

global development studies degree program; and a social venture business plan competition. We are happy to share the progress in our marketing curriculum, but admit that we have much work to do. Here are some specific ways in which we are incorporating sustainability, CSR, and SDG's in our marketing courses.

Every marketing class has some coverage of marketing ethics, Strategic CSR (Lantos, 2002) and shared value (Porter and Kramer, 2002; 2011). This reinforces the idea that CSR is central to core marketing strategies not merely window dressing. Early in the introductory marketing course exchange is presented as including a wider perspective of value and the societal marketing concept is introduced. This is a good introduction to the idea that the SDG's can be part of an organization's value proposition. Students work in small groups to select a target market and design a skin care product for example. Most target high-income women with anti-wrinkle creams. They are asked re- design it to addresses one or more SDG's.

Advanced marketing courses use social justice and service learning projects to integrate the SDGs. For example, in integrated marketing communication, the students develop an awareness and fund raising campaign to support the Bio-Scholars Program on campus, a diversity and inclusion project for minority students with interest in biological science. Marketing Management and Marketing Research projects address food security, sex trafficking, etc.

At the graduate level, the part-time MBA students address the SDG's through readings and cases. Useful case search terms are: marketing strategy; sustainability; social enterprise; and, socially responsible marketing.

Value to Marketing Education

It is clear that the SDG's provide a framework for focusing our educational efforts in preparing students to respond to the many large challenges facing humanity. Job seekers need a holistic education and encouragement to serve the common good in order to provide for themselves and build a better future for generations to come. Marketing educators need to engage in this important conversation and more fully embed the knowledge and skills necessary to grapple with current and future challenges to our individual and collective well-being into marketing education.

References available upon request.

Title: Summary of Research in Marketing Education Journals

Author(s): *Gregory S. Black (Metropolitan State University of Denver)* (gblack4@msudenver.edu); Sally Baalbaki (Metropolitan State University of Denver); Nicole Vowles (Metropolitan State University of Denver)*

Purpose of the Study:

The purpose of this study is to catalog marketing education findings so that (1) instructors can leverage what has been learned and (2) researchers may identify gaps that lead to future research. In this study, research published in three primary marketing education journals is examined and findings are categorized and reviewed. Each of the three journals contain a few articles that are outside the scope of this study, such as review articles, editor's notes, etc. However, most articles in all three journals were relevant and are included in this research. From Journal of Marketing Education (JME), 909 relevant articles are included from the first issue in 1979 through the final issue published in 2017. From Marketing Education Review (MER), 884 relevant articles from the first issue in 1990 through the final issue published in 2017 are included. And from Journal for Advancement of Marketing Education (JAME), 165 articles from its inception through the final issue in 2017 are relevant and are included. Thus, a combined 1,958 articles from 225 journal issues are reviewed in this work.

Method/Design and Sample:

Access to all issues of the three marketing education journals identified above was obtained through membership in the affiliated organizations and through a quality university library. Each relevant article in each issue was examined to decide the main topic or topics of the study, as well as the major findings. In addition, the authors and their institutions were recorded for further analysis of types of universities for analysis beyond this current paper.

Results:

The authors identified 17 marketing research topics that have received research attention during the life of these three journals. The authors also examined the quantity and proportion of each topic that appeared in each journal and noted these differences. For example, the topic receiving the most attention in all three journals is course content, but the frequency of other topics in the three journals varies after course content research.

Value to Marketing Education:

There are two reasons why this study is valuable to marketing education. First, instructors can leverage what has been learned in their classrooms. Second, researchers may identify gaps that lead to future research.

References available upon request

Title: Learning Visual Analysis: A Qualitative Marketing Research Project

Author(s): *Rika Houston (California State University, Los Angeles)* (hhousto@calstatela.edu); Shikha Upadhyaya (California State University, Los Angeles); Silvia L Martin (California State University)*

Purpose of the Study:

Previous research has noted that the paucity of qualitative marketing research methodologies in marketing textbooks and pedagogy continues to persist despite the increasing application of such methods by corporations (Freeman and Spanjaard 2012, Houston 2014). And, in fact, when marketing textbooks do emphasize qualitative research methods, they tend to focus primarily on