Graduate: education.fsu.edu/sm

Undergraduate: education.fsu.edu/sport-management

Chair: Dr. Jeffrey D. James
Associate Chair: Dr. Joshua Newman
Department Manager: Dr. Tony Daniels

Bylaws: education.fsu.edu/about/faculty-staff-resources/college-governance

Term of last QER: 2004-2009
### Table 1. SPORT MANAGEMENT OVERVIEW

<table>
<thead>
<tr>
<th>Major Name</th>
<th>Academic Plan Code</th>
<th>CIP Code</th>
<th>Degree Offered</th>
<th>Required Hours</th>
<th>Fall 2016 Enrollment</th>
<th>Degrees Awarded (5-Year Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport Management - NFA</td>
<td>SPORTSMNNA</td>
<td>310504</td>
<td>N/A</td>
<td>N/A</td>
<td>159</td>
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<td>310504</td>
<td>Secondary Major</td>
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<td>310504</td>
<td>Master of Science/Thesis</td>
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<td>2</td>
<td>1</td>
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<tr>
<td>Sport Management/Law - MS/Thesis</td>
<td>SPTLAWMS</td>
<td>310504</td>
<td>Master of Science/Thesis</td>
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<td></td>
<td></td>
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<td><strong>565</strong></td>
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</tbody>
</table>

Note: Sport Management - Bachelor of Science is a limited access undergraduate degree program.

*Minority includes: American Indian/Native Alaskan, Asian, Black, Hispanic, Native Hawaiian/Pacific Islander, and Two or More Races.

**Degrees Awarded represent a 5-year total from 2011-12 through 2015-16
Including 2010-2011, number of Doctoral degrees awarded is 33.

Source: FSU Degree Program Inventory; Fall 2016 Student Instruction Files (SIFP) for Enrollment; Campus Solutions Warehouse - Term Statistics for Degrees Awarded.
### Table 1. SPORT MANAGEMENT OVERVIEW (cont.)

<table>
<thead>
<tr>
<th>Major Name</th>
<th>Academic Plan Code</th>
<th>CIP Code</th>
<th>Degree Offered</th>
<th>Faculty Coordinator</th>
<th>Comments</th>
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<td>Sport Management - NFA</td>
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<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Sport Management</td>
<td>SPORTSMN</td>
<td>310504</td>
<td>Secondary Major</td>
<td>Dr. Jeffrey D. James</td>
<td>Professor; PhD in Sport Management; MEd in Sport Administration; BS in Physical Education; provided oversight for two Sport Management programs; experienced in program development; experienced teaching undergraduate courses.</td>
</tr>
<tr>
<td>Sport Management - BS</td>
<td>SPORTSMNBS</td>
<td>310504</td>
<td>Bachelor of Science</td>
<td>Dr. Jeffrey D. James</td>
<td></td>
</tr>
<tr>
<td>Sport Management - MS</td>
<td>SPORTSMNMS</td>
<td>310504</td>
<td>Master of Science</td>
<td>Dr. Jeffrey D. James</td>
<td>Professor; PhD in Sport Management; MEd in Sport Administration; BS in Physical Education; provided oversight for two Sport Management programs; experienced in program development; experienced teaching graduate courses.</td>
</tr>
<tr>
<td>Sport Management - MS/Thesis</td>
<td>SPORTSMNMT</td>
<td>310504</td>
<td>Master of Science/Thesis</td>
<td>Dr. Jeffrey D. James</td>
<td></td>
</tr>
<tr>
<td>Sport Management/Law - MS/Thesis</td>
<td>SPTLAWMS</td>
<td>310504</td>
<td>Master of Science/Thesis</td>
<td>Dr. Jeffrey D. James</td>
<td>Professor; PhD in Sport, Culture and Commerce; MS in Sport and Leisure Commerce; BS in Sport and Leisure Studies; Graduate Studies Director; experienced teaching doctoral courses; experienced mentoring doctoral students.</td>
</tr>
<tr>
<td>Sport Management - PhD</td>
<td>SPORTSMNPD</td>
<td>310504</td>
<td>Doctorate</td>
<td>Dr. Joshua Newman</td>
<td></td>
</tr>
</tbody>
</table>

*Source: FSU Degree Program Inventory; Department of Sport Management*
# Table 2. FACULTY INFORMATION*

**College of Education**  
**Department of Sport Management**

<table>
<thead>
<tr>
<th>Ranked Faculty</th>
<th>Last Name</th>
<th>First Name</th>
<th>Degree</th>
<th>Degree University</th>
<th>Job Description</th>
<th>Tenure</th>
<th>FSU Hire</th>
<th>Gender</th>
<th>Race</th>
<th>Program Affiliation</th>
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<tbody>
<tr>
<td>Du</td>
<td>Wenjie</td>
<td>PhD</td>
<td>Temple University</td>
<td>Asst. Professor 9 Mo SAL</td>
<td>On Track</td>
<td>8/8/2016</td>
<td>Male</td>
<td>Asian</td>
<td>Sport Management: BS, MS, PhD</td>
<td></td>
</tr>
<tr>
<td>Giardina</td>
<td>Michael</td>
<td>PhD</td>
<td>University of Illinois</td>
<td>Assoc. Professor 9 Mo SAL</td>
<td>Tenured</td>
<td>8/9/2010</td>
<td>Male</td>
<td>White</td>
<td>Sport Management: BS, MS, PhD</td>
<td></td>
</tr>
<tr>
<td>James</td>
<td>Jeffrey</td>
<td>PhD</td>
<td>The Ohio State University</td>
<td>Professor 9 Mo SAL</td>
<td>Tenured</td>
<td>8/8/2003</td>
<td>Male</td>
<td>White</td>
<td>Sport Management: BS, MS, PhD</td>
<td></td>
</tr>
<tr>
<td>Kim</td>
<td>Amy</td>
<td>PhD</td>
<td>The Ohio State University</td>
<td>Asst. Professor 9 Mo SAL</td>
<td>On Track</td>
<td>8/8/2013</td>
<td>Female</td>
<td>Asian</td>
<td>Sport Management: BS, MS, PhD</td>
<td></td>
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<tr>
<td>Newman</td>
<td>Joshua</td>
<td>PhD</td>
<td>University of Maryland</td>
<td>Professor 9 Mo SAL</td>
<td>Tenured</td>
<td>8/8/2011</td>
<td>Male</td>
<td>White</td>
<td>Sport Management: BS, MS, PhD</td>
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</tr>
<tr>
<td>Rodenbery</td>
<td>Ryan</td>
<td>JD/PhD</td>
<td>University of Washington / Indiana University</td>
<td>Assoc. Professor 9 Mo SAL</td>
<td>Tenured</td>
<td>8/9/2010</td>
<td>Male</td>
<td>White</td>
<td>Sport Management: BS, MS, PhD</td>
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</tr>
<tr>
<td>Xue</td>
<td>Hanhan</td>
<td>PhD</td>
<td>University of Alberta</td>
<td>Asst. Professor 9 Mo SAL</td>
<td>On Track</td>
<td>8/8/2016</td>
<td>Female</td>
<td>Asian</td>
<td>Sport Management: BS, MS, PhD</td>
<td></td>
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<table>
<thead>
<tr>
<th>Additional Faculty and Instructors</th>
<th>Last Name</th>
<th>First Name</th>
<th>Degree</th>
<th>Degree University</th>
<th>Job Description</th>
<th>Tenure</th>
<th>FSU Hire</th>
<th>Gender</th>
<th>Race</th>
<th>Program Affiliation</th>
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<tbody>
<tr>
<td>Flanagan</td>
<td>M. Katie</td>
<td>PhD</td>
<td>Florida State University</td>
<td>Teaching Faculty I 9 Mo SAL</td>
<td>Not on Track</td>
<td>8/10/2015</td>
<td>Female</td>
<td>White</td>
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</tr>
<tr>
<td>Pappas</td>
<td>Jason</td>
<td>EdD</td>
<td>University of Southern California</td>
<td>Teaching Faculty I 9 Mo SAL</td>
<td>Not on Track</td>
<td>8/7/2012</td>
<td>Male</td>
<td>White</td>
<td>Sport Management: BS, MS</td>
<td></td>
</tr>
<tr>
<td>Nobles</td>
<td>Dennis</td>
<td>MS</td>
<td>Florida State University</td>
<td>Teaching Faculty II 9 Mo SAL</td>
<td>Not on Track</td>
<td>1/2/1987</td>
<td>Male</td>
<td>White</td>
<td>Sport Management: BS, MS</td>
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</tr>
</tbody>
</table>

| Holdon                           | John      | JD/PhD    | Michigan State University / Florida State University | Teaching Faculty I V. in Lieu (Adjunct) | Not on Track | 8/29/2016 | Male | White | Sport Management: BS, MS |
| Reynaud                          | Cecile    | PhD       | Florida State University | Teaching Faculty I V. in Lieu (Adjunct) | Not on Track | 8/28/2017 | Female | White | Sport Management: BS, MS |

Source: HCM - Workforce - Employee Job database  
* Updated for Fall 2017
UNIT OVERVIEW

1. Major Changes / Unit Strengths / Unit Weaknesses

   a. Major Changes

   The Department of Sport Management at Florida State University last underwent a Quality Enhancement Review (QER) in Fall 2010. At that time the Department was still in a reorganization process. Since the last QER, the following major changes occurred:

   - Physical Education program fully terminated; teach out completed.
   - Recreation and Leisure Management assigned to a different college and relocated to the Panama City campus; teach out of students completed.
   - Stand-alone degrees in Sport Management at the Bachelor’s, Master’s, and Doctoral level fully implemented.
   - New program structure with four (4) primary content areas (Sport Management, Sport Marketing, Media and Culture Studies in Sport, and Legal and Policy Issues in Sport) established in 2010.
   - Only three (3) of the current faculty members on staff in 2010 remain with the program. Seventy percent (70%) turnover in faculty since 2010. The new program structure and expectations for productivity contributed to turnover.

   Since 2010, all faculty positions have only been completely filled in one academic year (2012-13):
   - 2010-2011, 5 Tenured/Tenure-Track faculty members, 2 Specialized Faculty members
   - 2011-2012, 6 Tenured/Tenure-Track faculty members, 2 Specialized Faculty members
   - 2012-2013, 7 Tenured/Tenure-Track faculty members, 3 Specialized Faculty members
   - 2013-2014, 7 Tenured/Tenure-Track faculty members, 2 Specialized Faculty members
   - 2014-2015, 5 Tenured/Tenure-Track faculty members, 2 Specialized Faculty members
   - 2015-2016, 5 Tenured/Tenure-Track faculty members, 2 Specialized Faculty members
   - 2016-2017, 6 Tenured/Tenure-Track faculty members, 2 Specialized Faculty members
   - 2017-2018, 7 Tenured/Tenure-Track faculty members, 3 Specialized Faculty members

   - Faculty members hired to fill positions for the new program structure, specifically for Sport Management, Sport Marketing, and Media and Culture Studies in Sport.
   - Specialized faculty member (Dr. Jason Pappas) hired to direct practicum experiences. Key roles including establishing relationships with external organizations to facilitate opportunities for practicum experiences; providing oversight for undergraduate and graduate practicum experiences; serving as co-director for the department’s annual Sport Management conference.
   - Specialized faculty member (Dr. Katie Flanagan) hired to provide instructional support for the Bachelor’s and Master’s programs, and to add a Service Learning component to the undergraduate and graduate programs. Service learning involves connecting students to sport-based volunteer experiences in the community, as part of various courses. Dr. Flanagan incorporates Service Learning through courses she teaches, mentors other faculty members and instructors to incorporate such experiences in their respective courses, and serves as co-director of the department’s annual Sport Management conference.
   - Specialized faculty member (Mr. Dennis Nobles) hired to provide advising to students in the undergraduate program, and to provide instructional support.
• Addition of an Associate Department Chair position to assist with administration of the unit. Position currently filled by Dr. Joshua Newman.
• Established the Center for Sport, Health, and Equitable Development (cSHED) under the direction of Dr. Joshua Newman. The vision for the Center is to mobilize sport and physical activity toward the development of healthy communities through collaborative engagement focusing on equitable social and organizational progress.

b. Unit Strengths
- Faculty Scholarly Productivity (see Table 5.3)
- Doctoral Training
  - Approved doctoral course work allows for the delivery of seminar content by Sport Management faculty members in all content areas.
  - Philosophy of science and Philosophy of inquiry. Doctoral students complete a traditional research methods course in their first semester of Year 1, and in the second semester of Year 1 complete a course on the nature of inquiry, challenging them to understand various paradigms and approaches to inquiry. Students complete additional course work relevant to their philosophical base.
  - Research Tools. Program structure allows for doctoral students to learn fundamental use of qualitative and quantitative tools, and to complete in-depth work in their area of interest.
- Cohort Model
  - Students progress through course work with a cohort, providing opportunities to collaborate and learn how different interests may come together and stimulate research productivity. The cohort model provides opportunities for students to learn from the experiences of others regarding prospective course work, managing responsibilities, and completing the program requirements.
- Service Learning
  - Opportunities to participate in service activities within the community are integrated into various courses. Students learn about the breadth of the sport industry, and prospective opportunities, through various learning experiences. Students apply the knowledge learned in classes in various sport-based community programming.
- Practicum
  - As a required element of the Master’s program, and optional element in the Bachelor’s program, students are able to apply knowledge, develop skills and abilities, and gain important experience through completion of practical experiences. Having a dedicated Practicum Coordinator allows for cultivation of prospective practicum opportunities, and sustaining relationships with various organizations.
- Sport Management Conference
  - Annual conference which provides opportunities for students to network with a variety of industry personnel. The conference includes a Networking Fair (30 organizations represented) through which students may apply for practicum opportunities.
- Global Sport Management Program
  - Students are able to study abroad in London, England and complete two courses that include learning about the management of sport outside the United States, and the issues and challenges of managing sporting venues and events beyond national borders.
Center for Sport, Health, and Equitable Development (cSHED)
- Service-oriented, outreach arm of the department, endeavouring to use sport as a means to bring about positive social change. Activities involve the use of sport as part of the development of more equitable and healthier communities. Strategic partnerships have been formed with local, regional, and state organizations to facilitate research, program, and policy initiatives to strengthen communities, address inequalities, and affect positive health outcomes.

University Partners
- Collaborate with peers across the university through research activities, student mentoring, and committee work. Active working partnerships with peers in Management, Marketing, Communication, and Higher Education.

b. Unit Weaknesses
- Geographic location
  - Tallahassee is home to top tier intercollegiate athletics, and a variety of community-based sports programming. There are many sectors of the sport industry though, that are not accessible in Tallahassee. Tallahassee is host to numerous intercollegiate sporting events and community-based sporting events, but there is limited access to other types of sporting events.

- Unit size
  - The faculty members are a very productive and hard working group. With ten faculty members and one or two adjuncts, however, the delivery of three degree programs leaves little room for expanding the variety of offerings at any respective degree level. The group of ten includes the Department Chair and the Associate Department Chair who each have a reduced teaching load to offset administrative responsibilities. It is also challenging at times to meet requests for faculty members to serve on College and/or University committees.

- Minimal Elective Offerings
  - Related to the preceding point, a primary focus in curriculum development is delivery of core classes at all three degree levels. With faculty members teaching courses at all three levels, personnel are “stretched thin” and are only able to offer the minimum number of elective courses needed to complete the degree requirements. The degrees would be enhanced if multiple electives in particular content areas (e.g., sport business, e-Sports, athletic administration) were offered so students could complete specializations based on elective courses.

- Bachelor’s Degree
  - A challenge with the Bachelor’s degree is the similarity to degrees offered by other programs. The content delivered by faculty is distinct in that leading scholars in the respective content areas provide instruction, the course offerings overall though are similar to those offered by other programs.

- Master’s Degree
  - A challenge with the Master’s degree is the similarity to degrees offered by other programs. The content delivered by faculty is distinct in that leading scholars in the respective content areas provide instruction, the course offerings overall though are similar to those offered by other programs.
2. Academic Program History

The Department has a rich and complex history dating back to 1901; with respect to a brief history focusing particularly on Sport Management, the degree programs were delivered prior to 2009 through the Department of Sport Management, Recreation Management, and Physical Education (SMRMPE). Prior to 2009 Sport Management was delivered as a specialization of Physical Education.

In 2009 the College of Education was reorganized and Physical Education was scheduled for termination. After completing the degree approval process, Sport Management was “separated” from Physical Education and stand-alone degrees in Sport Management at the Bachelors, Masters, and Doctoral level were approved. The name of the department was changed to the Department of Sport & Recreation Management.

The decision was subsequently made to phase out the Recreation and Leisure Services Administration program due to budgetary constraints. The Recreation and Leisure Services Administration (RLSA) program was transferred to the Panama City Campus in Panama City, Florida. A phase out plan for students enrolled in the RLSA program through the main campus was put in place for completion of the existing degrees in 2011. The department was renamed, the Department of Sport Management.

As a stand-alone department, the three degree programs in Sport Management are delivered to students to prepare them to work in the diverse sport industry, related service organizations, and academic institutions. Completing a Sport Management degree from FSU positions individuals to take their place in the industry relative to their interests, whether that be professional sports, college or high school sports, working with elite amateur athletes, managing sport in community programs, working in the corporate sector, sport for development, or other settings.

The Department’s three degree programs—Bachelor’s, Master’s, and Doctoral—are based on four thematic pillar areas, which also provide the broad context from which faculty research and course offerings are derived. The four pillars upon which the Sport Management department is built are:

- Legal & Policy Issues in Sport
- Management in Sport
- Sport Marketing
- Sport Media & Cultural Studies

At each program level the four pillars provide the basis for coursework and the basis for research activity. Faculty members have been hired with strengths suited to the respective areas. Additionally, as an applied field of study, we recognized the importance of gaining practical experience as part of the degree program. Such recognition led to our additional focus on Service Learning, and prioritizing practicum experiences.
CURRICULUM

3. Degree Program Description

Bachelor of Science

The Bachelor’s program has a core concentration that emphasizes the application of fundamental business principles within the sport industry (e.g., facility and event management, marketing, management, ethics, law). In addition, elective courses are available that reflect the prominence of sport in society as a field of study (e.g., sport in film, sport history, cross-cultural sport, sport analytics, sport economics, sport in literature). The program is completed over two years (junior/senior), and is a Limited Access 60-credit hour degree.

The Bachelor’s program is designed to provide students with an understanding of the elements comprising Sport Management and the various components that make up the sport industry. The undergraduate program in Sport Management is designed to provide students with both the academic foundation necessary to successfully continue on to a graduate degree in Sport Management or to take an entry-level position in the sport industry. Although course content focuses to a large extent on the applied aspects of sport management, students are required to become knowledgeable of the current sport management literature, both applied and research-based. The ability to take electives allows students to tailor their program towards their respective interests, including business, communication, or another discipline across campus. The program is designed and delivered as part of a general education curriculum. Students also have the opportunity to enhance their practical experiences through elective internships.

The program description and academic map are presented as part of the Academic Program Guide, and may be viewed at the following links:

Program Description
http://undergrad1.its.fsu.edu/academic_guide/guide-display.php?program=sport-management

Academic Map
http://undergrad1.its.fsu.edu/academic_guide/map-display.php?program=sport-management

The curriculum for the Bachelor of Science degree in Sport Management consists of 60 credit hours: 30 core hours, 18 restricted electives, and 12 unrestricted electives. A suggested sequencing of core classes and a partial list of elective courses are provided in Figure 1. Students are required to complete a minimum of 9 prerequisite hours, which are addressed in subsection 8.
# Figure 1: BACHELOR OF SCIENCE PROGRAM OF STUDY

## Core Classes

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<tr>
<th>JUNIOR YEAR - FALL</th>
<th>JUNIOR YEAR - SPRING</th>
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<tbody>
<tr>
<td>Course</td>
<td>Title</td>
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<tr>
<td>SPM 4154^</td>
<td>Intro to Sport Management</td>
</tr>
<tr>
<td>SPM 4124</td>
<td>HRM in Sport</td>
</tr>
<tr>
<td>SPM 4304</td>
<td>Event &amp; Project Promotion</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
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<tr>
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<td>SENIOR YEAR – SPRING</td>
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<tr>
<td>Course</td>
<td>Title</td>
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<tr>
<td>SPM 4104</td>
<td>Facility/Event Management</td>
</tr>
<tr>
<td>SPM 4204</td>
<td>Ethics in Sport</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
</tr>
</tbody>
</table>

Core Class Hours 30  
Department Electives 18  
Other Electives 12  
Total Credit Hours 60 (minimum)

**Department elective* hours:**

- PEO 2624 Theory & Practice of Basketball 2 (FA, SP)  
- PEO 3219 Theory & Practice of Baseball 2 (TBD)  
- PEO 3644 Theory & Practice of Football 2 (TBD)  
- PEP 3304 Theory & Practice of Track & Field 2 (TBD)  
- PET 4051 Human Movement Studies 3 (FA)  
- PET 4765 Principles and Problems of Coaching 3 (SP, SU)  
- SPM 4003 Careers in Professional Sport 3 (FA)  
- SPM 4011 Sport History 3 (FA, SP, SU)  
- SPM 4013 Cross-Cultural Sport 3 (FA, SP)  
- SPM 4014 Sport in Literature 3 (FA, SP)  
- SPM 4015 Sport in Film 3 (SP, SU)  
- SPM 4020* Issues in Global Sport Management 3 (Summer C only – IP program)  
- SPM 4505 Sport Finance 3 (FA, S)  
- SPM 4630* International Sports Venues 3 (Summer C only – IP program)  
- SPM 4703 Sports Analytics 3 (FA)  
- SPM 4941 Practicum in Sport Management 3 (FA, SP, SU)  

* Other courses within the SM Department may be used as electives. Please consult with your advisor. The schedule of elective offerings is subject to change.

+ Neither SPM 4020 Issues in Global Sport Management nor SPM 4630 International Sport Venues may be counted as core classes; the two are elective courses only.

^ IFS 3109 Exploring the World of Sport may be completed in place of SPM 4154 Introduction to Sport Management.

**Please note the following:**

- All OTHER electives must be 3000 level or higher.
- At least 9 elective credits must be 4000 level or higher.
- Only 4 credits can be Theory and Practice (T&P) Courses.
3. Degree Program Description

Master of Science

The Master’s program has a core concentration that emphasizes the four content areas: legal and policy studies in sport, management of sport, sport marketing, and sport media and cultural studies. In addition, elective courses are offered that reflect prominent career paths in our industry (e.g., collegiate athletics, professional sport). The non-thesis option of this degree is 36-credit hours, with a 34-hour thesis option available for those who wish to pursue a research project that enables development of advanced knowledge into a particular sport issue, and also to prepare for doctoral level work.

The Master’s degree program is designed to provide students with an advanced understanding of Sport Management and the various components that comprise this area of study. Although course content focuses on the applied aspects of Sport Management, students are required to become knowledgeable of the current literature, both applied and research-based. Employment in the sport industry for students completing the bachelor’s and/or master’s degrees is typically within one of the following three sport industry segments:

1. Sport Performance
2. Sport Production
3. Sport Promotion

Sport Performance

The sport performance segment encompasses the offering of sport to consumers as a participation or spectator product. Employment in this segment may include but is not limited to:

- Participation as an athlete in amateur or professional settings.
- Management of tax-supported sport businesses such as community sport programs, regional sport commissions, or local sport foundations.
- Membership-supported sport organizations such amateur player union offices or league offices.
- Sport education such as sport management programs.

Sport Production

The sport production segment includes the manufacturing and distribution of products (including intellectual properties) needed or desired for the production of or to influence the quality of sport performance. Employers in this segment may include but are not limited to:

- Sport apparel companies
• Sport equipment companies
• Sport training companies
• Sport governing bodies
• Sport facilities
• Event management firms

**Sport Promotion**

The sport promotion segment includes the companies and organizations involved in the promotion of a sport product. Employers in this segment may include but are not limited to:

• Sport marketing firms
• Sport based media either through specialized firms or as a unit within a larger media organization
• Organizations that engage in the sponsorship of sporting events, athletes, facilities, etc.
• Sport event promotion firms
• Ticket selling firms

In order to enhance the students’ practical experiences, appropriate internships are a required element of the program of study for the non-thesis track. Additionally, students completing the non-thesis track are also required to complete the Professional Development in Sport course, through which they research prospective internship opportunities, develop their professional portfolio, complete mock interviews, and speak with various industry personnel that meet with the students as part of the course. Figure 2 and Figure 3 include the information about required and elective courses for the respective tracks.
### Core Requirements:

<table>
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<tr>
<th>Course #</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPM 5116</td>
<td>3</td>
<td>Strategic Management for Sport Organizations</td>
<td>Spring/Summer</td>
</tr>
<tr>
<td>SPM 5308</td>
<td>3</td>
<td>Marketing Sport</td>
<td>Spring/Summer</td>
</tr>
<tr>
<td>SPM 5405</td>
<td>3</td>
<td>Sport and the Media</td>
<td>Fall/Summer</td>
</tr>
<tr>
<td>SPM 5726</td>
<td>3</td>
<td>Issues in Sport Law</td>
<td>Fall/Summer</td>
</tr>
<tr>
<td>SPM 5907</td>
<td>3</td>
<td>Professional Development in Sport</td>
<td>Fall/Spring</td>
</tr>
<tr>
<td>SPM 5947</td>
<td>3-12**</td>
<td>Practicum</td>
<td>Final Term</td>
</tr>
<tr>
<td>SPM 8969</td>
<td>0</td>
<td>Comprehensive Examination (Career Portfolio)</td>
<td>Final Term</td>
</tr>
</tbody>
</table>

**Total Hours of Core**: 18-27 hours

**Minimum Hours of Department Electives**: 9-18 hours

**Minimum Hours for the Degree**: 36 hours

### Electives:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Credits</th>
<th>Course Title</th>
<th>Semester Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>APK 5121</td>
<td>3</td>
<td>Sport and Exercise Psychology for Coaches</td>
<td>Summer</td>
</tr>
<tr>
<td>PET 5235</td>
<td>3</td>
<td>Motor Learning for Coaches</td>
<td>Summer</td>
</tr>
<tr>
<td>PET 5735</td>
<td>3</td>
<td>Advanced Coaching</td>
<td>Fall</td>
</tr>
<tr>
<td>SPM 5027</td>
<td>3</td>
<td>Diversity in Sport</td>
<td>Spring</td>
</tr>
<tr>
<td>SPM 5055</td>
<td>3</td>
<td>Sport, Culture, and the Body</td>
<td>Spring</td>
</tr>
<tr>
<td>SPM 5106</td>
<td>3</td>
<td>Facility Management in Sport</td>
<td>Fall</td>
</tr>
<tr>
<td>SPM 5158</td>
<td>3</td>
<td>Athletic Administration</td>
<td>Fall</td>
</tr>
<tr>
<td>SPM 5159</td>
<td>3</td>
<td>Challenges in Sport Management</td>
<td>Fall, Summer</td>
</tr>
<tr>
<td>SPM 5206</td>
<td>3</td>
<td>Sport Sponsorship and Sales</td>
<td>Summer</td>
</tr>
<tr>
<td>SPM 5605</td>
<td>3</td>
<td>Sport Governance</td>
<td>Spring</td>
</tr>
<tr>
<td>SPM 5350</td>
<td>3</td>
<td>Athlete Recruitment</td>
<td>Spring</td>
</tr>
<tr>
<td>SPM 5940*</td>
<td>3</td>
<td>Field Laboratory Internship</td>
<td>All</td>
</tr>
<tr>
<td>SPM 6517</td>
<td>3</td>
<td>Fundraising in Sport</td>
<td>Summer</td>
</tr>
<tr>
<td>SPM 5021</td>
<td>3</td>
<td>Global Sport Venues</td>
<td>Summer C (Int.)</td>
</tr>
<tr>
<td>SPM 5022</td>
<td>3</td>
<td>Global Issues in Sport Management</td>
<td>Summer C (Int.)</td>
</tr>
</tbody>
</table>

An official program of study must be completed and approved by your advisor and committee.

* The practicum requirement is variable; practical experiences may be completed in more than one semester.

