



Department of Sport Management  
College of Health and Human Performance  
UNIVERSITY of FLORIDA

## SPM 4104 – Sport Operations and Facility Management

Spring 2023 (3 credit hours) Section SM 11

**Dr. Douglas DeMichele**

**Email:** [demiche@hnp.ufl.edu](mailto:demiche@hnp.ufl.edu)

**330C Florida Gym**

**352-294-1660**

**Office Hours:** TUE 8:30 – 10:30 am  
WED 8:30 – 10:30 am

**Graduate Assistant:**

**Class Meets:** 5<sup>th</sup> Period (11:45 -12:35) in 245 Florida Gym on M, W, & F

Can also access course through Canvas on UF e-Learning (<https://elearning.ufl.edu/>) and the Canvas mobile app by Instructure.

### Chairperson

Dr. George Cunningham  
Department of Sport Management  
300 Florida Gym  
<http://www.hnp.ufl.edu/spm/>

### **Honor Code**

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

### Course overview:

Class will meet in Florida Gym room 245 on Monday’s, Wednesday’s and Friday’s and consists of lectures, information provided on Pressbook and video presentations provided by guest speakers.

### **Course Description:**

SPM 4104 will provide the student with a basic understanding of the management process as it relates to the use and provision of sport facilities. Topics and discussions will include management theories and strategies, legal implications, financial management, evaluation, and contemporary issues related to the construction and operation of traditional and unique facilities. Real case studies of projects completed at the University of Florida will be highlighted.

Examples will address issues and concepts to be considered from a practitioner's perspective. As available, guest lecturers involved in facility management may share their perspectives and management strategies.

### **Course Objectives:**

1. To develop a responsibility within the student to support and foster professionalism and professional organizations. (8.09)
2. To develop a keen awareness of the professional's responsibility to provide opportunities for all populations, settings, and services. (8.02, 8.24)
3. To develop an understanding and knowledge of the principles and procedures necessary to design areas and facilities to enhance full participation by all constituents. (8.23, 8.24)
4. To understand and explain the management process, including concepts of organizational behavior, accountability, evaluation, interpersonal relationships and decision-making strategies. (8.30, 8.31)
5. To develop an understanding of all principles and procedures necessary for the operation and maintenance of leisure service resources, areas, and facilities. (8.06, 8.32)
6. To develop communication skills and public relations programs that will enhance the operation of the facility. (8.15, 8.34)
7. To develop a knowledge and understanding of the manager's responsibility related to all legal aspects of the facility operation.
8. To develop an understanding of risk management systems that will protect visitors, staff, and the sport facility.
9. To identify the management responsibilities aligned with the planning, funding, construction and opening of new or renovated sport facilities.

### **Recommended Texts:**

History of Sport and Public Assembly Facilities from Mahoney, K., Esckilsen, L., Jeralds, A., and Camp. S. (2015). *Public Assembly Venue Management: Sports, Entertainment, Meeting and Convention Venues*, Dallas, TX, Brown Books Publishing  
Fried, Gil (2015). *Managing Sport Facilities*, Champaign, IL, Human Kinetics Publishing.

**Course Evaluation:**

There are **500 total points** for the class. The class will be graded based upon the following items. A more detailed explanation of the buck stops here and the playposits is provided later in this document and on the Canvas site.

Module 1	The Buck Stops Here.....	35
Module 1	Group Project Interest.....	5
Module 2	Playposit.....	10
Module 3	Playposit.....	10
Module 3	Group Outline.....	10
Module 4	The Buck Stops Here.....	50
Module 4	Playposit.....	5
Module 5	Playposit.....	5
Module 6	The Buck Stops Here.....	25
Module 6	Playposit.....	5
Module 7	Playposit.....	10
Module 8	Playposit.....	5
Module 9	Playposit.....	5
Module 10	Playposit.....	5
Module 11	Playposit.....	5
Module 12	Playposit.....	5
Module 13	The Buck Stops Here.....	25
Module 14	The Buck Stops Here.....	25
Module 15	Playposit.....	5
Module 15	Exam.....	100
Module 16	Group Project.....	135
Total		500

The final grade notification will be provided by the University Registrar's Office via the final grade report, however the instructor will provide periodic grade updates on Canvas throughout the term.

