

Sport Business Management Program
College of Business Administration
University of Central Florida

Annual Evaluation Standards & Procedures
To be first used during the 2017-2018 evaluation period

Developed by faculty committee in Spring/Summer 2016
Unanimously approved by Sport Business Management faculty members on May 5, 2016
Approved by College of Business Administration Dean on [_____, 2016]
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The Sport Business Management Program at UCF is responsible for administering both a graduate program and an undergraduate program.

The DeVos Graduate Sport Business Management Program (“DeVos Program”) provides a unique, team based, integrative business approach and a global sports network in an immersive hands-on learning environment. The DeVos Program offers students the opportunity to earn their Master’s in Sports Business Management (MSBM) and a Master of Business Administration (MBA). Focusing on ethics, diversity, leadership and community service, the DeVos Program attracts the brightest and most committed students from across the country and across the globe. The DeVos Program is an integrative “living classroom” with a rigorous and comprehensive academic schedule that keeps the cohort of students together throughout their two-year coursework. The core curriculum of the DeVos Program incorporates UCF College of Business Administration core classes, unique sport business classes and other specialized classes that emphasize the social impact of sport. Students are given interactive real-world projects and programs that allow them to work alongside world-class sport business leaders, while building a network of contacts that help create rewarding post-graduation opportunities. Additionally, graduates will discover the role of sport in society, how the power of sport can help create a more inclusive society and how the responsibility of the power of sport should be used to make a difference. Approximately 35-40 students are admitted to the DeVos Program each fall.

The Undergraduate Sport Business Management Program (“Sport Business Minor”) provides undergraduate students with an opportunity to earn a minor in sport business management. The Sport Business Minor is a challenging undergraduate program housed in the College of Business Administration designed to develop future innovative leaders in the sport business and entertainment management industry. All courses within the sport business minor provide students with substantive knowledge and practical skills that will help students succeed as business professionals. Students in the program learn about and apply finance, economics,

management, marketing, accounting, statistics, analytics, and legal concepts to the sport business industry. Students in the Sport Business Minor also learn about the business side of the sport and entertainment industry by participating in a variety of volunteer, internship and other experiential learning opportunities. The Sport Business Minor has grown from 10 students in Summer 2007 to over 400 students enrolled in classes during the Spring 2016 semester.

I. Annual Evaluation

Overview

For each academic year, the faculty evaluation period begins May 8th and continues through May 7th the following year. After the end of the evaluation period, the Chair / Academic Program Director (“Director”) of the Sport Business Management Program will evaluate each faculty member’s performance. The evaluation will follow the standards and procedures described in this AESP document as well as in the current UCF-UFF Collective Bargaining Agreement.

In general, annual faculty assignments will be as follows:

- **Teaching and Student Engagement**: 12.5% per 3-hour course during the 9-month academic year (e.g., 4-4 teaching load = 100%; and 3-3 teaching load = 75%). Assigned teaching load can vary for each faculty member within the unit. For example, tenure-earning and tenured faculty members will generally be assigned either a 3-3 or 2-2 teaching load based primarily on research assignment (and terms of employment agreement when faculty member commenced employment at UCF). For purposes of illustration, tenure-earning and tenured faculty members can be assigned a research assignment of up to 50% of total workload, which would result in a reduced teaching load (i.e., course release(s)). In addition, non-tenure-earning instructors and lecturers with no service, research or administrative responsibilities/assignments will generally be assigned a 4-4 teaching load. For purposes of illustration, a non-tenure-earning instructor or lecturer who is responsible for directing the Sport Business Minor, is responsible for university and professional service activities, and who is also involved with research, will generally be assigned a maximum of a 3-3 teaching load based on administrative, service, professional development and other creative activities, and research assignments.
- **Scholarly Research**: Up to 50% for tenure-earning and tenured faculty members, and up to 20% for instructors and lecturers (as agreed upon each academic year by Director and faculty member)
- **University, College, Program/Unit, and Other Meaningful Service**: Up to 20% (as agreed upon each academic year by Director and faculty member; a 15-20% assignment will generally be assigned for faculty members with significant service responsibilities such as administrative work at the graduate level, or being assigned responsibility for directing/coordinating the Sport Business Minor)
- **Professional Development & Other Creative Activities**: Up to 10% (as agreed upon each academic year by Director and faculty member)

While it is expected that most faculty members' time will be allocated in the proportions given above, it is recognized that circumstances may arise that warrant variations in the percentages under each category. For example, although a faculty member may be assigned "no administrative duties" in his or her employment agreement, that faculty member may nonetheless be asked to assist with various "other university duties" throughout the academic year. As such, these "other university duties" may impact variations in the above target percentages. In addition, faculty members are permitted to teach a 1-3 track instead of a 2-2 track or a 4-2 track instead of a 3-3 track; the total number of courses taught during the academic year is the key variable.

