

Kwame J.A. Agyemang, Ph.D.
Assistant Professor
 2500 Alumni Drive #14301
 Lexington, Kentucky 40517
 Phone: 214-727-8162
 Email: docagyemang@gmail.com

EDUCATION

Degrees:	Ph.D. in Kinesiology (Sport Management) Texas A&M University, College Station, TX	2011
	Dissertation title: Understanding Black male athlete social responsibility (BMASR): A case study of an NBA franchise	
	Advisor: Dr. John N. Singer	
	M.Ed. in Higher Education Administration The University of Oklahoma, Norman, OK	2008
	B.A. in Political Science The University of Oklahoma, Norman, OK	2007
Honors/ Awards	Outstanding Graduate Student of the Year Department of Health and Kinesiology-Texas A&M University Awarded to the most outstanding sport management graduate student	2011
	Diversity Fellowship Texas A&M University Awarded to students who have a proven record of success in a diverse environment	2008
	Ronald E. McNair Achievement Program The University of Oklahoma Awarded to undergraduate students with strong academic potential with aspirations to pursue doctoral studies	2006
	NASPA Undergraduate Fellow Awarded to undergraduate students wishing to explore and better understand the field of student affairs and/or higher education	2006

PRIMARY RESEARCH INTERESTS

My research is centrally concerned with the process of developing organizations. In collaboration with my participants/clients, the overarching goal of my scholarship is to initially evaluate the current state of the organization, then proceeding to identify appropriate strategies. Most recently, I view high-profile professional athletes as organizations in their own right and employ this same process, particularly with Black/African males.

PROFESSIONAL EXPERIENCE

- Assistant Professor of Sport Management** 2011-present
Eastern Kentucky University, Richmond, KY
 Tenure-track position commencing fall 2011. Responsible for undergraduate and graduate teaching, building a focused research agenda, and service.
- Learning Assistant, Department of Athletics** 2010
Texas A&M University, College Station, TX
 Responsible for assisting student-athletes with class preparation and career outlook.
- Career Development Assistant, Department of Athletics** 2007-2008
The University of Oklahoma, Norman, OK
 Responsible for coordinating career fair and facilitating student-athlete transition to the workplace.
- Student Mentor, Office of Freshman Programs** 2005-2008
The University of Oklahoma, Norman, OK
 Responsible for mentoring incoming freshman concerning their transition from high school to higher education.

REFEREED JOURNAL ARTICLES

- Agyemang, K.J.A.** (in press). Black male athlete activism and the link to Michael Jordan: a transformational leadership and social cognitive theory analysis. *International Review for the Sociology of Sport*.
- Agyemang, K.J.A.**, & Singer, J.N. (2011). Toward a framework for understanding Black male athlete social responsibility (BMASR) in big-time American sports. *International Journal of Sport Management and Marketing*, 10(1/2), 46-60.
- Agyemang, K.J.A.** (2011). Forecasting Tiger Woods' future sponsorship attainment. *Applied Research in Coaching and Athletics Annual*, 26, 229-242.
- Agyemang, K.J.A.** (2011). Utilizing World Cup success to facilitate development: the case of the Ghana Football Association (GFA). *African Journal of Business and Economic Research*, 6 (1), 87-101.
- Agyemang, K.J.A.** (2011). Different from the rest: An interview with Nic Harris of the Carolina Panthers. *Journal of Management Inquiry*, 20 (2), 135-139.
- Agyemang, K.J.A.** (2011). Athlete brand revitalization after a transgression. *Journal of Sponsorship*, 4 (2), 137-144.
- Agyemang, K.J.A.**, Singer, J.N., & DeLorme, J. (2010). An exploratory study of Black male college athletes' perceptions on race and athlete activism. *International Review for the Sociology of Sport*, 45 (4), 419-435.
- Agyemang, K.J.A.**, & DeLorme, J. (2010). Examining the dearth of black head coaches at the NCAA Football Bowl Subdivision level: a critical race theory and social dominance theory analysis. *Journal of Issues in Intercollegiate Athletics*, 3, 35-52.

