



Middle Tennessee State University

Board of Trustees

Summer Quarterly Board Meeting

**Tuesday, June 17, 2025
1:00 p.m.**

**MEC Meeting Room – 2nd Floor
Miller Education Center
503 East Bell Street
Murfreesboro, Tennessee 37130**



**Middle Tennessee State University
Board of Trustees**

Quarterly Board Meeting

Tuesday, June 17, 2025
1:00 p.m.

AGENDA

Call to Order

Pledge of Allegiance

Introduction of Student-Veteran – General Keith Huber & Veteran

Welcome and Opening Remarks

Roll Call

Minutes.....Tab 1
March 18, 2025 Spring Board Meeting
June 6, 2025 Special Board Meeting

Request to Address the Board

**Academic Affairs, Student Life, and Athletics Committee Report
and Recommendations**Tab 2

- 1) Approval of Tenure and Promotion
- 2) Approval of Modification to an Existing Academic Unit: College of Behavioral and Health Sciences Modification
- 3) Approval of New Academic Program: Master of Science (M.S.) in Project Management
- 4) Approval of New Policy: 323 Instructional and Assignment Use of Artificial Intelligence

Audit and Compliance Committee Meeting Report and RecommendationsTab 3

- 1) Approval of Internal Audit Department Charter
- 2) Approval of MTSU Policy 70 Internal Audit

Finance and Personnel Committee Meeting Report and RecommendationsTab 4

- 1) Approval of Capital Outlay Project Submittal
- 2) Approval of Capital Disclosures
- 3) Approval of Capital Maintenance Projects Submittal
- 4) Approval of Tuition, Fees and Housing Rates
- 5) Approval of Compensation
- 6) Approval of Operating Budgets
 - a. Estimated 2024-25 Budget
 - b. Proposed 2025-26 Budget

Introduction of Faculty TrusteeTab 5

Introduction of Student TrusteeTab 6

President’s Report

Other Business

Closing Remarks

Executive Session – Discussion of Matters Deemed Confidential Under State Law

Adjournment



**Middle Tennessee State University
Board of Trustees**

MEETING: Summer Quarterly Board Meeting

SUBJECT: **Minutes of March 18, 2025
Spring Quarterly Board Meeting**

PRESENTER: Chairman Steve Smith

Background Information

Approval of minutes of March 18, 2025 Spring Quarterly Board Meeting

MIDDLE TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
MINUTES

The Middle Tennessee State University Board of Trustees met on March 18, 2025, in the Miller Education Center Meeting Room at Middle Tennessee State University.

Call to Order and Pledge of Allegiance

Board Chair Steve Smith called the meeting to order at 8:04 a.m. Lt. Gen. (Ret.) Keith Huber led the Pledge of Allegiance.

Introduction of Student Veteran

Gen. Huber noted his 50th year reunion of his commissioning and reflected on entering West Point on July 1, 1971, with a draft number of three. He then introduced Rashieq Cockerham, a Marine veteran and recent graduate of MTSU. Gen. Huber shared that following Mr. Cockerham's high school graduation in 2014, he enlisted for a four-year tour through which he obtained the rank and responsibility of a Corporal. He then entered the Navy ROTC program at Vanderbilt, where he spent three (3) years before transferring to MTSU, his decision rooted in MTSU's exceptional and invaluable support for veterans and military-affiliated students. He chose to attend the Officer Candidate School, rather than earn his commission through an ROTC program. This May, he graduated from MTSU with a Bachelor of Science in Biology and will be commissioned as a Second Lieutenant in the United States Marine Corps. Mr. Cockerham emphasized the importance of the policies and their role in shaping students' lives, and highlighted the urgent need to invest in mental health services. Mr. Cockerham thanked the Board and reiterated the fact that the Board's decisions will determine the course of many lives.

Remarks from the President

Dr. McPhee thanked the Board for adjusting their schedules to accommodate the need for him and other administrators to attend the University's budget hearing before the House Finance Committee later that afternoon.

Roll Call

Board Secretary James Floyd called the roll. The following trustees were in attendance: J.B. Baker, Tom Boyd, Pete DeLay, Bill Jones, Mary Martin, Steve Smith, Christine Vanek, and Pam Wright. A quorum was declared. Trustees Shaylaine Roker and Michael Wade were absent.

President Sidney A. McPhee; Mark Byrnes, University Provost; Joe Bales, Vice President for University Advancement; Andrew Oppmann, Vice President for Marketing and Communications; Yvette Clark, Vice President for Information Technology and Chief Information Officer; Khalilah Doss, Vice President for Student Affairs and Dean of Students; Alan Thomas, Vice President for Business and Finance; Leah Ladley, Chief Audit Executive; James Floyd, University Counsel and Board Secretary; Chris Massaro, Director of Athletics; and Kim Edgar, Executive Assistant to the President and Chief of Staff, were also in attendance.

Approval of December 4, 2024, Meeting Minutes – Action

The first agenda item was approval of the December 4, 2024, meeting minutes. Trustee DeLay motioned to approve the December 4, 2024 meeting minutes, and Trustee Baker seconded the motion. Vice Chair Vanek noted that she attended the meeting, but her name was omitted from the roll call. Vice Chair Vanek made a motion to amend the minutes to reflect her attendance, which was seconded by Chair Smith. A voice vote was taken, and the motion to amend was approved unanimously. A voice vote was then taken to approve the minutes, and the motion was approved unanimously.

Committee Report: Academic Affairs, Student Life, and Athletics Committee

Trustee Wright reported that the Academic Affairs, Student Life, and Athletics Committee met

on February 25, 2025. The Committee approved the minutes from the November 12, 2024, meeting. The Committee report contained one (1) action item, which the Committee unanimously approved for the Board's consideration. Two (2) information items were also presented. Materials outlining these actions were made available for review prior to the Board meeting and were contained in the Board notebooks.

Revisions to Policy 541 Residential Life and Housing - Action

The Committee unanimously approved the policy with one revision in Section XI, Visitation. The phrase "guest bathrooms are located in the lobby" was changed to "appropriate opposite-sex guest bathrooms are located in the lobby."

Information items before the Committee included the Annual Report of Academic Program Actions and an update on Athletics.

Motion

Trustee Wright motioned to approve the action item recommended by the Committee, and Vice Chair Vanek seconded the motion. A voice vote was taken, and the motion to approve the action item carried unanimously.

Committee Report: The Audit and Compliance Committee

Committee Chair Boyd reported that the Audit and Compliance Committee met on February 25, 2025. The Committee approved the minutes from its November 12, 2024, meeting. The Committee report contained no action items. Information items presented included three (3) external reviews, which were completed with no findings or recommendations identified. The public meeting of the Committee adjourned, and the Committee went into executive session to discuss cybersecurity, audits, and investigations. Materials outlining this information were made available for review prior to the Board meeting and were contained in the Board notebooks.

Committee Report: The Executive and Governance Committee

Vice Chair Vanek reported that the Executive and Governance Committee met on February 25, 2025. The Committee approved the minutes from its February 27, 2024, meeting. The Committee report contained one (1) action item, which the Committee unanimously approved for the Board's consideration. Materials outlining this information were made available for review prior to the Board meeting and were contained in the Board notebooks.

2035 Strategic Plan – Action

Vice Chair Vanek stated that Mary Hoffschwelle, Vice Provost for Planning and Effectiveness, presented the 2035 Strategic Plan for the Committee's consideration. The 2035 Strategic Plan outlines the University's priorities and related strategies and initiatives. The University's current institutional plan ends in May 2025, and our institutional accreditor, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), requires formal, comprehensive, and institution-wide planning in the development of a strategic plan.

Vice Provost Hoffschwelle explained that the 2035 Strategic Plan framework was developed from a review of past plans, multiple surveys, and numerous listening sessions, including with the Board of Trustees. In addition, its development constituted a comprehensive and institution-wide planning process. It was thoroughly reviewed and approved by the University Planning Committee, the Provost, and the President, who all recommended Committee adoption.

Vice Provost Hoffschwelle outlined the annual implementation timeline and shared that the University has already organized implementation committees to begin preparing specific objectives and metrics, which will include an annual progress assessment. In sum, this will involve an analysis of specific metrics and strategies, initiatives for review, and approval by the

Planning Committee. Followed by a mid-year report and then a final reporting out process the following year. This will include updates to the Board of Trustees.

Implementation of the 2035 Strategic Plan will begin in May 2025.

Motion

Vice Chair Vanek motioned to approve the action item recommended by the Committee, and Chair Smith seconded the motion. A voice vote was taken, and the motion to approve the action item carried unanimously.

Committee Report: Finance and Personnel Committee

Committee Chair DeLay reported that the Finance and Personnel Committee met on February 25, 2025. The Committee approved the minutes from its November 12, 2024, meeting. The Committee report contained no action items. Informational items presented included: (1) an update presented by Alan Thomas, Vice President for Business and Finance, concerning the Governor's 2025-26 Budget and its impact on the University; (2) an analysis prepared by the Tennessee Higher Education Commission (THEC) showing the impact of the Governor's Budget on all higher education; and (3) a report on budget hearings. Materials outlining this information were made available for review prior to the Board meeting and were contained in the Board notebooks.

Report of the President

Dr. McPhee thanked the Board for the opportunity to give updates on matters and activities at the University since the last Board meeting. He shared that the Faculty Senate will have a reception in the atrium immediately after the meeting. The reception will feature a poster session on faculty achievement in research and creative activities, along with the opportunity to interact with featured faculty members and students to hear about some of the outstanding work happening at MTSU.

Recruitment and Enrollment Activity

Dr. McPhee noted that, to date, we have admitted 10,154 freshmen for Fall 2025, a fourteen percent (14%) increase compared to last year's enrollment of 8,916 freshmen. On February 22, 2025, Dr. McPhee hosted nearly three hundred (300) scholarship students and their families at the President's Residence. In addition, more than one thousand four hundred (1,400) students attended the first annual New Admitted Student Day activities event. Yard signs stating "I Am MTSU Bound" were passed out, and Dr. McPhee noted he has since seen them displayed around town. Next, Dr. McPhee stated that from May 20 through August 4, 2025, there will be twenty-two (22) sessions of orientation for freshmen and transfer students.

MTSU Debate Team

Dr. McPhee shared that we have special guests in the form of our world-class, nationally ranked debate team, which Trustee Boyd suggested for recognition. Dr. McPhee invited Dr. Patrick Richey, Associate Professor and Director of Forensics & Debate Coach, to speak and introduce the Debate Team. First, Dr. Richey introduced student leaders, Liam Boardwine and John Aduroja, and assistant coach, Dr. Natonya Listach. Dr. Richey shared MTSU's long history of speech and debate, highlighting its success as the oldest MTSU student club and noting its recognition as a national leader. Joining MTSU in 2010, Dr. Richey knew the students were capable of achieving national recognition and set out to accomplish this by utilizing his military background and leading from the front. The students passed out coins that read "Honor Before Victory," which is the team's mantra. Dr. Richey next invited his students to speak. Boardwine reflected on his fear of public speaking prior to joining the debate team, emphasizing the leadership and critical thinking skills he has since acquired through the program, which led him to become the club's President. Aduroja next reflected on his experience, emphasizing his new ability to speak and argue clearly since joining the team. In closing, Dr. Richey informed the Board that MTSU will be hosting the national tournament for the second time in 2026. Dr. Listach also expressed her pride in the student's growth and progress.

Spring Commencement

Dr. McPhee reminded everyone that the Spring Commencement is just seven (7) weeks away. Three (3) ceremonies will be held in May, with nearly two thousand four hundred (2,400) students graduating. Keynote speakers include MTSU Alumni Association President Rob Payne, the Honorable Cameron Sexton, Speaker of the Tennessee House of Representatives, and Tracy Rogers, a media executive and MTSU alumnus.

Dr. McPhee again invited the Trustees to attend the reception and avail themselves of the opportunity to meet faculty and students while learning about their research endeavors.

Conclusion

Chair Smith summarized the following items: 1) all earmarks got canceled with the budget deal, and new ones must be submitted by Friday; 2) the meeting with Dr. Stephen K. Streiffer, director of Oak Ridge National Laboratory (ORNL), was a success and will hopefully present growth opportunities.

Adjournment

Chair Smith adjourned the meeting at 8:42 a.m., and the Board went into confidential non-public executive session to discuss a matter not subject to public inspection under Tennessee Code Annotated Sections 10-7-503, 10-7-504, 49-7-107, and 49-7-140.

Respectfully submitted,

James C. Floyd, Board Secretary



**Middle Tennessee State University
Board of Trustees**

MEETING: Summer Quarterly Board Meeting

SUBJECT: **Minutes of June 6, 2025
Special Board Meeting**

PRESENTER: Chairman Steve Smith

Background Information

Approval of minutes of June 6, 2025 Special Board Meeting

MIDDLE TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
MINUTES

The Middle Tennessee State University Board of Trustees met on June 6, 2025, both electronically and in person at the Miller Education Center Meeting Room at Middle Tennessee State University for a special meeting.

Call to Order

Board Vice Chair Christine Vanek called the meeting to order at 8:59 a.m.

Roll Call

Board Vice Chair Vanek asked Board Secretary and University Counsel James Floyd to call the roll. The following trustees were in attendance: Christine Vanek, Bill Jones, and Mary Martin.

In addition, the following Trustees participated in the meeting electronically: J.B. Baker, Tom Boyd, Pete DeLay, Michael Wade, and Pam Wright. Consistent with Tennessee Code Annotated § 8-44-108(c)(3), these trustees were asked and responded in the affirmative that they could hear clearly and confirmed that no one else was in their location. A quorum was declared.

The following Trustees were absent: Steve Smith and Shaylaine Roker.

President Sidney A. McPhee; Mark Byrnes, University Provost; and Drew Harpool, Interim Vice President, Business and Finance were also in attendance. Chris Massaro, Director of Athletics, participated electronically in the meeting.

Approval of Minutes of May 27, 2025, Special Board Meeting – Action

The first agenda item was approval of the May 27, 2025, meeting minutes. Trustee Jones motioned to approve the May 27, 2025, minutes, and Trustee Martin seconded the motion.

A roll call vote was taken, and the motion to approve the minutes carried unanimously.

**Consideration of Recommendation for Naming University Facilities under Policy 160 –
Student-Athlete Performance Center, the Stephen and Denise Smith Student-Athlete
Performance Center – Action**

President Sidney A. McPhee presented to the Board his recommendation on naming the Student-Athlete Performance Center. President McPhee summarized the process under MTSU Policy 160, the Naming of Facilities and Building Plaques, requiring requests to name University buildings be first considered by the Building Naming Advisory Committee, which will make a recommendation to the President. Upon submission of the Committee's recommendation and supporting documentation, the President will present a recommendation to the Board for its consideration.

President McPhee reported that the process outlined in Policy 160 had been followed. This process was initiated after the University received a letter dated April 17, 2025, from former Governor Bill Haslam and former Congressman Bart Gordon requesting to name the new Student-Athlete Performance Center as the Stephen and Denise Smith Student-Athlete Performance Center.

President McPhee had reviewed the Building Naming Advisory Committee's recommendation, and now recommended to the Board of Trustees that the name of the new Student-Athlete Performance Center be the Stephen and Denise Smith Student-Athlete Performance Center.

Motion

Trustee DeLay motioned to approve the action item recommended by Dr. McPhee, and Trustee Martin seconded the motion. A roll call vote was taken, and the motion to approve the action item carried unanimously.

Adjournment

Board Vice Chair Vanek adjourned the meeting at 9:05 a.m.

Respectfully submitted,

A handwritten signature in blue ink that reads "James C. Floyd". The signature is written in a cursive style with a large, stylized "J" and "F".

James Floyd, Board Secretary and University Counsel

DRAFT



**Middle Tennessee State University
Board of Trustees**

MEETING: Summer Quarterly Board Meeting

SUBJECT: **Academic Affairs, Student Life, and Athletics Committee**

DATE: June 17, 2025

PRESENTER: Pam Wright
Committee Chair

-
- Approval of Tenure and Promotion
 - Approval of Modification to an Existing Academic Unit: College of Behavioral and Health Sciences Modification
 - Approval of New Academic Program: Master of Science (M.S.) in Project Management
 - Approval of New Policy: 323 Instructional and Assignment Use of Artificial Intelligence



**Middle Tennessee State University
Board of Trustees**

Action Item

MEETING: Summer Quarterly Board Meeting

DATE: June 17, 2025

SUBJECT: **Approval of Tenure and Promotion**

BACKGROUND INFORMATION:

The following faculty members have been reviewed for tenure and/or promotion by their department chair/school director, department/school committee, college committee, college dean, provost, and president, as stipulated by MTSU Policies 204 Tenure, 205 Promotion of Tenured and Tenurable Faculty, and their respective college and department policies. The president and provost recommend they be granted tenure and/or promotion effective August 1, 2025.

Faculty Tenure Recommendations for 2025-26

	Name	Department
1	Al Tobasei, Rafet	Computer Science
2	Barksdale, Bonnie	Elementary and Special Education
3	Barnes, M. Elizabeth	Biology
4	Davis, Karen	Health and Human Performance
5	Dotson, Carmelita	Social Work
6	Dube, Pankhuree	History
7	Evert, Kimberly	Educational Leadership
8	Fields, Robin	Elementary and Special Education
9	Fowler, Robert	Aerospace
10	Gamino, Aaron	Economics and Finance
11	Hass, Alisa	Geosciences
12	Jansen, Benjamin	Economics and Finance
13	Lee, Sungyoon	Elementary and Special Education
14	Loveless, James	Psychology
15	McClain, Janna	Elementary and Special Education
16	Murphree, Lisa	Nursing
17	Ouellette, John	Recording Industry
18	Perkins, William	Music
19	Rodriguez, Antony	Art and Design
20	Shackelford, Kathleen	Recording Industry
21	Shouse, Jennifer	Theatre and Dance
22	Smith, Carter	Criminal Justice Administration
23	Snodgrass, Jenny	Music
24	Swenson, Amanda	English
25	Tarpey, Richard	Management
26	Treadwell, Jade	Theatre and Dance
27	Weissmiller, April	Biology
28	Wu, Yixiang	Mathematical Sciences

Faculty Promotion Recommendations for 2025-26

	Name	Department	Proposed Rank
1	Al Tobasei, Rafet	Computer Science	Associate Professor
2	Arik, Murat	Management	Professor
3	Ayers, Cynthia	Human Sciences	Master Instructor
4	Barksdale, Bonnie	Elementary and Special Education	Associate Professor
5	Barnes, M. Elizabeth	Biology	Associate Professor
6	Bedekar, Vishwas	Engineering Technology	Professor
7	Blackmon, Charles O.	Recording Industry	Professor
8	Clark, William	Marketing	Professor
9	Cochrane, Laura	Art and Design	Professor
10	Cook, Jane Claire	Human Sciences	Professor
11	Cruikshank, Sally Ann	Journalism and Strategic Media	Professor
12	Dabbs, Douglas	Art and Design	Professor
13	Dillard, Heather	Educational Leadership	Professor
14	Dix, Andrew	Communication Studies	Professor
15	Dotson, Carmelita	Social Work	Associate Professor
16	Dube, Pankhuree	History	Associate Professor
17	Dummons, Kimberly	Art and Design	Professor
18	Dye, Christopher	Music	Professor
19	Eschenfelder, Daniel	Journalism and Strategic Media	Senior Instructor
20	Evert, Kimberly	Educational Leadership	Associate Professor
21	Fields, Robin	Elementary and Special Education	Associate Professor
22	Fowler, Robert	Aerospace	Associate Professor
23	Gamino, Aaron	Economics and Finance	Associate Professor
24	Gordon, Robert	Media Arts	Professor
25	Gupton, Dennis	Management	Senior Instructor
26	Harden, Vickie	Social Work	Professor
27	Hass, Alisa	Geosciences	Associate Professor
28	Hubbard, Mary	Nursing	Clinical Associate Professor
29	Jansen, Benjamin	Economics and Finance	Associate Professor
30	Johnson, Gina	University Studies	Master Instructor
31	Ko, Eun-Byol	Music	Master Instructor
32	Krabousanos, Leigh	Nursing	Clinical Associate Professor
33	Lee, Sungyoon	Elementary and Special Education	Associate Professor
34	Leggett, Ida	Sociology and Anthropology	Professor
35	Loveless, James	Psychology	Associate Professor
36	Matthews, Lucy	Marketing	Professor
37	McClain, Janna	Elementary and Special Education	Associate Professor
38	Murphree, Lisa	Nursing	Associate Professor
39	Neff, Thomas	Media Arts	Professor
40	O'Connell, Kathleen	Art and Design	Professor
41	Ouellette, John	Recording Industry	Associate Professor
42	Palicka, Melissa	Nursing	Clinical Associate Professor

	Name	Department	Proposed Rank
43	Perkins, William	Music	Associate Professor
44	Plunk, Kristine	Nursing	Clinical Associate Professor
45	Randolph, Karin	Nursing	Clinical Associate Professor
46	Rodriguez, Antony	Art and Design	Associate Professor
47	Satinover, Nicholas	Art and Design	Professor
48	Shackelford, Kathleen	Recording Industry	Associate Professor
49	Shouse, Jennifer	Theatre and Dance	Associate Professor
50	Smith, Carter	Criminal Justice Administration	Associate Professor
51	Sultan, Alison	Media Arts	Professor
52	Swenson, Amanda	English	Associate Professor
53	Tarpey, Richard	Management	Associate Professor
54	Treadwell, Jade	Theatre and Dance	Associate Professor
55	Vaught, Alanna	Agriculture	Master Instructor
56	Weissmiller, April	Biology	Associate Professor
57	Williams, Ralph	Management	Professor
58	Wu, Yixiang	Mathematical Sciences	Associate Professor



**Middle Tennessee State University
Board of Trustees**

Action Item

MEETING: Summer Quarterly Board Meeting

DATE: June 17, 2025

SUBJECT: **Approval of Modification to an Existing Academic Unit:
College of Behavioral and Health Sciences Modification**

BACKGROUND INFORMATION:

MTSU proposes reorganizing two departments within the College of Behavioral and Health Sciences (CBHS). The Department of Health and Human Performance and the Department of Human Sciences will both be dissolved, and their degree programs will be realigned to become three new academic departments. Two degree programs will move to other colleges. The requested modification, including current and proposed organizational structures, is attached for review and approval.

**College of Behavioral & Health Sciences
Middle Tennessee State University
THEC - Policy A1.3, Modification to an Existing Academic Unit**

Implementation Date

July 1, 2026

Overview of the Requested Modification

MTSU proposes to reorganize two departments within the College of Behavioral and Health Sciences (CBHS). The Department of Health and Human Performance and the Department of Human Sciences will both be dissolved, and their degree programs will be realigned to become three new academic departments: (a) Kinesiology and Sports Medicine; (b) Health Sciences; and (c) Sport and Hospitality Management.

Additionally, MTSU is requesting changing the name of the Department of Criminal Justice Administration to the Department of Criminal Justice.

The Textiles, Merchandising, and Design degree program and minors, currently part of the Department of Human Sciences, will be directly served by the CBHS Dean's Office as a temporary measure to maintain its unique focus and to facilitate growth. One undergraduate degree program - Human Development and Family Sciences - will move to the College of Education, and another – Interior Architecture - will move to the College of Basic and Applied Sciences.

All degree programs will remain intact as part of the realignment. Faculty that are currently associated with a degree program will remain with their degree program. Current administrative support positions will be retained, and new hires will not be necessary as a direct result of the reorganization. All academic advising positions will also be retained, and services will be revised to achieve equitable student caseloads.

