

Sport Ops. & Facility Management

Connect with SPM

SPM4104 | Class #'s 16643/25826/21777 | 3 Credits | Spring 2024



Course Info

INSTRUCTOR

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Preferred Method of Contact: **face-to-face, remind app (Text 81010 @brianaavery), and email (please include: Name, course, you have read the syllabus and referred to Canvas, and provide question)**

OFFICE HOURS

T/R 9:00 AM to 10:00 AM or by appointment (F2F or scheduled Zoom)

MEETING TIME/LOCATION

Residential: MWF FLG 0230 and through Canvas on UF e-Learning (<https://elearning.ufl.edu/>) & the Canvas mobile app by Instructure

MWF period 6 (12:50 PM – 1:40 PM)

Online: asynchronous through Canvas on UF e-Learning (<https://elearning.ufl.edu/>) & the Canvas mobile app by Instructure

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 operation of traditional and unique facilities.

PREREQUISITE KNOWLEDGE AND SKILLS

None

REQUIRED AND RECOMMENDED MATERIALS

All necessary materials for this course will be provided to students. This includes required readings, case studies, multimedia resources, and access to specialized software where applicable. Students are encouraged to utilize these resources extensively to enhance their learning experience. Additional recommended materials, which may offer further insights into the course topics, will be made available throughout the semester. Stay tuned for periodic updates on supplementary resources that could be beneficial for your studies.

Selected Book References (no required textbook):

Cotten, D.J., and Wolohan, J.T. (2007). Law for Recreation and Sports Managers-4th Ed. Debuque, Iowa: Kendall/Hunt Publishing Company.

Federal Emergency Management Agency (FEMA). (2014). Business Continuity Planning. Washington, D.C.: U.S. Department of Homeland Security.

Fried, G. (2015). Managing Sport Facilities, Champaign, IL, Human Kinetics Publishing.

Russo, F.E., Esckilsen, L.A., and Stewart, R.J. (2009). Public Assembly Facility Management: Principles and Practices-2nd Ed. Coppel, TX: International Association of Venue Management.

COURSE FORMAT

Our dynamic course structure encompasses a blend of instructional approaches to cater to diverse learning styles. Each class will feature interactive lectures that lay the foundational knowledge, spirited discussions to encourage critical thinking, and insights from industry experts. Engaging case studies will provide real-world context, while simulated exercises will offer hands-on experience. Collaborative group work will further enable the synthesis of ideas and the development of teamwork skills.

COURSE LEARNING OBJECTIVES:

- Identify the roles and responsibilities pertinent to professionalism within sports facility management and operations.
- Understand the ethical obligations to provide accessible and equitable sports programs and services.
- Apply knowledge of sports facility operations to enhance user experience and ensure compliance with industry standards.
- Analyze the processes involved in sports facility management, including organizational behavior, accountability mechanisms, and evaluation techniques.
- Evaluate the effectiveness of communication strategies and public relations efforts in the operation of a sports facility.
- Assess risk management protocols to protect patrons, staff, and the integrity of the sports facility.
- Design management strategies that address the legal and ethical aspects of sports facility operations.
- Develop a comprehensive plan that includes management responsibilities for the funding, construction, opening, and operations of sports facilities.
- Create decision-making frameworks that incorporate interpersonal relationships and strategic planning for sports facility management/operations.
- Integrate artificial intelligence tools and data analysis methods to optimize operations, enhance the decision-making process, and forecast trends in sports facility management.
- Synthesize information from AI-driven analytics to improve facility scheduling, maintenance, and customer service, ensuring a data-informed approach to facility operations.

Course & University Policies

ATTENDANCE POLICY

Active participation is key to success in this course, and attendance is assessed through engagement in assignments, projects, presentations, and exams. You are expected to complete all coursework during the period in which it is assigned or administered. Failure to do so, whether due to absence, tardiness, or early departure, will result in a zero for that work without exception. It is your responsibility to obtain any missed information from classmates. Please note that our class attendance practices align with the University's policies, which can be found [here](#).

PERSONAL CONDUCT POLICY

Students are expected to exhibit behaviors that reflect highly upon themselves and our University. UF students are bound by The Honor Pledge which states, “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.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor or TA in this class. *Violations will be reported to the Dean of Students Office for consideration of disciplinary action.*

MAKE-UP POLICY

A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. If you have an illness, family emergency or death, please contact the Dean of Students Office (www.dso.ufl.edu) and follow the DSO Care Team procedures for documentation and submission of a request for make-up assignment (<https://care.dso.ufl.edu/instructor-notifications/>). The DSO will contact the instructor. Do not provide any documentation to the instructor regarding illness or family emergency. This is your personal and protected information. The DSO is qualified to receive and verify the documents you provide. The instructor will follow the recommendations from the DSO. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

ACCOMMODATING STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

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/>.