BOOK CHAPTERS

Agyemang, K.J.A. (2011). World Cup. In L. Swayne (Ed.), *Encyclopedia of Sports Management and Marketing*. Sage.

Agyemang, K.J.A. (2011). Football. In L. Swayne, (Ed.), *Encyclopedia of Sports Management and Marketing*. Sage.

Agyemang, K.J.A., DeLorme, J., & Singer, J.N. (2010). Race and ethnicity in American sport. In G. Cunningham & J. Singer (Eds.), *Sociology of Sport and Physical Activity*. College Station, TX: Center for Sport Management Research and Education.

Agyemang, K.J.A., & Clark, R.S. (2010). Sport and politics. In G. Cunningham & J. Singer (Eds.), *Sociology of Sport and Physical Activity*. College Station, TX: Center for Sport Management Research and Education.

MANUSCRIPTS UNDER REVIEW

Agyemang, K.J.A., & Singer, J.N. Race in the present day: NBA stakeholders sound off on race and racism. *Journal of Sport and Social Issues*.

Agyemang, K.J.A., & Singer, J.N. Building upon Archie Carroll's conception of CSR: The beginnings of the Black male athlete social responsibility (BMASR) framework. *Journal of Management and Organization*.

Agyemang, K.J.A. How you view them is not how they view themselves: High-profile professional athletes as organizations. *Organization*.

Agyemang, K.J.A. Organizational development (OD) as a framework for restructuring the NBA Rookie Transition Program (RTP). *Sport Management Review*.

MANUSCRIPTS IN PROGRESS

Agyemang, K.J.A. 'Athlete citizenship' in big-time sport: Implications for Black communities. *Management Decision*.

Kelly, D.D., & **Agyemang, K.J.A.** Toward a comprehensive framework for mentoring Black male student-athletes. *Journal for the Study of Sports and Athletes in Education*.

Nwosu, G., & **Agyemang, K.J.A.** Institutional contradictions and the emergence of NCAA conference realignment. *Journal of Intercollegiate Sport*.

Agyemang, K.J.A. Above the rest: How did the Ghana Football Association (GFA) do it? *International Journal of Business Research*.

Samariniotis, H.N., Aicher, T.J., & **Agyemang, K.J.A.** The exploration of the double bind of female assistant coaches. *International Review for the Sociology of Sport*.

Agyemang, K.J.A. Making sense of my experience: Research with 'elite' populations and participants. *Qualitative Research in Organizations and Management*.

Agyemang, K.J.A., Aicher, T.J. Lambast them or praise them: The impact of diverging management styles on performance. *Team Performance Management*.

Agyemang, K.J.A., & Carey, R.S. Post-colonialism in sub-Saharan African football: Institutional-based conflict and difficulties for African managers in sub-Saharan Africa. *Journal of Sport Management*.

MEDIA REPORTS

Quoted in JobPostings Magazine. (April, 2010). Education Zone: Hitting it Outta the Park: How do you translate your love of the game into an all-star career? <http://jobpostings.ca/>

NATIONAL/INTERNATIONAL PRESENTATIONS

Agyemang, K.J.A., & Singer, J.N. (November, 2011). Race in the present day: NBA stakeholders sound off on race. North American Society for the Sociology of Sport. Minneapolis, Minnesota.

Agyemang, K.J.A., Hooks, T.S., Wynn, B., & Singer, J.N. (April, 2011). College students' perceptions on equity and justice in big-time college sport. College Sport Research Institute. Chapel Hill, North Carolina.

Singer, J.N., **Agyemang, K.J.A.**, Hooks, T.S., & Wynn, B. (April, 2011). College athletes' perspectives on the fairness of the NCAA's rules on athlete benefits. College Sport Research Institute. Chapel Hill, North Carolina.