Current Academic Organizational Structure

<i>College of Behavioral and Health Sciences</i>		
CIP	Majors	Award
51.0912	Physician Assistant Studies	MS

<i>Department of Criminal Justice Administration (rename) College of Behavioral and Health Sciences</i>		
CIP	Majors	Award
43.0103	Law Enforcement	BS
43.0104	Criminal Justice	BS

43.0302	Emergency Management and Homeland Security	BS
43.0103	Criminal Justice Administration	MCJ
Minors (undergraduate unless otherwise noted)		
Criminal Investigation		
Criminal Justice		
Homeland Security		
Criminal Justice (graduate)		

<i>Department of Health and Human Performance (delete)</i> <i>College of Behavioral and Health Sciences</i>		
CIP	Majors	Award
51.0913	Athletic Training	MS
31.0505	Exercise Science	BS
26.0908	Exercise Physiology	MS
31.0505	Human Performance	PhD
52.1910	Leisure and Sport Management	BS
52.1910	Leisure, Sport, and Tourism Management	MS
13.1314	Physical Education	BS
51.2208	Public Health	BS
51.2208	Public Health	MPH
51.0204	Speech-Language Pathology and Audiology	BS
52.0901	Tourism and Hospitality Management	BS
Minors (undergraduate unless otherwise noted)		
Athletic Coaching and Officiating		
Driver and Traffic Safety Education		
Healthcare Administration		
Health and Human Performance		
Health and Physical Education		
Health Care Services		
Leisure and Sport Management		
Public Health		
Somatic Movement Education		
Speech/Language Pathology and Audiology		
Tourism and Hospitality Management		

<i>Department of Human Sciences (delete)</i> <i>College of Behavioral and Health Sciences</i>		
CIP	Majors	Award
19.0401	Human Development and Family Science	BS
04.0501	Interior Architecture	BS

19.0501	Nutrition and Food Science	BS
19.0901	Textiles, Merchandising, and Design	BS
Minors (undergraduate unless otherwise noted)		
Human Sciences		
Nutrition and Food Science		
Textiles, Merchandising, and Design – Apparel Design Option		
Textiles, Merchandising, and Design – Fashion Merchandising Option		
Human Sciences (graduate)		

<i>College of Education</i>		
CIP	Majors	Award
13.0601	Assessment, Learning, and Student Success	EdD
13.0601	Literacy Studies	PhD

<i>School of Concrete & Construction Management College of Basic & Applied Sciences</i>		
CIP	Majors	Award
52.2001	Construction Management	BS
15.1501	Concrete Industry Management	BS
	Certificates	
15.1001	Road Construction Technology	C3
15.1501	Concrete Industry Management	C4
Minors (undergraduate unless otherwise noted)		
Construction Management		

Proposed Academic Organizational Structure

<i>College of Behavioral and Health Sciences</i>		
CIP	Majors	Award
51.0912	Physician Assistant Studies	MS
19.0901	Textiles, Merchandising, and Design (moved)	BS
Minors (undergraduate unless otherwise noted)		
Human Sciences (moved)		
Textiles, Merchandising, and Design – Apparel Design Option (moved)		
Textiles, Merchandising, and Design – Fashion Merchandising Option (moved)		

Human Sciences (graduate) (moved)

<i>Department of Criminal Justice (new name)</i> <i>College of Behavioral and Health Sciences</i>		
CIP	Majors	Award
43.0103	Law Enforcement	BS
43.0104	Criminal Justice	BS
43.0302	Emergency Management and Homeland Security	BS
43.0103	Criminal Justice Administration	MCJ
Minors (undergraduate unless otherwise noted)		
Criminal Investigation		
Criminal Justice		
Homeland Security		
Criminal Justice (graduate)		

<i>Department of Kinesiology and Sports Medicine (new)</i> <i>College of Behavioral and Health Sciences</i>		
CIP	Majors	Award
51.0913	Athletic Training	MS
31.0505	Exercise Science	BS
26.0908	Exercise Physiology	MS
31.0505	Human Performance	PhD
13.1314	Physical Education	BS
Minors (undergraduate unless otherwise noted)		
Athletic Coaching and Officiating		
Driver and Traffic Safety Education		
Somatic Movement Education		

<i>Department of Health Sciences (new)</i> <i>College of Behavioral and Health Sciences</i>		
CIP	Majors	Award
19.0501	Nutrition and Food Science	BS
51.2208	Public Health	BS
51.2208	Public Health	MPH
51.0204	Speech-Language Pathology and Audiology	BS
Minors (undergraduate unless otherwise noted)		
Healthcare Administration		
Health and Human Performance		

Health and Physical Education
Health Care Services
Public Health
Nutrition and Food Science
Speech/Language Pathology and Audiology

Department of Sport and Hospitality Management (new)
College of Behavioral and Health Sciences

CIP	Majors	Award
52.1910	Leisure and Sport Management	BS
52.1910	Leisure, Sport, and Tourism Management	MS
52.0901	Tourism and Hospitality Management	BS
Minors (undergraduate unless otherwise noted)		
Leisure and Sport Management		
Tourism and Hospitality Management		

College of Education

CIP	Majors	Award
13.0601	Assessment, Learning, and Student Success	EdD
13.0601	Literacy Studies	PhD
19.0401	Human Development and Family Science (moved)	BS

School of Concrete & Construction Management
College of Basic & Applied Sciences

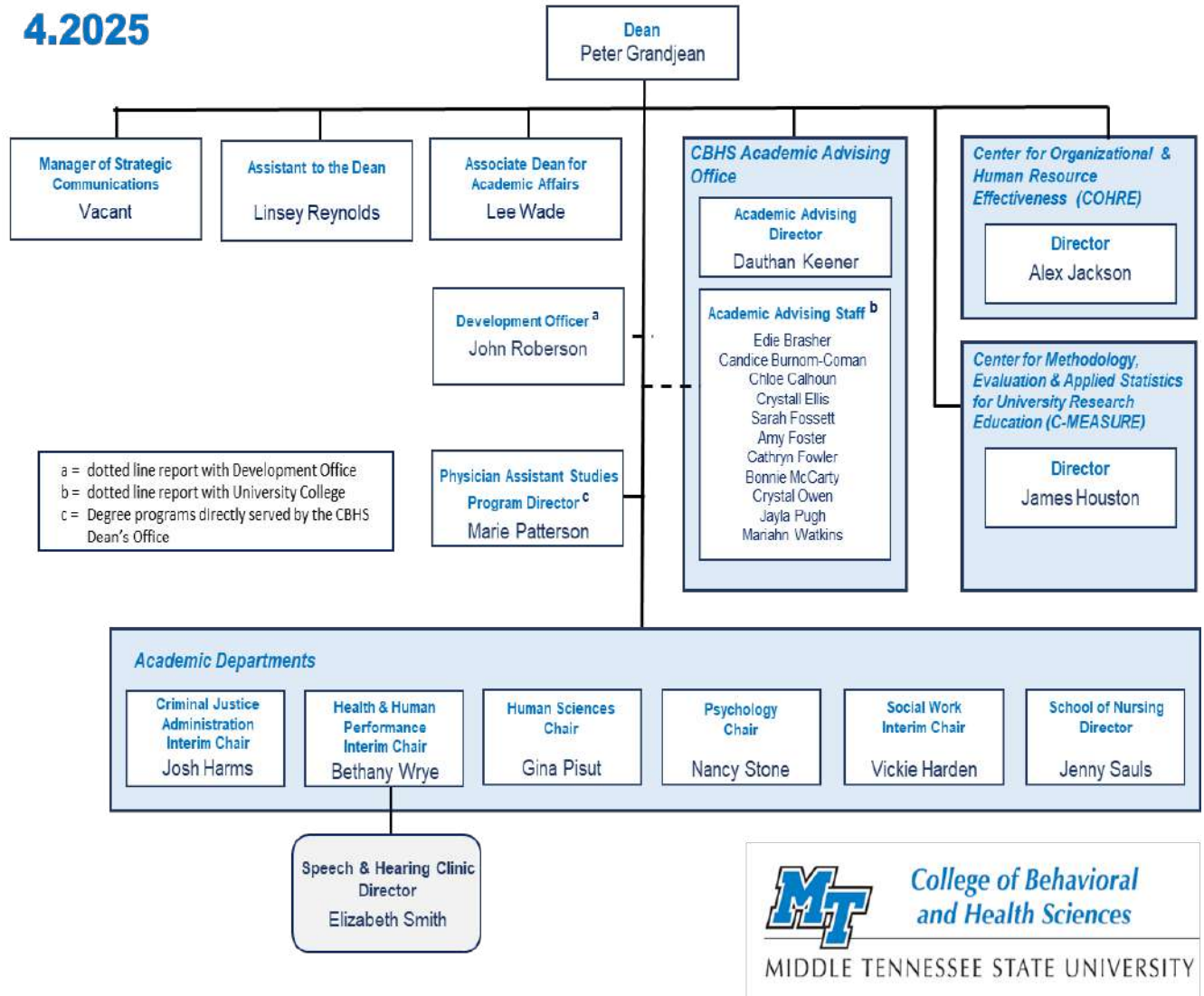
CIP	Majors	Award
52.2001	Construction Management	BS
15.1501	Concrete Industry Management	BS
04.0501	Interior Architecture (moved)	BS
	Certificates	
15.1001	Road Construction Technology	C3
15.1501	Concrete Industry Management	C4
Minors (undergraduate unless otherwise noted)		
Construction Management		

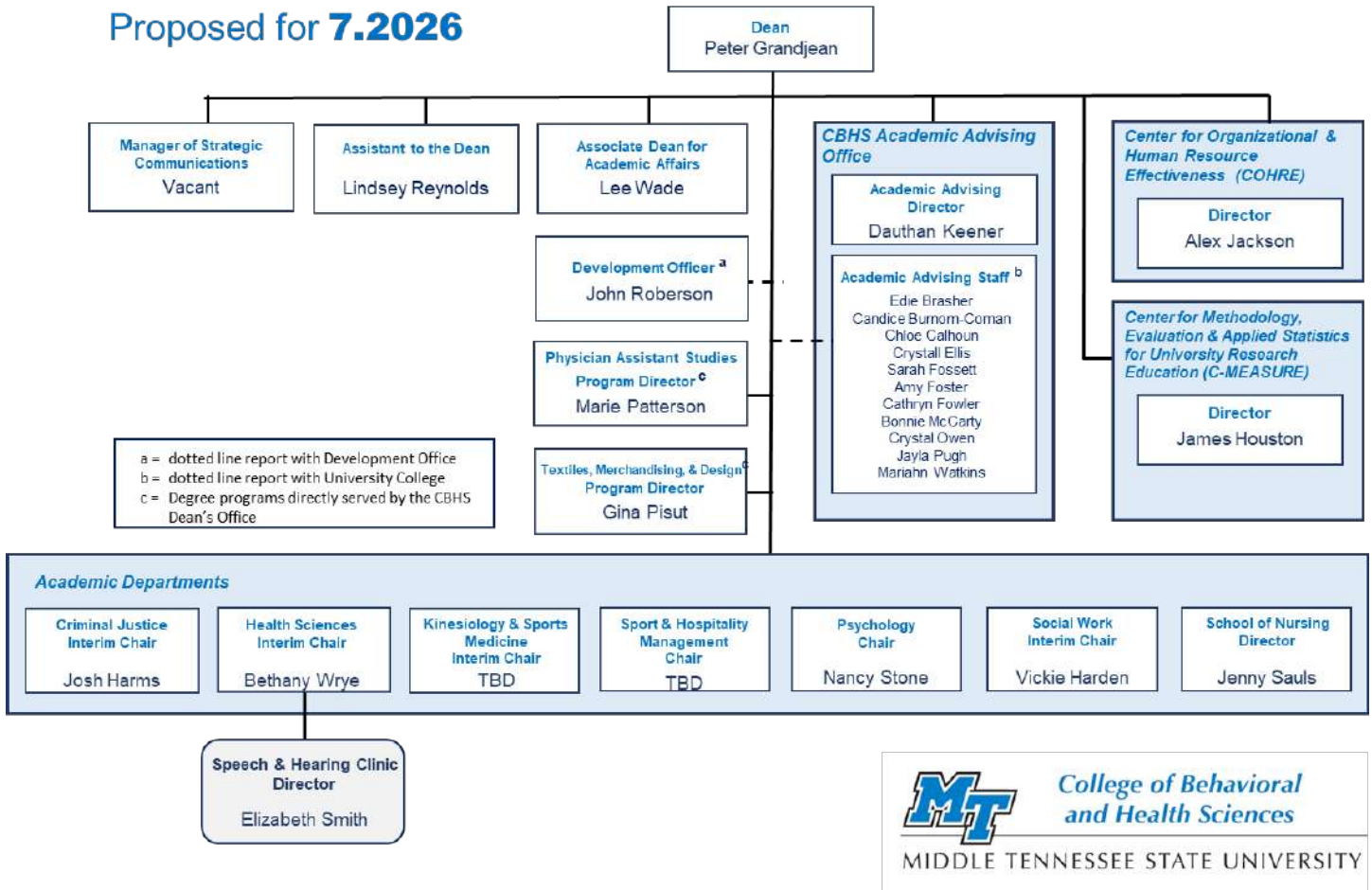
Cost Summary

The only anticipated costs will be marketing costs and money needed to attract and hire chairs for the three newly formed academic departments. All marketing costs will be absorbed by the College. The estimated faculty cost includes salary, fringe, and research start-up funding for academic administrative leadership. The minimum expense would be an administrative stipend for an internal candidate to chair one of the new academic departments.

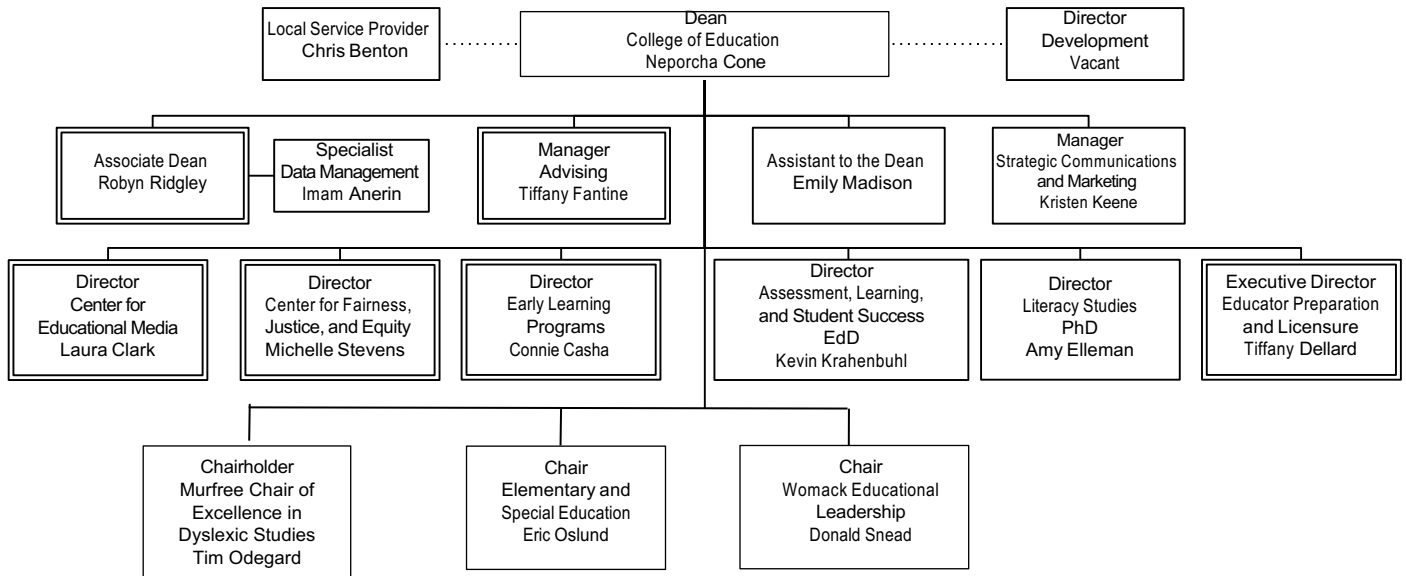
The maximum expense would be in a scenario where all department chairs were hired from outside of MTSU. In this situation, salary for each position is estimated to be between \$120K to \$130K with fringe between \$42K to \$47K (so between \$162K to \$177K for each external hire). Please note, searches for these leadership positions will include internal candidates. With permission from the Provost, the number of external hires may vary from one to three. Start-up needs are negotiable and very different between the disciplines that are part of each department.

4.2025



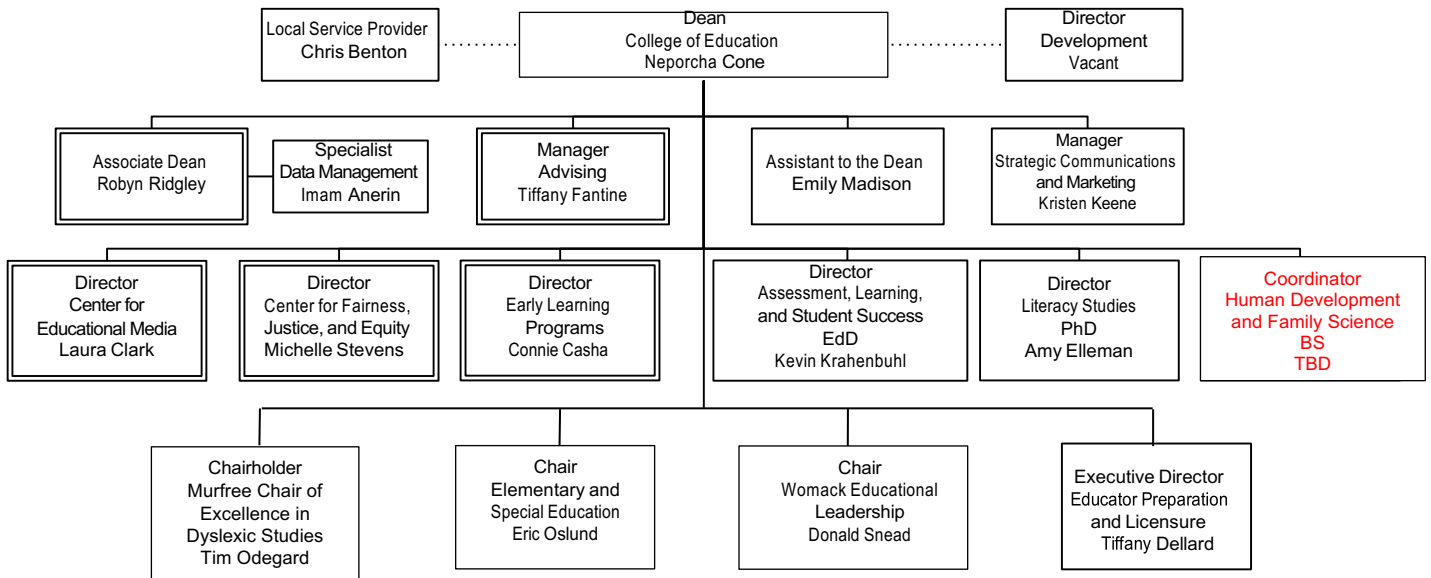
Proposed for **7.2026**

MIDDLE TENNESSEE STATE UNIVERSITY
COLLEGE OF EDUCATION
CURRENT



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MIDDLE TENNESSEE STATE UNIVERSITY
COLLEGE OF EDUCATION
PROPOSED

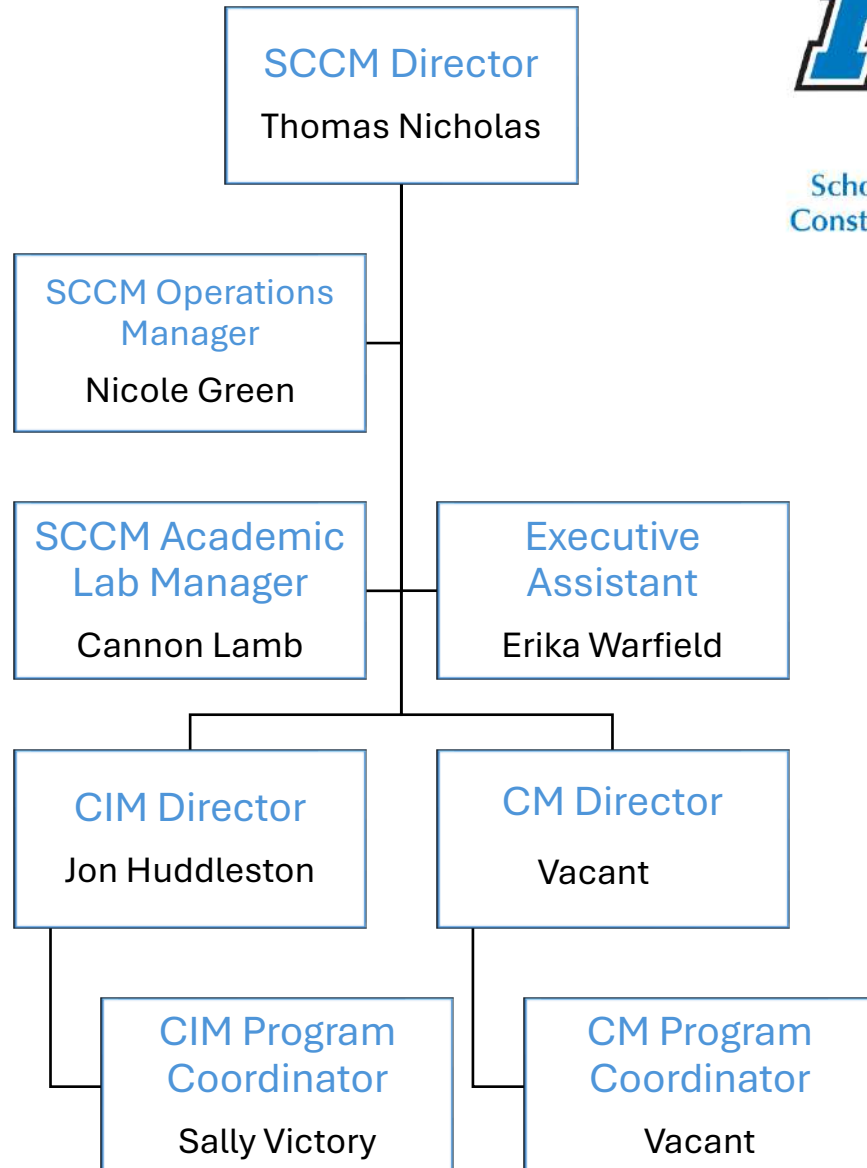


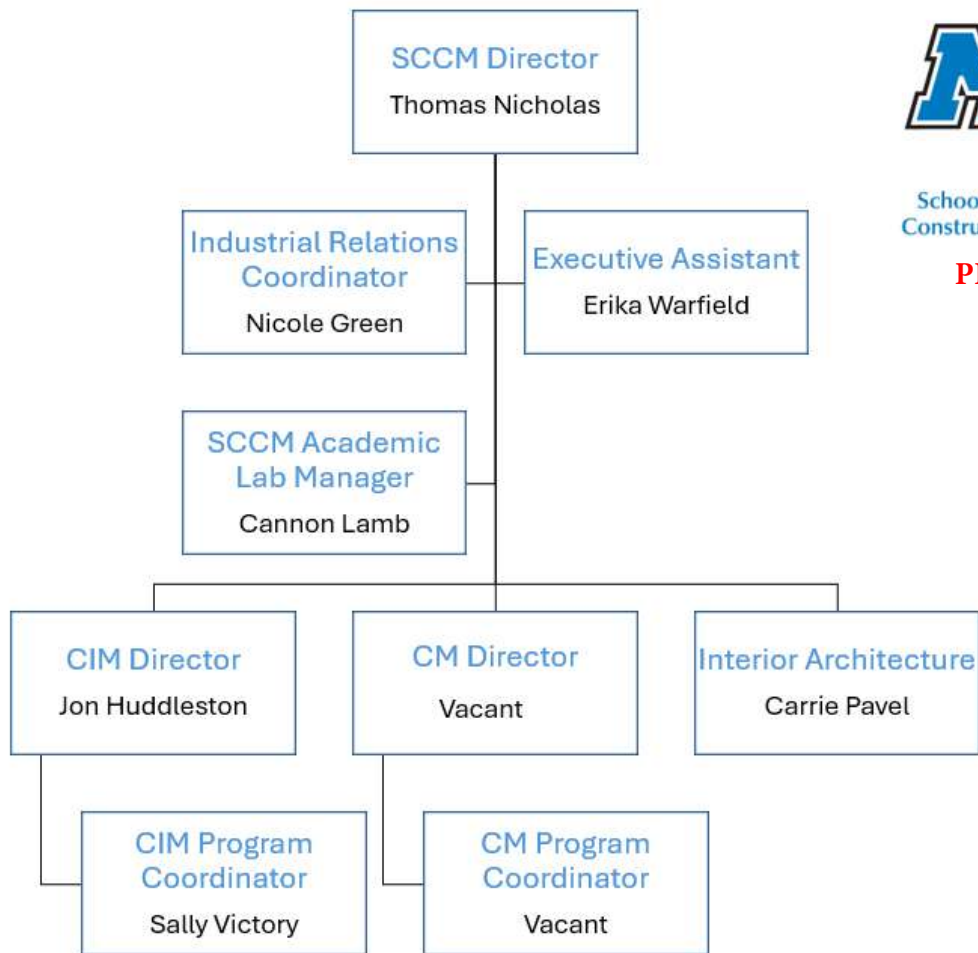
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School of Concrete and
Construction Management

CURRENT





School of Concrete and
Construction Management

PROPOSED



**Middle Tennessee State University
Board of Trustees**

Action Item

MEETING: Summer Quarterly Board Meeting

DATE: June 17, 2025

SUBJECT: **Approval of New Academic Program:
Master of Science (M.S.) in Project Management**

BACKGROUND INFORMATION:

The **M.S. in Project Management** is an interdisciplinary program housed in the Jones College of Business. Initially approved by the MTSU Board of Trustees in April 2023, the 30-hour program targets professionals managing complex projects and project life cycles in all industry sectors facing rapidly changing environments. The degree will be offered online to provide maximum flexibility for full-time professionals seeking to improve their existing or develop new skills toward their professional career development. Upon completion, students will be prepared for certification by the Project Management Institute (PMI) as Certified Project Management Professionals. The degree program has partnered with PMI to offer these students opportunities to participate in networking, study groups, and professional development events. According to PMI, the demand for the project management-oriented labor force will grow by 33% by 2027. The proposal is scheduled to be on THEC's Summer agenda for an August 2025 start.

