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# Sport management and business schools: A growing partnership in a changing higher education environment

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## ABSTRACT

The purpose of this paper is to inform decision-makers about the impact of sport management on current and future configurations of colleges and schools of business. Recent trends in the sport industry and new locations for emerging and existing sport management programs lead us to believe that schools and colleges of business are desirable to facilitate the continued growth of the sport industry. Next, we identify critical individuals, institutions, journals, and academic societies that facilitated the maturation of sport management to better support the sport industry. Within these points, it should be seen that the field once designed for professional preparation continued to evolve into one interested in theory development for a burgeoning industry. Finally, the present study offers a shared perspective about doctoral training and explanation for industry salary differences, considerations for accepting sport management as a program area, and alternative relationship formats. Overall, the present study suggests colleges and schools of business should consider the addition of sport management programs as a type of innovation reflective of a new interdisciplinary configuration many institutions support. Furthermore, the present study offers evidence that sport management is capable of contributing toward the development of colleges and schools of business.

## 1. Introduction

The sport industry is comprised of various organisational settings offering a diverse range of employment opportunities (Sports industry statistics, 2019). As an example, sport takes place at “amateur (e.g., Olympics and youth sport) and professional levels (e.g., horse racing, boxing, wrestling, and soccer) on local, regional, national, and/or international foundations” (Seifried, 2015, p. 20). Other organisational locations for sport include profit and non-profit institutions, “private clubs, military complexes, community or municipal centres, school districts, institutions of higher education, and recreation venues for public and private organisations” (Seifried, 2015, p. 20). The sport industry also notably includes firms working or specializing in advertising, retail, facility construction, and equipment manufacturing, among other sectors of various world economies (Seifried, 2015). Collectively, when examining such diversity, Plunkett Research, Ltd. estimated the size of the sport industry in the United States to be about \$498.4 billion

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and roughly \$1.5 trillion globally (Sports industry statistics, 2019).

Various sport-related events, products, and services prompted the need for sport management to develop as a unique academic discipline over time in order to accommodate the maturation of the industry. To do so, multiple sub-disciplines emerged because of the complexity associated with the sport industry [broadly interpreted] (Bowers, Green, & Seifried, 2015; Seifried, 2014, 2015). Regarding the notion of sub-disciplines, the present study acknowledges sport management degree programmes as supporting a curriculum which generally includes:

“(a) organisational behaviour and theory, (b) consumer behaviour, (c) marketing, (d) event and facility management, (e) law, (f) finance, (g) economics, (h) sociology, (i) communications, (j) governance, (k) human resources, and (l) administration.” (Seifried, 2014, 2015; Seifried, Barnhill, & Martinez, 2019, p. 229).

Providing further support for this multidisciplinary curriculum, Hardy (1987, p. 210) argued the failure to offer these courses and history or ethics classes as contextual foundation for sport management essentially denies students “the ability to solve certain problems bound to come [his]/her way” from both a theoretical and practical perspective in the sport industry.

We bring this information to your attention because there has been “considerable dialogue ... regarding which academic unit offers the best fit for sport management” (Fink & Barr, 2012; Wohlfart et al., 2020; Zaharia, Kaburakis, & Pierce, 2016, p. 13). Although the origins of sport management are in the subject domain of physical education, the growth and maturation of the sport industry led highly-respected sport management scholars since the 1980s (e.g., Packianathan Chelladurai, Trevor Slack, Karen Danylchuk, Bob Boucher, and Bonnie Parkhouse) to declare that “our game is management” and not the supervision of physical activity (Chelladurai, 1992, p. 217). Elsewhere, sport industry executives also advocated “that more focus should be placed on business fundamentals” and entrepreneurship because sport management graduates should be trained on recognizing and creating competitive advantages for their organization and sub-disciplines (Clapp, 2014; González-Serrano, Moreno, & Hervás, 2018, p. 14; González-Serrano, Valentine, Hervás, Pérez-Campos, & Moreno, 2018; Lubisco, Birren, & Vooris, 2019; Ratten, 2011). Still, despite these claims, a lack of consensus remains on where sport management should be housed and if the degree is even necessary. This lack of consensus thus begs the question: Are colleges/schools of business the best home for sport management and/or is a degree in business substitutable?

Recent trends in the sport industry lead us to believe traditional business degrees are not substitutable for sport management degrees (Barnhill, Czekanski, & Pflieger, 2018; De Schepper & Sotiriadou, 2018; Johnson et al., 2020; Miragaia & Soares, 2017). Further, schools/colleges of business appear as a better home than schools of kinesiology, health, and/or education to support the growth of the sport industry (Zaharia et al., 2016). The purpose of this paper is to inform decision-makers in schools and colleges of business about the history of sport management to reduce prominent misconceptions about the field as focused on managing physical activity and to assess its impact on current and future configurations of business schools. Within our initial historical review, we identify critical individuals, institutions of higher education, journals, and academic societies that facilitated the maturation of the discipline to support the sport industry. Overall, it should be seen that the field once designed for professional preparation (i.e., event management and leadership) continued to evolve into one that supported interest in theory development. Further, we present evidence that political factors may have impacted its origin and subsequent support from physical education rather than in schools or colleges of business.

Finally, the present study offers information about the current state of sport management as an academic discipline and provides recent data on the location of sport management programmes. Additional information colleges of business should consider with respect to sport management is also presented. This includes a shared perspective about doctoral training and explanation for industry salary differences, considerations for accepting sport management as a programme area, and alternative relationship formats. In the end, the current study suggests colleges and schools of business should consider the addition of sport management programmes as a type of innovation reflective of a new interdisciplinary configuration many institutions advocate. Furthermore, we believe the present study offers evidence that sport management is capable of contributing toward the development of colleges of business and offers up interesting material to consider regarding a prospective, impending, or realized additions or incorporation.

Of note, business schools increasingly look for opportunities to increase enrolment, brand/name recognition, donations/gifts, and programme quality to address financial and environmental challenges they face (Noorda, 2011; Zaharia et al., 2016). Combined with the call for better specialized sport management training and continued growth of the sport industry (e.g., Lawrence et al., 2020; Lubisco et al., 2019) it appears efforts by some business schools to embrace and capitalize on opportunities provided by sport management are logical and that other business schools may be interested in adding sport management to their list of degree offerings (Li et al., 2013; Schwartz, 2010; Zaharia et al., 2016).

As further evidence, business schools in recent years increasingly accepted or initiated sport management courses, certificates (e.g., leadership and data analytics), degree programmes, and/or research centres to grow enrolments and revenues (Day, Gordon, & Fink, 2012; Zaharia et al., 2016). Furthermore, many universities invested in the development of new sport management programs, faculty lines, and supported various partnerships because of the entrepreneurial benefits the field can provide (Lubisco et al., 2019). For instance, Lawrence et al. (2020) acknowledged sport management programs and faculty as capable of generating revenues and prestige for schools through their consulting activities, ability to generate intellectual property, interest in serving on corporate and organizational advisory boards, efforts to engage in executive education, and facilitation of career planning and recruitment of external sponsorships.

