

MARKETING AS THE BRIDGE BETWEEN LIBERAL AND PROFESSIONAL EDUCATION

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Today the division on campus between the Business School and the Liberal Arts College is as wide as it has been in many decades. It is the thesis of this paper that marketing departments are in an unusually good position to serve as a mediator or bridge between academic units on campus, and that significant benefits will accrue to all parties involved if marketing departments assume such a role.

universities scale back enrollments in business (already a reality on some campuses).

Marketing departments can play a key role in this long-run strategy by helping to bridge the gap between the liberal and vocational. Major benefits of such an integration can accrue to both faculty and the students we seek to prepare for long-run careers and lives as informed and contributing citizens.

MARKETING AS A MECHANISM FOR BRIDGING THE GAP

Marketing departments (both in terms of curricula and faculty background and expertise) are in one of the strongest positions to help integrate liberal learning and professional learning objectives within the university. Many of the courses presently taught within the marketing curriculum speak directly to the concerns of both liberal and vocational proponents.

A recently developed framework at the University of Michigan is very effective in demonstrating this linkage (Stark and Lowther, 1988). Under a FIPSE grant, a task force from schools around the county devised a set of "outcomes" common across both liberal arts and professional schools. These ten generic outcomes are described in Table 1.

Interestingly, a number of courses in the typical marketing curriculum deal with many of these desired outcomes, in terms of both course content and in terms of mode of delivery (interactive case discussion, presentation of marketing plans/marketing research project results, sales presentations, advertising campaign presentations, marketing plan critiques and presentations, etc.). Table 2 suggests specific marketing courses where each of these desired outcomes can be addressed. This list might be helpful in curriculum discussions across campus (business school administrators and liberal arts dean and faculty).

Some of the most useful liberal learning opportunities for university students may well be found in the marketing department. Attempts need to be made by the business school (the marketing department in particular) to carry this message across campus to the Liberal Arts College. The results of such a dialogue could well be not only an improved political climate on campus, but a more interesting university curriculum for students to experience.

CONCLUSION

The enrollment strengths of today's business schools may well erode in the future. Today's strategic window may close in the coming year as business school enrollments plateau or

TABLE 1

OUTCOMES CONSIDERED IMPORTANT BY EDUCATORS IN EIGHT UNDERGRADUATE PROFESSIONAL FIELDS

	Ten Outcomes in Common with Liberal Education
Communication Competence:	The graduate can read, write, speak, and listen and use these processes effectively to acquire, develop, and convey ideas and information.
Critical Thinking:	The graduate examines issues rationally, logically, and coherently.
Contextual Competence:	The graduate has an understanding of the societal context (environment) in which the profession is practiced.
Aesthetic Sensibility:	The graduate will have an enhanced aesthetic awareness of arts and human behavior for both personal enrichment and application in enhancement of the profession.
Professional Identity:	The graduate acknowledges and is concerned for improving the knowledge, skills, and values of the profession.
Professional Ethics:	The graduate understands and accepts the ethics of the profession as standards that guide professional behavior.
Adaptive Competence:	The graduate anticipates, adapts to, and promotes changes important to the profession's societal purpose and the professional's role.
Leadership Capacity:	The graduate exhibits the capacity to contribute as a productive member of the profession and to assume leadership roles as appropriate in the profession and society.

Scholarly Concern for Improvement:	The graduate recognizes the need to increase knowledge and advance the profession through systematic, cumu- lative research on problems of theory and practice.
Motivation for Continued Learning:	The graduate continues to explore and expand person- al, civic and professional knowledge and skills throughout a lifetime.

Source: Joan Stark and Malcolm Lowther,
Strengthening the Ties That Bind:
Integrating Undergraduate Liberal and
Professional Studies. Report of the
Professional Preparation Networks:
University of Michigan Press, 1988.

TABLE 2

EDUCATIONAL OUTCOMES	APPLICABLE MARKETING COURSES
Communication Competence:	Advertising, Personal Selling, Marketing Management
Critical Thinking:	Strategic Marketing Planning, Marketing Research, Marketing Management
Contextual Competence:	Principles of Marketing, Consumer Behavior, International Marketing, Macromarketing
Aesthetic Sensibility:	Advertising, Marketing for Nonprofit Organizations
Professional Identity:	Marketing Management, Marketing of Professional Services
Professional Ethics:	Advertising, Personal Selling, Principles of Marketing, Marketing Management, Macromarketing
Adaptive Competence:	Strategic Marketing Planning, International Marketing
Leadership Capacity:	Marketing Management, Advanced Professional Selling, Services Marketing, Macromarketing
Scholarly Concern for Improvement Motivation for Continued Learning:	Marketing Research, Marketing Theory More a process rather than content issue