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Inclusion of Ethics, Social Responsibility, and Sustainability in Business School Curricula: A Benchmark Study

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Abstract

The authors examine the course offerings of undergraduate business programs in Canada to better understand the depth and breadth of this educational system's inclusion of ethics and social responsibility courses. Methodology involved analyzing online programs, curricula, and course descriptions on university websites. Results indicate that only a small proportion of universities are providing a substantial depth and breadth of course coverage in their course offerings. Additionally, barriers to educating ethical managers are discussed and a model of social responsibility concepts is presented.

Keywords: business curricula, social responsibility, sustainability, business ethics

Introduction

The recent near-collapse of the financial sector due to its own unrestrained greed and corruption has created a public perception that there is a serious problem with the values and ethics of business managers (Minkes & Minkes, 2008). Public perceptions are changing about the nature of corporate crime (Clinard & Yeager, 2005). Whereas the public used to attribute corporate crime as the result of individual executive misconduct, public sentiment increasingly views the entire corporate sector as corrupt (Lair, 2015). Business education is receiving part of the blame for corporate misconduct (Mitroff, Alpaslan, & O'Connor, 2015; Zingales, 2012).

Society is scrutinizing business schools, perhaps believing they should be educating good citizens and not just good managers. Society believes there is a widespread failure of a business education system that is demonstrated in the continuation of corporate crimes and scandals (Holland, 2009). Critics of business schools believe they have encouraged students to go to practically any lengths to increase corporate profits and short-term shareholder return (Denning, 2013). Alsop (2006) argues that “universities have a critical role to play in preparing leaders to create an ethical and socially responsible climate in the world’s business enterprises” (p. 12).

Some may debate the degree of blame attributable to business schools. Business school professors generally do not believe they can change students’ ethical behaviors (Ryan & Bisson, 2011). Beggs and Dean (2007) found that business school professors tend to recommend legislative solutions to corporate ethical lapses while under-emphasizing the need for more effective inclusion of ethics education. Furthermore, many professors feel unqualified to teach ethics and have had little ethics training themselves. Nevertheless, after frequent ethical breaches in corporate behavior have emerged, business school professors are being singled out as having been negligent in teaching ethical standards (Dean & Beggs, 2006).

Fortunately, ethics education can have positive results (Baxter & Rarick, 1987). Lau (2009) reported that ethics education improved students’ ethical awareness and moral reasoning. Lopez, Rechner, and Olson-Buchanan (2005) reported that business education can reduce managerial tolerance for unethical behavior. However, when compared to other fields of study, business students may be less ethical than other students (Lane & Schaupp, 1989).

Lane and Schaupp (1989) compared business students’ ethical orientation with that of students in other parts of their university. They found that business students were less ethically oriented than students in other programs. They did not design their study to investigate the

reasons for this difference. However, their sample included students of all ages, regardless of their university year. They did not report a significant age difference. Hence, the more plausible explanation for their findings would be that students desiring a business education tend to be less ethical than other students. If the cause of the ethical difference was due to the business curriculum, one would expect younger students who have had little exposure to the business curriculum to be more similar to nonbusiness students at the university (which was not the case).

A growing awareness of the corporate impact on the global environment has made corporate social responsibility (CSR) an increasingly important issue (Wilburn, 2008). The World Business Council for Sustainable Development (WBCSD) defines CSR as the integration of social and environmental values within a company's core business operations and engagement with stakeholders to improve the wellbeing of society (WBCSD, 2001). As a result of these pressures academic interest in corporate social responsibility has increased (Jamali & Keshishian, 2009; O'Riordan & Fairbass, 2008). One study that examined the curricula of top rated global MBA programs found that one-third of the schools required coverage of ethics, CSR, and sustainability (Christensen et al., 2007). In a study of European business curricula, 51 percent of undergraduate programs and 35 percent of graduate programs offered an optional CSR module (Matten & Moon, 2004).

Matten and Moon (2004) believe that, for business programs to make a difference in educating ethical managers, CSR courses will have to be part of the core curriculum. In this study, we reported that the majority of CSR courses were electives, not required courses. Perhaps there is a developmental process at work in which interested professors get elective courses placed in their programs, understanding that having electives is better than not offering a CSR course. For example, in 1980, 40 percent of U.S. business programs offered their students a course on ethics (Hoffman & Moore, 1982). By 2003, 40 percent of U.S. business programs required their students to take a course on ethics or CSR (Buff & Yonkers, 2004). While business school professors will continue to debate the role of CSR courses in their curricula and the methodology for incorporating ethical education into the business program, we offer a conceptualization of CSR to assist curriculum development.