Many management and organisation scholars also demonstrated significant and emerging attention on topics related to the sport industry, which should substantiate interest in learning more about sport management, potential colleagues, and any potential relationship to be developed (Gonzalez et al., 2018). As an example, many business scholars place high value on the utility of sport research and data to help advance general business practice and theory, expressing so in conference panels/symposia or in some of the academy’s most prestigious journals (e.g., Aversa, et al., 2018, 2017; Bradley, Aguinis, & Lee, 2016; Day et al., 2012; Hill & Johnson,

2012, pp. 3–7; Kniffin et al., 2019; Wolfe et al., 2005; Ratten, 2010). Sport management journals also received attention from non-sport scholars as legitimate academic sources. For instance, the 2019 Australian Business Deans Council (ABDC) journal ranking shows 42 sport and/or leisure-based journals received an A to C ranking with eight earning A-status. (Table 1).

## 2. The origin of sport management: courses, dissertations, and sport journals

As an academic field, sport management courses began in the early 20th century as a result of interests by event and sport organizers to better understand and train individuals on how to manage competitions and team performance (Zeigler, 1951). Within this point, the first sport management-oriented classes emerged to offer strategies or tactics aimed at improving leadership and/or event organizing efforts due to increasing pressure and opportunities provided by the developing and potential commercial interest in sport products and services (Crosset & Hums, 2012; Seifried, 2014, 2015; Zeigler, 2007). As an example, the University of Wisconsin at Madison offered “Administration and Organisation” in 1911 as the first sport-focused course to address the special needs related to managing competitive athletic events (Zeigler, 1951, p. 91). Additional coursework in athletic administration offered by other schools, primarily in urban locations, further served to establish the early foundation of the potential academic field as rooted in event management and leadership (Seifried, 2015; Zeigler, 2007).

Physical education emerged as an initial academic home for many courses and subsequent research projects that were “conducted chiefly for professional or practical purposes” (Seifried, 2015, p. 25; Zeigler, 2007). For instance, in 1915, Columbia University added “Preparation in Athletic Sports” within its renowned Teacher’s College (i.e., undergraduate and graduate) to improve professional preparation of teachers, which included the managing of athletics (Freeman, 2012; “Institutions offering”, 1963; Newman & Miller, 1990, pp. 1–32). Elsewhere, other early sport management-related research centred on professional and college sport with an emphasis on facility construction (e.g., architectural and engineering scholars) and banking or financing practices linked with athletic events or programme management (Seifried, 2014, 2015).

Subsequent growth regarding interest in sport management as a potential academic area also surfaced via dissertations and emerging sport-based journals. As an example, Columbia supported the development of a physical education doctoral programme, which allowed Wagenhorst (1925) to focus on the growing costs of developing high school sports and its marketplace. During the 1930s and 1940s, many other dissertations focused on studying issues involving sport facility and event management (e.g., Blair, 1937; Piper, 1941; Seger, 1938; Sharman, 1930; Wagner, 1937), administrative issues in athletics (e.g., Chang, 1932; Galligan, 1937; Johnson, 1943; Voltmer, 1936), camps (Grimshaw, 1941; McCall, 1943), intramurals (e.g., Nordly, 1937), and the National Collegiate Athletic Association (e.g., Stagg, 1947). Further topics involved leadership and establishing standards for girl’s and women’s sport (e.g., Ainsworth, 1930; Coops, 1933), athletic programme assessment (e.g., Myers, 1942), managing budgets in athletic departments (e.g., Leuhring, 1939), and leisure economics (Tandy, 1934).

With respect to journals, various issues of Research Quarterly, Journal of Health and Physical Education, and the Journal of Higher Education all offered articles that contributed to the eventual development of sport management as a standalone academic field. For instance, Big Ten Conference Commissioner John L. Griffith (1930) authored a paper on intercollegiate athletic reform. As a supplement to Griffith, other works by Hughes (1931, 1932, 1933) examined budgeting, financing, institutional control, and public relations involving intercollegiate athletics. DeGroat’s (1936) work, meanwhile, outlined the job responsibilities of athletic administrators and offered standards for conduct. In the 1940s, scholars like Hinman (1940) examined the challenges of producing and managing sporting competitions or activities in large metropolitan areas, while Evans and Berry (1946) focused on understanding high

**Table 1**  
2019 ABDC sample sport-based journal list.

Title	Ranking	Title	Ranking
Journal of Sport Management	A	Journal of Sport and Social Issues	B
European Sport Management Quarterly	A	Journal of Sport Behavior	B
Journal of Applied Sport Psychology	A	Journal of Sports Economics	B
Sociology of Sport Journal	A	Managing Sport and Leisure	B
Sport Management Review	A	Sport in Society	B
Journal of Leisure Research	A	Sport Psychologist	B
Leisure Sciences	A	Sport, Education and Society	B
Leisure Studies	A	Leisure	B
International Journal of Sports Management and Marketing	B	Loisir et Societe (Society and Leisure)	B
International Journal of Sports Marketing and Sponsorship	B	World Leisure Journal	B
Journal of Hospitality, Leisure, Sport & Tourism Education	B	International Journal of Sport Policy and Politics	C
Journal of Sport and Tourism	B	Journal of Applied Sport Management	C
Journal of Sport for Development	B	Journal of Global Sport Management	C
Sport Marketing Quarterly	B	Sport, Business and Management	C
Communication & Sport	B	International Journal of Sport Finance	C
Journal of Policy Research in Tourism, Leisure and Events	B	Journal of Legal Aspects of Sport	C
Annals of Leisure Research	B	Journal of Sport History	C
International Journal of Sport Communication	B	Sport Management Education Journal	C
International Journal of Sport Management	B	Sporting Traditions	C
International Journal of Sport Psychology	B	Advances in Hospitality and Leisure	C
International Review for the Sociology of Sport	B	Australasian Parks and Leisure	C

school sport financing, with special attention on comprehending the difficulties of recruiting and compensating coaches, efforts to reduce event production and equipment costs, and complexities regarding athletic insurance and ticketing processes.

