

**Transitioning into Administration: Strategies from Current Administrators**

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**Professional preparation**

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**(Richland A)**

The opportunities for sport management faculty to become administrators has been growing due to the shortage of people who want to assume administrative roles, the natural transition from studying management theory and practice to being an administrator, and the growing prominence of sport management at many universities. However, transitioning from the role of faculty to the role of an academic administrator can be both challenging and rewarding (Buller, 2007). Faculty need to understand their individual roles of teaching, service and research will change to the collective as faculty developer, manager, leader and scholar (Bright & Richards, 2001; Gmelch & Muskin, 1995). Also, the complexity of the job responsibilities in areas such as assessment, distance learning, tenure/promotion and unions must be considered (Hecht, Higgerson, Gmelch & Tucker, 1999). Individuals who have the opportunity to make this move have to first ponder their readiness and motivation to make this transition. If they decide to explore administrative employment opportunities, they then must develop strategies for making this move as effectively as possible (Tucker & Bryan, 1991).

A number of authors have discussed academic leadership and provided ideas and strategies how to be successful in an administrator role (e.g., Chu, 2006; Leaming, 2003, 2007; Seldin & Higgerson, 2002). However, institutions of higher education and professional organizations have done very little in helping prepare individuals for transitioning into administrative roles (Woberton, Ackerman & Holt, 2005). While the suggestions provided are helpful and will be discussed during the presentation, it is also of value to hear the actual experiences of current academic administrators who are NASSM members. The purpose of this symposium is for current college and university administrators to discuss which strategies, experiences and education have facilitated their successful transition from faculty member to administrator. They will also attempt to incorporate the current literature in management in their analysis of their experiences. The format will include questions asked by a moderator and responses by the administrator panelists. Additionally, the moderator will invite NASSM members attending the symposium to participate by asking questions.

The questions will be derived from a number of significant issues associated with academic leadership (Bright & Richards, 2001; Buller, 2007; Krahenbuhl, 2004; Leaming, 2007), including: 1. What are the traits and skills necessary for Academic Administrative positions? 2. Are there differences between Academic Administrative levels that are available (i.e. Chair, Dean, VP)? 3. What experiences are most important in preparing for Academic Administration? 4. What are the strategies for seeking an administrative position? 5. How does one maintain their research and/or teaching activity? 6. What are the major work/life balance issues faced by college administrators? 7. What is gained by moving into administration? 8. What are the major difficulties that one faces in college administration? 9. How does the decision making model in higher education differ from those used in other settings? 10. How has your sport management education/experiences provided opportunities to apply management and leadership theory in your administrative role?