Conceptualization of CSR

Our conceptualization of CSR is present in Figure 1 below. Corporate social responsibility is presented as consisting of three dimensions: prosocial ethics, corporate sustainability, and social accounting.

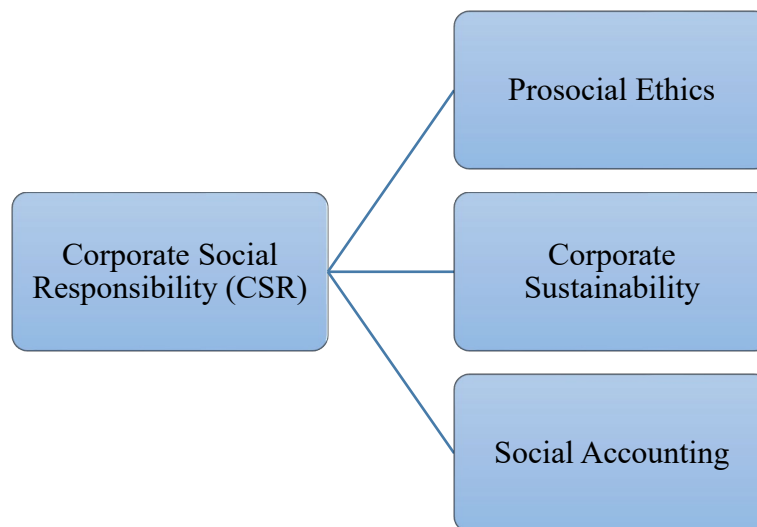


FIGURE 1

A Three-Dimensional Conceptualization of CSR

Corporate social responsibility is a concept whereby organizations consider the interests of society by taking responsibility for the impact of their activities on customers, suppliers, employees, shareholders, communities and other stakeholders, as well as the environment. This obligation is seen to extend beyond the statutory obligation to comply with legislation and sees organizations voluntarily taking further steps to improve the quality of life for employees and their families as well as for the local community and society at large (Bertini, 2008; Habisch et al., 2005; Williams & Aguilera, 2008)

Prosocial business ethics refers to a rejection of a decision framework which only takes into account the self-interests of the organization. Managers follow a prosocial ethical framework that, in addition to looking after the interests of the organization, includes human, societal, and environmental consequences. Managers following a prosocial ethical framework

acknowledge that externalities from a business's operations and its negative impact on people, society, and social institutions must be minimized. Businesses exist to serve society and it is not acceptable to harm society pursuing profits (Caswell, 2003; Scherer & Palazzo, 2008; Sorsa, 2008).

Corporate sustainability can be viewed as a new and evolving corporate management paradigm. The term 'paradigm' is used deliberately, in that corporate sustainability is an alternative to the traditional growth and profit-maximization model. While corporate sustainability recognizes that corporate growth and profitability are important, it also requires the corporation to pursue societal goals, specifically those relating to sustainable development — environmental protection, social justice and equity, and economic development (Wilson, 2003).

Social Accounting implies that the organization takes responsibility for its impact on society and accounts for its actions. Social accounting, a concept describing the communication of social and environmental effects of a company's economic actions to particular interest groups within society and to society at large, is thus an important element of CSR (Enquist, Johnson, & Skalen, 2006; Gray, 2000; Gray, Owen, & Adams, 1996).

Educating for Sustainability

The Cloud Institute for Sustainability Education (2015) recommends standards are essential in a curriculum intending to educate for sustainability. Some of these standards are well-suited for inclusion in business programs. Business students should learn what their roles are as both citizens and managers with respect to contributing toward healthy and sustainable communities.

Business students should not be taught neoclassical economics and neoliberalism, which are philosophically oppositional to sustainability. New economic theories that integrate economic and social systems, understanding the need to support and maintain earth's ecosystems are needed. Olds models of perpetual growth and resource depletion need to be supplanted with new models of achieving prosperity without growth (Jackson, 2009; Meadows, Randers, & Meadows, 2004).

