Professional Development and Faith Integration in Sport Management Education

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ABSTRACT

Professional development is a critical component of academia and should support the institution's vision, mission, and organizational goals (Lee & Briggs, 2020; 2021). The amount and type of professional development should be congruent with institutional expectations (COSMA, 2016), according to how faculty are to be evaluated, tenured, and promoted. When emphasizing professional development that integrates one's faith, there are unique prospects to embody a Christian ethos. Hence, this article concentrates on professional development opportunities at faith-based institutions, notably Christian faculty members in the academic disciplines of Christian Society for Kinesiology, Leisure & Sport Studies (CSKLS). Using the specific emphasis on the academic field of Sport Management, detailed nuances and exemplar applications of professional development are provided using Boyer's Scholarly domains as a framework.

Keywords: Education, Sport Management, Professional Development

Introduction

Engaging in meaningful professional development serves as a vital part of academia and should be designed to help the institution meet its vision, mission, and organizational goals (Lee & Briggs, 2020; 2021). The type and amount of faculty professional development should align with the institutional expectations of faculty (COSMA, 2016) and particularly with the manner faculty would be evaluated, tenured, and promoted. These expectations vary across institutions, and numerous factors should be considered when planning and offering professional development, including allocating resources for faculty advancement.

When the focus is on professional development with faith integration, we believe there are unique opportunities for incorporating a Christian ethos into a positive trajectory for advancement in higher education in the current culture. Hunter (2017) identified that most theological institutions integrate knowledge, spirituality, and skills to equip graduates for Christian service while surmising faculty development should always serve the institution's mission. Even the faith-based non-theological institutions (non-seminaries) orient degree

offerings around institutional objectives of integrating faith and learning to equip students to do the work of the ministry (see Ephesians 4). Unlike secular institutions, faith-based education broadens and deepens students through a combination of faith and learning, cultivating an evangelically-biblical infrastructure and spiritual formation believed necessary to operate successfully in society effectively. Christian educators find it difficult to imagine a liberal arts education devoid of theological and spiritual underpinnings and influences. With that in mind, institutions do not merely confer degrees light-heartedly, but instead, the university academically and spiritually forms both men and women who will serve God's purposes throughout the Kingdom (Hunter, 2017).

This article focuses on professional development opportunities at faith-based institutions, and specifically Christian faculty members in the Christian Society for Kinesiology, Leisure & Sport Studies (CSKLS) disciplines, with particular attention to the academic field of Sport Management. Examples of professional development opportunities will be provided and presented using Boyer's Scholarly domains. By utilizing this framework, a guide for helping administrators create thoughtful, planned, and well-implemented professional development for their faculty will be presented.

Professional Development

Much of the research on professional development for educators is found in the P-12 teacher education literature. For purposes of this article, the importance of professional development for the educator who engages in teaching pedagogy as a part of their work assignment in the academy is addressed. Simply put, the connection to all educators, regardless of the level, including higher education, is the common focus of the improvement of student learning outcomes. Professional development is defined by Weidenseld and Bashevis (2013) "as a life-long dynamic process that occurs throughout their professional career" (p. 63). Specifically, professional preparation tied to the profession of teaching ("teacher professional development") is described "as structured professional learning that results in changes to teacher knowledge and practices, and improvements in student learning outcomes" (Darling-Hammond et al., 2017, p. 5). Similarly, Guskey (2009) asserted, "[e]ffective professional development requires considerable time, and that time must be well organized, carefully structured, purposefully directed, and focused on content or pedagogy or both" (p. 499).

Darling-Hammond et al. further conceptualized "professional learning as a product of both externally provided and job-embedded activities that increase teachers' knowledge and help them change their instructional practice in ways that support student learning" (p. 5). Extensive use of professional development will necessitate reflection of professional roles and the nature of professional practice, which will benefit both the individual and organizations represented and the profession as a whole (Paechter, 1996).

When examining professional development for educators, we should "look at the balance between initial professional preparation and the development of established professional practice" (Paechter, 1996, p. 345). Blakeney et al. (2016) found that faculty development programming prepared instructors to teach more effectively while positively impacting the institution. Miller et al. (2019) recommended that institutions invest in professional development for faculty as a critical part of the strategic plan to improve graduation rates ensuring student success. When these are the drivers of professional development initiatives at institutions, there is the flexibility to design opportunities fulfilling each institution's needs. Strategically planned

and facilitated professional development activities can also help overcome the hesitation from faculty who are reluctant to spend time engaging in institution-led professional development opportunities failing to see the value of assisting them in attaining promotion and tenure or instructional improvement.

