Succeeding at Each Stage of the Doctoral Process: 2012 NASSM Student Symposium

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Each year the NASSM student board of representatives hosts a symposium on a topic pertaining to the student experience in sport management academia. Top academicians and emerging scholars are invited as panel members to share their perspectives on the proposed topic and respond to questions or statements from audience members. Previous symposia have discussed work-life in academia (Walker, 2011), transitioning from student to faculty member (Agyemang, 2010), grant writing (Diacin, 2009), publishing journal articles (McDowell, 2008) and finding a job in academia (Popp, 2007). These healthy discussions are meant to educate and inform students from diverse perspectives.

The education and development of sport management scholars through the doctoral process has been the topic of several symposia and presentations at the NASSM conference over the past decade (e.g. Braunstein, 2008; Nite, 2010; Peetz, 2010; Turner, 2011; Weese, 2002). This process is of utmost importance for the advancement of the field (Weese, 2002). In this symposium, panel members will be asked to discuss topics relevant to succeeding at each stage of the doctoral process and the transitions from year to year.

Although the doctoral process in all programs contain many similar elements (e.g. some type of qualifying assessment, dissertation), there are many nuances that make the process unique. Here we will discuss the process holistically beginning with developing good habits and routines for things such as reading and writing journal articles, building a sustainable line of research, the qualification process, and the dissertation.

While there is much knowledge to be gained from established faculty members who oversee the doctoral process, this symposium will feature a collection of young scholars who can reflect on their recent experiences as doctoral students. A young panel can provide insight on what inspired their research, and how they coped with stressful situations in a language and context more familiar to younger students.