The commons represents resources owned and accessible to all members of a community. Examples might include land (for example, natural parks), air, water, and a habitable earth

(Commons, 2015). Business students should be taught that a healthy commons is of vital importance to society. Managers' fiduciary duties are of secondary importance when decisions are contemplated which may affect the commons (Hartmann, 2002; Wymer & Polonsky, 2015).

Purpose of Study

In building upon prior ethics, CSR, and sustainability research, we investigated the issues by addressing the following exploratory research questions in our study:

- Are ethics, and/or CSR, and/or sustainability taught at the universities in our study?
- If the topics are taught, are they offered as required or as optional courses?
- How broadly are these topics included in business education across the institutions in this study?
- How many institutions offer multiple courses in one or more of these topics?

Methodology

The methodology we used was designed to collect data on ethics and social responsibility courses in Canadian undergraduate business programs. Because the preponderance of prior research is based on U.S. MBA programs (e.g., Crane, 2004), examining non-U.S. undergraduate business programs complements prior knowledge substantially. More students receive undergraduate business degrees than graduate degrees. However, MBA programs receive more attention.

We collected information on curricular content from university websites. This method to identify and collect data on relevant courses has been used in prior research (Buff & Yonkers, 2004; Navarro, 2008) and has the advantage of avoiding nonresponse and social desirability biases (Boote & Matthews, 1999; Harris, 2001). Matten and Moon (2004) conducted a survey study of CSR education in Europe in which, after a rigorous process and multiple attempts, reported a response rate of only 24.8 percent. The information we collected included course titles, descriptions, and whether the course was required or optional (an elective).

Universities routinely put the academic program information that was former printed in catalogues on their websites for public accessibility. Hence, our data collection method enabled us to obtain comprehensive factual information on business program curricula. Since the number

of programs was not too large, we chose to conduct a census rather than obtain a sample of programs. This enabled the most accurate and comprehensive collection of relevant information for answering our research questions.

Business programs offering a four year undergraduate degree were included in the analysis. There are a total of 98 universities in Canada; 62 of which have undergraduate business programs.

Two student assistants were employed to collect data. The assistants had each taken an ethics course and a course on business and society. They were thoroughly trained on the study's purpose, scope, and the courses for which they were searching. They were instructed to identify and collect information on courses having a relationship to ethics or social responsibility. They were instructed to err on the side of inclusion to develop a comprehensive listing of relevant courses.

When the assistants had concluded their work, we analyzed the course information and subsequently either excluded inappropriate courses or categorized them into one of the following content areas: (1) corporate social responsibility, (2) ethics, (3) sustainability, (4) globalization from a prosocial perspective, and (5) nonprofit sector issues. The first four content areas reflect The Association to Advance Collegiate Schools of Business's areas of interest related to society's interest in corporate accountability (AACSB, 2015; Nichols et al.). The five content areas have been used in prior research as a means of identifying curricula offerings related to prosocial content in business school curricula (Rundle-Thiele & Wymer, 2010).

Results

The different courses and their prevalence are presented in Table 1. The 62 business curricula combined had 40 courses on CSR, 43 on ethics, 22 on sustainability, 22 on nonprofit sector issues, and 5 on globalization from a prosocial perspective. It is not surprising that CSR and ethics courses are most prevalent as they have a longer history in business and academic circles (Fisher, 2004). It should be noted, however, that CSR is a required course in only 25 percent of the cases and that ethics is a required course in only 40 percent of the cases. Overall, 36 percent of these courses were required and 64 percent were electives. It appears that many programs do not require their business students to take any ethics or CSR courses.

Table 1. Course descriptives

Category	Count	Req	Elect	N/A¹
CSR	40	10	29	1
Ethics	43	17	23	3
Sustainability	22	2	19	1
Nonprofit sector issues	22	2	20	0
Globalization from a prosocial perspective	5	3	2	0
Totals	132	34	93	5

¹ N/A means that the information was not available to determine if the course was required or an elective.

The next step in the analysis involved determining the proportion of universities having coverage in the various areas of interest. Twenty-eight universities (45 percent) offered at least one course in CSR. Twenty-eight universities (45 percent) offered at least one course in ethics. Eighteen universities (29 percent) offered a course dealing with sustainability issues. Seventeen universities (27 percent) offered a course dealing with nonprofit sector issues. Four universities (6 percent) offered a course on globalization from a prosocial perspective. Similar to the results in Table 1, it is surprising that less than half of the undergraduate business programs in Canada offer a course on ethics or CSR.

