

$p=.037$) indicating that the *change in creative ability between the two times depended on the manner in which the students believed the journal would be graded*. As predicted, students in the quantity condition achieved a significantly higher post TTCT CI increase compared to the other two grading conditions ($F(65,1) = 4.93, p < 0.023$; see Figure 1). Mediation analyses find that the number of pages written mediates the relationship between grading condition and TTCT CI score: students who were in the quantity condition journaled more which led to higher TTCT CI scores.

Value to Marketing Education:

The need to creatively solve problems transcends professions and academic disciplines. This research examines the use of journaling to improve creativity. Findings support the value of journaling, especially when the quantity, not quality, of journal writing determines the grade. Grading on quantity reduces subjectivity inherent in typical journal evaluation and encourages more frequent entries, giving students more opportunities to practice skills that support creativity while easing their fear of judgment. Simplifying the grading of journals to counting pages also benefitted the instructor which may encourage the adoption of journaling in classes where previously the grading burden may have proved prohibitive.

References available upon request

Title: Educating Marketing Students about the UN Sustainable Development Goals

Author(s): Gary Karns (Seattle Pacific University)* (gakarns@spu.edu); Randy Beavers (Seattle Pacific University); Vicki Eveland (Seattle Pacific University)

This paper discusses embedding the UN's Sustainable Development Goals (SDG's) in marketing education. We face many challenges as a global society including climate change, resource depletion, air, water, and soil quality, diminishing biodiversity, poverty, armed conflict, marginalization of persons, and more. In 2015, the United Nations General Assembly launched the Sustainable Development Goals (SDG's) and set forth an ambitious agenda to address global sustainability issues. In June 2016, Secretary General Ban Ki-moon and six marketing and advertising companies launched the 'Common Ground' Initiative (Jones et al., 2018; <http://globalcommonground.com/>).

Integrating the SDG's into the curriculum develops business leaders with a heart for sustainability and has the potential to influence their consumption behavior. It will help our field be more relevant to Generation Z students who seek to buy from and work for businesses that represent their progressive social views (Bealle, 2016). According to the Business & Sustainable Development Commission (2017), achieving the SDG's will lead to 380 million new jobs. It is further estimated that 600 million jobs will be needed in the next 15 years at current population growth rates. Specifically, the Commission's report notes that marketing can rouse customers to make sustainable choices fostering the creation of viable, sustainability-minded goods and services. Clearly, individuals knowledgeable in this area will be employable in the future.

Principles for Responsible Management Education (PRME)

The UN has promoted university involvement with the SDG's through its Principles for Responsible Management Education (PRME) initiative (www.unprme.org). PRME schools follow the six PRME principles (<http://www.unprme.org/about-prme/the-six-principles.php>). PRME Champion schools provide thought/action leadership to the PRME initiative and work with other PRME signatories to achieve higher performance.

Embedding the SDG's in Marketing Education

Marketing courses provide significant opportunities to integrate the SDG's. For example, sustainability can be included as an instance of cause marketing and aligning brands with customers' and stakeholders' green and other CSR/social justice preferences. Points of intersection of the SDG's with marketing include STP, product/service design, accessibility to the underserved/disadvantaged (i.e., price, distribution), and, identity and messaging (i.e., branding, promotion).

There is a need to continue building sustainability awareness; to build familiarity with the SDG's; to develop understanding of the triple-bottom line and methods for assessing impact; and to understand advocacy marketing. Developing empathy for those who are suffering ill effects is also extremely important (Lam, 2014).

Learning Approaches

Ideally, teaching about sustainability should be “cross-disciplinary, broad in scope, grounded in a comprehensive set of questions about design, implementation, and outcomes; representative, engaging, and vivid; and inclusive of issues related to business success and/or failure” (Aragon-Correa et al., 2017). Readings, lectures, discussions, and guest speakers have been useful ways to develop awareness and comprehension of the SDG's (<http://www.unprme.org/resource-docs/SFBLStateofSustainabilityEducationOverview.pdf>).

Greenleaf Publishing (<https://www.routledge.com/collections/12202>), The Aspen Institute (<https://www.aspeninstitute.org/publications/>), and others have published numerous books and other materials exploring SDG related topics that could be used as texts/readings. Assignments that personalize the SDG's, reflection essays for example, have been used (<http://www.unprme.org/resource-docs/BrazilBestPracticesHandbook.pdf>; Kajzer et al., 2017) to reinforce and deepen learning. Similarly, films with reflection or analysis papers (Clemens & Hamakawa, 2016), case analyses, campaign projects, business plan competitions, service learning (Wilcox et al., 2015) or other experiential assignments engage students and deepen learning. The Copenhagen Business School provides a library of SDG related cases (<https://www.thecasecentre.org/educators/casemethod/resources/freecases/CBS&>). Practical experience and project-based learning have been effective in developing the problem-solving knowledge and skills needed to make progress in attaining the SDG's (<http://www.unprme.org/resource-docs/DevelopingTheGlobalLeaderOfTomorrowReport.pdf>).

Marketing & the SDG's at Our PRME Champion School

Our business school develops leaders who will foster human flourishing through business and we are infusing the SDG's across our programs. We have offered cross-disciplinary sustainability and social enterprise undergraduate classes; sustainability and poverty reduction MBA classes; a

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: