

## The Role of Marketing in an Integrative Business Curriculum

Clifford S. Barber, Norm Borin, Douglas C. Cerf, and Teresa A. Swartz

---

*In recent years, many business schools have developed integrative programs in response to a number of internal and external factors. Although the exact nature of these programs varies, a significant common element is a desire to impart to students appreciation, knowledge, and skills for cross-functional business situations. This article focuses on marketing's key role. With its rich history on drawing from and contributing to other academic disciplines, marketing is in a powerful position to serve an important role in guiding and binding together other areas in an integrated program. The article provides guidance and background to marketing academicians, which allows them to add integrated components to existing classes and/or programs or begin the design of an integrated program.*

---

**I**ntegrative business courses and curricula have received significant attention in recent years (Hamilton, McFarland, and Mirchandani 2000; Heinfeldt and Wolf 1998; Pharr et al. 1998). Whether motivated by research on student learning models, insights from industry representatives, or academic discussions, a number of business schools have responded by offering integrative curricula. These have taken a number of forms ranging from single introductory business classes to significant integration in undergraduate or graduate programs. The purpose of this article is to examine the role of marketing in integrative efforts. Integrative programs are considered in some detail, first addressing why integration is appropriate in business education. Next, a discussion of the nature of integration provides perspective on the key issues that need to be evaluated during the design of an integrative program. Finally, a case study of an integrative approach to the business core curriculum is presented. At the center of the case study is an in-depth look at marketing's role. The article concludes with a discussion of the benefits and challenges of pursuing an integrative business education. Before examining integrative business programs, however, a quick look at the future of marketing education is presented.

### THE FUTURE OF MARKETING EDUCATION

"Marketing is serious business—and, increasingly, serious business is about marketing," states Sergio Zyman (1999, p. 232) in his call to business practitioners to recognize the critical role marketing plays in business success. His plea that "marketing is a function that belongs to everyone in the company" (pp. 198-99) is one that some academicians have been making for years (e.g., Webster 1998). Yet, have we altered our approach to marketing education to reflect this broad perspective? In their look at marketing education, Smart, Kelley, and Conant (1999) report the perceptions of 107 of the discipline's most "well-regarded educators." In response to inquiries about the greatest challenges that marketing education faces in the next 10 years, 38% of the comments received relate to challenges facing the marketing discipline itself. Based on comments reported, however, it is not clear that the majority of those in the discipline have grasped the need for a broad-based approach to marketing education. Instead, the focus seemed to center on protecting one's turf, rather than expanding it to all. The question then becomes, How can we expand marketing to all? We believe the use of integrative programs is an approach that holds significant promise.

### WHY INTEGRATIVE PROGRAMS?

The rapidly changing business environment, input from corporate America, and research on effective student learning pedagogies are just a few of the many factors that have created an impetus for changes in business education. Integrative

---

Clifford S. Barber is an assistant professor of industrial technology, Norm Borin is a professor of marketing, Douglas C. Cerf is a professor of accounting, and Teresa A. Swartz is a professor of marketing, all at Cal Poly, San Luis Obispo, California. All authors contributed equally to the research, and their names appear in alphabetical order.

*Journal of Marketing Education*, Vol. 23 No. 3, December 2001 240-248  
© 2001 Sage Publications

learning is consistently mentioned when academicians discuss needed changes in pedagogy and curriculum. In their landmark 1988 report, Porter and McKibbin identified cross-functional teaching approaches as one of the six key areas that required immediate attention from business schools. An American Assembly of Collegiate Schools of Business (AACSB 1996) task force found that "many faculty adopt a disciplinary focus. A linear environment exists with little interaction between functional units either within the business school or with units outside the business school." The task force also found that although faculty do well on theory testing and construction, the greatest needs exist (among other things) for improvement in multidisciplinary methods and new teaching technologies. "Individual schools must concern themselves with the interaction among disciplines in business."