The value of higher education has been a reflection of the institution's faculty (Carter, 2011). Institutional success has been contingent on recruiting and developing faculty committed to the institutional mission, well beyond personal research and instructional objectives (Menjares & Stachowiak, 2017). Hunter (2017) noted that faculty remain the most "essential resource" for achieving those goals (p. 5). Therefore, the importance of recruiting and retaining high-quality faculty should not be overlooked. Student success is centered around the role of the faculty at the institution, engaging students and meeting their needs as learners. In addition, research by Lay-Hwa Bowden (2013) recommended that faculty "be provided with opportunities for professional development which are focused on sensitivity towards first-year students' needs, as well as the development of interpersonal skills in order to facilitate rapport with new students" (p. 447). With funding models in some states tied to the retention of students from the first year to the second, as in the State of Florida, the role of faculty in meeting the institutional needs of students is becoming increasingly critical.

Many higher education institutions find it challenging to procure financial resources for faculty desiring professional development and the continuous growth needed to remain current with an everchanging higher education landscape. Due to budget constrictions, shortage of pay increases or merit pay, and a great expectation to "do more with less," it is critical that administrators seek alternative means to reward and motivate faculty. This notion is especially true when traveling to conferences. The costs of airfare, hotel stay, and per diem equate to more than most faculty are afforded in professional development funds (if even afforded funds at all). The COVID-19 pandemic has created more virtual opportunities for professional development and learning and cut travel costs and the associated expenses with attending professional conferences. While webinars, podcasts, online training, and badging opportunities are increasing, the question now becomes, "how do we know what's worthwhile, makes a difference, and truly works? How can we guarantee the time and effort we invest in professional learning will lead to meaningful and enduring improvements?" (Guskey, 2020, p. 54). Also, how can institutions provide relevant and timely professional development for faculty by being creative and engaging faculty in the process?

Boyer's Scholarly Domains

Utilizing a framework based on Boyer's (1990) model presented in *Scholarship Reconsidered: Priorities of the Professoriate*, that enables faculty to see the connections of the professional development opportunities and their acquisition of tenure and promotion (to both associate and full professor), participation and engagement can be bolstered leading to meaningful results. Boyer (1990) identified four types of scholarship providing scholars the means of "stepping back from one's investigation, looking for connections, building bridges between theory and practice, and communicating knowledge effectively to students" (p. 16). The Boyer model espouses "the work of the professoriate might be thought of as having four separate, yet overlapping, functions. These are: the scholarship of discovery; the scholarship of integration; the scholarship of application; and the scholarship of teaching" (p. 16).

The scholarship of discovery involves original research – research that seeks new knowledge and information or discovering new models and then sharing those findings through publication or other outlets. Other venues for sharing original research findings include presentations at academic presentations and other scholarly outlets. The scholarship of integration seeks to assimilate knowledge from different sources, calls for critical analysis and interpretation, brings findings together from other disciplines to discover convergence and identifies trends seeking knowledge in new forms. This research type is becoming more commonly accepted, combining varying fields, making connections, and solving problems. The scholarship of application involves scholarly engagement applying knowledge and problem-solving outside the academy. Sport Management educator, Janet Fink, reinforces this: "professors must step outside their university confines more often if they hope to bridge the gap with the industry" (King, 2013, p. 16). This application of scholarship provides a space for faculty to engage with the sport profession and the industry's practitioners. Historically, these forms of applications by faculty have been considered service and not necessarily scholarship. Boyer differentiated this by exclaiming, "Such service is serious, demanding work, requiring the rigor – and the accountability – traditionally associated with research" (Boyer, 1990, p. 22). The fourth type of scholarship outlined by Boyer is the scholarship of teaching, which is the process for faculty to study their craft, teaching, and learning. Quality teaching relies on the instructor's knowledge and ability to disseminate information while relying on the educator to grow as a lifelong learner. Barlett and Rappaport (2009) made the case that faculty development programs have a positive and lasting impact on faculty teaching, amongst other things. Sabagh and Saroyan (2014) recognized the critical role faculty members play in ensuring student engagement and success.