* A maximum of 15 credit hours through experiential learning may be counted as part of the degree requirements. The experiential learning credits may be earned through the Practicum and/or Field Laboratory Internship courses.
## Figure 3. MASTER’S DEGREE PROGRAM OF STUDY: THESIS TRACK

<table>
<thead>
<tr>
<th>Course #</th>
<th>Credits</th>
<th>Course Title</th>
<th>Semester Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPM 6700</td>
<td>3</td>
<td>Research Methods in Sport Management</td>
<td>Fall</td>
</tr>
<tr>
<td>SPM 5116</td>
<td>3</td>
<td>Strategic Management for Sport Organizations</td>
<td>Spring/Summer</td>
</tr>
<tr>
<td>SPM 5308</td>
<td>3</td>
<td>Marketing Sport</td>
<td>Spring/Summer</td>
</tr>
<tr>
<td>SPM 5405</td>
<td>3</td>
<td>Sport and the Media</td>
<td>Fall/Summer</td>
</tr>
<tr>
<td>SPM 5726</td>
<td>3</td>
<td>Issues in Sport Law</td>
<td>Fall/Summer</td>
</tr>
<tr>
<td>^EDF 5400</td>
<td>4</td>
<td>Basic Descriptive and Inferential Statistics</td>
<td>Fall/Spring/Summer</td>
</tr>
<tr>
<td>SPM 5971</td>
<td>6</td>
<td>Thesis</td>
<td>After First Term</td>
</tr>
<tr>
<td>SPM 8976</td>
<td>0</td>
<td>Thesis Defense</td>
<td>Final Term</td>
</tr>
</tbody>
</table>

### Total Hours of Core
25 hours

### Minimum Hours of Department Electives
9 hours

### Minimum Hours for the Degree
34 hours

### Electives:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Credits</th>
<th>Course Title</th>
<th>Semester Offered</th>
</tr>
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<tr>
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<td>3</td>
<td>Athletic Administration</td>
<td>Fall</td>
</tr>
<tr>
<td>SPM 5159</td>
<td>3</td>
<td>Challenges in Sport Management</td>
<td>Fall, Summer</td>
</tr>
<tr>
<td>SPM 5206</td>
<td>3</td>
<td>Sport Sponsorship and Sales</td>
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<td>3</td>
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<tr>
<td>SPM 5350</td>
<td>3</td>
<td>Athlete Recruitment</td>
<td>Spring</td>
</tr>
<tr>
<td>SPM 5940*</td>
<td>3</td>
<td>Field Laboratory Internship</td>
<td>All</td>
</tr>
<tr>
<td>SPM 6517</td>
<td>3</td>
<td>Fundraising in Sport</td>
<td>Summer</td>
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<tr>
<td>SPM 5021</td>
<td>3</td>
<td>Global Sport Venues</td>
<td>Summer C (Int.)</td>
</tr>
<tr>
<td>SPM 5022</td>
<td>3</td>
<td>Global Issues in Sport Management</td>
<td>Summer C (Int.)</td>
</tr>
</tbody>
</table>

An official program of study must be completed and approved by your advisor and committee.

^ Or equivalent Research Tools courses approved by the supervisory committee.
* A maximum of 3 credit hours through experiential learning may be counted as part of the degree requirements.
Doctorate of Philosophy

The doctoral program has a core concentration that emphasizes research in foundational areas of Sport Management, as well as training pertaining to philosophy of science, philosophy of inquiry, and research methods and analysis. The degree consists of a minimum of 80 credit hours, including all examinations and 24 dissertation hours. The doctoral program is designed to prepare individuals for employment in colleges/universities as researchers, teachers, and for administrative leadership positions in a variety of settings, including private businesses, professional and college athletics, and higher education, depending on the individual's previous training and work experience.

Research training is a major endeavour and includes an emphasis on critical thinking, challenging students to understand and interpret research literature, and to develop the skills and abilities to conduct both theoretical and applied studies. The doctoral program is designed for individuals desiring to pursue careers in higher education as researchers and graduate faculty members. The program of study has a strong emphasis in the theoretical knowledge base and research paradigms needed to conduct theoretical research, as well as the knowledge base required to supervise graduate student research. Students have opportunities to complete doctoral-level courses in the pillar content areas, as well as gain valuable teaching experience prior to graduation.

The Doctorate of Philosophy degree in Sport Management includes five key elements: (1) core seminars, (2) research tools, (3) qualifying exam, (4) preliminary exam, and (5) dissertation. A brief description of each is provided below. Figure 4 illustrates the program of study for the Doctorate of Philosophy degree.

Core Seminars. The doctoral core seminars cover several critical sport management content areas and are designed to expose the student to previous and current research being conducted. In-depth analysis and discussion of research in the pillar areas (e.g., legal and policy issues, management, marketing, media and cultural studies) are designed to aid the students in developing their critical analysis skills, their own theoretical frameworks and research agendas. Examinations in the seminars prepare the student for the preliminary examination.

Research Tools. This portion of the program of study consists of courses that focus on philosophy of science, philosophy of inquiry, research methods, qualitative analysis, and quantitative analysis. The courses serve as the basis for preparing and completing the dissertation, as well as developing a sustainable research agenda.

Qualifying Exam. An examination is given during the first year of the doctoral program and is intended to serve as an initial barometer of each student’s knowledge of challenges and issues facing the Sport Management field, and their ability to analyze the strengths and weaknesses of qualitative and quantitative research. The content of the exam is based primarily upon the course work completed in the first year. Demonstrating competency on this exam is necessary for continuation in the program.

Preliminary Exam. The preliminary examination must be passed prior to being admitted into candidacy. The exam content is individualized for each student and is determined by his or her advisory committee. The format of the examination is in-house testing. The doctoral core seminars serve as partial preparation for this examination. An oral defense of the examination is typically required by the committee.
Dissertation. The dissertation is the culmination of the program, affording the student the opportunity to demonstrate his or her mastery of the scholarly skills in which she or he has been trained. A well-written, carefully crafted document, based on sound research, attests to a student’s readiness to contribute to the future of our discipline.

Figure 4. DOCTORATE OF PHILOSOPHY PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>Core Courses:</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>(21 hours)</td>
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</tr>
<tr>
<td></td>
<td>SPM 6309 Seminar: Sport Marketing</td>
</tr>
<tr>
<td></td>
<td>SPM 6017 Seminar: Globalization, Development, and Sport</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>SPM 6046: Political Economy of Play</td>
</tr>
<tr>
<td></td>
<td>SPM 6728 Seminar: Advanced Law in Sport and Physical Activity</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPM 6006 Seminar: Organizational Theory in Sport</td>
</tr>
<tr>
<td></td>
<td>SPM 6007 Seminar: Leadership and Organizational Behavior</td>
</tr>
<tr>
<td></td>
<td>SPM 6008 Seminar: Foundations of Sport Administration</td>
</tr>
<tr>
<td></td>
<td>SPM 6208 Seminar: Sport Ethics</td>
</tr>
<tr>
<td></td>
<td>SPM 6507 Seminar: Sport Finance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialization:</th>
<th>Courses approved by advisory committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>(6 hours)</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research Tools:</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>(20 hours)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPM 6700 Seminar: Sport Management Research</td>
</tr>
<tr>
<td></td>
<td>SPM 6746 Seminar: Qualitative Inquiry in Sport &amp; Physical Culture</td>
</tr>
<tr>
<td></td>
<td>SPM 6707 Applied Research in Sport Management</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPM 6735 Applied Statistics in Sport Management I</td>
</tr>
<tr>
<td></td>
<td>SPM 6736 Applied Statistics in Sport Management II</td>
</tr>
<tr>
<td></td>
<td>Courses approved by advisory committee</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives:</th>
<th>Courses approved by advisory committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>(9 hours)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dissertation:</th>
<th>SPM 6980 Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td>(24 hours)</td>
<td></td>
</tr>
</tbody>
</table>

Delivery of courses is dependent upon faculty availability in any given term.
Florida State University is, “…dedicated to excellence in teaching, research, creative endeavours, and service.” Further, the mission includes an emphasis, “…to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement….” From a curricular focus, excellence in teaching is evidenced at each degree level in the Department of Sport Management from the nomination of faculty members for teaching awards, and receipt of awards for excellence in course development.

The Service Learning component in Bachelor’s and Master’s level courses respectively is a distinguishing aspect of each curricula, which also contributes to the mission of instilling strength, skill, and character. Students are engaged in sport-based service, which fosters inclusiveness in the community as we partner with various organizations, and also serves to teach responsible stewardship and to engage with the community. Students reporting on their experiences consistently explain how the Service Learning experiences challenged them to expand their thinking about sport, sport programming, and their ability to serve.

In the doctoral curriculum the prospective seminar offerings provide students with the opportunity to immerse themselves in content pertaining to foundational areas of study in Sport Management. The seminars are taught by leading scholars who in particular instances have influenced the direction of research and inquiry pertaining to key topics. In another sense, faculty members who literally “write the books” on inquiry and analysis are engaged in training doctoral students. The scholarly engagement of students through various courses is resulting in students learning and participating in research, presentation of research at conferences, and publication of research. By the very nature of our structure, we embrace and instill in students a value for interdisciplinary inquiry, which is illustrated by the engagement of students with faculty in other programs.
4. Curriculum Review

**Program Reviews - Faculty**
All three degree programs were fully reviewed as part the degree separation process in 2009, resulting in the current curricula. In subsequent years the degree programs have been revised with the addition of core and/or elective courses. For example, with the addition of new faculty new seminars (core classes) have been added to the Doctoral degree programs. Elective courses have been added to the Bachelor’s and Master’s degree programs respectively. For example, Sport in Film, Sport History and Cross-Cultural Sport have been added as elective courses to the Bachelor’s program. At the Master’s level, Challenges in Sport Management has been added as an elective course, and Professional Development in Sport Management has been added as a core class. The latter is an outcome from the previous Quality Enhancement Review, recognizing the importance of providing more training and engagement with practical experiences. In a related manner, while not a curricular change per se, the Service Learning component has been integrated into existing undergraduate and master’s level courses, to involve students in service, practical experiences, and community engagement.

The faculty members began a review of the Master’s curriculum in Summer 2017, and will continue the process in the 2017-2018 academic year. There is a recognition of the need to further distinguish the Master’s curriculum from other programs. The tentative plan is to revise the curriculum to deliver course work with more industry-focused options (e.g., e-Sports, sport analytics, athletic administration), along with the liberal studies content that aligns with the university mission. Additional content on this topic is included in Section 23, Five-Year Outlook.

**Program Reviews – External**
The Sport Management program at FSU historically was recognized as an “approved” program based on a review process proctored by the Sport Management Program Review Council (SMPRC). The program approval status was awarded in 2000, and retained through 2007. The SMPRC program approval process was suspended in 2007 in anticipation of the formation of the Commission on Sport Management Accreditation (COSMA). The COSMA was jointly established by the National Association for Sport and Physical Education (NASPE) and the North American Society for Sport Management (NASSM) in July 2008. For all intents and purposes the Commission is a new version of the SMPRC with essentially the same mission.

The COSMA is described as a specialized body that promotes and recognizes excellence in Sport Management education in colleges and universities at the baccalaureate and graduate levels. The primary goal with the Commission, as was the case with the SMPRC, is to promote excellence in Sport Management education. The COSMA identified eight principles which are used as the basis for program “accreditation.” Sport Management programs that comply with the principles based on a review by members of the governing board, are then “accredited.” The eight principles are listed below.

- Principle 1: Outcomes assessment
- Principle 2: Strategic planning
- Principle 3: Curriculum
- Principle 4: Faculty
- Principle 5: Scholarly and Professional Activities
Principle 6: Resources
Principle 7: Internal and External Resources
Principle 8: Educational innovation

The primary mission of the COSMA is one with which the faculty members at FSU are in agreement. At the same time we, along with colleagues at other peer institutions, have concerns regarding the necessity of essentially “overhauling” the SMPRC. We also have concerns with the composition of the COSMA Board of Commissioners, which is comprised of eight members. Seven of the sitting members come from Sport Management programs, and one member is employed by a professional football team. The seven members from academe work in programs that provide undergraduate, undergraduate and masters, or Master’s only degrees. No current commissioners are members of top tier research universities that provide undergraduate, masters, and doctoral degree programs. The Board of Commissioners determines the accreditation status of an institution's Sport Management program. Yet, none of the current commissioners work with doctoral students, and some have never worked in a doctoral program. These individuals are, however, making decisions about whether doctoral programs are in compliance with the COSMA principles.

The faculty members in the Sport Management program at FSU do believe in maintaining quality programs, and we are striving to improve the degree programs. We believe that we could successfully achieve “accreditation” status from the COSMA. We do not, however, believe this process has reasonable level of external validity, particularly in regards to approval of doctoral programs. The faculty members will continue to engage in the planning, evaluating, and decision making that will move our program forward and provide students a quality education. We choose to lead our field rather than participate in a process we question as valid.

Curriculum Decisions
The faculty members work collaboratively to identify new courses or program changes that serve the best interests of the students enrolled at each level of instruction. All curriculum changes are vetted and approved by the Curriculum Committee. The Curriculum Committee is comprised of all faculty members with a 100% assignment, as well as tenured faculty with less than a 100% assignment, but whose academic home resides in the department. The Department Chair is exempt from serving on the committee since the Chair has a separate role in reviewing and approving curriculum materials. The Chair of the Curriculum Committee is appointed every two years by a vote of the faculty members. The Curriculum Committee is responsible for reviewing, recommending, and passing on programmatic matters such as the development of new courses, elimination or modification of existing courses, core concentrations, and new programs or certifications. The chair of the committee serves as Department representative to the College Curriculum Committee. The faculty members have authority for approving decisions pertaining to the three curricula.
### Doctorate in Sport Management

<table>
<thead>
<tr>
<th>Outcome Type</th>
<th>Outcome</th>
<th>Assessment &amp; Evaluation Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning</td>
<td>Upon completion of the course of instruction, the student will be able to demonstrate competence in conducting independent research in his or her discipline.</td>
<td>Assessment and evaluation will be through the program's preliminary examination. All doctoral students must complete a written and oral examination after completing their last semester of coursework. At the end of each semester the program faculty will calculate the test results. Students failing the exam will be allowed one additional attempt. If this is also unsuccessful, the student will not be allowed to continue in the program. Method(s) Departmental Exam/Comprehensive Exam/Preliminary Exam.</td>
</tr>
<tr>
<td>Student Learning</td>
<td>Upon completion of the course of instruction, the student will be able to demonstrate the ability to conduct quality research in the chosen topical area.</td>
<td>Assessment and evaluation will involve positive review on the dissertation defense from the dissertation committee. Department and college criteria are used to evaluate the dissertation and assess whether it meets the standards for quality research. The department will strive to achieve a 90% pass rate at the dissertation level. Method(s) Faculty Committee Evaluation of Dissertation and Thesis or Treatise.</td>
</tr>
<tr>
<td>Program Outcome</td>
<td>By the end of the year, the program will generate a sustained level of enrollment at a minimum, and strive for an increase in enrollment.</td>
<td>The faculty members will strive to at least maintain enrollment levels year-to-year, and as possible to increase enrollment by at least 2%. Method(s) enrollment statistics.</td>
</tr>
</tbody>
</table>

Source: FSU Institutional Effectiveness Portal, 2016-17.

### Masters in Sport Management

<table>
<thead>
<tr>
<th>Outcome Type</th>
<th>Outcome</th>
<th>Assessment &amp; Evaluation Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning</td>
<td>Upon completion of the course of instruction, the student will be able to demonstrate professional activities and work behaviors in the areas of: knowledge of duties and work responsibilities, quality of work, quantity of work, personal organization and time management, written communication skills, interpersonal communication skills, dependability, leadership, cooperation, initiative and computer skill during a graduate internship experience.</td>
<td>This will result in 90% of the students scoring at least &quot;Average&quot; on all criteria as determined by the information provided in the Intern Performance Appraisal form. The standard intern supervisor appraisal form assesses knowledge of duties and work responsibilities, quality of work, quantity of work, personal organization and time management, written communication skills, interpersonal communication skills, dependability, leadership, cooperation, initiative and computer skills. Method(s) Internship Evaluation of Specific Activity.</td>
</tr>
<tr>
<td>Student Learning</td>
<td>Upon completion of the course of instruction, the student will be able to demonstrate knowledge and experience in completing the Master’s Comprehensive Exam, which is a portfolio project.</td>
<td>This will result in 90% of the students scoring at “satisfactory” as determined by the Graduate Committee’s evaluation of the analysis, mastery of knowledge, use of illustrations or examples and comprehensiveness of materials submitted Method(s) Portfolio of Student Work.</td>
</tr>
</tbody>
</table>

Source: FSU Institutional Effectiveness Portal, 2016-17.
<table>
<thead>
<tr>
<th>Outcome Type</th>
<th>Outcome</th>
<th>Assessment &amp; Evaluation Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning</td>
<td>By the end of the admissions period, the program will demonstrate that 50% or more of the new undergraduate students admitted to the program have a cumulative GPA of 3.0 or higher.</td>
<td>The program will examine the admissions information for Fall 2016 to determine if the GPA benchmark has been achieved. Method(s): department assessment and enrollment statistics.</td>
</tr>
<tr>
<td>Student Learning</td>
<td>Upon completion of Human Resource Management in Sport (SPM 4124), the student will be able to demonstrate knowledge of the principles and procedures of human resource management and supervisory leadership applied to the sport industry.</td>
<td>This will result in 80% of the students completing the course scoring an average of 70% or above on two exams assessing knowledge of the following content: significance of human resources, effective communication skills, models of staff motivation, and styles of leadership. Method(s): Instructor Constructed Exam.</td>
</tr>
<tr>
<td>Student Learning</td>
<td>Upon completion of the Diversity in Sport (SPM 4025) course, the student will be able to demonstrate knowledge of diversity management, the legal issues surrounding diversity, the theories related to diversity, and the benefit of diversity to a sport organization.</td>
<td>This will result in 80% scoring an average of 70% or above on two exams assessing knowledge of diversity management, the legal issues surrounding diversity, the theories related to diversity, and the benefit of diversity to a sport organization. Method(s): Instructor Constructed Exam.</td>
</tr>
<tr>
<td>Student Learning</td>
<td>Upon completion of the Sport Marketing (SPM 4463) course, the student will be able to demonstrate knowledge of the primary segments of the sport industry, sport marketing principles and their application to the sport industry, and current issues in sport marketing.</td>
<td>This will result in 65% scoring an average of 70% or above on two exams assessing knowledge of the following content: the scope of the sport industry and the primary segments of the industry, key marketing concepts and their application to the sport industry, and current issues in sport marketing. Method(s): Instructor Constructed Exam.</td>
</tr>
<tr>
<td>Student Learning</td>
<td>Upon completion of the Issues in Sport Management (SPM 4004) course, the student will be able to discuss key issues facing sport managers, apply critical thinking skills to develop solutions for various challenges, demonstrate effective communication and presentation skills to convey solutions, and design strategic plans to implement solutions to key challenges.</td>
<td>This will result in 65% scoring an average of 70% or above on five quizzes and two exams assessing application of critical thinking skills to develop solutions to hypothetical scenarios, and ability to design strategic plans to solve hypothetical challenges facing sport managers. Method(s): Instructor Constructed Exam.</td>
</tr>
<tr>
<td>Student Learning</td>
<td>Upon completion of the Sport Law (SPM 4723) course, the student will be able to demonstrate knowledge of legal concepts relevant to tort, contract, constitution, anti-trust, and intellectual property law, and their impact on the management of sport organizations; and the potential liabilities associated with the management of sport businesses which necessitate risk management planning.</td>
<td>This will result in 80% scoring an average of 70% or above on three exams assessing knowledge of legal concepts relevant to tort, contract, constitution, anti-trust, and intellectual property law, and their impact on the management of sport organizations; and the potential liabilities associated with the management of sport businesses which necessitate risk management planning. Method(s): Instructor Constructed Exam.</td>
</tr>
<tr>
<td>Student Learning</td>
<td>Upon completion of the Facility &amp; Event Management (SPM 4104) course, the student will be able to demonstrate knowledge of key planning, designing, constructing, scheduling, and managing sport based facilities and events.</td>
<td>This will result in 80% scoring an average of 70% or above on three exams assessing knowledge of the following content: assessing facility needs; facility construction planning; facility maintenance planning; establishing staffing needs; determining funding sources necessary to manage a facility; and managing safety, risk, and liability issues for sport facilities and events. Method(s): Instructor Constructed Exam.</td>
</tr>
<tr>
<td>Student Learning</td>
<td>Upon completion of the Practicum in Sport Management (SPM 4943) course, the student will be able to demonstrate professional activities and work behaviors in the areas of planning, written communication, oral communication, relating to others, solving problems, putting knowledge into practice, work ethic, personal appearance, understanding business protocol and respecting agency policy during a professional internship.</td>
<td>This will result in 80% of the students scoring “Average” or better on all categories of the evaluation as determined by the internship Supervisor's Final Evaluation Form addresses performance in productivity, leadership, written communication, oral communication, relating to others, solving problems, putting knowledge into practice, work ethic, personal appearance, understanding business protocol and respecting agency policy. Method(s): Internship Evaluation of Specific Activity.</td>
</tr>
</tbody>
</table>

Source: FSU Institutional Effectiveness Portal, 2016-17.
5. Student Learning Outcomes

Table 3 includes Student Learning Outcomes in relation to six required undergraduate courses, and one elective course in the Sport Management Bachelor’s degree program. The table also includes one element pertaining to admissions criteria in relation to the Bachelor’s program. The information posted through the Institutional Effectiveness Portal for the Bachelor’s program is used (1) to gauge whether students are acquiring the knowledge associated with the various content areas, and (2) as a Limited Access program, to assess the academic standing of students coming to the program. The second element provides an indicator not only of demand (relative to number of applicants and admissions), but also as an indicator of the prospective ability students possess. With a majority of those admitted having demonstrated the ability to perform well in courses, the faculty members and instructors plan courses in such a manner as to challenge students.

Faculty members review the respective outcomes and if there are instances where the results do not meet the minimum expectations, there are discussions about the delivery of course content and what may have influenced lower outcomes, including whether the outcomes are still reasonable. Suggestions for improving delivery of content, whether changes are needed with student tasks, whether other outcomes should be considered and/or other means of assessing outcomes. Appropriate steps are taken based on the decisions made by the faculty members.

Outcomes for the Practicum course are of particular interest because they include information from a faculty member, a site supervisor, and evidence from students regarding key knowledge, skills, and abilities. The review of outcomes provides a “big picture” assessment of whether students are developing the expected knowledge, skills, and abilities, based on the utilization of such in a sport-industry setting. If there are instances where the learning outcomes are not evidenced, the Practicum experience and student engagement are first reviewed for information as to why students may not have performed as expected. Feedback from students and supervisors are also reviewed to gauge perceptions that students are being properly prepared, and if there are suggestions on other outcomes to consider, or other means of assessment. Suggestions are discussed by the faculty members and appropriate steps are taken based on decisions made.

Table 3 also includes Learning Outcomes pertaining to two elements of the Master’s program, the Practicum experience and completion of the Professional Portfolio. Similar to the Bachelor’s Practicum, at the Master’s level information from a faculty member, a site supervisor, and evidence from students regarding key knowledge, skills, and abilities are assessed to determine whether students are developing the expected knowledge, skills, and abilities, based on the utilization of such in a “real” setting. Feedback from students and supervisors are also reviewed to gauge perceptions that students are being properly prepared, and if there are suggestions on other outcomes to consider, or other means of assessment. Suggestions are discussed by the faculty members and appropriate steps are taken based on decisions made.

Review of the Professional Portfolio provides information about the development of knowledge, skills, and abilities over the course of the Master’s program. Students begin preparing the portfolio in their first term; a draft of the portfolio is completed as part of the Professional Development course. The latter was established from reviews of the Practicum experiences; assessment of the Outcomes led us to conclude that additional instructional work was needed with regard to Professional Development, so that students
were better prepared to communicate (verbally and in writing), their skills and abilities, career aspirations, and were knowledgeable in how to search and apply for (practicum) positions. The addition of Service Learning also emerged from assessment of the Outcomes, based on learning that students did need other experiences, or opportunities to “practice” what they were learning, prior to taking on a Practicum experience or moving to a full-time position. Moving students out of the classroom to begin utilizing their knowledge, skills, and abilities, is an important addition to the Master’s curriculum.

Table 3 includes Learning Outcomes to two elements of the Doctoral program, the Preliminary Examination and the Dissertation defense. The table also includes a Program Outcome addressing enrollment in the Doctoral program. The outcomes from the preliminary examination are utilized to ensure students are developing the knowledge, skills, and abilities appropriate for a doctoral candidate. Evidence of critical thinking and the ability to not only review material but to synthesize information and extend lines of thinking/understanding with new thoughts/ideas. Outcomes associated with the Preliminary Examination have been used to revise the delivery of seminar content to include a greater breadth of training in philosophy of science and philosophy of inquiry, and to engage students in a broad range of seminar content they might not otherwise choose to complete. The outcomes also inform recruitment practices, helping faculty members identify important characteristics in applicants that may serve as indicators of future success in the doctoral program. For example, having prospective students not only submit writing samples, but also meet with faculty members to discuss some readings and current topics, to provide indicators of their potential for critical thinking.

The outcomes from the Dissertation defense are also used to assess the extent to which doctoral candidates have learned to conduct quality work, as independent (though supervised) researchers. The meetings and discussions with candidates and committee members also provide evidence of ability to engage in critical thinking. Involvement of faculty members external to the department, and their assessment of candidate knowledge, skills, and abilities, also provides information about prospective areas that may be viable for improvement. The successful completion of the Preliminary Examination and Dissertation defense over the years, as well as candidates securing full-time positions in top-tier universities, provide evidence of positive Student Learning Outcomes.
6. Instructional Demands

Tenured and tenure-track faculty members are expected to teach two courses in each Fall and Spring semester. Summer teaching is optional. The Department Chair teaches up to one course a semester, and the Associate Department Chair teaches two courses in one semester and a single course in one semester. The reduced teaching loads are provided to allow for completion of administrative assignments. Specialized Faculty members teach four courses per semester, unless otherwise assigned additional administrative duties, in which case the Specialized Faculty member teaches three courses per semester.

With the teaching load expectations, the unit has been able to meet instructional demands, at least in relation to delivering core (required) content at the respective levels in most years. The faculty members have also been able to teach a minimal number of elective courses so students can complete the degree requirements. A difficulty at the Doctoral level has been delivering particular seminars in periods when we have been under-staffed. Without faculty members that have the requisite knowledge to teach particular seminars (e.g., Organizational Theory in Sport) particular content knowledge cannot be delivered. Students must rely on more broad-based discipline content (e.g., a seminar from the Management Department on Organizational Theory), or forego such content. The challenge is exacerbated to a degree in that faculty members must have content knowledge, and also some degree of experience. In other words, newly hired Assistant Professors are not expected in their first year to teach a seminar for second or third year doctoral students.

An important goal for the department is having faculty members teach in all three degree programs. With a small staff, seven tenured or tenure-track and three specialized faculty members, reaching that goal does make it difficult to do more than meet the minimum demands for required courses and a minimum number of elective courses, specifically in relation to the Master’s degree program. Meeting the demand for required courses is manageable; without additional resources, however, we are not able to broaden our offerings at any degree level. A primary impact on students is that they must complete the elective courses offered, even if such would not be their primary choice. Master’s students are not able to fully develop a secondary interest or specialization without having a broader set of elective course offerings from which to select.
7. Distance Learning

For the Bachelor’s degree program distance learning is used primarily to deliver elective course content. Five courses have been developed as online offerings:

- SPM 4011, SPORT HISTORY
- SPM 4012, SPORT IN SOCIETY
- SPM 4013, CROSS-CULTURAL SPORT (University culture designation)
- SPM 4014, SPORT AND LITERATURE (Upper-division writing course)
- SPM 4015, SPORT IN FILM

Elective courses were initially selected for development as online courses to be offered during the summer so students not on campus could still work on their degree program. Offering a course online also makes it possible for faculty members to teach any time during the summer, without being required to be on campus.

As courses were being developed, there was a request at the university level for more online liberal studies courses. After discussing options, the decision was made to develop some of our elective courses to satisfy the liberal studies requirement, providing a service course for the larger student body. Accordingly, SPM 4013 and SPM 4014 satisfy other university level degree requirements. The courses were intentionally designed for larger enrollment (100+), which both serves a larger number of students, and contributes to credit hour productivity without increasing the size of the Bachelor’s program, since the elective courses may be taken by non-majors.

Distance learning has a different role in the Master’s program. With the move to a full-time Practicum option, a potential problem was identified. Students taking on long-term internships may secure positions prior to completing all course work, particularly core classes. A strategy was put in place to develop an online version of four core classes (SPM 5116, SPM 5308, SPM 5405, SPM 5726), with the intent of delivering these courses in the summer terms. Face-to-face offerings are available in the Fall and Spring terms respectively; the summer option is offered so those completing long-term Practicum experiences may still complete required course work. With proper planning, students could complete the majority of their face-to-face course work in two semesters, proceed with a Practicum experience, and finish up any remaining core classes online. One elective course (SPM 5159) has been developed so that an elective offering can be delivered in a summer term for any student that may still have to complete such a course to finish his or her program of study.

There are currently no distance learning courses for the Doctoral program, and there are no plans to offer distance learning courses as part of the program. Doctoral students are involved with distance learning through mentor (teaching assistant) roles. We work to have all doctoral students mentor with at least one course to learn about teaching an online course.

The delivery of online courses is evaluated in part through the student feedback provided from each course, in a manner similar to the student feedback associated with face-to-face courses. Student feedback is utilized by the instructors of a course to improve delivery, and by the Department Chair as part of the annual evaluation process. The
Department Chair reviews student feedback and discusses such with the respective faculty members, particularly any elements that may raise a concern (e.g., an item noted as problematic by students).

Another tactic to ensure rigor is utilization of Quality Matters, national standards developed for online courses. The staff members with the Office of Distance Learning complete course evaluations which are used by the faculty member to improve courses as needed, and by the Department Chair as an element of the annual evaluation. Additionally, all online courses must be reviewed and approved by the University Curriculum Committee every three years. Each review cycle presents an opportunity to further update and or revise courses as deemed appropriate. One indicator of the quality of online coursework being delivered is Dr. Joshua Newman’s receipt of a Distance Learning Award for Excellence in Online Course Design in 2014. The “model” he developed has been used in the development of most of the department’s online course offerings. At this point in time, we plan to continue offering online elective courses at the undergraduate level, and using the summer to deliver core classes and elective offerings for master’s students.
8. Common Prerequisites

The State of Florida common prerequisites for Sport Management includes completing course work from various content areas. At Florida State University, nine (9) hours of prerequisite courses must be completed. Per the requirements, students may select courses from the following prefixes:

FIN, MAR, GEB, MAN, BUL, CGS, STA, ACG, REE, HFT, RMI, ECO, SDS, COM, PET

As noted in the state manual, “FSU students may choose any course within prefixes” listed. For students applying to the Bachelor’s program, they must complete nine (9) hours of course work from the prefixes noted. The unit is in compliance with the state-approved common prerequisites.
**Student Experience**

**9. Limited Access**

The Bachelor’s degree program is approved as Limited Access. Students are only admitted to the program in the Fall term of each year. Limited Access status was granted due to limited resources in relation to available space, adequate instructional facilities, and adequate number of faculty to meet acceptable student-faculty ratios. Face-to-face courses are limited to 40 students per course, allowing for maximum use of classroom space in Tully Gym, and a reasonable student-faculty ratio. As noted in Figure 5, comparing data from 2010 to 2016, enrollment has increased. In 2016 there was a shift from paper applications for admissions to an online system; problems with that process resulted in a lower than planned enrollment. The enrollment projection (of Primary majors) for Fall 2017 is 250, evidence that the strategy in place is yielding the quality of students desired. As noted from the student Learning Outcomes, the majority of students enrolled each Fall term have a cumulative GPA of 3.0 or higher. The number of applications for admission each year exceed capacity; no adjustments are needed to improve recruitment of the quality of students.