The advantages of integrative teaching/learning have been viewed as so important that many accrediting organizations have either directly or indirectly suggested that colleges address this topic in their program(s). The AACSB's (2000) Business Accreditation Standard C 1.3.E states, "The curriculum should integrate the core areas and apply cross-functional approaches to organizational issues." The guiding principles of the Association of Collegiate Business Schools and Programs (ACBSP 2000) encourage faculty to experiment with new pedagogies as often as possible while "promoting new and more effective teaching methods in business education that improve what students learn and how they learn." Doyle Z. Williams, University of Arkansas business dean and chair of the AACSB Accounting Accreditation Committee, supports those accounting programs that have become more integrative ("Revisions to Accounting" 1999). Finally, results from the 1998 Survey of Global Education Best Practices revealed that faculty must learn to think cross-functionally ("Survey Finds Corporate/College Alliances" 1998).

Many schools are addressing the lack of integration in various ways, including two common endeavors: business/education collaboration efforts ("Corporate Interest" 1995; "Survey Finds Corporate/College Alliances" 1998) and undergraduate (Perottie et al. 1998; Watkins et al. 1998), MBA ("MBA Program" 1995), and Ph.D. curriculum revisions ("Remaking Doctoral Education" 1996). A closer examination of integration follows.

### THE NATURE OF EXISTING INTEGRATIVE BUSINESS PROGRAMS

A number of accredited business programs around the country have or are offering portions of their programs with an integrative theme. A number of approaches are used to achieve varying amounts of integration in these programs.

The four elements that best describe and differentiate integrative programs are (1) the span of integration, (2) the degree of integration, (3) teaching methods used to implement the integration, and (4) the level at which the program is offered. All of these areas are interrelated. This section identifies key design decision points for faculty considering an integrative approach.

#### The Span of Integration

There are three general models for the span of integration: (1) integration across disciplines (e.g., integration of engineering and business), (2) integration of functional areas within business (e.g., integration of marketing, management information systems, and finance), and (3) integration within a functional area (e.g., integration of financial reporting issues with tax and auditing issues in an accounting program). While each offers an expanded view, only the first two break down functional silos. An integrative program can include any number of the models of integration.

#### The Degree of Integration

The degree of integration is relative and is best viewed on a continuum. On one end of the continuum (low integration), the course content is divided into functional modules. These modules are designed into a logical flow, with faculty individually teaching the modules in their respective disciplines. The amount of integration can be increased by assignments and projects that draw from more than one module. On the other end of the continuum (high integration), class time is not allocated to any particular discipline, and faculty do not divide the class into mini-functional modules (although one might argue that at any given moment, a specific discipline may be the focus). All classroom time is integrative time, when multiple faculty members are present and team-teach material that affects multiple disciplines simultaneously. For example, a business professor, an engineering professor, and a sociology professor jointly teach a case on the management of technology, with all present in the class for the case presentation and discussion. Programs exist that implement levels of integration all along this continuum. The number of courses included in the program affects the degree of integration, as does the number of disciplines involved.

#### Teaching Methods Used to Implement Integration

Various teaching methods and tools are used to increase the amount of integration. For a program at a given point on the continuum, the level of integration is increased through the use of teaching tools such as team teaching involving faculty with varying areas of expertise, cases with a multifunctional focus, student team projects with broad focus, and multidisciplinary simulations, just to name a few. Changing

one component may have a bigger impact than one might think. For example, a case used in the past may take on new richness when team-taught with faculty from different disciplines. Team teaching helps students to realize that faculty approach the same case differently, depending on their discipline orientation. Other activities that are common to integrative programs include large team-prepared written reports, formal team oral presentations, product or service design and development, simulations, exercises that develop interpersonal skills, and guest appearances and participation by executives.

Integrative programs usually combine courses and therefore allocate larger blocks of time for longer periods of time to the program than is allocated to any one individual course. Consequently, an environment is created that provides an opportunity for more thorough implementation of the teaching methods and activities previously described. For example, in the program we will highlight, students are in class 14 hours per week for two quarters, which provides the opportunity for students to work on team projects that span six courses. This environment fosters the opportunity to more thoroughly develop team skills compared with the shorter period of time allocated to an individual class.