Boyer's (1990) framework serves as a tool for faculty and administrators planning to leverage resources to ensure faculty engage in academic practices appropriate for the institution. Framing professional development in this manner can address the overlapping of teaching, service, and scholarship regarding faculty responsibilities. Boyer's four types of scholarship were further used to create the University Scholarship and Criteria for Outreach and Performance Evaluation (UniSCOPE) Model developed by the Pennsylvania State University System in 2003. This model also strives to award and recognize a broader scope of traditional views as scholarship. Specifically, according to Franz (2016), this model comprises three types of scholarship: teaching, research, and service. Franz further emphasized that discovery was at the heart of each of these and that application and integration were woven throughout as well. Gurgerich et al. (2003), stated:

> We did this in the context of the Penn State promotion and tenure system to gain a better understanding of its effect on scholarship. We quickly learned that outreach scholarship cannot be examined in isolation, and we broadened our deliberations to consider the full range of scholarship (p.1).

Hyman et al. (2001-2002) continued the stance on the need to broaden the scope of what is deemed scholarship by contending, "If the academy is to continue to provide intellectual and professional leadership, the faculty must have a clearer understanding of the value of outreach as scholarship" (p. 42). Therefore, it is paramount then institutions continue to help faculty and administrators understand and provide professional development to clarify and integrate a broad spectrum of scholarship into the promotion and tenure process.

While a faculty member's role has evolved, there has been a long-standing consensus that there should be some level of teaching, service, and scholarship. The extent expected is often defined in the institutions' Carnegie classification. The institutions have been categorized by those in the academy as predominantly either teaching-focused or research-focused institutions. The institution has largely determined the scope or meaning of "scholarly works" acceptable for promotion and tenure. In some instances, scholarly works have been relatively narrow, including only original research, resulting in those who do not meet the limited scope being dismissed, hence unqualified for tenure and promotion. Broadening the scope of what it means to be a scholar "brings legitimacy to the full scope of academic work" (Boyer, 1990, p. 16).

Boyer (1990) espoused faculty to expand the work of the professoriate and the scope of scholarship. He provided a strong foundation for examining the notion of scholarship. Aligned with these classifications is the question of the meaning of a "scholar." To accurately identify a "scholar," it is pertinent to be mindful that faculty work-life encompasses a range of "competing obligations" (McNabb & Pawlyshyn, 2014). Furthermore, it is essential to recognize the need to define scholarship in a way that reflects "new realities" (Boyer, 1990; Lee & Briggs, 2020; McNabb & Pawlyshyn, 2014). These new realities compel a broader vision of the notion of "scholarship," which is crucial. The overall vision should promote the academe's whole intellectual life (Lee & Briggs, 2020; McNabb & Pawlyshyn, 2014). Also, encouragement for professional development that ensures faculty members know how to be rewarded in the promotion and tenure process should be considered.

Professional Development in Sport Management Education

Professional development is also vital in the academic field of Sport Management. Organizations such as the North American Society for Sport Management (NASSM) and the Commission on Sport Management Accreditation (COSMA) have espoused the value of professional development. For example, NASSM (2021) states on their homepage that the organization:

> is actively involved in supporting and assisting professionals working in the fields of sport, leisure, and recreation. The purpose of the North American Society for Sport Management is to promote, stimulate, and encourage study, research, scholarly writing, and **professional development** in the area of sport management - both theoretical and applied aspects.

In the academic discipline of Sport Management, COSMA uses Boyer's (1990) framework to guide institutions of all types to show excellence on Principle 5: Scholarly and Professional Activities (COSMA, 2016). As Sport Management accreditation and accountability is "necessary to ensure academic rigor and can serve as vehicles by which Sport Management educators examine and enhance the academic quality of the programs" (Yiamouyiannis et al., 2013, p. 51), COSMA has delivered a viable impact to the field of Sport Management for over a decade. COSMA contends, "Academic quality and excellence in Sport Management education require faculty members to be involved in scholarly and professional activities that enhance the depth and scope of their knowledge" (COSMA, 2016, p. 35). COSMA's stance showcasing Boyer's classifications of scholarship demonstrates the value of each's differences and importance. Additionally, this framework affords institutions the opportunity to plan faculty

professional development aligning with their mission and accreditation standards. The accrediting body's support and the current expectations will further allow for leveraging resources following accreditation.