Each year, by or prior to the established deadline, each faculty member will complete an annual report that documents the faculty member's activities and accomplishments in each area of assignment. It is the responsibility of each faculty member to thoroughly document activities and accomplishments in his or her annual report. The faculty member must provide information regarding courses taught on a supplemental summer assignment or courses taught on an overload basis. However, the faculty member is not required to provide information on activities and accomplishments that occur when the faculty member is not under contract with UCF (e.g., during the summer semester when the faculty member does not have a supplemental summer assignment).

Measurable Goals Meeting at Beginning of Each Annual Evaluation Period

Each faculty member in the Sport Business Management Program agrees to meet with the Director at the beginning of the evaluation period (e.g., in late April or at any time in May) to discuss the faculty member's intended teaching, research, service, professional development, and other activities for the evaluation period. During or following that meeting, the faculty member and the Director will agree on goals based in part on the intended exemplary activities listed in this document for each area of assignment. The faculty member can request a meeting with the Director during the evaluation period to discuss changes to the agreed upon goals. Agreed upon goals will be made available to all other faculty members in the Sport Business Management Program upon written request to the Director. This AESP documents provides a list of sample exemplary goals for each of the four core evaluation categories described above. If agreement is not reached between the faculty member and Director with respect to goals in all areas of assignment, the faculty member may appeal to the Dean of the College of Business Administration to establish goals, or may proceed with intended activities and be evaluated based on the standards stated in each section of this document.

Assessment of Overall Performance: Evaluation of Each Area of Assignment

Each faculty member will be given an overall professional performance assessment based on the ratings earned in teaching, research, service, professional development, and other assigned or completed duties and responsibilities. The overall rating will be determined using the percentages assigned to each activity (e.g., for an instructor who is responsible for directing/coordinating the Sport Business Minor, 60-70% teaching, 10-20% research, 10-20% service, and 10% professional development and other creative activities; similarly, for a tenured associate professor, 30-40% teaching, 40-50% research, 10-15% service, and 10% professional

development and other creative activities). In other words, the weight for each area will be based on the assignment of effort percentage for the area.

The overall evaluation rating and the rating for each of the four areas of faculty activity and accomplishments will be based on the scale in Table 1. For illustration purposes, a faculty member would need to earn a cumulative weighted rating of at least 3.5 for an overall “Outstanding” rating. A sample rating calculation is: $4 \times .7$ (teaching) + $3 \times .15$ (service) + $4 \times .05$ (research) + $3 \times .1$ (professional development) = 3.75 (overall rating of “Outstanding”).

Table 1. Evaluation Scale

Evaluation	Point Values for Each Category	Rating Scale for Overall Evaluation
Outstanding	4	3.50 -- 4.00
Above Satisfactory	3	2.50 -- 3.49
Satisfactory	2	2.00 -- 2.49
Conditional	1	1.00 -- 1.99
Unsatisfactory	0	0.00 -- 0.99

Each area of assignment will be assigned an annual rating of Outstanding, Above Satisfactory, Satisfactory, Conditional, or Unsatisfactory (that is, either 0, 1, 2, 3, or 4 points). In each of the remaining sections of this document relating to an area of assignment, minimum standards for achieving a rating of Satisfactory are described. In the event of a disagreement, the Director would be responsible for establishing that the faculty member has not met minimum standards for the evaluation period. Additional exemplary activities are also listed. It is the responsibility of the faculty member to demonstrate that exemplary activities have been accomplished for the evaluation period. The evaluation in each area will be assigned as follows:

Outstanding will be assigned if the faculty member meets the minimum standards for a rating of Satisfactory in the area of assignment, and either (a) there is evidence of success in substantially more of the listed additional exemplary activities, in quality, difficulty, variety or number of occurrences, than a majority of the faculty member’s peers, or (b) the faculty member has achieved the goals agreed to by the faculty member and the Director at the beginning of the evaluation period for specific exemplary activities in that area of assignment.