#### Level of Program

Integrative programs also differ on the level at which they are offered in both undergraduate and graduate programs. At various schools, integrative undergraduate business programs are offered at one of the following levels: (1) the junior level core, (2) as part of the concentration/functional major, or (3) as part of a capstone course(s). In graduate programs, the integration tends to be within the core.

In summary, although integrative programs come in many different formats, the overriding purpose is the same—to develop appreciation of and skills for cross-functional business decision making. We now turn our attention to one university's program and focus on marketing's role within it.

### ONE UNIVERSITY'S INTEGRATIVE CORE PROGRAM

#### Overview

Six predominantly junior-level business core courses were included in this approach to integrative business education, known as the Integrative Core Program (ICP). Each represents a course typically taught independently in a functional silo. These courses, along with a course fulfilling the international requirement and the traditional business strategy and policy course, complete the upper-division business core requirement for the B.S. in business administration degree. Prior to the introduction of the integrative core program into the college's curriculum, the primary integrative experience received by students was in the strategy and policy course.

The strategy and policy course by nature is an integrative course; however, because each section has a single instructor and is a single course, the degree of integration is significantly less than in the ICP.

Each course in the upper-division business core represents 4 units of academic credit, with 40 hours of in-class contact. (The university operates on a 10-week quarter system, with 186 units required for the B.S. in business administration degree. Students complete a concentration that requires a minimum of 28 units, typically in one of the functional areas, for example, marketing.) The six functional courses constituting the ICP represent 24 units of academic credit, 240 hours of in-class contact, plus additional lab time. This integrative approach spreads the instruction out over the "traditional" first two quarters of the junior year. The ICP class met each morning 4 days a week (Monday-Thursday) for 4 hours on 2 days and for 3 hours on the in-between days. This schedule was followed both quarters.

#### Program Design

The ICP was managed and taught by a team of seven faculty members. (All faculty willing to participate were included. Concurrently and independently, a different group was addressing integration in the MBA program.) It took the faculty team 1 year of meeting on a weekly basis (4 hours per week) to design the program. Even then, details of the second quarter were flushed out during the first quarter the program was offered. Substantive, not major, changes to the program were made after the first running of the program. After the second running of the program, the design changes were minor.

Once the faculty team was formed, time was spent identifying and reviewing existing integrative offerings. Then the team addressed philosophical and pedagogical issues. Included here was group agreement about what constituted integration and what the nature of the major projects should be. In addition, the team identified what it believed to be the core 75% to 80% of common content for all sections of the courses represented in the ICP. Finally, overriding themes were identified, with topics grouped accordingly. More information on these last two steps is provided later (see Mapping the Curriculum).

#### Integrative Sessions

Each day's session was divided into functional and integrative components. Early on in the design phase of the program, the faculty team made the commitment to integrate and team-teach 50% of the sessions. The belief was, and still is, that all the learning could not take place in an intensive, completely integrative environment (i.e., that some functional specific time was needed). However, to ensure that the default model did not occur (i.e., everyone divided up their material and the time, just spreading what was traditionally taught



over 20 weeks instead of 10), the group committed to having an integrative session every day.

One key question is, "What constitutes an integrative session?" While different definitions and approaches are adopted by others, the team defined it as a session including multiple faculty from different disciplines, which looked at a topic from two or more perspectives. For example, a session looking at the macro business environment might include three faculty members. A finance professor might illustrate how activity in foreign and domestic markets affects a firm's ability to raise capital, while a law professor might stress the role of government in trying to influence these markets. The marketing professor might illustrate how these activities then affect the customer and his or her ability to buy. The same topic could also be explored in a functional session, with a more singular focus. Because of the nature of the ICP, even in the functional setting, both students and faculty were more likely to raise issues related to the impact on other areas. Because students are taking all the core functional courses at the same time, they are able to appreciate their integration. Two examples of the weekly schedule are provided in Table 1.