Professional Development and Faith Integration

Christ-focused professional development exemplifies faith integration. For faith-based institutions, the application of Christian faith components and the advancement of personal engagement with academic pursuits can aid in demonstrating a Christian worldview fostering the opportunity to integrate personal faith. Faculty members from Christian institutions have the chance to engage in meaningful professional development that integrates their personal faith while also contributing to the institution's mission. Christian professors from secular institutions can also seek meaningful professional development activities by applying personal faith in acceptable and appropriate manners.

A core emphasis of Christian higher education, similar to secular education, is to provide training and marketplace preparation to students, yet different from secular education, it is to do so entirely through the lens of a Christian worldview. Hunter (2017) again confirmed that faculty are the heart of the institution, and Deininger (2018) espoused that faculty are the actually the hands and feet of the institutional mission.

Professional development and faith integration are at the core of CSKLS. The organization's website states that "The Christian Society for Kinesiology, Leisure and Sport Studies exists to provide opportunities for Christian professionals in the fields of Kinesiology, Leisure and Recreation, Sport Management, Sport Psychology, and so many other fields to fellowship, mentor, integrate our faith at work, and **develop professionally** in our fields" ("A Message from the President," 2021). This sentiment is further highlighted by explaining, "These 'pillars' of our organization are voiced in our mission statement: 'CSKLS is an international community of Christian scholars and professionals committed to excellence in kinesiology, leisure, and sport through faith integration, **professional development**, mentoring, and fellowship'" ("A Message from the President," 2021).

Limited studies have focused on effective professional development to enhance faith-learning implementation in Christian higher education. Little has been documented concerning faith and learning in the Christian higher education classroom, particularly in the West. Nwosu (1999) investigated educational development forms for instructors in Christian higher education while documenting exemplified faith and learning practice diversity. Nwosu discovered standard training processes at faith, and learning seminars overtly emphasized publication rather than classroom implementation, which supports our premise for the need to re-investigate and to expound upon Boyer's "teaching" and "application."

Akers and Moon (1980) noted that integrating faith and learning should be of primary focus at Christian schools. Although the notions of "integrating faith and learning" might seem controversial in certain circles, this article's authors believe it demands attention due to their belief in Christian higher education institutions. In addition, a cursory review of the Council for Christian Colleges & Universities (CCCU) website identifies roughly 180 Christian institutions in the United States, Canada, and other countries, further supporting that credence (CCCU, n.d.).

Integrating faith and learning is a significant distinguishing mark of Christian higher education. As such, the historical acceptance and long-held calling for faith integration have significantly impacted Christian higher education. Hegland (1954) noted that Christian

instruction's spirit, attitude, and method are vital to these academic programs. Trueblood (1959) agreed and postulated that the mere offering of religious courses did not suffice. Instead, individuals should infiltrate Christian higher education with Christian convictions throughout college (student life). Holmes (1987) discerned that Christian higher education affected the whole person through creative integrations of faith and learning and culture, which supports the notion of formalizing the notion of a Christian Worldview. Sandin (1982) recognized that Christian colleges combine Christian knowledge with scholarship, thereby providing students with a career through a Christian worldview. The integration of faith and learning has primarily been a scholarly task, which in our eyes demands a more significant expansion and application of Boyer's (1990) scholarship of teaching and application.

Menjares & Stachowiak (2017) featured the need for a renewed commitment to professional development since Christian higher education requires faculty to be masterful in both discipline-specifics and faith orientations. For individuals working in the field of Sport Management, we must be skilled in the business of sport and exceptionally prepared to deliver instruction integrating faith and learning with a high level of Godward orientation (Menjares & Stachowiak, 2017). Therefore, these current authors acknowledge that Sport Management faculty at faith-based institutions must be dualistically trained and prepared in sports studies and the specific tenants held near and dear by the institution. This dual role as both the sport manager and the academic disciple requires a level of excellence that can only be supported by continuous professional development as a multi-disciplinarian.

Cheeseman (2018) stressed the importance of spiritual formation and continued formation in faculty development and reinforced the notion that professional development for faith-based faculty must be heavily laden with spiritual formation. Cheeseman's work is notably supported by Hunter's (2017) recommendations that senior faculty mentor junior faculty since 1) mentoring most often focuses on the spiritual aspects of the mentee, and 2) the formation of faculty is an ongoing process throughout a professor's career. Darling-Hammond et al. (2009) found, among many things, this sustained and intensive professional development improved both teaching and learning. These forms of transformational professional development, which clearly lead to improved professional practice, cannot merely be acquired in the very traditional forms of development such as workshop or videoconference meeting attendance (Desimone, 2011). In Montoro's dissertation research of 2012, he noted that the personal religious beliefs of Christian faculty played an essential role in their professional lives. Therefore it was natural for administrators and educational leaders to combine Christian faith with moral visions and social imperatives into an institution's professional development goals to improve faith and learning.