**Figure 5. FALL ENROLLMENT BY ACADEMIC YEAR**

<table>
<thead>
<tr>
<th>Academic Plan</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport Management - BS</td>
<td>187</td>
<td>181</td>
<td>174</td>
<td>191</td>
<td>223</td>
<td>227</td>
<td>216</td>
</tr>
</tbody>
</table>

Source: Institutional Review

Note: Figures represent primary majors only; with secondary majors, enrollment figures increase approximately one-third.
10. Advising

**Bachelor’s Degree Program**

Advising for the Bachelor’s degree program is overseen by a Specialized Faculty member. The faculty member’s role includes two facets, instruction and advising. The Faculty member is responsible for all undergraduate advising. Students are admitted to the Sport Management Bachelor’s degree program after completing 60 hours of undergraduate course work. In essence students begin the Sport Management degree in their Junior year. The faculty member responds to inquiries from those seeking to learn about the Sport Management degree, answers questions during the application period, manages communications with undergraduate students, and meets with students upon request.

A critical task is ensuring students complete the core requirements, department electives, and outside electives. Students are encouraged to meet regularly with the advisor, but the only mandatory meeting is the first part of the 100-hour graduation check. Students meet with the department advisor to review their program of study to ensure they are on track for graduation. The advisor also works with students to resolve scheduling conflicts should they arise.

In addition to the department advisor, the College of Education provides administrative assistance for the Bachelor’s program through the Office of Academic Services and Intern Support (OASIS). After meeting with the department advisor, a student subsequently meets with an OASIS staff member for the remainder of the 100-graduation check. Final notice of a student’s standing after 100 hours of coursework is documented by the OASIS staff.

Prior to admission to the Sport Management program, freshman and sophomore students interested in Sport Management are able to talk with the department advisor about tracking (or mapping) toward the program, and may work with the OASIS staff through a Not Formally Admitted (NFA) process. The NFA process, or mapping, is the mechanism by which students receive advisement on meeting the university liberal studies and general education requirements, along with satisfying program prerequisites, in order to be positioned for successful admission to a Limited Access program. Students that are NFA work with the OASIS staff to ensure they meet the various university and program prerequisite requirements, so they are eligible for admission to the Sport Management program.

**Master’s Degree Program**

The Department employs an Academic Program Specialist (APS) to provide advising for all Master’s students. Faculty members are available to talk with students about the degree program, professional development, career aspirations, etc., but formal advising is conducted by the APS. The APS role also includes administrative oversight for the graduate programs; as such, the APS works with master’s students literally from the time they first apply, till the time they graduate. Students in the non-thesis track complete the required core classes, a Practicum experience, and approved elective courses. Students in the thesis track complete the required core classes and approved electives, and also work with an advisory committee (three faculty members) to complete a thesis.
Doctoral Degree Program

Doctoral student advising is conducted by the tenured and tenure-track faculty members. The Doctoral program is structured such that no student is admitted without a faculty sponsor. A faculty member must agree to work with a student before she or he is admitted to the program. The faculty member is the major professor, and works with the student to develop a program of study. The Director of Graduate Studies (PhD) works with the Academic Program Specialist to coordinate and process all admissions, maintain oversight of governance and administration of doctoral program degree completion and examinations (namely Qualifying and Preliminary Exams), and (in consultation with the Department Chair and major professor) ensure that students are making satisfactory progress toward doctoral degree completion.
11. Instructional Evaluation

Tenure-track and specialized faculty members are required per the Department’s by-laws to have at least one teaching evaluation per academic year. The evaluation may be conducted by another faculty member in the department or a faculty member within the university. The evaluator is provided course materials prior to conducting a class observation; the evaluator and instructor meet prior to the observation to discuss the instructor’s philosophy and teaching strategy prior to the observation. The evaluator observes a class meeting, completes a survey of instruction, and provides a narrative regarding the strengths and weaknesses observed. The evaluator and instructor meet to discuss the survey and narrative; copies of the evaluation materials are submitted to the Department Chair, and are included in a faculty member’s annual evaluation. Student evaluations of each course and instructor are completed for each course. The results are provided to the instructor and Department Chair, and are included in a faculty member’s annual evaluation.

Adjunct instructors are evaluated at least one time during the semester in which they teach. The evaluation is conducted by the faculty member with oversight responsibilities for a given course. The process used with faculty members is also utilized with adjunct instructors, including review of student evaluations of a course and the instructor. Teaching assistants work with a faculty member that has oversight for a particular content area. The faculty member meets with individuals prior to the start of a term, conducts a teaching observation at least once during the term, and may meet throughout the semester (if the instructor desires) to discuss teaching strategies, classroom management, etc. Student evaluations of the instructor and course are completed for each course; the information is included in a teaching assistant’s annual evaluation conducted by his or her major professor.
Table 4: Post-Graduation Placement of Undergraduate Students

POST-GRADUATION PLACEMENT: SPORT MANAGEMENT UNDERGRADUATES

A. Primary Plan After Graduation: Employment

<table>
<thead>
<tr>
<th>Number total graduates</th>
<th>Number primary plan employment</th>
<th>Percent of total graduates</th>
<th>Number job offer</th>
<th>Percent of primary plan employment</th>
<th>Number secured job</th>
<th>Percent of primary plan employment</th>
<th>$ salary: mean</th>
<th>$ salary: median</th>
</tr>
</thead>
<tbody>
<tr>
<td>126</td>
<td>91</td>
<td>72.22%</td>
<td>59</td>
<td>64.84%</td>
<td>47</td>
<td>51.65%</td>
<td>$36,882.72</td>
<td>$32,250.00</td>
</tr>
</tbody>
</table>

B. Primary Plan After Graduation: Continuing Education

<table>
<thead>
<tr>
<th>Number total graduates</th>
<th>Number primary plan education</th>
<th>Percent of total graduates</th>
<th>Number applied to program</th>
<th>Percent of primary plan education</th>
<th>Number accepted into program</th>
<th>Percent of primary plan education</th>
<th>Number currently in program</th>
<th>Percent of primary plan education</th>
</tr>
</thead>
<tbody>
<tr>
<td>126</td>
<td>33</td>
<td>26.19%</td>
<td>29</td>
<td>87.88%</td>
<td>19</td>
<td>57.58%</td>
<td>1</td>
<td>3.03%</td>
</tr>
</tbody>
</table>

C. Other Primary Plans After Graduation

<table>
<thead>
<tr>
<th>Number total graduates</th>
<th>Number primary plan taking time off</th>
<th>Percent of total graduates</th>
<th>Number primary plan volunteering</th>
<th>Percent of total graduates</th>
<th>Number primary plan military service</th>
<th>Percent of total graduates</th>
<th>Number primary plan starting a family</th>
<th>Percent of total graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>126</td>
<td>2</td>
<td>1.59%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Source: Graduating Senior Survey of FSU Undergraduates, 2015-16
12. Graduate Placement

Instructions: Discuss placement rates and quality of placement for graduates of the degrees in the unit. Please be as specific as possible.

The information provided in Table 4 provides a “snap-shot” of Sport Management Seniors from 2015-2016. There is no comparable survey information for graduates of the Master’s or Doctoral programs. No information was found regarding national placement rates for jobs or graduate programs pertaining to Sport Management. In a very competitive industry, where sport organizations report anecdotally receiving hundreds of resumes for one position, having 64% of those seeking a position just after graduation secure a job offer should be considered very good. Whether individuals choose to accept a job is a personal decision, and is influenced by a variety of reasons, many of which have nothing to do with a person’s education.

Not all Seniors in 2015-2016 planned to seek employment after graduation. Thirty-three Seniors reported they were going to continue their education. Of the second group, 29 applied for a graduate degree program, and 65% were accepted into a program. Having two-thirds of those applying actually gain admission to graduate degree programs is a very good placement rate. No information was available as to which programs students had applied.

No information was available from the survey as to the types of jobs graduates accepted. The Department has no formal mechanism for tracking graduate job placement, but do try to keep such information when provided informally by students. Appendix 1 includes a list of positions taken by students recently completing the Master’s program, and a list of positions accepted by students recently completing the Bachelor’s programs. The lists are included to illustrate the type of jobs recent graduates have accepted.

Graduates from the Bachelor’s and Master’s program have taken positions across the spectrum of the sport industry. Graduates have accepted positions with professional sports teams, sport media companies, sport equipment/apparel providers, marketing firms, university athletic departments, sports academies, and others. The listing of positions illustrates that our graduates have secured employment in numerous facets of the sport industry. It is important to note that from the sampling taken that individuals are working mid-level not just entry-level positions. Many have management level responsibilities.

The faculty members have made an effort to keep track of doctoral graduates and their placement after graduation. Table 4.1 includes information about the doctoral graduates from 2010-2016. Reviewing the data in the table, it is notable that all but one graduate between 2010 and 2016 found employment as a faculty member. One individual chose to return to her home country and elected not to pursue an academic career. The placement rate for doctoral graduates is excellent.
### Table 4.1 DOCTORAL GRADUATES 2010-2016

<table>
<thead>
<tr>
<th>Last name</th>
<th>First name</th>
<th>Year of Graduation</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nguyen</td>
<td>Sheila</td>
<td>2010</td>
<td>Deakin University</td>
</tr>
<tr>
<td>Ahn</td>
<td>Taesoo</td>
<td>2010</td>
<td>Merrimack College</td>
</tr>
<tr>
<td>Gordon</td>
<td>Brian</td>
<td>2010</td>
<td>University of Kansas</td>
</tr>
<tr>
<td>Kim</td>
<td>Young-Tae</td>
<td>2010</td>
<td>Lasell College</td>
</tr>
<tr>
<td>Kim</td>
<td>Min-Soo</td>
<td>2010</td>
<td>Korean Institute of Sport Science</td>
</tr>
<tr>
<td>Magnusen</td>
<td>Marshall</td>
<td>2011</td>
<td>Baylor University</td>
</tr>
<tr>
<td>Bogdanov</td>
<td>Dusko</td>
<td>2011</td>
<td>Eastern New Mexico University</td>
</tr>
<tr>
<td>Naylor</td>
<td>Michael</td>
<td>2011</td>
<td>Auckland University</td>
</tr>
<tr>
<td>Hedlund</td>
<td>David</td>
<td>2011</td>
<td>St. Johns University</td>
</tr>
<tr>
<td>Alfaro-Barrante</td>
<td>Priscilla</td>
<td>2012</td>
<td>Southern New Hampshire University</td>
</tr>
<tr>
<td>Sawatari</td>
<td>Yuko</td>
<td>2012</td>
<td>Unknown</td>
</tr>
<tr>
<td>Kellison</td>
<td>Timothy</td>
<td>2013</td>
<td>Georgia State University</td>
</tr>
<tr>
<td>Kim</td>
<td>Jun-Woo</td>
<td>2013</td>
<td>Arcadia University</td>
</tr>
<tr>
<td>Flanagan</td>
<td>M. Katie</td>
<td>2013</td>
<td>Florida State University</td>
</tr>
<tr>
<td>Bass</td>
<td>Jordan</td>
<td>2013</td>
<td>University of Kansas</td>
</tr>
<tr>
<td>Lovich</td>
<td>Justin</td>
<td>2014</td>
<td>SUNY-Cortland</td>
</tr>
<tr>
<td>McMorrow</td>
<td>Thomas</td>
<td>2014</td>
<td>University of Florida</td>
</tr>
<tr>
<td>Smith</td>
<td>Robert</td>
<td>2014</td>
<td>Suffolk University</td>
</tr>
<tr>
<td>Lee</td>
<td>Jie Sun</td>
<td>2014</td>
<td>Bowling Green University</td>
</tr>
<tr>
<td>Kim</td>
<td>Young Do</td>
<td>2014</td>
<td>University of Nebraska - Kearney</td>
</tr>
<tr>
<td>Lee</td>
<td>Hyung-Woo</td>
<td>2014</td>
<td>Georgia Southern University</td>
</tr>
<tr>
<td>Bunds</td>
<td>Kyle</td>
<td>2014</td>
<td>North Carolina State University</td>
</tr>
<tr>
<td>Farr</td>
<td>Donald</td>
<td>2014</td>
<td>Florida State University</td>
</tr>
<tr>
<td>Delia</td>
<td>Elizabeth</td>
<td>2015</td>
<td>University of Massachusetts</td>
</tr>
<tr>
<td>Armstrong</td>
<td>Cole</td>
<td>2015</td>
<td>San Jose State University</td>
</tr>
<tr>
<td>McPhatter</td>
<td>Marlon</td>
<td>2015</td>
<td>Livingston College (Deceased)</td>
</tr>
<tr>
<td>Kim</td>
<td>Min Jung</td>
<td>2015</td>
<td>East Stroudsburg University</td>
</tr>
<tr>
<td>Sung</td>
<td>Young Tae</td>
<td>2015</td>
<td>University of Northern Colorado</td>
</tr>
<tr>
<td>Kim</td>
<td>Jamie</td>
<td>2016</td>
<td>Syracuse University</td>
</tr>
<tr>
<td>Howard</td>
<td>Mark</td>
<td>2016</td>
<td>Berry College</td>
</tr>
<tr>
<td>Hamilton</td>
<td>Jennifer</td>
<td>2016</td>
<td>Louisiana State University</td>
</tr>
<tr>
<td>Brandon-Lai</td>
<td>Simon</td>
<td>2016</td>
<td>SUNY-Cortland</td>
</tr>
<tr>
<td>Horner</td>
<td>Matthew</td>
<td>2016</td>
<td>United States Air Force Academy</td>
</tr>
</tbody>
</table>
13. Enrollment Trends

Table 5 includes information on enrollment across the three degree programs, along with student gender and race/ethnicity information, and number of degrees awarded during the review period.
### Graduate Headcount Enrollment by Degree Level Sought

<table>
<thead>
<tr>
<th>Gender</th>
<th>Race/Ethnicity</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>American Indian/Native Alaskan</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
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Data includes CIP code 310504 only.
M = Master’s; D = Doctorate
Source: Fall Preliminary Student Instruction Files (SIPF)
Undergraduate Degrees Awarded by Level

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Data includes CP code 310504 only.
1st = First Major; 2nd = Second Major
Source: Student Instruction Files - Degrees (SIFD)
Table 5: Graduate Program Degrees Awarded Trends

Graduate Degrees Awarded by Level

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Data includes CIP code 310504 only.
M = Master's; D = Doctorate
Source: Student Instruction Files - Degrees (SIFD)
**Bachelor’s**

**Enrollment.** During the review period enrollment in the undergraduate program overall has increased from 2010-2011 to 2016-2017. It should be noted the enrollment figures reported in Table 5 reflect primary majors only; for comparison refer to Table 1 which includes enrollment in Fall 2016 for primary and secondary majors. Total undergraduate enrollment in Fall 2016 is reported at 284 (see Table 1). Students are only admitted to the Bachelor’s program each Fall term; the new student base includes approximately two-thirds primary majors and one-third secondary majors. In terms of enrollment trends, total enrollment in 2010-2011 was approximately 240; compared to Fall 2016, we have experienced a growth rate in the Bachelor’s program of approximately 18%. While the degree separation occurred in 2009, the Sport Management program has been operating since the early 1990s. Sport Management is an established program, double digit growth each year may not be realized, but based on the trend, there is still strong demand for the Bachelor’s degree. There is no reason to expect a drop off in demand as the number of applications for Fall 2017 (288) was the highest in program history; of those applying 150 were approved for admission. In terms of enrollment, the primary focus is managing program size so that the quality of the program and the desired rigor in course work is maintained.

**Gender & Racial Diversity.** The ratio of female and male students during the review period in the Sport Management department overall was 24% and 76% respectively in 2010 (see Table 5). In 2016, the ratio was 32% and 68% respectively. Over time, the gender diversity of the undergraduate students in the department as a whole has shifted, with the percentage of females increasing. A goal for the Department is to see the shift toward a higher percentage of female students continue. Like enrollment trends, however, we do not anticipate large shifts in any given year, rather a gradual, continual shift.

In 2010 the percentage of Black and Hispanic Bachelor’s students was 11% and 6% respectively, with the majority of students reporting as White (76%). There has been a modest shift in racial diversity. In 2016 the percentage of Black students increased to 15% (compared to 8% at the University level), while the ratio of Hispanic students doubled (12%; compared to 17% at the University level). At the same time, the percentage of White students declined to 67%.

Moving forward we are continuing our efforts to recruit a diverse student population. Promotional efforts include reaching out to minority student groups on campus (based on gender and race). At the annual FSU Sport Management conference special effort is made to include minority speakers, to demonstrate to students that men and women, and individuals of color, are engaged in careers in the sport industry. Similar efforts are undertaken to incorporate minority speakers in courses.

**Number of Degrees.** The number of degrees awarded has been consistent with the enrollment pattern. Students enter the program after completing 60 hours, approximately two years to degree completion. It is expected that approximately 50% of those enrolled in a Fall term would graduate during the academic year. For example, in Fall 2014 enrollment is noted as 223 (primary majors); approximately 110 degrees would be expected during the academic year. In the 2014-2015 academic year, the number degrees awarded to primary majors was 103. Degrees awarded have been consistent with enrollment patterns.
Graduate

Enrollment. During the review period enrollment in the graduate program overall has declined at the Doctoral level. Enrollment in the Doctoral program in Fall 2010 was 35, and in 2016 enrollment was 20. There was a plan to reduce the number of doctoral students relative to historic figures. When fully staffed, there is an expectation that faculty members mentor students in different stages of their doctoral program. The doctoral program can be completed in a minimum of three years, with most students, however, taking four years. Faculty members that supervise doctoral students anticipate admitting one new doctoral student each Fall term. With students following a 3-4 year cycle, each faculty member is likely to advise 3-4 doctoral students on a continuing basis. With seven faculty members advising doctoral students, enrollment should range between 18-28 students.

Doctoral student enrollment is influenced by the number of tenured and tenure-track faculty. In years when there are open positions, the number of students admitted will decline, which has a ripple effect for 2-3 years. Further, when senior faculty members are replaced with new Assistant Professors, doctoral student enrollment will remain lower until such time as the new hires are ready to mentor doctoral students (a 1-2 year lag). The lower enrollment figure in 2016 is a reflection of having two tenure-track lines vacant for two years. With all positions filled, it is expected that doctoral enrollment will increase, with figures closer to 28 enrolled. It is important to note that we do not expect or plan for doctoral student enrollment to dramatically exceed 28 in a given year, relative to the number of full-time tenured and tenure-track faculty members.

During the review period enrollment in the graduate program overall has remained the same at the Master’s level. Enrollment in the Master’s program in Fall 2010 was 99, and in Fall 2016 was 101. There were some years with slightly higher enrollment (e.g., 124 in 2013), but overall the number of applications and admissions figures have been stable. For example, the number of applications for Fall 2010 was 131; for Fall 2016 the number of applications was 125. The Master’s program has experienced a sustained level of enrollment.

Efforts are being taken to modestly increase enrollment, beginning with efforts to increase the number of applicants. Activities include advertising the program in sport-based publications (e.g., StreetandSmith’s Sports Business Journal), having a presence in sport-based education websites (e.g., Degrees in Sport), and recruiting from regional programs that are undergraduate only. Working with the College of Education we are also increasing our presence in social media (e.g., Facebook, Twitter, LinkedIn). A challenge in sustaining the Master’s program is facing increased competition. For example, in 2010 there were seven existing face-to-face Master’s program in the state of Florida; in that year two new face-to-face programs started. In that same year, 20 new online Master’s programs began (nation-wide). In 2014, the nine existing face-to-face Master’s programs in Florida were joined by four new face-to-face programs, and the 20 nation-wide online programs were joined by 24 new online Master’s programs. In subsection 23, the five-year outlook, attention is given to repositioning the FSU Master’s program in the challenging competitive environment.
Gender & Racial Diversity. The ratio of female and male graduate students during the review period in the Sport Management department overall was 35% and 65% respectively in 2010 (see Table 5). In 2016, the ratio was 37% and 63% respectively. Over time, the gender ratio of the graduate students in the department as a whole has remained approximately 2/3 male and 1/3 female. A goal for the Department is to see the shift toward a higher percentage of female students continue. Like enrollment trends, however, we do not anticipate large shifts in any given year, rather a gradual, continual shift.

In 2010 the ratio of Black and Hispanic Master’s students was 8% and 5% respectively, with the majority of students reporting as White (71%). There has been a modest shift in racial diversity. In 2016 the percentage of Black students increased to 16%, while the ratio of Hispanic students doubled (10%). At the same time, the percentage of White students declined to 55%. At the Doctoral level, the highest percentage of students in each year of the review period was White, with the next highest percentage made up of Non-Resident Alien. It is presumed not all of the latter would classify as White, but they did not choose to report their race/ethnicity.

Number of Degrees. The number of degrees awarded has been consistent with the enrollment pattern. Master’s students take up to two years to complete the program, and Doctoral students complete the degree in 3-4 years. It is expected that approximately 50% of those enrolled the Master’s program in a Fall term would graduate during the academic year. Approximately one-fourth of the doctoral students enrolled in the Fall term would graduate during the academic year. For example, in Fall 2014 enrollment is noted as 110 (MS) and 27 (PhD); 55 (MS) and 7 (PhD) degrees would be expected during the academic year. In the 2014-2015 academic year, the number of degrees awarded were 57 (MS) and 8 (PhD). Degrees awarded have been consistent with enrollment patterns.
14. Time to Degree

For the Bachelor’s degree program all core classes are taught each Fall and Spring semester. We teach a minimum of three sections of each core class across the Fall and Spring terms. Demand for particular classes is monitored by the undergraduate academic advisor. If it is determined a section of a particular class is needed to keep students on track to graduate, additional sections may be offered through the summer term. Elective courses are taught each term, including summer. There is no indication that undergraduate students are not completing degrees in a timely manner.

For the Master’s and Doctoral programs, we have an established cycle of course offerings so students can plan for the completion of required core classes and elective classes. As discussed in an earlier section, for the Master’s program, online versions of the core classes are offered in the Summer term, allowing for those who may be away from Tallahassee with a Practicum experience to complete a course if needed. The doctoral seminars are delivered based on year in the program, and the cycle of courses for first, second, etc., year students is repeated each year. The information included in Table 5.1 illustrates that doctoral students by and large are completing the degree within three to four years. From the last five cohorts, only one student took longer than four years. There is no indication students are not completing degrees in a timely manner.

Table 5.1 TIME TO DEGREE COMPLETION – PHD

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th># Admitted to candidacy</th>
<th>3 years or less</th>
<th>4 years</th>
<th>5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>6</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2012-13</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td>4</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>2010-11</td>
<td>7*</td>
<td>1</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

* One candidate all but dissertation (ABD); dropped from university after failure to remain continuously enrolled.

During the review period there were doctoral students that separated from the department without either a master’s degree or doctoral degree (n=5), or terminated after completing a master’s degree (n=6) (see Table 5.2). In the first grouping, one student was admitted to candidacy, left FSU all but dissertation, and was dismissed for failure to remain continuously enrolled; two students elected to change majors before reaching the preliminary examination stage; and two students chose to terminate after completing the qualifying exam and deciding to follow other career aspirations. The students in the second grouping were not able to successfully complete the qualifying exam, and subsequently transferred to the master’s program and departed after completing the master’s degree.
Table 5.2 PHD COMPLETION

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th># of Entering Doctoral Students</th>
<th># of Students Admitted to Candidacy</th>
<th># of Students Leaving with MS Degree</th>
<th># of Students Leaving with No MS or PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>2015-16</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2014-15</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2013-14</td>
<td>9</td>
<td>5</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2012-13</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2011-12</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2010-11</td>
<td>8</td>
<td>7</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
15. Graduate Student Preparation

Master’s

The professional preparation of graduate students is very important. The degree programs in Sport Management combine classroom theory and applied concepts as part of the preparation of graduate students. An important element of professional preparation is completing a practicum or internship experience. One outcome from the previous Quality Enhancement Review was the decision to add a specialized faculty member position as the Practicum Coordinator. This faculty member is a dedicated resource for students. The role includes teaching the Professional Development in Sport course, through which students develop their resume and career portfolio, identify prospective internship opportunities, and learn about the job search process from various industry professionals.

A practical experience is a required element of the program, so that students do apply the knowledge, skills, and abilities learned and developed through the Master’s program. The Practicum Coordinator maintains and cultivates relationships with sport industry organizations on the state, national, and international levels. Students also identify prospective Practicum opportunities and work with the Practicum Coordinator to apply and interview for various positions. As noted in a previous section, a Networking Fair is included in the annual FSU Sport Management conference, providing students an opportunity to talk with prospective practicum experiences, both practicing their interviewing skills and building a network of professional contacts.

The Service Learning experiences included in various courses serve several functions, including professional development. On one level students have the opportunity to gain practical experience working in sport settings. The Service Learning assignments also provide opportunities for building a network of contacts. The experiences also help students learn and understand that Sport Management occurs in more contexts than just working for professional sports teams or intercollegiate athletics teams.

Participation in the Sport Management Student Association provides opportunities for professional development. Each Fall and Spring term the association hosts a trip during which participants meet with industry professionals to learn about an organization’s operations. Depending on the city visited, participants will meet with representatives from 3-4 organizations in a 24-48 hour period. A primary objective of such trips is to make contact with professionals and to identify prospective practicum opportunities. The Practicum Coordinator typically supervises these trips as part of the effort to build relationships with prospective partners.

Doctoral

The Sport Management faculty members take great pride in training future scholars through a variety of unique programs. Doctoral students are often recruited by the faculty members. More specifically, a prospective student must be sponsored by a current faculty member in order to be admitted in the program. Faculty members can sponsor students who demonstrate a genuine interest in the faculty member’s current research agenda. Doctoral students are also encouraged to participate in the shadow-mentoring program. The program has been designed to help doctoral students develop their instructional abilities and subsequently teach an undergraduate course. Experience and the ability to
teach is an important hiring characteristic that doctoral students should possess when seeking a faculty position.

The shadow-mentoring program involves a doctoral student serving as an apprentice to a faculty member. Students that complete the mentoring are eligible to teach an undergraduate theory course. Another teaching opportunity for doctoral and masters students is through the Lifetime Activities Program (LAP). Through the LAP, graduate students are given the opportunity to teach various activity courses, such as racquetball, basketball, weight training, tennis, etc. The activity courses are one credit hour courses offered to the general student population. Those teaching in the LAP are required to attend the university Program in Instructional Excellence (PIE) workshops prior to beginning their first teaching assignment. The LAP Coordinator also conducts planning sessions each fall with the instructors to help them prepare for their teaching assignments.

In addition to providing preparation for teaching, the faculty members work with doctoral students in a number of ways to prepare them for research activity. Students complete a variety of courses to build content knowledge, and also complete the Research Tools courses to develop the knowledge and skills for engaging in research activity. There are both theory courses and applied courses. As they progress through the program, major advisors work with students individually to develop their primary research agenda. The advisor talks with students about their research interests, supervises independent study opportunities for students to conduct literature reviews, develop project proposals, and to engage in research projects. Faculty members also involve students in their research activities; through this type of activity students are able to observe how the facets of research are conducted, and to talk with a faculty member about conducting research.

The faculty members also conduct a research colloquium for doctoral students. The colloquium meets approximately twice a month; through the sessions the faculty members and students discuss research projects, review recent articles, talk about professional development topics such as vitae preparation, conducting a job search, interviewing skills, and other topics requested by the students. The colloquium is a dynamic environment through which the faculty can contribute to the professional development of students in relation to teaching and research.

As part of the mentoring process, students engaged in research activity are expected to work on manuscript projects. The goal with this element is to allow students the opportunity to gain a better understanding of the publication process, and help them learn to overcome the obstacles encountered during the process. Students work with faculty members to develop manuscripts that are submitted for publication. An additional component of the students’ preparation is presentation of research projects at national and international conferences. Students are expected to submit abstracts and papers for presentation at an appropriate professional conference. This activity is important in helping students network with other students and faculty members, and to provide them exposure to other members of the field. Being recognized as active researchers is another desirable characteristic when individuals are seeking faculty positions.