#### Evaluation and Grading

Grading is always an issue in any course, and an integrative program is no exception. To receive credit for completing the six business core courses, students in ICP were required to successfully complete both quarters of the program and earn grades of C or better in the various functional areas. Functional activities were graded solely by the respective faculty; for example, marketing was responsible for grading a marketing exam. Any student receiving less than a C in one of the functional areas had to retake that specific functional area to receive a grade for the program. While students received one overall grade for each quarter, that grade was a composite of grades earned in the various functional areas, plus integrative exams, cases and assignments, and participation. For example, integrative exams were developed and graded by different faculty. Also, a major project was required. This was also graded by multiple faculty. The faculty team then came together and discussed their individual evaluations for an integrative graded activity and together arrived at the student's earned grade for the activity. Approximately 40% of the overall grade was based on integrative activities and/or assignments.

#### Faculty Issues

As previously stated, the ICP was managed and taught by a team of seven faculty. One faculty member also served as the group coordinator. Included on the faculty team was a professor from accounting, even though accounting was not one of the six courses included in the ICP. (Core accounting courses are offered at the sophomore level.) While not teaching functional sessions, the accounting professor was part of many integrative sessions and the business plan project. Integrative

sessions were normally taught by two faculty members, who were active in the entire class session. On occasion, three or more faculty team-taught the integrative session. Functional sessions were taught by one faculty member. For the most part, faculty involvement was consistent across the 20-week program.

Faculty members were given credit for teaching two courses per section over the two-quarter program. This is double the credit faculty receive when they teach an individual functional course. Faculty received the additional credit in recognition of the amount of team teaching, coordination, grading, and student involvement required in the program.

The primary incentives for faculty to participate were intrinsic. First, integration is part of the college's mission, and most believed in the integrative concept. Next, faculty were interested in being involved in an innovative program. In addition, involvement in the ICP allowed faculty to report active participation in an innovative program on their annual workload and merit review reports.

## MARKETING'S ROLE

### Mapping the Curriculum

A critical first step is to identify the "common core" curriculum. The common core is the 75% to 80% of each functional course that is not instructor dependent. For marketing, the question is, "What topics should everyone cover?" The common core was placed in a matrix, where columns represented individual courses and the cells represented topics. Of interest was overlap and synergy of topics among the courses. Two key observations emerged. First, a few broad common themes were identified that included most topics, regardless of discipline. These themes were the changing business context, products and services, operating the business enterprise, and monitoring the business enterprise. Second, because marketing was involved directly or indirectly in every theme, it was in an excellent position to play a lead role in introducing students to the enterprise and the interrelatedness of its key operations. This is not surprising given the history marketing has in borrowing from and contributing to other academic disciplines.

By focusing on the common core within the individual courses, there was opportunity to address other topics that are not currently included in the college's traditional business core. For example, more team-building activities were included, as well as material in human resource management that typically is available only through elective courses.

A major project was the focal point for learning. After considering a number of different options, the development of a business plan for a new start-up operation was used. The business plan fit the college's "hands-on" approach and philosophy. In addition, development of a business plan is consistent with the general themes identified for the core material. Gen-