Subsequent work in the 1950s also covered a variety of topics that increasingly focused on the production and management of commercialized professional and amateur sport as the post-World War II economies flourished throughout North America (Seifried, 2015). However, Zeigler's (1951) study of athletic programmes concluded athletic administrators lacked formal training and thus were typically underprepared to assume leadership roles in sport organisations. Other scholarship of the 1950s embraced sport management topics such as facilities management (e.g., Aitken, 1958; Arce, 1956), policy development (e.g., Leidy, 1958), and the financing, administrative control, insurance, and competition standards for intercollegiate (e.g., Barnes, 1956; Boycheff, 1954; Kelliher, 1956; Kimball, 1955; Mott, 1953; Peck, 1958; Selles, 1958), interscholastic (e.g., Bell, 1959; Carlson, 1955; Hickes, 1952; Leidy, 1958; Marley, 1953; Zeleski, 1957), and intramural sport (e.g., Bierhaus, 1956; Grambeau, 1959; Mackey, 1957).

Finally, new sport management courses and scholarship demonstrated increased interests in using or developing theory in the 1950s. For example, Betts (1951) used modernisation to explore and explain the development of organised and/or commercial sport in the United States during and subsequent to industrialisation. Elsewhere, Lumley (1952) looked at sport scandals through an organisational misconduct lens while Cooper (1955) studied the organisational climate produced by sport administrators. In 1956, Hart made use organisational control to understand athletic-scholarship selection and programme performance. With respect to courses, Zeigler (e.g., 1959) employed case studies to develop practical training opportunities for sport managers. Within this point, it is important to note Zeigler became a life-long advocate of historical case studies, as practiced by the Harvard Business School and later the Business School of his initial home institution, Western Ontario, to help train sport managers (Seifried, 2014, 2015). Further, "the inadequacy of the theoretical and practical training for management" prompted Zeigler (2007, p. 10), while at the University of Michigan to develop a new "Administrative Theory and Practice" course for students in the 1950s and beyond to help them cultivate their leadership skills and administrative capacity within sport-based industry settings.

### 3. The emergence of sport management degree programmes

Ultimately, the increase of sport organisations (e.g., professional, amateur, and recreational) and maturing sport industry post-World War II, imposed subsequent pressure to better manage sport activities, products, and services across all areas of the United States. Furthermore, such pressure increased the recognition that sport was an interesting context to study organisational phenomena and may be capable of developing a specialized and multidisciplinary business degree field (Seifried, 2015). More specifically, the growth of sport as a commercial and organised leisure or entertainment attraction prompted some prominent individuals in the sport industry, like Brooklyn Dodgers team president and owner Walter O'Malley, to call for the development of a specialized degree programme or educational training on managing sport (Mason, Higgins, & Owen, 1981). As evidence, O'Malley was quoted saying:

"I ask the questions, where would one go to find a person who by virtue of education had been trained to administer a marina, race track, ski resort, auditorium, stadium, theatre, convention or exhibition hall, a public camp complex, or person to fill an executive position at a team or league level in junior athletic such as Little League baseball, football, scouting, CYO [Catholic Youth Organisations], and youth activities, etc.... A course that would enable a graduate to read architectural and engineering plans; or having to do with specifications and contract lettering, the functions of a purchasing agent in plant operations ... problems of ticket selling and accounting, concessions, sale of advertising in programmes, and publications, outdoor and indoor displays and related items." (Mason et al., 1981, p. 44, p. 44)

O'Malley posed these questions and comments to Professor Clifford Brownell of Columbia University in 1957 to create generalist and/or specialist personnel for the burgeoning sport industry. Brownell later relayed this story to his colleague James G. Mason, which compelled him and his peers at Ohio University to establish the first sport management degree programme by 1966 (Andrew, Pedersen, & McEvoy, 2011; Jones, Brooks, & Mak, 2008).

The second degree-granting programme and first doctoral degree surfaced at the University of Massachusetts at Amherst in 1971 and by the end of the decade, there were approximately 20 graduate and three undergraduate programmes in sport management across the North America (Mason et al., 1981; Parkhouse, 1978; Seifried, 2014, 2015). Despite the growth, data from the 1970s suggested the number of sport management degree programmes was not enough to accommodate all the emerging interest shown by the applicant field and prospective sport industry employers who increasingly wanted sport-specific educated personnel (Parkhouse & Ulrich, 1979). The Bureau of Labor Statistics (1976) also presented evidence for such concern by suggesting the sport industry would likely experience significant growth during the 1980s.

Interestingly, Parkhouse and Ulrich (1979) criticized sport management curricula during the 1970s for requiring physical education-based courses to train sport management employees. Specifically, Parkhouse and Ulrich (1979) admonished programmes that required an overemphasis on teaching and coaching by suggesting an alternative and potential multidisciplinary degree arrangement supported in a college or school of business would better advance the sport industry. In support of this perspective, Parkhouse and Ulrich (1979, p. 268) provided information from surveys and interviews that employers and "alumni would have liked more business-related courses and fewer of those related to physical education theory or research, which they indicate are irrelevant to current job requirements." Parkhouse and Ulrich's (1979, p. 268) study participants also articulated a specific desire for specialized "finance, economics, organisational behaviour, management information systems, and management theory and practice" courses to serve the sport industry and meet the needs of employers like O'Malley.

Citing increasing deficits programmes face, a high-inflation economy, and other cultural events (e.g., Title IX), Parkhouse and Ulrich (1979, p. 265) added that sport organisations, product developers, and event managers should learn more "corporate language"

and that it was necessary for sport management programmes to emerge and to develop “highly trained administrators who can function successfully in these complex and varied sport-related areas.” [Parkhouse and Ulrich \(1979\)](#) further proposed graduate programmes seemed best suited to help facilitate the development of sport management leaders and that the field should be a desirable academic programme for colleges and schools of business because sport also provides a unique setting capable of providing potential context to enlighten management theory development.

[Fielding, Pitts, and Miller \(1991\)](#) also discovered many sport management programmes were initiated from the period of 1975–1985 because of student demand and declining interest in education (i.e., dropped from 17% of bachelor’s degrees conferred in the United States to 9%) and in particular physical education. Physical education departments responded to decreased enrolments entrepreneurially during the 1970s and 1980s by offering adaptations to their degree programmes that accommodated for a specialisation or concentration in sport management. Colleges and schools of business, in contrast, grew nearly 57% during this time period in the U.S. (i.e., 143,436 to 225,413- see [Carnegie Foundation for the Advancement of Teaching, 1987](#)). Thus, such growth did not compel them to extend or develop specialties in sport management. Furthermore, because they did not have the faculty who enjoyed special understanding about the uniqueness of sport, physical education schools capitalized providing opportunities, which strategically occurred for their benefit. By 1985, the number of programmes rose quickly to 63 (primarily graduate) in the United States and Canada as physical education departments generally saw increased enrolments ([Joint Task Force, 1993](#); [Parkhouse, 1987](#)).