The next step in the analysis assessed the breadth of coverage. Nine universities (15 percent) offered none of these courses in their curricula. Twenty-one universities (34 percent) had courses in their curricula on only one topic category. Twenty-one universities (34 percent) had courses in their curricula on two topic categories. Seven universities (11 percent) had courses in three topic areas in their curricula. Three universities (5 percent) had courses in four topic areas in their curricula. There were no universities that offered courses in all five topic categories.

Several of the universities stood out as placing exceptional emphasis on ethics and social responsibility in their curricula. In regards to breadth of coverage, Table 2 presents exceptional universities offering courses in three or four different categories.

Table 2. Breadth of coverage for exceptional universities

Universities offering courses in three categories	Universities offering courses in four categories
Athabasca University (Alberta)	The King's University College (Alberta)
University of Lethbridge (Alberta)	University of Manitoba
Meritus University (New Brunswick)	York University (Ontario)
Mount St. Vincent University (Nova Scotia)	
St. Francis Xavier University (Nova Scotia)	
Trent University (Ontario)	
McGill University (Québec)	

In regards to the depth of coverage, Table 3 presents exceptional universities offering a comparatively larger number of these courses. Although the percentage of universities offering a depth and breadth of social responsibility courses is small, there are some exemplars. Other universities can use the experiences of these exemplars as benchmarks for their own curricular development.

Table 3. Depth of Coverage of exceptional universities**Universities offering 7 courses on these topics**

Queen's University (Ontario)
York University (Ontario)

Universities offering 6 courses on these topics

University of Lethbridge (Alberta)
University of Manitoba

Universities offering 5 courses on these topics

Athabasca University (Alberta)
University of Calgary (Alberta)
University of Guelph (Ontario)
McGill University (Quebec)

Universities offering 4 courses on these topics

The King's University College (Alberta)
Meritus University (New Brunswick)
Trent University (Ontario)

Distinguishing Progressive Universities

Next, we wanted to identify possible characteristics of universities that were distinguished by the depth or breadth of prosocial curricular content of their business programs.

We examined three criteria for which information was available: student body size, reputation, and endowment levels. See Table 4.

Table 4. Accounting for Size, Reputation, and Endowment			
<i>Universities distinguished by breadth of coverage</i>	<i>Rank by size** (quartile)</i>	<i>Rank by reputation*</i>	<i>Rank by endowment</i>
The King's University College	63 (3)	n.r.	n.r.
University of Manitoba	18 (1)	10	11
York University	3 (1)	18	17
Athabasca University	13 (1)	n.r.	n.r.
University of Lethbridge	44 (2)	n.r.	21
Mount St. Vincent University	62 (3)	n.r.	n.r.
<i>Universities distinguished by depth of coverage</i>			
Queen's University	21 (1)	12	5
York University	3 (1)	18	17
University of Lethbridge	44 (2)	n.r.	21
University of Manitoba	18 (1)	10	11
Athabasca University	13 (1)	n.r.	n.r.
University of Calgary	16 (1)	8	9
University of Guelph	20 (1)	15	10
McGill University	10 (1)	2	1
The King's University College	63 (3)	n.r.	n.r.
Trent University	46 (2)	30	25

Notes:

* Includes only top 32 universities.

** Ranked by total number of enrolled students.

n.r. = not ranked

Source for:

Size ranking <http://www.univcan.ca/universities/facts-and-stats/enrolment-by-university/>

Reputation ranking <http://www.macleans.ca/education/unirankings/32-canadian-universities-in-top-1000/>

Endowment ranking https://en.wikipedia.org/wiki/List_of_Canadian_universities_by_endowment

The first variable we examined was the size of the student body (Universities Canada, 2014). Student body size was operationalized by the total number of enrolled, full-time equivalent, students (both graduate and undergraduate). It was reasonable to believe that large universities have more opportunities to offer elective and non-traditional courses. There are a larger number of professors, increasing the probability of having professors with interests and expertise on prosocial topics. A larger number of students provides more opportunities for offering a greater diversity of courses.