**TABLE 1**  
**EXAMPLES OF THE WEEKLY CLASS SCHEDULE FOR THE INTEGRATIVE CORE PROGRAM**

<i>Quarter 1—Week 2</i>				
	<i>September 27</i>	<i>September 28</i>	<i>September 29</i>	<i>September 30</i>
Theme	The Changing Business Context			
Integrative faculty	Borin/Bertozzi	Cerf/Bertozzi/Dobson	Glasgow/Cerf	Barber/Borin
Integrative session: topic and assignment	The Changing Business Context Integrated Look at Business Environment Etzel, chap. 1-2	An Integrated Problem: Acid Rain Case (Harvard Case) See Acid Rain handout	The Business Plan Project Group activity  Major Business Plan Project Assignment handout Lottery to determine business plan product category Lasher, chap. 1-3	Integrated Look at Changing Business Environment: Trends and Forces in Selected Industries Operations Strategy Harley Davidson Case Harley follow-up article Read prior to class Krajewsky, chap. 2: Prepare short memo (typed) that answers questions from BSB case (p. 60).
Functional session: topic and assignment	Finance: Working Capital Management Brealey, chap. 18.1-18.4 Problems: 18-1, 18-2, 18-4	MIS Lab: Excel, Shelly, Projects 1 & 2 (due September 30) Computer lab room 307	MIS: The Info Systems Revolution, The Strategic Role of Information Systems Laudon, chap. 1-2	MIS Lab: Excel, Shelly, Projects 3 & 4 (due October 7) Computer lab room 307
Functional session: topic and assignment	OB: Introduction to Organizational Behavior Activity: Analyzing Joyce Johnson's System (pp. 34-35) Cook, chap. 1		Finance: Working Capital Management Brealey, chap. 18.5-18.8 Problems: 18-9, 18-10, 18-11, 18-13	
<i>Quarter 2—Week 2</i>				
	<i>January 10</i>	<i>January 11</i>	<i>January 12</i>	<i>January 13</i>
Theme	Managing the Mature Enterprise			
Integrative faculty	Glasgow/Barber	Bird/Cerf	Borin/Barber	Cerf/Dobson
Integrative session: topic and assignment	Job design (continued) Case: Motivation at NUMMI (Cook, pp. 251-252) Read case and answer questions before class—turn in individually typed answers at the beginning of class	International Issues Coca-Cola in Japan (Irwin series video)	Advertising and Promotion Etzel, chap. 18 Assignment due	Financials in an example business plan Decorator's Art Gallery, Lasher, pp. 194-220
Functional session: topic and assignment	Fair employment practices, part 1 (Bertozzi) Handout	Finance: Risk Brealey, chap. 8; continued problems 14, 20, 22, 23	Fair employment practices, part 2 (Bertozzi) Handout	POM: Facility layout Krajewsky, chap. 10; problems 1, 6, 11
Functional session: topic and assignment	MIS lab: Access project 3 Assignment		OB: Perception Learning and Attribution Cook, chap. 5; bring last quarter's Keirse papers to class	

eral product categories (e.g., mountain bike, zero-emission vehicle, day sailor sailboat, bakery) were provided from which student teams had to select one of the categories to enter, either as a brand-new start-up company or else as a new division of an existing firm. Selection occurred at the begin-

ning of the first quarter and was limited to no more than three teams working in any one product category.

The business plan was overlaid with the general themes for the course. Table 2 provides a topical map of the marketing core material, the general program themes, and the corre-





TABLE 2  
MAPPING OUT MARKETING IN THE INTEGRATIVE CORE PROGRAM

General Theme	Business Plan	Marketing Topics
The Changing Business Context	Mission and goals Competitive advantage Environmental scan	<i>Business environment</i> <i>Marketing research and information</i> <i>Consumer markets and buying behavior</i> <i>Business markets and buying behavior</i> <i>Market segmentation</i>
Products and Services	Product concept Target market Business strategy	<i>Product planning and development</i> <i>Quality</i> <i>Product mix strategies</i> <i>Brands, packaging, and other features</i> <i>Services</i> <i>Price determination</i> <i>Pricing strategies</i>
Operating the Business Enterprise	Production operations plan Organizational structure and staffing plan Promotion plan Distribution plan Financial analysis	<i>Promotional tools</i> <i>Promotional strategies</i> <i>Channels of distribution</i> <i>Retailing and wholesaling</i>
Monitor	Contingency plans	Evaluation

NOTE: *Italics* denote integrative topic.

sponding elements of the business plan. As is evident, marketing topics fit well into the program structure. Furthermore, many of the marketing topics provided a major focus for integrative sessions, as noted by their *italics* designation in the table. Marketing's role in these sessions is further explored in a later section.

#### Marketing and the Business Plan

The business plan assignment was divided into two main parts: situational analysis and operating plans. Topics included in the first part correspond to those in the top two cells under Business Plan in Table 2; those topics in the bottom two cells were included in the second part of the plan. Part one of the plan was due at the end of the first quarter, while part two was due toward the end of the second quarter.