#### 4. A credibility crisis, accreditation, and establishing academic journals and societies

The proliferation of the sport industry continued as predicted during the 1980s and was increasingly associated with more specialist and generalist jobs being created via developing organisational behaviour curiosities, specialized facility construction and management firms, event operations groups, marketing companies, sport agencies, and management consultants among other professions that would eventually become or craft legitimate sub-disciplines of sport management ([Bowers, Green, & Seifried, 2014](#); [de Wilde, Seifried, & Adelman, 2010](#); [Hardy, 1987](#); [Seifried, 2014, 2015](#)). Still, despite these gains, sport management continued to face a credibility crisis with institutional peers and industry partners based on curriculum issues and association with physical education. Again, [Parkhouse \(1987, p. 94\)](#) reiterated sport management might not be meeting the job-related needs of the field as too many physical education faculty were left to teach sport management and might inappropriately focus on “coaching and methods of teaching in physical education.” [Parkhouse \(1987\)](#) also speculated industry partners may be impatient and hire business school graduates due to the belief that they are better prepared for the management workplace and were increasingly exposed to sport products, services, and organisations as examples within coursework and research studies. Further, physical education faculty might be incapable of providing adequate research to the sport industry to improve internal operations and external products, events, and/or services because of the lack of faculty with doctorates.

Curiosities related to where to house sport management were reinvigorated and increasingly associated with more intense interest in developing specially trained sport management faculty with the capacity to engage in theory construction and capable of applying theory to sport settings during the 1980s ([de Wilde et al., 2010](#)). Notably, this accompanied interest in developing new curricula and the emergence of sub-disciplines. The development of sub-disciplines is not uncommon as any emerging academic field of study is naturally associated with efforts to “search, expand, and bridge different theories to address new and developing environmental or contextual challenges” ([Seifried et al., 2019, p. 230](#)). Moreover, it should be expected that as a field evolves enhanced communication facilitates the exchange of ideas, understandings, and explanations so that some scholars can establish a unique domain to advance theory and improve real world practices ([Seifried et al., 2019](#)). In the present study, it is apparent that sport management generated enough scholarly interest from various domains to stand out from physical education. Furthermore, undergraduate and graduate students valued integrated curriculums and sport-specific degrees because the access to sport organisations or firms is substantial (e.g. [Barnhill et al., 2018](#)) and sport management’s various sub-disciplines often work together collaboratively in the industry to perform their duties (e.g., [Johnson, et al., 2020](#)).

Support for the growth of various sub-disciplines and later emergence of sport management academic associations notably served as an important legitimacy marker and source of theory development that increasingly drew attention from colleges and schools of business ([Bowers et al., 2014](#); [Seifried, 2015](#)). For instance, [Costa \(2005, p. 117\)](#) positioned the growth of sport management programmes and theory construction for the field in the 1980s was bolstered by the “founding of the [North American Society for Sport Management \(NASSM\)](#).” Many other sport management texts (e.g., [Crosset & Hums, 2012](#); [Parkhouse & Pitts, 2005](#); [Pedersen et al., 2011](#)) also emphasized the “profound influence” of NASSM to facilitate the development of sport management as a distinct field of study and degree programme (Pitts, 2001, p. 5).

NASSM surfaced in 1985 as an academic society to “promote, stimulate, and encourage study, research, scholarly writing, and professional development in the area of sport management (broadly interpreted). This purpose statement signifies that members of this Society are concerned about the theoretical and applied aspects of management theory and practice” (second draft, November 16, 1985). Other sport management societies emerged for Europe (i.e., European Association of Sport Management– EASM) in 1993 and Oceania (i.e., Sport Management Association of Australia and New Zealand – SMAANZ) in 1995. Like NASSM, who established the [Journal of Sport Management \(JSM\)](#) in 1987, both EASM and SMAANZ also created their own journals (i.e., [European Sport Management Quarterly](#) and [Sport Management Review](#)) during the 1990s ([Crosset & Hums, 2012](#); [Wohlfart et al., 2020](#)). These journals surfaced as a resource to impart and criticize emerging sport management research to help legitimize the field as a distinct social science ([Bowers et al., 2014](#); [Zeigler, 1987](#)).

Sport Management also importantly engaged in conversation to establish accreditation standards capable of assuring quality curriculums and a comprehensive education ([Fielding et al., 1991](#)). For instance, in 1986, the National Association for Sports and

Physical Education (NASPE) created a joint task force with NASSM to study curricular designs of various sport management programmes and to present “an identifiable common knowledge across sport management curricula” (Joint Task Force, 1993; Jones et al., 2008, p. 79). The first accreditation guidelines surfaced in 1987 for baccalaureate, masters, and emerging doctoral degree programmes. A subsequent revision (i.e., The Standards for Voluntary Accreditation of Sport Management Programs) occurred in 1993 (Joint Task Force, 1993) recommending a curriculum for undergraduate degrees include sport and not physical education-specific courses in ethics, marketing, communication, finance, facility management, economics, law, history, governance, sociology, and field experiences (i.e., internships/practica). Recommendations also supported requiring sport management students to take foundational coursework in “business management, marketing, economics, accounting, finance, and computer science” (Brassie, 1989; Jones et al., 2008, p. 80). Graduate programmes built upon the bachelor’s degree courses by also encouraging coursework in research methods, communication skills, and/or the development of a culminating project or thesis (Bell & Countiss, 1993; Fielding et al., 1991; Jones et al., 2008).

The developing internal debate on where to house sport management continued despite the presence of political pressures imposed by physical education departments, the home of over 90% of sport management programmes at the time. Again, criticisms of curriculum designs to incorporate kinesiology-based courses despite accreditation recommendations and sport industry preferences pushed sport management programmes to look elsewhere and for new programmes to surface in schools or colleges of business or to create their own standalone departments (Parkhouse, 1987; Stier, 1993). As support, the multidisciplinary nature of sport management increasingly required cooperation amongst sub-disciplines that seem to some degree to be an odd fit or poor match with the goals of physical education, whose oversight increasingly undermined “the existence of this discipline [sport management]” (Johnson et al., 2020; Parkhouse, 1987, p. 109; Parkhouse & Ulrich, 1979).

Noticeably, Parkhouse’s (1987) survey of sport management undergraduate and graduate curriculum found at least three undergraduate programmes as meeting the minimum standards of AACSB accreditation under the emphasis of general management, with another three meeting the criteria established for management minors at that time. Meanwhile, two graduate programmes were found to have established curriculums capable of meeting the minimum standards for a master’s degree in business administration. Other sport management scholars, such as Earle Zeigler, Garth Paton and Trevor Slack, among others collectively, also argued for more theory development and testing to help practitioners keep up with various sport organisations and the maturing sport industry that a physical education-related curriculum could not support (Johnson et al., 2020; Seifried, 2015). Paton (1987) and Slack (1997, 1998) further recommended incorporating and adapting research produced by other academic fields (e.g., general management, marketing, psychology, sociology) and to move beyond previous foci on administration and leadership to produce improved critical thinkers in the sport industry.