Montoro (2013) found faith as a guiding inspiration for Christian faculty's personal and professional development. Montoro's work discerned the "Christian walk" (p. 60) and "calling to ministry" (p. 61) as two vital keys to personal and professional development. Subjects conveyed a strong belief that "God called or directed them" into education (p. 61). With such divine principles at work, faith-based educators desire to be amongst learning communities that value faith-based initiatives and contribute to their personal Godward growth, which is deemed relevant as any form of professional development outcome. Montoro (2013) recommended the possible use of small group settings meetings often, similar to Hunter's recommendation (2017) of faculty mentoring, bridging faith, and educational initiatives.

Determining Appropriate Professional Development

The type and amount of professional development should vary by institution, as there are various factors in play – particularly at faith-based institutions. Institutional expectations and offerings of professional development opportunities should align with the institution's mission and vision (for example, some institutions place a higher premium on faculty engagement with scholarly endeavors). Not all faculty are the same as people have unique characteristics, motivations, and stories (Lee & Briggs, 2020). Individual and institutional factors help to determine motivating considerations behind professional development involvement. As people's personal preferences and motivations differentiate themselves, institutional characteristics can also provide a dent differentiator for expectations for faculty involvement in professional development initiatives.

Beach et al. (2016) noted that faculty development is most often offered through the institution's teaching and learning centers. Their work looked deeply at the mix of professional development opportunities in higher education, finding most centers for development offered on-campus workshops, individual consultation, and web-based programming as primary service delivery methods. Additionally, it was discovered that those same centers for development were least likely to offer structured discussion on focused reading, peer observation of teaching with feedback, small group instructional diagnostics, electronic newsletters, and asynchronous online programming. Most notably, Beach et al. (2016) identified, "Developers are markedly uniform in their approaches, and responses to offer very few meaningful differences across institutional types" (p. 78).

Furthermore, some institutions are more adept at supporting professional development through offering resources, including financial assistance. For example, in Sport Management, this philosophy aligns with COSMA accreditation standards that indicate that the amount and type of professional development should align with the academic unit, the Sport Management program's mission, and the level of programs offered (COSMA, 2016). This realization provides institutions of all sizes and missions to pursue excellence in Sport Management preparation and then leaves it to individuals to consider what would be "appropriate involvement." The level of appropriateness depends on the individual's personal goals and the institution's expectations at which they work. Personal goals are based on various considerations, including how the individual wishes to prepare themselves professionally and other factors such as building a personal portfolio or enhancing one's personal brand. Institutional considerations may include preparing for an individual's annual evaluation, working towards tenure and promotion, or other professional accomplishments.

Professional Development Recommendations

As a wide variety of information was presented regarding the importance and significance of professional development, we felt that it would be beneficial to provide a practical guide for easily implementable professional development endeavors for institutions of all types. Being aware of institutional and individual differences representing the faculty, various points of significance can be attained (Lee & Briggs, 2021).

For example, faculty pursuing tenure and promotion may have specific goals and motivations which influence professional development needs and engagements. Faculty may also have specified goals and motivations for other transitional periods within their academic careers.

Among the various challenges facing higher education are "meeting the developmental needs of faculty during transitional stages in their careers becomes even more critical" (Lumpkin, 2009, p. 213). Investigating mid-career faculty development, Pastore et al. (2019) identified career reflection and assessment, career planning, career action/implementation, collegial support, resources, and reinforcement as primary themes.

To illustrate the impact for professional development, exemplars are provided in the following subsections. We will frame these based on Boyer's Domains discussed previously in the article. Using this model for communicating our recommendations, as COSMA utilizes this model and institutions may want to use this to think about pursuing Sport Management accreditation.

The Scholarship of Discovery

The Scholarship of discovery involves efforts aimed at acquiring new knowledge. Such work involves traditional views of "scholarship" as discoveries are shared through various research projects, including "working papers," peer-reviewed journal articles, books or book chapters, and other creative activities, such as scholarly presentations (McNabb & Pawlyshyn, 2014). Accordingly, we will focus on two primary areas of engaging in the scholarship of discovery: publishing manuscripts in academic journals and scholarly presentations.

