

A SURVEY OF MARKETING CURRICULA IN
CANADIAN UNIVERSITIES

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ABSTRACT

Marketing curricula in Canadian Universities with business degree programs are examined to reveal the relative emphasis placed upon various marketing subjects. An attempt is also made to compare marketing curricula in the United States and Canada.

INTRODUCTION

Compared to the humanities and physical sciences, marketing is a relatively new subject taught at universities. But over the past two decades we have already witnessed a significant change in academicians' perception of its scope and its role in society. Since March 1985 the American Marketing Association has adopted a new definition of marketing to reflect its wide-ranging dimensions and the extended orientation of the activities. A recent study on marketing curricula in the last ten years in U.S. universities (McDaniel and Hise 1984) has also revealed that there have been notable changes in the course requirements and contents.

This paper presents a summary survey of the marketing curricula in Canadian universities and the relative emphasis placed upon various marketing subjects in the undergraduate program. A comparison with the situation in the U.S. will also be made.

DATA

The data used in this survey are obtained from program descriptions contained in Canadian universities' 1985/86 calendars. There are 39 universities in Canada with business programs at the undergraduate level, conferring degrees in commerce (B.Comm.), business administration (B.B.A.) or administrative studies (B.A.A., B.Admin.).¹ Of these 39 universities 31 allow a major (or concentration) in marketing. Table 1 enumerates the senior marketing courses offered in each of these 39 universities under ten subject areas. These numbers are weighted in

¹This number (39) does not include the post-secondary community colleges, technical institutes and 'open universities' (instruction by correspondence) which may also have business and marketing courses in their diploma or degree programs.

Table 2 to show the relative emphasis placed upon each subject by taking into account the number of courses offered in a subject compared to the total number of marketing courses in the curriculum. Table 3 gives the proportion of universities offering the subjects.

Table 1

Marketing Curricula in Canadian Universities

University	Marketing Major	Marketing Subjects										Total
		A	B	C	D	E	F	G	H	J	K	
Acadia	yes	1	1	1	2	0	0	1	0	0	0	6
Alberta	yes	2	1	1	0	1	2	1	0	1	2	11
Bishop	yes	1	0	1	2	2	1	0	1	0	1	9
British Columbia	yes	3	0	2	0	0	2	2	0	1	2	12
Brock	yes	2	1	1	2	0	1	1	1	1	1	11
Calgary	yes	1	1	2	2	0	1	1	0	2	0	10
Cape Breton	yes	2	0	1	3	0	0	0	0	0	0	6
Carleton	yes	1	1	1	0	0	2	1	0	0	0	6
Concordia	yes	2	1	1	2	1	2	3	1	1	2	16
Dalhousie	yes	1	1	1	2	3	1	1	0	0	2	12
Lahorend	yes	1	1	1	2	0	2	1	1	1	1	11
Laurentian	yes	2	1	1	0	0	1	1	1	1	0	8
Leval	yes	1	1	1	2	0	1	1	0	1	1	9
Leedsbridge	yes	1	1	1	1	0	1	1	0	0	0	6
McGill	yes	2	1	2	2	1	2	1	1	1	2	15
McMaster	no	0	1	0	0	1	0	0	0	1	3	
Manitoba	yes	2	1	1	2	2	2	1	0	1	2	14
Memorial	yes	1	1	1	2	0	1	0	0	0	1	7
Newcastle	yes	1	1	4	1	1	2	1	1	1	2	15
Montréal (HEC)	yes	2	1	1	2	1	1	0	0	0	0	8
Mount Allison	yes	1	1	1	0	1	1	0	0	0	0	5
N. St. Vincent	yes	0	1	1	2	0	1	1	0	1	0	7
New Brunswick	yes	2	1	1	0	0	1	1	1	0	0	7
Ontario	yes	1	1	1	1	0	1	1	1	0	0	7
Prince Edward Is.	yes	0	1	2	1	0	1	0	0	0	1	7
Quebec (McGill)	yes	1	1	2	1	1	1	1	0	1	1	10
Queen's	no	1	1	1	0	0	1	0	0	1	1	6
Regina	yes	1	1	1	0	0	1	0	0	0	0	4
Saint-Anne	no	0	1	0	0	0	0	0	0	0	0	1
St. Francis Xavier	no	1	1	1	1	1	1	1	0	0	0	8
St. Mary's	yes	1	1	1	1	1	1	1	0	2	1	9
Saskatchewan	yes	1	1	1	0	2	1	1	0	0	3	10
Sherbrooke	yes	1	1	1	1	1	1	1	0	1	2	10
Simm Fraser	yes	1	1	1	0	0	2	0	1	1	0	7
Toronto	no	1	0	0	0	1	0	0	0	0	2	4
Western Ontario	no	1	0	1	0	1	0	1	0	1	0	6
Wilfrid Laurier	no	1	1	1	2	0	1	2	0	1	1	10
Windsor	yes	1	1	1	2	2	1	1	0	3	14	
York	no	0	1	1	0	1	1	0	0	0	1	5

