which were elective courses. The course types were also analyzed to understand which courses were degree courses and which were marketing courses. This analysis is reported next in table 5.

Table 5: Course focus and course types

Course focus	Core course	Elective course	Business	Marketing
Sustainability	1	41	42	0
Social responsibility and ethical training	13	30	37	4

According to chi-square testing, there were significant differences between groups. Marketing educators currently place a greater value on fostering a sense of responsibility and ethical training than they do on promoting sustainability ($p=0.01$). Marketing educators were also more likely to require students to take courses that fostered a sense of global responsibility and ethical training to satisfy the requirements of their degree. While courses focusing on sustainability were offered more frequently when compared with courses focusing on ethics and social responsibility these courses were not required courses. Only one university required a course in sustainability.

DISCUSSION AND IMPLICATIONS

The intent of this research was to gain a better understanding of the ethics, social responsibility and sustainability course requirements for all universities in Australia and New Zealand who offer an undergraduate degree in marketing. This gives us a clearer picture of ethic, social responsibility and sustainability education and an understanding of how many universities are graduating marketing students who have been required to take one or a combination of ethics, social responsibility or sustainability courses. Standards and accreditation requirements requiring educators to foster a sense of social responsibility (EQUIS, 2008), establish expectations for ethical behavior (AACSB, 2008) and educate for sustainability (UNESCO, 2004) demonstrate the importance of these key concepts to the marketing profession. By limiting our data collection to Australia and New Zealand, our results may not be representative of business schools across the globe. Future research involving a census of universities in the country under study should be conducted in other parts of Asia, Europe and the US.

The results suggest ethics', social responsibility or sustainability courses are largely not required in a marketing degree program of study. Only 27% of universities in Australia and New Zealand are presently graduating marketing students who have been required to take one or a combination of ethics, social responsibility or sustainability courses. Buff and Yonkers (2004) found that 41% of AACSB accredited US universities required students to take an ethics course. Our results, suggest that requirements for ethics courses in non-accredited universities may be lower than their accredited counterparts.

Taken together with previous studies the results of this research suggest that universities may be graduating more MBA students who have been required to take one required course focusing on one or a combination of ethics, social responsibility or sustainability courses than they are undergraduate marketing students. This confirms Bridges and Wilhelm (2008). The Beyond Grey Pinstripes (2007) study suggests the proportion of universities³ requiring students to take a MBA course dedicated to business and society issues was 63%, while the Navarro (2008) study indicated 40% of MBA graduates in top 50 US business schools must take a corporate ethics/social responsibility core course. The Buff and Yonkers (2004) study suggested that 40% of AACSB accredited US universities required students to complete an ethics course while this study found that only 27% of universities in Australia and New Zealand are presently graduating marketing students who have been required to take one or a combination of ethics, social responsibility and sustainability courses. Given both graduate cohorts seek employment in business this result suggests there is considerable room for improvement for undergraduate marketing educators in Australia and New Zealand. If a marketing degree program does not require a business ethics course, how will the profession ensure that marketing graduates are prepared to act ethically? More importantly, will their exposure to ethical issues be sufficient for them to act ethically when faced with a complex moral decision?

³ Three quarters of the universities in the Beyond Grey Pinstripes sample were North American. Asides from one Australian, one Singapore and one South African university, the balance of the sample was from the UK and Europe.

Despite the acknowledged importance of ethics, social responsibility and sustainability in business education eight (17%) universities in Australia and New Zealand did not offer a course dedicated to business and society issues. Only one university (2%) was graduating marketing students who had been required to take a sustainability course. Stand alone coverage is requisite if the social responsibility and sustainability ideologies are to permeate the business world. Friedman's (1962) view that the sole legitimate purpose of the firm is to create shareholder values dominates business education. Some definitions of corporate social responsibility (e.g. Carroll 1999, 1991) consider Friedman's economic requirement a foundation suggesting that legal, ethical and philanthropic considerations be catered for once the economic responsibility is fulfilled. These views of social responsibility are being challenged. More liberal stances suggest the true purpose of corporations is to make societies better off, and to create societal wealth (Cohan, 2002). This liberal stance is in stark contrast to the Friedman view suggesting there is little benefit in making a profit if the market is not sustainable. The recent US credit crunch, which ended in the US government resuming control of the two largest lenders in the United States (Freddie Mac and Fannie Mae), provides an ideal case in point. Business practices involving extending unsustainable levels of credit created chaos with significant economic implications for the country, not to mention the impact on the hundreds of thousands of families faced with loan foreclosures. If a marketing degree program does not require a social responsibility or sustainability course how can we position marketing graduates to make their own free, autonomous choice about the life they will lead? Can token coverage in an existing course equip students to critically assess the very process and nature of the firm? Without a balanced view will students be capable of discussing alternatives? If marketing educators are committed to fostering social responsibility, and promoting sustainability, surely programs would require courses offering students both views of firms.

This paper observed the number and types of courses dedicated towards ethics training, the promotion of sustainability and the fostering of a sense of global responsibility. Future research is required to observe the number of courses where these topics are integrated into the curriculum. This would require course outlines of syllabi to be obtained. In addition to observing the assessment required for each course researchers would count the number of course learning goals or objectives relating to these topics. Based on our understanding that assessment defines the curriculum from a students' point of view (Ramsden, 2003) assessment would be likely to indicate a stronger commitment to ethical training, the promotion of sustainability and the fostering of a sense of global responsibility by individual educators than a stated course aim or objective.

Surveys are more cost efficient than undertaking observations at both the program and individual course level. Our aim is not to criticize use of survey methods. Rather we seek to highlight the limitations inherent with the survey method. Surveys are subject to socially desirable responding and non-response bias and the review conducted in this paper certainly highlights how estimates based solely on survey data are likely to be inflated. The use of multiple methods would permit researchers to better understand the extent of socially desirable responding in this context. Simultaneous survey administration coupled with observation would allow researchers to assess the degree of reliability for the survey method for the purposes of understanding curriculum.

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