Getting Help

HEALTH & WELLNESS

- U Matter, We Care: If you or a friend is in distress, please contact 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 9-1-1 for emergencies) <http://www.police.ufl.edu/>

ACADEMIC RESOURCES

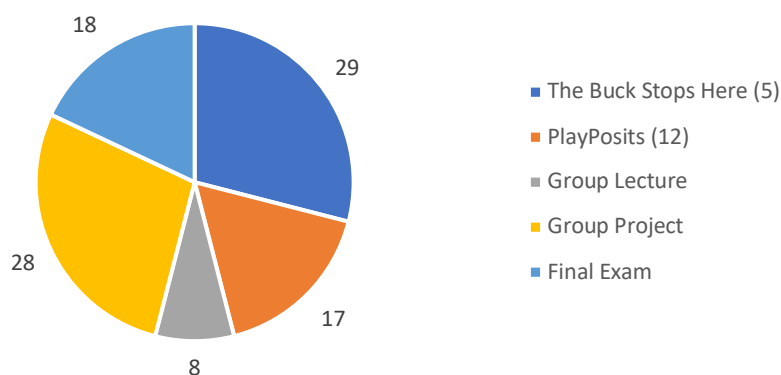
- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. 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/>

Grading

Student performance is the bedrock of the grading system in this course. Assessment includes, but is not limited to, examinations, assignments, in-class activities, presentations, class participation, and projects. Your final grade will reflect the sum of points collected over the semester, translated into a letter grade according to the fixed grading scale provided in the syllabus. Please note that the grading scale is applied rigorously and will not be modified. Requests for grade alterations based solely on dissatisfaction with overall academic performance will not be entertained. For transparency and tracking, grades will be regularly updated and can be accessed through the CANVAS platform.

Assessments	Points	Grade % (Approx.)
The Buck Stops Here (5)	160	29
PlayPosits (12)	90	17
Group Lecture	45	8
Group Project	155	28
Final Exam	100	18

Grade Breakdown



Assessments

Throughout the semester, your understanding and application of course materials will be evaluated through a variety of assessments:

The Buck Stops Here: Recognizing that many students at the University of Florida are on the path to becoming leaders in athletic organizations, these assignments offer a unique opportunity for you to step into the shoes of a manager. "The Buck Stops Here" reviews serve as a platform for you to make decisive managerial decisions, demonstrating the finality and responsibility of leadership. These tasks will draw directly from our lecture discussions, asking you to respond thoughtfully and assertively to relevant topics and issues.

PlayPosits*: To enhance your learning experience, PlayPosit, an interactive technology, has been integrated into our Canvas lecture sessions. This tool will periodically prompt you to engage directly with the material by responding to questions during the lecture. Please submit your responses via Canvas when these in-lecture prompts appear. Each response contributes to your grade. It is crucial to answer all questions to maximize your points earned.

**PlayPosit has been programmed with an auto-grading feature for efficiency. After you complete the in-lecture interactions, the system will automatically assign points for certain responses and zeros for others. Initially, this grading might seem alarming, but rest assured, these are preliminary scores. All responses will subsequently be reviewed, and you will receive the correct points reflecting the accuracy of your answers after a comprehensive evaluation.*

8-Minute Student Lecture Series on AI-Enhanced Sport Management: In this innovative lecture series, you are invited to delve into uncharted territories of sport management with a technological twist. Groups are tasked to pinpoint a unique topic within sport operations and facilities that we have not yet explored in class, bringing an AI or data science perspective to the forefront. Each presentation should be a concise, 8-minute lecture that encompasses the following segments: a 1-minute introduction of your chosen domain, a 2-minute detailed exploration of your core AI-driven concept, a 3-minute discussion on its practical implications for future sports facility operations managers, followed by an engaging 1-minute interactive session with classmates, and a 1-minute conclusive summary highlighting the concept's significance in sport management. Your goal is to educate and inspire by showcasing how AI and data science can revolutionize our understanding and practice of sport management, providing actionable insights for a career in this dynamic field.