Above Satisfactory will be assigned if the faculty member meets the minimum standards for a rating of Satisfactory, and if (a) there is substantive evidence of only one or two of the listed additional exemplary activities, and/or (b) the faculty member has put forth substantive efforts towards the specific exemplary activities in that area of assignment agreed to by the faculty member and Director at the beginning of the evaluation period but has not achieved those goals.

Satisfactory will be assigned if the faculty member meets the minimum standards for a rating of

Satisfactory and there is little or no evidence of any additional exemplary activities in the area.

Conditional will be assigned if the faculty member does not meet the minimum standards for a rating of Satisfactory for the current evaluation period and was not assigned a Conditional or Unsatisfactory rating in the area for either of the previous two evaluation periods.

Unsatisfactory will be assigned if the faculty member does not meet the minimum standards for a rating of Satisfactory for the current evaluation period and was assigned a Conditional or Unsatisfactory rating in the area for either of the previous two evaluation periods. If a faculty member is assigned a rating of Unsatisfactory in any area of assignment, the faculty member's overall rating will be Unsatisfactory for the evaluation period.

II. Teaching and Student Engagement

Overview

The Director will evaluate the teaching component of each faculty member's assignment and rate this performance using the evaluation scale shown in Table 1. The teaching evaluation will be based only on teaching activities during the current evaluation year. Expectations of classroom teaching effectiveness will be the same for all faculty members, irrespective of their assigned workload tracks. The Director will take into account class size, course level (e.g., graduate vs. undergraduate) and class type/content when evaluating faculty member teaching and student engagement effectiveness.

The Director will evaluate the teaching and student engagement performance and effectiveness of the faculty member for the evaluation period as part of the annual evaluation process. The faculty member's primary goal in teaching should be to further student learning; therefore, the focus of these evaluation standards is on activities and accomplishments that directly relate to learning by the faculty member's students. The evaluation of teaching is not a simple counting of the number or variety of activities; it seeks to measure efforts expended, progress made, and outcomes achieved.

It is important to clearly delineate faculty activities that are classified as "teaching-related." For purposes of evaluation in the Sport Business Management Program, a teaching activity is defined as any activity in which the faculty member individually mentors, instructs, meets with, and/or advises a student or group of students. Thus, acting in the role of value-added faculty advisor to a student organization is classified as a teaching-related activity, as would making a presentation to a student group at The EXCHANGE, hosting and moderating insightful, high value roundtable discussions for students with sport business industry thought leaders, meeting with and helping students during office hours, or serving with distinction as a member on a dissertation committee.

Evaluation Sources/Factors for Teaching and Student Engagement

In forming the evaluation of teaching and student engagement, the Director will consider the faculty member's teaching assignment for the year (number and types of courses) and will

analyze information from:

- Teaching and student engagement related materials (e.g., course syllabi, course structure, course content), along with corresponding faculty member self-assessment notes (e.g., on office hours, academic and career advising, and other activities that engage and empower students), submitted by the faculty member as a part of his or her annual report
- Official student perception of instruction (SPI) numerical feedback and written comments
- Unsolicited e-mails and other notes from students (and alums) related to faculty member teaching effectiveness, student engagement and career success outcomes
- Teaching observations and evaluations, if conducted. If the Director, designee, or peer conducts observation and evaluation of teaching, it will be done according to the requirements of the Collective Bargaining Agreement and on an equitable basis (e.g., some defined group such as all faculty members in the first two years of UCF employment, or all faculty members earning evaluations below Satisfactory in the previous year)
- Awards or recognitions for teaching effectiveness (e.g., TIP award, College of Business recognition for student engagement)

Minimum Standards for a Satisfactory Rating – Teaching and Student Engagement

The minimum standards for teaching and student engagement focus on the faculty member's teaching assignment, including work outside of the classroom that supports assigned classes and the enrolled students. By design, these standards are detailed and extensive, as they support and affirm the commitment of both the Sport Business Program and the College of Business Administration to student learning and success.

In order to earn a rating of Satisfactory or higher for teaching and student engagement, the faculty member must meet all of the below requirements.