Agyemang, K.J.A. (November, 2010). Black male athlete social responsibility (BMA SR) in big-time American sports. North American Society for the Sociology of Sport Annual Conference, San Diego, California.

Agyemang, K.J.A. (October, 2010). Michael Jordan's transgressions and the impact on his brand: A qualitative analysis. Sport Marketing Association. New Orleans, Louisiana.

Agyemang, K.J.A. (June, 2010). [Panel Moderator] Transitioning from doctoral student to faculty: A workshop for students. Presented at North American Society of Sport Management. Tampa, Florida.

Agyemang, K.J.A., & Ballouli, K. (June, 2010). An examination of barriers facing African American membership in fantasy football leagues. North American Society for Sport Management. Tampa, Florida.

Singer, J.N., & **Agyemang, K.J.A.** (April, 2010). Understanding the (Mis)Education of African American male college athletes: Toward a multilevel framework. College Sport Research Institute. Chapel Hill, North Carolina.

Agyemang, K.J.A., & Singer, J.N. (November, 2009). Where art thou' Black male athlete activists? The Michael Jordan effect. Presented at North American Society for the Sociology of Sport Annual Conference. Ottawa, Ontario, Canada.

Agyemang, K.J.A., & DeLorme, J. (November, 2009). Coveting Black bodies athleticism while degrading mind and intellect. Presented at North American Society for the Sociology of Sport Annual Conference. Ottawa, Ontario, Canada.

Agyemang, K.J.A., & Singer, J.N. (April, 2009). An exploratory study of Black male college athletes' perceptions on race and athlete activism. College Sport Research Institute. Chapel Hill, North Carolina.

Agyemang, K.J.A. (March, 2007). Academic reform in college athletics. Ronald E. McNair Post- Baccalaureate Achievement Program Conference. College Park, Maryland.

INVITED PRESENTATIONS

- Resource person** June, 2011
California State Polytechnic University-Pomona. Pomona, California
 Served as an expert to Cal State Pomona study abroad students traveling to Ghana.
 Answered questions and led discussion related to Ghanaian culture and languages.
- Resource person** May, 2011
California State Polytechnic University-Pomona. Pomona, California
 Served as an expert to Cal State Pomona study abroad students traveling to Ghana.
 Served as an expert related to the evolving Ghanaian sport business climate, most specifically, the Ghanaian Football Association (GFA).
- Research presentation** March, 2011
Center for the Study of Health Disparities—Texas A&M University, College Station, Texas
 Topic—Black male athlete activism
- Research presentation** February, 2011
California State Polytechnic University-Pomona. Pomona, California
 Topic—Athlete non-profit organizations and social change
- Panel participant** June, 2010
REU. Summer Scholars Program. Texas A&M University, College Station, Texas
 Topic—Life as a graduate student: Research experiences for undergraduate students
- Panel moderator** February, 2010
Multicultural Services, Texas A&M University, College Station, Texas
 Topic—Let’s talk: A community conversation on race & college sport

GRANTS RECEIVED

- Agyemang, K.J.A.**, & Singer, J.N. (2011). Principal Investigator. *Race in the present day: NBA stakeholders sound off on race*. Eastern Kentucky University Graduate Education and Research Grant. Received \$500.00 in funding.
- Agyemang, K.J.A.** (2010). Principal Investigator. *Toward a framework for understanding Black male athlete social responsibility (BMSR) in big-time sport*. Texas A&M University Sydney and J. L. Huffines Institute for Sports Medicine & Human Performance Research Grant. Received \$2,500.00 in funding.
- Agyemang, K.J.A.**, & Singer, J.N. (2010). Lead Investigator. *Black male athlete social responsibility (BMSR) in big-time American sport*. Texas A&M University Sydney and J. L. Huffines Institute for Sports Medicine & Human Performance Travel Grant. Received \$750.00 in funding.
- Agyemang, K.J.A.**, & Ballouli, K. (2010). Co-Principal Investigator. *An examination of barriers facing African American membership in fantasy football leagues*. Texas A&M University Department of Health and Kinesiology Research Grant. Received \$500.00 in funding.
- Agyemang, K.J.A.**, & Singer, J.N. (2009). Lead Investigator. *An exploratory study of Black male college athletes’ perceptions on race and athlete activism*. Texas A&M University Office of Graduate Studies Travel Grant. Received \$300.00 in funding.