Referring to Table 4, assuming that our business programs can be distributed across the approximately 100 Canadian universities, we can group our target programs by quartile. The majority of progressive courses were offered by the larger universities (those in the first quartile). None of our target universities were from the smallest quartile. We will not conflate causation with correlation. Further research is needed to understand the reasons the larger universities are more likely to offer prosocial courses. There are a variety of plausible explanations. Larger universities are more likely to have a greater emphasis on research. This might mean that research universities are more likely to have current topics, trends, and research integrated into their curriculums. Professors who are active researchers may include the latest research and thinking into their courses whereas teaching-only professors may wait until the research literature is reflected into course textbooks. Additionally, larger universities have a greater number of professors. Hence, the probability of having professors with prosocial interests (all other things being equal) increases. Also, universities with greater numbers of students can offer a greater diversity of courses. The more students that are enrolled requires a greater number of courses. Hence, the probability of having prosocial courses increases. Future research on this topic may clarify our understanding.

The second variable we examined was university reputation. Perhaps reputation is anteceded by a variety of factors, some of which may have an influence on the degree to which a university is innovative, experimental, or prosocial. There are 32 Canadian universities included in the world's 1,000 most reputable universities (Dehaas, 2014). The probability of any Canadian university being included in the 32 most reputable group is about one in three. Seven of the 11 universities in Table 4 are among the 32. Hence, a university that has prosocial curricular content is more likely to have a higher reputation than a university that does not offer prosocial content. This is an observation for which there may be multiple plausible explanations. Future research is needed to better understand the association between university reputation and curricular progressiveness.

The third variable we examined was the level of endowment held by a university. Endowment might be antecedent or associated with a variety of factors related to curricular progressiveness. These factors might include university resources, research emphasis, reputation, longevity, innovativeness, size, and marketing orientation, among others.

Canadian universities tend to be public, tax payer-funded universities. Twenty-nine Canadian universities reported having an endowment (Anonymous, 2015). In Table 4, the target universities were ranked according to their reported endowment level. If a target university was included in the 29 Canadian universities with endowments, the ranking (from 1 to 29) was presented in Table 4. If a target university was not among the 29 Canadian universities with an endowment, then it was assigned a “not rated” (i.e., n.r.) designation. Eight of our 11 target universities listed in Table 4 (an 8 of 11 probability) were among the 29 endowed universities (a probability of about 1 in 3, all things being equal). Although our progressive universities were more likely to be endowed than other universities, future research is needed to better understand this association.

Next, we examined whether or not a significant correlation existed between the number of prosocial courses a university offers and the university’s rank by size, rank by reputation, and rank by level of endowment. We calculated Kendall’s Tau-b correlation coefficients between the number of prosocial courses offered by a university and size, reputation, and endowment level. None of these coefficients was significant.

For additional information, we examined the correlations (using Kendall’s Tau-b correlation coefficients) among the ranking variables. Only the correlation between reputation and endowment level was significant (Kendall’s tau-b = 0.558; 2-tailed significance level = 0.029). It is reasonable to believe that a relationship exists between a university’s reputation and the amount of its endowment. In conclusion, our correlation analysis did not support the presence of a relationship between the number of prosocial courses offered by a university and its size, reputation, or endowment wealth.

Discussion

The main findings of the study reported in this paper are as follows:

1. Undergraduate business curricula are not effectively responding to the societal needs to have more socially responsible managers. Less than one-third of the universities examined in the study required students to take a course on social responsibility or ethics.
2. In a period in which sustainability has become such an important societal issue, only about one-third of our universities offered a sustainability-related course. Of this, only two required students to take a sustainability-related course.

3. In a period in which the power of multinational corporations has been amplified by transnational agreements, only three universities required students to take a course on globalization from a prosocial perspective. Hence, universities appear to maintain a neoliberal perspective of a manager as a profit-maximizer, loyal only to the firm.
4. Despite the importance of the nonprofit sector to society, few universities offer courses relevant for nonprofit organizations. Not only would it be beneficial for students to have a perspective of organizations that exist to benefit society rather than increasing the wealth of its owners, a greater emphasis on nonprofit organizations in the curricula would open an additional career pathway for graduates.
5. Social responsibility is described in a coherent model. There are disparate conceptions of social responsibility and, without a greater consensus on its meaning and conceptual domain, the validity of what is taught in the name of social responsibility can be questioned.