A New Academic Program Proposal is attached for review and approval.



Master of Science in Project Management

Dr. Amy Aldridge, Vice Provost for Academic Programs

Dr. Richard Tarpey, Assistant Professor of Management

Program Overview

- Requires 30 credit hours (21 CH core; 9 CH electives).
 - Fully online.
 - Interdisciplinary curriculum includes courses from Management; Marketing; Information Technology & Analytics; Concrete & Construction Management; Communication Studies; and Engineering Technology.
 - Graduates will be prepared for certification by the Project Management Institute (PMI) as Certified Project Management Professionals.
- According to PMI, the demand for the project management-oriented labor force will grow nationally by 33% by 2027.
- If approved, MTSU will have the first graduate degree program in Project Management in Tennessee.
- Strong program interest among current students, alumni, and regional employers.
- Will seek accreditation from PMI.

Alignment with Institutional and State Plans

- Aligns with MTSU 2035 Strategic Plan:
 - Deliver impactful academic offerings and experiences.
 - Ensure holistic academic and career support for students.
 - Strengthen community and industry collaborations.
- Supports the state master plan by:
 - Developing Foundational Skills for the New Digital Economy.
 - Promoting Stackable Credentials with digital badges and preparation for certification as CPM Professionals.
- The degree supports Tennessee's Drive to 55 Initiative by offering:
 - Online course offerings cater to working professionals and other students who are unable to attend classes in person.
 - More job opportunities and higher salaries, with the U.S. Department of Labor estimating the mean annual wage for related work at \$101,610.



Expenditures & Revenue Projections

	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
Expenditures						
One-Time	\$4,000	\$5,500	\$10,500	\$2,500	\$0	\$0
Recurring	\$0	\$10,000	\$10,000	\$22,500	\$22,500	\$22,500
Grand Total	\$4,000	\$15,500	\$20,500	\$25,000	\$22,500	\$22,500
Revenues						
Tuition & Fees	\$0	\$58,590	\$140,616	\$222,642	\$292,950	\$374,976
Enrollment	-	5	12	19	25	32

University Provost
 110 Cope Administration Building
 Middle Tennessee State University
 Murfreesboro, Tennessee 37132
 Office: (615) 898-2880 • Fax: (615) 898-5029



February 20, 2025

Julie A. Roberts, Ph.D.
 Chief Academic Officer
 TN Higher Education Commission
 312 Rosa L. Parks Ave., 9th Floor
 Nashville, TN 37243

Dear Dr. Roberts:

We sincerely thank you and THEC's Academic Affairs staff for the thoughtful review of MTSU's NAPP for a **Project Management Master of Science program**. Where appropriate, we have incorporated and highlighted the suggestions below in the revised document in **blue**. Previous requested changes remain highlighted in **yellow**.

LON/NAPP Section	THEC Comment	MTSU Response	LON/NAPP page #
Tables and Figures	N/A	Renumbered throughout.	N/A
I. Overview: Proposed SOC code and Definition	<i>Please confirm that the SOC codes above (pulled from the NCES CIP-SOC crosswalk) reflect what the campus would like on the agenda item.</i>	Please remove 25.1011 (Business Teachers, Postsecondary)	N/A
III. Feasibility Study: Community and Industry Partnerships	<i>Will other MBA partnerships be leveraged or just Healthcare?</i>	The new program will leverage all existing partnerships with the MBA program (all concentrations) where applicable and not just Healthcare, as previously specified.	LON 19
V. Enrollment and Graduation Projections	<i>Attrition figures in years 4 and 5 do not add up with enrollment and graduation figures. Please explain or correct.</i>	Added column with new enrollment to better explain attrition numbers.	LON 21
VII. Implementation Timeline	N/A	Changed proposed Commission Meeting and Program Implementation dates.	LON 2; NAPP 2

VIII. Curriculum: Program-Specific Goals/Objectives	<i>Please provide outcomes/objectives for the program that are distinct from student learning outcomes</i>	<p>The program outcomes and objectives have been restated.</p> <p>Rationale for Alignment:</p> <ul style="list-style-type: none"> • Broad Competencies: The PLOs emphasize overarching abilities (e.g., strategic planning, leadership, and ethical practices) that integrate multiple SLOs. For instance, leadership and ethical awareness are synthesized into PLOs 2 and 3. • Distinct yet Complementary: Each PLO is unique but interrelated, ensuring a comprehensive and aligned framework for the program. • Stakeholder Relevance: The focus on communication (PLO 4) and adaptability (PLO 6) ensures alignment with professional expectations, preparing graduates for evolving industry demands. 	NAPP 3
VI. Curriculum: Program of Study	<i>Is there any concern with a full-time graduate student taking 12 credit hours in the last semester?</i>	The table has been corrected to reflect five semesters of 6 credit hours per semester.	NAPP 9
VI. Curriculum: Program of Study	<i>Given Tuition calculations, please provide a plan of study for part-time completion.</i>	A plan of study or part-time completion has been added to Table #16.	NAPP 9-10
NAPP Appendices: Faculty CVs	<i>Please limit faculty CVs to under three pages where applicable.</i>	Corrected and attached.	NAPP Appendix D

On January 16th and 17th, 2025, Dr. John Bricklemeyer, Associate Dean for the Center for Faculty and Academic Administration and Professor of the Practice, University of Kansas, conducted an external review. We appreciate his thoughtful, friendly suggestions and have outlined our responses below. Where appropriate, we have incorporated and highlighted the suggestions in the revised document in green.

LON/NAPP Section	External Reviewer Comment	MTSU Response	LON/NAPP page #
II. Background: Alignment with state master plan and institutional mission	<i>One potential addition to the program to further the stackable credentials initiative would be to add a Graduate Certificate in Project Management to the proposed plan.</i>	A graduate certificate in Project Management could be a beneficial strategy for recruiting potential candidates into the Masters program and an alternative strategy for some professionals. We will consider creating a graduate certificate program from existing classes once the degree program is up and running.	LON 7

II. Background: Accreditation VIII. Curriculum: Assessment and Evaluation	<i>It doesn't appear the proposed curriculum will meet the required "management of project" content of 15 credits required by the Global Accreditation Center of PMI (GAC) in a 30 credit-hour program.</i>	We will structure the electives in the 2026-27 graduate catalog to ensure the minimum number of credit hours that GAC requires are dedicated to project management content. Students will be required to select 6 hours from CIM 6020 Project Management in Concrete and Construction; CIM 6030 Concrete and Construction Cost and Controls; ET 6300 PMI Project Management; INFS 6520 IT Project Management Case Studies; INFS 6700 IT Project Management: Strategies for Success; and INFS 6703 IT Project Management for Citizen Developers. As the program grows, we commit to revisiting the program capstone suggestion. We believe that either modifying INFS 6520 to include all project management disciplines or creating a separate course would be an excellent idea.	LON 11; NAPP 5-6 & 11; LON Appendix D
II. Background: Administrative Structure	<i>I am concerned about the bandwidth available to support advising students in the proposed program and overall coordination of the proposed program.</i>	The Department of Management has a dedicated faculty member serving as the graduate director who oversees all MS programs housed in the department. This individual receives a two-course release to focus on student recruitment, responding to inquiries from prospective students, overseeing admission and graduation requirements, tracking student progress, and addressing all advising-related matters. Currently, our MS programs enroll approximately 100 students, and the director was able to handle the workload when our graduate enrollment peaked at around 130 students during the COVID-19 years.	LON 13
VIII. Curriculum: Academic Program Requirements	<i>It doesn't appear that the content of the project management courses is well-coordinated across the five courses. It also isn't clear that all the necessary content for students to be prepared to sit for PMI's Project Management Professional (PMP)® exam will be covered in the three required project management courses (INFS 6701, INFS 6702, and MGMT 6200).</i>	The program seeks to develop broad competencies beyond just preparing students for PMP certification. Graduates will be well-rounded and ready for leadership roles across industries, not just those seeking certification. However, the seven core classes balance content across the three domains of the PMP exam (people, process, and business environment). A crosswalk of content between PMP testing domains and program courses is included in the appendix. The reviewer's comments are relevant to the program's goal of preparing students for certification. Therefore, the	NAPP 6; LON Appendix D

		faculty teaching the core courses will meet upon program approval to ensure that all three PMP testing domains are covered across the seven courses.	
VIII. Curriculum: Academic Program Requirements	<i>Another concern is the heavy reliance within the proposed curriculum on IT-related project management courses, as two of the required seven courses are focused on IT, and three of the 10 electives offered are IT-related courses.</i>	<p>We recognize the reliance on IT courses within the curriculum. The concepts and tools taught based on the PMI PMBOK (Risk Management Plan, Risk Breakdown Structure, Risk Register, Probability X Impact analysis, Risk Response Strategies) apply to any project regardless of type or industry. Project management classes from any specific discipline based on the PMBOK can effectively teach project management concepts applicable to other industries because PMBOK outlines universal principles that transcend specific sectors. For example, PMBOK's Process Groups—Initiating, Planning, Executing, Monitoring & Controlling, and Closing—apply to any project, whether it's in construction, healthcare, manufacturing, or marketing. The Knowledge Areas like Scope, Time, Cost, Quality, Risk, and Stakeholder Management are fundamental to all industries.</p> <p>As the program grows and sufficient feedback is collected from students and industry representation via alumni and an advisory council, we are committed to modifying the curriculum to ensure the degree program remains relevant.</p>	N/A
VIII. Curriculum: Existing and New Courses	<i>It appears highly likely that a student who elects to take CIM 6020, ET 6300, and INFS 6700 as electives would encounter considerable duplication of content between the required project management courses and the three elective courses.</i>	<p>We agree that the three courses above will teach duplicate concepts. However, we view this scenario as a strength, not a weakness. There are several purposes for having these concepts in multiple courses. The main benefit is the application of concepts in different contexts. Core project management concepts like risk management, scope control, scheduling, and budgeting are universally applicable. Students become versatile professionals capable of working in various settings by learning how to adapt these skills across different industries (e.g., construction, IT, engineering). Students will also develop contextual flexibility and adaptability, learning about</p>	NAPP 9

		<p>different industries' unique challenges and environments. Teaching the same concepts in multiple contexts helps students adapt their approach based on specific industry needs.</p> <p>Finally, exposure to multiple industries broadens career prospects. A graduate who understands how to manage projects in multiple industries is more marketable and flexible in their career trajectory.</p> <p>With respect to the reviewer's comments, we commit to reviewing the concepts taught in each of the concerned courses to ensure that while the concepts may be duplicative, the same concepts are taught in different contexts.</p>	
VIII. Curriculum: Existing and New Courses	<i>Another curriculum addition that would further assist students in preparing for associated careers is to develop and offer an internship course to allow them to earn elective credit towards the program by completing an internship.</i>	We will leverage our existing internship administration infrastructure to provide internship opportunities to students. Additionally, we will explore how we could potentially structure internships around existing project management work in students' current jobs.	N/A
IX. Students: Academic Standards	<i>I recommend reducing the GPA requirement to 2.5 or greater if the applicant has at least five (5) or more years of professional/managerial or military experience. I would also recommend reducing the GPA required to waive the GMAT/GRE to the same level with five (5) or more years of experience.</i>	The admissions requirements align with what is currently required in the MS in Management and Leadership program, which has been successful at our institution. We do not see a need at this time to reduce the GPA required to enroll in the program from 2.75 to 2.5 based on this experience. If we do see a need, the criteria can be reevaluated. Additionally, we do have the ability to make exceptions for individuals who have qualifications that warrant an exception.	N/A
X. Instructional and Administrative Resources: Current Faculty	<i>My concern is that only two, maybe three of the proposed faculty teaching project management courses in the program (Dr. Carol Clark, Dr. Tarpey, and possibly Dr. Erskine) have recent (within the last 10 years) industry project management experience upon which they can draw relevant examples</i>	Additional faculty members have recent and relevant experience in managing projects. For example, Dr. Jake Avila is still involved in the construction industry. Additionally, the program has access to a robust adjunct pool consisting of experienced project leaders. The online nature of the degree facilitates our ability to secure adjunct faculty where needed.	N/A

	<i>of how to apply project management principles in the real world into their classes.</i>	<p>We have partnered with the Nashville PMI chapter to provide students with access to PMI Mentoring Programs, PMP Study Groups, and other PMI events that will connect students to experienced, practicing project managers for learning and networking opportunities.</p> <p>The program also has access to a robust source of guest speakers and lecturers who already contribute to project management classes. Industry experts are already used in MGMT 6200 to supplement course material with real-world examples and experiences to bridge the gap between academic theory and real-world practice.</p>	
X. Instructional and Administrative Resources: Current Faculty	<i>Dr. Korzaan is the only proposed faculty member with a PMI certification credential, as a PMI Citizen Developer™.</i>	While PMP certification and active industry involvement are valuable, they're not the sole indicators of teaching effectiveness or program quality. The program can deliver a comprehensive and relevant project management education by leveraging academic expertise, incorporating industry partnerships, and ensuring curriculum alignment with PMBOK. With that being said, MTSU has access to faculty with PMP certification who can potentially be brought into the program in the future but do not currently teach project management courses. Dr. Tarpey teaches PMP certification preparation courses through Executive Education and will pursue his PMP certification, assuming the degree program is approved. As the program grows, we will ensure that project experience and PMP certification are included in consideration for any future faculty needs.	N/A
X. Instructional and Administrative Resources: Current Faculty	<i>MTSU pays their adjunct faculty \$800 per credit.</i>	We agree that the rate is lower than the market would expect; however, this rate is not something we can change for the program. The adjunct rate is set by the institution and is governed by Policy 222: Adjunct Faculty Compensation.	N/A
XI. Resources: Information Technology	<i>MTSU needs to find a way to provide students with virtual access to Microsoft Project without having to utilize a VPN. One option that might allow this is to offer the</i>	We discussed this issue during the meeting with the external reviewer and MTSU's Information Technology Department (ITD). The reviewer provided some excellent suggestions that representatives from ITD and Jones College IT Resources committed	NAPP 16

	<i>software through a Microsoft Office 365 remote desktop program.</i>	to exploring. We are committed to finding a solution to offer project management technology to support the curriculum.	
Appendix: THEC Financial Projections Form	<i>THEC Financial Projections Form seems to fail to include the instructional costs related to the above percentages for the faculty who have time devoted to the program into the overall projected costs of the program.</i>	Faculty are already teaching and compensated for the courses included in the program proposal. Therefore, there are no incremental costs to be included in the THEC Financial Projections Form.	N/A
Appendix: THEC Financial Projections Form	<i>The financial projections also do not provide for hiring any additional faculty to support the program as it grows or for making any course or curriculum changes as might be needed.</i>	We do not foresee the need to hire additional faculty during the program's first five years. Additionally, we do not foresee significant costs to make any necessary curriculum changes.	N/A

Again, thank you for the support as we pursue this degree option for students at MTSU. We look forward to the continued review process.

Sincerely,


Mark Byrnes
Provost



Revised LETTER OF NOTIFICATION (LON)
M.S. in Project Management

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Office of the President

Middle Tennessee State University
204 Cope Administration Building
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615-898-2622
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14 June 2023

Robert Smith, PhD
Interim Executive Director
TN Higher Education Commission
312 Rosa L. Parks Ave, 9th Floor
Nashville, TN 37243

Dear Dr. Smith:

In accordance with Tennessee Higher Education Commission Policy A 1.0, Section 1.0.5A, this letter signifies my support for the development of the **M.S. in Project Management** at Middle Tennessee State University. MTSU's Board of Trustees enthusiastically approved the program as a "Degree Under Consideration" in April 2023.

The Board and I believe that the addition of the 30-credit hour, online degree program will enhance MTSU's portfolio and will strengthen the University's contribution to the workforce demands of the Middle Tennessee region and beyond – supporting the missions of both the State and the University. The interdisciplinary program will be housed in MTSU's Jones College of Business and seek accreditation from the Project Management Institute.

We appreciate THEC staff's consideration of this Letter of Notification and look forward to continued collaboration with your office.

Sincerely,

A handwritten signature in blue ink, appearing to read "Sidney A. McPhee".

Sidney A. McPhee
President

CC: Dr. Julie Roberts, THEC Chief Academic Officer
Dr. Mark Byrnes, MTSU Provost

Section I: Overview Program information

Program Information

Institution:	Middle Tennessee State University
Academic Program:	Project Management
Concentration(s):	None
Degree Designation:	Master of Science
Proposed CIP Code:	52.0211.00
CIP Code Title:	Project Management
CIP Code Definition:	A program that prepares individuals to apply quantitative and qualitative knowledge, skills, tools, and techniques to manage projects in a wide range of fields and occupations. Includes instruction in project planning, risk management, cost and time management, contracts and procurement, accounting, statistics, decision-making, and human resources.

Academic program liaison name and contact information

Richard Tarpey, DBA
Assistant Professor of Management
Phone: 615-898-5312
Email: rtarpey@mtsu.edu

Amy Aldridge, PhD
Vice Provost for Academic Programs
Phone: 615-494-7611
Email: amy.aldridge@mtsu.edu

Proposed implementation date

August 2025

Section II: Background

Background concerning academic program development

The Jones College of Business at Middle Tennessee State University (MTSU) seeks to create a **Master of Science (M.S.) in Project Management**. The degree will be a 30-hour program targeted toward newly graduated undergraduates without professional experience and professionals engaged in managing complex projects and project life cycles in all industry sectors facing rapidly changing environments. The degree will be offered online to provide maximum flexibility for full-time professionals seeking to improve their existing or develop new skills toward their professional career development.

Project managers must draw upon a host of hard and soft skills, knowledge, and abilities, as well as sophisticated technological tools and techniques, to meet project requirements and lead teams. The program will enable students to develop these competencies and prepare for effective project management through practical skills development and theoretical knowledge building using case studies, simulations, and practitioner-partnered projects. The program leadership will maintain a conduit between faculty, businesses, alumni, the PMI, and other stakeholders to keep the interdisciplinary curriculum current and aligned with industry standards and needs.

The program will seek accreditation from the Project Management Institute (PMI), the premier certifying organization for the project management discipline. The program will be the only accredited institution in the state of Tennessee as well as Alabama, Arkansas, Georgia, Kentucky, or Mississippi. Upon completion of the degree, students will be prepared for certification by PMI as Certified Project Management Professionals. Additionally, completion of the program will count toward the education-required component of certification.

According to PMI Accreditation policies, the accreditation process cannot begin until a minimum of one student graduates from the program. Students graduating from the program will be prepared to take the PMI certification test outside of the program until accreditation is obtained. Prior to accreditation, the degree will provide students with a strong foundation in the principles, theories, and best practices of project management, which can be valuable in various industries and roles, which will be valuable even without the certification. Specific advantages and value for students are:

- **Knowledge and Skills:** obtain a comprehensive understanding of project management concepts, tools, and techniques. Students will learn about project planning, risk management, team dynamics, leadership, and other essential skills that can be applied in a wide range of professions.
- **Problem-Solving and Critical Thinking:** Activities and work in the degree will focus on developing critical thinking and problem-solving abilities, which are valuable skills in project management and many other fields.
- **Career Opportunities:** The degree in project management can open doors to entry-level and mid-level project management positions in organizations. Many employers appreciate candidates with relevant educational qualifications.
- **Networking:** The program will provide opportunities to network with professors, fellow students, and industry representatives.

¹ "PMI Membership." (2023). PMI. <https://www.pmi.org/membership>

The motivation to create a M.S. in Project Management program at Middle Tennessee State University emerged from identified industry and professional needs for knowledgeable and skilled project managers in Tennessee. Aspiring and existing project managers seeking to improve their skills and job opportunities have limited opportunities in Tennessee. The most prevalent option is pursuing a for-profit online preparation course to sit for the Project Management Institute (PMI) project management certification tests. The PMI is the world's leading not-for-profit membership association for project, program, and portfolio management professions, with over 600,000 members in over 200 countries.¹ The organization offers professional certifications in various project and program management aspects recognized across most industries. Statistics show that certification leads to higher median wages for project managers². For-profit online and in-person preparation courses convey the necessary technical knowledge for learners to pass the test, but they lack instruction in critical behavioral skills (commonly referred to as "soft" skills) such as conflict management, negotiation, change management, decision-making, problem-solving, teamwork, communication, leadership, networking, adaptability, etc., essential to successful project management. Middle Tennessee State University (MTSU) proposes an interdisciplinary graduate degree in Project Management to address these needs.

The degree will combine classes offered in the Jones College of Business (Departments of Management and Information Systems & Analytics) and the College of Basic and Applied Sciences (Engineering Technology and Concrete Industry Management). The proposed curriculum will expose students to multiple project management methodologies common in process improvement, information technology, engineering, and construction industries, resulting in graduates who are versatile enough to enter many different industries. Additionally, the program will seek partnerships with the PMI to offer students paths toward professional certifications.

MTSU will have the only graduate degree program in Project Management in Tennessee. Students will not need project management experience to apply and be accepted into the degree program and can enroll within a few months or several years after completing an undergraduate degree. The degree program will be equally valuable for recent undergraduate students or early to mid-career professionals.

Additionally, there is a global need for project managers. According to PMI, several countries have established or are quickly developing project management industries, Australia, Brazil, Canada, China, Germany, India, Japan, Saudi Arabia, United Arab Emirates, and the United Kingdom³. The program's online format will not limit the student market to Tennessee candidates. The program should draw interest from students from other subregions within the United States as well as international students. The international scope of the Project Management Institute will extend MTSU's potential target student population through the PMI-certified academic partner program.

² "PMP Certification Salary And Requirements." (2023). Forbes Advisor.

<https://www.forbes.com/advisor/education/pmp-certification-salary>

³ "Project Management Talent Gap Report." (2013). PMI. <https://www.pmi.org/-/media/pmi/documents/public/pdf/business-solutions/project-management-skills-gap-report.pdf>

Purpose and nature of academic program

The M.S. in Project Management degree in the Jones College of Business at Middle Tennessee State University (MTSU) will be a 30-credit hour online graduate degree targeting two populations: recent college graduates of all majors who are entering the workforce and beginning their careers in project management

capacities, and college graduates who have been in the workplace and desire to either enter into or advance in project management positions.

