Current and Future Trends in Sport Management Doctoral Education: A Roundtable Discussion

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In his 2001 Earle F. Ziegler address, Weese (2002) noted that there were 178 institutions listed on the North American Society for Sport Management’s (NASSM) website. Today, the list has grown to 342 institutions (329 in the United States and 13 in Canada) that offer some type of degree in sport management. While some scholars may consider the growth rate of our academic field has started to slow down, there were still 26 new programs added to the list in the past year. As a matter of fact, in the past decade the number of sport management programs has almost doubled.

Ten years ago, Weese (2002) asked the question – “...where will we find faculty to teach our students?” (p. 4). Despite the growth in the number of sport management programs, less than 10% (n=32) of the institutions listed on the NASSM’s website claim to offer a doctoral degree. According to Mondello, Mahony, Hums, and Moorman (2001), there were an average of 83 open faculty positions in sport management each year from 1997-2000; however, on average, there were only 15 new doctoral graduates each year. Mahony, Mondello, Hums, and Judd (2006) further pointed out that “With the large difference between supply and demand, legitimate concerns exist about the quantity and quality of applicants for faculty positions in sport management” (p. 415). For the sport management academy to continue to thrive, the importance of high-quality doctoral education programs cannot be understated. However, there are many challenges to developing and maintaining an effective doctoral program.

The purpose of this interactive, roundtable discussion is to examine best practices in sport management doctoral programs and debate ways to enhance these programs. Faculty panelists from a variety of institutions with established sport management doctoral programs will give their views on an assortment of topics related to the establishment, maintenance, improvement, and sustainability of high-quality doctoral programs in sport management. Specific topics to be addressed include the following:

1. Current status of sport management doctoral education (coursework, research, teaching experience, etc.);
2. Benefits and challenges of having a doctoral program;
3. Changing environment in sport management and its impact on doctoral education;
4. Key elements necessary to build and maintain a solid doctoral program;
5. Resources necessary to support doctoral students;
6. Recruitment strategies, screening and evaluation metrics;
7. Placement of graduating doctoral students and relationship post completion;
8. Advice for new faculty members at doctoral institutions; and

The roundtable discussion is intended to be interactive with the audience; therefore, panelists will solicit questions related to doctoral education from the attendees (via comment cards) and discuss these throughout the symposium.
This session will benefit those currently working with doctoral students or those that have a desire to be a faculty member in a sport management doctoral program.