Paton (1987) and Slack (1997, 1998) also called for greater study of private enterprises, entrepreneurs, and “other producers of sport products and services like those offered by equipment and retail manufacturers and individual sport organisations” (Seifried, 2015, p. 33). Other founding leaders of NASSM rationalized that reviewing and making efforts to incorporate literature from more business-based established fields would improve the scholarly products of sport management and facilitate the improvement of the field’s reputation in addition to better preparing students for work in the sport industry and life in academia. However, Fielding et al. (1991) and Jones et al. (2008) reported that there was still a lack of adequate PhDs to teach sport management courses during the 1990s. For instance, less than 40% of faculty in sport management programmes held a terminal degree suggesting theory development and attractiveness of the field to business schools could be limited (Jones et al., 2008).

Fielding et al. (1991) similarly conveyed that sport management programme faculty respondents to their study recognized foundational coursework in business (e.g., economics, accounting, management, marketing, and law) as necessary for any sport management degree in addition to sport-focused coursework on law, management, facilities, marketing, and finance among other course work and application-based experiences (e.g., internship). Moreover, 70% believed they had “good relations with the school of business” to help support potential sport management undergraduate and graduate degrees (Fielding et al., 1991, p. 8). Whiddon (1990) also presented evidence for a future and impending relationship between colleges and schools of business and sport management as viable by proposing support for dual degrees because of their potential similarities. In a survey of randomly selected NCAA Division I athletic departments, large sport product corporations, and professional sport organisations, 42% responded by placing “high priority on attracting a graduate with dual qualification in business and sport management” and considered their “prospects for employment ... to be very high” (Whiddon, 1990, p. 96).

Lastly, Bowers et al. (2014) Delphi study of NASSM founders presented that they were cognizant of their origin in physical education but focused on managing sport and not physical activity (Bowers et al., 2014, p. 579). More specifically, Bowers et al. (2014) revealed the founders held concerns regarding the academic rigor related to physical education scholarship and association with the discipline. Specifically, founders expressed physical education was often less focused on using management theory and unwilling to research the commercial aspects of sport positioning potential sport management programmes as “nonserious” if such affiliations continued to occur (Bowers et al., 2014, p. 581). Again, some members of the sport management scholarly community called for creating their own programme or merging/transferring into business schools to improve sport management but the conditions were not right to support such change until the 1990s (Jones et al., 2008; Steinbach, 2001).

## 5. The current state of sport management programmes: 1990s to present

Continued decreasing interests in physical education compelled professors and administrators to re-engineer their departments into health sciences/kinesiology (e.g., physical education, motor behaviour, exercise physiology, sport management) during the 1990s in order to remain viable or relevant as a degree-granting entities (Bowers et al., 2014; Fink & Barr, 2012). Moreover, the competition for

resources continued to escalate across university campuses as less and less state and federal dollars were provided to institutions of higher education (Emery, Crabtree, & Kerr, 2012; Hancock & Greenwell, 2013; Lawrence et al., 2020). The scarcity of resources prompted many sport management programmes to stay in newly formed kinesiology schools rather than search for a new home. Furthermore, kinesiology was all too happy to accommodate the major since its development produced many credit hours (Hancock & Greenwell, 2013).

Some programmes made the switch to colleges and schools of business or emerged as a new sport management programme based on pressures business schools also faced to be more entrepreneurial beginning in the 1990s and increasing in frequency during the 2000s (Emery et al., 2012; Hancock & Greenwell, 2013). Business schools and colleges saw sport management as attractive for a variety of reasons. First, sport management majors are like other students in that they assess programme quality, desire for practical or experiential learning opportunities, and prefer programmes within industries that offer multiple career options (Barnhill et al., 2018; De Schepper & Sotiriadou, 2018; Hancock & Greenwell, 2013; Johnson et al., 2020). Second, Li, Ammon, and Kanters (2002), Chadwick (2009), and Lawrence et al. (2020) suggested some foundational connections through AACSB accreditation standards and internationalization (i.e., sport is increasingly a global commodity-see Weese, 2020; Wohlfart et al., 2020) were already established among sport management and colleges and schools of business. Third, in an audit of employer needs within the Australian sport industry, Emery et al. (2012, p. 335) found organisations preferred employees capable of “achieving results, working with people, using resources and providing direction. Entry-level recruitment demanded a skill-set that included excellent communication, planning/organisation and problem-solving skills, and the selection criteria emphasized experience, qualifications and an appropriate work ethic/passion.” The preceding list of skill sets highlights significant compatibility as it relates to student training between sport management and colleges of business. This compatibility may be why a study by schools like the University of New Haven in 1999 showed 40% of its sport management graduates held jobs in fields outside the sport industry (Steinbach, 2001).

Next, it should be noted Steinbach (2001) reported a shift in interest by colleges and schools of business was genuine by 1991. As an example, Florida Atlantic University redeveloped their MBA curriculum in the late 1980s to provide for a sport management specialisation. Florida Atlantic’s Jim Riordan, director of sport management, pushed for the change suggesting sport organisations and individuals wanted executive management training that an MBA could provide. Further commenting on the issue Riordan stated, “My feeling is that if you want to be the vice president of marketing for the New York Yankees, why do you need to know how many bones there are in the human foot?” (Steinbach, 2001, para. 12).

By the mid-2000s, Jones et al. (2008) discovered approximately 16% of sport management programmes took the lead of FAU and others to occupy a place in business schools, demonstrating increased acceptance of the field as a contributing discipline. Of note, “Health and Human Services (28%) housed the majority of sport management programmes at the undergraduate level followed by Education (20%)” (Jones et al., 2008, p. 83). By 2010, the number of sport management programmes in colleges or schools of business increased to 25% (Eagleman & McNary, 2010). However, more recent data using information collected from the NASSM website shows over 200 sport management programmes were in colleges and schools of business with 89 existing in AACSB (n = 64) or Commission on Sport Management Accreditation (COSMA) accredited institutions (Academic programs, 2019). Moreover, we discovered approximately 34% of sport management degree programmes in the United States were in colleges or schools of business, while the combined number of Health and Human Services and Education colleges or schools housed 37% of sport management degree programmes. Collectively, this data indicates schools and colleges of business are the ascending home to future sport management programmes.

King (2017) noted particular interest also emerged from business schools in urban markets as they reported sport management was a viable source for student recruitment and potential research goals. Regarding the quality of students, King (2017) also reported that Turnkey Sports surveyed more than 2000 executives in professional and intercollegiate sport finding that 33% would prefer hiring an individual from one of the top five sport management MBA programmes versus one of the top 25 MBA programmes. This finding was a 3% increase from an identical survey conducted in 2015, thus, demonstrating increased confidence in a sport management-focused MBA programmes and sport management faculty who grew in number.