The online delivery format will offer cutting-edge approaches to project management and hands-on experience in implementing management techniques in a format that allows learners to fit their classes into their schedules. As more work becomes remote and organizations become more open to taking advantage of project management resources in different locations, our online program will offer the population outside Tennessee opportunities for project management education.

Today's business environment is hyper-competitive and becoming more project-based and collaborative. The PMI has termed the future economy the "Project Economy"⁴ where employees will need the ability to engage in teams to get projects done as companies restructure their workforce around knowledge and capabilities. The engine of the future economy will be projects that turn ideas into reality. The project economy will need employees and leaders who can navigate the complex world of bringing diverse teams together and achieving productive results. These skills are rooted in the core concepts of project management.

There are several reasons for MTSU's proposal to offer an M.S. in Project Management:

1. **Meeting Industry Demand:** There is a growing demand for skilled project managers in various industries. By offering an M.S. in Project Management, MTSU can help meet this demand and provide skilled professionals to organizations.
2. **Diversifying Program Offerings:** Offering an M.S. in Project Management can diversify MTSU's program offerings and attract students from different backgrounds and industries, helping the university stand out from other institutions and increase enrollment.
3. **Interdisciplinary Approach:** Project management is a field that requires interdisciplinary knowledge and skills. An M.S. in Project Management offers a curriculum that combines business, engineering, and technology to prepare students for a range of project management roles in different industries.
4. **Professional Development:** An M.S. in Project Management provides students with professional development opportunities, such as internships, mentorship programs, and networking events. These opportunities help students gain practical experience, build their professional networks, and increase their employability.
5. **Research and Innovation:** Offering an M.S. in Project Management can also contribute to research and innovation in the field. Faculty and students can conduct research and develop new project management methodologies and practices that can benefit organizations and industries.

⁴ "Powering the Project Economy." (2023). PMI. <https://www.pmi.org/the-project-economy/>

From a student's perspective, an M.S. in Project Management provides individuals with advanced knowledge and skills in managing complex projects in a wide range of industries. Students can benefit in the following ways:

1. **Career Advancement:** An M.S. in Project Management can help individuals to enhance their career opportunities and increase their earning potential. Employers value individuals with advanced skills and knowledge in project management, and a master's degree can make a candidate more competitive in the job market.
2. **In-Demand Skillset:** Project management is an in-demand skill set across a wide range of industries, including construction, healthcare, technology, and finance. With a Master's degree in project management, individuals can gain the skills and knowledge to excel in project management roles and make a positive impact on their organization.
3. **Complex Projects:** As projects become more complex, the need for skilled project managers increases. A master's degree in project management equips individuals with the tools and techniques to manage complex projects and deliver results.
4. **Leadership and Communication Skills:** Project management requires strong leadership and communication skills. A master's degree in project management can help individuals develop these skills, enabling them to manage teams, communicate effectively, and build strong relationships with stakeholders.
5. **Industry-Recognized Certification:** Many Master's programs in project management prepare individuals for industry-recognized certifications such as the Project Management Professional (PMP) certification. This certification demonstrates a high level of expertise in project management and can help individuals stand out in the job market.

Program Outcomes

In addition to the various knowledge and skills within the areas of study listed above, the MS-Project Management graduates will be assessed on the following outcomes for students:

- Ability to initiate, plan, execute, control, and close a project
- Ability to demonstrate conflict management and negotiation skills
- Ability to plan change management activities
- Ability to assess risk and develop risk management plans
- Ability to communicate effectively at all levels of the organization

In summary, offering an M.S. in Project Management can help a university meet industry demand, diversify program offerings, provide interdisciplinary knowledge and skills, offer professional development opportunities, and contribute to research and innovation in the field.

Alignment with state master plan and institutional mission

The proposed program aligns with the state master plan in several ways, including supporting Tennessee's Drive to 55 initiative, developing foundational skills for the new digital economy, and providing stackable credentials⁵.

Tennessee's Drive to 55 initiative (TN Master Plan, page 8): The online delivery format will support the Drive to 55 initiative by providing a degree that will be accessible to a diverse group of students, including working professionals who cannot take time off or people who live too far away for in-person courses.

Developing Foundational Skills for the New Digital Economy (TN Master Plan, page 35): The Future of Work Taskforce studied ways for industry and higher education to collaborate to develop a skilled, capable workforce and provide residents with access to high-paying jobs. The proposed program will support this objective by developing the highly sought-after behavioral skills that are successful in project management and extend to other areas of leadership. The master plan identifies fourteen foundational skills that are in high demand. One of these fourteen skills categorized in the Business Enabler category is Project Management. In addition, the proposed program will build skills in five other foundational skills.

- *Communication* – the proposed program will develop students' communication skills for communicating at the peer level (horizontally) and vertically (down to team resources and up to mid-level and senior leadership. Students will learn different communication techniques to match content and style to the audience level.
- *Analytical Skills* – the proposed program will develop analytical skills, including risk analysis, cost-benefit analysis, time management, resource management, collection and analysis of project data, and problem-solving.
- *Collaboration* – the proposed program will develop the skills required to communicate clearly and effectively with teams, stakeholders, and other parties involved in projects. Students will learn to actively listen, resolve conflicts, negotiate, adapt to changing environments, and build trust.
- *Critical Thinking* – the proposed program will develop critical thinking skills, including the ability to analyze complex information, identify patterns and relationships, and make sound judgments based on evidence.
- *Creativity* – The proposed program will develop creative problem-solving, decision-making, design thinking, and visualization skills.

Stackable Credentials (TN Master Plan, page 36): The proposed program will provide stackable credentials and digital badges for demonstrating content knowledge and skills application in conjunction with the PMI. MTSU is currently piloting the Parchment Digital Badge system to provide the mechanism for issuing digital badges. This program will be included in that effort. Additionally, as the program grows, the viability of a graduate certificate will be considered.

⁵ "Enabling the Competitive Edge: Tennessee Higher Education in the New Economy Master Plan Update 2020." (2020). TN.GOV. <https://www.tn.gov/content/dam/tn/thec/bureau/research/other-research/master-plan/finalmp.pdf>

The program will also support MTSU's mission. Specifically, the program will support student learning through effective teaching methods, emerging technologies, experiential and integrative learning, research, and co-curricular and extra-curricular activities. The program will take advantage of many experiential learning opportunities to provide students with first-hand experience managing projects and solving complex problems. Students will also benefit from diverse industry partnerships across multiple industries already developed within the university's supply chain programs. Industry partners will be involved in multiple aspects of the program, including an advisory council and participation in regular student engagement activities. MTSU plans to develop a project management student organization patterned after the successful Supply Chain Management Student Organization that currently holds three industry partnership events per semester.

Institutional capacity to deliver the proposed academic program

The faculty in the involved departments (Management, Information Systems & Analytics, Concrete Industry Management, and Engineering) who will teach in the M.S. in Project Management program are highly experienced in teaching online and utilizing creative experiential outside-of-class assignments, exercises, and projects. The colleges' faculty and support staff can support the program without undue strain on resources. Most of the curriculum required for the degree is currently offered to students as part of other degree programs, so new course development and faculty needs will be minimal. MTSU Online resources, including internal instructional design and IT support staff, support the use of D2L, Zoom, and other learning technologies, ensuring the program's successful development and delivery of online courses.

The new program will include fifteen existing graduate courses in various programs. The courses cover behavior skills such as leadership, motivation, organizational behavior, strategic decision-making, negotiation, and ethics. The plan is to strategically modify offerings based on the PMI partnership to ensure MTSU offers the required content coverage for certifications and professional success.

There is little potential for other majors to lose enrollment since the M.S. in Project Management program will target a different target market than these other programs. The program will add students to existing courses offered in other programs.

Existing programs offered at public and private Tennessee institutions

Tennessee Specific

According to IPEDS, there are three Tennessee schools with programs in the CIP code 52.0211 (Project Management). See Table 1.

Table 1 – IPEDS Tennessee Institutions Offering Programs CIP Code = 52.0211

Unit	CIP Code	College/ University	State	2021-2022 Completions	2020-2021 Completions	2019-2020 Completions	Degree/ Certificate
219602	52.0211	Austin Peay State University	TN	8	3	0	Post-baccalaureate Certificate
219833	52.0211	Christian Brothers University	TN	1	0	2	Bachelor's degree
220552	52.0211	South College	TN	0	0	1	Master's degree
220862	6.11.1005.11	University of Memphis	TN	14	18	34	Certificate
	16.24.0102.11	Tennessee Technological University	TN	No Data Available Yet			Certificate

An additional search of college websites resulted in the following programs related to project management.

- The University of Tennessee – Knoxville offers a non-credit Project Management Certificate
- The University of Tennessee – Chattanooga offers professional education courses that teach technical project management skills
- Tennessee Tech University offers an online project management concentration for its Master's of Professionals Studies degree
- Belmont University offers professional PMI certification preparation courses

The number of programs in Tennessee is small. Considering that the online offering for this program has the potential to attract students from beyond the Tennessee market, a view of the landscape from a national perspective is also provided. In the 2021-2022 academic year, 41 Associate's degrees, 658 Bachelor's degrees, 1231 Masters' degrees, and 563 Post-baccalaureate certificates were awarded in Project Management, indicating a need at the Masters level for this degree. Our goal is to emphasize that the discipline of project management is underserved at the post-secondary level when considering the industry's needs.

Associate Degree Programs

According to IPEDS, there are eight Project Management Associate Degree programs in CIP code 52.0211 in the United States, with 41 students awarded degrees in the 2021-2022 academic year. None of these programs are located in Tennessee or any bordering states to Tennessee.

Bachelor's Degree Programs

According to IPEDS, 33 Project Management Bachelor's Degree programs in CIP code 52.0211 are in the United States, with 658 students awarded degrees in the 2021-2022 academic year. One program is in Tennessee, and three additional programs are in the Southeast. (Christian Brothers University conferring one degree in the 2021-2022 academic year – refer to Table 2).

Table 2 – IPEDS Institutions Offering Bachelor’s Degrees (Southeast), CIP Code = 52.0211

Unit	College/University	State	2021-2022 Completions	2020-2021 Completions	2019-2020 Completions	Degree/Certificate
244233	City College-Fort Lauderdale	FL	2	4	6	Bachelor’s degree
426314	Embry-Riddle Aeronautical University-Worldwide	FL	45	39	25	Bachelor’s degree
217688	Charleston Southern University	SC	9	10	17	Bachelor’s degree
219833	Christian Brothers University	TN	1	0	2	Bachelor’s degree
Totals			57	53	50	

Master’s Degree Programs

According to IPEDS, there are sixty-eight Project Management Master’s Degree programs in CIP code 52.0211 in the United States, with 1,231 students awarded degrees in the 2021-2022 academic year. One program is in Tennessee (South College conferring one degree in the last three academic years and eleven other programs in the Southeast – refer to Table 3).

Table 3 – IPEDS Institutions Offering Master’s Degrees, CIP Code = 52.0211

Unit	College/University	State	2021-2022 Completions	2020-2021 Completions	2019-2020 Completions	Degree/Certificate
133881	Florida Institute of Technology	FL	27	21	25	Master’s degree
137032	Saint Leo University	FL	0	0	0	Master’s degree
426314	Embry-Riddle Aeronautical University-Worldwide	FL	89	90	134	Master’s degree
480569	Florida Institute of Technology-Online	FL	43	43	51	Master’s degree
139199	Brenau University	GA	7	9	11	Master’s degree
156541	University of the Cumberlands	KY	0	0	1	Master’s degree
217688	Charleston Southern University	SC	21	13	7	Master’s degree
220552	South College	TN	0	0	1	Master’s degree
232186	George Mason	VA	15	20	17	Master’s degree
232557	Liberty University	VA	41	15	2	Master’s degree
442639	University of the Potomac-VA Campus	VA	2	13	6	Master’s degree
460376	Fairfax University of America	VA	4	3	7	Master’s degree
Totals			249	227	262	

Post-baccalaureate Certificate Programs

According to IPEDS, there are 84 Project Management Post-baccalaureate Certificate programs in CIP code 52.0211 in the United States, with 814 students awarded certificates in the 2021-2022 academic year. In the Southeastern United States, there is one program in Tennessee (Austin Peay State University conferring eight certificates in the 2021-2022 academic year), two programs in Alabama conferring three certificates in the 2021-2022 academic year, and one program in Florida conferring zero certificates in the 2021-2022 academic year)

Post-master's Certificate Degree Programs

According to IPEDS, there are four Project Management Post-Masters' Certificate programs in CIP code 52.0211 in the United States, with 16 students awarded certificates in the 2021-2022 academic year. In the Southeastern United States, there is one program in Georgia conferring two certificates in the 2021-2022 academic year)

Summary

The number of existing college and university programs demonstrates a limited supply of education in project management, considering the significant worldwide need for project managers across industries. Opportunities to obtain a comprehensive, well-rounded education in the technical and behavioral skills required for project management success are limited, especially in Tennessee.

Accreditation

The Association to Advance Collegiate Schools of Business (AACSB) accredits the Jones College of Business. The M.S. in Project Management program degree program will not have any specific accreditation requirements as all programs will be (re) accredited in regularly scheduled AACSB reviews. There will be no incremental cost for this accreditation. The next AACSB review will be in 2026.

The program will have a key competitive advantage over competing programs. MTSU will seek affiliation and accreditation from the PMI's Global Accreditation Center (GAC) as an authorized training partner (ATP) to cover the technical skills component of the program. This accreditation "confirms that an institution's project management degree program has been carefully assessed and that its scale, scope, and quality meet comprehensive, global standards for accreditation. It makes a public statement about the institution's and its faculty's deep commitment to ongoing evaluation and continuous quality improvement."⁶ MTSU's program will be one of twenty-seven United States programs accredited by the PMI and one of only three (Embry-Riddle Aeronautical University, Florida Institute of Technology, and the Citadel) in the Southeast (see Table 5).

Faculty undertook an extensive exercise to map the course offerings to the GAC requirements (refer to Appendix D). Once the GAC accreditation process begins, we recognize that we will need to review the curriculum again for possible modifications. As an ATP, MTSU will stay current with PMI content to ensure students are receiving the most up-to-date education mapped to PMI certification criteria to facilitate success. The certification will also allow MTSU to stand apart from other universities when students are searching for project management education.

⁶ "Benefits of Accreditation." (2023). Global Accreditation Center, Project Management Institute. <https://www.pmi.org/global-accreditation-center/benefits-of-accreditation>

Table 4 – Colleges/Universities Accredited by the PMI

College/University	Degree	State
Colorado State University Global	Master of Project Management	CO
Colorado Technical University	MS in Management, Information (Technology/Project Management MSM-IT/PM)	CO
Regis University	MS in Project Leadership and Management (MS-PLM)	CO
Embry-Riddle Aeronautical University	Project Management Graduate Certificate MS in Project Management	FL
Florida Institute of Technology	Master of Business Administration with a specialization in Project Management	FL
Lewis University College of Business	MS in Project Management	IL
Northeastern University	MS in Project Management Graduate Certificate in Project Management	MA
Boston University	MS in Project Management (MSPM, MScPM) MS in Computer Information Systems concentration in (IT) Project Management	MD
Morgan State University	MS in Project Management MSPM	MD
University of Maryland Global Campus	MS in Management with a specialization in Project Management	MD
Missouri State University	MS in Project Management	MI
Saint Mary's University of Minnesota	MS in Project Management	MN
The College of St. Scholastica	MS in Project Management	MN
Western Carolina University	Master of Project Management (Online)	NC
Bellevue University	MS in Project Management MS in Management of Information System - Project Management Concentration Program	NE
Granite State College	MS in Project Management Graduate Certificate in Project Management	NH
Stevens Institute of Technology	Master of Business Administration in Project Management (MBA-PM) MS Information Systems - Project Management Concentration (MSIS-PM)	NJ
NYU School of Professional Studies	MS in Project Management (MSPM)	NY
Harrisburg University of Science and Technology	MS in Project Management	PA
The Citadel	MS in Project Management	SC
Amberton University	MBA in Project Management MS in Agile Project	TX
University of Texas at Dallas	MBA with a Project Management Emphasis	TX
University of Houston	Masters of Science Technology Project Management	TX
University of Management and Technology	MS in Management, Project Management	VI
City University of Seattle	M.S. in Project Management (MSPM, MScPM)	WA

College/University	Degree	State
George Washington University	MS in Project Management (MSPM) Graduate Certificate in Project Management	Washington, DC
University of Wisconsin-Platteville	M.S. in Project Management (MSPM)	WI

Administrative structure

The organizational chart for the structure involving the proposed degree is detailed in Figure 1. The degree will be housed and managed at the Jones College of Business, incorporating courses from the College of Basic and Applied Sciences (two departments) and the University College (one department).

The Department of Management has a dedicated faculty member serving as the graduate director who oversees all MS programs housed in the department. This individual receives a two-course release to focus on student recruitment, responding to inquiries from prospective students, overseeing admission and graduation requirements, tracking student progress, and addressing all advising-related matters. Currently, the MS programs enroll approximately 100 students, and the director was able to handle the workload when graduate enrollment peaked at around 130 students during the COVID-19 years.

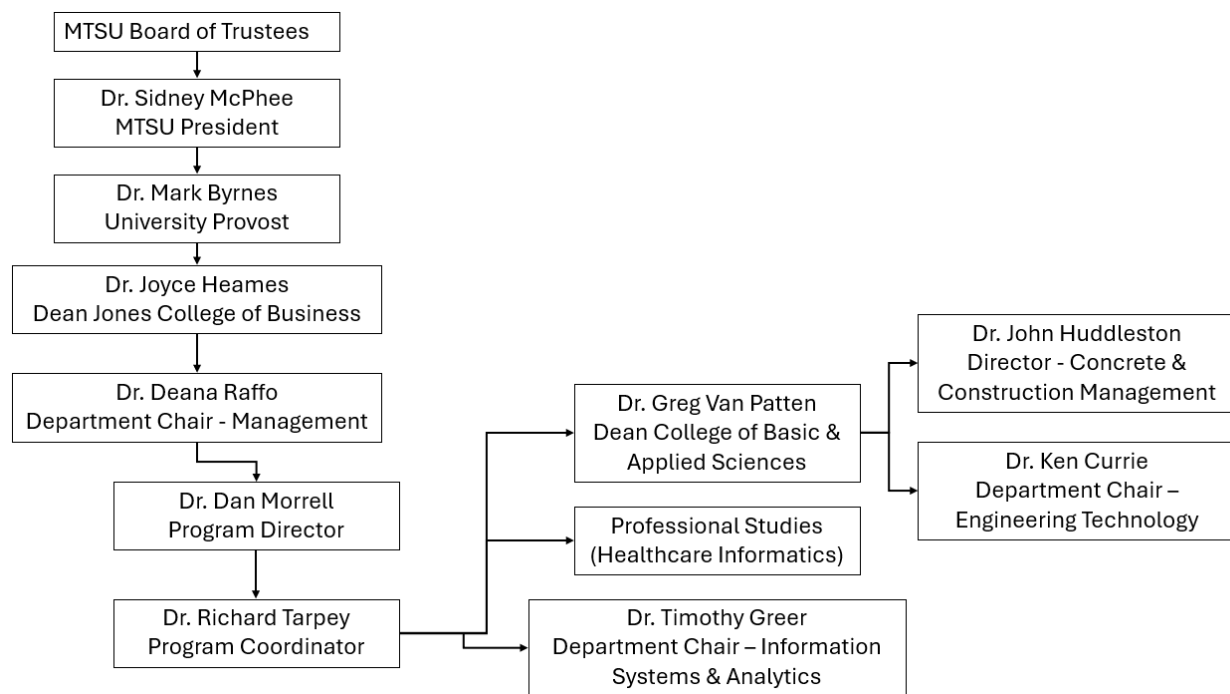


Figure 1 - Program Organizational Chart

Section III: Feasibility Study

Student interest

Overall, students have expressed interest in the new degree program. In March and April of 2023, a sample of current MTSU students from various academic business majors was surveyed to gain insight into their interest in the M.S. in Project Management program. (See Appendix C in NAPP for survey). Students had three weeks to complete a survey link emailed to school email accounts. The faculty also discussed the survey in multiple on-campus courses and posted the link for online classes. Within the timeframe, 149 undergraduate students from multiple majors, including Accounting, Business Administration, Business Innovation and Entrepreneurship, Information Systems, Marketing, Supply Chain Management, and Professional Studies, completed the survey. Of those responding (n=155), 88% indicated that an M.S. in Project Management would be helpful for career advancement. When asked if a path toward a PMI certification embedded within an M.S. in Project Management would be worthwhile, 58% responded affirmatively. Of the 40 respondents who answered a question concerning format, 43% preferred a fully online program, with a hybrid approach being the second most common answer (30%) (refer to Figure 2).

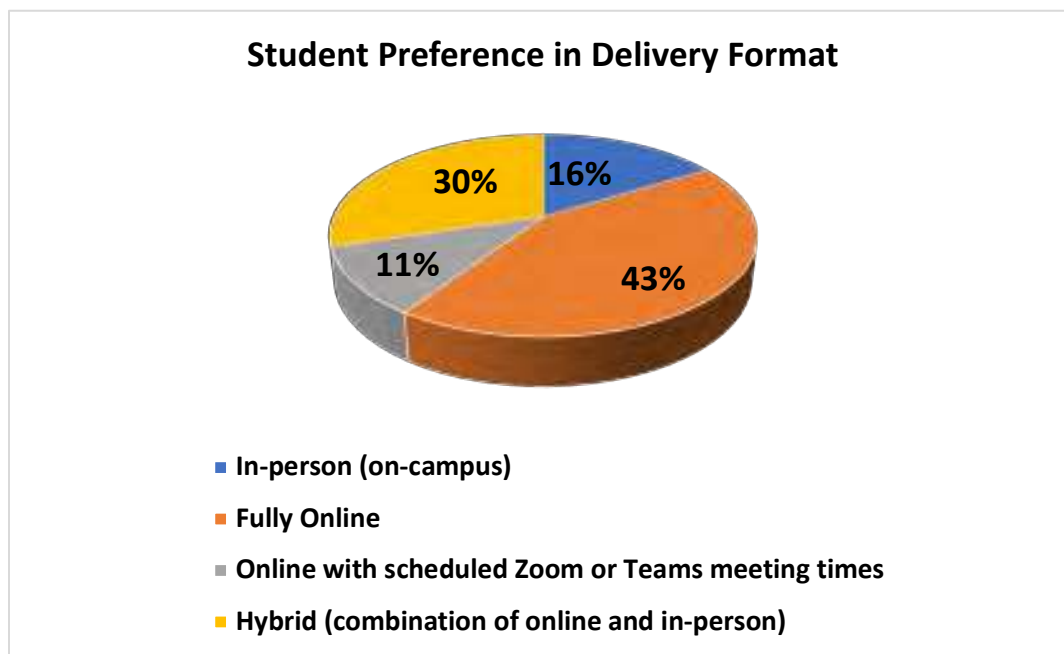


Figure 2 – Students' Preference in Delivery Format

Local and regional demand

The program will attract professional students from the Middle Tennessee region and beyond. A survey was conducted of MTSU Jones College of Business alums and local industry representatives concerning interest in the M.S. in Project Management degree. There were 180 respondents to the survey. Of the respondents answering, 49% indicated that they were not currently working in any form of project management role, while 51% are currently working in some form of project

management capacity. 80% of the respondents do not hold any form of PMI certification, and 54% intend to seek PMI certification in the future.

Concerning the M.S. in Project Management degree, 51% of the respondents indicated an interest in pursuing the degree at MTSU. Similar to the student responses, 78% of the respondents indicated that a path toward PMI certification would be a useful component of the degree program. This pool of professionals indicates a significant target market for the proposed program. Our respondents also preferred an online delivery format (refer to Figure 3).