TEACHING EXPERIENCE

INSTRUCTOR OF RECORD

Legal Issues in Sports (PHE 322)—Eastern Kentucky University	Fall 2011
Coaching Basketball (PHE 360)—Eastern Kentucky University	Fall 2011
Financial Aspects of Sport (PHE 810)—Eastern Kentucky University *Graduate level course	Fall 2011
Sport Marketing, Promotion & Fundraising (PHE 814)—Eastern Kentucky University *Graduate level course	Fall 2011
Principles of Communication (COMM 1113)—The University of Oklahoma	2007-2008

TEACHING ASSISTANTSHIPS

Sport and Recreation Law and Ethics (KINE 655)—Texas A&M University *Graduate level course	2008-2011
Diversity in Sport Organizations (KINE363)—Texas A&M University	2008-2011
Financing Sport Operations (KINE 422)—Texas A&M University	2010
Sociology of Sport (KINE 319)—Texas A&M University *Online	2010
Gateway to College Learning (UCOL 1002)—The University of Oklahoma	2005-2008

GUEST LECTURES

The Black male athlete and media depiction—Texas A&M University Guest lecture in undergraduate sport communication course.	April, 2011
Idea generation and why we do a literature review—Texas A&M University Guest lecture in graduate research methods course.	July, 2010
Ethical dilemmas in athlete branding—Texas A&M University Guest lecture in graduate sport and recreation law and ethics course.	February, 2010
A basic overview of qualitative research—Texas A&M University Guest lecture in graduate research methods course.	February, 2010
Discrimination in sport—Texas A&M University Guest lecture in undergraduate diversity in sport organizations course.	September, 2009

JOURNAL REVIEWER DUTIES

Journal of Management Inquiry-Ad Hoc Reviewer	2011-present
North American Society for Sport Management (NASSM) Abstract Reviewer	2012 Conference

SERVICE

North American Society for Sport Management (NASSM) Student President	2010-2011
North American Society for Sport Management (NASSM) Executive Council	2010-2011
North American Society for Sport Management (NASSM) Student Board	2009-2011
Texas A&M University Graduate Sport Society President	2010-2011

PROFESSIONAL MEMBERSHIPS

Southern Management Association (SMA)
North American Society for Sport Management (NASSM)
North American Society for the Sociology of Sport (NASSS)

REFERENCES

Dr. John N. Singer, Ph.D.
Assistant Professor of Sport Management
4243 TAMU
Texas A&M University
College Station, Texas 77843
Email: singerjn@hlkn.tamu.edu
Phone: (979) 845-5497

Dr. Marvin Washington, Ph.D.
Associate Professor of Management
3-40E Business Building
University of Alberta
Edmonton AB T6G 2R6
Email: washingt@ualberta.ca
Phone: (780) 492-2311

Dr. Michel M. Haigh, Ph.D.
Associate Professor AD/PR
College of Communications
The Pennsylvania State University
221 Carnegie Building
University Park, PA 16802
Email: mmh@psu.edu
Phone: (814) 863-3850

Dr. Thomas J. Aicher, Ph.D.
Assistant Professor - Sport Administration
School of Human Services
482B Dyer Hall
PO Box 210068
University of Cincinnati
Cincinnati, OH 45221
Email: aichert@ucmail.uc.edu
Phone: (513) 556-1331

Kwame J.A. Agyemang, Ph.D.
Statement of Research Interests

My research agenda is at the intersection of organizational behavior and the sociocultural aspects of sport. I enjoy the challenges that come along with developing organizations into the sustainable organizations they desire to be. The aim of my research is to collaboratively work with my participants/clients to evaluate the current state of the organization and then proceed to identify appropriate developmental strategies.