Next, it appears sport management surfaced as a popular concentration with certificate and executive education and many programmes or schools at several well-respected schools successfully recruited donations for naming rights during the 2000s (King, 2017; Seifried, Downs, Otto, & Mamo, 2018). Regarding the latter, schools like UMass Amherst (Mark H. McCormack Department of Sport Management), Syracuse University (David B. Falk College of Sport and Human Dynamic), James Madison (Hart School of Hospitality, Sport and Recreation Management), University of South Florida (Vinik Sport & Entertainment Management Program), and University of Central Florida (DeVos Sport Business Management) support named programmes that provide important funds and recognition to their universities and school homes. With respect to certificates and executive education, Harvard Business School launched an executive programme focused on sport management because the “intricacies of sport are so unique that schools say students cannot cover them adequately in a general MBA” (Murray, 2018, para. 12). For further explanation, Geoff Pearson, director of Liverpool University’s Football Industry-MBA, emphasized “Sports sits under a different legal and regulatory regime to other industries, and governing bodies are given significant flexibility to structure sport and deal with disputes that does not exist in other industries” (Murray, 2018, para. 13).

Finally, the present study discovered that sport management serves as a home to multiple research centres and other entrepreneurial initiatives, which likely attracted colleges of business. For instance, at the University of Pennsylvania, the Wharton Sports Business Initiative (i.e., research and industry communication centre) began in 2008 shortly after a \$5 million endowment was committed/funded while the Massachusetts Institute of Technology’s Sloan School of Management launched its annual sports analytics conference to recruit quantitative-oriented individuals interested in a career in sports (King, 2017). Similarly, the University of Michigan’s Ross School of Business now hosts the Sports Analytics Conference (SAC) in addition to another offered by the University of

South Florida's Muma College of Business. Overall, the incorporation of sport into these well-respected business schools provides legitimacy. Thus, it is not surprising that sport management degrees are available at over 500 schools in the United States (Academic programs, 2019). Furthermore, there are many other sport management programmes operating across Canada (n = 17), Europe (n = 34), Oceania (n = 18), and Asia (n = 19) for undergraduate or graduate studies (Academic programs, 2019).

## 6. What to know about sport management: important factors for consideration

For institutions considering the addition of a sport management programme, via establishing a new programme or incorporating an existing one, we have several thoughts to share that we feel are critical for colleges and schools of business. Our perspective comes as sport management faculty working in schools of business, education, and kinesiology. Further, our viewpoints emanate from our active participation in NASSM and AOM, research fellow status within multiple sport-based research associations, and various administrative appointments we collectively enjoyed at doctoral-granting institutions. Notably, the said recommendations also address calls by previous scholarship focused on sport management education (e.g., De Schepper & Sotiriadou, 2018; Lawrence et al., 2020; Miragaia & Soares, 2017; Ratten & Jones, 2018).

### 6.1. What to know about sport management: faculty productivity and doctoral training

From a doctoral-granting programme and research perspective, there are several points we believe are important to communicate regarding differences and research quality emanating from sport management doctoral programme faculty. For example, Seifried et al. (2019) reviewed the 25 doctoral-granting programme curricula of Canada and the United States for sport management and attempted to categorize programmes as traditional or integrated. The traditional approach focuses "doctoral student training on the general foundational disciplines that make up a field, with specialisation coming through doctoral advising in a particular sub-discipline" (Mudambi, Hannigan, & Kline, 2012; Seifried et al., 2019, p. 230). Within the traditional approach, the integration of sub-disciplines that might make up a field is less emphasized than integrating domain-specific theory and practices, which could create new perspectives (Mudambi et al., 2012). The integrated approach involves the incorporation of coursework, theory, and practices from locations outside the home discipline of the doctoral students. Similar to the selection of a cognate area, the integrated approach aims "to establish connections between sub-disciplines and with other management knowledge discovered, accessed, and obtained during graduate study" (Seifried et al., 2019, p. 230).

Seifried et al. (2019) discovered sport management programmes are more than twice as likely to employ the integrated approach to mentor doctoral students while Mudambi et al. (2012) found roughly four out of five colleges and schools of business typically favour the traditional approach. Next, Seifried et al. (2019) studied faculty (n = 128) productivity in sport management through examining curriculum vitae. Their study found doctoral-granting sport management faculty produced nearly 4500 published papers of which over 2500 occurred in ABDC ranked journals. Moreover, their results suggest doctoral faculty produce more knowledge (e.g., journal articles, presentations) when working/trained in integrated programmes. Those faculty in integrated programmes are also more likely to publish with students and to generate "significantly more first- and second-author publications and are more likely to publish in ABDC-ranked journals (both sport and non-sport related)" (Seifried et al., 2019, p. 238).

On the surface, such training differences make sense as sport management is a multidisciplinary field where its various sub-disciplines serve to complement and enhance each other's performance (Wohlfart et al., 2020). Thus, sport management doctoral students must receive integrated training in a variety of sub-disciplines as they are more likely to teach multiple different types of classes than colleges or schools of business faculty and may be compelled to integrate them as part of their research products (Seifried et al., 2019; Slack, 1998). The "jack of all trades" reality across several sub-disciplines is also supported by notable sport management scholars such as Jim Weese, Michael Mondello, Mary Hums, Anita Moorman, and Laurence Chalip among others. Specifically, their works (e.g., Chalip, 2006; Mahony, Hums, & Moorman, 2002; Weese, 2002) provide substantial evidence that doctoral students in sport management should receive integrated coursework to improve their attractiveness on the job market and to avoid faculty distress through an overemphasis on specialisation (Seifried et al., 2019).

Overall, it is the opinion of the present study that colleges and schools of business should appreciate the integrated training approach of sport management. We do realize traditional programmes are more likely to be associated with better capacities to comprehend emerging nuances in a field and often compel deeper depth into theory development (Mudambi et al., 2012). However, sport management has made great strides building legitimacy with strategic interests in collaborating across its sub-disciplines (Bowers et al., 2014; Seifried et al., 2019).

### 6.2. What to know about sport management: salaries

Sport management salaries is another area of great significance and interest for many scholars, particularly those in business schools and the sport management discipline. For instance, in the 1990s, Whiddon (1990) found U.S. based sport organisations and universities on average willing to offer a salary compensation in the range of \$20,000 to \$30,000 for an entry-level position. Within this finding, Whiddon (1990, p. 98) also recognized MBA graduates as enjoying "higher entry-level salaries than their master's level counterparts in sport management."