Canvas will be used to post all grades, the syllabus and the notes/projects for the class, with the final grade assigned according to the following grading scale:

A	=	465 - 500.00
A-	=	450 - 464.99
B+	=	435 - 449.99
B	=	415 - 434.99
B-	=	400 - 414.99
C+	=	385 - 399.99
C	=	365 - 384.99
C-	=	350 - 364.99
D+	=	335 - 349.99
D	=	315 - 334.99
D-	=	300 - 314.99
E	=	Below 300 points

- Technology problems are not acceptable excuses for late assignments or missed exams.
- Refer to the Course Schedule and/or Canvas for assignment due dates.

**The Group Project** involves a formal, multi-media presentation, with a typed handout for all class members plus a typed double spaced electronic copy (approximate length 12-13 pages; 15 pages max); due as noted on Canvas. Papers turned in after that time are considered late and result in a deduction of 5 points if submitted that day and 10 additional points for each day the submission is late. Projects will be DUE March 31<sup>st</sup>.

*In order to validate the efforts of all group members, the group project will be completed collectively yet graded as individual work (83%) and as group work (17%). All members of the group are required to secure 2 professional references (one can be a personal contact) as well as prepare their portion of the group assignment. Please note: all papers submitted must be formatted similarly (same text and spacing, etc. for all contributing authors). As the Faculty member, Dr. DeMichele is available to help the students divide responsibilities if the group members cannot agree to proportional distribution. It is recommended that 2 group members work on the budget specifically but all members should contribute financial information.*

The project will be evaluated based on individual contributions and group contributions. In order to validate the efforts of all group members, the group project will be completed collectively, yet graded as individual work (87%) and as group work (13%).

130 points - Individual Contribution:

- 5 points - Statement of Interest
- 80 points - Student's written component of the Executive Summary
- 45 points - Presentation

20 points - Group Contribution:

- 10 points - Proposal Outline (due Feb 3<sup>rd</sup>)
- 10 points - Group editing and style consistency proofread for executive summary and PowerPoint

All parts of the project must be submitted on Canvas by the due date. All group presentation materials must be submitted as attachments. Failure to do so will result in a ten-point penalty.

Papers turned in after the due date time are considered late and will result in a 5-point deduction if submitted that day. 10 additional points will be deducted for each additional day the submission is late.

The group project will require the students to construct or renovate (group's choice) a sport facility (budget \$10 - \$20 million dollars) which will include acquisition of land, design and construction of the facility, and all related items associated with the new facility (maintenance, operation, staffing, equipment, utilities, marketing, revenue generation and security).

Each student will be grouped with other classmates for participation in the group project based upon their **statement of interest request** in Module one. Each project must be approved by Dr. DeMichele before the group is permitted to move forward.

### **Group Project Guidelines**

The purpose of this project is to creatively prepare a condensed business proposal (12-15 page double spaced typed document) that will be used to demonstrate the viability of the sport management facility (new construction and/or renovation) through the initiation of the business and for one fiscal year. Within the project, the group should include each of the items listed below, as well as construction costs required to build/renovate the facility (use the figure \$300/square foot for basic commercial level construction. Students may assume the capital budget and operating budget is supported by bank loan (\$10 Million to \$20 Million total budget) and/or support from the owners/investors. Although the goal is to generate a profit, the business may likely have a deficit in year one.

*As you design the Sport Facility, your group can choose to serve as paid consultants and offer a recommendation to the ownership OR your group may assume the role as owners of the company.*

Regardless of your choice, your group will be required to secure property in your assigned town, discuss funding for the project via a bank loan or issued bond, and then discuss how your group collected data to make informed decisions. Most projects will require the involvement of external professional consulting firms so consultant costs should be considered. Each group is encouraged to include personal experiences, information learned in other classes, and creative ideas within the assignment, however, this project is expected to be original. Group projects from other courses may be referenced but the group assigned in SPM 4104 is responsible for the final product. Each project should include the items listed below as well:

***A minimum of 2 professional references per author (documented data/information or information secured by contacting professionals in the field is expected)***

Identify how the new facility will positively **impact the business community** in the area and why the proposed business is necessary in the community

Identify the **impact the project will have on the users/customers and neighbors** (traffic, noise, staging area, etc.)

