## ABSTRACT

# EXPERT INSIGHTS ON THE FUTURE OF MARKETING EDUCATION

Craig A. Kelley, California State University, Sacramento, 6000 J St., Sacramento, CA 95819-6088; (916) 278-7199
Jeffrey S. Conant, Department of Marketing, Texas A & M University, College Station, TX 77843; (409) 845-0824
Denise T. Smart, University of Nebraska at Omaha, Omaha, NE 68182; (402) 554-3162

## INTRODUCTION

A rapidly changing environment has forced marketing educators to forecast the challenges and changes that will face marketing education as it moves into the next century. Although several articles have been published expressing individual predictions of what the future holds for marketing education, no study exists that uses a commonly accepted methodology to forecast the future challenges and changes facing marketing education. This paper bridges this gap by reporting the results of a Delphi study designed to predict how the course of marketing education would change in the future.

## LITERATURE REVIEW

Kelley (1996) believed marketing educators would face a more diverse student population, a growing role of technology in delivery of the marketing curriculum, a greater focus on assessment and productivity and the elimination of tenure.

Ferrell (1995) predicted marketing educators would face a continuing conflict between teaching and research, a growing link between marketing practice and marketing education through internships and business involvement in the planning of the marketing curriculum, a new emphasis on weighing the contribution of marketing education research and a changing marketing curriculum that emphasizes the global economy, ethics and social responsibility.

Hair (1995) predicted marketing departments would need to place an emphasis on life-long learning, use technology to deliver the marketing curriculum and open new student markets from around the world.

Mason (1995) thought the future would mean an accelerated use of distance learning, increased faculty productivity, improved faculty teaching through meaningful post-tenure reviews, modified marketing curricula to offer minors that are meaningful to students and fewer full-time tenure-track faculty.

## METHODOLOGY

A Delphi method was used in this study. Expert responses to open-ended questions were collated and summarized along common dimensions and sent back to all of the experts with instructions for them to comment on and to assign a probability that an issue/trend would occur.

## RESULTS

The results of this study parallel the views of individual educators expressed in the literature. Therefore, one must ask whether the views expressed by the Delphi group based on what they have read or did they come to their own conclusion based on their independent views of the trends that exist? The results indicate there is a need to motivate faculty at our institutions to modify the curriculum and where appropriate, adapt new technology to deliver class material and portions or the entire marketing curriculum.

## REFERENCES

Ferrell, O. C. (1995). Improving Marketing Education in the 1990s: A Faculty Retrospective and Perspective View. *Marketing Education Review*. 5 (Fall): 1-6.

Hair, J. F. (1995). Marketing Education in the 1990s: A Chairperson's Retrospective Assessment and Perspective. *Marketing Education Review*. 5 (Summer): 1-6.

Kelley, C. A. (1996). It's Time to Chart the Future of Marketing Education. *Proceedings*. Western Marketing Educators' Conference. 49-52.

Mason, J. B. (1995). Marketing Education in the 1990s: A Dean's Retrospective and View. *Marketing Education Review*. 5 (Spring): 1-8.