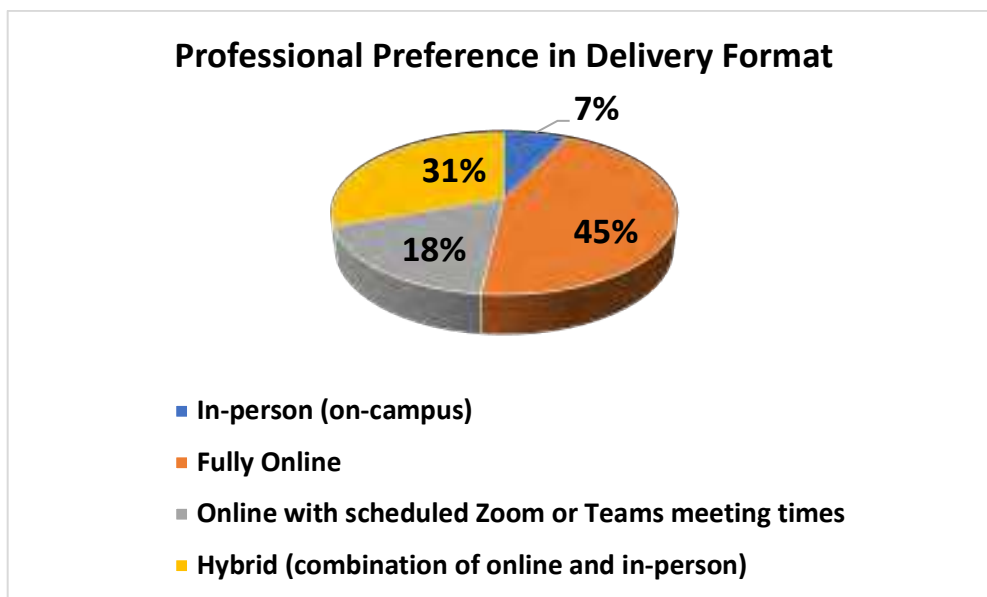


Figure 3 – Professionals’ Preference in Delivery Format

Two Standard Occupational Classification (SOC) codes match job candidates holding an M.S. in Project Management degree: 13-1082.00 Project Management Specialists and 15-1299.09 Information Technology (IT) Project Managers. The US Bureau of Labor Statistics has data for 13-1082 but does not specifically break out IT project managers. IT project managers are included in a larger category of 15-1299, “Computer Operations – All Others”.

Data for SOC code 13-1082 was pulled from the US Bureau of Labor Statistics (refer to Table 5)⁷.

Table 5 - National Estimates for Project Management Specialists (13-1082)

Employment	Mean Hourly Wage	Mean Annual Wage
843,910	\$48.85	\$101,610

Figure 4 provides a national view demonstrating that Tennessee is in the second largest tier of states in terms of the number of project management specialists employed.

⁷ "Occupational Employment and Wages, May 2022 13-1082 Project Management Specialists ." (2022). Bureau of Labor Statistics. <https://www.bls.gov/oes/current/oes131082.htm>

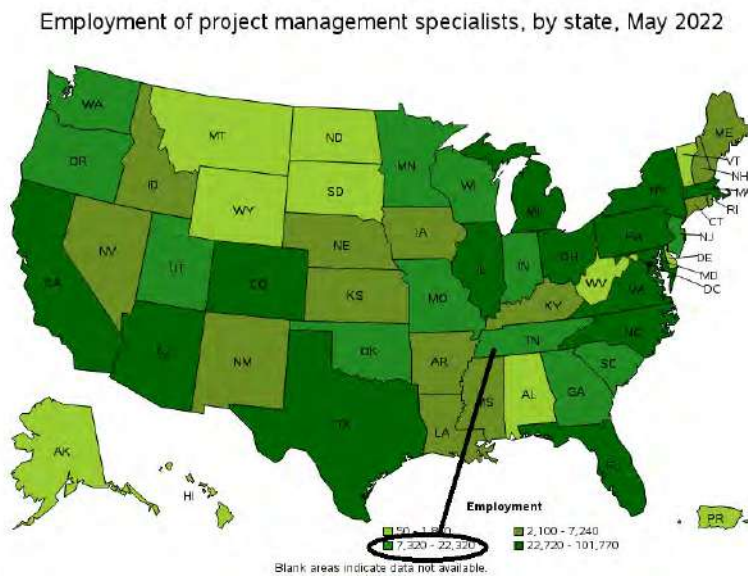


Figure 4 – Employment of Project Management Specialists, by State, May 2022⁸

The majority of these employees were located in the Nashville, Knoxville, Memphis, and Chattanooga metropolitan areas (see Figure 5).

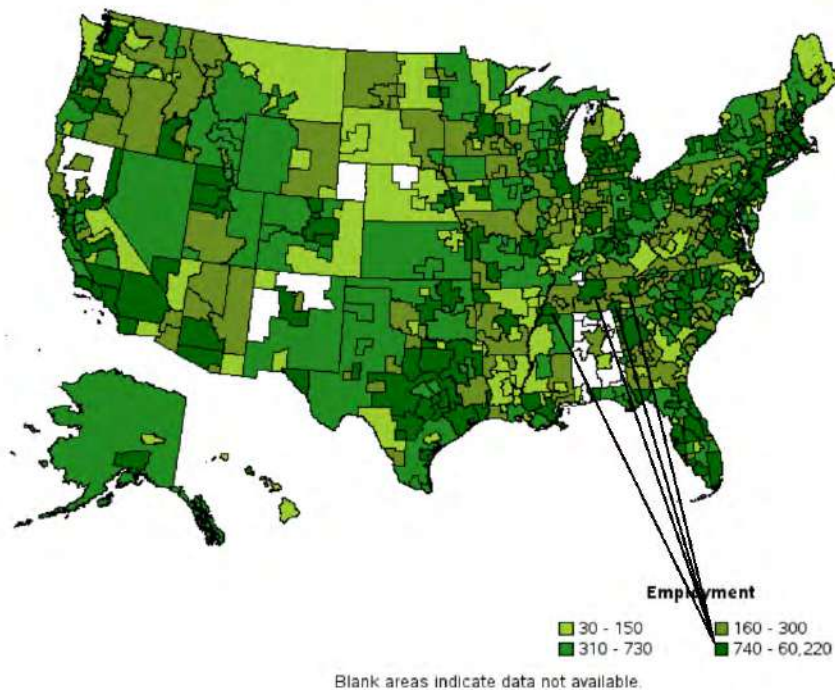


Figure 5 – Employment of Project Management Specialists, by State, May 2022⁹

The Tennessee Department of Labor does not break out Project Management Specialists. The Occupational Information Network (O*NET) database was consulted to obtain more detailed information concerning SOC codes 13-1082.00 and 15-1299.09. O*NET OnLine is sponsored by the US Department of Labor, Employment & Training Administration and developed by the National Center for O*NET Development. O*Net groups non-IT project managers into the "Project Management Specialists and Business Operations, All Other" category. This category is projected to grow 21% from 2020-2030⁸ to over 30,000 employees in Tennessee. O*Net categorizes IT project managers into the "Computer Occupations with a Tennessee projected growth of 22% to more than 8,000 workers from 2020-2030⁹.

Three Tennessee higher education institutions are attempting to fulfill this demonstrated need, with one bachelor's degree at Christian Brothers University, one Master's degree at South College, and one post-baccalaureate certificate at Austin Peay State University. These three programs have conferred one Master's degree, zero bachelor's degrees, and eight certificates in the 2021-2022 academic year. The remainder of the need falls to online professional education or other professional education programs.

Employer demand

There is evidence from multiple sources of employer demand for project management specialists. The THEC Supply and Demand Report identifies, on page 3, as an unmet need in cluster 5, "Data for nine regions in the state indicated a shortage of project management specialists; only one aligned academic program at the post-baccalaureate level, graduating fewer than ten graduates addressed this need." ⁷ The report (page 33) identifies the project management needs at the national level. "The top industries for this occupation include computer systems design and related services; architectural, engineering, and related services; management, scientific, and technical consulting services; nonresidential building construction; and management of companies and enterprises." ⁷ The industries mentioned are well represented in the local Middle Tennessee region and the rest of the state. Figure 6 from the THEC report table (Post-secondary Management and Support Services Degrees, 2020-21) shows the lack of programs in Tennessee to fill the identified needs.

⁸ "Tennessee Employment Trends." (2023). O*Net Online.
<https://www.onetonline.org/link/localtrends/13-1082.00?st=TN>

⁹ "Tennessee Employment Trends." (2023). O*Net Online.
<https://www.onetonline.org/link/localtrends/15-1299.00?st=TN>

BUSINESS, FINANCE, AND GOVERNMENT MANAGEMENT AND SUPPORT SERVICES ALIGNED ACADEMIC PROGRAMS

Postsecondary Management and Support Services Degrees, 2020-21

CIP Code	Program Title	Educ. Award Level	Number of Grads	% Employed in TN	Estimated First Year Annual Wages
15.1501	Engineering/Industrial Management.	BA	93	44%	\$58,254
15.1501	Engineering/Industrial Management.	CPBA	*	*	*
15.1501	Engineering/Industrial Management.	MA	43	33%	\$80,496
46.0401	Building/Property Maintenance.	C < 1 YR	*	*	*
46.0401	Building/Property Maintenance.	C 1-2 YR	16	13%	*
50.1001	Arts, Entertainment, and Media Management, General.	BA	*	*	*
50.1002	Fine and Studio Arts Management.	BA	*	*	*
50.1003	Music Management.	BA	140	57%	\$29,832
50.1004	Theatre/Theatre Arts Management.	BA	*	*	*
51.0701	Health/Health Care Administration/Management.	AA	19	63%	\$45,969
51.0701	Health/Health Care Administration/Management.	BA	117	38%	\$37,687
51.0701	Health/Health Care Administration/Management.	CPBA	*	*	*
51.0701	Health/Health Care Administration/Management.	MA	117	22%	\$55,220
51.0702	Hospital and Health Care Facilities Administration/Management.	MA	21	48%	\$65,871
51.0706	Health Information/Medical Records Administration/Administrator.	BA	14	71%	\$42,259
51.0706	Health Information/Medical Records Administration/Administrator.	CPBA	13	8%	*
51.0706	Health Information/Medical Records Administration/Administrator.	MA	26	31%	\$69,840
51.0719	Clinical Research Coordinator.	CPBA	*	*	*
51.3802	Nursing Administration.	MA	17	41%	\$123,132
51.3802	Nursing Administration.	D	*	*	*
52.0101	Business/Commerce, General.	BA	65	40%	\$41,488
52.0101	Business/Commerce, General.	MA	101	40%	\$56,968
52.0201	Business Administration and Management, General.	BA	1934	49%	\$40,200
52.0201	Business Administration and Management, General.	CPBA	*	*	*
52.0201	Business Administration and Management, General.	MA	1402	42%	\$67,468
52.0201	Business Administration and Management, General.	D	13	8%	*
52.0209	Transportation/Mobility Management.	C < 1 YR	58	17%	\$70,991
52.0210	Research and Development Management.	CPBA	*	*	*
52.0211	Project Management.	CPBA	*	*	*
52.0213	Organizational Leadership.	BA	245	35%	\$50,578
52.0213	Organizational Leadership.	CPBA	35	51%	\$69,087
52.0213	Organizational Leadership.	MA	92	30%	\$53,334

Figure 6 – THEC report table (Post-secondary Management and Support Services Degrees, 2020-21)¹⁰

¹⁰ THEC. (2023), Improving the Pipeline for Tennessee's Workforce: Academic Supply for Occupational Demand Report, p.3-38. <https://www.tn.gov/thec/research/supply-and-demand.html>

Additional evidence concerning the project management job market is found in the O-Net Online database. The number of job openings for each SOC code is listed below.

- **13-1082.00 (Project Management Specialists)¹⁰:**
 - 180 job openings in Tennessee as of 4/25/2023
 - 106 job openings in the Nashville area, defined as the metropolitan area around zip code 37210
- **15-1299.09 (Information Technology Project Managers)¹²:**
 - 735 job openings in Tennessee as of 4/25/2023
 - 428 job openings in the Nashville area, defined as the metropolitan area around zip code 37210

Given the nature of project management work and its adaptability to remote work possibilities, the job market analysis was extended to six regional states, including Alabama, Arkansas, Georgia, Kentucky, Virginia, and North Carolina, adding 1,623 job openings for SOC code 13-1082.00 and 6,215 job openings for SOC code 15-1299.09.

According to the Bureau of Labor Statistics Occupational Outlook Handbook, the projected job outlook from 2021 – 2031 is 7% for SOC code 13-1082.00¹⁰. The SOC code 15-1299.09 is not covered in the Occupational Outlook Handbook, so the O*Net Online database was used, indicating that this category will grow 10% from 2021 – 2031¹³.

Community and industry partnerships

The M.S. in Project Management program will partner in project management with multiple industry partnerships in several industries. The program will leverage the 75+ existing partnerships that the MTSU MS in Supply Chain Program and MBA **program** holds with local, regional, national, and international companies. These companies already work with MTSU to fill internships and job openings in supply chain and **other leadership** positions. Since most of these companies also have project management opportunities, the program will extend these partnerships to cover the project management category of jobs. A list of significant industry partners is provided in Table **6**. Letters of support have been provided by HCA/Parallon, Tractor Supply Company, and BlueCore.

¹¹ "Tennessee Jobs 13-1082.00 - Project Management Specialists." (2023). O*Net Online. <https://www.onetonline.org/link/localjobs/13-1082.00?st=TN>

¹² "Tennessee Jobs 15-1299.09 - Information Technology Project Manager." (2023). O*Net Online. <https://www.onetonline.org/link/localjobs/15-1299.09?st=TN>

¹³ "Occupational Outlook Handbook." (2023). US Bureau of Labor Statistics. <https://www.bls.gov/ooh/business-and-financial/project-management-specialists.htm>

Table 6 – Significant Existing Program Partners with MS- Supply Chain and MBA Healthcare Concentration Programs

Company	Industry
Amazon	Retail
Bridgestone/Firestone	Manufacturing
Cardinal Health	Healthcare Supply Chain
Dollar General	Retail
DriV	Manufacturing
FedEx Freight	Shipping/Transportation
Gap Inc	Retail Distribution
Geodis	Logistics & Supply Chain
HCA Inc.	Healthcare
HealthTrust	Healthcare GPO
InfoCenter	IT Services
Nissan Group of North America	Manufacturing
Omnia Partners	GPO
Old Time Pottery	Retail
PepsiCo/Frito-Lay	Food
Schneider Electric	Energy Management and Automation
Schwann Cosmetics	Manufacturing
Tractor Supply Company	Retail
TE Connectivity	Manufacturing
Walmart Distribution	Retail Distribution
Yazaki	Manufacturing

The program will seek accreditation from the Project Management Institute (PMI), the premier certifying organization for the project management discipline. The program will be the only accredited institution in the state of Tennessee as well as Alabama, Arkansas, Georgia, Kentucky, or Mississippi. Upon completion, students will be prepared for certification by PMI as Certified Project Management Professionals. Additionally, completion of the program will count toward the education component of certification.

The program will also be included in the MTSU Center for Supply Chain Management & Sustainability efforts. Project Management is a significant component of supply chain management, resulting in a natural partnership. Students will benefit from the research, networking, internship, and experiential learning opportunities provided through the Center.

Section IV: Enrollment and Graduation Projections

Projected enrollments are detailed in Table 7. The program is projected to begin with five students and then progressively grow by new enrollment of eight, twelve, fifteen, and twenty students each successive year. The university's average attrition rate of 10% was used to estimate program attrition. Students will graduate in their second year, assuming they take two classes per semester for five semesters. Therefore:

- In the first academic year (2024-2025), there will be a total fall enrollment of five students.
- In the second academic year (2025-2026), eight new students will be enrolled, four existing students will be present, and one student will be lost to attrition, for a total of twelve enrolled students in the fall semester. Four students will graduate in the spring of the second academic year.
- In the third academic year (2026-2027), twelve new students will be enrolled, seven existing students will be present, and one student will be lost to attrition, for a total of nineteen enrolled students in the fall semester. Seven students will graduate in the spring of the third academic year.
- In the fourth academic year (2027-2028), fifteen new students will be enrolled, ten existing students will be present, and two students will be lost to attrition, for a total of twenty-five enrolled students in the fall semester. Ten students will graduate in the spring of the third academic year.
- In the third academic year (2026-2027), twenty new students will be enrolled, twelve existing students will be present, and three students will be lost to attrition, for a total of thirty-two enrolled students in the fall semester. Twelve students will graduate in the spring of the third academic year.

Table 7 – Projected Enrollments and Graduates

Projected Enrollments and Graduates					
Year	Academic Year	New Enrollment	Projected Total Fall Enrollment	Projected Attrition	Projected Graduates
1	2025-2026	5	5	1	0
2	2026-2027	8	12	1	4
3	2027-2028	12	19	2	7
4	2028-2029	15	25	3	10
5	2029-2030	20	32	3	12

Section V: Projected Costs to Deliver the Proposed Program

Expected projected costs necessary to deliver the proposed program (one-time and recurring expenditures) are discussed below. These costs are reflected in the [THEC Financial Projections Form](#) in Appendix B.

Faculty & Instructional Staff

The new program will initially be comprised of seventeen potential graduate courses that are already being offered in various graduate programs. The courses cover behavioral skills such as leadership, motivation, organizational behavior, strategic decision-making, negotiation, and ethics. The courses also cover the technical skills needed for project management across multiple disciplines. Our plan will be to strategically modify offerings based on the PMI partnership to ensure MTSU is offering the required content coverage for certifications and professional success. Therefore, initial projections do not include any increase in faculty lines.

Non-Instructional Staff

No new costs associated with the non-instructional staff are expected for this program.

Graduate Assistants

No new graduate assistants will be needed for this program. Existing graduate assistants will be available to support the program if required. At present, there are no expectations of any incremental graduate assistant resources.

Accreditation

The Association to Advance Collegiate Schools of Business (AACSB) accredits the Jones College of Business. The M.S. in Project Management degree program will not have any specific accreditation requirements as all programs will be (re) accredited in regularly scheduled AACSB reviews. There will be no incremental cost for this accreditation. The next AACSB review will be in 2026.

This program will seek accreditation/certification with the Project Management Institute. According to PMI accreditation policies, the process can only be started after a minimum of one student graduates from the program. The Global Accreditation Center Fees are as follows:

- Initial Accreditation (Projected One-Time Expenditures)
 - Application Fee (Year 1) \$2,500
 - Assessments and Site Visits (Year 2) \$7,500
 - Additional Site Visits (Year 3) \$2,500
- Recurring Fees (Annual – Projected Recurring Expenditures)
 - Accreditation Annual Maintenance Fee (Year 1 through Year 5) \$2,500
 - Authorized Training Partner Annual Fee
 - (Access to PMI Content – Years 3 through 5) \$10,000

Consultants

As part of the THEC approval process, the program will require an external reviewer in the planning year, with a one-time cost estimated at \$4,000, which includes a \$1,500 stipend. The \$4,000 expected cost is included in the financial projections in Appendix B:

- Projected One-Time Expenditure
 - Other \$4,000

Equipment

None anticipated

Information Technology

It is estimated that MTSU will need to add to the number of MTSU's software licenses for Microsoft Project by a total of 60 licenses (over years 1 and 2). The expected cost is included in the financial projections in Appendix B:

- Projected One-Time Expenditure
 - Information Technology (Year 1 – 30 licenses at \$100.00 each) \$3,000
 - Information Technology (Year 2 – 30 licenses at \$100.00 each) \$3,000

Library resources

No additional library acquisitions are needed for this program. Most of the curriculum consists of existing courses already well-supported with library resources.

The James E. Walker Library will support the M.S. in Project Management by providing scholarly resources and research expertise of the librarians and staff. Walker Library provides scholarly content to faculty and students through journals, serial publications, electronic databases, and monographs supporting project management inquiry. Most databases may be accessed remotely from off campus, in the library, and on campus.

Over 9,940 print and 54,188 full-text online journals are available via the Journals A-Z page. An easier search option that groups journals by subject category and provides images of the covers is available from BrowZine. Several available journals directly support the project management discipline. (refer to Table 8).

Table 8 – Walker Library Available Journals Covering Project Management Content

Journal Title
International Journal of Project Management
International Journal of Construction Project Management
Project Management Journal
European Project Management Journal
Journal of Engineering, Project and Production Management
Project Management Research & Practice
Journal of Modern Project Management
Journal of Project Management
Organizational Project Management
Journal of Project, Program & Portfolio Management

Lastly, the Walker Library subscribes to additional databases that support project management (refer to Table 9).

Table 9 – Walker Library Databases

Database	Description
ACM Digital Library	A comprehensive collection of full-text articles and bibliographic records covering the fields of computing and information technology. 1950s to present.
Applied Science & Technology Full Text (H.W. Wilson)	Abstracts, indexing, and selected full text for scientific and technical publications.
General Science Full-Text	Popular science magazines as well as professional journals for the sciences. Indexing 1984-current; Full-text 1994-current.

IEEE Xplore Digital Library	Full text of IEEE content published since 1988; select content published since 1893 from IEEE and IET publications, journals, and proceedings.
SAGE Research Methods	Over 100,000 pages of SAGE research methods books, journals, and reference material with advanced search features. A helpful resource for research design and methodology.
ScienceDirect	Indexing, abstracting, and full text for journals in the sciences and social sciences

Marketing

A recurring marketing cost of \$10,000 each year (starting in year 1) is expected in order to increase and sustain awareness of the program in the Middle Tennessee region.

Facilities

No new facilities will be required for this program, as existing facilities will be sufficient.

Travel

No travel expenses will be required for this program.

Other Resources

No additional resources will be required for this program.

Section VI: Projected Revenues for the Proposed Program

Tuition

The M.S. in Project Management program expects to utilize complete 15-week semester courses. Since the expectation is that a majority of the students will take 6 hours per semester (18 hours per academic year across three semesters – fall, spring, and summer), the tuition projections are based on this assumption. The 2024-25 Academic Year figures for in-state graduate tuition and program service fees are \$3,906 for 6 SCH. See Table 10 for tuition estimates for the first five years.

Table 10 – Projected Tuition Revenue

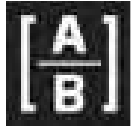
Total Fall Enrollment	Cost per 6 SCH	X 3 semesters
5	3,906	58,590
12	3,906	140,616
19	3,906	222,642
25	3,906	292,950
32	3,906	374,976

Grants

No grants are expected to be used to fund this program.

Other

The program will begin soliciting local industry partners immediately upon degree approval for supporting funds to support potential scholarships, PMI accreditation, and other student activities. The effort will involve leveraging the existing 75+ Supply Chain Program partners.



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June 22, 2023

Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243

Dear Members of the Tennessee Higher Education Commission,

I am writing to express my strong support for the Middle Tennessee State University's proposal to create a Master of Science in Project Management program (MSPM) at the Jones College of Business. As a member of the business community in Middle Tennessee, I believe that this program will be an asset to our region and will help to meet the growing demand for skilled project managers. In today's rapidly changing business environment, project management has become an essential skill for professionals in all industry sectors. The MSPM program will provide students with the knowledge and skills necessary to manage complex projects and project life cycles and will prepare them for certification by PMI as Certified Project Management Professionals. This certification is highly respected in the industry, held by many of our employees, and will give graduates a competitive edge in the job market. I believe that the MSPM program will be particularly beneficial to our region, which is home to a diverse range of industries, including not only financial services, but also healthcare, technology, and manufacturing. These industries are all facing rapidly changing environments and require skilled project managers to ensure that projects are completed on time, within budget, and to the satisfaction of stakeholders.

Furthermore, the MSPM program will help to address the skills gap that currently exists in the project management field. Many employers, like us are struggling to find qualified project managers, and the MSPM program will provide a pipeline of skilled professionals to meet this demand.

In conclusion, I strongly support Middle Tennessee State University's proposal to create a Master of Science in Project Management program at the Jones College of Business. Thank you for your consideration of this important proposal.