Marketing played a major role in the business plan assignment. Critical to the success of any plan is the foundation on which it is built. This foundation was laid in the situational analysis, which drew heavily from marketing topics. Given the nature of the assignment, two especially critical elements were the competitive analysis and market analysis. Both required a strong understanding of the marketing material. Specifically, students were required to not only understand the concepts but also apply them. For example, all used a variety of secondary research sources, including syndicated market data such as Simmons, published industry analyses such as Dun and Bradstreet, and primary data collected through interviews of those in the industry. Once these data were collected, analyses and interpretation were required as each team assessed its current situation and identified which market to enter. Some of these topics were discussed during market-

ing's functional sessions, while others were team-taught or drew extensively from another faculty member's session. For example, financial reporting was tied in closely with material presented in the finance sessions. The schedule of sessions was developed to maximize these synergies.

#### Marketing and Integrative Sessions

Over the two quarters, marketing was involved in well over half of the topics discussed in integrative sessions. This included topics from marketing as well as the other disciplines covered in the ICP. To further illustrate, using marketing topics as a focus, Table 3 provides examples of marketing's involvement in a variety of integrative sessions. (While extensive detail of these sessions is beyond the scope and intent of this article, the table provides a good overview of the various marketing topics and nonmarketing faculty's roles.) For example, a 30-minute edited clip of a popular movie classic was used as an integrative session that explored the general theme of the changing business context and, more specifically, the marketing topic of the business environment. Through class discussion, students identified examples of external environmental forces that had a significant impact on the main character and his business endeavors. Identification of the examples of environmental influence occurred in small groups first; these groups then shared their findings with the entire class, and a broader discussion ensued. Faculty involved in this integrative session included marketing, management, and law.

Another integrative session on the business environment used a case and readings on a major U.S. manufacturer, which saw its market share drop significantly. Again, the role of var-

**TABLE 3**  
**EXAMPLES OF MARKETING INTEGRATIVE SESSIONS**

<i>Marketing Topic</i>	<i>Nonmarketing Faculty</i>	<i>Integrative Topic</i>
Business environment	Management Law	External environmental forces (video case study)
Marketing research and information	MIS Librarian	Data sources and data-gathering techniques
Consumer markets and buying behavior	Operations Packaging Executive	Nature of markets (Harley Davidson case study)
Product development	Design engineer Owner/CEO	Product and market development (in-class design of product)
Quality	Operations Executive	TQM, cost of quality, and ISO 9000 (Toyota case study)
Services	Management Operations	Manufacturing versus services, customer service (Mac Temps case study)
Pricing strategies	Accounting	Target costing (Sony Walkman case study)
Channels of distribution	Operations	Channel management (in-class simulation: The Beer Game)

ious environmental factors was analyzed in depth as students dissected cause and effect and potential courses of action. Faculty involved in this session were from marketing, management, and operations.

Either of these sessions could have occurred in a traditional marketing principles class, but the richness of discussion and the depth of focus would have been missing if only a marketing faculty member had been present. In addition, students attain a better understanding that the external business environment affects all aspects of the firm's operations, not just marketing.

Integrative sessions used a variety of formats, a variety of people (ICP and non-ICP faculty, guest speakers from industry, etc.), and a variety of topics. Common to all was the goal to ensure a broader look at a topic than normally achieved in any one of the traditional classes. As a result, students receive a better understanding of the role of marketing in the firm. The same can be said of the other disciplines represented.

#### **Marketing and Other Faculty**

The marketing ICP faculty team member also had a responsibility to help other ICP faculty to reframe their thinking, moving beyond their traditional silos. In striving to achieve a marketing focus, marketing faculty worked with other ICP faculty to identify related course materials, which demonstrate marketing's role within other functionally specific topics (e.g., helping operations faculty identify manufacturing examples that tie in customer interface with production). While not as major of a role as the others previously discussed, this endeavor was critical if the other faculty members were to take a broad view that includes marketing.

#### **BENEFITS OF AN INTEGRATIVE APPROACH TO BUSINESS EDUCATION**

Through our experience with our own integrative core program and after talking with others, we have identified a number of benefits for different stakeholders. The exact nature of the benefits and the degree to which they are present will vary depending on the extent of integration the program pursues and those participating.