Identifying cultural and historical antecedents such as how current practices were formed and maintained allows for a better understanding of how these organizations are derailed from realizing their full potential. Peer-reviewed manuscripts I have co-authored related to this appear in the following journals: *International Review for the Sociology of Sport* and *Journal of Issues in Intercollegiate Athletics*. This research evaluated historical and contemporary experiences of discrimination in college sport among Black male college athletes.

My research also examines how we can use sport as a catalyst to develop nations. Published research focused on how the Ghana Football Association (GFA) could build off their success at the 2010 World Cup in South Africa by strategically utilizing corporate social responsibility (CSR) principles and stakeholder theory to realize their full potential as a nation. This research appears in the *African Journal of Business and Economic Research*.

I have also utilized CSR principles when equating high-profile professional athletes to organizations. Emanating from my experience in career development, I employed the CSR framework to Black male athletes. This research investigated professional Black male athletes' economic, legal, ethical, and discretionary responsibility to their stakeholders. Results provided a definition for Black male athlete social responsibility (BMASR), which I hope to employ as a framework for managing this population. This work has challenged the manner in which we view organizations and make use of the CSR framework. Research discussing BMASR and related topics has been published in *International Journal of Sport Management and Marketing*, *Applied Research in Coaching and Athletics Annual*, *Journal of Sponsorship* and *Journal of Management Inquiry*.

Based off of the BMASR framework, I view high-profile professional athletes as organizations in their own right and attempt to configure strategies so as to better manage the day-to-day affairs of these individuals. I particularly work with Black/African males. In this case, I conceptually view the athlete as an organization that encompasses a board of directors, finance department, marketing department, among others, in the same manner as typical organizations. Since becoming a faculty member, I have submitted four manuscripts that are currently in review and other projects in progress.

Overall, I have shared this knowledge by authoring or co-authoring eight peer-reviewed journal articles, presented 12 conference papers, and awarded grants to support my research. In the past, my peers recognized this body of work by electing me student president of North American Society for Sport Management (NASSM). Texas A&M's Department of Kinesiology also recognized my research with the Outstanding Graduate Student of the Year Award. I hope to continue these efforts as a faculty member.

Kwame J.A. Agyemang, Ph.D.
Teaching Philosophy

My interest in teaching stems from my personal experiences as a student at the undergraduate and graduate levels. It is through these experiences that I have grown quite enchanted with not only the notion of teaching but also the fact that the learning that takes place in my classroom has the opportunity to mold and shape the minds of the future. Renowned scholar Paulo Freire once said, "Whoever teaches learns in the act of teaching." As such, being a member of a university and department that bestows the opportunity to engage with students and values quality teaching is a chief concern of mine.

I am grateful for the present opportunity that has been presented to me to teach students. I am learning daily as it relates to how to become a better teacher. To that end, in the same manner that I teach my students regarding various aspects of sport management, they are also teaching me. To illustrate, I gave myself a "mid-term exam" in the form of mid-semester evaluations for myself. With the assistance of my graduate assistant, I disseminated these evaluations in which students were asked to rate me on a scale of 1-7 on a number of items. The lowest score I received was a 4.9, with all other mean scores being above five. Students were also able to write comments. Since then, I have implemented some of the suggestions into the class. For instance, I now post PowerPoint slides on BlackBoard before class so that students can use them as a guide to take notes. Students also asked that I give more input in regards to the graduate class, a suggestion that I have also done my best to satisfy.