The professional development activities are framed through the scholarly engagement requirements. The department criteria for scholarly engagement are presented in Appendix 2. In the Department of Sport Management, expectations for Scholarly Engagement for
each doctoral student are determined by their matriculation status within the program, but generally includes the following activities and achievements:

- Successfully completing coursework as outlined in the student’s program of study;
- Sustained participation in Departmental colloquia meetings;
- Advancing past the qualifying exam;
- Advancing past the preliminary examination;
- Active involvement in presenting and publishing research
- Successful completion and defense of dissertation proposal
- Successful completion and defense of dissertation

As part of a doctoral student’s annual evaluation, the major professor will document the extent to which an individual has met the requirements for scholarly engagement. Any student not meeting the requirements may be dismissed from the program.
16. Scholarly/Creative Overview

Statements from the tenured and tenure-track faculty members regarding their scholarly work along with notes about research activity are included in Appendix 3. Curriculum vitae for the faculty members are included in Appendix 4. Reviewing the information provided, one learns of the diverse scholarly activities in which the faculty members have been engaged, and directions for future activities. One of the particular strengths is the breadth of content the faculty members cover through their respective interests.

Following is a list of the topics of research in which the faculty members have and will be engaged. Their respective plans include continuing some lines of inquiry in relation to their particular expertise, and developing new lines of research. The former provide evidence of a faculty member’s expertise, and further strengthens the individual’s reputation in relation to a topical area. For example, Dr. Giardina’s continued work pertaining to Qualitative Inquiry and the Politics of Evidence, Knowledge, and Research Practices is important for continuing to highlight the importance of qualitative inquiry, and challenging scholars to better understand the philosophical underpinnings of their research activity. Dr. Newman’s work pertaining to Sport and the Cultural Politics of Consumption, and Dr. James’ work in Sport Consumer Psychology, are important for helping influence the direction of inquiry in these areas in which they are established experts. Such efforts are important to demonstrating the value of building and sustaining a program of research, and attracting others with similar interests to contribute to building a body of knowledge.

Areas of research
Sport and the Cultural Politics of Consumption
Organizational Politics, Branding, and Intercollegiate Athletics
Bio-politics and the Active Body
Sport, the Body, and Physical Culture
Qualitative Inquiry and the Politics of Evidence, Knowledge, & Research Practices
Management of e-Sports Events
Stakeholder Theory and Organizational Studies
Health Promotion through Community-Based Sport Events
Strategic Network Management in Sport Organizations
Sport Consumer Behavior
Sport Consumer Psychology
Sport Management and Public Health
Legal and Quantitative Analysis of Minimum Age Rules in Sports
Doctrinal Sports Law and Policy
Forensic Sports Law Analytics
Sports Referee Bias

Dr. Kim’s work represent a particular strength by blending work in an established area, Sport Management, with a new direction for the department, Public Health. The potential positive impact of sport and public health is also a good fit with the mission of the Center. Efforts by the faculty members to develop new programs of research are also important to acknowledge. Dr. Rodenberg is literally the scholar leading the study of Forensic Sports Law Analytics. There is quite a bit of activity pertaining to data analytics and what is emerging as Sport Analytics. Dr. Rodenberg established the Sports Law Analytics stream, and it is an area that will see increasing development. Such work is a
strength for the unit because of the opportunity to form collaborations with other colleagues. For example, Dr. Du brings his expertise on large data set analysis to the department, and is moving into work pertaining to Sports Analytics. The potential exists not only for scholarly activity, but also to develop specializations in Sports Analytics within the Bachelor’s and Master’s degree programs. A related strength is Dr. Xue’s interest in the growing area of eSports. The interest she has in studying the management of professional events, as well as the delivery of the spectatorial product, covers a broad range of this quickly growing area. The e-Sports topic also has the potential for elective coursework that may emerge as another specialization.

Table 5.3 is provided as an overview of department activity during the review period. Tables in other sections include similar information for discrete time periods and/or select faculty members. The information in Table 5.3 provides a department-level “view” of activities across the review period involving faculty that have been on staff since the last review period and are still here, and that joined the department during the review period. The information is included to highlight that a particular strength of the tenured and tenure-track faculty has been their research productivity, and dissemination of their work through journal articles, books, book chapters, and conference presentations. As evidenced in the respective vitae, not only is there good quantity, but the publications outlets are also very good. The awards and invited presentations highlight the expertise included within the unit that garner various recognitions.

Table 5.3 Department Overview (Full Review Period)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Articles</th>
<th>Books</th>
<th>Book Chapters</th>
<th>Awards</th>
<th>Conference Presentations</th>
<th>Invited Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>15</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td>2011-12</td>
<td>26</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>2012-13</td>
<td>26</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>21</td>
<td>10</td>
</tr>
<tr>
<td>2013-14</td>
<td>27</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>19</td>
<td>3</td>
</tr>
<tr>
<td>2014-15</td>
<td>22</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>24</td>
<td>4</td>
</tr>
<tr>
<td>2015-16</td>
<td>11</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>31</td>
<td>8</td>
</tr>
<tr>
<td>2016-17</td>
<td>18</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>25</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>145</td>
<td>12</td>
<td>35</td>
<td>8</td>
<td>150</td>
<td>48</td>
</tr>
</tbody>
</table>

Information collected from faculty vitae as noted below:
2010-11: James, Giardina, Rodenberg
2011-12: James, Giardina, Newman, Rodenberg
2012-13: James, Giardina, Kim, Newman, Rodenberg
2013-14: James, Giardina, Kim, Newman, Rodenberg
2014-15: James, Giardina, Kim, Newman, Rodenberg
2015-16: James, Giardina, Kim, Newman, Rodenberg
2016-17: James, Giardina, Kim, Newman, Rodenberg, Xue

Another particular strength is the service, and subsequent impact, to the respective content areas within Sport Management. The faculty members collectively have served on 15 editorial boards during the review period. The range of service includes board member, associate editor, senior associate editor, and editor. The faculty members have a direct impact on the dissemination of knowledge, and influence the direction of future research activity within the respective areas. In a related manner, faculty members have been involved as officers in professional associations, including member-at-large roles, as vice-presidents, and as presidents of professional associations. The faculty members have a “voice” in the workings of various professional associations. In sum, the scholarly
agenda the respective faculty members are sustaining and/or developing are expected to continue generating positive outcomes for the members individually, the students, and the department overall.
17. Scholarly/Creative Productivity
College of Education
Sport Management
Table 6: Select Faculty Productivity (Select Time Periods)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Giardina, M.</td>
<td>Associate</td>
<td>2005</td>
<td>10 (11)</td>
<td>22</td>
<td>16 (17)</td>
<td>0 (2)</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>226</td>
</tr>
<tr>
<td>James, J.</td>
<td>Professor</td>
<td>1997</td>
<td>10 (18)</td>
<td>65</td>
<td>0 (1)</td>
<td>0 (4)</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>154</td>
</tr>
<tr>
<td>Kim, A.</td>
<td>Assistant</td>
<td>2012</td>
<td>1 (6)</td>
<td>1</td>
<td>0 (1)</td>
<td>0 (2)</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>108</td>
</tr>
<tr>
<td>Newman, J.</td>
<td>Associate</td>
<td>2005</td>
<td>17 (18)</td>
<td>37</td>
<td>1 (2)</td>
<td>0 (4)</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>160</td>
</tr>
<tr>
<td>Rodenberg, R.</td>
<td>Assistant</td>
<td>2009</td>
<td>9 (28)</td>
<td>0</td>
<td>0 (2)</td>
<td>0 (1)</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>113</td>
</tr>
</tbody>
</table>

List of awards: http://ir.fsu.edu/qer/2017/references/AA_2015_Awards_List.pdf
Figures in parentheses compiled from faculty member vitae (see Appendix 4). Differences highlight information not captured through Academic Analytics.
## Table 6.1 Scholarly Productivity (Full Review Period)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Giardina, M.</td>
<td>Associate</td>
<td>2005</td>
<td>18</td>
<td>9</td>
<td>14</td>
<td>21</td>
<td>2</td>
<td>0</td>
<td>22</td>
<td>3</td>
<td>1313</td>
</tr>
<tr>
<td>James, J.</td>
<td>Professor</td>
<td>1997</td>
<td>30</td>
<td>1</td>
<td>3</td>
<td>28</td>
<td>4</td>
<td>0</td>
<td>43</td>
<td>6</td>
<td>493</td>
</tr>
<tr>
<td>Kim, A.*</td>
<td>Assistant</td>
<td>2012</td>
<td>8</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>22</td>
<td>2</td>
<td>323</td>
</tr>
<tr>
<td>Newman, J.**</td>
<td>Associate</td>
<td>2005</td>
<td>31</td>
<td>2</td>
<td>9</td>
<td>17</td>
<td>4</td>
<td>8</td>
<td>50</td>
<td>3</td>
<td>1581</td>
</tr>
<tr>
<td>Rodenberg, R.</td>
<td>Assistant</td>
<td>2009</td>
<td>37</td>
<td>0</td>
<td>4</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>37</td>
<td>1</td>
<td>669</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td>124</td>
<td>12</td>
<td>35</td>
<td>8</td>
<td>11</td>
<td>174</td>
<td>15</td>
<td></td>
<td>4379</td>
</tr>
</tbody>
</table>

* Data associated with Dr. Kim is from her FSU start date in 2013 through 2016
** Data associated with Dr. Newman is from his FSU start date in 2011 through 2016
***Based on Google Scholar citations index
17. Scholarly/Creative Productivity (cont.)

The information in Table 6 provides various snapshots of faculty productivity in different categories, at different points in time. Information for some elements have no time parameter (e.g., Awards), while information for another element only spans a three year period (e.g., Publications). Curriculum vitae for each faculty member in the Department as of Fall 2017 are included in Appendix 4. The faculty vitae provide comprehensive information regarding faculty productivity in numerous areas (e.g., publications, presentations, student mentoring, grant work, professional service, awards, etc.) over the entire review period.

The parenthetical items in Table 6 reflect faculty productivity figures that are not captured by the external information provider (Academic Analytics), which was the source for Table 6. In the following section notes about the information overall is addressed, followed by comments about faculty productivity as evidenced by more comprehensive information. Additionally, Table 6.1 was included to present more information pertaining to the various categories across the review period. Such information allows for a more comprehensive assessment of scholarly productivity during the review period.

The information included in Table 6 was generated through Academic Analytics, “…a provider of high-quality, custom business intelligence data and solutions for research universities in the United States and the United Kingdom.” The company’s mission, “…is to provide universities and university systems with objective data that administrators can use to support the strategic decision-making process as well as a method for benchmarking in comparison to other institutions.” The information reported has potential for benchmarking, but without comparison data or other context, the “snapshot” of information is limited. Further, there are some concerns with the availability of information that should be noted.

First, while the company seemingly accesses a large number of academic journals, there is inconsistency in such access across content areas. Not all journals in which faculty publish, including well-established journals such as Sport Marketing Quarterly, are included in the company’s list of accessed journals. For the Sport Law content area, there are numerous high quality journals that are not included in the list of accessed journals. Second, even when journals are included, the years accessed are not necessarily consistent across journals. For example, the parameter for journal publications in Table 6 is 2012-2015, but the information collected by Academic Analytics for the Journal of Sport Management begins in 2014. In a related vein, not all journals have digital object identifiers associated with all years in the review period.

Reviewing the figures (from faculty vitae) pertaining to journal publications, books published, and book chapters published (see Table 6.1), the quality and quantity of publications overall is excellent. The average number of publications per year ranges from 2 to 10, with most faculty members averaging more than 4 journal publications per year. The normative expectation for faculty members as they establish themselves is at least 4 journal publications per year, including positioning work in top tier journals. Junior faculty in their early years are mentored to develop a process through which they are able to maintain a high level of productivity (e.g. 4+ journal publications per year), through directing their own research program, collaborating with colleagues, and
mentoring doctoral student research activity. As evidenced by the senior faculty members, when the process is managed well, there is a good mix of journal publications, books, and book chapter publications. There is also evidence that junior faculty, when given the proper support, are also very productive. For example, as a visiting instructor in 2016-2017, Dr. James Du was able to complete 6 manuscripts that were published, and already has 3 manuscripts in press or published for 2017-2018.

Scholarly productivity is also evidenced through publication of books and book chapters, particularly when such works are invited. Drs. Giardina and Newman are particularly productive in these areas. It also bears noting that the quality of the work completed is very strong. For example, the works published by Dr. Giardina, in collaboration with Dr. Norman Dezin, are recognized as critical resource works regarding qualitative inquiry. Another metric of productivity is participation in professional conferences. The faculty members consistently present the results of research activity at 2-3 conferences each year (see Table 5.3). Along with their own work, they also supervise research by doctoral students, which also result in publications and conference presentations.

In the area of awards, faculty members have garnered various awards during the review period, but do not all “meet” the criteria utilized by Academic Analytics. Many of the awards, while discipline specific, are excellent indicators of productivity. Various awards during the period include a research fellowship (James), outstanding book awards (Giardina, Newman), distinguished professorship (James), international scholar distinction (Newman), distinguished mentor award (James), top journal article award (James), young professional award (Rodenberg), and a service award (Rodenberg). Another item to note, while not an award per se, or a journal publication, is a work of particular distinction for a legal scholar. Dr. Rodenberg has written not one, but two briefs for Amici Curiae regarding cases pending before the Supreme Court. One case has been taken up, and Dr. Rodenberg’s brief has been cited by the Court. This is a noteworthy accomplishment for any law professor, and particularly noteworthy evidence of productivity and expertise for a scholar that is not a full-time law professor.

The faculty members do not have a long history of grant production, and most of the funding does not come from large government programs or “traditional” granting agencies. Faculty members have engaged with colleagues to secure funding in support of research, and the staff with the Center for Sport, Health, and Equitable Development have submitted various proposals for various projects.

The faculty members in the department are very productive regarding teaching classes and supervising students. The figures included in Table 6 reflect more than the 2-2 teaching load. One vagrancy in the reporting is capturing not only face-to-face and online courses, but also directed individual study “courses.” The latter do reflect productivity, on one level above and beyond typical expectations, because they involve faculty members working one-on-one with graduate students. The faculty members are productive in the sense that they each teach courses at all three degree levels, and each teach a variety of courses. In the area of student supervision, particularly doctoral student supervision, during the review period 33 doctoral candidates successfully completed their degree (see Table 4.2). With approximately five PhD graduates per year, it is reasonable to conclude the faculty members are very productive in the area of student supervision.
18. Faculty Workload

The workload among faculty members is managed through the Assignment of Responsibilities (AOR). The three areas included in the AOR are: Instruction and Advisement, Research, and Service. In each Spring semester, faculty members complete a rough draft of the AOR for the next academic year and submit it to the Department Chair. The Chair meets with each tenured, tenure-earning, and specialized faculty member and negotiates any changes or modifications that must be made to meet COE guidelines and departmental needs. Once the annual assignment and specific outcomes are approved, the information is entered in the online Assignment of Responsibilities (AOR) form, and subsequently submitted to the Dean in the College of Education (COE) for approval. If for any reason the COE Dean disagrees with the assignment, the AOR form is returned for further negotiations between the Department Chair and the faculty member until the AOR is approved by both the Department Chair and COE Dean. Instructional assignments follow COE guidelines for both the percent of the assignment and the percent for each instructional component. A draft of the revised policy for AOR is included in Appendix 5. The percent of the assignment allocated for research will be negotiated with each faculty member.

Tenured and tenure-earning faculty members must be approved for Graduate Faculty Status to serve on graduate committees. Faculty members that sponsor a doctoral student’s admission serve as chair of the advisory committee. Service on other graduate committees (thesis/dissertation) is voluntary. Graduate students are responsible for contacting prospective faculty members and inviting them to serve on a committee. Faculty members generally agree to serve on committees if they are able to provide (1) content expertise, and/or (2) expertise pertaining to methods and/or use of particular research tools. There is no “limit” for graduate committee service; in negotiation of the AOR, the Department Chair has responsibility for counseling faculty members as to reasonable numbers for graduate committee service. Major professors may have the percentage of instruction adjusted to account for oversight of doctoral candidates enrolled in dissertation hours. There is no other adjustment to the AOR for graduate committee service.

Other committee work pertains to a percentage of a faculty members Service assignment. Faculty members have opportunities to provide service to the department, college, university, and to appropriate professional organizations, local, state, and national governmental boards, agencies and commissions. Per the department by-laws, Service assignments typically do not exceed 5% for most faculty members. Individuals filling particular administrative roles (e.g., Department Chair) are assigned a higher percentage for service. If a faculty member believes that a service activity justifies a larger assignment, the faculty member may request an additional percentage in the area of “other instruction not for credit” as described.

Examples of service opportunities at each level are provided below. Most University committee seats are appointed by the administration, while a few are faculty elected. For a listing of the University committees and selection procedures, please refer to Faculty Senate Committees in the Faculty Handbook. The positions in the college and department are collaboratively elected by the entire faculty.
University: Faculty Senate, Budget Crisis Committee, Athletic Advisory Board, and Council on Research and Creativity

College: Promotion and Tenure, Technology, Curriculum, CORE, Student Life, McDonald Fellowship, International Committee, and Faculty Advisory Board. (See COE Faculty Governance for further information)

Department Service: Department Chair, Associate Department Chair, Promotion and Tenure Committee, Merit Committee, Curriculum Committee, Space Committee, Coordinator of Undergraduate Admissions, and Coordinator of Graduate Admissions.

**Term limits for select committee service**

Select committee assignments may require disparate time commitments. To ensure no single faculty member carries an inordinately higher service assignment, and/or carries a high service assignment over time, membership on select committees are subject to term limits. Such limits will ensure that service on select committees will be rotated among the faculty members in the department. Term limits are effective for the following committees:

**Department**

Curriculum Committee Chair. All faculty members serve the department curriculum committee; the Chair of the Department’s Curriculum Committee is limited at two years. A faculty member shall be elected as Chair for two consecutive years, then is not eligible to serve as Chair for at least two years, unless otherwise mutually agreed upon.

**College**

Curriculum Committee. Service on the College of Education Curriculum Committee coincides with service as Chair of the Department Curriculum Committee. A faculty member shall serve up to two consecutive years on the College Curriculum Committee, then will rotate off the College Curriculum Committee for at least two years, unless otherwise mutually agreed upon.

Council on Research in Education (CORE): Service on CORE shall be limited at two consecutive years, followed by at least two years off from eligibility to serve, unless otherwise mutually agreed upon.

Within the department, a two-year rotation has been established for service on College committees. The list below illustrates the schedule for rotation.

**Committee Rotation for College Service**

Curriculum
Student Life
Faculty Advisory Board
CORE
Technology
19. Faculty Retention

During the review period faculty members leaving have done so for multiple reasons. In one case there was an opportunity to take a position at a master’s-only Sport Management program housed in a business school. The faculty member was able to move to a smaller, niche program, receive a salary increase, and live in close proximity to immediate family members. The person chose to take a different type of job (in a sense), and to be closer to family.

In a second instance of separation a faculty member chose to take a position in the person’s home country. The individual left FSU for a comparable position in arguably the particular nation’s top university. The move also positioned the individual closer to immediate family. In a third instance of separation a junior faculty member chose to leave after second year to be with family. The individual took the position even though the spouse was not able to secure employment in Tallahassee. After two years of managing distance relationships, the individual chose to move to be with family.

The challenge of retention by and large becomes whether personal or family related variables outweigh the strength of the position. It is an important part of our philosophy to ensure faculty members have a supportive working environment, the proper resources, and reasonable reward for their work. Salary is and will continue to be a challenge. For instance, according to State of Florida public records, faculty who during the review period departed the program for positions at other, lower-ranked Florida public universities were able to increase their annual salaries by an average of 66%, or approximately $48,000 per faculty per year. That being said, the university administrators have made efforts in recent years to address salary compression.

There are no anticipated vacancies within the next five years. There are no faculty members currently planning for retirement. With two Professors, and a senior faculty member being considered for promotion to Professor, we have good senior leadership. A fourth faculty member is in second year as an Associate Professor, and is following a plan to earn promotion to Professor. Among the three junior tenure-track faculty, one is starting the fifth year of service, one the second, and one the first year of service. The plan for faculty development has been successful to date. Providing faculty members with the resources to conduct their work, the administrative support, and the appropriate time to focus on their work (i.e., protecting faculty members from extensive committee work, extraneous service, etc.) enables individuals to do well. While somewhat cliché, it is important to sustain an environment where individuals are valued for the contributions, honestly evaluated, and properly supported. Providing such an environment is our goal.

When openings are anticipated, or occur unexpectedly, discussions are held as to the particular content area of interest, whether to seek to “replace” a faculty member with someone that has similar content focus, or if there is an opportunity to strengthen another content area. The diversity of our faculty group is a focal topic in any hiring situation. Recruitment plans include targeting diverse applicants through personal invitations and promotion through outlets pertaining to particular minorities. As reflected in the diversity information for this department, the faculty members we hire will be a reflection of the applicant pool available.
Resources

20. Teaching Assistants

College of Education
Department of Sport Management

Table 7: Credit Hours by Instructor Type

<table>
<thead>
<tr>
<th>Instructor Type</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>3,341</td>
<td>3,423</td>
<td>3,293</td>
<td>2,673</td>
<td>3,327</td>
</tr>
<tr>
<td>Undergraduate SCH</td>
<td>2,270</td>
<td>2,240</td>
<td>2,331</td>
<td>1,802</td>
<td>2,664</td>
</tr>
<tr>
<td>Graduate SCH</td>
<td>1,071</td>
<td>1,183</td>
<td>962</td>
<td>871</td>
<td>663</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>2,714</td>
<td>2,531</td>
<td>2,509</td>
<td>2,565</td>
<td>2,326</td>
</tr>
<tr>
<td>Undergraduate SCH</td>
<td>2,714</td>
<td>2,531</td>
<td>2,509</td>
<td>2,565</td>
<td>2,326</td>
</tr>
<tr>
<td>Graduate SCH</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>585</td>
<td>932</td>
<td>666</td>
<td>968</td>
<td>813</td>
</tr>
<tr>
<td>Undergraduate SCH</td>
<td>585</td>
<td>932</td>
<td>492</td>
<td>764</td>
<td>516</td>
</tr>
<tr>
<td>Graduate SCH</td>
<td>0</td>
<td>0</td>
<td>174</td>
<td>204</td>
<td>297</td>
</tr>
<tr>
<td>Total</td>
<td>6,640</td>
<td>6,886</td>
<td>6,468</td>
<td>6,206</td>
<td>6,466</td>
</tr>
<tr>
<td>Undergraduate SCH</td>
<td>5,569</td>
<td>5,703</td>
<td>5,332</td>
<td>5,131</td>
<td>5,506</td>
</tr>
<tr>
<td>Graduate SCH</td>
<td>1,071</td>
<td>1,183</td>
<td>1,136</td>
<td>1,075</td>
<td>960</td>
</tr>
</tbody>
</table>

Source: Instructional Research Data Files
“Other” includes adjunct faculty, post docs, staff, and overload appointments.
Fall 2016 data is preliminary.
The data represented in Table 7 reflect the credit hours generated by instructor type for courses classified with CIP code 111314.
20. Teaching Assistants (cont.)

Proportion of Course Offerings
In the Fall and Spring terms, approximately 24 undergraduate courses are taught. The courses are a mix of core classes and department electives. Half of the courses are regularly taught by faculty members. Graduate (doctoral) students and adjuncts teach the remaining courses, with most taught by doctoral students. When the department is fully staffed, and all are teaching a “full load” (2-2 or 4-4), the proportion of courses taught by faculty will be higher than that taught by graduate assistants. It is important to note that faculty members, including Specialized Faculty are teaching in all three degree programs, not just the undergraduate program. Doctoral students only teach undergraduate courses unless they were to have another terminal degree (e.g. a juris doctorate). In addition to the number of undergraduate courses taught, another 10-12 graduate courses are taught each Fall and Spring term. Factoring in the graduate courses, the faculty members are delivering the majority of courses offered by the department.

Having doctoral students teach undergraduate Sport Management courses is important for several reasons. First, doctoral students that complete the shadow mentoring for a particular course are able to teach a section of that course in subsequent semesters. Having qualified doctoral students teach undergraduate courses allows for more classes to be offered, and for smaller class sizes. Second, there is a need for additional sections of undergraduate courses. Each core course in the undergraduate curriculum is taught by a faculty member at some point in the academic year. Due to the size of all three degree programs, however, faculty members typically are not able to teach multiple sections of an undergraduate course. One option is then to teach very large undergraduate courses; the option we have chosen is to train doctoral students to teach sections of various courses so that students are able to participate in smaller classes. We have found that smaller class sizes are more conducive to discussion. Having doctoral students teach is a necessity when the number of faculty members is down, as was the case during the review period. Third, providing doctoral students the opportunity to teach is an important part of their professional development, allows the department to utilize individuals that have prior teaching experience, and enables us to deliver course content with sufficient frequency to prevent delayed time to degree completion.

Master’s Program
Master’s students in the Sport Management program have opportunities to teach in the Lifetime Activities Program (LAP). The LAP is the primary mechanism through which graduate students are funded. Graduate students teach one credit hour courses open to the general student population; the activity courses include basketball, volleyball, weight training, stretch and relaxation, tennis, golf, aerobic dance, self-defense and martial arts, etc. Between 90 and 100 sections of activity classes are taught each Spring and Fall semester as a service to the student population. Approximately 60 sections are taught in the Summer Semester.

The activity courses meet for 50-minutes twice a week (Monday & Wednesday or Tuesday & Thursday). Graduate students are assigned to teach activities with which they have experience teaching, coaching, and/or playing. Graduate students complete an application in which they document their experience with a given activity(ies), and also provide evidence of any particular certification, including first-aid and CPR. Students
that so desire may seek training and particular certifications in order to be able to teach particular courses (e.g., martial arts). Assistantship offers are made to students that have particular training and/or expertise with particular activities, relative to instructional needs. Those teaching in the LAP are required to attend the university Program in Instructional Excellence (PIE) workshops prior to beginning their first teaching assignment. The PIE workshops are actually a requirement for any graduate student that will have any type of teaching assignment. The LAP Coordinator also conducts planning sessions each fall with the instructors to help them prepare for their teaching assignments. Syllabi and teaching notes from previous semesters are available to help students develop their course materials.

Master’s students teach up to three activity courses per semester. During the course of the semester the LAP coordinator visits a class taught by each instructor to observe his or her teaching. In addition to the evaluation by the LAP coordinator, each instructor participates in the university required course and instructor evaluation. Students participating in each course complete an anonymous survey through which the course content and instructor are evaluated. Instructors receive a report documenting the student evaluations. The LAP coordinator and the department chair review the course evaluations each semester. In any course where the instructor is evaluated by 30% or more of the students in the “Fair” to “Poor” range, a decision is made on whether to retain or release that instructor. If the low ratings occur after a first teaching experience, the students are mentored by the LAP coordinator and a faculty member selected to help with additional instructional training. The students are then monitored more frequently during the subsequent semester. Any instructor who has two consecutive semesters of low ratings is not allowed to teach in subsequent semesters. In addition to assessment of instructional activity, individuals must remain as students in good standing. Any student that is placed on academic probation is not allowed to teach until she or he has returned to a student in good standing status.

**Doctoral Program**

Doctoral students in the Sport Management program have three different opportunities to participate in teaching activities. The majority of doctoral students teach in the LAP at some point while enrolled at FSU. As noted, the LAP is the primary mechanism through which we are able to fund graduate students. The information provided in the preceding section regarding working as an instructor with the LAP applies to doctoral students. One difference is that doctoral students may teach up to four classes a semester.

A second opportunity for doctoral students is teaching undergraduate theory courses. During the first semester of enrollment doctoral students identify a course, or courses, they would like to shadow mentor. Students may shadow mentor in one course per semester. The shadow mentoring program involves a doctoral student serving as an apprentice to a faculty member. Doctoral students participate in Supervised Teaching as part of the mentoring process. Students that complete the mentoring are eligible to teach an undergraduate theory course. Shadow mentoring involves meeting with the faculty member responsible for the course to discuss the objectives and strategy for teaching the course. The student attends classes and assists with course management activities, participates in lecture development (as needed), assists with grading, and is expected to develop at least one lecture to be given during the semester. The faculty member meets with the mentee during the semester to discuss the facilitation of the course and
materials. The individual meetings provide an opportunity to talk with the faculty member about teaching strategies and any issues relevant to the course.

Students that complete the shadow mentoring are eligible to teach an undergraduate theory course. Each faculty member has responsibility for managing various undergraduate courses. The faculty member is responsible for the shadow mentoring of doctoral students, and for the oversight of students teaching in their respective area. During a given semester, the faculty member responsible for oversight of a particular area (e.g., Sport Marketing) will review the syllabus and other teaching materials that a doctoral student plans to use prior to the start of the semester. During the semester the faculty member visits and observes the doctoral student during class. The faculty member completes an evaluation of that day’s class and provides feedback to the doctoral student. The faculty member is available to meet with the student as needed to discuss the course and provide suggestions or help.

In addition to the evaluation by a faculty member, each instructor participates in the university required course evaluation. Students participating in each course complete an anonymous survey through which the course content and instructor are evaluated. Instructors receive a report documenting the student evaluations. The department chair and faculty members review the course evaluations each semester. In any course where the instructor is evaluated by 30% or more of the students in the “Fair” to “Poor” range, a decision is made on whether to retain or release that instructor. If the low ratings occur after a first teaching experience, the students are required to work with the faculty member that has course oversight for further mentoring. The students are monitored more frequently during the subsequent semester. Any instructor who has two consecutive semesters of low ratings is not allowed to teach. Though not required to do so, students may attend workshops, complete tutorials, and/or request classroom observations in order to receive feedback and recommendations on improving their teaching.
21. Adequacy of Resources

Facilities
A primary concern with Tully Gym is the age of the building. There are pros and cons pertaining to the facility. There is adequate space for the administrative staff and enough office space to support the faculty members. We have adequate office space due in large part to decisions over the past few years to phase out of Physical Education and Recreation Management. There is adequate work space for doctoral students. Two rooms in the basement have been renovated to some extent; the space is a suitable work area for graduate students. There are also offices we utilize for doctoral students on the main floor of Tully Gym. Each of the doctoral students has a space that she or he may use for studying and meeting with students. Since many of the doctoral students teach undergraduate courses, they need to have some type of “office” so they are available to students outside of their class times.