Sincerely,

Allie Feiner

Allie Feiner
VP | Global Technology & Operations
Head of GTO Professional and Organizational Development
allie.feiner@alliancebernstein.com



Tennessee Higher Education Commission
312 Rosa Parks Ave, 9th Floor
Nashville, TN 37243

March 30, 2023

To Whom It May Concern:

I am writing to support the Masters of Science in Project Management program at Middle Tennessee State University (MTSU). As the Chief Technology Officer of BlueCore Technologies, a Franklin-based managed service provider, I have worked with many talented project managers, and I can attest to the importance of a well-rounded education in this field. The field of project management is critical to the success of businesses and organizations of all sizes, and it requires a combination of technical skills, leadership abilities, and business acumen. MTSU's graduate program will allow students to gain the knowledge and skills needed to excel in this field.

As the CTO of BlueCore Technologies, I have witnessed firsthand the impact of skilled project managers. They are essential to the success of our business, and we rely on their expertise to manage complex projects, deliver our services on time and within budget, and lead cross-functional teams. An advanced degree from MTSU would train students to be effective in this necessary discipline and aid them in becoming vital to their current and future employers.

I would support and encourage employees at BlueCore Technologies to pursue this degree. By investing in our employees' education and professional development, we can strengthen our business and contribute to the growth and success of the business sector. I strongly encourage the Commission to support MTSU's Masters of Science in Project Management program. By doing so, we will be investing in the future of our state's workforce and economy.

I appreciate your consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read "D Purdon", with a stylized flourish extending to the right.

David Purdon
Chief Technology Officer

May, 2023

Dear Tennessee Educational Partner,

I am writing to express my support for the development of a Masters of Science in Project Management degree program within the MTSU Jones College of Business. Given the continued growth of the profession of Project Management and the need for skilled, experienced project managers in numerous industries not only in the Middle Tennessee, but across the mid-south region and beyond, this program should have a significant impact on supporting this growing profession. I applaud the university for taking this next step in the development of future project managers and influencing the future of Project Management.

Our profession of Project Management is well overdue for more higher education institutes, such as Middle Tennessee State University to offer degreed programs in Project Management. The earlier that student can not only learn about the profession of project management, and more importantly gain skills in this area, the more beneficial this program will be across industries as well as being a benefit to the profession in general.

As a recipient of an MBA degree from Middle Tennessee State University, and as a 20+ year practitioner in the project management profession, this program should be well received, and I am excited that MTSU is taking this next step in the further development of the profession of Project Management.

Regards,



Joe Roddy, MBA, PMP
Vice President & Chief Project Officer
Parallon
Ph: 615.807.8683
joe.rodgy@parallon.com

07 July 2023

Tennessee Higher Education Commission
312 Rosa Parks Ave, 9th Fl
Nashville, TN 37243

To whom it may concern:

I am writing to support the Masters of Science in Project management program at Middle Tennessee State University (MTSU). As Sr. Director – Logistics and Materials Execution for Pratt & Whitney, I lead the logistics function supporting the manufacturing and after-market business for Pratt & Whitney jet engines in commercial and military aerospace. I am also the president for CSCMP Nashville Roundtable (Council for Supply Chain Professionals), so can speak for professionals based and doing work in the Greater Nashville area, many of us have reach across the entire US and globe.

To be successful in the field of logistics or materials execution, it is critical for any professional to manage transformational and productivity projects. This not only requires a basic supply chain acumen, but also the ability to demonstrate project management skills. While foundational project management skills are critical for any professional, many supply chain initiatives include complexity beyond a single function or even geography, that may require various tools to manage. Today, the knowledge to successfully utilize these tools is often only acquired through multiple training courses from various institutions, posing a burden onto the company.

Hence, MTSU's willingness to invest in a project management masters program, which acknowledges and educates professionals in the field of project management, will set students apart in the workforce, giving them tools and skills which can be drawn upon by future employers. This is a truly innovative step in driving business transformation for and in Tennessee.

I would encourage my staff and network to not only pursue such as degree, but also hire graduates of this program into any company I am part of.

Sincerely,



Hendrikje Genung
Sr. Director – Logistics & Materials Execution
Integrated Business Planning

Enclosure(s)

cc:



5401 Virginia Way
Brentwood, TN 37027
(615) 440-4600

April 28, 2023

Dear Tennessee Educational Partner,

As a 25-year veteran in the formulation and execution of meaningful projects for various institutions, I wish to express my support for the development of a Masters of Science in Project Management degree program within the MTSU Jones College of Business.

My personal career journey through the project management profession started with my first certification by the Project Management Institute in 1997 to formalize the structure and discipline by which I planned and executed large, complex projects. At the time I served as a supply chain technology consultant for entities such as FedEx, Nordstrom and Williams-Sonoma. With the foundation provided with these baseline experiences and my certification, through the decades following I have been afforded the opportunity and flexibility to advance my impact through large and mid-sized entities in manufacturing, life sciences, public sector, wholesale distribution and retail operations.

My one wish, had I the ability to roll back time, would be the inclusion of my disciplined project management foundation within an academic setting prior to the start of my career. Learning "on the job" as with many project management professionals has its draw-backs and results in obstacles for both the professional and the institution served that can be overcome as we advance the profession.

In my current role with responsibility across a portfolio of broad and complex transformative initiatives for Tractor Supply Company, I seek the talent required to execute on our vision. The program that MTSU has proposed will be providing students with the relevant certifications, the practical experience through interactive learning, simulations and real-world cases for exactly what is needed to build the professional talent whose demand shows no signs of receding. Our recruiting efforts as well as the further development of our existing staff will be greatly improved with the availability of this valuable resource.

As the largest university in middle Tennessee, MTSU's plans for further developing young talent for their careers through this offering will be a very important advancement for the profession and for our region.

Warm regards,

A handwritten signature in black ink, reading "Matthew B. Wilkerson". The signature is fluid and cursive, with the first name "Matthew" being more prominent.

Matthew B Wilkerson
Sr. Program Manager – Supply Chain and Merchandising
Ph: 615-971-0335
mwilkerson@tractorsupply.com



Financial Projections Form

Institution	Middle Tennessee State University
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Program Name	M.S. in Project Management
---------------------	----------------------------

Projected One-Time Expenditures						
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Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty & Instructional Staff						
Non-Instructional Staff						
Graduate Assistants						
Accreditation		\$2,500	\$7,500	\$2,500		
Consultants	\$4,000					
Equipment						
Information Technology		\$3,000	\$3,000			
Library resources						
Marketing						
Facilities						
Travel						
Other						
Total One-Time Expenditures	\$4,000	\$5,500	\$10,500	\$2,500	\$0	\$0

Projected Recurring Expenditures						
----------------------------------	--	--	--	--	--	--

Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty & Instructional Staff						
Non-Instructional Staff						
Graduate Assistants						
Accreditation				\$12,500	\$12,500	\$12,500
Consultants						
Equipment						
Information Technology						
Library						
Marketing		\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Facilities						
Travel						
Other						
Total Recurring Expenditures	\$0	\$10,000	\$10,000	\$22,500	\$22,500	\$22,500

Grand Total (One-Time and Recurring)	\$4,000	\$15,500	\$20,500	\$25,000	\$22,500	\$22,500
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Projected Revenue						
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Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition	\$0	\$58,590	\$140,616	\$222,642	\$292,950	\$374,976
Grants	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenues	\$0	\$58,590	\$140,616	\$222,642	\$292,950	\$374,976

Appendix

	PMI Area			PMI Knowledge	PMI Post Grad - Skills				PMI Post Grad – Applied Knowledge						
	Tech	Behavior	Strategy	Advanced integrated understanding of methods of managing projects, professions, interface with other fields of work and disciplines, and research	Scope and solve complex problems that traverse fields of work or disciplines in unpredictable contexts	Interpret and synthesize relevant concepts, choices, consequences, events, and strategies.	Engage multidisciplinary teams to set and realize objectives	Propose innovative pathways through complex situations that minimize risks and optimize impacts.	Develop a project and organizational strategy to create and deliver value	Manage complex professional and technical activities and the execution of complex projects	Develop new knowledge, procedures, and processes integrating knowledge from different fields	Develop innovative solutions and proposals relevant to an academic/professional field, or discipline.	Provide specialized counsel and expertise to predict and navigate risk in unfamiliar contexts.	Leverage complex sociocultural factors to promote successful management of people, procedures, or processes	Consistently and sensitively manage complex and diverse ethical issues; self-awareness to guide and evaluate one's own decisions and actions to continuously grow and improve
MBAM 6825 Leadership		X									X				
MGMT 6100 Strategic Decision Making		X	X		X	X		X	X		X	X	X	X	X
MGMT 6600 Org. Behavior		X			X	X		X			X	X		X	X
MGMT 6670 Negotiation		X				X		X				X		X	X
MGMT 6740 Leadership		X					X				X			X	X
MGMT 6750 Ethics		X				X		X				X		X	X
MGMT 6200 Lean Project Mgmt	X								X						
INFS 6701 Project Risk	X					X		X					X		
INFS 6702 Project Plan & Implement	X			X	X					X					X
INFS 6703 Proj Mgmt Citizen Develop	X		X								X	X			
INFS 6520 Project Mgmt Cases	X			X		X									X
INFS 6700 Project Success		X					X				X				X
BCED 6820 Mgmt Communication		X												X	

Notes:

Yellow background indicates courses that are taught at a managerial level.

Green background indicates courses that are taught at the project level.

Blue background indicates our initial recommendation for core courses



Revised NEW ACADEMIC PROGRAM PROPOSAL (NAPP)
M.S. in Project Management

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Section VII: Implementation Timeline

Accreditation considerations and timeline for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

N/A

Accreditation considerations and timeline for professional disciplinary accreditation organizations

N/A

Proposed dates for the external judgment site visit

August 2024

Estimated date of submission of the external review report to THEC and the institution (within 30 days following the site visit)

September 2024

Estimated date of institution's response to external review (within 30 days of receiving the external reviewer's report)

October 2024

Proposed date (month and year) of the institutional governing board's meeting to consider the proposed academic program for approval

December 2024

Proposed date (month and year) of the Tennessee Higher Education Commission meeting to consider the proposed academic program for approval

May 2025

Proposed implementation date (semester and year) when students will enroll in the proposed academic program

August 2025

Section VIII: Curriculum

Provide an adequately structured curriculum that meets the stated objectives of the academic program, and reflects breadth, depth, theory, and practice appropriate to the discipline and the level of the degree. The curriculum should be compatible with disciplinary accreditation and meet the criteria for the general education core, as well as articulation and transfer, where applicable.

Program-Specific Goals/Objectives

Provide the program-specific goals/objectives for the proposed program. Goals/objectives should represent planned outcomes for the proposed program and include a plan for assessment of these goals/objectives.

The proposed graduate program will produce graduates with the knowledge and skills

required to begin, maintain, and advance careers within the field of project management across multiple industries through a dedication to continued skill development and lifelong learning.

Proposed Program-Level Outcomes (PLOs):

1. Strategic Project Planning and Execution - Graduates will demonstrate the ability to design and implement comprehensive project plans that integrate strategic objectives, resource optimization, and risk management to achieve organizational goals.
2. Leadership and Team Dynamics - Graduates will exhibit leadership competencies, including team motivation, conflict resolution, and fostering a collaborative environment to drive project success and organizational cohesion.
3. Ethical Decision-Making in Project Management - Graduates will demonstrate a commitment to ethical practices, applying professional standards and ethical reasoning to address challenges and uphold integrity in project management.
4. Effective Communication and Stakeholder Engagement - Graduates will excel in written and oral communication, delivering clear, actionable, and persuasive messages tailored to diverse stakeholder groups and project contexts.
5. Comprehensive Risk Management - Graduates will develop and implement advanced risk management strategies, ensuring proactive identification, assessment, and response to project risks to enhance success and resilience.
6. Adaptability and Innovation in Project Contexts - Graduates will apply critical thinking and innovative approaches to adapt project strategies and solutions in dynamic and complex environments

Student Learning Outcomes

Outline the student learning outcomes for the proposed program. Outcomes should clearly state the specific and measurable outcomes students will display to verify learning has occurred and include information regarding how each student's learning outcome will be assessed.

Each student learning outcome is followed by a reference to the associated program learning outcome(s) (PO #).

1. Students will demonstrate the ability to develop comprehensive project plans encompassing scope definition, scheduling, resource allocation, and risk management strategies to ensure successful project execution. (PO 1; PO 6)
2. Students will acquire leadership competencies necessary to motivate and lead project teams, foster collaboration, resolve conflicts, and inspire commitment to project goals and objectives. (PO 2)
3. Students will demonstrate ethical awareness and integrity in project management practices, considering the ethical implications of decisions and actions and adhering to professional standards and codes of conduct. (PO 3; PO 2)
4. Students will possess strong written and verbal communication skills, enabling them to articulate project objectives, progress updates, and deliverables to stakeholders at all levels of an organization. (PO 4)
5. Students will develop a detailed and comprehensive risk analysis to identify and evaluate project threat and opportunity risks, formulate risk responses, align risk with project outcomes, and adapt to new information and risk events throughout the project lifecycle. (PO 5)

The Master of Science in Project Management assessment plan will generally follow the format in the following table:

Learning Outcome	In-Program Evaluation	Methods of Evaluation
Students will demonstrate the ability to develop comprehensive project plans encompassing scope definition, scheduling, resource allocation, and risk management strategies to ensure successful project execution.	MGMT 6200 INFS 6702	Projects
Students will acquire leadership competencies necessary to motivate and lead project teams, foster collaboration, resolve conflicts, and inspire commitment to project goals and objectives.	MGMT 6600 MGMT 6100	Assignments and Projects
Students will demonstrate ethical awareness and integrity in project management practices, considering the ethical implications of decisions and actions and adhering to professional standards and codes of conduct.	MGMT 6100 MGMT 6750	Written Assignments
Students will possess strong written and verbal communication skills, enabling them to articulate project objectives, progress updates, and deliverables to stakeholders at all levels of an organization.	MGMT 6600 MGMT 6200	Assignments and Presentations
Students will develop a detailed and comprehensive risk analysis to identify and evaluate project threat and opportunity risks, formulate risk responses, align risk with project outcomes, and adapt to new information and risk events throughout the project lifecycle.	INFS 6701	Assignments

The program will also use indirect measurement in the form of a survey administered at the end of the program for graduating students.

Academic Program Requirements

Include the required number of semester credit hours (SCH), courses (course prefix and number, title, SCH), and any special requirements, including thesis, internships, practicum, etc.

The program will be nonthesis and consist of 30 SCH of coursework in an online course format (asynchronous and remote) from across multiple departments and colleges. Twenty-one (21) hours will be dedicated to core requirements, with nine (9) hours dedicated to electives focusing on various aspects of project management. Refer to Table 11 for credit hour requirements, Table 12 for a detailed program structure, and Table 13 for existing courses already offered through the Department of Management, Department of Information Systems and Analysis, Department of Engineering Technology, Department of Communication Studies, and the Department of Concrete & Construction Management.

Table 11 – Academic Credit Hour Requirements

Degree Component	Required Hours
Program Core	21
Electives	9
TOTAL	30

Table 12 – Detailed Program Structure

Course	Title	Credit Hours
Program Core (21 SCH)		
INFS 6701	IT Project Risk and Recovery	3
INFS 6702	IT Project Planning and Implementation	3
MGMT 6100	Strategic Decision Making	3
MGMT 6200	Lean Project Management Principles	3
MGMT 6600	Organization Behavior	3
MGMT 6670	Seminar in Negotiation	3
MGMT 6750	Business Ethics	3
Electives (Choose 6 SCH from the following)		
CIM 6020	Project Management in Concrete and Construction	3
CIM 6030	Concrete and Construction Cost and Controls	3
ET 6300	PMI Project Management	3
INFS 6520	IT Project Management Case Studies	3
INFS 6700	IT Project Management: Strategies for Success	3
INFS 6703	IT Project Management for Citizen Developers	3
Electives (Choose 3 SCH from the following)		
BCED 6820	Managerial Communication	3
COMM 6650	Conflict Management and Resolution	3
MGMT 6740	Leadership and Motivation	3
MBAM 6825	Leading Organizations	3

The proposed catalog description will be as follows: The Master of Science in Project Management program equips students with the knowledge, skills, and competencies necessary to excel in today's dynamic project-oriented organizations. The program targets seasoned and new professionals engaged in managing the project life cycle in organizations and industries who face the challenges of introducing new products and services in rapidly changing environments. Through a blend of theoretical study and practical application, students delve into the intricacies of project management, mastering essential techniques to effectively lead projects from initiation to completion. With a focus on real-world challenges and industry best practices, graduates emerge prepared to tackle complex projects across various sectors.

In addition, the program will prepare students for certification by the Project Management Institute (PMI), the premier certifying organization for the project management discipline. The program seeks to develop broad competencies beyond just preparing students for PMP certification. Graduates will be well-rounded and ready for leadership roles across industries, not just those seeking certification. However, the seven core classes balance content across the three domains of the PMP exam

(people, process, and business environment). A crosswalk of content between PMP testing domains and program courses is included below.

Table 13 – PMI - PMP Content (Task) to Course Crosswalk

PMP Testing Domain	Tasks	Course
People (42%)	Manage conflict	COMMS 6650
	Leading individuals & teams	MGMT 6740
	Negotiation skills	MGMT 6670
Process (50%)	Executing projects	MGMT 6200, INFS 6702
	Managing communications	COMMS 6650
	Assess and manage risks	INFS 6701
Business Environment (8%)	Plan and manage resources and budget	MGMT 6200
	Manage business environments in which projects are run	MGMT 6200, MGMT 6600

Existing Courses (No New Courses Required)

List existing and new courses for the proposed academic program, including a catalog description and credit hours for each course. Include syllabi for all courses as an Appendix to the NAPP.

Table 14 – Existing Courses

Prefix	Number	Title	Catalog Description	Credit Hours
BCED	6820	Managerial Communication	Analysis of communication theory and communication processes with emphasis on development of executive communication skills essential for understanding organizational processes from a holistic perspective. Covers organizational theory, behavior, and interpersonal communication from both a domestic and global perspective.	3
CIM	6020	Project Management in Concrete and Construction	The elements of a project and the role and responsibilities of the construction team studied in depth. Acquaints students with risk management concepts, financial, labor, safety, equipment, and contracting issues facing managers in the engineering and construction environment.	3
CIM	6030	Concrete and Construction Cost and Controls	Basic principles and applications of construction finance with an emphasis on the feasibility of a construction project and the acquisition and management of funds needed to profitably build	3

			a project. Emphasis also placed on construction competencies necessary for business start-up, operations, and expansion.	
COMMS	6650	Conflict Management and Resolution	Explores the role of communication in conflict management/resolution between or among individuals or groups. Potential topics may include interpersonal and workplace conflict, tools for conflict resolution, including mediation and negotiation.	3
ET	6300	PMI Project Management	Project management processes and knowledge areas as sanctioned by the International Project Management Institute (PMI). Successful completion of the course will earn 23 contact hours/professional development units (PDUs) issued by PMI.	3
INFS	6520	IT Project Management Case Studies	Integrates all areas of IT project management into a coherent analysis. Covers topics, situations, and problems using case study techniques. Includes the development of project management software skills.	3
INFS	6700	IT Project Management: Strategies for Success	Addresses IT project management (ITPM) in the development of information systems and uses the project management body of knowledge (PMBOK) as the guiding framework. Emphasizes ITPM success factors, project manager and team roles, emotional intelligence, virtual teams, scope management, stakeholder management, and traditional and emerging ITPM approaches. Learning resources include current books, academic literature, professional resources, and class discussions.	3
INFS	6701	IT Project Risk and Recovery	Applies key processes of risk management from the Project Management Body of Knowledge (PMBOK) to address risks to improve project success. Emphasis on identifying, analyzing, and responding to risk and recovering runaway projects.	3
INFS	6702	IT Project Planning and Implementation	Builds on knowledge of project management concepts, techniques and challenges developed in INFS 6700. Introduces advanced planning and management techniques in the context of contemporary project management challenges, theories, techniques, and practices.	3
INFS	6703	IT Project Management for Citizen Developers	Applies standard project management frameworks, practices, and tools to enable citizen developers as change agents in organizations to propose and lead innovative technology projects	3

			solving business problems without coding. Prep material for the Project Management Institute's (PMI) Citizen Developer Micro-Credential included.	
MBAM	6825	Leading Organizations	Explores current management thought and experience on how to effectively lead/manage the people within an organization in a changing world. Emphasis on self-assessment, skill improvement, and problem solving of the current challenges organizations face.	3
MGMT	6100	Strategic Decision Making	Managerial theory and practice of solving problems, making decisions, and developing strategies for services and/or products. Emphasis on developing practical responses to decision issues using creativity and innovation in a team environment. (This course is not open to students earning a Master of Business Administration degree.)	3
MGMT	6200	Lean Project Management Principles	Theory and practice of managing projects for services, products, and/or events in the context of operations management methods. Emphasis on application of lean concepts to project management.	3
MGMT	6600	Organization Behavior	Behavioral science concepts and research in the management of organizations; theories dealing with interpersonal relationships, motivation systems, group dynamics, communications, and authority related to organizational behavior, control, and structure problems.	3
MGMT	6670	Seminar in Negotiation	A structured overview of the process of negotiation in organizations and manager development of improved negotiation skills. Topics include distributive negotiations, integrative negotiations, tactics, strategies, power dynamics, alternative dispute resolution, and negotiation ethics in an organization environment.	3
MGMT	6740	Leadership and Motivation	Issues in leadership and motivation in business organizations. An examination of the theoretical framework for leadership and motivation processes serves as foundation. Emphasis on practical issues and applications of leadership development and motivation.	3
MGMT	6750	Business Ethics	Impact of individual values and ethics on the management of organizations. Topics include legal and ethical aspects of dealing with organization stakeholders: stockholders,	3

			consumers, employees, and the general community. Emphasis on using ethical theory to make good business decisions.	
--	--	--	--	--

Some of the courses above will teach duplicate concepts. There are several purposes for having these concepts in multiple courses. The main benefit is the application of concepts in different contexts. Core project management concepts like risk management, scope control, scheduling, and budgeting are universally applicable. Students become versatile professionals capable of working in various settings by learning how to adapt these skills across different industries (e.g., construction, IT, engineering).

Students will also develop contextual flexibility and adaptability, learning about different industries' unique challenges and environments. Teaching the same concepts in multiple contexts helps students adapt their approach based on specific industry needs. Finally, exposure to multiple industries broadens career prospects. A graduate who understands how to manage projects in multiple industries is more marketable and flexible in their career trajectory.

Program of Study

Provide a program of study for full-time students enrolled in the program. The program of study should include all courses listed by semester necessary for students to complete the proposed program.

Table 15 provides a general outline of the suggested program of study. The order of classes can be modified as needed.

Table 15 – Suggested Programs of Study
Full-Time Student

First Semester	
Course	Credit Hours
MGMT 6600	3
MGMT 6200	3
Second Semester	
Course	Credit Hours
MGMT 6100	3
INFS 6701	3
Third Semester	
Course	Credit Hours
MGMT 6670	3
INFS 6702	3
Fourth Semester	
MGMT 6750	3
Elective	3
Fifth Semester	
Elective	3
Elective	3

Part-Time Student

First Semester	
Course	Credit Hours
MGMT 6600	3
Second Semester	
Course	Credit Hours
MGMT 6200	3
Third Semester	
Course	Credit Hours
MGMT 6100	3
Fourth Semester	
INFS 6701	3
Fifth Semester	
INFS 6702	3
Sixth Semester	
MGMT 6670	3
Seventh Semester	
MGMT 6750	3
Eighth Semester	
Elective	3
Ninth Semester	
Elective	3
Tenth Semester	
Elective	3

Assessment and Evaluation

Identify who will be responsible for conducting program assessments and evaluations. Provide the schedule for program assessments or evaluations, including program evaluations associated with Quality Assurance Funding, institutional program review, student evaluations, faculty review, accreditation, and employer evaluation. Include copies of relevant documents, rubrics, or other materials as appendices.