Group Projects on AI-Driven Sports Management: Each project is a testament to the innovative intersection of artificial intelligence and sports management, offering a glimpse into the future of this rapidly evolving field. I have carefully designed these projects to challenge and expand your understanding of how AI technologies can transform sports operations and strategic planning.

Selecting Your Group Project: As part of our class's innovative approach, each group will have the opportunity to choose one of the three AI-focused sports management projects to complete. Whether you're drawn to the strategic complexities of introducing a new sport, the environmental considerations of sustainable venue development, or the challenges of sports facility construction and renovation, you can select a project that aligns with your group's interests and strengths.

- **New Sport - Operational Business Proposal:** Analyze a business plan for a new sport, exploring operational strategies and AI's role in optimizing performance and fan engagement.
- **Eco-friendly Sports Venue Development:** Investigate the blueprint for constructing sustainable sports venues, focusing on how AI contributes to environmental stewardship and operational efficiency.
- **Sports Facility Construction/Renovation:** Evaluate a case study on retaining or attracting sports teams through facility updates, emphasizing AI's impact on project management and stakeholder satisfaction.

Embracing Project Variations: Recognizing the importance of creativity and personalized learning, variations on the chosen project theme are welcome. If your group has a unique angle or a particular aspect you'd like to explore, I encourage you to bring your ideas to the table. Any project variation should be discussed with me in advance and will require approval to ensure it meets the course objectives and academic standards. This flexibility allows your group to take ownership of your project and tailor it to your collective vision, fostering a deeper and more engaged learning experience.

Final Exam Options: Tailored to Your Expertise: As we conclude our journey through the intricacies of sport and operations management, you will be presented with three comprehensive final exam options, each crafted to test the breadth and depth of your knowledge through practical case-study scenarios. These exams will challenge you to apply your learning to complex, real-world situations using a combination of analytical short-answer and critical essay-style questions.

Option 1: The Gator Arena Challenge

- Focus: Navigating the dynamic environment of a multi-purpose sports facility.
- Themes: Tackle issues related to event scheduling, staff management, budgeting, stakeholder engagement, and the integration of cutting-edge technology.

Option 2: The Blue Wave Aquatic Center Challenge

- Focus: Managing operational and safety protocols in an aquatic sports facility.
- Themes: Dive into challenges regarding water quality, athlete and patron safety, community access, environmental sustainability, and inventive marketing strategies.

Option 3: AI Integration at Alberta Sports Complex

- Focus: The cutting-edge incorporation of Artificial Intelligence in sports facility management.
- Themes: Explore the impact of AI on event scheduling, navigate data privacy concerns, enhance facility maintenance, consider ethical implications, and evaluate AI's role in driving revenue.

Each option will feature 25 questions worth a total of 100 points, designed to holistically assess your command of the course content. Your task is to select the exam that aligns with your passion and interest within the field of sports and operations management.

For more detailed information on assignments, grading, and additional course components, please check the relevant sections on Canvas.

GRADING SCALE

In our course, grading is conducted with careful attention to detail and fairness. You can expect a grading turnaround time of approximately 7-10 days for all assignments, during which either I or a graduate assistant will review your submissions. Once completed, your grades will be posted on Canvas. If you believe there's an error in your graded work, don't hesitate to reach out to either of us for a review. It's important to note that we adhere to a strict no-rounding policy for grades; the marks you receive are final as per the assessment criteria. For a comprehensive understanding of the grading system, including how numerical scores translate to letter grades, please refer to the University of Florida Grading Policies and the scale below. These resources will offer you detailed information on the university's grading standards and procedures. More detailed information regarding current UF grading policies can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

Any requests for additional extra credit or special exceptions to these grading policies will be interpreted as an honor code violation (i.e., asking for preferential treatment) and will be handled accordingly.

A 100-94	A- 93-90	B+ 89-87	B 86-83	B- 82-80	C+ 79-75	C 74-70	C- 69-67	D+ 66-63	D 63-60	D- 59-55	E 54-0
Outstanding - 4.0-3.67 GP		Good - 3.33-2.67 GP			Average - 2.33-1.67 GP			Below Average - 1.33-.67 GP			Fail - 0 GP
The assignment is well above the minimum requirements, well organized, analytical rather than descriptive, and includes excellent grammar and spelling.		The assignment is somewhat above minimum requirements, organized, more descriptive than analytical, and contains minimal grammar and spelling issues.			The assignment meets most of the criteria with average organization, is descriptive rather than analytical, and includes poor grammar and spelling.			The assignment does not meet the minimum criteria.			The assignment does not meet the criteria.