Storage is a concern from two perspectives. First, there is inadequate storage space for the department overall. Office supplies, equipment such as computers, projectors, cameras, etc., that are used as part of off-site instruction and for presentations should be stored in a secure area. The only security we currently have is a standard lock on a door or filing cabinet. A separate storage room with cages, cabinets or other storage pieces that could be locked would be most appropriate. A second concern with storage is all the equipment and supplies utilized by the Lifetime Activities Program. We share storage space with the Athletics Program, Campus Recreation, and the Intramurals program. Each group has increasing needs for storage, and we are at the capacity of the current storage lockers. We also use a closet in a basement room for storage; the room is used for activity classes, which leaves the closet accessible most days. What we are lacking is secure, dedicated storage space.

Associated with the age of the building is the “elderly” heating, ventilation, and air conditioning systems. The department and faculty offices on the main floor have discontinued wall units that were purchased after the units were discontinued. Any type of required maintenance is an exercise in finding parts. The classrooms on the second floor and the offices in the basement are problematic. There is no way to control the temperature in the classrooms; some type of control unit (that could be locked) would be a great improvement. An additional concern with the HVAC system in the classrooms is the very loud noise produced by the cooling units. The fans make an inordinate amount of noise, requiring instructors and students to yell. Individuals have repeatedly commented how the noise in the room sounds like a jet engine revving up. The HVAC system in the basement is the worst in the building; there have been numerous breakdowns, resulting in very unpleasant temperatures throughout the school year. In the summer, early fall, and spring terms when the system is down, we cannot meet classes in the basement due to the heat. A major renovation or replacement of the HVAC system in the basement is warranted.

Technology
The age of Tully Gym presents a variety of technology related problems. Doors to secure department space that are secured with the swipe card locks must communicate with a central system. There are periodic instances when swipe cards do not work because purportedly the locks are in the most disadvantaged location on campus, relative to the signal system. There has been no effort to provide some type of signal boost, if
such is even possible. In terms of technology within the building, particularly internet access and connections to university systems, the wiring is a true “potpourri.” Any type of technology project for the building requires new wiring, along with the requisite infrastructure. The introduction of any new technology requires significant hardware and software. For example, in the past three years we have developed a Wii Sport course as part of the Lifetime Activities Program. In order to support the stations, all facets of technological support had to be added. A related issue is support of the WiFi signal. The strength of signal is inconsistent throughout the building. There are areas where signal boosters have been provided, but no attempt has been made to provide consistent signal strength throughout the building.

Staff Support
During the previous review period the department operated with four staff members and the Department Chair. After phasing out Physical Education and having Recreation Management moved to a different unit, the department has operated with three staff members and the Department Chair. Approximately four years ago an Associate Department Chair role was established. The administrative structure includes the Department Chair, Associate Department Chair, Department Manager, Academic Program Specialist, and a Financial Specialist.

The Department Manager’s responsibilities include (but are not limited to) managing the workflow of the department office, supervising the support staff and student assistants, conducting performance evaluations of staff and student assistants, overseeing departmental accounts, processing assistantships, processing faculty assignment forms, overseeing the compilation of promotion and tenure folders, assisting students and faculty, and many other tasks. The Academic Program Specialist’s responsibilities include but are not limited to processing textbook orders, managing the departmental inventory, processing graduate applications, managing all course scheduling activities for the department, processing all paperwork associated with grade changes, course updates, and enrollment, managing all paperwork associated with preliminary exams, proposals, and dissertations. The Academic Program Specialist also advises all master’s students, and serves as the back-up to the department manager. The Financial Specialist coordinates the departmental accounts, coordinates payroll and purchasing activities, approves requisitions in the University system, coordinates travel expenditures, serves as a resource for University and College accounting and financial policies and procedures, orders departmental supplies, and other tasks as assigned.

The Associate Department Chair provides oversight when the Department Chair is absent. Other specific roles include serving as Director of Graduate Studies for the doctoral program, which involves oversight of all doctoral applications, space allocation, alumni relations, and managing department communications. The staff members do well in their respective roles. One challenge we face is that each staff member by-and-large have discrete duties; there is little back-up in the event someone is out or displaced for any period of time. A new Academic Program Specialist was recently hired; for the period we operated without that role, the Department Chair and Department Manager were responsible for managing critical tasks till a new staff member could be hired. Extended absence of loss of any staff member does result in operational challenges. The Department Chair in essence is the “back-up” for the Academic Program Specialist and to some extent the Department Manager. The Department Manager likewise provides back-up as needed for the Financial Specialist. The unit is small, but efficient.
Administrative support at the college level occurs in various forms. The Department Chair and Department Manager have the most frequent interaction with the Dean and the Dean’s staff. The Department Chair meets monthly with the Dean, Associate Deans, and other department chairs to address the operations of the College of Education (COE). The department chairs meet monthly to discuss activities, challenges, and the operations of the respective departments. The Department Chair is the contact person for the Associate Deans pertaining to any academic issues and any faculty/personnel issues. The Department of Sport Management is located in a separate building from the rest of the units in the College of Education. Even so, there is no difficulty communicating and interacting with staff as needed. The department manager interacts on a regular basis with the support staff in the Dean’s office. Most communication is through phone and email. The various department managers in the COE meet monthly to discuss the operations of the departments and the overall administrative functions within the COE.

At the college level there is support for various communications activities as well as academic support for the undergraduate and graduate programs. Within the department the Academic Program Specialist and the Undergraduate Academic Advisor (a Specialized Faculty member) provide the primary services to students regarding department level activities. The college level staff provide administrative support in the case of the graduate programs, and mapping support with not fully admitted students in the Bachelor’s program, and administrative support relative to university policies for undergraduate programming.

The staffing support is generally deemed adequate. The department staff members are able to service the needs of the program faculty. The administrative staff and support at the college level has been adequate, and the support at the university level is consistent across units and has been sufficient for the program to operate.
22. University Libraries

The library resources are good for the Sport Management program overall. We have access to a variety of sport-based academic journals and industry publications. An important feature of many of the holdings is having electronic access to resources. As more publications, particularly academic journals, have transitioned to electronic versions, there has been a reasonable effort to ensure faculty members have access to resources.

We have added additional content to our program in the area of sport law, and also in the area of sport, media, and culture studies. Faculty members do find that they are not always able to access resources in their respective topical area. To date though, there has been no particular concerns raised regarding the library resources. In terms of personnel, the members of the library staff have been very supportive of the program and have been very helpful in working with faculty members and students.
23. Five-Year Outlook

Looking to the next five years there are particular opportunities to consider that would contribute to enhancing the reputation of the Department of Sport Management at Florida State University. One important opportunity is strengthening external linkages, particularly with sport organizations that provide Practicum experiences. It is important to further develop our reputation with organizations as a program that provides excellent education and training to students. A goal is to create more partnerships that include Practicum opportunities, connections with industry personnel that desire to participate in the annual conference in order to connect with our students, and networking trips to meet with various industry personnel to discuss internships, and/or prospective job opportunities.

One approach to strengthening external linkages is through the establishment of a Sport Management Institute. An institute would serve as the vehicle through which sport industry personnel would gain access to top students with priority for participating in the annual conference, a guaranteed space at the internship fair, opportunities to come to campus to speak with classes and/or interview students. Top students meeting the qualifications for a Practicum experience or prospective job would have the opportunity to participate in a site visit. Promotional opportunities for partners with the department would be available. Prospective organizations would pay a fee to receive the benefits of being a partner with the institute. Such partnerships would be promoted through the department website, social media, and word-of-mouth. We would promote the reputation of being a program with industry linkages that lead to desired Practicum experiences and job placement.

Another approach to enhancing the unit’s reputation, and to help foster distinction, is revising program content at the Master’s level. The core classes provide a solid foundation for the master’s degree; additional elective offerings would be beneficial, particularly if courses could be completed as part of a specialization or track. For example, e-Sports and Sports Analytics are growth areas for the department. There are faculty members engaging in research pertaining to the respective areas, and there are opportunities to develop courses, which when completed in total, could provide the basis for a specialization. For example, prospective courses under consideration pertaining to e-Sports include: e-Sports Business, e-Sports Event Management, Digital Branding and e-Sports Sponsorship, and Legal and Governance Issues in the e-Sports Industry. A similar possibility exists with content pertaining to Sports Analytics. Particular specializations would be promoted to highlight distinctive features of the Master’s program.

In a more “traditional” vein, there is an opportunity to offer elective courses pertaining to Athletic Administration. There is a window of opportunity to partner with the administrative units in the FSU Athletics Department to recruit prospective graduate students with an interest in athletic administration. Students would have the chance to interview for positions in the athletics department (e.g., finance, human resource management, compliance, marketing) that would be guaranteed for two years. The graduate level positions would be associated with pursuit of a master’s degree in Sport Management. Electives focused on intercollegiate athletics such as Athletic Administration, NCAA Compliance, and Human Resource Management in
Intercollegiate Athletics (for example), along with the prospect of a position in a top-tier athletics department would enhance the program’s reputation.

An opportunity with the Bachelor’s program that would also function to strengthen the Master’s program is moving forward a combined degree. A combined degree program in Sport Management would allow academically talented undergraduate students the opportunity to complete select graduate Sport Management courses that will be counted toward fulfillment of the Bachelor’s degree requirements, and will also be counted toward fulfillment of the Master’s degree requirements. The program provides students an opportunity to complete the Master’s degree in Sport Management in a shorter time period than completion might otherwise take.

With a combined degree program, qualified undergraduate students (e.g., must be a student in good standing, have a cumulative GPA of 3.0 or higher, meet the admissions requirements for the Master’s program) would be eligible to complete up to 12 credit hours of graduate level work. The completed courses would be counted towards the Bachelor’s and Master’s degrees in Sport Management at Florida State University. A combined degree program would allow qualified students to complete a Master’s degree in a shorter time period, and would contribute to the department’s graduate credit hour production. With the prospective changes to the Master’s degree program, and the option to participate in a combined degree option, the potential exists to attract more graduate students already in residence at FSU. Promoting both prospective elements has the potential to attract new undergraduate students to FSU, with the intention of completing both degrees.

At the doctoral level an opportunity to further strengthen the unit’s reputation is consistent delivery of a broad range of seminar courses. We have been hampered with faculty departures and open positions; without qualified faculty members, some seminars could not be taught. With a full complement of faculty members, it will be important to again offer the range of seminars across the content areas, and also to deliver the doctoral level applied statistics courses.

A particular threat we will continue to face is competition from online degree programs. Such competition exists at all three degree levels, but is most pronounced at the Master’s level. As noted in a previous section of the report, applications for the Bachelor’s program were at an all-time high for Fall 2017. We will continue our efforts to recruit and attract qualified undergraduate students. We have consistently “turned away” qualified students due to our current constraints. At the Master’s level, while we have been essentially “stable” during the review period regarding enrollment and credit hour production, we do have to be concerned about the growth in the number of online programs.

As noted in an earlier section of the report, there has been a substantial increase in the number of online Master’s degree programs. There were 20 new programs offered in 2010, and another 24 new programs started in 2014. The prospective updates to the program, the additional tracks or specializations associated with growth (and existing) areas in the sport industry have to potential to attract prospective students. The emphasis on practical experiences through Service Learning activities, opportunities for Practicum experiences, and in particular access to sport industry professionals provide a professional experience that cannot be provided through an asynchronous environment.
An option which bears further consideration is a type of hybrid program that would allow us to capitalize on the strengths of practical experiences, while benefitting from the strengths of online delivery. For example, with some course content already deliverable through online courses, a hybrid program could include reduced time on campus to address the important face-to-face elements, particularly in relation to professional development. If the Sport Management Institute comes together, time on campus could occur in conjunction with activities coordinated through the Institute that involve connecting students with sport industry personnel from various organizations. Further planning is needed to gauge the viability of such an option.

The faculty members are limited in options to further develop any of the degree programs with the current staffing numbers. As plans for program development at any level are considered, but particularly at the Master’s level, such planning will have to include the addition of new faculty. Other faculty positions will be needed in order to deliver a greater variety of courses, not just in terms of numbers of classes, but also in relation to expertise. Additional faculty positions will be needed so that individuals with expertise in the growth areas can be added to our existing group, further strengthening the unit.

Looking ahead the faculty members seek to continue the tradition of strong doctoral training, and to further enhance our Master’s and Bachelor’s programs. Rather than survey what others are doing and try to replicate another’s strength, we will continue to evaluate opportunities and threats and plan to develop our program as an example for others and a leader in our field. We do not aspire to be like other Sport Management programs, we aspire to stand as leader in Sport Management education.
APPENDICES
## Appendix 1

### Positions Accepted by Sport Management Graduates – Master’s Program

<table>
<thead>
<tr>
<th>Position</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Player Personnel and Events</td>
<td>RheinStars Basketball Gmbh</td>
</tr>
<tr>
<td>Ticket Sales Representative</td>
<td>Orlando Magic</td>
</tr>
<tr>
<td>Director of Football Operations</td>
<td>University of Dayton</td>
</tr>
<tr>
<td>Assistant Director of Educational Services/Learning Specialist</td>
<td>Florida State University</td>
</tr>
<tr>
<td>Director of Educational Services/Learning Specialist, Student-Athlete Academic Services</td>
<td>Florida State University</td>
</tr>
<tr>
<td>Football Operations Assistant</td>
<td>Florida State University</td>
</tr>
<tr>
<td>Assistant Men's Basketball Coach</td>
<td>Eastern Michigan University</td>
</tr>
<tr>
<td>Director of Basketball Operations</td>
<td>Stetson University</td>
</tr>
<tr>
<td>Jordan Brand Marketing Operations Specialist</td>
<td>Nike</td>
</tr>
<tr>
<td>Assistant Director of Corporate Development</td>
<td>University of Dayton</td>
</tr>
<tr>
<td>Athletics Academic Coordinator/Life Skills Coordinator</td>
<td>University of Nevada</td>
</tr>
<tr>
<td>Operations Assistant - Athletics</td>
<td>University of California Los Angeles</td>
</tr>
<tr>
<td>Marketing Operations Coordinator, Sports</td>
<td>Ticketmaster</td>
</tr>
<tr>
<td>Director of Compliance &amp; Academics</td>
<td>Conference USA</td>
</tr>
<tr>
<td>Assistant Director of Athletic Communications</td>
<td>University of Montevallo</td>
</tr>
<tr>
<td>Director of Compliance</td>
<td>Atlantic Coast Conference</td>
</tr>
<tr>
<td>Coordinator, Unified Champion Schools</td>
<td>Special Olympics Florida</td>
</tr>
<tr>
<td>Assistant Recreation Coordinator/Business Manager</td>
<td>City of Acworth</td>
</tr>
<tr>
<td>Sports Information</td>
<td>Florida State University</td>
</tr>
<tr>
<td>Assistant Director of Athletic Operations</td>
<td>College of Charleston</td>
</tr>
<tr>
<td>Sport Sales Director</td>
<td>Visit Knoxville</td>
</tr>
<tr>
<td>External Events Coordinator</td>
<td>University of Florida Athletic Association</td>
</tr>
<tr>
<td>Assistant Athletic Director - Development</td>
<td>Eastern Illinois University</td>
</tr>
<tr>
<td>Position</td>
<td>Organization</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Football Graduate Assistant Coach</td>
<td>Vanderbilt University</td>
</tr>
<tr>
<td>Learning Specialist</td>
<td>The Ohio State University</td>
</tr>
<tr>
<td>Business Partner</td>
<td>Allegiance eSports</td>
</tr>
<tr>
<td>Partner Services Coordinator</td>
<td>IMG College</td>
</tr>
<tr>
<td>Assistant Women's Tennis Coach</td>
<td>University of Oklahoma</td>
</tr>
<tr>
<td>Associate Athletic Director</td>
<td>Penn State Mont Alto</td>
</tr>
<tr>
<td>Head of Japan Recruitment</td>
<td>IMG Academy</td>
</tr>
<tr>
<td>Events Supervisor-ESPN Events</td>
<td>ESPN</td>
</tr>
<tr>
<td>Professional Scout</td>
<td>Chicago Bears</td>
</tr>
</tbody>
</table>
## Positions Accepted by Sport Management Graduates – Bachelor’s Program

<table>
<thead>
<tr>
<th>Position</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Database Marketing and Analytics at Auburn University</td>
<td>The Aspire Group, Inc.</td>
</tr>
<tr>
<td>Equipment Manager</td>
<td>Dallas Cowboys</td>
</tr>
<tr>
<td>Sports Reporter</td>
<td>WTAJ-TV State College, Pennsylvania</td>
</tr>
<tr>
<td>Corporate Partnerships</td>
<td>Tampa Bay Rays</td>
</tr>
<tr>
<td>Assistant Women's Tennis Coach</td>
<td>Columbia University</td>
</tr>
<tr>
<td>Communications Assistant</td>
<td>University Athletic Association, University of Florida</td>
</tr>
<tr>
<td>Customer Support Agent</td>
<td>FanDuel</td>
</tr>
<tr>
<td>Marketing Coordinator</td>
<td>Collegiate Services Division of Van Wagner Sports &amp; Entertainment, LLC</td>
</tr>
<tr>
<td>Partnership Activation</td>
<td>Denver Broncos</td>
</tr>
<tr>
<td>Social Media Manager</td>
<td>Knox Sports</td>
</tr>
<tr>
<td>Digital Media Coordinator</td>
<td>Orange Bowl Committee</td>
</tr>
<tr>
<td>Account Executive</td>
<td>New York Giants</td>
</tr>
<tr>
<td>Platinum Services Attendant</td>
<td>Tampa Bay Lightning</td>
</tr>
<tr>
<td>Event Coordinator</td>
<td>Jacksonville Jaguars</td>
</tr>
<tr>
<td>Sport Manager</td>
<td>Amateur Athletic Union</td>
</tr>
<tr>
<td>Coordinator, Stadium Operations</td>
<td>Tampa Bay Rays</td>
</tr>
<tr>
<td>Manager Rental Services and Fitness Center</td>
<td>University of Utah</td>
</tr>
<tr>
<td>Scouting Assistant</td>
<td>Jacksonville Jaguars</td>
</tr>
<tr>
<td>Team Attendant</td>
<td>Miami Heat</td>
</tr>
<tr>
<td>Senior Account Executive</td>
<td>Seminole Boosters, Inc.</td>
</tr>
<tr>
<td>Group Sales Account Executive</td>
<td>Florida Panthers</td>
</tr>
<tr>
<td>Account Executive, Membership Services</td>
<td>Atlanta Braves</td>
</tr>
<tr>
<td>Basketball Operations</td>
<td>IMG Academy</td>
</tr>
<tr>
<td>Help Desk Specialist at GolfNow</td>
<td>Golf Channel</td>
</tr>
<tr>
<td>Role</td>
<td>Organization</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Event Manager</td>
<td>Tampa Bay Rays</td>
</tr>
<tr>
<td>Club House Manager</td>
<td>Washington Nationals</td>
</tr>
<tr>
<td>Sports and Entertainment Account Executive</td>
<td>Momentum Worldwide</td>
</tr>
<tr>
<td>Member Services Coordinator</td>
<td>Florida Citrus Sports</td>
</tr>
<tr>
<td>Property Assistant - Hurricane Sports Properties</td>
<td>University of Miami</td>
</tr>
<tr>
<td>Human Resources</td>
<td>Tampa Bay Lightning</td>
</tr>
<tr>
<td>Account Manager</td>
<td>GMR Marketing</td>
</tr>
</tbody>
</table>
APPENDIX 2

DOCTORAL STUDENT SCHOLARLY ENGAGEMENT

The intent of the Scholarly Engagement requirement is to ensure that students remain engaged in curricular and professional development activities that will prepare them to independently acquire, evaluate, and extend knowledge, as well as develop themselves as effective communicators and disseminators of knowledge. Please consult the current Florida State University Graduate Bulletin for an overview of university level information pertaining to Scholarly Engagement for doctoral students.

In the Department of Sport Management, expectations for Scholarly Engagement for each doctoral student are determined by their matriculation status within the program, but generally includes the following activities and achievements:

- successfully completing coursework as outlined in the student’s program of study;
- sustained participation in Departmental colloquia meetings;
- advancing past the qualifying exam;
- advancing past the preliminary examination;
- active involvement in presenting and publishing research
- successful completion and defense of dissertation proposal
- successful completion and defense of dissertation

In each year of study, the expectations outlined below must be met. Completion of the various elements and/or activities will be documented in a student’s annual evaluation report.

**Year 1**
1. It is expected that each student will complete a minimum of twenty-seven (27) graduate credit hours (courses must be 5000-level or above) in a 12-month consecutive period.
2. It is expected that each student will attend and participate in all doctoral colloquium meetings taking place in the Fall and Spring semesters respectively.
3. It is expected that each student will participate in a supervised teaching experience during the first year in preparation for a prospective teaching assignment.
4. It is expected that each student will successfully pass the Qualifying Examination in order to move forward to Year 2 of the degree program.

**Year 2**
1. It is expected that each student will complete a minimum of twenty-seven (27) graduate credit hours (courses must be 5000-level or above) in a 12-month consecutive period.
2. It is expected that each student will attend and participate in all doctoral colloquium meetings taking place in the Fall and Spring semesters respectively.
3. It is expected that each student will participate in a research project under the supervision of a faculty member in the Department of Sport Management. Research activity may derive from a faculty member’s work or from student-initiated research projects.
(4) It is expected that each student should pass the Preliminary Examination during the summer semester of Year 2.

Recognizing circumstances may inhibit sitting for the Preliminary Examination during a summer term, administration of the preliminary examination may take place during the Fall semester of Year 3.

**Year 3**

(1) It is expected that each student will complete a minimum of twelve (12) graduate credit hours (courses must be 5000-level or above) in a 12-month consecutive period. Students who have advanced past the Preliminary Examination should be enrolled in no less than 9 hours of Dissertation credits (unless taking additional coursework as outlined in the student’s Program of Study).

(2) It is expected that each student will attend and participate in all doctoral colloquium meetings taking place in the Fall and Spring semesters respectively.

(3) It is expected that each student will complete the dissertation prospectus prior to the end of Year 3 (end of a student’s third summer term).

(4a) It is expected that each student will submit scholarly work for an oral or poster presentation at an annual conference hosted by a professional association in the field (e.g., NASSM, SMA, NASSS, etc.).

and/or

(4b) It is expected that each student will submit for publication a scholarly work in a peer-reviewed outlet.

**Year 4**

(1) It is expected that each student will complete a minimum of twelve (12) graduate credit hours (courses must be 5000-level or above) in a 12-month consecutive period. Students who have advanced past the Preliminary Examination should be enrolled in no less than 9 hours of Dissertation credits (unless taking additional coursework as outlined in the student’s Program of Study).

(2) It is expected that each student will attend and participate in all doctoral colloquium meetings taking place in the Fall and Spring semesters respectively.

(3) It is expected that each student will complete the dissertation in Year 4.

Recognizing the potential for delays in programming, a student may not complete the dissertation by the end of Year 4. At a minimum, it is expected that each student, on a semester basis, will provide evidence of substantial progress toward completion of the dissertation to his/her dissertation committee chair. Such evidence must be provided each semester until the dissertation is completed.

(4a) It is expected that each student will submit scholarly work for an oral or poster presentation at an annual conference hosted by a professional association in the field (e.g., NASSM, SMA, NASSS, etc.).
and/or

(4b) It is expected that each student will submit for publication a scholarly work in a peer-reviewed outlet.
Appendix 3 Scholarly Overview

Note: The faculty members were asked to provide an overview of their scholarly/creative agenda. The following were submitted by the respective faculty members.

Joshua Newman, Professor

Joshua I. Newman (Ph.D., University of Maryland) is Director of the Center for Sport, Health, and Equitable Development and Professor of Sport, Media, and Cultural Studies at Florida State University. He is also Associate Department Chair and Director of Doctoral Studies in the Department of Sport Management. His highlights include:

- Founding Director of the Center for Sport, Health, and Equitable Development (SHED), one of the most widely-recognized (based on level of outreach, research, and service learning-based) centers of its kind in the United States;
- Publishing two books and over 75 articles and chapters on issues related to social inequalities, cultural politics, and political economics of sport and physical activity—with both books and over 50 articles/chapters published during the review period;
- During the period of 2010-2016, he published two books, *Embodying Dixie* (2010) and his most recent book, *Sport, Spectacle, and NASCAR Nation* (2011, with Giardina). The latter was awarded NASSS’s Outstanding Book for 2012 and was named as a CHOICE Outstanding Academic Title in 2013;
- Publishing in top international journals such as the *Sociology of Sport Journal, Body & Society, Journal of Sport Management, American Behavior Scientist, Qualitative Inquiry*, and the *Journal of Sport & Social Issues*;
- He is currently on five editorial boards: *Journal of Global Sport Management, Communication and Sport, Sociology of Sport Journal, Qualitative Research in Sport, Exercise and Health*, and the *Journal of Amateur Sport*;
- In 2016, he was elected President-Elect of the North American Society for the Sociology of Sport (NASSSS);
- He has been involved, as (Co-)principal investigator or affiliated researcher/program director on 12 federal, foundation, and community-level grants totaling over $2.5 million in support for research and outreach initiatives;
- Providing over 100 conference presentations and more than a dozen invited lectures, keynotes, and plenary addresses at events in China, Korea, and the US;
- His work has been cited in *TIME Magazine*, the *Washington Post*, and *Buzzfeed*;
- In 2016 he was awarded a Top International Scholar of Distinction by the Shanghai Municipal Government and Shanghai University of Sport.
Michael Giardina, Associate Professor

Scholarly/Creative Overview: 2010-2017

I produced **48 publications** during the review period, with an **additional 7** items under contract or under review:

<table>
<thead>
<tr>
<th>Research Activity (c. 2010-2017)</th>
<th>Published</th>
<th>Under Contract</th>
<th>Submitted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Articles</td>
<td>20</td>
<td></td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>Edited Books</td>
<td>10</td>
<td>2</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Book Chapters</td>
<td>18</td>
<td>2</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>4</strong></td>
<td><strong>3</strong></td>
<td><strong>55</strong></td>
</tr>
</tbody>
</table>

**Highlights**

- Published peer-reviewed articles in the leading journals in my field (e.g., *Sociology of Sport Journal; Qualitative Research in Sport, Exercise, & Health*), as well as more broadly in leading generalist journals in cultural studies (*Cultural Studies in Critical Methodologies; Review of Education, Pedagogy, & Cultural Studies*) and media studies (*Critical Studies in Media Communication*).

- **Edited 10 books** that each serve as conceptual, methodological, and/or practical interventions into debates over qualitative and interpretive research. Most notably of these are *Qualitative Inquiry—Past, Present, & Future* (LCP/Routledge, 2015) and *Physical Culture, Ethnography, & the Body* (Routledge, 2017).

- Published single- or first-authored chapters on qualitative inquiry in both landmark discipline-specific and generalist handbooks (*Oxford Handbook of Qualitative Research Methods; Routledge Handbook of Qualitative Research in Sport and Exercise; Routledge Handbook of Physical Cultural Studies; SAGE Handbook of Qualitative Research*).

- **Awarded** the North American Society for the Sociology of Sport (NASSS) “Outstanding Book of the Year Award” for my book *Sport, Spectacle, and NASCAR Nation* (with Joshua Newman); book was also named to *CHOICE*’s “Outstanding Academic Titles” list in 2013.

- Graduated **5 doctoral students**, and serve or have served on the doctoral committees of **14** other students; also an external examiner for doctoral students in Canada and Ireland.

- In 2013 I was nominated for both “Florida State University’s Graduate Teaching Award” and the “College of Education Graduate Teaching Award”.

- **Appointed** in 2014 to a three-year term as Editor-in-Chief of the *Sociology of Sport Journal*, the ‘gold standard’ academic journal in my discipline; term subsequently **renewed** in 2017 for an additional three years (2018-2020).

- **Founding co-editor** of **three book series** for Routledge (*Qualitative Inquiry in Sport & Physical Activity; ICQI Qualitative Inquiry; ICQI Foundations & Futures in Qualitative Inquiry*).

- **Founding Associate Director** (2005-present) of the International Congress of Qualitative Inquiry ([http://icqi.org](http://icqi.org)), arguably the leading academic conference for qualitative research in the world.
Research Themes and Future Plans

Dr. Giardina’s research agenda is comprised of three primary themes: (1) Sport and the Cultural Politics of Consumption; 2) Sport, the Body, and Physical Culture; and (3) Qualitative Inquiry and the Politics of Evidence, Knowledge, & Research Practices. Future research plans in the immediate interim include a focus on a new book-length manuscript, provisionally titled *Public Lives/Public Costs: Sport, Stadiums, and the Undoing of Democracy*. Drawing from the work of American philosophers Lauren Berlant, Judith Butler, and Wendy Brown, and utilizing a mix of interpretive ethnographic methods and media analyses, this project focuses on the ways in which the political bonds of neoliberalism represent what Brown calls a hollowing out or ‘undoing’ of the liberal democratic state as it relates to the social, cultural, political, and economic imperatives of new sport stadia and arena projects in the United States (e.g., STAPLES Center in Los Angeles, Marlins Park in Miami, SunTrust Park in Atlanta, etc.). Future plans with respect to the profession/discipline include continuing to serve in as Editor-in-Chief of the *Sociology of Sport Journal* through 2020; and continuing to build up the three book series edited for Routledge on qualitative inquiry.
**Ryan Rodenberg, Associate Professor**

During the review period I have published 30 academic articles in a variety of Tier I/II/III journals, four book chapters, one United States Supreme Court amicus brief, and one white paper for the on-going Harvard Football Player Health Study. My papers have been a mix of solo-authored and co-authored pieces. I have been first author on the majority of the co-authored works. I have written 38 articles published in outlets such as *The Atlantic, World Sports Law Report, Sports Illustrated, Pacific Standard, Sports Litigation Alert, ESPN The Magazine*, and *Vice Sports*. I have been quoted or cited in hundreds of news articles, including *New York Times, Wall Street Journal, Washington Post, Time, Grantland, U.S. News & World Report, ESPN.com, and USA Today*. I have presented my research at dozens of academic conferences and been invited to a large number of events as a featured speaker or panelist. I have frequently co-authored papers with current and former FSU undergraduate, masters, and doctoral students.