Notes: A -- Marketing policy/strategy/planning/management
B -- Consumer/buyer behavior
C -- Advertising/promotion/communication management
D -- Sales/recruiting/merchandising management
E -- Distribution/channel/logistics management
F -- Marketing research/quantitative methods
G -- International/comparative/export marketing
H -- Macro/social/non-profit marketing
J -- Industrial/resource marketing
K -- Others (project, seminar, selected topics etc.)

Source: Canadian universities' 1985/86 calendars.

Before we examine the figures in the Tables a few clarifications have to be made:

(1) A course listing in the calendar does not guarantee that it will be offered. It only indicates the faculty's intention to teach the course; but a listed course may be withdrawn for various reasons.

(2) Different universities may use different course titles for the same course, e.g., 'retailing' and 'retail management', 'marketing policy' and 'marketing strategy'. Some course titles may not be specific enough to indicate the course content, e.g., 'marketing II'. In these cases course descriptions in the calendars are used to identify and to put these courses under the subject areas.

Table 2
Importance of Subjects in Weighted Scores

University	A	B	C	D	E	F	G	H	J	K
Acadia	0.167	0.167	0.167	0.333			0.167			
Alberta	0.182	0.091	0.091		0.091	0.182	0.091			0.182
Bishop	0.111		0.111	0.222	0.222	0.111		0.111		0.111
Br. Col.	0.250		0.167			0.167	0.167		0.083	0.167
Brock	0.182	0.091	0.091	0.182		0.091	0.091	0.091	0.091	0.091
Calgary	0.100	0.100	0.200	0.200		0.100	0.100		0.200	
Cape Breton	0.333		0.167	0.500						
Carleton	0.167	0.167	0.167			0.333	0.167			
Concordia	0.125	0.063	0.063	0.125	0.063	0.125	0.188	0.063	0.063	0.125
Dalhousie	0.083	0.083	0.083	0.167	0.250	0.083	0.083			0.167
Lakeland	0.091	0.091	0.091	0.182		0.182	0.091	0.091	0.091	0.091
Laurentian	0.250	0.125	0.125			0.125	0.125	0.125	0.125	
Level	0.111	0.111	0.111	0.222		0.111	0.111		0.111	0.111
Lechbridge	0.167	0.167	0.167	0.167		0.167	0.167			0.167
McGill	0.133	0.067	0.133	0.133	0.067	0.133	0.067	0.067	0.067	0.133
McMaster		0.333				0.333				0.333
Manitoba	0.143	0.071	0.071	0.143	0.143	0.143	0.071		0.071	0.143
Memorial	0.143	0.143	0.143	0.286		0.143				0.143
Newfound	0.067	0.067	0.267	0.067	0.067	0.133	0.067	0.067	0.067	0.133
Newfound	0.250	0.125	0.125	0.250	0.125	0.125				
Nc. Allison	0.200	0.200	0.200		0.200	0.200				
Nc. St. Vin.		0.143	0.143	0.286		0.143	0.143		0.143	
New Brunsw.	0.286	0.143	0.143			0.143	0.143	0.143		
Ottawa	0.143	0.143	0.143	0.143		0.143		0.143		0.143
P.E. Tel.		0.143	0.286	0.286		0.143				0.143
Quebec	0.100	0.100	0.200	0.100	0.100	0.100	0.100		0.100	0.100
Queen's	0.167	0.167	0.167			0.167			0.167	0.167
Regina	0.250	0.250	0.250			0.250				
Sainte-Anne	1.000									
St. Fr. Xa.	0.125	0.125	0.125	0.125	0.125	0.125	0.125	0.125		
St. Mary's	0.111	0.111	0.111	0.111	0.111	0.111	0.111		0.111	0.111
Saskatchewan	0.100	0.100	0.100		0.200	0.100	0.100			0.200
Shurbrooke	0.100	0.100	0.100	0.100	0.100	0.100	0.100		0.100	0.200
Simon Fraser	0.143	0.143	0.143			0.286		0.143	0.143	
Toronto	0.500					0.500				
West. Ont.		0.167	0.167	0.167		0.167	0.167	0.167		0.167
Wil. Laur.	0.100	0.100	0.100	0.200		0.100	0.200		0.100	0.100
Yale	0.071	0.071	0.071	0.143	0.143	0.143	0.071	0.071		0.214
York		0.200	0.200		0.200	0.200				0.200
Total (X)	5.618	5.301	5.189	4.840	2.207	5.908	2.989	1.407	2.091	3.465
Total (Y)	4.609	3.376	4.348	4.348	1.882	4.316	2.644	1.115	1.657	2.645

