Leaders' Ledgers: Advice to Sport Management Faculty Interested in Administration

Timothy Ryan, The University of Memphis
Carol Barr, The University of Massachusetts, Amherst
Damon P.S. Andrew, Louisiana State University
John Miller, Troy University
Jim Weese, The University of Western Ontario
David K. Stotlar, University of Northern Colorado

Professional preparation Saturday, May 31, 2014 60-minute symposium, roundtable, or workshop (Conference Center B )

Abstract 2014-286 2:35 PM

The career path for faculty will include a sequence of opportunities, work experiences, and activities (Johns, 1968), some of which will include administrative leadership positions at the unit/division, department, college, or university level. Partially because of the growing popularity and acceptance of sport management programs, as well as the prospect to practice management principles taught in class, sport management faculty will continue to have opportunities to enter administrative positions (Mahoney et al., 2009). Accepting these opportunities presents numerous challenges, not only in the new job attributes, but also in the transition process from faculty member to administrator, and possibly in the transition back to faculty member (Mallinger, 2012).

Given the multifaceted nature of an administrator (Hecht, Higgerson, Gmelch, & Tucker, 1999), interested faculty who are considering their skill set and the incentives to go into administration must develop operational strategies in order to be successful (Tucker & Bryan, 1991). The primary purpose of this symposium is for sport management faculty to share their experiences as an administrator and to give advice to faculty considering a leadership position. Secondary purposes include exploring successful strategies to aid the transition process to administration, and for some, the process to return to faculty. The format will include panelists sharing their experiences, what they have learned, and their recommendations in response to questions asked by a moderator, as well as from questions asked by members in attendance.

Within literature on school administration, meaningful points of discussion have included professional and personal issues, with administrative worklife sometimes impacting one’s personal life (Langley, Trice, & Wimsatt, 2009). Faculty with an interest in administration will benefit from hearing current and past administrators share their perspectives on dealing with issues that accompany leadership in academia. Past research drives many of the questions and issues to be discussed (Bright & Richards, 2001; Langley et al., 2009; Leaming, 2007; Mallinger, 2012).

1. What traits, skills, and experiences are necessary for academic leadership, and is it different depending on the administrative level? Do you recommend being a full professor before entering administration?
2. What aspects of the work make the job satisfying? What are the most dissatisfying aspects of the job? Is there a “shelf life” for your current position?
3. How has your workweek changed? More or less autonomy? How did a change in your worklife impact non-work interest (family, community, etc.)?
4. What political challenges did you face, especially as you deal with diversity in units or departments? What strategies can you offer in resolving differences?
5. What impact has administration had on your teaching and research?
6. Does having a background in sport management positively or negatively impact your ability to be an administrator?
7. Are there any issues in transitioning from faculty to administrator, and then back to faculty?
8. Any suggestions involving assessment, especially of former colleagues?