My four research lines include: (i) legal and quantitative analysis of minimum age rules in sports; (ii) doctrinal sports law and policy; (iii) forensic sports law analytics; and (iv) sports referee bias.

**Amy Kim, Assistant Professor**

Since I joined FSU as an Assistant Professor for the Department of Sport Management in August 2013, I have made efforts toward both conceptual and methodological development in the field of Sport Management. My research inquiry aims at investigating: 1) health promotion through community-based sport events, 2) strategic network management in sport organizations, and 3) knowledge development in the field of sport management. Specifically, I have disseminated the relatively new quantitative analytical technique – social network analysis along with up-to-date statistical techniques and bibliometric techniques.

**Hanhan Xue, Assistant Professor**

Dr. Xue (PhD., University of Alberta) joined the Department of Sport Management at Florida State University as an Assistant Professor in 2016. Her research and teaching focuses on the field of management of international business for professional sport organizations with a particular emphasis on the Chinese market. Her research has been featured in major international journals such as European Sport Management Quarterly, Asia Pacific Journal of Sport and Social Science, and International Journal of Sports Marketing and Sponsorship. Her work has been cited in WIRED Magazine and has been translated into both English and Chinese. Recently she has been engaging in a new research area: the management of e-sports (the configuration of competitive video gaming as spectatorial and professionalized sport) events. She is also a Fellow of the FSU Center for Sport, Health, and Equitable Development, where she conducted community needs assessments for urban redevelopment project in the City of Tallahassee.
James Du, Assistant Professor

During the time frame of 2010-2016, in total, I have 7 peer-reviewed journal articles published in top-tier journals including *Journal of Sport Management* (*IF*=0.684), *Leisure Studies* (*IF*=1.057), and *Journal of Physical Activity and Health* (*IF*=1.884). I currently am leading 2 manuscripts that are under preparation for submissions to *Journal of Sport Management* and *Sport Marketing Quarterly*. Regarding scholarly engagement at academic conferences, in total, I have (co-)presented 13 research at several leading sport management conferences including the North American Society for Sport Management (NASSM), Sport Marketing Association (SMA), and European Association for Sport Management (EASM). Also, I have worked with two doctoral students, Ryan Kota, my research assistant, and Chris McLeod on consulting and research projects. Finally, under the supervision and leadership of Dr. Jeffrey D. James, I have submitted and received the First-Year Assistant Professor (FYAP) grant through Florida State University. The project was awarded $20,000.

Looking forward, there are two future directions I would like to follow to pursue my research. First, I will continue my scholarly agenda on sport consumer behavior and psychology, with a particular focus on various participant sporting event contexts, all within the grand theoretical framework of Psychological Continuum Model (PCM). Second, I will contribute my work to better understanding questions and phenomenon that lie and are embedded in the interdisciplinary research between sport management and public health.
Appendix 4 Faculty Curriculum Vitae

Curriculum Vitae

Jeffrey D James
May 03, 2017

General Information

University address: Sport Management
College of Education
1002 Tully Gym
Florida State University
Tallahassee, Florida 32306-4280
Phone: 644-9214; Fax: 644-0975

E-mail address: jdjames@fsu.edu

Web site: http://education.fsu.edu/faculty-and-staff/dr-jeffrey-d-james

Professional Preparation

1997 Ph.D., Ohio State University / Columbus, OH. Major: Sport Management. Consumer Behavior. Supervisor: Dr. Dennis Howard.


1993 MEd, Texas Technological University / Lubbock, TX. Major: Sport Administration.

1989 BS, Texas Technological University / Lubbock, TX. Major: Physical Education. Commerical/Industrial Fitness.

1986 Assoc of Science, South Plains College / Levelland, TX. Major: Computer Science.

Professional Experience

2010–present Professor, Sport Management, Florida State University. Chair.

2003–2010 Associate Professor, Sport Mgmt Rec Mgmt & Phys Edu, Florida State University.

1997–2003 Assistant Professor, Department of Leisure Studies, College of Applied Life Studies, University of Illinois. Responsibilities included: Program
Director, research productivity, mentoring doctoral students, teaching doctoral and master's courses, service on department, college, and university committees.

1994–1997 Graduate Teaching Assistant, Department of Sport Management, Ohio State University. Responsibilities included: Teaching undergraduate sport management course and physical activity classes.


Honors, Awards, and Prizes

Mode L. Stone Distinguished Professor of Sport Management, College of Education, Florida State University (2015).
Stotlar Award, Sport Marketing Association (2015).
Co-Advisor to Jin-Wook Han, Student Research Competition Winner, North American Society for Sport Management (2005).

Fellowship(s)

Research Fellow of the North American Society for Sport Management (2008).

Current Membership in Professional Organizations

North American Society for Sport Management
Sport Marketing Association

Teaching

Courses Taught

Seminar in Sport Marketing
Sport Marketing (MS)
Seminar in Sport Marketing
Sport Marketing (UG)
Sport Sponsorship and Sales
Seminar in Sport Marketing
International Sport Venues
Issues in International Sports
Sport Sponsorship & Sales
Seminar in Sport Marketing
Introduction to Sport Management
Research Methods in Sport Management
Sport Sponsorship & Sales
Seminar in Sport Marketing
Research Methods in Sport Management
Sport Sponsorship & Sales
Field Laboratory Internship (PET5940)
Seminar in Sport Marketing (SPM6309)
Research Methods in Sport Management (SPM5102)
Sport Sponsorship and Sales (SPM5206)
Marketing Sport (SPM5308)
Practicum in Sport Administration (PET5947)
Sport Sponsorship & Sales (PET6931)
Legal Issues in Physical Education (SPM4723)
Research Methods (PET5535)
Current Issues in International Sport (PET5155)
International Sport Venues (PET5156)
Sport Sponsorship & Sales (PET4930)
Event and Special Projects Promotion in Sport (PET5455)
Seminar in Sport Marketing (PET6466)
Sport and the Media (PET5295)
Sport Sponsorship & Sales (PET 4930)
Sport Sponsorship & Sales (PET 6931)
Sport and the Media (PET 5295)
Seminar in Sport Marketing (PET 6466)
Sport Sponsorship & Sales (PET 4930)
Sport Sponsorship & Sales (PET 6931)
Sport Marketing (PET 5408)
Seminar in Sport Marketing (PET 6466)
Sport Marketing (PET 4461)

Doctoral Committee Chair

34. Kim, J., graduate. (2016).
29. Smith, R. S., graduate. (2014).

Doctoral Committee Cochair


Doctoral Committee Member

Bunds, K. S., graduate. (2014).
Figuero-Robles, I., graduate. (2012).
Hwang, J., graduate. (2010).
Phelps, S., graduate. (2006).
Andrew, D., graduate. (2004).
Park, J., graduate. (2003).
Judson, K., graduate. (2002).
Gerbers, K., doctoral candidate.

Doctoral Committee University Representative

Cruz, A. M., doctoral student.

Master's Committee Chair

Okoshi, K., graduate. (2014).
Oh, K., graduate. (2014).
Kellison, T. B., graduate. (2009).
Bell, T., graduate. (2005).
Bogdanov, D., graduate. (2005).

Master's Committee Member

Ji, Y., graduate. (2014).
Ternes, N., graduate. (2014).
Jo, A., graduate. (2013).
McLeod, C., graduate. (2013).
Wikaire, R., graduate. (2013).
Madden, P., graduate. (2011).
Richardson, S. L., graduate. (2011).
Coble, A. B., graduate. (2010).
Cruikshank, K. H., graduate. (2010).
Research and Original Creative Work

Program of Research and/or Focus of Original Creative Work

My program of research examines the psychological connection individuals form with sport objects, particularly sports teams. My work examines the different levels of connection an individual may form, and how consumer behavior is impacted at various levels.

Publications

Refereed Journal Articles


Edited Books

James, J. D. (Ed.). (2007). *Sport marketing across the spectrum: Selected research from emerging, developing, and established scholars*. Fitness Information Technology.

Invited Book Chapters


Non-refereed Journal Articles

James, J. D. (1998). What skills and education should future sport managers receive in order to be successful? *Management Strategy, 23*, 4-5.

Presentations

Invited Papers at Conferences

James, J. D. (presented 2009, November). *Global sport marketing: What are we really talking about?* Paper presented at Global Sport Marketing - Implications for the Sport Industry, BK21 International Seminar - Yonsei University, Seoul, South Korea. (International)

Invited Keynote and Plenary Presentations at Symposia

James, J. D. (presented 2016, April). Connection to a Sport Service: Daily Fantasy Sport and its Role in Sport Consumer Behavior. Keynote presentation in Dr. Janet Fink (Chair), *The McCormack Department of Sport Management Research Symposium*. Symposium conducted at the meeting of University of Massachusetts, Amherst, MA. (Regional)

Wann, D., Grieves, R., & James, J. D. (presented 2011). The Psychological Continuum Model. Keynote presentation in Ryan Zapalac (Chair), *The Mind of a Sport Fan Forum*. Symposium conducted at the meeting of Sam Houston University, Conroe, TX. (National)

Invited Presentations at Conferences


Refereed Presentations at Conferences

Kota, R., Reid, C., & James, J. D. (presented 2016, November). *Connection to a Sport Service: Daily Fantasy Sport and its Role in Sport Consumer Behavior*. Presentation at 2016 Annual SMA Conference, Sport Marketing Association, Indianapolis, IN. (International)


Delia, E., & James, J. D. (presented 2015, October). *What is "team" in team identification?* Presentation at Sport Marketing Association Annual Conference, Sport Marketing Association, Philadelphia, PA. (International)


Na, S., & James, J. D. (presented 2015, October). *The influence of marketing mix variables on Taekwondo participants' satisfaction and post-purchase behavior*. Presentation at Sport Marketing Association Annual Conference, Sport Marketing Association. (International)


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Kim, M., James, J. D., & Kim, Y. K. (presented 2014, October). Online marketing of sport organizations: Enhancing the relationship with fans. Poster presentation at Sport Marketing Association Annual Conference, Sport Marketing Association. (International)

Lee, J. L., & James, J. D. (presented 2014, October). Assessing sport brand equity through use of the CVM. Presentation at Sport Marketing Association Annual Conference, Sport Marketing Association. (International)


Delia, E., & James, J. D. (presented 2013, October). *Social media and the active consumer: Practical insight from #NBCFail.* Presentation at Sport Marketing Association Annual Conference, Sport Marketing Association, Albuquerque, New Mexico. (International)

Kim, J. W., James, J. D., & Kim, Y. K. (presented 2013, October). *The role of causal attributions in emotions and satisfaction.* Presentation at Sport Marketing Association Annual Conference, Sport Marketing Association, Albuquerque, New Mexico. (International)


Fujimoto, J., Munehiko, H., & James, J. D. (presented 2012, October). *Development of the measurement scales for attitude toward spectating behavior.* Presentation at 10th Annual SMA Conference, Sport Marketing Association, Orlando, FL. (International)


Kim, J. W., James, J. D., & Kim, Y. K. (presented 2012, October). *Counterfactual thinking as a comparison standard in the formation of sport consumer satisfaction.* Presentation at 10th Annual SMA Conference, Sport Marketing Association, Orlando, FL. (International)

Lee, J. S., & James, J. D. (presented 2012, October). *A reconceptualization of brand image.* Poster presentation at 10th Annual SMA Conference, Sport Marketing Association, Orlando, FL. (International)
Smith, R., & James, J. D. (presented 2012, October). Conceptualizing customer satisfaction within a spectator sports context. Presentation at 10th Annual SMA Conference, Sport Marketing Association, Orlando, FL. (International)


Hedlund, D. P., & James, J. D. (presented 2011). Membership in a Sport Brand Community: Sense of Community and Participation. Presentation at 9th Annual Conference of the Sport Marketing Association, Sport Marketing Association, Houston, TX. (International)


Gordon, B., & James, J. D. (presented 2010). A conceptual framework for understanding consumer-based brand equity in the realm of spectator sports. Presentation at 25th


Park, J., James, J. D., & Km, Y. K. (presented 2009, October). *Analysis of the Home Advantage During Interleague Play in Major League Baseball.* Presentation at 7th
Annual Conference of the Sport Marketing Association, Sport Marketing Association, Cleveland, Ohio. (International)


Gau, L. S., & James, J. D. (presented 2007, November). *Values people associate with watching sports.* Presentation at 5th annual conference of the Sport Marketing Association, Sport Marketing Association, Pittsburgh, PA. (International)
Grady, J., & James, J. D. (presented 2007, November). *Toward an understanding of the needs of sport spectators with disabilities.* Presentation at 5th annual conference of the Sport Marketing Association, Sport Marketing Association, Pittsburgh, PA. (International)


James, J. D. (presented 2007, November). *Building partnerships between the industry and the association.* Presentation at 5th annual conference of the Sport Marketing Association, Sport Marketing Association, Pittsburgh, PA. (International)

James, J. D., & Pyun, D. Y. (presented 2007, November). *An examination of the double cross validation of the model of attitude toward advertising through sport.* Presentation at 5th annual conference of the Sport Marketing Association, Sport Marketing Association, Pittsburgh, PA. (International)


Pun, D. Y., & James, J. D. (presented 2007, November). *An examination of the double cross validation of the model of attitude toward advertising through sport.* Presentation at 5th annual conference of the Sport Marketing Association, SMA, Pittsburgh, PA. (International)

Sawatari, Y., & James, J. D. (presented 2007, November). *Can celebrity athletes credibly endorse sports products for the opposite sex?* Presentation at 5th annual conference of the Sport Marketing Association, Sport Marketing Association, Pittsburgh, PA. (International)


Andrew, D., James, J. D., & Todd, S. (presented 2006, November). The relationship between consumer motivations and merchandise and media consumption by team identification level among collegiate football fans. Presentation at 4th annual conference of the Sport Marketing Association, Sport Marketing Association, Denver, Colorado. (International)

Uecker, H., & James, J. D. (presented 2006, November). Motivational differences between teams within the same division at different levels of national recognition. Presentation at 4th annual conference of the Sport Marketing Association, Sport Marketing Association, Denver, Colorado. (International)


Andrew, D., James, J. D., & Todd, S. (presented 2005, November). The Relationship Between Team Identification and Media and Merchandise Consumption Among Collegiate Football Fans. Presentation at 3rd Annual Sport Marketing Association Conference, Sport Marketing Association, Tempe, AZ. (International)


Ross, S. D., & James, J. D. (presented 2005, November). *Brand associations across segments*. Presentation at 3rd Annual Sport Marketing Association Conference, Sport Marketing Association, Tempe, AZ. (International)


Andrew, D., James, J. D., & Todd, S. (presented 2004, October). *The role of personality as an antecedent of sport consumer motivations of college football fans*. Presentation at Sport Marketing Association 2nd Annual Conference, SMA, Memphis, TN. (International)


Ross, S. D., & James, J. D. (presented 2004, October). *Development of the Team Brand Association Scale (TBAS): A scale to measure brand associations in professional sport*. Presentation at Sport Marketing Association 2nd Annual Conference, SMA, Memphis, TN. (International)


Funk, D. C., & James, J. D. (presented 2001). *The psychological continuum model: A conceptual framework for understanding an individual's psychological connection to sport.* Presentation at 7th Annual Conference of the Sport Management Association of Australia and New Zealand, Sport Management Association of Australia and New Zealand, Melbourne, Australia. (International)


**Invited Lectures and Readings of Original Work**

James, J. D. (2007, October). *Developing and maintaining a program of research*. Delivered at North Carolina State University, Raleigh, North Carolina. (Local)

James, J. D. (2005, February). *The Psychological Continuum Model Revisited: One approach to understanding sport consumers*. Delivered at Texas A&M University, College Station, Texas. (Local)

James, J. D. (2002). *Using the Psychological Continuum Model as a guide for a program of research*. Delivered at The Ohio State University 13th Annual Sport Management Research Colloquium, The Ohio State University; Columbus, OH. (National)

James, J. D. (1999). *Developing a program of research*. Delivered at the 11th Annual Sport Management Research Colloquium, The Ohio State University, The Ohio State University; Columbus, OH. (National)

James, J. D. (1998). *Sport Management at the University of Illinois*. Delivered at Sports Event Roundtable, Champaign, IL. (Local)

**Contracts and Grants**

**Contracts and Grants Funded**

James, J. D. (2010–2010). *An analysis of the proposed model of the relationship among sport consumer motives, spectator commitment, and behavioral intentions*. Funded by Florida State University Faculty Travel Grant. Total award $450.


James, J. D. (2009–2009). *Florida State University Faculty Travel Grant*. Funded by Florida State University. Total award $450.

James, J. D. (2008–2008). *Faculty Travel Grant*. Funded by Florida State University College of Education. Total award $573.


James, J. D. (2006–2006). *Florida State University Faculty Travel Grant*. Funded by Florida State University. Total award $319.


James, J. D. (2005–2005). Florida State University Faculty Travel Grant. Funded by Florida State University Faculty. Total award $585.

James, J. D. (2004–2004). Faculty Travel Grant. Funded by Florida State University, Office of the Provost. Total award $230.

James, J. D. (2003–2004). Funding Agency Travel Award. Funded by Florida State University Council on Research and Creativity. Total award $500.


James, J. D. (2003–2003). Faculty Travel Grant. Funded by Florida State University, Office of the Provost. Total award $350.


Contracts and Grants Pending


Service

Florida State University

FSU University Service

Member, Council on Research and Creativity (2008–present).

Chair, Council on Research and Creativity (2017–present)

Senator, FSU Faculty Senate (2005–2007).

FSU College Service

Member, Promotion and Tenure Committee (2011–2013).

Proposal Reviewer, COE Grant Program Review Committee (2012).

Curriculum Committee, Committee Member (2004–2010).

Promotion & Tenure Committee, Committee Member (2006–2008).

Faculty Council, Committee Member (2004–2005).

FSU Department Service

Chair, Department of Sport Management (2009–present).

Chair, Promotion and Tenure Committee (2011–2013).

Member, Administrative Council (2007–2009).

Chair, Search Committee (2007–2008).

Chair, Promotion & Tenure (2006–2008).

Member, Ad-hoc Committee – Department Restructuring (2004–2005).

Chair, Search Committee (2004–2005).

Chair, Search Committee (2003–2004).

FSU Program Service

Director of Graduate Studies, Doctoral Program (2007–present).


The Profession

Editor for Refereed Journals

Associate Editor, Journal of Sport Management (2014–present).

Associate Editor, International Journal of Sport Marketing and Sponsorship (2009–present).

Associate Editor, Sport Marketing Quarterly (2012–2015).

Editorial Board Membership(s)


Guest Reviewer for Refereed Journals


European Sport Management Quarterly (2010).


Event Management (2005).


Service to Professional Associations

Section Head/Abstract Reviewer, 24th Annual Conference, North American Society for Sport Management (2009–present).

Section Head/Abstract Reviewer, 22nd Annual Conference, North American Society for Sport Management (2007–present).


Vice-President of Academic Affairs, Sport Marketing Association (2005–2008).

Service to Other Universities

External Reviewer for Dr. Patrick Walsh, Promotion to Associate Professor and Tenure, Syracuse University (2016).

External Reviewer for Dr. Chad Seifried, Promotion to Professor, Louisiana State University (2016).

External Reviewer for Promotion & Tenure, University of North Carolina (2014).


External Program Reviewer: Assessment of Proposed Doctoral Program, University of South Carolina (2013).

External Program Reviewer: Assessment of online program, Northeastern University - Charlotte (2013).

External reviewer for Promotion to Professor, North Carolina State University (2012).


External Reviewer for Promotion & Tenure, Wayne State University (2011).

The Community

Chair, Timberlane Church of Christ Preschool Advisory Board (2005–present).

Board Member, Timberlane Church of Christ Preschool Advisory Board (2004–2005).
Curriculum Vitae
Joshua Isaac Newman
July 01, 2017

General Information

University address: Sport Management
College of Education
Tully Gym 1020
Florida State University
Tallahassee, Florida 30306-4280
Phone: 850-644-6570; Fax: 850-644-0975

E-mail address: jinewman@fsu.edu

Professional Preparation

2005


2001


1999

Professional Experience

2014–present  Associate Department Chair, Department of Sport Management, Florida State University. Director of Graduate (PhD) program, responsible for recruitment, admissions, and other departmental administrative activities.

2012–present  Director, Center for Sport, Health, & Equitable Development, Florida State University. Maintain oversight of personnel and all research, grant-seeking, and outreach activities for the Center.

2011–present  Associate Professor, Sport Management, Florida State University. Teach, research, and mentor masters and doctoral students in the areas of sport and globalization, sport politics, research methods, and political economy.

2009–2011  Lecturer (Assistant Professor Equivalent), School of Physical Education (Sport & Leisure Studies Group), University of Otago. Teach, research, and mentor graduate students in the areas of sport history, sport sociology, and political economy of sport.

2005–2008  Assistant Professor, Kinesiology, Towson University. Coordinator of Sport Management Undergraduate Program and Director of MBA Program. Teach, research, and mentor graduate students in the areas of sport sociology and sport management.

2004–2005  Visiting Lecturer, Department of Health and Sport Sciences, The University of Memphis. Instructional responsibilities in this role included teaching SLS 4145: Cultural Formations of Sport in Urban America; also contributed to the pedagogy- and research-based projects associated with the Bureau of Sport and Leisure Commerce.

Language Proficiency

English - native in speaking, reading, and writing.
Spanish - intermediate in speaking; rudimentary in reading and writing.

Visiting Professorship(s)

2016–2017  Top Level Distinguished Foreign Scholar, Shanghai University of Sport.

Honors, Awards, and Prizes

President's List for Teaching Excellence, Florida State University (2016).
Top-Level Distinguished Foreign Scholar, Shanghai University of Sport/Shanghai Municipal Government (2016). ($30,000).
University Teaching Award Nominee (Graduate), Florida State University (2015).
Distance Learning Award for Excellence in Online Course Design, Office of Distance Learning, Florida State University (2014). ($1,000).
President's List for Teaching Excellence, Florida State University (2014).
President's List for Teaching Excellence, Florida State University (2014).
University Teaching Award Nominee (Graduate), Florida State University (2014).
President's List for Teaching Excellence, Florida State University (2013).
Choice Outstanding Academic Title, Choice Reviews (2012).
Teacher of the Year Award Finalist, Otago University Student Association (2010).
Fellow, Towson University Leadership Institute (2007).
Fellow, Towson Academy of Scholars (2006). ($1,200).
Graduate Student Advisor of the Year, University of Maryland (2002).
Department of Human Movement Sciences and Education, Outstanding Graduate Student Award, The University of Memphis (2001).
Member, Phi Kappa Phi Honor Society (2001).
Department of Human Movement Sciences and Education, Outstanding Undergraduate Student Award, The University of Memphis (1999).
Floy Steiner-Bell Memorial Scholarship Award, Floy Steiner-Bell Memorial (1995).

Current Membership in Professional Organizations

Cultural Studies Association
International Congress for Qualitative Inquiry
International Sociology of Sport Association
North American Society for Sport Management
North American Society for the Sociology of Sport
Sport Marketing Association

Teaching

Courses Taught

Seminar: Physical Cultural Studies (FSU) (SPM 6932)
Sport and Literature (FSU) (SPM 4014)
Global Sport Venues (FSU) (SPM 5021)
International Sport Issues & Ethics (FSU) (SPM 5022)
International Sport Venues (FSU) (SPM 4630)
Issues in International Sport (FSU) (SPM 4020)
Seminar: Political Economy of Play (FSU) (SPM 6046)
Sport and Film (FSU - Online) (SPM 4015)
Sport, Culture, and the Body (FSU) (SPM 5055)
Advanced Seminar in Research Methods (FSU) (SPM 6707)
Seminar: Globalization, Development, and Sport (FSU) (SPM 6017)
Seminar: Population & Competition (FSU) (SPM 6932)
Seminar: Sport Institutions & Stakeholders (FSU) (SPM 6932)
Seminar: Research in Sport Management (Team Taught, FSU) (SPM 6700)
Special Topics: Sport & Equitable Development (FSU) (SPM 6932)
Sport in Society (FSU - Online) (SPM 4012)
Research Methods in Sport Management (Team Taught, FSU) (SPM 5102)
Sport in Society (FSU) (SPM 4012)
Research Design and Analysis (Otago) (PHSE 391)
Sociology of Sport (Otago) (PHSE 206)
History of Sport (Otago) (PHSE 204)
Cultural Economy of Sport (Towson) (KNES 485)
Methods of Cultural Inquiry (Towson) (CLST 300)
Performance Culture (Towson) (CLST 309)
Social and Ethical Issues in Sport (Towson) (MGMT 775)
Sport & Society (Towson) (KNES 353)
Sport and the Global Marketplace (Towson) (MGMT 771)
Sport: A Cross-Cultural Perspective (Towson) (KNES 285)
Baltimore: Post-Industrial Playground (Towson) (KNES 465)
History of Sport in America (Towson) (KNES 451)

Supervision of Clinical Practice

Internship Coordinator, Sport Management (Towson) (2008)

New Course Development

Seminar: Physical Cultural Studies (FSU) (2017)
Sport and Literature (FSU) (2017)
Seminar: Sport Institutions & Stakeholders (FSU) (2015)
Advanced Seminar in Research Methods (FSU) (2014)
Special Topics: Sport & Equitable Development (FSU) (2014)
Sport and Film (FSU - Online) (2013)
Sport in Society (FSU - Online) (2013)
Seminar: Political Economy of Play (FSU) (2012)
Sport, Culture, and the Body (FSU) (2012)
History of Sport in America (Towson) (2008)
Cultural Economy of Sport (Towson) (2007)
Methods of Cultural Inquiry (Towson) (2007)
Social and Ethical Issues in Sport (Towson) (2007)
Sport and the Global Marketplace (Towson) (2007)
Curriculum Development

Author of new graduate MBA program in Sport Management (joint venture between Towson University and the University of Baltimore) (2008)
Author of revised Sport Management undergraduate curriculum, Towson University (2008)

Management of Multiple Course Sections

Sociology of Sport (Otago) (PHSE 206)
History of Sport (Otago) (PHSE 204)

Doctoral Committee Chair

DiDonato, M., graduate. (2016).
Horner, M., graduate. (2016).
Lovich, J., graduate. (2014).
Proctor, W., doctoral candidate.
Chahardovali, T., doctoral student.
Dammel, M., doctoral student.
Quincy, A., doctoral student.
Lofton, S., doctoral student.
Hawzen, M., doctoral student.

Doctoral Committee Cochair


Doctoral Committee Member

Howard, M., graduate. (2016).
Sung, Y., graduate. (2016).
Bunds, K., graduate. (2014).
Farr, D., graduate. (2014).
Hills, S., graduate. (2014).
Otley, R., doctoral candidate.
Pu, H., doctoral candidate.
Hindin, J., doctoral student.
Reid, C., doctoral student.
Ternes, N., doctoral student.

**Doctoral Committee University Representative**

Cologgi, K., graduate. (2017).
Foster, B., graduate. (2017).

**Master's Committee Chair**

Wills, S., graduate. (2015).
Ji, Y., graduate. (2014).
McLeod, C., graduate. (2013).
Wikaire, R., graduate. (2013).
Biessel, A., graduate. (2009). *MBA.*
Guarino, J., graduate. (2009). *MBA.*
Rusak, S., graduate. (2009). *MBA.*
Weiss, A., graduate. (2009). *MBA.*

**Master's Committee Member**

Lee, M., graduate. (2016).
Na, S., graduate. (2014).
Okoshi, K., graduate. (2014).
Ternes, N., graduate. (2014).
Foreman, J., graduate. (2013).
Lewis, J., graduate. (2012).
Shields, Rachel (External - University of Lethbrid, graduate. (2012).
Carey, Robert (External - Brock University), graduate. (2011).