The university requires an assessment of student learning outcomes through the institutional effectiveness process required for compliance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Specific learning outcomes for the proposed MS - Project Management degree will be operationalized by developing rubrics and skills assessment activities.

During the first two years, faculty will develop benchmarks for the above five learning outcomes. The benchmarks will be tested with a first assessment evaluation of students during this period. Plans are for assessments to be completed annually after the initial development/testing. In addition to course-specific assessments, faculty will develop a survey for graduates' perceptions of the learning in the MS in Project Management. The MS Project Management program will conduct regular scheduled external reviews of this program in accordance with the university's and THEC's policies. The program director will work with the MTSU Office of Institutional Effectiveness, Planning, and Research (IEPR) to complete these evaluations and oversee external program reviews. IEPR

conducts the following institutional surveys, which will provide broad feedback about overall institution perceptions: Faculty Survey of Student Engagement, Alumni Survey, Graduating Student Survey, Job Placement Survey, and the Adult Learner Survey. References to these items may be obtained on the MTSU website.¹⁴

The program director will use the existing alumni employment tracking processes and data based on multiple sources (e.g., LinkedIn, surveys, etc.) and follow up with students two years after graduation to seek out information about how program knowledge is being used and will also ask for information about program improvement.

As faculty regularly assess student learning, adjustments and/or replacements may be made to learning outcome statements. The goal is to ensure that students learn the project management skills needed for the workforce and that continuous improvement is made in the assessment process for the program to ensure that student learning meets the changing needs of the industry. The Program Director will be responsible for coordinating program assessments. In addition, the Department of Management has an Assurance of Learning committee that will be involved in creating, analyzing, and submitting required assessment and evaluation documents. This committee will review program assessments and evaluations and assist with the implementation of any necessary changes.

PMI GAC Accreditation Assessment and Evaluation

Throughout the accreditation cycle, programs are expected to remain in alignment with GAC Accreditation Standards and keep GAC informed of the status of the program. GAC-accredited programs may also be required to submit progress reports indicating improvement in areas of concern identified by the GAC directors or to undergo limited evaluations focused on specified matters. When a program undergoes a substantive change, or if its alignment with GAC standards is questioned, GAC will take appropriate action. GAC reserves the right to review an accredited program at any time if circumstances warrant it.

Faculty undertook an extensive exercise to map the course offerings to the GAC requirements (refer to Appendix D in LON) to ensure all areas have been accounted for. Once the GAC accreditation process begins, we recognize that we will need to review the curriculum again for possible modifications.

¹⁴ Please see <https://www.mtsu.edu/iepr/> for additional details on the review process provided by the MTSU Office of Institutional Effectiveness, Planning and Research (IEPR)

In addition to the institutional surveys, MTSU conducts student evaluations of faculty and the courses at the end of each semester. These evaluations are provided to the department chair. Additionally, the program will adhere to the PMI GAC-Accredited Program Reporting Requirements annually.

B.5.1: Annual Report

During the period of a program's GAC accreditation, an online report shall be filed by 31 October of each year. This report contains demographic information about the accredited program, such as current enrollment, graduates, number of faculty, etc. This report also notes any minor changes or improvements in the accredited program(s) or the institution where it is housed.

PMI GAC – Reporting Overview:

1. Approximately 30 to 45 days before the annual report submission deadline, GAC staff send the primary contact for the program instructions for completion of the report.
2. The report collects the following information related to the accredited program:
 - a. Program contact
 - b. Program locations
 - c. Program delivery modality
 - d. University and program faculty data
 - e. University and program student data (enrollment/graduates)
 - f. Measures of student achievement
 - g. Course/module data
 - h. Continuous Improvement activities
 - i. Reporting on good practices, innovations, and achievements
3. Annual reports are reviewed by GAC staff. The data are used to evaluate program compliance with accreditation standards, assess program trends, and measure GAC accreditation impact.

Articulation and Transfer

For proposed bachelor's programs, indicate all Tennessee Transfer Pathways (TTP) that may be acceptable for entry into the proposed program and provide a sample degree plan for transfer students.

Not applicable to this graduate program.

Section IX: Students

Academic Standards

Clearly state the admission, retention, and graduation standards, which should align with institutional or governing board policy.

The MS in Project Management will follow the University's general requirements for graduate degrees and maintain a cumulative GPA of at least 3.00 (for all graduate work completed at MTSU). Academic Standing–Retention, Probation, and Suspension Policies can be found at <https://catalog.mtsu.edu/content.php?catoid=37&navoid=8750>

To be admitted to the MS in Supply Chain Management program, applicants should have

- an earned bachelor's degree from a regionally accredited college or university with a GPA of 2.75 or higher; and
- a minimum Index Score of 1000 calculated using $(\text{GPA} \times 200) + \text{GMAT}$ (or GRE equivalent).

¹⁵ "GAC Handbook of Accreditation 5.0." (2024). Handbook of Accreditation for Academic Programs in Project Management and Related Programs. <https://www.pmi.org/global-accreditation-center/about-gac/gac-accreditation-handbook>

The GMAT/GRE requirement may be waived for applicants who meet any of the following conditions:

- an earned bachelor's degree from a regionally accredited college or university with GPA 3.0 or higher
- an earned bachelor's degree with a GPA of 2.75 or higher and five (5) or more years of professional/managerial or military experience
- an earned graduate or professional degree from a regionally accredited college or university

Marketing and Recruitment

Provide a plan that outlines how the proposed program will market and recruit a diverse population of students, including underserved and historically underrepresented students and is aligned with the proposed implementation timeline.

There are several opportunities to market to and recruit a diverse population of students. The Department of Management faculty have direct connections with local and national organizations that utilize project management, the Nashville PMI chapter, and the National PMI organization. Additionally, faculty work closely with organizations such as PMI.

Designated faculty will do the following:

- Work with the MTSU Division of Marketing and Communications and the Jones College of Business to craft press releases;
- Work with Creative Marketing Solutions at MTSU to develop web pages, video, and print materials;
- Create brochures and banners for recruiting events;
- Meet with Jones College advising and recruitment staff to provide information on the new degree; and
- Establish new project management social media infrastructure to house project management content.

The Center for Supply Chain Management and Sustainability at MTSU (The Center) will support the MS in Project Management program. The Center will include students from this program in all activities driving project management education, research, and industry engagement in Middle Tennessee. The Center will provide project management-specific educational and engagement opportunities at the annual MTSU Midsouth Supply Chain Summit, research initiatives, competition opportunities, and collaborative project opportunities with industry partners. The program will also work with the Department of Information Systems and Analytics, the Department of Engineering, Department of Communication Studies, and the Department of Concrete and Construction to collaborate on additional industry engagement, research, and competition opportunities.

Student Support Services

Provide an overview of student support services that will be available to all students in the proposed program (e.g., academic advising, tutoring, internship placement, career counseling, or others).

The Department of Management Chair and the Supply Chain Center Director will serve as the primary contacts for the students in the program. The Center will support students in the following areas:

- Offering workshops and seminars on project management topics in partnership with PMI, providing students with theoretical knowledge and practical skills;
- Facilitating internships, co-op programs, and job placements with industry partners to give students real-world experience in project management;
- Organizing networking events, career fairs, and industry meet-ups where students can interact with professionals, recruiters, and alumni to expand their professional network and explore job opportunities;
- Providing opportunities for students to participate in research projects related to project management, allowing them to gain hands-on experience and contribute to the field's advancement;
- Establishing mentorship programs pairing students with industry professionals who can provide guidance, advice, and career support;
- Hosting and participating in case competitions focused on project management challenges, allowing students to apply their knowledge and problem-solving skills in a competitive environment;
- Facilitating PMI certification;
- Providing access to relevant resources such as databases, journals, software tools, and industry publications to support students' research and coursework;
- Inviting guest lecturers and industry experts to campus to share their insights, experiences, and best practices in supply chain management with students; and
- Supporting student-led supply chain organizations or clubs where students can engage in extracurricular activities, network, and access additional resources and opportunities.

The program will also work with PMI chapters to enter students into existing PMI mentorship programs for knowledge and certification preparation support. Preliminary discussions have been held to craft the framework for this initiative.

The Jones College of Business houses a dedicated advising staff to support student advising needs. The MTSU Career Development Center offers career advising, professional development guides, internships, job search support, and career fairs.

Section X: Instructional and Administrative Resources

Faculty Resources

Current and anticipated faculty resources should ensure a program of high quality. The number and qualification of faculty should meet existing institutional standards and should be consistent with external standards.

The program will not require additional faculty lines until enrollment grows to a point requiring more sections of existing courses to be offered. This capacity is not expected to be exceeded within the first five years of the program.

Current Faculty

Provide a list of current faculty, including primary department, highest degree earned, and describe how they will support the proposed program (time devoted to the program, administrative responsibilities, etc.).

The percentage of time devoted to the program in Table 16 represents existing time devoted to other programs in teaching courses included in the MS in Project Management program. None of these percentages represent any incremental time used.

Table 16 – List of Current Faculty

Faculty Name	Highest Degree	Rank	Primary Department	Full-Time or Part-Time	% of Time Devoted to Program
Robert B. Blair	Ph.D.	Professor	Marketing	Full	20%
Carol L. Clark	Ph.D.	Professor	Information Technology & Analytics	Full	20%
Leigh Anne Clark	Ph.D.	Professor	Management	Full	20%
Kenneth R. Currie	Ph.D.	Professor	Engineering Technology	Full	20%
Michael A. Erskine	Ph.D.	Associate Professor	Information Technology & Analytics	Full	20%
Jacqueline A. Gilbert	Ph.D.	Professor	Management	Full	20%
Melinda L. Korzaan	Ph.D.	Professor	Information Technology & Analytics	Full	40%
Kelly G. Manix	Ph.D.	Assistant Professor	Management	Full	20%
Vickie L. Montgomery	Ph.D.	Lecturer	Management	Full	20%
Daniel L. Morrell	Ph.D.	Professor	Management	Full	20%
Jake Avila	Ph.D.	Professor	Concrete and Construction Management	Full	20%
DeAnne Priddis	Ph.D.	Associate Professor	Communications	Full	20%
Richard J. Tarpey	DBA	Assistant Professor	Management	Full	50% (including administration)

*20% represents 1 class per semester; 40% represents 2 classes per semester

Anticipated New Faculty and Instructional Staff

Provide a list of anticipated new faculty and instructional staff positions required, along with a narrative of how these positions will support the new program.

No new faculty or instructional staff are anticipated. Some needs may be filled with existing adjunct staff as warranted.

Non-Instructional Staff

Provide a list of anticipated non-instructional staff positions required, along with a narrative of how these positions will support the new program.

No new non-instructional staff positions are anticipated. Existing resources will handle program administration.

Section XI: Resources

Equipment

Assess the adequacy of the existing equipment available for the proposed academic program. Include physical equipment, computer facilities, special classrooms, etc.

The existing equipment in the Jones College of Business will accommodate the needs of this program. No additional equipment costs are required to develop or run this program.

Information Technology

Describe current information technology resources available to support the program.

The new program will require licenses for Microsoft Project in the computer labs or be loaded into the virtual machine program. Software costs have been included in the program budget. All other required software is already available through the college. **MTSU is committed to offering project management technology to support the curriculum.**

Library resources

Provide an overview of the current library resources available to support the proposed program. This might include a summary or listing of the appropriate monographs, serials, databases, and online resources that are held by the campus or college libraries to support the proposed program.

No additional library acquisitions are needed for this program. Most of the curriculum consists of existing courses already well-supported with library resources.

The James E. Walker Library will support the MS in Project Management by providing scholarly resources and research expertise of the librarians and staff. Walker Library provides scholarly content to faculty and students through journals, serial publications, electronic databases, and monographs supporting project management inquiry. Most databases may be accessed remotely from off campus, in the library, and on campus.

Over 9,940 print and 54,188 full-text online journals are available via the Journals A-Z page. An easier search option that groups journals by subject category and provides images of the covers is available from BrowZine. Several available journals directly support the project management discipline. (refer to Table 17).

Table 17 – Walker Library Available Journals Covering Project Management Content

Journal Title
International Journal of Project Management
International Journal of Construction Project Management
Project Management Journal
European Project Management Journal
Journal of Engineering, Project and Production Management

Project Management Research & Practice
Journal of Modern Project Management
Journal of Project Management
Organizational Project Management
Journal of Project, Program & Portfolio Management

Lastly, the Walker Library subscribes to additional databases that support project management (refer to Table 18).

Table 18 – Walker Library Databases

Database	Description
ACM Digital Library	A comprehensive collection of full-text articles and bibliographic records covering the fields of computing and information technology. 1950s to present.
Applied Science & Technology Full Text (H.W. Wilson)	Abstracts, indexing, and selected full text for scientific and technical publications.
General Science Full-Text	Popular science magazines as well as professional journals for the sciences. Indexing 1984-current; Full-text 1994-current.
IEEE Xplore Digital Library	Full text of IEEE content published since 1988; select content published since 1893 from IEEE and IET publications, journals, and proceedings.
SAGE Research Methods	Over 100,000 pages of SAGE research methods books, journals, and reference material with advanced search features. A helpful resource for research design and methodology.
ScienceDirect	Indexing, abstracting, and full text for journals in the sciences and social sciences

Facilities

Describe facilities that will support of the proposed program. For existing space and facilities, briefly describe the type(s) of space and facilities (e.g., a listing of the number and types of classrooms or labs, student offices or spaces, etc.).

No new facilities will be required for this program, as existing facilities will be sufficient.

Other Resources

Describe other support resources available to support the program.

No additional resources will be required for this program.

Appendix E: Survey Questions and Results

Masters of Science-Project Management-Students

Start of Block: Default Question Block

Introduction The Jones College of Business at Middle Tennessee State University (MTSU) is seeking to create a Master of Science in Project Management program (MSPM). The MSPM will be a 30-hour program targeted toward professionals engaged in managing complex projects and project life cycles in all industry sectors facing rapidly changing environments. Upon completion, students will be prepared for certification by PMI as Certified Project Management Professionals.

We value your thoughts about this proposed degree to serve as input to our degree planning.

Are you.....

☐ Undergraduate

☐ Graduate

Results:

- Undergraduate: 132 (78.11%)
 - Graduate: 37 (21.89%)
-

What is your current major?

- ☐ Accounting
- ☐ Business Administration
- ☐ Commerce
- ☐ Economics
- ☐ Business Innovation and Entrepreneurship
- ☐ Finance or Finance - Real Estate
- ☐ Information Systems
- ☐ Management and Leadership
- ☐ Marketing, Digital Marketing, or Professional Sales
- ☐ Risk Management and Insurance
- ☐ Supply Chain Management
- ☐ Construction Management
- ☐ Concrete Industry Management

Results

- Accounting: 2 (1.57%)
- Business Administration: 31 (24.41%)
- Business Innovation and Entrepreneurship: 6 (4.72%)
- Commerce: 0 (0.00%)
- Construction Management: 0 (0.00%)
- Concrete Industry Management: 0 (0.00%)
- Economics: 0 (0.00%)
- Finance or Finance - Real Estate: 2 (1.57%)
- Information Systems: 15 (11.81%)
- Management and Leadership: 17 (13.39%)
- Marketing, Digital Marketing, or Professional Sales: 10 (7.87%)
- Risk Management and Insurance: 0 (0.00%)
- Supply Chain Management: 30 (23.62%)
- Other: 14 (11.02%)

Have you considered going to graduate school for a master's degree?

- ☐ Definitely not
- ☐ Probably not
- ☐ Probably yes
- ☐ Definitely yes

Results

- Definitely not: 13 (10.24%)
 - Probably not: 43 (33.86%)
 - Probably yes: 48 (37.80%)
 - Definitely yes: 23 (18.11%)
-

Are you Project Management Institute Certified?

- ☐ No
- ☐ Yes

Results

- No: 150 (92.02%)
 - Yes: 13 (7.89%)
-

Which PMI Certification do you hold (Check all that apply)

- ☐ Project Management Professional (PMP)
- ☐ Certified Associate in Project Management (CAPM)
- ☐ PMI Professional in Business Analysis (PMI-PBA)
- ☐ Program Management Professional (PgMP)
- ☐ Portfolio Management Professional (PfMP)
- ☐ PMI Scheduling Professional (PMI-SP)
- ☐ Construction Professional in Built Environment Projects (PMI-CP)
- ☐ Other

Results

- Project Management Professional (PMP): 1 (25.00%)
 - Certified Associate in Project Management (CAPM): 0 (0.00%)
 - PMI Professional in Business Analysis (PMI-PBA): 0 (0.00%)
 - Program Management Professional (PgMP): 0 (0.00%)
 - Portfolio Management Professional (PfMP): 0 (0.00%)
 - PMI Scheduling Professional (PMI-SP): 0 (0.00%)
 - Construction Professional in Built Environment Projects (PMI-CP): 0 (0.00%)
 - Other: 3 (75%)
-

Do you intend to seek certification in the future?

- ☐ No
- ☐ Yes

Results

- No: 80 (55.17%)
 - Yes: 65 (44.83%)
-

Do you believe having a Master's degree will help you move forward in your career?

- ☐ Definitely not
- ☐ Probably not
- ☐ Probably yes
- ☐ Definitely yes

Results

- Definitely not: 4 (2.58%)
 - Probably not: 14 (9.03%)
 - Probably yes: 64 (41.29%)
 - Definitely yes: 73 (47.10%)
-

Would a path toward Project Management Institute (PMI) Certification with a Master's Degree in Project Management be ...

- ☐ Not at all useful
- ☐ Slightly useful
- ☐ Moderately useful
- ☐ Very useful
- ☐ Extremely useful

Results

- Not at all useful: 8 (5.16%)
 - Slightly useful: 57 (36.77%)
 - Very useful: 69 (44.52%)
 - Extremely useful: 21 (13.55%)
-

Are you interested in pursuing a Master's degree in Project Management?

- ☐ Definitely not
- ☐ Probably not
- ☐ Probably yes
- ☐ Definitely yes

Results

- Definitely not: 28 (17.95%)
 - Probably not: 87 (55.77%)
 - Probably yes: 35 (22.44%)
 - Definitely yes: 6 (3.85%)
-

What type of learning environment do you prefer for your Master's degree program?

- ☐ In-person (on-campus)
- ☐ Fully Online
- ☐ Online with scheduled Zoom or Teams meeting times
- ☐ Hybrid (combination of online and in-person)

Results

- In-person (on-campus): 7 (17.50%)
 - Fully Online: 17 (42.50%)
 - Online with scheduled Zoom or Teams meeting times: 4 (10.00%)
 - Hybrid (combination of online and in-person): 12 (30.00%)
-

Masters of Science-Project Management-Alum-Professionals

Start of Block: Default Question Block

The Jones College of Business at Middle Tennessee State University (MTSU) is seeking to create a Master of Science in Project Management program (MSPM). The MSPM will be a 30-hour program targeted toward professionals engaged in managing complex projects and project life cycles in all industry sectors facing rapidly changing environments. Upon completion, students will be prepared for certification by PMI as Certified Project Management Professionals.

We value your thoughts about this proposed degree to serve as input to our degree planning.

Are you currently working as a project manager, coordinator, administrator, or in any project management capacity?

☐ Yes

☐ No

Results:

- Yes: 88 (48.89%)
- No: 92 (51.11%)

Have you worked as a project manager, coordinator, administrator, or in any project management capacity in the past?

☐ No

☐ Yes

Results:

- No: 43 (48.31%)
 - Yes: 46 (51.69%)
-

Are you Project Management Institute (PMI) certified?

☐ No

☐ Yes

Results:

- No: 147 (80.00%)
 - Yes: 16 (16.00%)
-

Which PMI Certification do you hold (Check all that apply)

☐

Project Management Professional (PMP)

☐

Certified Associate in Project Management (CAPM)

☐

PMI Professional in Business Analysis (PMI-PBA)

☐

Program Management Professional (PgMP)

☐

Portfolio Management Professional (PfMP)

☐

PMI Scheduling Professional (PMI-SP)

☐

Construction Professional in Built Environment Projects (PMI-CP)

☐

Other _____

Results:

- Project Management Professional (PMP): 18 (94.74%)
- Certified Associate in Project Management (CAPM): 1 (5.26%)
- PMI Professional in Business Analysis (PMI-PBA): 0 (0.00%)
- Program Management Professional (PgMP): 0 (0.00%)
- Portfolio Management Professional (PfMP): 0 (0.00%)
- PMI Scheduling Professional (PMI-SP): 0 (0.00%)
- Construction Professional in Built Environment Projects (PMI-CP): 0 (0.00%)
- Other: 0 (0.00%)

Do you intend to seek certification in the future?

☐ No

☐ Yes

Results:

- No: 67 (45.89%)
 - Yes: 79 (54.11%)
-

Do you have a Master's degree?

☐ No

☐ Yes

Results:

- No: 88 (50.87%)
 - Yes: 85 (49.13%)
-

Do you believe having a Master's degree will help you move forward in your career?

☐ Definitely not

☐ Probably not

☐ Probably yes

☐ Definitely yes

Results:

- Definitely not: 2 (2.47%)
- Probably not: 16 (19.75%)
- Probably yes: 38 (46.91%)
- Definitely yes: 25 (30.86%)

Do you believe having a Master's degree has helped you move forward in your career?

- ☐ Definitely not
- ☐ Probably not
- ☐ Probably yes
- ☐ Definitely yes

Results:

- Definitely not: 2 (2.44%)
 - Probably not: 5 (6.10%)
 - Probably yes: 32 (39.02%)
 - Definitely yes 43 (52.44%)
-

Would a path toward Project Management Institute (PMI) Certification within a Master's Degree in Project Management be ...

- ☐ Not at all useful
- ☐ Slightly useful
- ☐ Moderately useful
- ☐ Very useful
- ☐ Extremely useful

Results:

- Not at all useful: 7 (4.29%)
 - Slightly useful: 29 (17.79%)
 - Very useful: 77 (47.24%)
 - Extremely useful: 50 (30.67%)
-

Are you interested in pursuing a Master's degree in Project Management?

- ☐ Definitely not
- ☐ Probably not
- ☐ Probably yes
- ☐ Definitely yes

Results:

- Definitely not: 28 (17.18%)
 - Probably not: 50 (30.67%)
 - Probably yes: 59 (36.20%)
 - Definitely yes 26 (15.95%)
-

What type of learning environment do you prefer for your Master's degree program?

- ☐ In-person (on-campus)
- ☐ Fully Online
- ☐ Online with scheduled Zoom or Teams meeting times
- ☐ Hybrid (combination of online and in-person)

Results:

- In-person (on-campus): 6 (7.06%)
 - Fully Online: 38 (44.71%)
 - Online with scheduled Zoom or Teams meeting times: 15 (17.65%)
 - Hybrid (combination of online and in-person): 26 (30.59%)
-

Appendix E: Faculty CVs

Dr. Robert B Blair
Middle Tennessee State University
Professor
Marketing

Robert.Blair@mtsu.edu

Professional Positions

Professor, Middle Tennessee State University, Department of Marketing. (August 1, 2016 - Present).

Professor, Middle Tennessee State University, Business Communication and Entrepreneurship. (August 1, 2009 - July 31, 2016).

Associate Professor, Middle Tennessee State University, Business Education, Marketing Education, and Office Management. (August 1, 2004 - July 31, 2009).

Business and Information Technology Department Chairperson/Instructor, Rutherford County Board of Education. (August 1998 - July 2000).

Assistant Professor, Middle Tennessee State University. (August 1994 - May 1998).

Business Instructor/FBLA Advisor, Sumner County Board of Education. (August 1992 - July 1994).

Graduate Assistant/Part-Time Continuing Studies Instructor, Louisiana State University. (January 1992 - July 1992).

Department Chairperson/Assistant Professor, Jimmy Swaggart Bible College and Seminary. (January 1988 - December 1991).

Department Chairperson, Department, approximately 1000 hours spent per year. (August 1, 2020 - Present).

Director, Center for Economic Education, College. (June 1, 2003 - April 30, 2019).