Include the **immediate impact and anticipated long-term impact** projections for the local competition (competing businesses)

Procure and **hire staff and secure the management team** needed to operate a successful business

Discuss a **risk management plan** for the facility; considering both visitors and employees-

Discuss the **promotional strategy** to market your concept and facility

Include a **detailed budget** (construction costs, operational expenses, etc. as well as realistic anticipated revenue through the first operational cycle). Use a line-item Excel budget to highlight finances. (approx. 3 pages)

As a component of the final project, students are required to research 3 similar projects to the one assigned and **include a photo from each project** (website or resource) in the final document. The photo should help the reader better understand how the final product will appear upon completion.

The final written version should be a minimum of 12 pages and not exceed 15 pages (groups may include up to 5 addendum pages). All members should submit the SAME copy on Canvas.

During the class presentation, it is expected that each member of the group will speak a minimum of 3 minutes and that every member of the group will contribute an equal percentage of work (students are encouraged to split up the project elements equally but feel free to contact Dr. DeMichele if your group is unable to equally distribute the required and/or other components of the project). If the percentage of work contributed among individual members appears to be skewed, students should note the individual contributions and share any concerns with Dr. DeMichele as soon as possible (students are encouraged to provide a peer review of effort contributed). Should a member fail to contribute their fair share, as noted/validated by a majority of the group, the individual's project grade will be reduced according to their contributions (from zero to partial credit).

Presentations will be delivered in class but an electronic copy of the multi-media (PowerPoint, video, pictures, Prezi, etc.) will be submitted by each group member on Canvas. The SAME completed presentation should be submitted on Canvas.

**Special needs: Special needs:** If you are aware of your disability or might be concerned you have a disability, please register with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>, call them at 352-392-8565, online <https://accessibility.ufl.edu/>, or visit the Dean of Students Office. Once registered, please visit with me or send me an email during the first two weeks of class to provide me with a copy of your accommodation letter to ensure I fully understand your needs. It is my goal to provide you with the tools necessary to ensure you are successful in the classroom. If any student has a need for a special accommodation, please advise the instructor by the third class.

**Exams:**

Exams will be developed from the textbook readings, class assignments and lecture material. Students are expected to take the exam as scheduled. Exceptions will be made only for documented illnesses, death in the family and official university activities. Unexcused absences for an examination will result in a score of 0 (zero) for that exam.

**Classroom guidelines:**

It is expected that all students will attend class regularly according to the course syllabus and then submit prepared assignments on Canvas before they are due. The course was recently re-designed so the information you will be learning is very current and even addresses COVID adjustments in the field. If at any time you feel the need for assistance and/or information concerning the course, see Dr. D. as soon as possible.

**The buck stops here reviews:** Since many students at the University of Florida aspire to lead athletic organizations in the future, this class will challenge students to make a few FINAL managerial decisions. **The buck stops here**, requires students to respond to topics/issues discussed in the lecture. A rubric is provided so you can better complete your response, but please be thorough and confident in your responses. The individual reviews are worth 25 or 50 points so be sure to review the rubric before answering the questions.

**PlayPosit reviews:** Within several of the lectures we have installed a new interactive technology known as PlayPosit. When you are prompted to respond to an in-lecture question, please offer your response on Canvas. The individual reviews are worth 5 or 10 points respectively, so be sure to answer all questions. These questions will be provided in class.

## SPRING 2023

## TENTATIVE CLASS SCHEDULE

### Module 1

January 9 – 13

Class Introduction  
History and Roll of Public Assembly Facilities  
We Adjust  
The Buck Stops Here

### Module 2 & 3

January 16 – 20

Introduction to Management  
Christina Ramos (Orange Bowl Committee) PlayPosit  
Group project Statement of Interest  
MLK January 16 and Jan 18 NO LIVE CLASS

ADA Issues with Sport Venues  
Dr. Osfield (Previous UF ADA Officer)  
The Buck Stops Here

### Module 5

January 23 – 27

O'Connell Center Renovation Project  
David Lucier (Previous Associate Director of the O'Connell Center)  
PlayPosit



Module 6 & 7  
January 31 – Feb 3

UF Athletic Director & Facility Site Design  
Jeremy Foley (UF AD Emeritus)  
Playposit  
**Group Project Outline Due Feb 3<sup>rd</sup>**  
The Buck Stops here  
Stadium Operations  
Lindsey Thomas (UF Associate AD)  
PlayPosit

