Welcome Back To The Classroom! Moving From The Administration Offices To The Faculty Hallway

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Professional preparation

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60-minute symposium, roundtable, or workshop

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2:00 PM (East)

The administration of sport management academic programs has emerged as a popular topic at past NASSM conferences (Mahony, et al. 2005; Mahony 2009; Weese et al., 2010). Presentation themes have ranged from typical issues encountered by administrators (Mahony, et al. 2005), strategies for faculty transitioning into administration (Mahony 2009), and the acquisition of scarce resources (Weese et al., 2010). The sessions have been informative and valuable for faculty and others interested in an administrative career, as well as for faculty who wished to gain an insight into their administrator’s position. The next logical step to understanding the administrative career path is likely the move that a coordinator, chair, director, dean, or other academic supervisor makes from the management suite back to the faculty office.

Administrators may leave their positions for several reasons, including promotion, dismissal, term-limits, desire to reenter the classroom, or varied other personal reasons. However, there is a scarcity of pedagogical literature addressing the rationale for leaving an administrative post and a need to identify the problems and issues that surface when administrators return to full-time faculty positions. Smith (2004) indicated that “Research pertaining to the exit from the department chair is scarce. What does exist often concludes that the transition out of the position of department chair is not a smooth one” (pp. 86-87). Thus, there is a need to introduce the subject of returning to teaching after serving in an administrative capacity, and a further need to address the problems and benefits associated with such a significant exchange of roles.

The purpose of this symposium is to provide a forum for current and former administrators to discuss strategies, experiences, and insights on how administrators can effectively transition into a faculty position. A moderator will pose questions to panel members who will respond by addressing various pre-determined foci such as (a) problems in academic administration, (b) benefits associated with administration and teaching, (c) assisting others back into faculty roles, (d) retooling for the classroom, (e) revamping a scholarship plan, (f) becoming familiar with recent pedagogical innovations, and (g) new variations in the teaching role, as well as any other subjects that transpire as a result of the discussions. The symposium panel will incorporate current literature in education and management as well as their own personal experiences into their responses. The moderator will invite audience participation.