For each course taught:

- Provide performance feedback to students (e.g., inform students of grades earned, and meet with students during office hours to discuss student performance on assignments and exams) using the rubrics established for the course. Performance feedback should reflect meaningful differences in performance across students as demonstrated by grade distributions and other student evaluation measures established by the faculty member;
- Relay experiential learning information to students (e.g., internships, job fairs, co-curricular opportunities) on a timely basis;
- Hold classes as scheduled, including a final exam or other activity during the scheduled final exam period, unless a written exemption is granted by the Director;
- Hold one hour of pre-scheduled office hours each week for each 3-hour course assigned at the campus on which the course is taught, be available for additional appointments with students at mutually convenient times, and respond to student emails and phone calls to office phone in a timely manner;
- Earn a rating of Good, Very Good, or Excellent for "Overall Effectiveness of the Instructor" from at least 50% of students responding to the Student Perception of Instruction (SPI) instrument across all courses taught during the evaluation period; and

- Receive evaluations of Satisfactory or higher on teaching observations, if conducted. The rubric for teaching observation feedback will be provided to the faculty member in advance of the observation.

Teaching professionalism responsibilities:

- Act in a professional manner and show proper respect for students in classroom settings, in other face-to-face meetings, and in communications. This requirement does not preclude having high expectations for student efforts/behavior or high grading standards;
- Adhere to the standards of conduct described in the UCF Faculty Handbook;
- Attend at least one session or event during the evaluation period at the Faculty Center for Teaching and Learning that are designed to help a faculty member improve teaching quality, such as sessions at the winter or summer conferences or other training and learning sessions scheduled throughout the year. Attendance at COBA teaching seminars also counts toward this requirement and other faculty development events may be counted with the permission of the Director;
- Maintain academic and/or professional qualifications necessary under accreditation standards (SACS and AACSB); and

Exemplary Activities for Teaching and Student Engagement

If the faculty member meets the minimum standards for a Satisfactory rating, the Director will consider the following activities and items, and apply them to the ratings guidelines described previously in the event that the faculty member and Director fail to reach agreement on goals for the evaluation period. These activities and items are not necessarily weighted equally. The Director will take into account the effort expended, the substance/depth of the activity, and the outcome achieved. In addition, these exemplary activities are intended to function as a guide for the faculty member and Director during the goals meeting. Stated differently, the faculty member and Director are encouraged to establish goals based in part on the exemplary activities listed in this document.

- Serve with distinction as Faculty Advisor to student organization
- Serve with distinction as advisor or chair of Student Honors Thesis (e.g., Honors-in-Major Thesis)
- Serve with distinction as dissertation committee member or chair of dissertation committee
- Successfully advise student teams working on practical, real-world learning projects for program partner organizations (e.g., market research projects, creation of fundraising events such as races or golf events)
- Successfully develop new course (or significantly modify/improve content in existing course)
- Successfully update course content so class remains current, relevant and practical (e.g., develop class-related initiative that encourages students to take risks, collaborate and utilize data-driven decision making)
- Speak at The EXCHANGE or as a part of the Dean's Speaker Series (or at a similar College of Business Administration event at which students are in attendance)

- Serve as advisor or chair on Honors-in-Major Thesis committee
- Develop innovative and impactful pedagogical approaches to teaching
- Arrange value-added industry speaking events during class meetings and outside of class meetings
- Mentor students with respect to academic and career success
- Organize successful practical student learning field trips for students to learn from sport business industry leaders
- Receive numerous unsolicited “thank you” notes from students (and alums) related to teaching and student engagement in addition to career help
- Student perception of instruction (SPI) ratings significantly exceed averages (i.e., by at least 20 percent) in College of Business Administration and also for the University
- Student demand for enrollment in classes (e.g., classes taught by instructor commonly reach maximum enrollment and have a wait list of students)
- Demonstrate a high level of engagement with students through active participation in student-focused events (e.g., Welcome to the Majors, student competitions, and graduation receptions)

III. Scholarly Research

Overview

Based on the nature of scholarly/empirical research, the research component of each faculty member’s annual assignment will be evaluated based on research accomplishments over the most recent three-year period. The scholarly research evaluation component will reflect both the quantity of publications and the quality/impact of published research (and works in progress). The research expectations for faculty members will differ based on position (tenure earning vs. non-tenure-earning) and annual assignment percentage for scholarly research (for example, 30-50% for associate professor vs. 0-20% for non-tenure-earning faculty member).

