Re-envisioning the Role of Teaching Intensive Institutions in NASSM: A Workshop Sponsored by the Diversity Committee

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60-minute symposium, roundtable, or workshop 11:00 AM
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One specific area of emphasis in NASSM is its support for the teaching of sport management. As evidence, teaching is one of the four general categories in which presenters at the annual conference may submit proposals. Additionally, one of the two journals of the organization, Sport Management Education Journal, is focused on pedagogy in the field. In her Ziegler lecture, Hums (2010) specifically reminded us of the value of teaching in the field, noting that, “this is not about us, the professoriate, but rather about our students, the future sport managers whose minds we hold in the lectures we deliver, the textbooks and articles we write, and the everyday conversations we have in our classrooms, offices, and hallways” (p. 8). Unfortunately, recent efforts to assess the overall climate of NASSM have suggested that individuals whose positions largely focus on teaching, increasingly feel underrepresented and undervalued by the organization (Cunningham, 2016; Rich, Olushola, & Odio, 2018).

For example, in the most recent NASSM Membership Satisfaction Survey (2015), 54% of members from teaching intensive institutions rated the cost versus value of their membership as poor or fair and only 18% rated the cost versus value as very good or excellent. To this notion, one respondent stated, “The conference is not helpful enough for professors at teaching institutes,” and continued, “I’ll stay a member, but I may not attend the conference anymore” (p. 24). Similarly, in a recent climate survey, just 41.7% of members agreed that teaching emphases were a reason for association with the organization, while 83.5% said the same for research (Cunningham, 2016). Finally, in a recent member survey, when asked to identify underrepresented groups at NASSM, the most frequent response was individuals who work at teaching institutions (Rich et al., 2018).

Given the importance of sport management pedagogy in advancing the field, it is important to address the concerns of these stakeholders. Consistent with survey findings, in its most recent strategic plan, NASSM has specifically identified its perceived value at non-research institutions as a weakness (Cunningham et al., 2016). Thus, the strategic goals outlined for the organization seek to better incorporate these individuals and institutions in the organization. The current workshop, therefore, seeks to explore the experiences and concerns of NASSM members from teaching and non-research intensive institutions. This workshop will begin with a deeper discussion of the aforementioned surveys and current NASSM efforts. After this short presentation, attendees will break into small groups to discuss strategies for addressing the concerns of those at teaching institutions. These may include, but are not limited to: structure, governance, and messaging of NASSM, alternative funding for membership and conference attendance, diversity of presentation topics and formats, and best practices for navigating the NASSM conference.