There are various journals of varying rigor that can serve as outlets for publishing meaningful scholarship of discovery. In addition, academic disciplines have distinct journals that are recognized within the field. In particular, CSKLS disciplines have the *Journal of the Christian Society for Kinesiology, Leisure and Sport Studies* as a quality outlet for faith integrated research of discovery publication. *The Journal of the Christian Society for Kinesiology, Leisure and Sport Studies* is a "peer-reviewed journal devoted to scholarly faith-integrated research in kinesiology, leisure studies, health and wellness, sport studies, recreation, physical education, and related areas" ("About this Journal," n.d.).

Another activity commonly associated with traditional views of scholarship is giving research base presentations at academic conferences. Hott and Tietjen-Smith (2018) found that "faculty prefer content-specific professional development delivered through conferences related to their field of study and by peers who are experts in areas of teaching and research interests" (p. 1). Academic disciplines typically have various professional scholarly organizations serving as tremendous outlets for presenting products of the scholarship of discovery. In the field of Sport Management, various academic conferences aim towards the varied interests of academicians. For example, faculty may present sport marketing-based research at the Sport Marketing Association (SMA) conference or intercollegiate sports-based research at the Collegiate Sport Research Institute (CSRI) annual conference. The CSKLS annual conference is an excellent venue for presenting impactful research on matters relevant to its mission. It also provides an opportunity to integrate people's personal faith-related considerations into one's research activity. CSKLS's (2021) homepage denotes that this academic organization "is an international community of Christian scholars and professionals committed to excellence in kinesiology, leisure, and sport through faith-integration, professional development, mentoring, and fellowship."

Examples of professional development for consideration for the scholarship of discovery are provided in the subsequent sections:

Establish writing groups with faculty with shared research interests or goals. Developing regularly scheduled meeting days/times for groups to meet and sticking to those dates and time can help to establish structured for the writing groups. Hold each other accountable and adhere to the schedule. Assign roles for the group – everyone does not need to be an expert in all areas of a research project. For example, one group member can take the lead in developing the literature review, one the methodologist, and so forth. In this type of scenario, everyone can discover new information and add knowledge to a shared discipline. One such method for connecting faculty for research interest is "Research Collaboration: Faculty Speed Dating," hosted by the University of North Florida. This virtual forum allows faculty to meet their colleagues and discuss their research interests. The Office of Faculty Enhancement facilitates this event. The facilitator can move, arrange, and rearrange faculty into breakout groups, so each faculty member has the opportunity to engage with all of the participants (see https://www.unf.edu/Redesign1.aspx?id=75162092679).

Such initiatives can provide an excellent opportunity for mentorship to be beneficial to both junior and senior faculty. Baker, Hums, Mamo, & Andrew (2019) recommend positioning mentoring opportunities to reinforce the mentoring relationships among Sport Management senior faculty and junior faculty to support faculty growth and professional development while strengthening connections in the Sport Management field. Lee & Briggs (2020; 2021) also espoused the value of networking and engaging in mentorship as a means for engaging in meaningful professional development activities.

Host on-campus workshops on research tools. When asked, faculty at institutions where the focus is not primarily on research (for example, Non-Research I or II institutions), faculty have stated that they need support for running statistical programs. This demand is especially true when software programs change, and faculty are not using them regularly. Providing workshops on data analytics software such as SPSS, R, or Tableau, or qualitative software such as NVivo or ATLAS, or other data collection and analysis tools may provide the base knowledge or refresher faculty need to engage in discovery scholarship. Faculty come to higher education institutions from all types of institutions and have varying competency levels with statistics and statistical software use. Other faculty may have arrived with a strong understanding of how these software programs work, but they may not have used them for an extended period. Regardless, it can be very beneficial to offer refresher workshops on the statistical process and the software used for analysis. Such webinars could also be hosted in cooperation with organizations such as CSKLS.