Evaluation Sources/Factors for Scholarly Research

The below guidance recognizes that the Sport Business Management Program’s primary research focus is on the publication of discipline-based scholarship that is consistent with the mission of the Sport Business Management Program and the College of Business Administration, while also acknowledging the relevance and value of other types of academic and professional scholarship. For faculty guidance regarding the continuing development of a research program and for purposes of evaluation of a faculty member’s research performance, the following criteria should be taken into consideration: (a) the reputation of the publication outlets for research (see **Appendix A** for journal list/rankings); (b) the substantive characteristics of research; and (c) the potential impact of research (e.g., citations and references in Google Scholar, Selected Works and similar “download metrics” combined with additional “altmetrics” variables that assess research impact). The Director will evaluate the importance and quality of peer-reviewed journal publications based on the list/ranking of journals in **Appendix A**; additional journals can be added to this list from time to time, and this list can also be modified, based on recommendation by faculty member(s) and agreement by the Director. Journals not included in **Appendix A** will

be assigned a tier ranking/classification based on mutual agreement of faculty member and the Director.

The Director will rely on each faculty member to provide a current listing of all research-related activities in his or her annual report.

Minimum Standards for a Satisfactory Rating – Scholarly Research

In order to earn a rating of Satisfactory or higher for scholarly research, the faculty member must meet all of the below requirements.

- Publish at least two peer-reviewed journal articles during the most recent three-year period in one of the journals listed in **Appendix A**
- Demonstrate robust overall research agenda (e.g., publications, revise and resubmits, journal submissions, and works in progress)
- Meet minimum requirements established by the faculty member and Director for research impact (e.g., minimum threshold for citations and references in Google Scholar for research previously published)
- Present scholarly research at a minimum of one conference/symposium (or similar event/outlet) during the most recent academic year
- Meet AACSB and SACS research requirements to maintain academic and/or professional qualifications

Exemplary Activities for Scholarly Research

If the faculty member meets the minimum standards for a Satisfactory rating, the Director will consider the following activities and items, and apply them to the ratings guidelines described previously in the event that the faculty member and Director fail to reach agreement on goals for the evaluation period.

- Author articles for non peer-reviewed journals/publications such as *Sports Business Journal*
- Write and/or edit industry/scholarly book
- Author scholarly book chapters
- Author scholarly encyclopedia entries
- Author white papers or other practical research reports
- Review book proposals/revisions and journal article submissions
- Receive internal or external awards recognizing published research
- Receive grants and contracts related to publishing
- Present papers at national and international conferences
- Develop new, innovative research focus areas and contributions to practice
- Collaborate with other universities on research activities/projects

IV. University, College, Program/Unit, and Other Meaningful Service

Overview

The service component of each faculty member's assignment will be evaluated on an annual basis by the Director and rated on the scale in Table 1. Service is expected of all faculty members. However, the type of service activity can be expected to vary based on the professional focus of each faculty member. The faculty member's primary goal in service should be to advance the interests and meeting the needs of students, the Sport Business Management Program, the College of Business Administration, the University of Central Florida, professional and academic organizations related to the Sport Business Management Program, and the local business community. The evaluation of service is not a simple counting of the number or variety of activities. Rather, the evaluation will measure both efforts expended and outcomes achieved. In general, a 10% assignment of effort for service equates to approximately 150 hours during the 9-month academic year. Likewise, a 20% assignment of effort for service equates to approximately 300 hours during the 9-month academic year.

Evaluation Sources/Factors for University, College, Program/Unit, and Other Meaningful Service

In forming the evaluation of service, the Director will consider the faculty member's service focus area(s), opportunities for service, and any service activities and related professional development goals to which the faculty member and Director agreed at the beginning of the evaluation period. The Director will gather information from:

- Materials related to service submitted by the faculty member as part of his or her annual report, which should thoroughly document all service activities
- Public sources of information relating to the faculty member's service activity

Minimum Standards for a Satisfactory Rating – Service

In order to earn a rating of Satisfactory or higher for service, the faculty member must successfully complete all of the following:

