Entrepreneurship, and the importance of entrepreneurial thinking, is evidenced by the growth in universities investing in cross-disciplinary units supporting students. In 2018, the Global Consortium of Entrepreneurship Centers reported membership exceeding 225 institutions and Saint Louis University (2018) has compiled a list of more than 228 specific degree programs in entrepreneurship. Within the discipline of sport management, Case (2017a) found less than 1% of undergraduate and less than 2% of graduate sport management programs offered a sport entrepreneurship course. NASSM has recognized the relevance of entrepreneurship with recent presentations focusing on teaching entrepreneurship (Case, 2017b); the role of entrepreneurship within sport management curricula (Case, 2017a), and faculty and entrepreneurial activities (Pastore, et al., 2017). Ratten (2011) proposed, “sport-based entrepreneurship involves proactive, innovation and risk taking behavior” (p. 66-67). She went on to explain the broad-based nature of sport entrepreneurship (e.g., community-based, corporate, immigrant, institutional, international, social, technological) (2011). To date, this remains the foundation from which other investigations in sport entrepreneurship have been grounded.

The purpose of this roundtable discussion is to examine, and give examples of, how sport management entrepreneurship education lives within the academy as well as to illicit a discussion about the future of sport entrepreneurship education. First, the presentation will provide examples of institutional philosophies and priorities about entrepreneurship. Entrepreneurship initiatives ranging from interdisciplinary centers of entrepreneurship to business incubators are common at all classifications of university, with often the larger schools dedicating more resources to this endeavor. For faculty, policies related to “entrepreneurial activities” and scholarship have gained definition and even been added to some faculty handbooks. This formalizes the importance of entrepreneurship creates boundaries for outside entrepreneurial activities. Entrepreneurship of the faculty enhances institutional reputation and may attract top faculty and students with a desire to be in such an environment. Second, the presenters will focus the discussion specifically to sport management education and discuss college and department level activities. From idea laboratories to business plan competitions, faculty are being intentional in how entrepreneurship is layered into current curriculum. Some programs are taking it a step further, whether it be creating specific sport entrepreneurship classes (George Mason University), developing faculty led committees to enhance entrepreneurship in a multitude of majors (University of South Carolina), or by creating centers or laboratories dedicated to growing business ideas (Ohio University). Third, examples of specific classes and co-curricular activities in sport entrepreneurship will be provided. Whether it be a component of an undergraduate or graduate curriculum, sport management faculty should be considering how to best expose students to entrepreneurship at their own institutions. This may range from directing students to other academic units to take courses to creating stand-alone sport specific courses to full certificate, minor, or degree options. Finally, the presenters will lead a discussion about the future of sport entrepreneurship education.