Marketing faculty participating in an integrative program have an increased level of cross-functional interactions. This benefit snowballs. For example, marketing faculty find they do a better job relating to functional issues outside their own area of expertise. Outside of an integrative class, marketing faculty are more likely to bring a broader scope of issues to the forefront in classroom discussions and lectures. Faculty research projects and general camaraderie develop among the marketing and nonmarketing faculty participating in an integrative program. Furthermore, marketing faculty may begin to co-teach existing courses, where co-teaching had not occurred before, or explore offering new courses that involve an integrative component.

Bringing faculty together also results in a higher level of teaching. Faculty members are able to observe other styles and approaches, hence learning from one another. In addition, many faculty have a stronger commitment to "performing well" with their peers present versus individual teaching.

There are a number of benefits for marketing students participating in an integrative program. Students develop a strong network of friends as a result of taking an "extended" course together. We observed that students remain close long after the ICP ends. Students reported that these bonds contin-



ued after they graduated. From their perspective, the intensity of the experience helped them to form lifelong friends. Second, marketing students gain an appreciation for other disciplines. Students comment that they developed a clear understanding and appreciation of how the functional areas affected one another. In addition, marketing students are introduced to topics and experiences that are not available under the traditional format.

Finally, the learning environment was significantly better than the traditional core. The longer time period and continuity of the student groups helped develop an atmosphere that was more conducive to learning. Marketing faculty could use materials that they normally would not have the time for in the non-ICP core. They also could revisit topics at a later time period if necessary. Learning was also enhanced by the increased comfort level between faculty and students that developed over a longer time period.

### CHALLENGES OF AN INTEGRATIVE APPROACH TO BUSINESS EDUCATION

A number of challenges associated with an integrative approach can be identified for a variety of stakeholders. Rather than generate an exhaustive list, we will focus on three major challenges: funding of an integrative approach, commitment to an integrative approach, and faculty retention. Arguably the largest challenge faced is funding the cost of designing, maintaining, and delivering an integrative program. This is particularly true when normal funding models measure inputs (e.g., student credit hours), as opposed to measuring outputs (e.g., benefits/successes of the program to the student). The additional cost is less of a challenge if those who fund these programs are convinced of the outcomes and are willing to pay for them.

Another significant challenge is to get marketing faculty to share a commitment to and enthusiasm for an integrative program. First, one has to secure a marketing faculty member to join the team charged with the design and delivery of the program. This is not always an easy task. After that, it is often difficult to get nonparticipating marketing faculty to "see" the benefits. While the participating marketing faculty may "experience" the benefits firsthand, providing objective evidence to others not involved is often a challenge. Unfortunately, assessing outcomes of an integrative curriculum versus a traditional curriculum is difficult to accomplish. For example, the Educational Testing Service's standardized "Business II" test does not include integrative questions, only functional items. As a result, if nonparticipating marketing faculty members are not well informed about the program, support from them may be lacking.

Faculty retention presents another challenge to implementation of integrative programs. Consider the challenges faced

by the participating marketing faculty that include the following: an extensive time commitment, the need for joint faculty curriculum development, potential for lack of recognition by the formal and informal faculty reward system, the risk of lower student evaluations, the required willingness to teach on a team of faculty with other faculty in the room, and the lack of total class control because it is shared with other faculty. If the time required to teach in the program does not lead to burnout, a lack of recognition and reward for the effort and risk undertaken to participate in the program might.

As with the benefits, the degree to which any of the challenges occur is dependent on the nature of the integrative program and the people involved. Clearly, all these issues need to be thought through with a plan of action to address each if an integrative program is to succeed.

### CONCLUSION

Marketing can play a key role in achieving integration within the business core curriculum, which may occur in a variety of ways and to varying degrees. The integrative program presented in this article demonstrates that there are ample opportunities for marketing to take an active, central role—whether through integrative class sessions, the use of a business plan as a major integrating project, or even through faculty leadership. At issue is the following question: will marketing step up and accept the challenge to lead the integrative curriculum bandwagon? Ultimately, the answer may lie in the more direct question: do the benefits to the marketing faculty and marketing students outweigh the costs?