Weekly Course Schedule

Our course is structured into seven comprehensive modules that will be covered throughout the semester. Each module is designed to build upon the last, culminating in a mock trial that integrates the concepts and knowledge from all seven modules. Detailed information about each module, along with associated assignments and their due dates, can be found on Canvas. This structure is intended to provide a progressive learning experience that will not only educate but also engage you in practical applications of the course material.

WEEKLY SCHEDULE

Modules	Dates	Module Topics	Assessments Due
1	See Canvas	Class lecture: Introduction, history, typology – Public assembly facilities Canvas assignment: History and role	See Canvas for Due Dates
2		Class lecture: Introduction to management and operations Canvas assignment: Intro to management Group project: Outline/preview	
3		Class lecture: Accessibility – ADA Canvas assignment: ADA issues	
4		Class lecture: Standards and regulations Canvas assignment: Planning ahead	
5		Event management Canvas assignment: O’Connell Center Group Lecture: Lecture review	
6		Class lecture: Equipment sourcing and management Canvas assignment: UF Athletic Dir.	

7		Class lecture: Vendor selection and management, forecasting, and trends Canvas assignment: Stadium operations	
8		Class lecture: Human resources, duties to supervise (athletes, patrons and staff), staffing management – security, crowd stewards, EMS, police Canvas assignment: UAA master planning	
9		Class lecture: <i>Student-led lectures</i> Canvas assignment: UF Baseball & Softball	
10		Class lecture: <i>Student-led lectures</i> Canvas assignment: UF Tennis	
11		Class lecture: <i>Student-led lectures</i> Canvas assignment: UF Football	
12		Class lecture: <i>Student-led lectures</i> Canvas assignment: UF Gymnastics	
13		Class lecture: Budgeting and financial management, ownership structures Canvas assignment: Venue ownership	
14		Class lecture: Sustainability Canvas assignment: COVID – 19 Facility Responses	
15		Class lecture: Risk management and legal considerations Canvas assignment: Safety and security	
16		Group project (Module 16, placeholder only – see Canvas for due dates)	

Comprehensive Final Exam - The final exam will be a comprehensive applied assessment. You will receive a case study that requires a thorough analysis through a mix of short-answer and essay-style questions. This exam will test your ability to integrate and apply the knowledge gained from the entire semester to arrive at well-reasoned conclusions tailored to each scenario presented in the case study.

SUCCESS AND STUDY TIPS

Welcome to a journey of learning where enthusiasm meets dedication. As your guide, I am highly approachable and value honesty above all. My teaching style is animated and enthusiastic --- and sometimes I can be overwhelming and quick (ask me to slow down, if need be), but I firmly believe that by reviewing the lectures and actively participating, you will set yourself on a path to success.

Remember, there are no bad questions—only missed opportunities to understand better. If there's something you're unsure about, I encourage you to ask. While I may not take formal attendance, I am observant and take note of who is present, engaged, and contributing to our class discussions. Debate and challenge are not just welcomed but expected; they are the crucible in which we forge a deeper understanding.

We all have unique insights to offer, and I anticipate learning from you just as much as you do from me. Let's collaborate to make this learning experience one where the exchange of knowledge is mutual. My aspiration for you is high—I hope to see you surpass my achievements by using this course to advance beyond the learning curves I encountered in my career and educational journey.

Let's make the most of this academic term by engaging fully, staying informed, and embracing the collective wisdom of our class.

Course Flexibility: Please note that, when necessary, I reserve the right to make modifications to the syllabus, including changing examination and assignment dates, as well as updating the course content. Any changes will be clearly communicated in class and posted on the course website. You are responsible for staying informed about and adapting to these updates.

Copyright Acknowledgement: All materials provided for this course are protected by copyright. They are for educational purposes within this course and must not be shared or used beyond the scope of our classroom without permission.

Legal Disclaimer: It's important to understand that the information we discuss in class does not constitute legal advice. Should you require legal counsel, I encourage you to utilize the campus legal resources available to you or consult with a professional attorney.

Privacy: Our class sessions may be audio-visually recorded for students in the class to refer back to and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who unmute during class and participate orally agree to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized sharing of recorded materials is prohibited.

For in-class recording, the following statement related to Florida's House Bill 233 is suggested but not mandatory:

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, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, 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.