With respect to entry positions, later data from Graduate Careers in Graduate Careers Australia (2011) highlighted the average starting salary for a sport industry position in Australia was nearly \$10,000 higher than starting salaries in what would be described as 'general business' (i.e., \$52,000 compared to \$42,000). Kerr et al. (2012) similarly found in a review of job postings that team leader



salaries in the Australian sports industry averaged \$51,856/year and ranged from \$34,000 to \$80,000. Furthermore, first manager positions averaged 10% more at \$57,633 with ranges from \$36,000 to \$100,000/year (Kerr et al., 2012). Of note, 74% of positions Kerr et al. (2012) discovered in the Australian sport industry showed organisations preferred or required graduate degrees or status achievement beyond a bachelor's (e.g., certifications).

In 2014, Zaharia et al.'s (2016) study showed the average starting salary for a sport management major was \$37,000. There are also current websites that provide varying information on sport management and industry salaries. For instance, Sports Management Degree Guide, a website dedicated to providing information on salary information, relayed "... those with a sports management degree with less than one year experience earn a median salary of \$36,000; one to four years experience \$38,000; five to nine years experience \$44,000; and 10–19 years experience \$58,000" ("Sports Management Salary, n.d.). Elsewhere, Payscale ("Sport management career guide," 2016) reported the average salary for sport management employees was \$46,000 and ranged from low of \$31,460. Furthermore, the average salary offered by other career fields such as Event Planners (\$46,490), Athletic Directors (\$58,159), Agents (\$89,590), Account Managers (\$117,960), and General Managers (\$122,090) helped shape the average. The U.S. Bureau of Labour Statistics (2018) also provided information on employees in the sport industry imparting information that average salaries for: Agents (\$94,750), Coaches/Scouts (\$33,780), Sporting Goods Store Managers (\$83,320) and Marketers (\$92,090), and Spectator Sports Managers (\$118,980), Marketers (\$122,170), Sales Managers (\$126,520), Food Service (\$62,180), and Media/Communication Personnel (\$61,730) vary greatly across the industry.

Lastly, the National Association of Colleges and Employers (2020) salary survey report offered a contrast by reporting that students receiving degrees in other business fields (e.g., general management, finance, accounting, marketing) earned an average starting salary of \$57,657 in 2019. In general, the sport industry figures above tend to be below the national averages for non-sport professions even noting that other factors may play a role in these figures such as type of position, geographical area, gender, and level of education (Bureau of Labor Statistics, 2018; LeCrom, Rufer, Slavich, Dwyer, & Greenhalgh, 2016). Overall, it is no surprise that business schools, previously, have been hesitant to initiate or incorporate an existing sport management programme since business school rankings partially depend on graduates' starting salaries (Zaharia et al., 2016).

Still, the new and recent history of the sport industry indicates respect for sport management (e.g., new degree programs, more hybrid business sport management degrees, certificates, dual degrees, etc.) is growing. This changing trend leads us to believe that salary may not be as much of an important factor as it was previously. Of note, Barnhill et al. (2020) and Kerr et al. (2012) also proposed the heavy interest in sport potentially drove down potential salaries in the industry. Further, Barnhill et al. (2020) and Hancock and Greenwell (2013) found evidence that students in sport management were not motivated by job salary in their choice of major. Of course, this could be a result of learning that starting salaries are generally less in the sport industry than other institutions fields. However, it is equally possible, within a chicken or egg debate, that salaries remain low because having a high salary is not the priority for sport industry employees. As support, it is critical for colleges and schools of business to realize that "students are first drawn to the major out of interest in sport itself" and that could be an asset to attract students applications just as it seems the sport industry has realized to potentially suppress salaries (Barnhill et al., 2020; Hancock & Greenwell, 2013, p. 20).

### 6.3. What to know about sport management: facilitating the transition

Facilitating the transition of sport management to a business school or college is likely to be unique to each institution. However, below, we will demonstrate a few necessary steps, as outlined by former sport management department chair and current Senior Associate Dean Lisa Masteralexis of UMass' Isenberg School of Management. Masteralexis facilitated the transition of the Mark H. McCormack Department of Sport Management into Isenberg. We feel outlining these steps is necessary as the University of Oregon's Craig Leon, manager of the MBA programme in the Warsaw Sport Marketing Centre once stated "At most business schools, where you're dealing with traditional business minds and academics, the idea of sport being a particular focus of study is something they cannot wrap their minds around." (King, 2017, para. 45).

The first step in this transition process compels the emergence of a willing and capable faculty from both departments. As previously stated, UMass-Amherst has the historical advantage of being the second sport management programme established. The first-mover advantage meant two things for UMass: 1) they had the luxury of building one of the largest alumni databases in the world, including industry leaders from organisations such as the National Basketball Association (NBA), National Football League (NFL), United States Olympic Committee (USOC), Nike, Puma, and IMG (International Management Group) among others; and 2) they had faculty who saw the need for sport specific study. The rich alumni network led faculty at UMass to produce leading sport business industry research and to participate in industry residential consulting across the world. As one example of the latter, former UMass Professor William 'Bill' Sutton served as vice president of team marketing and business operations for the NBA, while on leave from his faculty duties. Other faculty members also managed sport agency firms, and brought a wealth of industry experience (e.g., sport controllers and chief financial officers, sport marketing executives, etc.) to the classroom through interests in the internationalization of sport. This sport business executive experience, coupled with traditional sport management doctoral training resulted in faculty well-suited for the research expectations of a research-intensive business school, such as Isenberg School of Management.

The second step in facilitating this transition requires academically attractive students that can be easily placed post-graduation. Although the sport industry is internationally substantial with many jobs to fill (e.g., Barnhill et al., 2020; Weese, 2020), to ensure that students were uniquely prepared for the highly competitive sport industry, UMass' director of undergraduate programmes and department chair conducted an admissions process, in which they took a holistic assessment of incoming students. At UMass, it was not enough to simply have academically qualified students, these students needed to also display leadership and sport acumen that would make them uniquely prepared for the rigors of a business school curriculum. Within, they screened for advantageous personality traits

(e.g., extrovert, sociable, open to new experience, adaptable) needed for a competitive sport industry job and facilitated these students learning experience through the requirement and provision of internship opportunities. Overall, by using this approach educational approach, UMass displayed the innovation and synergy that a sport management programme can bring to a business school.

Finally, facilitation of sport management into business schools can be ignited through collaborative curriculum opportunities and international interest in sport. As similarly suggested by Whiddon (1990) and Lawrence et al. (2020), the UMass MS/MBA dual degree (i.e., master's of science in sport management coupled with a master's in business administration) was a preview into how sport specific training, and general business curriculum provides the most attractive opportunity for the burgeoning multibillion-dollar sport industry. Once the sport management department merged with the business school, students began to produce double majors such as sport management and accounting. Many of these students would then sit for the CPA exam, following their graduation and go on to become chief finance officers for sport firms. Furthermore, these students emerged uniquely advantaged for chief finance officers for sport entities because they have both the unique sport specific training needed to understand the nuance of sport organisations, and the accounting education necessary to sit for the CPA exam. More recently, it should be noted that sport analytics evolved through cooperation between sport management, statistics, data science, and mathematics (Lawrence et al., 2020). Further, many sport management programs developed dual degrees with law schools among other program areas to help prepare and advantage future sport industry leaders (Lawrence et al., 2020).