The Scholarship of Integration

The scholarship of integration involves incorporating knowledge from different sources, such as presenting overviews of a resource topic's findings, merging findings from different disciplines to discover convergence, and identifying trends through seeking knowledge (Boyer, 2009). In addition, such works can bring insight into other research through interpretive, integrative, and interdisciplinary approaches. Examples for consideration include:

Host a professional development workshop on campus and/or virtually and invite faculty from various disciplines to participate. During such events, participants can seek ways to integrate content across the multiple majors at respective institutions. It would be desirable for faith-based institutions to explore ways to incorporate faith-based content across disciplines in a more structured manner.

Conduct a book study on a topic that addresses relevant concerns and crosses disciplines. Books such as *Outcasts United: An American Town, a Refugee Team, and One Woman's Quest to Make a Difference* (2009) by Warren St. John or *Mapping Your Academic Career: Charting the Course of a Professor's Life* (2015) by Dr. Gary M. Burge are two good examples to use. Such works allow people to have honest discussions, challenging conversations about the content, and dig deep into the implications across disciplines to discuss complex but very relevant topics. Participating in such book studies can bring transformation through engaging conversations about important issues.

Interdisciplinary connections are also made and can be conducted across a program's curriculum. For example, the book *Outcast United* involves one coach's journey coaching refugees from all over the world in Clarkston, Georgia. The readers learn of the challenges our refugee population faces when coming to America and the perseverance and assets they bring with them to the teams she coaches. Issues like this can be approached from many different angles. Sport Management program faculty and students can work with the local refugee serving agencies and churches to conduct equipment drives, host soccer skills clinics, tutoring, and other academic assistance, and so forth. The lessons learned from these experiences can be genuinely transformational and timely in a student's life.

Books such as *Mapping Your Academic Career: Charting the Course of a Professor's Life* can benefit faculty in a different yet highly impactful way. Regarding professional development, this book in specific is helpful by detailing different cohorts that educators maneuver through tearing their higher education career. It has many implications on professional development as it describes areas of importance in one's "teaching life" to provide insightful information that prompts reflection and discussion.

The Scholarship of Application

The scholarship of application involves discovering new knowledge to solve "real world" problems (Boyer, 1990; McNabb & Pawlyshyn, 2014). As "[h]igher education must serve the interests of the larger community" (McNabb & Pawlyshyn, 2014), the scholarship of application is indeed very *applicable* to Higher Education (Lee & Briggs, 2020). Through applying theory to solve real-world problems, educators can attain various benefits through the scholarship of application. Examples for consideration include:

Support for community and industry activities that are linked with an academic discipline. Relationships between faculty and community partners lead to significant case study development, enriching student experience, advancing the faculty member's scholarship, and assisting the practitioner's ability to problem-solve industry matters. Since many faculty left the industry to pursue the academy, it is crucial to maintain their content knowledge's recency and relevancy. In an ever-changing marketplace, this becomes increasingly important. These experiences can also be documented and shared either formally (paper or presentation) or informally (amongst colleagues), so there is more of a continuous learning culture outside the academy. Seeking a donor who may be willing to provide resources for a faculty member to take a course reassignment to spend time in a local sport organization may be a viable option for some institutions. The faculty member would be immersed in the daily work of the sport organization, documenting those experiences and sharing them with colleagues. An additional option would be to provide "recency grants" to support the collaboration on a specific course. Faculty members could apply for such grants to support a stipend paid to a sport professional to

conduct a syllabus review, co-teach several lessons, and/or engage with the class on a service project. Money to fund these grants could come from an academic dean's office, a donor, academic affairs, or other funding sources.

The development of centers for research or service. "University centers" provide a mechanism, a way in which the academy can serve the community (local/global communities) in advancing the success of their work. The work of centers has evolved since their beginnings in the late 1960s, and current-day faculty development services have increased the importance of teaching and learning (Beach et al., 2016). The collaboration between practitioners and academicians is often an ideal marriage for the advancement of knowledge. Seifried, Downs, Otto, & Mamo (2020) researched the usefulness and feasibility of Sport Management faculty research centers. Their findings suggest that "research centers will be recognized as more crucial for internal and external reviewers within the promotion and tenure process" (p. 401). Also, grants and other external funding sources can assist in these partnerships wherein application is measured, documented, and shared.