As educators, we all have our unique ways we teach our students. Considering students learn in numerous ways, I deem educators must be mindful of this and incorporate a number of strategies to meet their needs. While I am an advocate of lecture style teaching, I believe these lectures should embrace numerous forms of technology that will maintain students' attention. To do so, I use traditional PowerPoint presentations, while also incorporating the use of Twitter and Skype guest lectures from professionals in the industry. I have received positive feedback regarding these endeavors. Furthermore, I believe not only listening to the instructor but also learning from the experiences of their peers via group work and class discussion better serve students. Individual research is also a vital part of student learning. This allows students to look into potential problems they may face in the workplace. All three of my sport management courses contain a research component. For instance, in my financial aspects of sport class, students must complete a semester long project that results in a financial plan for a hypothetical sport organization. In sum, this proliferation of teaching strategies meets the needs of different learning types. My students have enjoyed this method. These methods have been a key component of my classes.

Lastly, I also believe that learning should take place outside of the classroom. The writings of Paulo Freire have greatly impacted my views on how to go about facilitating this type of learning. For instance, Freire emphasized the idea that teaching is not only transferring knowledge but also includes opening the door for students to produce or construct knowledge of their own. In other words, it is not enough to expose students merely to readings while requiring them to regurgitate the information back on a test. For this reason, I am very much a proponent of experiential learning (Kolb, 1983). To better facilitate this process, I foster relationships with sport industry professionals so that I am better prepared to place my students in their most desirable workplaces. In sum, we as educators are not only providing information but also serve as catalysts for students' personal search and creation of knowledge.

Kwame J.A. Agyemang Teaching Evaluation Information

PHE 322 Legal Issues in Sports

Question	Mean Avg.
Overall quality of the course	5.64
Overall quality of instructor	5.96
Clarity of instructor's presentations	5.16
Instructor's skill in handling students' questions and comments	5.60
Instructor's skill in using examples and illustrations	5.80
Instructor's ability to maintain a positive learning atmosphere	5.72
Instructor's interest in whether or not students understood course content	5.44
Instructor's knowledge of subject matter	6.56
Instructor's preparation for class	6.12
Organization of course in terms of logical arrangement of material and activities	5.92
Instructor's apparent interest in teaching course	5.96
Instructor's openness to discussion of other viewpoints	5.68
Appropriateness of instructor's encouragement of student participation/discussion	5.98
Effectiveness of instructor's presentations	5.24
Knowledge learned in this course	5.36
Effectiveness of instructor stimulating your thinking	5.20

1=far below average; 4=average; 7=far above average

Additional Comments:

- Professor effectively presents information and prepares students for any and all assignments given in the course.
- Class of my Dreams!
- Good Class so far.
- Good Young Teacher but still a law class.
- Overall I think it's a great class. You teach the class good and make it to where everybody knows the material.
- Does a well job presenting the information.
- Great class and great teacher. Understands what he is doing and has a thorough knowledge of the subject of sports law. Presents the material in an easy and understandable and actually shows he cares about the students' success. Only negative is he is an Oklahoma Sooners fan. #SEC
- The presentations on power points help a lot in understanding the course content.
- Slow down on the notes, you speed through the power points and then get mad when no one is taking notes. No one can write as fast as you speak even if we shorthand it.
- Great job with presenting the material but I would like more videos and current events to talk about.
- Class is overall very well instructed would like to see the Power points posted earlier for my study benefits and class preparation.
- In power points go slower so that those who are taking notes can understand it better.
- Would like to have more discussion and relate topics to real world examples in order to better grasp and understand the subject matter.
- I like the class. My test grade was not because it was that tough. I poorly prepared myself for the test. Eight chapters was a lot for a test in my opinion. I give you a six overall, no one is perfect.
- I would like to have more class interaction during lectures for example have us really apply the material we are learning.
- I really appreciate the structure of the course and the fact that I know what to expect every day when I come in. The slides are neat and easy to read/understand. My only complaint is that you go so fast when we do slides. Could you put the slides on Black Board before the class so I can print them as handouts?

Kwame J.A. Agyemang, Ph.D.