In requiring their undergraduate business students to take a course on ethics or corporate social responsibility, Canadian universities appear to be similar to U.S. universities. Buff and Yonkers (2004) reported that undergraduate business programs in the U.S. required an ethics or social responsibility course in 40.6 percent of their programs. We report in this study that 23 undergraduate business programs in Canada (37 percent) require their students to take a course in either ethics or corporate social responsibility. Since the Buff and Yonkers study was limited to AACSB (The Association to Advance Collegiate Schools of Business International) accredited programs, this differential may be even less. Fifteen of the 62 programs in this study are AACSB accredited. Six of the 15 Canadian universities (24%) that are AACSB accredited require students to take either an ethics or a CSR course (40%). Hence, a Canadian university that offers an ethics or CSR course is more likely to be AACSB accredited than other Canadian universities. Although our progressive universities are more likely to be AACSB accredited than other universities, future research is needed to better understand this association.

This study differs from similar studies by collecting information on courses dealing with the nonprofit sector (e.g., nonprofit marketing, nonprofit management, accounting for nonprofit organizations). According to Jamali and Keshishian (2009), nonprofit organizations have acquired increasing prominence on the socio-economic landscape. Because businesses are

collaborating more with nonprofit organizations in their CSR efforts, it makes sense to train managers on the basics of managing nonprofit organizations. For example, employer support for employee voluntary activity is considered to be a form of CSR (MacPhail & Bowles, 2009). Knowledge of the nonprofit sector will aid managers in collaborating and supporting the nonprofit community, not to mention that some business graduates will choose careers in the nonprofit sector.

While corporate scandals, which are increasing in frequency and prominence, are increasing the pressure on business schools to make greater efforts to ensure they are educating ethical managers (Felton & Sims, 2005), the domain of socially responsible management is broadening. For example, social responsibility is becoming more concerned with the global environment (O’Riordan & Fairbass, 2008; Wilburn, 2008). There is a growing concern that business students are not being prepared to deal with the ecological problems created by industrialization (Waddock, 2007). An emphasis on sustainable management is growing. Sustainability refers not only to pollution reduction, but also on less reliance on non-renewable manufacturing inputs. More recycled inputs are used and less waste is created (Wymer & Polonsky, 2015).

In this study, we identified 22 sustainability-related courses in the 62 programs in our analysis. While only two are required courses, sustainable management concepts are relatively new and the field is still developing. More coverage of this content area may occur in the future (Harmon et al., 2015).

Developing Socially Responsible Managers

There is a fundamental conflict embedded in business school curricula. That is, in some respects an emphasis on social responsibility is at odds with the foundational ideology underpinning most programs. Some scholars have persuasively argued that the neoclassical economics model dominates management education (Ghoshal, 2005; Waddock, 2007). Frederick (2006) argues that the primacy of neoclassical economics in the business curriculum results in the marginalization of social issues in the classroom. Matten and Moon (2004) assert that the prime directive of management, that is, maximizing ownership wealth, is antithetical to social responsibility (also see Hosmer, 1985; Stewart, 2004). If the primary responsibility of

managers is to maximize ownership wealth, then it logically follows that social responsibility concerns are secondary (Giacalone & Thompson, 2006).

Mick (2007) suggests that the means of dealing with the inherent conflict discussed above was to change our educational emphasis from a micromarketing perspective to a macromarketing perspective, one that requires managers to look beyond their firms. Giacalone and Thompson (2006) argue that business curricula make the economic interests of the business paramount. This emphasis leads to a short-term viewpoint focused on ends rather than means, ultimately deemphasizing community and societal perspectives. Because the economic interests of the business are the ends at which managerial energies are focused, it makes sense that the curricula emphasize expertise in the functional areas. Students are taught to advance the economic interests of the business through maximizing their efforts in marketing, management, finance, and so forth. If the goal is maximizing profits and ownership wealth, then it is rational to educate students to be specialists in their respective functional areas.

The implicit principle that maximizing ownership wealth is the fundamental business objective (end) requires that managers act in non-socially responsible ways because acting socially responsible will necessitate a suboptimal profit (Holland, 2009). This is because social responsibility implies that costs cannot be minimized (reduction of externalities, paying living wages to workers, and so forth increase costs). Therefore, if an interest in society's welfare is the greatest concern of managers, or even the lesser standard of avoiding societal harm, then maximizing ownership wealth will be compromised. It is ironic that publically-funded business schools teach their students that the purpose of business is to maximize ownership wealth rather than to serve society (Mangan, 2002; Pless & Maak, 2009).