**Bachelor's Committee Chair**

Faculty Coordinator


Program Leader


Research and Original Creative Work

Publications

Refereed Journal Articles


**Refereed Books**


**Edited Books**


**Refereed Book Chapters**


**Refereed Encyclopedia Entries**


**Refereed Reviews**


**Nonrefereed Reports**


Presentations

Refereed Papers at Conferences


Newman, J. I. (presented 2002). Wrestling with Debordian angels: Situating a society of the sporting spectacle. Paper presented at University of Maryland Graduate Research Initiative Day, University of Maryland, College Park, Maryland. (Regional)


Invited Keynote and Plenary Presentations at Conferences


Newman, J. I. (presented 2016). An Academic Life in Pictures. Keynote presentation at Towson University King-White Careers in Sport Speaker Series, Towson University, Towson, MD. (State)


**Invited Presentations at Conferences**


**Refereed Presentations at Conferences**


Newman, J. I., & Giardina, M. D. (presented 2010). *Contesting/Performing/Producing Bodies off/in Crisis*. Presentation at Annual Conference for the North American
Society for the Sociology of Sport, North American Society for the Sociology of Sport, San Diego, CA. (International)


**Invited Lectures and Readings of Original Work**


Newman, J. I. (2016). Professional Development and Advanced Degrees in Sport Management. Delivered at Towson University, Towson, MD. (Local)


Newman, J. I. (2016). The Sport Market: Considerations on the Commercialization of Sport and Physical Activity in the United States. Delivered at Shanghai University of Sport, Shanghai, China. (Regional)


Newman, J., & Giardina, M. D. (2014). Active embodiment and ethnographic co-precense: Reflections and considerations from the sporting field. Delivered at Florida State University Libraries, Strozier Library. (State)


Newman, J. I. (2007). *Toward a sociology of 'NASCAR Nation'*. Delivered at School of Public Health Honors Address, College Park, MD. (State)

Newman, J. I. (2007). *Welcome to the 'new sporting South': Demystifying the cultural politics of 'NASCAR Nation'*. Delivered at Towson University Academy of Scholars, Towson, MD. (Regional)
Performances

Invited Performances


Contracts and Grants

Contracts and Grants Funded


**Resource Grant**


**Contracts and Grants Denied**


**Postdoctoral Supervision**

Reviews of My Research and Original Creative Work by Other Authors

Reviews Appearing in Journals


Reviews Appearing on a Web Site


Service

Florida State University

FSU University Service

Senator, Florida State University Faculty Senate (2016).

Committee Member, Florida State University Distance Learning Awards Committee (2015).

Senator, UFF-FSU Faculty Senate (2012–2014).

FSU College Service

Member, College of Education CORE Committee (2013–present).

Chair, McDonald Fellowship Committee (2013–present).

Sport Management Representative, College of Education CORE Committee (2011–present).

Member, College of Education Promotion and Tenure Committee (2015–2016).

Chair, College of Education CORE Committee (2014–2016).

Member, Grant Editor Search Committee (2013).


Member, International Committee (2012–2013).
FSU Department Service

Associate Chair, Department of Sport Management (2014–present).

Chair, Assistant/Associate Professor Search Committee I (2015–2016).

Chair, Department Promotion and Tenure Committee (2015–2016).

Chair, Postdoctoral Fellows (2) Search Committee (2015).

Member, Assistant/Associate Professor Search Committee I (2014–2015).

Member, Assistant/Associate Professor Search Committee II (2014–2015).

Chair, Specialized Faculty Search Committee (2014–2015).

Member, Search Committee (2011–2012).

Member, Ad-Hoc Department By-Laws Revision Committee (2011).

FSU Institute or Center Service

Director, Center for Sport, Health, and Equitable Development (2012–present).

FSU Program Service

Director, Department of Sport Management Graduate (PhD) Program (2013–present).

The Profession

Guest Editing for Refereed Journals


Editorial Board Membership(s)

*Communication & Sport* (2017–present).


Guest Reviewer for Refereed Journals


*Transfers* (2016–present).


*Qualitative Inquiry* (2012–present).


Reviewer for Textbooks

*Playing While White* (2016).

Deleuze and the physically active body (2014).

Race, sport, and recreation (2013).

Chair of a Symposium


Newman, J. I., & Giardina, M. D. (Chair). (2012). Physical Cultural Studies Symposium. Symposium conducted at the meeting of Department of Sport Management, Tallahassee, FL.

Reviewer or Panelist for Grant Applications

Science and Humanities Research Council of Canada (2013).

Service to Professional Associations


Member, Graduate Student Paper Award Committee, International Sociology of Sport Association (2012–2015).

Member, Graduate Student Paper Award Committee, Graduate Student Paper Award Committee, North American Society for the Sociology of Sport (2011–2012).

Service to Other Universities

School of Physical Education Graduate & Honors Committee, University of Otago (2009–2011).

Graduate Research Forum Coordinator, University of Otago (2009–2011).

Chair-AAUP Junior Faculty Committee, Towson University (2008–2009).

Secretary, College of Health professions Curriculum Committee, Towson University (2006–2009).
Member, Cultural Studies Program Curriculum Committee, Towson University (2006–2008).

Faculty Advisor, Phi Sigma Sigma Sorority, Towson University (2006–2008).


Department of Kinesiology Technology Committee, Towson University (2006–2008).

Department Awards Committee, Towson University (2006–2008).

Faculty Fellow, Towson University Football Team (2006–2008).

Sport Studies Curriculum Committee, Department of Kinesiology, Towson University (2005–2007).

Towson University, Sport Business Association (2005–2007).

Faculty Advisor of the Sport Business Association, Towson University (2005–2007).

Assistant Professor Search Committees (2), Department of Kinesiology, Towson University (2005–2006).

Department of Kinesiology, Graduate Student Representative, Graduate Advisory Board, Department of Kinesiology, University of Maryland (2001–2004).

Assistant Professor Search Committee, Department of Kinesiology, University of Maryland (2002–2003).

Associate and Assistant Professor Search Committees (2), Department of Human Movement Sciences and Education, The University of Memphis (2000–2001).

The Community

Advisory Board Member, Renaissance Community Center (2014–2016).


Community Catalyst, Knight Creative Communities Institute (2011–2014).

Consultation

Kearney Emergency Services Center. Assist with the planning of new sport and recreation facility at the Leon County Comprehensive Emergency Services Center (2014–2016).

City of Tallahassee Parks, Recreation, and Neighborhood Affairs Department. Consultation regarding youth sport league usage and activities (2013–2016).

Curriculum Vitae
Michael D. Giardina
July 07, 2017

General Information

University address: Sport Management Education
1012 Tully
Florida State University
Tallahassee, Florida 32306-4280
Phone: 850-645-9536; Fax: 850-644-0975

E-mail address: mgiardina@fsu.edu

Professional Preparation


Professional Experience

2013–present Associate Professor, Florida State University. Responsible for teaching a combination of undergraduate, Master's and doctoral courses, including: SPM5405 (Sport and the Media), SPM6700 (Research Methods in Sport Management), SPM6932 (Qualitative Inquiry in Sport & Physical Culture), and SPM 4140 (Sport History); supervising graduate students; and conducting research on the intersection of sport, media, politics, and culture; former COE curriculum committee and COE Promotion & Tenure committee chair.
2010–2013  Assistant Professor, Sport Management, Florida State University. Responsible for teaching a combination of undergraduate, Master's, and doctoral courses, including: SPM5405 (Sport and the Media), SPM6700 (Research Methods in Sport Management), SPM6932 (Qualitative Inquiry in Sport & Physical Culture), and SPM 4140 (Sport History); supervising graduate students; and conducting research on the intersection of sport, media, politics, and culture.

2006–2010  Visiting Assistant Professor, Department of Advertising, Program for Cultural Studies & Interpretive Research, University of Illinois, Urbana-Champaign. Teach two classes per semester (e.g., Cultural Branding; Sport, Advertising, & Culture; Consumer Behavior), sit on doctoral dissertation committees, sit on department and college administrative committees, conduct research on the intersection of sport, media, and culture.

2005–2006  Visiting Lecturer, Department of Advertising, University of Illinois, Urbana-Champaign. Teach two courses per semester (Cultural Branding; Sport, Advertising, & Culture), conduct research on the intersection of sport, media, and culture.

2004–2005  Visiting Research Scholar, Institute of Communications Research, University of Illinois, Urbana-Champaign. Research-based appointment; completed book manuscript during this appointment.

Language Proficiency

English - native in speaking, reading, and writing.
French - rudimentary in speaking, reading, and writing.

Honors, Awards, and Prizes

CHOICE Outstanding Academic Title, CHOICE Reviews (2013).
"Distinguished Alumnus Award", Department of Sport Management & Media, Ithaca College (2008).
"List of Teachers Ranked as Excellent by Their Students", included every year 2005-2010, University of Illinois, Urbana-Champaign (2005).
"Most Promising Graduate Student", Department of Kinesiology, University of Illinois (2001).
Current Membership in Professional Organizations

International Association of Qualitative Inquiry
International Sociology of Sport Association
North American Society for the Sociology of Sport

Teaching

Courses Taught

Qualitative Inquiry in Sport & Physical Culture (6746)
Sport and the Media (5405)
Sport History (online) (4011)
Global Issues in Sport Management (SPM 5022)
Global Sport Venues (SPM 5021)
International Sport Venues (SPM 4630)
Issues in International Sport (SPM 4020)
Sport History (4011)
Sport, Culture, Body (5055)
Sport and the Media (SPM5405)
Sem: Research Methods in Sport Management (6700)
Cultural Branding (University of Illinois) (ADV 411)
Sport, Advertising, & Culture (University of Illinois) (ADV 590)
Persuasion Consumer Response (University of Illinois) (ADV 494)

New Course Development

Qualitative Inquiry in Sport and Physical Culture (2012)
Sport and the Media (2011)

Doctoral Committee Chair


Farr, D. G., graduate. (2014). *The Political Economy of International Golf Resorts: An Ethnographic Analysis of in Panama City, Panama*. [Current position: Professor & Director, Dedmon School of Hospitality, Florida State University]

Bunds, K. S., graduate. (2014). *Water for Sport: The Utilization of Sport in the (Re)Production of Global Crisis*. [Current position: Tenure-track Assistant Professor at North Carolina State University]


Pu, H., doctoral candidate. *The Political Economy of Sporting Mega-Events: Beijing 2022, Red Capitalism, and the Olympic Games*. [Current position: Tenure-track Assistant Professor, University of Dayton (OH)]
Hindon, J., doctoral student.
Ternes, N. C., doctoral student.

**Doctoral Committee Member**


Delia, E. B., graduate. (2015). *What is the 'Team' in Team Identification?*


Mauro, M., graduate. (2013). *Kicking the Ball: Immigrant Youth, Sport, and Belonging in Ireland.* [Dublin Institute of Technology (Ireland) - External Examiner]


King-White, R. (University of Maryland), graduate. (2008). *Baseball, citizenship, and national identity in George W. Bush’s America.*


Hawzen, M. G., doctoral student.

Proctor, W. F., doctoral student. *An Examination of the Challenges and Opportunities Facing Female Coaches in High Performance International Track and Field.*

**Doctoral Committee University Representative**


Wiest, A. L., doctoral student.
Master's Committee Chair

Ternes, N., graduate. (2014).
Baker, T. B., student.
Bellomy, J. T., student.
Bertram, Z., student.
Chahardovali, T., student.
DeGood, A. J., student.
Goldsmith, R. S., student.
Hubert, P. J., student.
McGrogan, K. M., student.
McInerney, M., student.
Neubacher, T. J., student.
Pena Paez, I. D., student.
Popieski, F. J., student.
Thorpe, S. V., student.
Walker, J. F., student.

Master's Committee Member

Evans, N. A., graduate. (2014).
Coppotelli, J., graduate. (2014).
Lacher, E. S., graduate. (2014).
Petersen, J. D., graduate. (2014).
Scaramuzzo, M. G., graduate. (2014).
Smay, D. P., graduate. (2014).
Takacs, J., graduate. (2014).
Wargo, M. E., graduate. (2014).
York, A. E., graduate. (2014).
Kissane, C., graduate. (2013).
Kuehne, C., graduate. (2013).
Salgado, P., graduate. (2013).
Warm, M. J., graduate. (2013).
Xie, S., graduate. (2013).
Gomes, K. N., graduate. (2013).
Redcay, J., graduate. (2013).
Scola, J. T., graduate. (2013).
Gambineri, F., graduate. (2012).
Huffman, S. M., graduate. (2012).
Lill, V. C., graduate. (2012).
McCarty, T. J., graduate. (2012).
Rhoades, E. V., graduate. (2012).
Sahm, N. D., graduate. (2012).
Saltz, A. W., graduate. (2012).
Short, C. M., graduate. (2012).
Combas, D., graduate. (2012).
Le, N., graduate. (2012).
Mason, J., graduate. (2012).
Pham, R. H. D., graduate. (2012).
Raymond, R. S., graduate. (2012).
Stirrat, A. B., graduate. (2012).
Thomas, A. W., graduate. (2012).
Alcantara, M. C., student.
Benvenisty, A. T., student.
Bergsmith, K. R., student.
Berman, M. A., student.
Bradburn, K. A., student.
Catanch, K. A., student.
Christie, B. S., student.
Dawson, K. T., student.
Ellzey, E. W., student.
Fontela, N. M., student.
Frye, K. R., student.
Giampaolo, J. S., student.
Hilliard, S. L., student.
Hunt, K. T., student.
Hvozdovic, M. B., student.
Mack, K. K., student.
Mannes, P. J., student.
McCartney, S. M., student.
McFadden, M., student.
McMahon, M. B., student.
Odom, Q. L., student.
Payne, M. E. B., student.
Prince, C. D., student.
Read, R. A., student.
Ross, F., student.
Savage, J., student.
Schaefer, J. R., student.
Shackelford, J. R., student.
Shields, J. L., student.
Shiller, S. J., student.
Stevenson, T. C., student.
Tamaru, N., student.
Tian, Y., student.
White, C. K., student.
Zhou, B., student.
Zirpoli, K. F., student.
Marshall, E. N., student.
Dorfman, J. A., student.

Program Leader

Department of Sport Management

Research and Original Creative Work

Program of Research and/or Focus of Original Creative Work

My research examines the complex and often contradictory articulations between contemporary sporting practices and the broader social formations in which they are located, experienced, performed, contested and deployed. It is interdisciplinary in nature, residing at the intersections of media studies, advertising/consumer culture, political economy and cultural studies/critical theory (including Marxist, feminist, British, postcolonial, and new materialist orientations). And it is motivated by a deep recognition that the cultural arena represents the clearest point of entry into everyday operations of power, knowledge and identity, one in which culture is always performative and pedagogical, and hence always political, and too frequently racist and sexist. More specifically, my research focuses topically on issues related to the cultural politics of race, gender, nation, and identity in the historical present. It critically interrogates the production and circulation of global/local particularities with respect to global sport media (i.e., cinema, television, advertising, technology). It actively inquires into the "conditions of emergence" that constitute, signify and re-signify popular forms of sport/physical cultural identities in late-capitalism. And it negotiates issues related to neoliberalism and democracy, especially with respect to sport mega-events, stadium construction projects, and the ways in which citizenship has come to be been redefined via acts of consumption. Epistemologically and ontologically, I also engage with the philosophy of qualitative inquiry, especially as it relates to the practical and political dimensions of the research act in its myriad forms.

Publications

Refereed Journal Articles


**Refereed Books**


**Edited Books**


Denzin, N. K., & Giardina, M. D. (Eds.). (2014). *Qualitative Inquiry Outside the Academy*. Walnut Creek, CA: Left Coast Press [reissued by Routledge].


**Invited Book Chapters**


Refereed Book Chapters


Refereed Reviews


Presentations

Invited Keynote and Plenary Presentations at Conferences

Giardina, M. (presented 2016, August). Physical Culture, Ethnography, and the Research Act: Notes on our Methodologically Contested Present. Keynote presentation at 5th biannual meeting of the Qualitative Research in Sport & Exercise, Qualitative Research in Exercise & Sport, Chichester, United Kingdom. (International)

Giardina, M. (presented 2016, February). Qualitative inquiry in the corporate university. Keynote presentation at 4th annual GRAB conference, Texas A&M University, College Station, Texas. (State)


Invited Keynote and Plenary Presentations at Symposia

Giardina, M. D. (presented 2004, February). Bending it like Beckham/Blending it like Chadha: Stylish Hybridity and Identity Performance in Multicultural London. Plenary presentation in David L. Andrews (Chair), Sport and Culture in the Global Marketplace Symposium. Symposium conducted at the meeting of Department of Sport, Commerce, and Culture, University of Maryland, College Park. (Regional)


Invited Presentations at Conferences


Invited Presentations at Symposia

Refereed Presentations at Conferences


**Refereed Presentations at Symposia**

Giardina, M. D. (presented 2002, March). Flexible Citizenship in an adidas World: Global Sport, Cultural Intermediaries, and National Fantasy. In Kansas State University (Chair), *11th Annual Cultural Studies Symposium*. Presentation at the meeting of Kansas State University, Manhattan, Kansas. (Regional)

**Invited Lectures and Readings of Original Work**


Giardina, M. D. (2010, March). *Writing the Body/Writing the Self: Identity, Power, and Politics in Qualitative Research*. Delivered at School of Physical Education, University of Otago, New Zealand, University of Otago, Dunedin, New Zealand. (Regional)

Giardina, M. D. (2009, February). *Consuming NASCAR Nation: Sport, Media Spectacle, and Neoliberalism*. Delivered at School of Education, Bishop's University, Bishop's University, Lennoxville, Quebec, Canada. (Local)

Giardina, M. D. (2007, August). *Interrupting History: Toward a Cultural Studies That Matters?* Delivered at Towson University, Towson University, Towson, Maryland. (Local)

**Contracts and Grants**

**Contracts and Grants Funded**


**Reviews of My Research and Original Creative Work by Other Authors**

**Reviews Appearing in Journals**


**Service**

**Florida State University**

**FSU University Service**

Member, Promotion and Tenure Committee (2016–2017).
Chair, GPC Subcommittee for Communications (2016).

**FSU College Service**

Chair, Promotion and Tenure Committee (2016–2017).
Member and Chair, Curriculum Committee (2010–2015).
Member, Promotion & Tenure (2013–2014).

**FSU Department Service**

Chair, Curriculum Committee (2010–present).
Chair, Promotion & Tenure Committee (2013–2014).
Chair, Faculty Search Committee (2012–2013).
Chair, Merit Evaluation Committee (2012).
Member, Promotion and Tenure Committee (2010–2011).

**FSU Institute or Center Service**

Associate Director, Center for Sport, Health, & Equitable Development (2012–2016).

**The Profession**

**Editor for Refereed Journals**


**Guest Editing for Refereed Journals**


**Series Editor for Books**

*Qualitative Inquiry in Sport & Physical Activity* (2016–present).

*Qualitative Inquiry* (2005–present).

**Editorial Board Membership(s)**


**Guest Reviewer for Refereed Journals**

*Qualitative Research in Sport, Exercise, & Health* (2016–present).


*Ethnography & Education* (2009–present).


*Qualitative Inquiry* (2002–present).

Chair of a Symposium

Newman, J. I., & Giardina, M. D. (Chair). (2012). *Physical Cultural Studies*. Symposium conducted at the meeting of Department of Sport Management, Florida State University, Tallahassee, FL.

Reviewer or Panelist for Grant Applications

National Science Foundation (2016).

Service to Professional Associations

Associate Conference Director, 13th International Congress of Qualitative Inquiry; Sponsored by the International Institute of Qualitative Inquiry in conjunction with the International Association of Qualitative Inquiry, International Congress of Qualitative Inquiry (2016–2017).

Associate Conference Director, 12th International Congress of Qualitative Inquiry; Sponsored by the International Institute of Qualitative Inquiry in conjunction with the International Association of Qualitative Inquiry, International Congress of Qualitative Inquiry (2015–2016).

Associate Conference Director, 12th International Congress of Qualitative Inquiry; Sponsored by the International Institute of Qualitative Inquiry in conjunction with the International Association of Qualitative Inquiry, International Congress of Qualitative Inquiry (2014–2015).

Co-chair, Illinois Distinguished Dissertation Award, Serve as the co-chair of the awards committee each of the last nine years, judging roughly 40-60 dissertations annually for the Illinois Distinguished Dissertation Award in both "Traditional" and "Experimental/Mixed-Methods" categories, International Congress of Qualitative Inquiry (2006–2015).

Associate Conference Director, 11th International Congress of Qualitative Inquiry; Sponsored by the International Institute of Qualitative Inquiry in conjunction with the International Association of Qualitative Inquiry, International Congress of Qualitative Inquiry (2013–2014).

Associate Conference Director, 10th International Congress of Qualitative Inquiry; Sponsored by the International Institute of Qualitative Inquiry in conjunction with the International Association of Qualitative Inquiry, International Congress of Qualitative Inquiry (2012–2013).

Associate Director, 11th International Congress of Qualitative Inquiry; Sponsored by the International Institute of Qualitative Inquiry in conjunction with the International Association of Qualitative Inquiry, International Congress of Qualitative Inquiry (2012–2013).
Associate Conference Director, 9th International Congress of Qualitative Inquiry; Sponsored by the International Institute of Qualitative Inquiry in conjunction with the International Association of Qualitative Inquiry, International Institute of Qualitative Inquiry (2011–2012).

Associate Conference Director, 7th International Congress of Qualitative Inquiry; Sponsored by the International Institute of Qualitative Inquiry in conjunction with the International Association of Qualitative Inquiry, International Congress of Qualitative Inquiry (2010–2011).

Associate Conference Director and Organizing Committee Co-Chair, 6th International Congress of Qualitative Inquiry; Sponsored by the International Institute of Qualitative Inquiry in conjunction with the International Association of Qualitative Inquiry; 1,148 attendees/57 nations represented, International Congress of Qualitative Inquiry (2009–2010).

Associate Conference Director and Organizing Committee Co-Chair, 5th International Congress of Qualitative Inquiry; Sponsored by the International Institute of Qualitative Inquiry in conjunction with the International Association of Qualitative Inquiry; 1,218 attendees/52 nations represented, International Congress of Qualitative Inquiry (2008–2009).

Associate Conference Director and Organizing Committee Co-Chair, 4th International Congress of Qualitative Inquiry; Sponsored by the International Institute of Qualitative Inquiry in conjunction with the International Association of Qualitative Inquiry; 996 attendees/54 nations represented, International Congress of Qualitative Inquiry (2007–2008).


Associate Conference Director and Organizing Committee Co-Chair, 3rd International Congress of Qualitative Inquiry; Sponsored by the International Institute of Qualitative Inquiry in conjunction with the International Association of Qualitative Inquiry; 957 attendees/55 nations represented, International Congress of Qualitative Inquiry (2006–2007).

Associate Conference Director and Organizing Committee Co-Chair, 2nd International Congress of Qualitative Inquiry; Sponsored by the International Institute of Qualitative Inquiry in conjunction with the International Association of Qualitative Inquiry; 923 attendees/53 nations represented, International Congress of Qualitative Inquiry (2005–2006).

Associate Conference Director and Organizing Committee Co-Chair, 1st International Congress of Qualitative Inquiry; hosted by the Institute of Communications Research, University of Illinois; 872 attendees/51 nations represented, International Congress of Qualitative Inquiry (2004–2005).
Associate Conference Director & Organizing Committee Co-Chair, 5th International Biannual Crossroads in Cultural Studies Conference; hosted by the Institute of Communications Research at the University of Illinois, Urbana-Champaign, and operated under the aegis of the Association for Cultural Studies, Association for Cultural Studies (2003–2004).

**Interviews**


**Service to Other Universities**


McNair Scholars Program Faculty Mentor, *Office of Minority Student Affairs, University of Illinois* (2008).


**Book Manuscript Reviewer**

Curriculum Vitae
Ryan M Rodenberg
July 07, 2017

General Information

University address: Sport Management
College of Education
Tully Gym 1002
Florida State University
Tallahassee, Florida 32306-4280
Phone: 850-645-9535; Fax: 850-644-0974

E-mail address: rrodenberg@fsu.edu

Professional Preparation

2009 Ph.D., Indiana University-Bloomington. Major: Sport Management.

Professional Experience

2010–present Assistant Professor, Department of Sport Management, College of Education, Florida State University.

2007–2009 Associate Instructor, Department of Kinesiology, School of Health, Physical Education, and Recreation, Indiana University-Bloomington.

2008 Adjunct Instructor, Department of Business Law and Ethics, Kelley School of Business, Indiana University-Bloomington.

Honors, Awards, and Prizes

Lori K. Miller Young Professional Award, Sport & Recreation Law Association (2014).
President's Service Award, Sport & Recreation Law Association (2014).

Current Membership in Professional Organizations

Indiana State Bar
North American Association of Sports Economists
Sport & Recreation Law Association
Sports Lawyers Association
Supreme Court of the United States of America  
United States Tennis Association  
Washington State Bar Association

Teaching

Courses Taught

Doctoral Seminar: Advanced Law in Sport (SPM6728)  
Legal Aspects of Sport (SPM5726)  
Sport Law (SPM4723)  
Legal Issues in the Sport Environment (HPER K511)  
Management of the Sport Enterprise (HPER P318)  
Legal Environment of Business (BUS L201)  
Sport and Higher Education (HPER K513)

Doctoral Committee Chair

Holden, J., doctoral student.

Doctoral Committee Cochair

Sung, Y. T., doctoral student.

Doctoral Committee Member

Lovich, J., graduate. (2014).  
McMorrow, T., graduate. (2014).  
Howard, M., doctoral candidate.  
Sung, Y. T., doctoral candidate.  
Ritchie, J., doctoral student.  
Weist, A., doctoral student.

Master's Committee Chair

Foreman, J., graduate. (2013).  
Wright, B., graduate. (2012).  

Master's Committee Member

Ritchie, J., graduate. (2014).  
Suk Suh, W., graduate. (2014).
Research and Original Creative Work

My research largely falls under two categories - (i) doctrinal legal research pertaining to sports and (ii) "sports law analytics," the application of quantitative methods to issues in sports law.

Publications

Refereed Journal Articles


Invited Book Chapters


Refereed Reviews


Nonrefereed Proceedings

Nonrefereed Reports


Nonrefereed Newsletter Articles


**Presentations**

**Invited Presentations at Conferences**


Rodenberg, R. M. (presented 2015, February). *Referee Analytics: Bias in Football and Basketball*. Presentation at 7th Annual Florida State University Sport Professionals Experience and Research (“SPEAR”) Conference, Florida State University, Tallahassee, FL. (Local)


Rodenberg, R. M., Borghesi, R., Griffin, S. P., Pijelovic, K., Reel, J., & Tuohy, B. (presented 2012, October). *Corruption and Manipulation in Sports*. Presentation at 14th Annual Florida State Sport Management Conference, Florida State University, Department of Sport Management, Tallahassee, FL. (Local)


Rodenberg, R. M. (presented 2010, October). American Needle v. NFL: Overview and Implications. Presentation at 12th Annual Florida State Sport Management Conference, Florida State University, Department of Sport Management, Tallahassee, FL. (Local)


Rodenberg, R. M. (presented 2007, May). *Careers in Sports Law*. Presentation at George Mason School of Law, George Mason School of Law, Arlington, VA. (Local)


Rodenberg, R. M., Dell, D., & McCann, M. (presented 2007, February). *Legal Issues in the Representation of Professional Athletes*. Presentation at University of Virginia School of Law, University of Virginia School of Law, Charlottesville, VA. (Local)


Rodenberg, R. M., & Nahra, J. (presented 2005, February). *How to Break into Sports and Entertainment Law*. Presentation at University of Maryland School of Law, University of Maryland School of Law, Baltimore, MD. (Local)


**Invited Presentations at Symposia**

in Gaming Law Symposium. Presentation at the meeting of Northern Kentucky University Chase School of Law, Cincinnati, OH. (Regional)


Refereed Presentations at Conferences


Presentation at 84th Annual Western Economic Association Annual Conference, North American Association of Sports Economists, Vancouver, British Columbia, Canada. (National)


Refereed Presentations at Symposia


Invited Workshops

Rodenberg, R. M. (2015, February). Referee Analytics: College Football Referee Bias. Workshop delivered at Florida State University, Department of Economics Quantative Ph.D. Workshop, Tallahassee, FL. (Local)

Rodenberg, R. M. (2014, November). Sports Economics at the US Supreme Court. Workshop delivered at Florida State University, Department of Economics Quantative Ph.D. Workshop, Tallahassee, FL. (Local)

Rodenberg, R. M. (2014, February). Forensic Sports Economics: Detecting and Predicting Match-Fixing in Tennis. Workshop delivered at Florida State University, Department of Economics Quantative Ph.D. Workshop, Tallahassee, FL. (Local)
Rodenberg, R. M. (2013, October). *Quantitative Economics in the Courtroom*. Workshop delivered at Florida State University, Department of Economics Quantative Ph.D. Workshop, Tallahassee, FL. (Local)

Rodenberg, R. M. (2013, April). *Napoleon Complex*. Workshop delivered at Florida State University, Department of Economics Labor Economics Ph.D. Workshop, Tallahassee, FL. (Local)

Rodenberg, R. M. (2012, November). *Employee Discipline: Evidence from Basketball Referees*. Workshop delivered at Florida State University, Department of Economics Quantative Ph.D. Workshop, Tallahassee, FL. (Local)


**Contracts and Grants**

**Contracts and Grants Funded**


Rodenberg, R. M. (2011–2011). *Council on Research & Creativity, First Year Assistant Professor Grant*. Funded by Florida State University. Total award $17,000.


**Service**

**Florida State University**

**FSU University Service**

Member, Faculty Senate (2014–2016).

Member, Sub-Committee on Academic Integrity (2010–2011).
FSU College Service

Member, Student Life Committee (2014–2015).

Member, Faculty Advisory Board (2010–2013).

Member, Sub-Committee on Academic Integrity (2012).

Member, Strategic Planning Sub-Committee (2010–2011).

FSU Department Service

Member, Promotion and Tenure Committee (2015).

Chair, Merit Committee (2013–2015).

Chair, Standing Committee on Doctoral Admissions (2013).

Member, Faculty Search Committee (2010–2011).

FSU Institute or Center Service

Executive Board, At-Large Member, Sport & Recreation Law Association (2013–2014).