- Notes: 1. The weighted subject score is calculated by dividing the number of subject courses by the total number of marketing courses in the curriculum. Each row adds up to 1.000.
2. (X) - total for all universities with business degree programs.
(Y) - total for universities with a marketing major.
3. Subject titles (A to K) are the same as Table 1.

Source: Table 1.

Table 3

Availability of Marketing Subjects in Canadian Universities

	All Universities with Business Programs (39)		Universities with a Marketing Major (31)	
	Number	Percent	Number	Percent
A - Marketing policy/strategy/planning/management	34	87.22	29	93.52
B - Consumer/buyer behavior	34	87.22	28	90.32
C - Advertising/promotion/communication management	36	92.32	31	100.02
D - Sales/retailing/merchandising management	23	64.12	22	71.02
E - Distribution/channel/legistics management	16	41.02	14	45.22
F - Marketing research/quantitative methods	36	92.32	29	93.52
G - International/comparative/export marketing	25	64.12	23	74.22
H - Macro/social/non-profit marketing	13	33.32	11	35.52
J - Industrial/resource marketing	19	48.72	16	51.62
K - Others (project, seminar, selected topics, etc.)	22	56.42	18	58.12

Source: Table 1

(3) The courses which are offered by the marketing division/department but which are apparently not marketing courses as judged by the course titles and descriptions have been excluded, e.g., 'small business management' and 'international business'.

(4) Under the 'others' category the 'marketing seminars' or 'selected topics in marketing' could have focused upon a well-defined topic, and should be placed in some specified subject areas; but as long as they are not clearly spelled out, which is usually the case, they will be placed under the 'others' category.

Canadian universities vary widely in the number of marketing courses they have in their curricula, from a low of one to a high of sixteen. The size of the faculty and the number of years which the faculty has been established are the main determinants, but the orientation of the faculty is also important. For example, Queen's, Toronto, Western Ontario and York are four of the largest universities in Canada and each has a well established business faculty; however, they place the emphasis of business education at the Master's degree level, and there are only a few marketing courses offered in the undergraduate program. In fact, these four universities do not have a major in marketing.

The mean number of undergraduate marketing courses offered by all Canadian universities with business degree programs is 8.5. But there is a wide difference in the mean number between universities with a marketing major and those without - 9.3 for the former and 5.1 for the latter.

Four subjects are offered by more than 80% of the universities: 'advertising' (including 'promotion' and 'communication'), 92.3%; 'marketing research' (including 'quantitative methods for market analysis'), 92.3%; 'marketing policy' (including 'marketing strategy', 'marketing planning' and 'marketing management'), 87.2%; 'consumer behavior', 87.2% (Table 3). When the universities with no marketing major are excluded, the percentages are slightly higher, and 'advertising' is alone by itself in the first place while 'marketing research' shares the second place with 'marketing policy'.

But when the number of courses in a subject compared to the total number of marketing courses in the curriculum is taken into account to reflect the perceived importance of the subjects (Table 2), there is a notable difference in the rank positions. Counting all the universities with business degree programs, 'marketing research' regains its first place (with a weighted subject score of 5.908) whereas 'advertising' (5.189) drops to the fourth place behind 'marketing policy' (5.618) and 'consumer behavior' (5.301).

When we look at the curricula of only those universities with a marketing major the relative positions of these subjects are different again. 'Marketing policy' is now in first place with a weighted subject score of 4.609, 'advertising' in second (4.430), 'sales management' in third (4.348), 'marketing research' in fourth (4.316) and 'consumer behavior' in fifth (3.376). The gap in the weighted subject scores between 'consumer behavior' and the other four subjects is much wider. Apparently, 'consumer behavior' is not perceived as particularly important by those universities with a marketing major. On the other hand, 'sales management' (including 'retailing' and 'merchandising') is much more em-

phasized when it is offered even though it is available in less than two-thirds of the universities.