Modules 8  
February 6 – 10

UAA Master Planning  
Bill Smith (UF Assistant AD)  
Playposit

Module 9  
February 13 – 17

Aaron and Matt Batson & Kenny Gaudinez; Issues in the field Feb 13<sup>th</sup>  
UF Baseball and Softball Case Studies  
PlayPosit  
Group project work

Module 4  
February 20 – 24

Planning ahead Marty Dempsey (Rec Sports) Feb 20<sup>th</sup>  
Group project work

Module 10  
February 27 – March 3

UF Tennis case study  
PlayPosit  
Group project work

March 13

SPRING BREAK

Module 11  
March 20 – 24

UF Football Case Studies  
PlayPosit  
Group project work

Module 12 & 13  
March 27 – 31

UF Gymnastics Case Study  
PlayPosit  
Venue Ownership & Management  
The Buck Stops Here  
**Group project Executive Summary due March 31st**

Module 14 April 3 – 7	COVID 19  Anabelle Juin (Project Manager Populous) The Buck Stops Here Group project work
Module 15 &16 April 10 – 14	Safety and Security PlayPosit
April 3	Presentations
April 5	Presentations
April 7	Presentations
April 10	Presentations
April 12	Presentations
April 14	Presentations
April 17	Presentations
April 19	Presentations
April 21	Presentations
April 24	Presentations
April 26	Exam (Administered on-line using Honorlock)

The syllabus provides a tentative schedule for the Spring term 2023, however changes to the schedule may be made during class. Students are encouraged complete the week's material on Canvas.

**Copyright Statement:**

The materials used in this course are copyrighted. The content presented is the property of UF and may not be duplicated in any format without permission from the College of Health and Human Performance and UF and may not be used for any commercial purposes. Content includes but is not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

## Other Resources

### ZOOM

- Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants. You can find resources and help using Zoom at <https://ufl.zoom.us>.

### COURSE EVALUATIONS

- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### CHANGING NAME DISPLAY IN CANAVAS

- It is important to the learning environment that you feel welcome and safe in this class and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your UF-rostered name.
- You may also change your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

### INCLUSION, DIVERSITY, EQUITY, AND ACCESSIBILITY (IDEA) RESOURCES

- It is my intent that students from all diverse backgrounds and perspectives be equitably served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class are viewed as inclusive as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated.

Please let me know ways to improve the effectiveness of the course for you personally, for other students, or student groups.

- For suggestions or concerns related to IDEA, please reach out to any of the following:
  - Dr. Christine Wegner, SPM IDEA Liaison, [christinewegner@ufl.edu](mailto:christinewegner@ufl.edu)
  - Dr. Cytrice Thomas, SPM Graduate Coordinator, [cthomas10@ufl.edu](mailto:cthomas10@ufl.edu)
  - Dr. Cynthia Willming, SPM Undergraduate Coordinator, [willming@hhp.ufl.edu](mailto:willming@hhp.ufl.edu)

## IN-CLASS RECORDINGS

- Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.
- A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, and clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, and exams), field trips, and private conversations between students in the class or between a student and the faculty or lecturer during a class session.
- Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.”

## COVID-19

- In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of our neighbors, our loved ones, and ourselves.
- If you are not vaccinated, the University recommends you get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus.

- If you are sick, stay home and self-quarantine. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

#### **ADDITIONAL STUDENT SUPPORT**

- **U Matter, We Care:** If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575.
- **Counseling and Wellness Center:** <https://counseling.ufl.edu/>, 352-392-1575.
- **Sexual Assault Recovery Services (SARS):** Student Health Care Center, 392-1161.
- **University Police Department:** 392-1111 (or 911 for emergencies) <http://www.police.ufl.edu/> .
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need or visit [shcc.ufl.edu](http://shcc.ufl.edu).
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [ufhealth.org/emergency-room-trauma-center](http://ufhealth.org/emergency-room-trauma-center).

#### **ACADEMIC SUPPORT**

- **E-learning Technical Support:** UF HELP Desk - 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu). <https://lss.at.ufl.edu/help.shtml>
- **Career Connections Center, Reitz Union:** 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- **Library Support:** <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center, Broward Hall:** 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- **Writing Studio, 302 Tigert Hall:** 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- **Student Complaints On-Campus:** <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
- **On-Line Students Complaints:** <http://distance.ufl.edu/student-complaint-process/>