With respect to internationalization, UMass faculty and other units around the world also prioritized the creation of relationships through not only formal school-based partnerships but also study abroad and visiting faculty positions (Weese, 2020). Sport has international appeal and often sport management programs like UMass embraced internationalization through faculty hiring, student recruitment, and curriculum changes. Employers of sport organisations also increasingly saw their products and services as potentially global brands, thus, they became more interested in developing an international workforce (Weese, 2020; Wohlfart et al., 2020). This compelled institutions like UMass to think more about student employability through exposure to global issues and to embrace internationalization into their curricula (Wohlfart et al., 2020).

Although the above examples are uniquely situated in the experience of the Mark H. McCormack Department of Sport Management merger into the Isenberg School of Business at UMass-Amherst, the lessons learned are transferable, and have been replicated at other institutions such as Ohio University, University of South Florida (Vinik Sport & Entertainment Management Program), and University of Central Florida (DeVos Sport Business Management), among others that adopted or created new sport management programmes. In sum, four important recommendations for institutions who are considering the transition of their sport management department from a non-business school unit, to a business college are as follows:

1. Ensure that the sport management department has faculty that have the sport-specific experience, academic training, and willingness to make the cultural shift to a business school. All schools and colleges have unique cultures. Ensuring that your faculty see the business aspects of sport as central, is important to their successful integration. It is also important for the potential research collaborations that can take place.
2. Be intentional in the recruitment of students and faculty. Do not be afraid to embrace their interests in the sport context. It is important that students and faculty understand the business-centric focus, and do not mistaken it for sport studies or other sport programmes that have a more liberal arts focus. Therefore, you must be clear in your identity and expertise. However, as previously presented, the sport industry presents an interesting opportunity to engage in theory development and highlight the practical application of management, institutional, and/or organisational theory.
3. Provide curriculum opportunities for the business school to produce the most well-rounded, academically prepared students entering the industry. Intentional academic collaborations (e.g., dual degrees, certificates, conferences) and flexible curriculum schedules at the undergraduate and graduate level, which embraces internationalization, provides opportunities for students to develop the very specific skill sets needed to lead sport firms and to be more attractive in the job market.
4. Embrace alumni in an environment that offers them opportunities to give back to the programme (e.g., gifts, advice, and experience) while also providing them access to students and faculty via internships/practica and research or consulting work.

## 7. Conclusion: final takeaways, future research opportunities, and limitations

The present study offers several key takeaways. First, we show an evolution of both schools and colleges of business (more recently) and sport management in higher education along with their compatibility. This partnership includes integrative programmes (e.g., minor in sport management with an undergraduate business degree), graduate certificates, and other research, teaching, or entrepreneurial partnerships/opportunities. Next, we highlight the increasing trend of housing sport management departments across many business schools and colleges around the world. This trend comes as the uniqueness of the sport context is highlighted in both the training of students and in business scholarship (e.g., Gonzalez et al., 2018a, 2018b; Murray, 2018). In essence, we demonstrate a sport management degree is not substitutable but would be more valuable or enhanced with a foundation in various general business disciplines.

Future scholarship should continue to explore the ways in which sport management programmes and schools of business integrate not just in North America but elsewhere. This integration includes, but is not limited to, the number of sport management programmes in colleges and schools of business and their corresponding growth or impact, the emergence and maintenance of industry partnerships, and the trends in courses and specialisations offered at other international locales. Future research can also be undertaken with sport organisations and their executives to understand the education preparation of students for the future employment in the field and preferences for hiring sport management degree students over other subject areas. Finally, it must be emphasized that the further

development of online undergraduate and graduate degrees and graduate certificates and the sport management/business school relationship warrants study on curriculums and their impact on colleges of business rankings.

The second key takeaway from the present study finds this evolving partnership between sport management programmes and colleges and schools of business comes as the sport industry and sport management field simultaneously continue to mature. As noted in present study, the history of sport management since the early 1980s shows an increasing emphasis away from the traditional underpinnings of physical education and into more business-related research. As the field continues to mature, the development of sport specific journals has led to an increase in sport related theory and scholarship that intersect many of the subject areas of traditional business schools (e.g., marketing, organisational behaviour). This development, coupled with the increasingly acceptance of sport related journals in traditional business school journal rankings and sport as a legitimate context to study phenomenon, leads to potential future benefit for both parties moving forward. It is imperative for sport management scholars to continue to present topics of interest to many in the business academy while pushing sport related journals to emphasize the need to develop new theories and insights that have appeal to the general audience. Future research in this area should continue to explore the use of the sport context in mainstream business journals while also including the ABDC sport and leisure journals as additional pathways for improved scholarship and theory development.

The final takeaway involves the key considerations to facilitating a transition of a sport management department and curricula into a business school. We outlined several points of consideration (e.g., doctoral training and salary information) and four recommendations based on individual programmes who have made this transition. These recommendations include information for faculty, the recruitment of students into the programme, the development of a specialized business-based and globally-respectful curriculum, and embracing/engaging alumni.

### 7.1. Limitations

Lastly, we would be mistaken if we did not recognize the limitations of this study. First and most obvious, we must acknowledge our lack of participation in teaching-based positions. Since our collective faculty appointments have primarily been situated in doctoral-granting institutions and sport management programs, it is possible our conclusion that sport management is better housed in colleges and schools of business may not represent the viewpoints of sport management faculty in teaching institutions with less research requirements or pressures. Within this point, it would also be interesting to see if there are differences of opinion regarding moves to business schools based on institution type (e.g., research-based or teaching). Moreover, it would be interesting to examine faculty opinions who have worked in sport management programs both within colleges of business and other schools to determine what might be the better place. Second, our recommendations regarding the facilitation of the transition or development of sport management for business schools is generally influenced by our own perspective and that of personnel at a single institution (i.e., UMass). Although we highlight, several other programs followed the UMass approach, we acknowledge others may have achieved success using other approaches to integrate their program into a college business. Future research in this area can include an individual case study research design that looks at sport management programmes completing this transition with respect to the factors that influenced a successful integration and how the addition of sport management programs impacted their institutional ranking.

### Author statement

Chad Seifried and Brian Soebbing: Conceptualization, Validation Formal Analysis, Writing- Original draft preparation, Supervision, and Project Administration. Kwame J.A. Agyemang and Nefertiti Walker: Writing- Reviewing and Editing, Investigation, Resources

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