The other subjects on the list are not as extensively available as the above five subjects. They have a much lower level of perceived importance too, as measured by the weighted subject scores. Somewhat surprisingly there is a high proportion of universities teaching 'international marketing' (including 'comparative marketing' and 'export marketing') - close to two-thirds for all universities with business degree programs and about three-quarters for universities with a marketing major. Its availability is even more extensive than 'distribution' (including 'marketing channels' and 'logistics') which is a more classical marketing subject taught at universities. Equally amazing is 'industrial marketing' (including 'resource marketing') which is available in about one-half of the universities. Apparently, the structure of the Canadian economy has had an impact. Since the Canadian economy is basically resource-based and is very much export-oriented, Canadian universities are more ready and willing to include these two subjects in the marketing curricula.

At the bottom of the list is 'macro-marketing' (including 'social marketing' and 'non-profit marketing'). It is offered by only around one-third of the universities. Evidently, marketing curricula in Canadian universities are still very much focused upon the firm and are oriented toward activities at the micro level.

COMPARISON WITH U.S. CURRICULA

In a survey of the marketing curricula in U.S. universities McDaniel and Hise (1984) report that there have been notable changes in the marketing curricula in U.S. universities in the ten-year period 1973-83 "toward a more conceptual orientation" and "problem-solving, decision-oriented courses". The writers arrive at this conclusion on the basis that there has been a significant increase in emphasis (availability) on courses such as 'marketing research', 'consumer behavior', 'marketing strategy' and 'marketing cases/problems'. They have also suggested that this is a move in the right direction because such a move is proposed by a number of marketing educators and coincides with market feedback-based recommendations (Blackwell 1981, Dona 1979, Rudolph 1981, and Wilson and Darlay 1982).

Using McDaniel and Hise's course list Table 4 compares the marketing curricula in U.S. and Canadian universities in terms of the availability of the courses/subjects. Because the U.S. sample only includes universities with a marketing major, Canadian universities without a marketing major have been excluded.

Table 4
Marketing Curricula: U.S. and Canadian Universities Compared

Courses	U.S. Universities (75)		Can. Universities (31)	
	Number	Percent	Number	Percent
Marketing research	61	84.0%	29	93.5%
Consumer behavior	61	84.0%	27	87.1%
Retailing/retail management	56	74.7%	22	71.0%
Marketing management	54	72.0%	29	93.5%
Advertising	53	70.7%	30	100.0%
Sales management	49	65.3%	N	--
Marketing cases/problems	47	62.7%	N	--
Physical distribution/ logistical/transportation	40	53.3%	14	45.2%
International marketing	40	53.3%	23	74.2%
Personal selling	31	41.3%	N	--
Industrial marketing	30	40.0%	16	51.6%
Promotion	29	38.7%	N	--
Marketing strategy/policy	28	37.3%	N	--
Product planning/management	16	21.3%	N	--
Quantitative marketing	15	20.0%	N	--
Social issues in marketing	15	20.0%	11	35.5%
Marketing channels	13	17.3%	N	--
Advertising/mass communication management	12	16.0%	N	--
Marketing communication	10	13.3%	N	--
Small business marketing	8	10.7%	N	--
Purchasing	6	8.0%	N	--
Merchandise management	5	6.7%	N	--
Non-profit marketing	5	6.7%	N	--
Marketing information system	0	0.0%	N	--
Marketing theory	0	0.0%	N	--

Notes: 1. The number in bracket (75, 31) represents the total number of universities.
2. U.S. figures are for the year 1982/83. Canadian, 1985/86.
3. N - included in another course/subject. See text and notes for Table 1.
4. a - Significant increase recorded in 1973-83 at the 0.001 level.
b - Significant increase recorded in 1973-83 at the 0.01 level.
c - Significant increase recorded in 1973-83 at the 0.05 level.

Source: U.S. universities - McDaniel, S.W., and Hise, R.T., "The Marketing Curriculum: A Decade of Change", *Journal of Marketing Education*, Fall 1984.
Canadian universities - Table 1.