Perhaps educating socially responsible managers will require an ideological shift. Instead of viewing maximizing profits as an end in itself, perhaps improving the wellbeing of society should be the end (O'Riordan & Fairbass, 2008) and profitability will be the consequence (means) of doing this effectively in the area in which the business serves society. This will require business to be transformed from an immature, self-centered organization to a mature, prosocial, other-centered member of society. This perspective is not new, but an alternate view of the role of business in society which was overshadowed by the neoclassical economic model of business (Pless & Maak, 2009).

Such an ideological shift will encourage business schools to give societal interests as high a priority as corporate fiduciary interests (Holland, 2009). Since many professors were educated under the neoclassical model, the curriculum change agents are typically professors who have special interests in ethics or social responsibility. CSR emphasis in the curriculum is being driven by interested professors, not by leaders of the schools (Matten & Moon, 2004). Non-interested professors do not believe they can change students' ethical behaviors. Many of them believe that ethics must be taught at a younger age and that university students are too old to learn ethics. Many professors feel unqualified to teach ethics and have had little ethics training themselves (Dean & Beggs, 2006).

In the current environment, in which ethics courses are inserted into a neoclassical program, teaching ethics is not emphasized. Some professors resent taking time away from functional skill development to ponder ethical dilemmas. Some professors resent being forced to squeeze ethics lessons into a crowded syllabus (Alsop, 2006). In the current conflicted educational environment professors sometimes struggle over how to "fit in" ethics training (Alsop, 2006).

While an ideological shift may take a long time to accomplish, societal pressures on business programs to educate more ethical managers (Ghoshal, 2005) and corporate recruiters' growing interest in hiring ethical graduates (Alsop, 2006) will provide incentives for educating socially responsible managers. There is evidence that education can modify students' internal principles and there is evidence that many students have an interest in ethics education (Sleeper et al., 2006).

We hope that this article will stimulate discussion among business school faculty about the degree to which they are producing future socially responsible managers. There is a need for professors and administrators to give more scrutiny to how ethics and CSR are being taught and how these subjects are emphasized in their programs. Institutions such as AACSB and the Academy of Management will also have to play a role in placing a greater emphasis on educating good people and not just good employees (Gentile & Samuelson, 2005; Ghoshal, 2005; Waddock, 2007).

Limitations and Future Research

We acknowledge that our study is limited in its generalizability because we only examined business programs at Canadian universities. Like the vast majority of research, our study is cross-sectional. Hence, we learned about business curricula at one point in time. A longitudinal study is needed to better understand how business curricula change over time. Our study was intended to enhance our understanding of what our business curricula are doing with respect to our courses of interest. Future research is needed to enhance our understanding of how our courses of interest emerge and are integrated into the curricula.

Teaching ethics is a complex topic and an individual research study, by necessity, fails to examine the totality of complex human phenomena. Individuals develop their ethical and moral perspectives across many years that span various life stages. The ability of a business curriculum to effect change in this human ethical developmental process is not fully understood (Narvaez, 2006). Even within the brief period of time individuals are enrolled in a business program, questions remain about how best to effect the desired change (Haidt, 2014; MacDonald, 2014).

A major issue is the extent to which the culture of the business the graduate joins has a more powerful and antisocial influence on managerial ethics (Vardi, 2001). Should business programs teach ethics in such a way as to develop an inoculation effect against potential negative ethical influences of corporate culture? Indeed, the change or outcome that is desired from the ethical component of a business curriculum has not achieved a consensus across higher educational institutions (Ritter, 2006). Hence, business programs vary in the objectives of their ethics curricula.

Should ethics be taught in dedicated courses, dispersed throughout the curriculum as topical units in other courses, or a combination of the two methods? This is a question business programs continue to discuss (Sims & Brinkmann, 2003). In our study, we identified courses that were primarily devoted to our focal topics. We identified relevant courses based on course titles and course descriptions from online university catalogues. Other courses that only contained ethics as a minor facet of the course content were not included. Future research is needed to capture the extent to which business programs are choosing to teach ethics in micro-units (such as a case study, classroom discussion, or a short feature in a textbook) and the efficacy of this approach.

Future research is also needed to better understand what students learn and retain with respect to our prosocial courses. How do students integrate the prosocial course concepts with traditional business concepts that are oppositional? Finally, future research is needed to understand the long term effects of including prosocial content in business curricula. Do such courses change the values, perspectives, and decisions of managers?

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