The Sport Data Analytics Lab (SDAL) at the University of North Florida is an example. SDAL is a sport-related data analytics-focused enterprise where data analytics expertise is shared through partnered projects and consultations with sport endeavors. Through the lab work, faculty can engage with sport professionals on real-time projects and data. This partnership serves to apply data-informed decision-making in various sport contexts, which allows for further engagement between faculty, students, and various partnering agencies. Ultimately, this collaborative engagement through the SDAL provides an excellent platform for professional development for program faculty who would be able to utilize such centers or labs to enhance student learning,

The Scholarship of Teaching

The Scholarship of Teaching and Learning (SoTL) is the faculty's process to engage in their craft study. Quality teaching relies on the teacher's knowledge, the teacher's abilities to disseminate information and counts on the teacher growing as a lifelong learner. Beach et al. (2016) identified the increased importance of SoTL as demonstrated by improved support services through development centers. In addition, academic leaders recognize SoTL generates enthusiasm for teaching, curricular design changes, and documented student learning quality improvements. Examples for consideration include:

Host a "Teaching and Learning Fair" on your campus and invite faculty from various disciplines to participate in the dissemination of best practices and innovative teaching ideas. If other institutions are geographically nearby, invite them as well. Often, faculty in education can offer outstanding teaching strategies, assessment (rubric writing), and educational technology. These can serve as significant events that build community, enhance professional networks, and provide an excellent service for those taking part.

A further extension of this concept would be to submit innovative teaching ideas to professional conferences. While this differs from "hosting" an event, the ability to engage in a meaningful "teaching and learning" experience can be beneficial and other settings as well. Highlighting project-based learning ideas or community-based learning projects are often highlights at these conferences for many faculty and especially those just entering the academy. If faculty can collect data to show the impact, that is even better, but not always necessary for acceptance. For example, in Sport Management, many faculty seek ways to better prepare

students for the industry. They can share innovative teaching practices at pedagogy sessions such as the North American Society for Sport Management (NASSM) Teaching and Learning Fair and the COSMA annual conference.

Participate in, or prepare to lead, speaking/training sessions (e.g., webinars) in various study areas. This participation can assist in preparing to lead a session/webinar and will enhance content knowledge. Search for low-cost/free webinars, which are ideal for those with limited resources – partner with a colleague and exchange opportunities to conduct a session in each other's courses or partner with various entities on a given campus. For example, there could be a brown bag lunch hosted by a college. Other entities on campus, such as grad schools, office of faculty enhancement, teaching and instruction centers, and others, can service great partnering sites for such endeavors.

For example, one of the authors of this manuscript participated in a workshop demonstrating the value of implementing Persuall. Perusall is a free, social annotation platform that fosters student engagement through reading and interacting with assigned text and video resources. In this event, multiple individuals provided varied perspectives based on experience to provide insight and advice for other educators on campus who have implemented the tool or are thinking about adding it to their coursework. Hosted by the university's library and the Center for Instruction & Research Technology and university's library, this workshop was part of a more extensive "open education" event celebrating the global Open Education Movement.

Conclusion

Continuous, ongoing professional development is vital to those who work in the academy. Beach et al. (2016) inferred that the academy should strategically include faculty development. Students are paying an increasingly large amount of money to attend post-secondary institutions in hopes of broadening their scope of knowledge and prepare for a career following graduation. The world is changing rapidly, and those in the academy cannot afford to perpetuate the "ivory tower" image that exists in some people's minds. Higher educators, in turn, owe it to those counting on our expertise to grow, change, and add to the existing body of knowledge. Sport Management is among the industries that experience rapid change – a discipline often referenced as reflecting a microcosm of society.

Some institutions are better equipped than others to provide the resources necessary to provide faculty professional development opportunities. Others have to dig deeper to become innovative and take advantage of the resources surrounding them. In this article, conceptual framework for expanding the traditional definitions of scholarship, which embraces a broader understanding of the term "scholar" has been provided. Every higher education institution has the human resources and capabilities to engage in the suggestions this article provides. Their decisions should be driven by the institution's mission and vision and the faculty's motivation. Our students and the discipline's future will benefit significantly from a well-planned and purposeful plan that pushes us all to learn continuously. After all, when we know better, we do better, which should be the ultimate goal. This article provided sample activities to provide further insight into viable professional development activities as exemplars.

There is a further call for Christian higher educators to seek opportunities to integrate faith with professional activities and professional development endeavors. Faculty at faith-based institutions commonly have such goals inherently tied to their institutional mission and professional responsibilities. Christian professors at secular universities may also seek

opportunities to integrate their faith within their professional activities. Being mindful of such considerations helps enhance and promote personal Christian identity and embody the power of meaningful professional development.

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