- Attend more than 70 percent of program and college faculty/staff meetings and other events (e.g., COBA faculty assembly each semester, program alumni events, DeVos Program advisory board meetings; Sport Business Minor innovation committee meetings)
- Serve on a minimum of one University, college or unit committee each academic year (as permitted based on faculty position)
- Attend one university graduation ceremony at which COBA students graduate per year
- Attend and participate in one Welcome to the Majors event per year
- Attend the president's state of the university event (unless teaching during event)
- Present at a minimum of two conferences (or in other academic classes)
- Attend college faculty meeting(s) with the University president and provost
- Engage in assigned faculty and student mentoring/advising activities

A minimum of 75 hours of outcome-focused, high value service is required for each 5 percent assignment in this evaluation area. For purposes of illustration, a faculty member with a 10 percent service assignment will be required to demonstrate involvement in 150 hours of outcome-focused, high value service activities during the evaluation period. Similarly, a faculty member with a 20 percent service assignment will be required to demonstrate involvement in 300 hours of outcome-focused, high value service activities during the evaluation period.

Exemplary Activities for University, College, Program/Unit, and Other Meaningful Service

If the faculty member meets the minimum standards for a Satisfactory rating, the Director will consider the following activities and items, and apply them to the ratings guidelines described previously in the event that the Director and faculty member fail to agree upon goals for the evaluation period.

- Create volunteer, internship and other experiential learning opportunities for undergraduate and/or graduate students
- Serve as program coordinator / director (e.g., director/coordinator of Sport Business Minor, or Academic Program Director or Associate Chair of DeVos Program)
- Serve as member of local organizing committee for major sport events or conferences
- Develop and organize professional student learning trip(s)
- Assist with alumni outreach initiatives
- Serve on University, college or program committees (e.g., academic committees including CEC, MPRC and UPRC as well as faculty/staff search committees)
- Serve as program representative for University initiatives (e.g., program library representative, program representative for AACSB accreditation)
- Place undergraduate and/or graduate students in post-graduation internships and jobs
- Develop and manage program partnerships with sport business organizations (e.g., outcome-focused meetings with leaders at sport business organizations to create student opportunities)
- Help with program fundraising efforts at graduate and/or undergraduate level
- Assist with curriculum or program/unit review
- Assist with program annual assessment and AACSB/SACS accreditation efforts
- Assist with curriculum development at doctoral, graduate and/or undergraduate level
- Participate in peer teaching/staff evaluations
- Serve with distinction as Editor or Associate Editor of a journal listed in **Appendix A**
- Serve with distinction as Editorial Board Member of a journal listed in **Appendix A**
- Participate in the UCF governance process (as permitted based on faculty position)
- Provide leadership to a University and/or community activity that impacts students, faculty and/or staff
- Mentor other faculty members with respect to research and publishing
- Assume leadership role in professional and/or community organizations impacting the profession and community

V. Professional Development and Other Creative Activities

Overview

The Director will evaluate the professional development of each faculty member in addition to evaluating faculty engagement in other creative activities for the evaluation period as part of the annual evaluation process. The faculty member's primary goal in professional development should be to maintain and extend his or her subject matter expertise in fields related to the teaching assignment and research focus areas. The evaluation of professional development and other creative activities is not a simple counting of the number or variety of activities. Rather, the evaluation will measure both efforts expended and outcomes achieved. In general, a 10% assignment of effort for professional development and other creative activities equates to approximately 150 hours during the 9-month academic year.

Evaluation Sources/Factors for Professional Development and Other Creative Activities

In forming the evaluation of professional development, the Director will consider the faculty member's typical and anticipated teaching assignments, research focus areas and any professional development activities and related goals to which the faculty member and Director agreed at the beginning of the evaluation period. The Director will gather information from:

- Materials related to professional development and other creative activities submitted by the faculty member as part of his or her annual report, which should thoroughly document all relevant activities
- Public sources of information relating to the faculty member's professional development and other creative activities

Minimum Standards for a Satisfactory Rating – Professional Development

In order to earn a rating of Satisfactory or higher for professional development, the faculty member must meet all of the following requirements:

- Maintain currency and relevancy for someone who is teaching the undergraduate, graduate, and/or doctoral courses typically assigned to the faculty member, as defined by AACSB and SACS
- Successfully complete a number of exemplary activities that demonstrate professional development

Exemplary Activities for Professional Development and Other Creative Activities

The following are examples of professional development and other creative activities that sustain and improve subject matter expertise. Activities must relate to teaching assignment, research focus areas, and faculty member professional development goals. The activities are not necessarily weighed equally. An emphasis will be placed on the effort expended by a faculty member, the substance/depth of the activity, and the outcomes achieved.