According to the survey by McDaniel and Hise the average number of marketing courses offered by the 75 sample U.S. universities in 1982/83 is 11.8, which is 2.5 higher than the 9.3 registered for Canadian universities. But since the U.S. figure includes the introductory course ('principles of marketing') offered by 92% of the U.S. universities and the U.S. sample includes only 'accredited' (by the American Assembly of Collegiate Schools of Business, AACSB) business faculties, the difference between the U.S. and Canadian figures is very marginal.

Topping the U.S. list is 'marketing research' which is available in 84.0% of the 75 U.S. universities surveyed. The corresponding figure for Canadian universities at 93.5% is even higher, but since 'quantitative marketing' has been singled out in the U.S. survey but is included in 'marketing research' in the Canadian survey, the extent of availability of this subject should be very close in the two countries.

The same can also be said of 'marketing management' and 'advertising'. Even though the Canadian percentages are higher than the U.S. percentages by more than a 20% margin in both instances the difference may be attributed to the exclusion of 'marketing policy/strategy' in the former and 'promotion', 'advertising/mass communication management' and 'marketing communication' in the latter in the U.S. survey. If the two surveys have the same subject classification the figures should indicate that both U.S. and

Canadian universities place a very heavy emphasis on 'marketing research', 'marketing management' and 'advertising' in their curricula.

'Consumer behavior' shares the first place with 'marketing research' in the U.S. survey as the most popular course and has registered the greatest percentage-point gain in U.S. universities - from 40.7% in 1973 to 84.0% in 1983. But as mentioned earlier it is not particularly emphasized in Canadian universities with a marketing major when measured by the weighted subject scores even though the percentage availability is as high as 90.3%.

'Retailing' in third position on the U.S. list has only a slightly higher percentage availability than it is in Canadian universities; but if we combine this course with 'sales management', 'merchandise management' and 'personal selling' which is done in the Canadian survey it is conceivable that the figures suggest a much heavier emphasis placed on this subject ('sales/retailing/merchandising management') in U.S. universities than in Canadian universities. This is also true for 'physical distribution' and 'marketing channels'. If they are combined in the U.S. survey the percentage total should exceed the one for Canadian universities by a much wider margin.

'Product planning/management' is another course which is comparatively more extensively available in U.S. universities. While it is offered by 16 or more than 20% of the 75 U.S. universities surveyed, it is available in not more than three (or 10%) Canadian universities. At any rate these figures show that 'product planning/management' is not considered to be important in both U.S. and Canadian universities.

In contrast to 'retailing' and 'physical distribution', 'international marketing' and 'industrial marketing' have evidently received more attention in Canadian universities than in U.S. universities. 'International marketing' is offered by only 53.3% of U.S. universities. This figure is more than 20% point lower than the 74.2% for Canadian universities, and is wide enough to indicate that this course has been given a notably greater emphasis in Canadian universities. The difference for 'industrial marketing' (51.6% versus 40.0%) is not as wide, but it is still worthy of note.

'Social issues in marketing' is offered by 15 of the 75 U.S. universities. The Canadian percentage (35.5%) is higher, and this remains true even if 'non-profit marketing' is included in 'social issues in marketing' in the U.S. curricula.

'Marketing cases/problems' is a separate course in close to two-thirds of U.S. universities, but in Canada only a handful (not more than three) of universities have a separate course on marketing cases and/or problems. Canadian faculties, however, do use case analysis extensively in the teaching of marketing, but case analysis

is normally incorporated in a subject as a method of instruction. One cannot conclude from the figures that the use of marketing cases and/or problems is neglected in Canadian universities. It is simply a reflection of the difference in style and not a difference in substance as far as the use of marketing cases and/or problems is concerned.

SUMMARY REMARKS

This present survey is only a modest attempt to describe in broad terms the marketing curricula in Canadian universities and the relative emphasis placed upon various marketing subjects. In addition the survey on marketing curricula in U.S. universities by McDaniel and Hise has been used for comparing the curricula in the two countries.

Not surprisingly there are more similarities than differences in the marketing curricula in U.S. and Canadian universities. Both place a very heavy emphasis on 'marketing research' and 'marketing management'. The emphasis on 'advertising' and 'consumer behavior' is equally comparable. As for the notable differences there is a greater emphasis on 'international marketing' and 'industrial marketing' in Canada. On the other hand, 'sales' and 'distribution' are more extensively available in U.S. universities, which may indicate that the greater size and complexity of the domestic market in the U.S. has necessitated a greater emphasis on these two subjects. In this respect the marketing curricula in both U.S. and Canadian universities do reflect the special features of the environment and the needs of the marketplace.

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