

Tomorrow's Sport Management Faculty: Reflections on the Role of Doctoral Programs in Preparing Teachers

Stephen W. Dittmore, East Stroudsburg University
Christi DeWaele, Wingate University
Emily A. Dane, St. John Fisher College

Session 13: Teaching Workshop (75-minute)

Friday, June 1, 2007

8:00 AM - 9:15 AM

The academic field of sport management has grown considerably during the last 20-25 years. This growth has been accompanied by an increase in the number of qualified faculty needed to teach in these programs. Dittmore, Keedy, Hums, & Mahony (under review) noted an average of 88 faculty openings per year from 1996 to 2006.

In addition to simple supply and demand issues, researchers identified additional concerns regarding the preparation of qualified doctoral students to fill potential vacant faculty positions (Mahony, Mondello, Hums, & Judd, 2004). First, sport management doctoral programs are at research universities and, therefore, prepare students to be employed at research institutions. Most academic jobs, however, are not at research institutions (Landers, 2003). An analysis of sport management faculty openings during the last decade indicates only about 30% of the advertised jobs in sport management are at research institutions and that percentage has been declining slightly in the last couple of years (Dittmore et al., under review).

Second, sport management doctoral students, along with their advisors, rated research higher than teaching as an important factor in the faculty job market (Mondello, Mahony, Judd, & Hums, 2006), while search committees rated teaching as most important (Mondello, Mahony, Hums, & Moorman, 2002). The difference in these ratings suggest some important differences between the perspective of those preparing students for the job market and those hiring them in that same job market.

Higher Education System

Nearly 4,000 colleges and universities make up the system of higher education in the United States (Pulley, 2005). University types range from the leading research and doctorate-granting universities at the top of the "hierarchy", student-focused and teaching-oriented community colleges at the bottom, and in the middle are institutions with a balance of research and teaching (Clark, 1989).

Role of Doctoral Programs

Results of previous research on the role of doctoral programs in preparing graduates for future employment indicated a variety of findings. The Carnegie Initiative on the Doctorate posited that PhD holders ought to be trained to be rigorous researchers and scholars, but acknowledged it is appropriate for the disciplines to reflect on improvements that would empower those attaining the doctorate to be more effective researchers and teachers (Golde & Walker, 2002).

Sport Management Academic Job Marketplace

Research in sport management raises two important questions. The first question is: what types of institutions offer sport management programs? As previously discussed, most of the jobs are not at research-focused universities, where doctoral students are trained, but at institutions which tend to have a focus on teaching and rate teaching as most important when searching for faculty (Mondello et al., 2002).

The second question is: are doctoral graduates sufficiently prepared for jobs at these institutions? Concerns have been raised about the insufficient numbers of doctoral graduates for the number of positions available (Mahony et al., 2004; Weese, 2002). Because the focus on research is likely to remain strong at research universities, the questions regarding the adequacy of the graduates' preparation as full-time faculty members at teaching-focused institutions become relevant.

The purpose of this roundtable is to, in part, answer a call by Mahony et al. (2004) and Mondello et al. (2006) for future research emphasizing the student perspective relative to their goals and preparation for the job market. By providing a forum for the free exchange of ideas and suggestions, the authors hope to provide doctoral programs with suggestions for improving student preparation and provide doctoral students in sport management considerations to ease their transition into a full-time faculty position.

This roundtable will include a brief discussion of the background of the job market, differences in jobs available, and concerns about adequate preparation of doctoral students. Three first-year tenure-track faculty members at teaching-focused institutions

2007 North American Society for Sport Management Conference (NASSM 2007)

will address their graduate school teaching preparation, linking it to issues presently facing new faculty in the field. The roundtable will conclude with helpful strategies new faculty and potential new faculty can engage in to become better equipped to handle their new positions. Exploration of future research forums and possible modifications to curriculum in doctoral programs to reflect the needs of the current job market will also be discussed. Audience participation in the roundtable will be encouraged.