- Attend and/or present at academic or professional conferences
- Maintain membership in relevant associations/organizations such as North American Society for Sport Management, National Sports Forum, Sports Lawyers Association, and National Association of Collegiate Directors of Athletics
- Publish a case study, white paper or technical report in the discipline
- Write/publish articles in the area of student learning and career development
- Publish in practitioner-focused journals and trade publications (e.g., *SportsBusiness Journal*)
- Engage in significant related work experience such as consulting services (note that AACSB currently requires a minimum of 80 hours annual work in service as a consultant, an expert witness, a practicing professional, a corporate board member, or a faculty fellow or intern to maintain certain academic and professional qualifications)
- Participate in continuing education programs (degree program or non-degree program)
- Develop and teach executive education programs in the field (note that AACSB currently requires a minimum of 30 contact hours over a 3-year period to maintain certain academic and professional qualifications).
- Create a business or own and operate a business related to the field of teaching and/or research focus areas
- Earn and/or maintain professional designations, certifications, and industry licenses (e.g., attorney license or CPA license)
- Receive grant(s) for teaching related activities
- Serve as board member of professional organizations in the sport business industry
- Participate in media interviews (e.g., quotes in news articles and in television productions)
- Present (as invited faculty member) at academic programs at other universities to further develop professional skill sets
- Read publications related to professional development, and implement/integrate suggested quality improvements into teaching, service and research activities
- Teach as an adjunct faculty member at other universities to improve teaching effectiveness and to enhance faculty member professional development
- Assist other faculty members and sport business programs with development of courses and/or curricula
- Complete additional professional development and other creative activities as agreed upon by faculty member and Director during goal setting meeting

Appendix A

Journal Rankings

Premier

Academy of Management Journal
Basic and Applied Social Psychology
International Journal of Sport Management and Marketing
Journal of Brand Management
Journal of Finance
Journal of Financial Economics
Journal of Intercollegiate Sport
Journal of Management
Journal of Marketing
Journal of Marketing Research
Journal of Sport and Social Issues
Journal of Sport Management
Sociology of Sport Journal
Sport Marketing Quarterly

Tier IA

American Educational Research Journal
American Journal of Economics and Sociology
Educational Researcher
International Journal of Sports Marketing and Sponsorship
International Journal of Research in Marketing
International Journal of Sport Finance
International Journal of Sport Management
International Journal of Sport Marketing
International Journal of Sport Communication
Journal of Issues in Intercollegiate Athletics
Journal of Sport and Administration and Supervision
Journal of Sports Economics
Journal of Sport Management and Education
Marquette Sports Law Review
Qualitative Inquiry
Sport Management Review
The Sport Psychologist

Tier I

American Sociology Review
American Bar Association Journal
College Student Affairs Journal
European Sport Management Quarterly
Harvard Journal of Sports & Entertainment Law
Journal for the Study of Sports and Athletes in Education

Journal of Applied Sport Management
Journal of College Student Development
Journal of Higher Education Athletics & Innovation
Journal of Legal Aspects of Sport
Journal of Quantitative Analysis in Sports
Northwestern Journal of Law and Social Policy
Seton Hall Journal of Sport Law
Sport, Business and Management: An International Journal
Sport Management Education Journal
Villanova (Jeffrey S. Moorad) Sport and Entertainment Law Journal
Virginia Sports and Entertainment Law Journal
UCLA Entertainment Law Review

Tier IIA

Athletic Economic Journal
Communication Education
Sport in Society
Denver Sports & Entertainment Law Journal
International Review for the Sociology of Sport
International Sport Journal
Journal of the Philosophy of Sport
Journal of Sport History
Journal of Sport Literature
Kinesiolgia Slovenica
Psychology and Sociology of Sport
Race, Ethnicity and Education Journal
Research Quarterly
Sport, Education and Society

Tier II

American Secondary Education
Entertainment and Sports Lawyer
Entertainment and Sports Law Journal
European Sports History Review
Group and Organizational Studies
Journal of Contemporary Athletics
Journal of Sport Psychology in Action
Journal of Applied Sport Psychology
Sports History Review
Sociology Mind

Tier III

Academic Athletic Journal
International Sports Studies
Journal of Sport Behavior