Kwame J.A. Agyemang Teaching Evaluation Information

PHE 814 Sport Marketing, Promotions, and Fundraising

Question	Mean Avg.
Overall quality of the course	5.04
Overall quality of instructor	5.09
Clarity of instructor's presentations	5.26
Instructor's skill in handling students' questions and comments	5.65
Instructor's skill in using examples and illustrations	5.14
Instructor's ability to maintain a positive learning atmosphere	5.43
Instructor's interest in whether or not students understood course content	5.22
Instructor's knowledge of subject matter	6.20
Instructor's preparation for class	5.30
Organization of course in terms of logical arrangement of material and activities	5.35
Instructor's apparent interest in teaching course	5.43
Instructor's openness to discussion of other viewpoints	5.43
Appropriateness of instructor's encouragement of student participation/discussion	5.74
Effectiveness of instructor's presentations	4.91
Knowledge learned in this course	5.04
Effectiveness of instructor stimulating your thinking	5.04

1=far below average; 4=average; 7=far above average

Additional Comments:

- This semester has been great so far! I think that you are a very good instructor and the class discussions are good with involving the class. Relates to students very well!!
- I feel that more lecturing should be implemented. I feel that Dr. Agyemang is highly skilled and very competent in knowledge, though student/teaching involvement may be a bit unfortunate for some who rely on lecture and taking notes to understand and retain subject matter.
- Would enjoy hearing more from professor's experiences.
- I don't think class participation should be worth so much. Less student presentations and more from the instructor because he is the expert.
- A variation in what we do from week to week would help keep me more interested.
- Class presentations are fine but not all get point across. Have more input on what we should get out of the reading.
- I really enjoyed the layout of week 9 class. I do agree that there should be class discussion; however I learn a considerable amount when you give a power point and explain it yourself.
- More power points or discussions involving the material. Great professor need more lectures.
- PHE 814 and 810 are two of the best courses I have taken at ECU. These two courses have kept me engaged as a student and more willing to learn more information about sport. Keep up the good work Dr. Agyemang!
- This course allows the class to discuss our readings which helps better understand the course sections.
- I like the idea of professor creating group leader discussions it makes the class interactive.
- Course content needs to be more direct and concise seems very opinion based which can lead to misunderstanding.
- Enjoy class for the most part. Sometimes the readings can be a bit dull and hard to understand.

Kwame J.A. Agyemang Teaching Evaluation Information

PHE 810 Financial Aspects of Sport

Question	Mean Avg.
Overall quality of the course	5.23
Overall quality of instructor	5.50
Clarity of instructor's presentations	5.91
Instructor's skill in handling students' questions and comments	5.91
Instructor's skill in using examples and illustrations	5.82
Instructor's ability to maintain a positive learning atmosphere	5.62
Instructor's interest in whether or not students understood course content	5.45
Instructor's knowledge of subject matter	6.29
Instructor's preparation for class	5.64
Organization of course in terms of logical arrangement of material and activities	5.57
Instructor's apparent interest in teaching course	5.50
Instructor's openness to discussion of other viewpoints	6.23
Appropriateness of instructor's encouragement of student participation/discussion	5.91
Effectiveness of instructor's presentations	5.57
Knowledge learned in this course	5.18
Effectiveness of instructor stimulating your thinking	5.57

1=far below average; 4=average; 7=far above average

Additional Comments:

- Excellent addition to the college of exercise and sport science! Very thankful to be in Dr. Agyemang's class.
- Better with the teacher led presentation at the end of class. Made it much easier to understand.
- There should be more of a focus on budgeting due to being a major issue in sport management.
- It's hard to keep up being in two classes doing the same thing in both gets repetitive. Also, maybe change the content up not do the same thing every single class period.
- Have more power point presentations.
- This class allows everyone to discuss each journal articles. The instructor does everything possible to answer any questions or concerns.
- Good job keep it up!
- Great discussions for class. Some articles are repetitive.
- Good professor. Easy to get along with and communicate to.
- This course has been very enjoyable.
- Although the recent classes have been better so far as professor preparation is concerned. I feel as though the class discussions/articles are redundant and are often run out of things to discuss since we're basically discussing the same things every week.