### REFERENCES

- American Assembly of Collegiate Schools of Business (AACSB). 1996. *AACSB faculty leadership task force report* [Online]. Available: <http://www.aacsb.edu/tfintro.html>.
- . 2000. *AACSB accreditation business accreditation standards* [Online]. Available: <http://www.aacsb.edu/stand5.html>.
- Association of Collegiate Business Schools and Programs (ACBSP). 2000. *Association of Collegiate Business Schools and Programs: Our guiding principles* [Online]. Available: <http://www2.deltast.edu/acbsp/guiding.html>.
- Corporate interest keeping business schools on quality track. 1995. *Newsline* [Online]. Available: [http://www.aacsb.edu/Publications/Newsline/view.asp?year=1995&file=wncorpqual\\_1.html](http://www.aacsb.edu/Publications/Newsline/view.asp?year=1995&file=wncorpqual_1.html).
- Hamilton, Diane, Dan McFarland, and Dilip Mirchandani. 2000. A decision model for integration across the business curriculum in the 21st century. *Journal of Management Education* 24 (February): 102-26.
- Heinfeldt, Jeff, and Fran Wolf. 1998. Re-engineering the business curriculum: A stakeholder's paradigm. *Journal of Education for Business* 73 (March/April): 198-201.
- MBA program changes prove value does not come cheaply. 1995. *Newsline* [Online]. Available: [http://www.aacsb.edu/Publications/Newsline/view.asp?year=1995&file=favalcheap\\_1.html](http://www.aacsb.edu/Publications/Newsline/view.asp?year=1995&file=favalcheap_1.html).
- Perottie, Valerie S., Patricia C. Gunn, John C. Day, and Garth Combs. 1998. Business 20/20: Ohio University's integrated business core. In *Educational innovation in economics and business*, edited by Richard G.



- Milner, John E. Stinson, and W. Gijsselaers, vol. 3, 169-88. Norwell, MA: Kluwer Academic.
- Pharr, Steven W., John S. Morris, Dana Stover, C. Randall Byers, and Mario G. Reyes. 1998. The execution and evaluation of an integrated business common core curriculum. *Journal of General Education* 47 (2): 167-82.
- Porter, Lyman W., and Lawrence E. McKibbin. 1988. *Management education and development: Drift or thrust into the 21st century?* New York: McGraw-Hill.
- Remaking doctoral education: The missing link to customer satisfaction? 1996. *Newsline* [Online]. Available: [http://www.aacsb.edu/Publications/Newsline/view.asp?year=1996&file=sudoctoral\\_1.html](http://www.aacsb.edu/Publications/Newsline/view.asp?year=1996&file=sudoctoral_1.html).
- Revisions to accounting accreditation standards head for vote this fall. 1999. *Newsline* [Online]. Available: [http://www.aacsb.edu/publications/newsline/1999/smrevision\\_1.html](http://www.aacsb.edu/publications/newsline/1999/smrevision_1.html).
- Smart, Denise T., Craig A. Kelley, and Jeffrey S. Conant. 1999. Marketing education in the year 2000: Changes observed and challenges anticipated. *Journal of Marketing Education* 21 (December): 206-16.
- Survey finds corporate/college alliances continue to grow. 1998. *Newsline* [Online]. Available: [http://www.aacsb.edu/Publications/Newsline/view.asp?year=1998&file=sualliance\\_1.html](http://www.aacsb.edu/Publications/Newsline/view.asp?year=1998&file=sualliance_1.html).
- Watkins, Todd A., John B. Ochs, Berrisford W. Boothe, and Heather Beam. 1998. Learning across functional silos. In *Educational innovation in economics and business*, edited by Richard G. Milner, John E. Stinson, and W. Gijsselaers, vol. 3, 147-67. Norwell, MA: Kluwer Academic.
- Webster, Frederick E., Jr. 1998. The rediscovery of the marketing concept. *Business Horizons*, May-June, 29-39.
- Wheeler, Bradley C. 1998. The state of business education: Preparation for the past? *Selections* 14 (winter): 19-21.
- Zyman, Sergio. 1999. *The end of marketing as we know it*. New York: HarperCollins.