The Profession

Guest Editing for Refereed Journals


Editorial Board Membership(s)


Guest Reviewer for Refereed Journals


Journal of Sport Management (2012).


Curriculum Vitae
Amy Kim
August 03, 2017

General Information

University address: Sport Management
College of Education
Tully Gym 1026
Florida State University
Tallahassee, Florida 32306-4280
Phone: 850/644-9560

E-mail address: kamy@fsu.edu

Professional Preparation

2012 Ph.D., Ohio State University. Major: Sport Management. Supervisor: Dr. Packianathan Chelladurai.

2010 M.A., Ohio State University. Major: Sport Management. Supervisor: Dr. Packianathan Chelladurai.

2006 B.S., Yonsei University. Major: Physical Education.

Professional Experience

2013–present Assistant Professor, Department of Sport Management, Florida State University.

2013 Adjunct Instructor, Sport Management, Florida State University.

2012–2013 Postdoctoral Research Associate, Department of Sport Management, Florida State University.

2008–2012 Graduate Teaching Associate, School of Physical Activity and Educational Services, The Ohio State University.

Current Membership in Professional Organizations

American Alliance for Health, Physical Education, Recreation and Dance
European Association for Sport Management
Global Sport Business Association  
Korean Alliance for Health, Physical Education, Recreation, and Dance  
Korean Physical Education Association for Girls and Women  
Korean Society of Sport and Leisure Studies  
North American Society for Sport Management  
Sport Marketing Association  
World Leisure Congress  

Teaching  

Courses Taught  

Human Resource Management in Sport (SPM4124)  
Seminar in Sport Management Research (SPM6700)  
Strategic Management in Sport (SPM5116)  
Facility and Event Management (SPM4104)  
Human Resource Management in Sport (SPM4124)  
Facility and Event Management (SPM4104)  
Seminar in Sport Management Research (SPM6700)  
Introduction to Sport Management (SPM4154)  
Human Resource Management in Sport (SPM4124)  
Strategic Management in Sport (SPM5116)  
Advanced Topics in Sport Management (SPM6932)  
Seminar in Sport Management Research (SPM6700)  
Introduction to Sport Management (SPM4154)  
Strategic Management in Sport (SPM5116)  
Seminar in Sport Management Research (SPM6700)  
Advanced Topics in Sport Management (SPM6932)  
Com Dev - Youth Sports League (SPM5906)  
Fndtn Social Network Analysis (SPM5906)  
Human Resource Management in Sport (SPM4124)  
Human Resource Management in Sport (SPM 4124)  
Badminton I (PAES143.01)  
Badminton II (PAES143.02)  
Sports for Spectators (PAES 137)  
Conditioning Principles (PAES 147)  
Table Tennis (PAES 185)  
Tennis I & II (PAES 188.0)  
Racquetball (PAES 170)  

New Course Development  

Doctoral Committee Chair

Comber, A., doctoral student.
Reid, C., doctoral student.

Doctoral Committee Member

Didonato, M., graduate. (2016). *If we build it, we will play: Collaborative governance and the development of disc golf in the United States.*
Yoon, J., doctoral candidate. *Understanding the social media communication of the Youth Olympic Games and the Olympic Games.* [Indiana University at Bloomington]

Harwood, J., doctoral student.
Kota, R., doctoral student.

Master's Committee Chair

Kim, S., student.

Master's Committee Member

Lee, Myung-Woo, graduate. (2016).
Wills, S., graduate. (2015).
Ji, Y., graduate. (2014).
Na, S., graduate. (2014).

Research and Original Creative Work

Program of Research and/or Focus of Original Creative Work

My first research stream is to develop competitive advantages through successful strategic human resource management from a social network perspective (e.g., stakeholder network) and from an occupational health psychology perspective (e.g., psychological capital, well-being). After the second year as an Assistant Professor at FSU, my major research stream has been to examine the social impacts of community-based sport events based on social network theory (e.g., homophily effect, social segregation, social capital, social support, etc). My third research stream is closely aligned with my doctoral dissertation that is to explore the evolution of knowledge structure in the field of Sport Management. Methodologically, I have
contributed to application of social network analysis, applied statistics, and bibliometric analysis to different subareas of Sport Management such as social media communication, sport consumer behavior, and sport organizational studies.

**Publications**

**Refereed Journal Articles**


**Invited Books**


**Invited Book Chapters**


**Presentations**

**Refereed Presentations at Conferences**

Harwood, J., Reid, C., James, J (Advisor), & Kim, A. C. H (Advisor). (accepted). *The 'Vote of Confidence' and English Premier League managers: Media impact and performance outcomes*. Presentation to be given at Annual Conference, Sport Marketing Association, Boston, MA. (International)

Kim, M., Kim, A. C. H., & Sung, Y. T. (accepted). *The application of instant replaying system in sport: Fair or fun?* Presentation to be given at Annual Conference, European Association for Sport Management, Bern, Switzerland. (International)

Reid, C., & Kim, A. C. H. (Advisor). (accepted). *Social media customer engagement in Major League Soccer: A case study of expansion franchises*. Presentation to be given at Annual Conference, Sport Marketing Association, Boston, MA. (International)

Ryu, J., Heo, J., & Kim, A. C. H. (accepted). *Understanding pickleball as a new leisure pursuit in older adults*. Presentation to be given at the meeting of IAGG World Congress of Gerontology and Geriatrics. (International)


Sung, Y. T., Kim, A. C. H., Yoon, J., & Pedersen, P. M. (presented 2014). The sponsorship network portfolio of the Olympic Games: Examining the strategic management of corporate partners from a network perspective. Presentation at the meeting of European Association for Sport Management, Coventry, UK. (International)


Kim, A. C. H., Chelladurai, P., Newman, J., & Kim, Y. (presented 2013, May). What have we studied in sport management: Citation analysis of the Journal of Sport Management


Nonrefereed Presentations at Conferences

Kim, A. C. H., & Chelladurai, P. (presented 2011, November). Teamwork development in athletic teams from a social network perspective. Presentation at College of Education and Human Ecology Student Research Forum, The Ohio State University, Columbus, OH. (National)

Contracts and Grants

Contracts and Grants Funded


Contracts and Grants Denied


Service

Florida State University

FSU University Service

Member, Faculty Senate (2016–present).

FSU College Service

Member, Teaching Award Selection Committee (2017).
Member, Faculty Advisory Board (2013–2016).

Member, Teaching Award Selection Committee (2016).

Member, Outstanding Staff Award Committee (2014).

**FSU Department Service**

Member, Conference Planning Committee (2013–present).

Member, Curriculum Committee (2013–present).

Member, Merit Committee (2013–present).

Member, Promotion and Tenure Committee (2016).

Member, Search Committee (2014–2016).

**The Profession**

**Editorial Board Membership(s)**


**Guest Reviewer for Refereed Journals**


*Sport Marketing Quarterly* (2013–present).

Reviewer for Textbooks


Service to Professional Associations

Director of Services, Korean American Association for Sport Management (2016–present).

Service to Other Universities

Curriculum Vitae

Hanhan Xue

July 02, 2017

General Information

University address:  Sport Management
                   College of Education
                   Tully Gym 1028
                   Florida State University
                   Tallahassee, Florida 32306-4280
                   Phone: 8506444298

E-mail address:  hxue2@fsu.edu

Professional Preparation

2015     Doctor of Philosophy, University of Alberta. Major: Physical Education
         and Recreation. Supervisor: Dr. Daniel S. Mason.

2010     M.Ed, Shanghai University of Sport. Major: Sport Culture and
         Communication. Supervisor: Dr. Yigang Wu.


Professional Experience

2016–present  Assistant Professor, Sport Management, Florida State University.

2015–2016  Postdoctoral Scholar, Sport Management, Florida State University.

2009–2010  Research Assistant, Department of Economics, University of Alberta.

2008–2009  Research Assistant, Faculty of Physical Education and Recreation,
         University of Alberta.

Language Proficiency

Chinese - native in speaking, reading, and writing.
Honors, Awards, and Prizes

University of Alberta Friends of the Faculty of Graduate Studies and Research Scholarship, University of Alberta Friends of the Faculty of Graduate Studies and Research (2009). ($2,500).
Shanghai Municipal Education Commission Excellent University Undergraduate Award (top 5% of Shanghai Undergraduates), Shanghai Undergraduates (2007).
Shanghai University of Sport Outstanding Student Award (2007). ($100).
Shanghai University of Sport Outstanding Volunteer Service Award, Shanghai University (2007).
Shanghai University of Sport Second-prize Scholarship, Shanghai University (2007). ($300).
Shanghai University of Sport Outstanding Student Award, Shanghai University (2006). ($100).
Shanghai University of Sport Second-prize Scholarship, Shanghai University (2006). ($300).
Shanghai University of Sport Outstanding Student Leadership Award, Shanghai University (2005). ($100).
Shanghai University of Sport Second-prize Scholarship, Shanghai University (2005). ($300).
Shanghai University of Sport First-prize Scholarship, Shanghai University (2004). ($500).
Shanghai University of Sport Outstanding Student Award, Shanghai University (2004). ($100).

Current Membership in Professional Organizations

European Association for Sport Management
North American Society for Sport Management
North American Society for the Sociology of Sport

Teaching

Courses Taught

Sport Governance (SPM 5605)
Ethics in Sport (SPM4204)
Sport Governance (SPM4604)
Sport Governance (SPM5605)
Sport Governance (SPM 5605)
Marketing for Recreation, Sport, and Tourism (RLS 232)
Applied Ethics in Physical Education and Sport (PEDS401)

Doctoral Committee Member

Hawzen, M., doctoral candidate.
Proctor, W., doctoral candidate.
Research and Original Creative Work

Publications

Refereed Journal Articles


Refereed Book Chapters


Nonrefereed Reports


Presentations

Refereed Papers at Conferences


Management Conference, European Association for Sport Management, Prague, Czech. (International)


Invited Lectures and Readings of Original Work


Contracts and Grants

Contracts and Grants Funded


Service

Florida State University

FSU Department Service

Member, Promotion and Tenure Committee (2016–2017).
The Profession

Guest Editing for Refereed Journals


Guest Reviewer for Refereed Journals

Asia Pacific Journal of Sport and Social Sciences (Mar 2017–present).

Journal of Sport Management (May 2016–present).

The Community

Member, Waterworks Building Re-imaging Project, Knight Creative Communities Institute (2015–2016).

Program Assistant, 2007 Special Olympics World Summer Games, Shanghai Handball Organizing Committee (2007).

Administrative Assistant, College of Sport Humanities, Shanghai University of Sport, College of Sport Humanities, Shanghai University of Sport (2006–2007).


Sport Coordinator, Shanghai Yuanshen Sports Development Center (2005–2006).

Reporter (Summer Intern), Reporter, Shanghai Youth Daily (2005).


Curriculum Vitae

James Du

July 14, 2017

General Information

University address: Sport Marketing
Department of Sport Management
College of Education
Tully Gym 1010
Florida State University
Tallahassee, Florida 32306-4280
Phone: 8506441859

E-mail address: jdu3@fsu.edu

Web site: https://education.fsu.edu/faculty-and-staff/dr-james-du

Professional Preparation

2017  PhD, Temple University, Fox School of Business, Philadelphia, PA.
      Major: Business Administration. Sport Management. Supervisor: Dr.
      Daniel C. Funk. Outstanding PhD Student in B.A.

      EFFECTS OF PARTICIPANT SPORTING EVENTS IN
      PROMOTING-active-living: CREATING ACTIONABLE
      KNOWLEDGE TO TACKLE A PUBLIC HEALTH CRISIS.
      (Doctoral dissertation, Temple University, Fox School of Business,
      Philadelphia, PA). Retrieved from ProQuest Dissertations &
      Theses A&I, https://search-proquest-com.libproxy.temple.edu/docview/1906183082?accountid=14270,
      1906183082.

2010  M.S., University of New Haven, College of Business, New Haven, CT.
      Gil Fried.

2009  M.Ed, Central China Normal University, School of Kinesiology, Wuhan,
      Bin Ho. Outstanding Graduate Student Awards.

      Wenjie (James) Du. (2009). Development of Contemporary Sport Industry
      and Trend Analysis in America. (Master's thesis, Central China
      Normal University, School of Kinesiology, Wuhan, China).
      Retrieved from CNKI, http://cdmd.cnki.com.cn/Article/CDMD-
      10511-2009158532.htm.


**Professional Experience**

2017–present  Assistant Professor (Tenure Track), Department of Sport Management, Florida State University.

2016–2017  Visiting Assistant Professor, SPORT MANAGEMENT, Florida State University.

2016  Teaching Faculty I V. in Lieu, SPORT MANAGEMENT, Florida State University.

2014–2015  Lecturer and Research Assistant, School of Sport, Tourism and Hospitality Management, Temple University.

2011–2014  Research and Teaching Assistant, School of Tourism and Hospitality Management and the Fox School of Business, Temple University.

2008–2010  Research Assistant, College of Business, University of New Haven.

2006–2008  Research Assistant, School of Kinesiology, Central China Normal University.

**Language Proficiency**

English - fluent in speaking; advanced in reading and writing.
Mandarin Chinese - native in speaking, reading, and writing.

**Honors, Awards, and Prizes**

The First-Year Assistant Professor Awards (FYAP), Florida State University (2017). ($20,000).
Outstanding PhD Student in Business Administration, Fox School of Business, Temple University (2016).
Outstanding Graduate Student Awards, Central China Normal University (2010).
Current Membership in Professional Organizations

American Alliance for Health, Physical Education, Recreation and Dance
European Association for Sport Management
North American Society for Sport Management
Sport Marketing Association

Teaching

Courses Taught

Marketing Sport (SPM 5308)
Event and Special Projects (SPM4304)
Research in Sport and Recreation (STHM3217)

Research and Original Creative Work

My primary research interest pertains to consumer behavior within various spectating and participant sporting event settings. My work aims to better understand how event organizers can utilize an effective mixture of marketing strategies to satisfy consumers’ increasing demand for quality experiences, all within the grand theoretical framework of the Psychological Continuum Model (PCM). My research interest also lies in the interdisciplinary studies between sport management and public health, with a particular focus on understanding the role of sport as a sociocultural and economic catalyst in promoting active living for individuals and communities. I am also interested in sport analytics and quantitative research methods.

Program of Research and/or Focus of Original Creative Work

• Consumer behavior in sport and recreation • Interdisciplinary Research between Sport Management and Public Health • Sport analytics and quantitative research methods.

Publications

Refereed Journal Articles


Invited Book Chapters

Presentations

Refereed Papers at Conferences


Kota, R., & Du, W. (accepted). *The Role of Ethnicity in Examining the Relationship between Sport Involvement and Consumption Behaviors: From an Acculturation Perspective.* Paper to be presented at 2017 SMA Annual Conference, SMA, Boston, MA, USA. (National)


2015 Sport Marketing Association (SMA) Conference, Sport Marketing Association (SMA), Atlanta, Georgia. (National)


Refereed Presentations at Conferences


Service

Florida State University

FSU College Service

Department Faculty Representative, College of Education Strategic Planning Committee (2016–2017).

Department Faculty Representative, COE Student Life Committee (2016–2017).

The Profession

Guest Reviewer for Refereed Journals

European Sport Management Quarterly (2016–present).


Curriculum Vitae
Jason Christopher Pappas
June 30, 2017

General Information

University address: Sport Management
1006 TUL
Florida State University
Tallahassee, FL 32306
Phone: 850-645-0239; Fax: None

E-mail address: jpappas@fsu.edu

Professional Preparation


Professional Credential(s)

2006–present Sports Management Institute Program.

Professional Experience

2013–present Assistant Teaching Professor, Sport Management, Florida State University.

2012–present Visiting Assistant Instructor, Sport Management, Florida State University.
Honors, Awards, and Prizes

Transformation through teaching award (2012).

Current Membership in Professional Organizations

National Collegiate Athletic Association
National Organization of Athletic Advising

Teaching

Member of the NCAA Peer Review Committee.

Courses Taught

Field Laboratory Internship (SPM5940)
Practicum in Sport Administration (SPM4941)
Practicum in Sport Management (SPM 5947)
Professional Development in Sport (SPM 5907)
Athletic Administration (SPM5158)
Portfolio Development (SPM5906)
Current Issues in International Sport (SPM4020)
Global Issues in Sport Management (SPM5022)
Field Lab Internship (SPM 5940)
Practicum in Sport Management (SPM 4941)
Assistant Athletic Dir Exp (SPM5940)
Athletic Ticket Office Intern (SPM5940)
Event Ops - Tampa Bay Rays (SPM5940)
FAMU Athletic Department (SPM5940)
Harvard Events & Operations (SPM5940)
Introduction to Sport Management (SPM 4154)
Recruiting Asst. FSU Football (SPM5940)
Brooklyn Nets Bball Operations (SPM5940)
Designing A Running Program (SPM5940)
Events Ops w/ Ivy League Conf (SPM5906)
IMG Differences (SPM5940)
Oklahoma City Sport Commission (SPM5940)
Directed Individual Study (SPM4905)
Advanced Topics (SPM6932)
Current Issues in Sport Management (SPM 4004)
Issues in Sport Management (SPM4004)
Directed Individual Study (SPM 5906)
Issues in Sport Management (SPM 5930)

New Course Development

Professional Development in Sport (2013)
Research and Original Creative Work

Publications

Refereed Journal Articles


Service

Florida State University

FSU University Service

Faculty Supervisor, FSU Men's and Women's Swimming Club (2016–present).
Faculty Supervisor, FSU Men's and Women's Rugby (2014–present).
Faculty Supervisor, FSU Pageant (2014–present).
Faculty Supervisor, FSU Wrestling Club (2013–present).

FSU Department Service

Faculty Supervisor, Sport Management Student Association (2013–present).

FSU Program Service

Board Member, Tallahassee Quarterback Club (2012–present).

The Community

School Board Member, FSUS School Board, FSUS (2014–present).
Board Member, Tallahassee Quarterback Club (2013–2014).
Curriculum Vitae
M. Katie Flanagan
July 01, 2017

General Information

University address: Sport Management
Florida State University
1002 Tully Gym, 139 Chieftan Way
Florida State University
Tallahassee, Florida 32306

E-mail address: kflanagan@fsu.edu

Professional Preparation


2009 Master's Degree, Florida State University. Major: Recreation and Leisure Administration.


Professional Experience

2013–present Graduate (Masters) Instructor, Sport Management, Florida State University. Current Issues in Sport, Summer 2013; Summer 2014; Summer 2015; online-based class Diversity in Sport, Spring 2015 Professional Development, Fall 2015.

2013–present Graduate (Masters) Instructor, Sport Management, Florida State University. Current Issues in Sport, Summer 2013; Summer 2014; online-based class.

2013–present Undergraduate Instructor, Sport Management, Florida State University. Sport Ethics, Spring 2014 (40 students) Cross-cultural Sport, Fall 2013 60 students); Spring 2014 (100 students); Spring 2015 (100 students); Fall 2015 (80 students) - online based Sport History, Fall 2013 (60 students) - online based class Current Issues in Sport, Fall 2013 (40 students)
Department of Sport Management

- Diversity in Sport, Fall 2014 (40 students); Spring 2015 (40 Students)
- Introduction to Sport Management, Fall 2015 (100 students).

2011–present
- Group Exercise Instructor, Premier Health and Fitness.

2014–2015
- Adjunct Instructor Graduate (Masters) Instructor, Department of Exercise and Sport Science, University Wisconsin - LaCrosse. Sport Law, Spring 2014 (15 Students) online based class Issues in Sport Management, Spring 2015 (15 Students) online based class.

2010–2015

2014
- Adjunct Instructor, Undergraduate Instructor, Division of Psychology and Counseling, Thomas University. Introduction to Sport Management, Spring 2014 (10 students) hybrid class Coaching Theories & Methods, Spring 2014 (10 students) hybrid class.

2010–2013
- Doctoral Student and Adjunct Instructor, Department of Sport Management, Florida State University. Undergraduate Instructor - courses taught solo Diversity in Sport, Spring 2011 & Spring 2012 (25 students) Current Issues in Sport, Fall 2011 (40 students) Cross-cultural Sport, Spring 2012, Fall 2012, Spring 2013 (40 students; 40 students; 80 students) developed and taught online based class.

2010–2013
- Teaching Assistant, Department of Sport Management, Florida State University. Sport in the Media, Fall 2011, Spring 2012, Fall 2012 (40 students) Masters level course Sport History, Summer 2012 (40 students) adapted face-to-face course to an online class format Introduction to Sport Management, Fall 2012 (1000 students) Sport & Film assisted in development of online based class.

2008–2010
- Cabinet Affairs Director, Division of Land & Recreation, Florida Department of Environmental Protection.

2007–2008
- Chief of Staff for Deputy Secretary, Division of Land & Recreation, Florida Department of Environmental Protection.

2006–2007
- Florida State Parks Communications director, Division of Land & Recreation, Florida Department of Environmental Protection.

2005–2006
- Radio Producer & Television "Reporter, Office of Communications, Florida State University.

2004–2005
- AmeriCorps Volunteer, Community Affairs, St. Francis Medical Center.
Honors, Awards, and Prizes

Active Leisure for Life Award, Florida Disabled Outdoors Association (2017).
University Nominee, Community Engagement Educator Award, Florida Campus Compact (2014).
Department Finalist, Robert M. Gagné Research Prize, Outstanding Graduate Student Research Award, College of Education Council on Research in Education, Florida State University (2013).
Woman of the Year, Tallahassee Soccer Association (2013).

Current Membership in Professional Organizations

Aerobics & Fitness Association of America
North American Society for Sport Management
Society of Health and Physical Educators

Teaching

Supervision of Clinical Practice

Kearney Center Community Emergency Resource Center, Persons Experiencing Homelessness, Basketball Program (2017)
Tallahassee Senior Center Senior Citizens Sport for Life and Exercise Classes (2017)
North Florida Freedom Schools Sport Programs (2016)
Kearney Center Community Emergency Resource Center, Persons Experiencing Homelessness, Wii Fit Program (2016)
Tallahassee Senior Center Senior Citizens Sport for Life and Exercise Classes (2016)
Federal Correctional Institute - Tallahassee Women's Prison Female Inmates Yoga Program (2015)
Kearney Center Community Emergency Resource Center, Persons Experiencing Homelessness, Basketball Program (2015)
Tallahassee Senior Center Senior Citizens Sport for Life and Exercise Classes (2015)

New Course Development

Sport Literature - online (2016)
Sport: Conscience Meets Commerce (2016)
Exploring the World of Sport (2015)
Department of Sport Management

Issues in Sport Management - online (2014)
Sport Law - online (2014)
Cross Cultural Sport - online (2012)

Management of Multiple Course Sections

Introduction to Sport Management (SPM 4154)

Supervision of Student Research Not Related to Thesis or Dissertation

Dammel, Melanie (2017–present).

Research and Original Creative Work

Publications

Refereed Journal Articles


Presentations

Refereed Presentations at Conferences


**Invited Lectures and Readings of Original Work**


**Contracts and Grants**

**Contracts and Grants Funded**


Contracts and Grants Denied


Service

Florida State University

FSU University Service

Faculty Advisor, Bicycle House Registered Student Organization (2015–present).
Member, Truman Scholarship for Public Service Selection Committee (2014–present).

FSU College Service
Member, College of Education Curriculum Committee (2017–present).
Member, Technology Committee (2015–present).

FSU Department Service
Co-Director, FSU Sport Management Annual Conference (2016–present).
Associate Director, Center for Sport Health & Equitable Development (2015–present).
Member, New Faculty Search Committee (2016).

The Community
Senior Citizen Companion, Good News Outreach (2002–present).
Community Service Chair, Florida Public Relations Association (2008–2009).
Volunteer, Weekend Volunteer, Hurricane Katrina Relief Aid (2006).
Curriculum Vitae

Dennis A Nobles

December 19, 2012

General Information

University address:  
Sport Management  
College of Education  
Tully Gym 1002  
Florida State University  
Tallahassee, Florida 32306-4280  
Phone: 850/644-5550; Fax: 850/644-4845

E-mail address:  dnobles@fsu.edu

Professional Preparation

1983  M.S., Florida State University. Major: Exercise Physiology.

1980  B.S., Florida State University, Tallahassee, Florida. Major: Teaching  
Physical Education/Coaching. Cum Laude.

Nondegree Education and Training


Professional Experience

2005–present  Associate, Physical Education, Florida State University.

1987–present  Associate, Sport Management, Florida State University.

1987–present  Athletic Coach, Athletics, Florida State University.

1987–present  Assistant Coach, Florida State University Track & Field.


Honors, Awards, and Prizes

NCTCA Assistant Coach of the Year (2003).

Teaching

Courses Taught

Human Movement Studies (PET4051)
Physical Conditioning (PEM1101)
Theory and Practice of Baseball (PEO3219)
Theory and Practice of Football (PEO3644)
Theory and Practice of Track and Field (PEP3304)
Issues in Sport Management (PET4471)
Principles and Problems of Coaching (PET4765)
Tests and Measurements in Physical Education (PET4510)
Tests and Measurements Practicum (PET4510-L)

Research and Original Creative Work

Video Instructional Series


Service

Computer


General

Appendix 5

Policies for Faculty Assignment of Responsibilities
College of Education

July 12, 2017 DRAFT

Non Tenure-Earning Faculty Members

Non tenure-earning faculty members are typically assigned eight courses per academic year with no research assignment, plus service responsibilities in the program, department, and college. With an eight course assignment faculty members will typically have a 95% teaching assignment and a 5% service assignment.

Exceptions to the eight course load per academic year are possible, albeit unusual, and all must be approved by the Dean and Department Chair. Example possible exceptions include:

- Participation in a research project. The teaching assignment will be reduced accordingly, and an allocation for research will be assigned. The maximum research assignment will be 5%.
- Extensive student advising or extensive administrative duties. The teaching and service assignments will be adjusted accordingly.

Tenured and Tenure-Earning Faculty Members

Tenured and tenure-earning faculty members are typically assigned four courses per academic year, plus an equitable share of service responsibility. Tenure-earning faculty members have a research assignment consistent with Promotion and Tenure policies established by the academic unit (e.g., forty percent, or more, would be typical unless circumstances dictate otherwise). Tenured faculty members should have a minimum research assignment consistent with annual evaluation policies established by the academic unit (n.b. a 25% minimum would be most typical).

- Most faculty members will teach two courses fall and spring semesters, but three/one, one/three, or four/zero teaching assignments are possible in unusual instances with prior approval from the Dean and Department Chair.
- Teaching assignments of two or three courses in a year are possible with a course buy-out from a grant, or a course release for a special assignment. Prior approval from the Dean and Department Chair are required. All instruction related to a buy-out must be covered from the funds returned to the department.
- Faculty members with appointments in research centers typically teach two courses per academic year, or a one/one teaching assignment for faculty members on joint appointments.
- Tenured faculty members without a research assignment will have a four/four teaching load. These are only approved by the Dean and Department Chair in unusual circumstances.
• New tenured or tenure-track faculty members may, upon approval by the Dean and Department Chair, receive a reduced teaching load depending on their needs, prior experience, and the needs of the academic unit.

• The percentage allocated for a single course should reflect the anticipated effort for instruction. The typical allocations and potential ranges by credit hours for course-related teaching assignments, as suggested by FACET requirements, are provided in Table 1.

Table 1. *Typical Allocations and Potential Ranges by Credit Hours for Course-Related Teaching Assignments*

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Lower Limit</th>
<th>Typical</th>
<th>Upper Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>10%</td>
<td>17%</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>18%</td>
<td>25%</td>
<td>30%</td>
</tr>
<tr>
<td>4</td>
<td>20%</td>
<td>33%</td>
<td>35%</td>
</tr>
</tbody>
</table>

• A lower percentage for teaching a course might be assigned when:
  ▪ The faculty member has taught the same course for several years without major redevelopment of the curriculum, assignments, etc.
  ▪ The course requires minimal grading of student assignments.
  ▪ Graduate assistants are available to assist with grading student assignments.
  ▪ The course is team taught with another instructor.

• A higher percentage for teaching a course might be assigned when:
  ▪ The course is being taught for the first time.
  ▪ The course is being revised substantially.
  ▪ The course requires extensive grading of student assignments.
  ▪ The course requires time-consuming evaluation of practice (or critical task) outcomes dictated by accreditation.

• The specific percentage for clinical supervision assignments will vary. The time required for supervision is typically governed by accreditation standards. A course assignment may be provided for supervising a group of students, depending on the time invested in supervision.
• DIS hours are always counted under Teaching.

• Academic advising is understood to vary in intensity according to student degree level (e.g., master’s degree, doctoral degree), degree completion alternative (e.g., coursework, thesis), milestone in progression through degree program (e.g., doctoral student, doctoral candidate), and so on. Percentage of instructional effort assigned to academic advising of graduate students will be allocated accordingly.

• Instructional activities related to a training grant should be included in Teaching, while the research and management aspects of the training grant should be included under, respectively, Research and Service.

Notes on Service

• Department chairs receive a 50% administrative assignment.

• Tenure-earning faculty members at the assistant professor level are typically limited to a service assignment of 5%. Except in unusual circumstances, tenure-earning assistant professors should not serve as program coordinator. For all faculty members, up to 5% may be assigned for program coordination as a component of service.

• Each year, tenure-earning assistant professors with joint appointments in research institutes/centers should have some departmental or program service assignment that is appropriate for achieving tenure.

Summer Assignments for all Faculty Members

• Summer teaching is possible depending on enrollment and funding.

• Based on FACET requirements, a one percent teaching assignment for dissertation supervision is required for faculty members with summer contract and full summer grant funding.