Education

Doctor of Philosophy, Vocational Education (Business Education/Communication) Louisiana State University, 1993.

Master of Business Education, Middle Tennessee State University, 1987.

Bachelor of Science, Business Administration and Business Education. Oral Roberts University, 1986.

Licensures and Certifications

Dale Carnegie Certified Online Trainer, Dale Carnegie and Associates. (May 2020 - Present).

Dale Carnegie Certified Trainer. (2014 - Present).

Professional Registered Parliamentarian. (2009 - Present).

Registered Parliamentarian. (2008 - Present).

Business and Social Etiquette Consultant Certification. (2007 - Present).

Certified Online Instructor. (2006 - Present).

First Aid Certification, American Red Cross. (July 21, 2022 - July 21, 2025).

Adult CPA/AED Certification, American Red Cross. (May 25, 2022 - May 25, 2025).

Awards and Honors

- Outstanding Service Award, Jones College of Business. (2019).
- Distinguished Service Award for Outstanding Contributions as President, National Business Education Association. (2016).
- Outstanding Public Service Award, Middle Tennessee State University. (2016).
- Service Award for 20 Years of Service to the University, Middle Tennessee State University. (2016).
- Distinguished Service Award for Outstanding Contributions as President, National Business Education Association. (2017).
- Distinguished Service Award for Outstanding Contributions as President, National Association for Business Teacher Education. (2015).
- Certificate of Excellence for Outstanding Performance as a Teacher of Parliamentary Procedure, National Association of Parliamentarians District III. (2013).
- Outstanding Leadership Award for Service as Tennessee Association of Parliamentarians President 2011-2013, National Association of Parliamentarians District III. (2013).
- Collegiate Teacher of the Year, National Business Education Association. (2007).

Publications (most recent)

- Lewis, S. D., Blair, R. B., & Smith, V. W. (2020). Planning for Instruction. *NBEA Yearbook, 2020*, 37–53.
- Blair, R. B. (2018). Stories in Motions. *National Parliamentarian, 80*(1), 12–15.
- Blair, R. B., & Edlin, M. L. (2016). Innovations in Personal Finance Education. *NBEA Yearbook, 54*, 153–165. Jones College of Business
- Anderson, M., Blair, R. B., Fisher, D., Morgan, J., & Polkinghorne, F. (2015). Business Education: The Right Choice for Effective Instruction in Personal Finance. *Business Education Forum*. Published.
- Blair, R. B., & Balachandran, M. (2014). Business Teacher Education Certification Program Leadership. *NBEA Yearbook*. Published.

Presentations (most recent, over 100 total)

- Blair, R. B., Nashville-Davidson County Republican Party, "Effective Meeting Management," Bellview, TN. (October 11, 2023).
- Blair, R. B., Southern Business Education Association, "The Dale Carnegie Difference," Hotel Roanoke, Roanoke. (October 10, 2022).
- Blair, R. B., National Association of Parliamentarians, "Developing a Business Plan for Professional Parliamentary Consulting," Training Conference, Hotel Albuquerque, Albuquerque, NM. (September 10, 2022).
- Blair, R. B., Tennessee Association of Parliamentarians, "Developing a Business Plan for Professional Parliamentary Consulting," Virtual. (June 25, 2022).
- Blair, R. B., "Professionalism: Classroom to Boardroom," National Business Education Association, Chicago, IL. (2019).
- Blair, R. B., National Association of Parliamentarians 42nd Biennial Convention, "Creative Teaching Strategies for a Stellar Performance," National Association of Parliamentarians, Las Vegas. (2019).

Contract, Fellowships, Grants and Sponsored Research

- Blair, R. B., Edlin, M. L., "Jennings and Rebecca Jones Grant -- International Economic Summit," \$19,000.00. (2016).

Blair, R. B., Edlin, M. L., "College GP\$: Goals, Problems, and \$olutions," Sponsored by Middle Tennessee State University Jones College of Business Grant Fund, Middle Tennessee State University, \$2,500.00. (2015).

Blair, R. B., Edlin, M. L., "Financial Literacy and College Access Project," Sponsored by Middle Tennessee State University Public Service Committee, Middle Tennessee State University, \$1,690.00. (2015).

Blair, R. B., "International Economic Summit," Sponsored by Jennings and Rebecca Jones Foundation, \$0.00. (2014).

Blair, R. B., "Stock Market Game," Sponsored by Jennings and Rebecca Jones Foundation, \$0.00. (2014).

Blair, R. B., Edlin, M. L., "International Economic Summit," Sponsored by Jennings and Rebecca Jones Foundation, \$28,000.00. (2013).

Blair, R. B., Edlin, M. L., "Stock Market Game," Sponsored by Jennings and Rebecca Jones Foundation, \$6,000.00. (2013).

Blair, R. B., "Tennessee Financial Education for College Access and Success Grant," Sponsored by U.S. Department of Education, \$922,000.00. (2013).

Teaching Experience (most recent)

BCED 6910 Internship Experience (primary assignment since becoming department chair)

BCED 6820 Managerial Communication (primary assignment since becoming department chair)

BCED 6810 Recent Dev in Bus and Mkt Ed.

BUS 3000 The Dale Carnegie Course.

BCED 4240 Material and Methods in Business/Marketing Education

BCED 4670 International Business Communication

BCEN 6650 Workshop in Business and/or Marketing Education

BCEN 3510 Business Communication

University Service (most recent)

Department of Marketing Chairman, Jones College of Business Dean's Cabinet. (August 1, 2024 - Present).

Chair Liaison, Student Success Committee. (August 1, 2022 - Present).

Business/Internship Coordinator, Master of Science in Professional Science Advisory Board. (April 28, 2022 - Present).

Business/Internship Coordinator, Master of Science in Professional Science Advisory Board. (April 28, 2022 - Present).

Department Chairman, Department of Marketing. (August 1, 2020 - Present).

Master of Science in Professional Science Business Coordinator, College of Basic and Applied Science and Jones College of Business. (August 1, 2020 - Present).

Carol L Clark
 Middle Tennessee State University
 Professor
 Info Systems & Analytics

Carol.Clark@mtsu.edu

Education

Doctor of Philosophy, Northwestern University, 1990.
 Major: Information Systems/Engineering/Industrial Mgmt

Master of Science, Northwestern University, 1985.
 Major: Information Systems/Engineering/Industrial Mgmt

Bachelor of Science, Campbellsville University, 1983.
 Major: Bus Admin/Accounting

Professional Memberships

International Institute of Business Analysis. (October 1, 2020 - Current).

Project Management Institute. (September 15, 2008 - Current).

Teaching – Current

INFS 6700	ITPM: Strategies for Success (required for ISA graduate degrees)
INFS 3800	Information Systems Analysis & Design (required for ISA undergraduate degrees)

Course Development

INFS 6700	New Course Delivery	ITPM: Strategies for Success
INFS 6000	New Course Delivery	Information Systems Survey
INFS 3800	New Course Delivery	Information Systems Analysis & Design
INFS 3800	EXL Designation	Information Systems Analysis & Design

Research - Published Articles

Harris, A.H. and Clark, C.L. 2024. Understanding the Diffusion of Business Analysis Responsibilities. *Journal of Computer Information Systems*. 64, 2, 278-288.
 DOI:<https://doi.org/https://doi.org/10.1080/08874417.2023.2193964>.

Clark, J. et al. 2017. IS Curriculum Models, Course Offerings, and Other Academic Myths/Hopes. *Journal of Higher Education Theory and Practice*.

Brooks, S. et al. 2016. An Examination of Information System Degree Programs in AACSB International Accredited Schools. *Journal of Higher Education Theory and Practice*. 16, 16.

Hennington, A. et al. 2012. Maintaining Academic Currency in a Changing Business Environment: A Study of AACSB International Member Response to Trends in IT Project Management. *Journal of Higher Education Theory and Practice*.

- Clark, C.L. et al. 2012. Technology Acceleration and Corporate Ergonomic Policy. *International Journal of Business Continuity and Risk Management*.
- Clark, C.L. 2006. End User Computing Ergonomics: Facts or Fads?. *Journal of Organizational and End User Computing*. 18, 3, 66-76.
- Clark, A. et al. 2004. Assessing Web Site Usability: Construction Zone. *Journal of Healthcare Information Management*. 17, 2, 51-55.
- Clark, C.L. 2002. VDT Health Hazards: A Guide for End Users and Managers. *Advanced Topics in End User Computing*.
- Morris, S. et al. 2002. IT Investment Planning: The Best Hospitals. *Journal of Healthcare Information Management*.
- Clark, C.L. et al. 2000. Strategic Information Systems Planning Paradoxes. *Information Strategy: The Executives Journal*.

Research - In Progress

Required Agile Job Skills in IT: An Exploratory Study (Clark, C., Harris, A., Totty, S.)

Target Journal: *Journal of Computer Information Systems*

Target Submission Date: November 2024

Presentations/Conferences (2014-2024)

- Clark, C. L., MBAA International Conference, Teaching Soft Skills in Information Systems Analysis and Design Undergraduate Courses: Benefits and Challenges, Virtual Presentation, Chicago, IL, United States of America. (April 11, 2024).
- Clark, C. L., Harris, A. H., MBAA International, Required Cybersecurity Job Skills: An Exploratory Study, Virtual, Chicago, IL, United States of America. (March 24, 2023).
- Clark, C. L., Harris, A. (Associate Professor), MBAA International Conference, Required Agile Job Skills in IT: An Exploratory Study, Society for the Advancement of Information Systems, Palmer House, Chicago, IL, United States of America. (March 25, 2022).
- Clark, J., Clark, C. L., Emotional Intelligence in the IS Degree, Society for the Advancement of Information Systems (SAIS), Chicago, IL. (2019).
- Clark, C. L., Clark, W. J., MBAA International, ITPM Graduate Program Content and Direction: A Discussion, Chicago, IL. (2018).
- Gambill, S. E., Brooks, S. L., Clark, C. L., Clark, W. J., SOBIE, CIS, MIS, IS: Is There Really a Difference, Destin, FL. (2017).
- Clark, C. L., Williams, J., Principles of MIS--Keeping It Current and Relevant in the College of Business Curriculum, MBAA International Conference 2017, Chicago, IL. (2017).
- Clark, C. L., Clark, J., Brooks, S., Gambill, S., Identifying Computer Related Academic Programs, MBAA International Conference 2016, Chicago, IL. (2016).
- Gambill, S., Clark, J., Clark, C. L., Brooks, S., Information Systems Curricula Circa 2015, SOBIE 2016, Destin, FL. (2016).

Clark, C. L., Brooks, S., Williams, J., Clark, J., Brand Identity for Academic Computer Units - Addressing the Name Game Confusion, 2015 MBAA International Conference, Chicago, IL. (2015).

Williams, J. J., Clark, C. L., Data Analytics in the Information Systems Curriculum, Midwest Business Administration Association, Chicago, IL. (2014).

Professional Development

Conference Attendance, "ABET Symposium 2021," ABET, MURFREESBORO, TN, United States of America. (April 14, 2021 - April 16, 2021).

NTC Awards Ceremony 2021, "The 12th Annual NTC Awards," Nashville Technology Council, MURFREESBORO, TN, United States of America. (April 15, 2021).

Workshop, "Program Assessment Methods and Measures," ABET, MURFREESBORO, TN, United States of America. (April 13, 2021).

Software Training, "Mendix Rapid Application Developer Training (3 days)," Mendix, MURFREESBORO, TN, United States of America. (December 15, 2020 - December 17, 2020).

Seminar, Project Management Institute Luncheon, Nashville, TN. (2019).

Seminar, Project Management Institute Luncheon, Nashville, TN. (2018).

Assurance of Learning - Professional Development, COB Faculty Development Workshop, Murfreesboro, TN. (2016).

Service - Department/College/University - Current

Member, ISA Undergraduate Curriculum Committee. (Current).

Member, ISA Tenure and Promotion Committee. (Current).

Member, ISA Assurance of Learning Committee. (Current).

Member, College of Business, Undergraduate Programs Committee. (Current).

Dr. Leigh Anne Clark

Middle Tennessee State University
Professor, Department of Management
Jones College of Business
Email: L.A.Clark@mtsu.edu

Education

Doctor of Philosophy, Southern Illinois University, 2007.
Major: Bus Admin/Management Gen

Juris Doctor, Emory University, 1992.
Major: Law LLB/JD

Bachelor of Arts, Mississippi State University, 1988.
Major: Psychology General

Licensures and Certifications

Georgia Bar License, Georgia Bar Association. (July 1992 - Present).

Professional Positions

Professor of Management, Middle Tennessee State University. (August 2007 - Present).

Tolbert Faculty Fellow of Business Ethics (January 1, 2020 - May 31, 2021).

Other Teaching/University Positions: Online Management Instructor, Austin Peay State University (06/07);
Graduate Assistant, Southern Illinois University (02/04).

Legal Positions: Attorney at Law and Consultant (98/02); Executive Director and Legal Counsel, Disability Law & Policy Center of Georgia, Inc. (00/02); Public Policy Director, Governor's Council on Developmental Disabilities (96/97); Advocacy Specialist & Economic Security Representative, AARP (95/96); Advocacy Coordinator & Attorney at Law, Senior Citizens Advocacy Program at Atlanta Legal Aid (1994/95); Staff Attorney, Georgia Attorney General's Office (92/94).

Awards and Honors

E. W. "Wink" Midgett Distinguished Service Award for Dept of Management, Jones College of Business. (2024 and 2018).

You Made a Difference Letter, Office of the Vice President for Student Affairs. (May 2023, 2022, 2019, 2018, 2012).

Volunteer Service Award, Murfreesboro Department of Parks and Recreation. (2017).

Distinguished Paper Award, Allied Academies International Conference. (2016).

Beta Gamma Sigma Member, Beta Gamma Sigma. (2014).

Phi Kappa Phi Influential Faculty Member, Phi Kappa Phi. (November 2014, 2017).

JCB Top 30 Teachers, Jones College of Business. (2012, 2011, 2010).

Selected to Participate in Faculty Leadership Academy 2008, MTSU. (2008).

Publications

Clark, L. A., Clark, W. R., Raffo, D. M., & Williams, R. I. (2024). Balancing Relevancy and Rigor: Exploring the Impact of Scholarly Books on Knowledge Formation in Business Research. *Journal of Management Inquiry*, Online First, 1–18. <https://doi.org/https://doi.org/10.1177/10564926241235850>

Clark, W. R., Clark, L. A., Williams, R. I., & Raffo, D. M. (2023). Using a Systematic Literature Review to Clarify Ambiguous Construct Definitions: Identifying a Leader Credibility Definitional Model. *Management Review Quarterly*. Published. <https://doi.org/10.1007/s11301-023-00378-w>

- Williams, R. I., Clark, W. R., Raffo, D. M., & Clark, L. A. (2023). Building Leader Credibility: Guidance Drawn from Literature. *Journal of Management Development*, 42(2), 106–124.
<https://doi.org/https://doi.org/10.1108/JMD-09-2022-0230>
- Williams, R. I., Clark, W. R., Raffo, D. M., & Clark, L. A. (2022). A Systematic Review of Leader Credibility: Its Murky Framework Needs Clarity. *Management Review Quarterly*. Published.
<https://doi.org/https://doi.org/10.1007/s11301-022-00285-6>
- Williams, R. I., Clark, W. R., Raffo, D. M., & Clark, L. A. (2021, April 8). How to Build Credibility as a Leader. *Nashville Business Journal*. Published. <https://www.bizjournals.com/nashville/news/2021/04/08/how-to-build-credibility-as-a-leader.html>
- Williams, R. I., Clark, L. A., Clark, W. R., & Raffo, D. M. (2021). Re-Examining Systematic Literature Review in Management Research: Additional Benefits and Execution Protocols. *European Management Journal*, 39(4), 521–533.
- Clark, W. R., Clark, L. A., Raffo, D. M., & Williams, R. I. (2020). Extending Fisch and Block's (2018) tips for Systematic Review in Management and Business Literature. *Management Review Quarterly*, 71(1/6), 215–231.
- Clark, L. A. (2019). Most Ethical Company in My Town -- An Experiential Learning Project with Deliverables Beyond the Classroom. *Journal of Business Ethics Education*, 16, 135–166.
- Clark, L. A., & Clark, W. R. (2019). Global E-waste: Unintended Consequences of Marketing Strategies Necessitates a Plan for Change. *Journal of Managerial Issues*, 31(3), 331–350.
- Clark, L. A., & Raffo, D. (2018). Seek and You Shall Grow: Developing Students' Skills in Seeking and Receiving Feedback. *Journal of Organizational Behavior Education*, 2018(11), 79–104.
- Raffo, D., & Clark, L. A. (2018). Using Definitions to Provoke Deep Explorations into the Nature of Leadership. *Journal of Leadership Education*, 17(4), 208–218.
- Clark, L. A., & Roberts, S. J. (2017). Employer's Use of Social Networking Sites: A Socially Irresponsible Practice. In P. Tittle (Ed.), *Ethical Issues in Business*, 2nd Edition. Broadview Press.
- Murat, A., Clark, L. A., & Deana, R. M. (2016). Strategic Responses of Non-Profit Organizations to the Economic Crisis: Examining through the Lenses of Resource Dependency and Resourced-Based View Theories. *Academy of Strategic Management Journal*, 15(1), 48–70.
- Arik, M., Clark, L. A., & Raffo, D. (published). *Strategic Responses of Non-Profit Organizations to the Economic Crisis: Examining Through the Lenses of Resource Dependency and Resource-Based View Theories*.
- Clark, W. R., Clark, L. A., Foote, D. A., & Hanna, A. C. (2013). Time to Regroup: Further Validation of a Fourth Equity Sensitivity Dimension. *Journal of Managerial Issues*, 25(3).
- Clark, L. A., Jones, D. L., & Clark, W. J. (2012). Technology Innovation and the Policy Vacuum -- A Call for Ethics, Norms, and Laws to Fill the Void. *Journal of Technoethics*, 3(1), 1–13.
- Clark, L. A., Karau, S. J., & Michalisin, M. D. (2012). Telecommuting Attitudes and the 'Big Five' Personality Dimensions. *Journal of Management Policy and Practice*, 13(3), 31–46.
- Clark, L. A., Clark, W. J., & Jones, D. L. (2011). Innovation Policy Vacuum: Navigating Unmarked Paths. *Technology in Society*, 33, 253–264. <http://www.journals.elsevier.com/technology-in-society/>
- Clark, L. A., Foote, D. A., Clark, W. R., & Lewis, J. L. (2010). Equity Sensitivity: A Triadic Measure and Outcome/Input Perspectives. *Journal of Managerial Issues*, 22(3), 286–305.
- Clark, W. R., Clark, L. A., & Crossley, K. (2010). Developing Multidimensional Trust without Touch in Virtual Teams. *Marketing Management Journal*, 20(1), 177–193.
- Clark, L. A., & Roberts, S. (2010). Employer's Use of Social Networking Sites: A Socially Irresponsible Practice. *Journal of Business Ethics*, 95(4), 507–525.
- Roberts, S. J., & Clark, L. A. (2009). Social Networking Sites and Search Engines: The New Background Check by Human Resource Personnel. *Journal of Business and Training Education*, 18, 10–17.
- Roberts, S., & Clark, L. A. (2008). MySpace, Facebook, and other social networking sites: How are they used by Human Resource personnel?. *Delta Pi Epsilon National Conference, 2008, the Professional Journal: Mapping the Future*. Published.

- Clark, W. R., & Clark, L. A. (2007). Measuring Functional Service Quality Using SERVQUAL in a High-Dependence Health Service Relationship. *Health Care Manager*, 26(4).
- Clark, L. A. (2007). Measuring Quality in Long-Term Care: A 360-Degree Approach. *Journal for Healthcare Quality*, 29(6), 25–32.
- Clark, W. R., & Clark, L. A. (2005). Measuring Functional Service Quality: Using SERVQUAL in a Dependent, Ongoing Health Service Relationship. *Midwest Business Administration Association, 2005 Annual Conference*. Published.

Recent Presentations

- Clark, L. A. (Presenter), Clark, W. J. (Presenter), 2024 MBAA International Conference, "Artificial Intelligence: Using a Policy Vacuum Approach to Reveal Existing Ethical Guardrails," Business, Society and Governance Society, Palmer Hotel, Chicago, IL, (April 11, 2024).
- Clark, L. A. (Panelist), 2024 MBAA International, "Effective Pedagogies in AI World," Business Society and Governance, Palmer Hotel, Chicago, IL, (April 11, 2024).
- Williams, R. I. (Presenter and co-author), Clark, W. R. (co-author), Clark, L. A. (co-author), Raffo, D. M. (co-author), Graphic Media Association Conference, "Leader Credibility," Graphic Media Association Conference. (2023).
- Williams, R. I. (Presenter and co-author), Clark, W. R. (Co-author), Clark, L. A. (Co-author), Raffo, D. M. (Co-author), International Engraved Graphics Association, "Leader Credibility," International Engraved Graphics Association, Nashville, TN, (2023).
- Williams, R. I. (Panelist), Clark, W. R. (Co-author), Raffo, D. M. (Co-author), Clark, L. A. (co-author), Academy of Business Research Spring Conference, "A Systematic Review of Leadership Credibility," Academy of Business Research, New Orleans, LA, (March 2020).

Teaching Experience (* designed + co-designed ^ redesigned)

Undergraduate Level

Business Ethics^, Human Resources Plan and Staff*, Leadership Excellence Institute^, Leadership Skills and Development+, Leadership Tools and Assessment+, Not-for-Profit Management*, Not-for-Profit Strategy and Evaluation*, Organizational Theory, Principles of Management

Graduate Level

Business Ethics^, Integrated Marketing and Management Decision Making+, Leadership and Motivation, Leading Organizations*, Not-for-Profit Management & Governance*, Organization Behavior^

Recent University Service

- Co-Chair, Management and Leadership/Human Resource Management Discipline Committee.
- College Representative, Faculty Senate Steering Committee, and Academic Affairs subcommittee.
- Chair, Department of Management Curriculum Committee. (August 2023 - May 2024).
- Committee member, Department of Management Leadership Committee. (August 2023 - May 2024).
- Committee Member, Department T/P Committee. (August 2023 - May 2024).
- Lead Developer, Jill Austin Ethical Leadership Award. (January 2024 - April 2024).
- Committee Member, Academic Affairs Subcommittee, Faculty Senate. (August 2022 - May 2024).

Professional Service

Reviewer/Referee for the following Academic Journals: Journal of Organizational Behavior Education (3), Management Decision (7), Journal of Managerial Issues (5), European Management Journal (2), Journal of Business Ethics Education (3), California Management Review (2), Journal of Business Ethics (4), Journal of Leadership and Organizational Studies (2), Technology in Society (1), Academy of Management (10)

Faculty advisor to High School Thesis, Central Magnet School, Murfreesboro, TN. (2020 - 2021).

Name: Currie, Kenneth Ross

Position Title: Engineering Technology, Chairperson & Professor

Primary Organization and Location: Middle Tennessee State University, Murfreesboro, TN

Education:

- Ph.D., Industrial Engineering (1988), **West Virginia University**, Dissertation - "MultiCriteria Part Classification and Machine Cell Formation in a Cellular Manufacturing Environment"
- M.S., Industrial Engineering (1986), **West Virginia University**, Thesis - "Development of a Decision Support System for Planning Emergency Medical Squad Locations"
- B.S., Industrial Engineering (1978), **West Virginia University**, Magna Cum Laude

Work Experience:

- **Middle Tennessee State University**, Professor, Chairperson, Engineering Technology Department, August 2021 – Present, Full-time.
- **West Virginia University**, Professor, Chairperson, Industrial and Management Systems Engineering Department, August 2014 – July 2021, Full-time.
- **Tennessee Tech University**, Professor, Director – Center for Manufacturing Research, August 2001 – August 2014, Full-time.
Tennessee Tech University, Asst./Assoc/Professor, Industrial Engineering Department, Aug 1989 – Aug 2001.
- **Kansas State University**, Assistant Professor, Industrial Engineering, August 1987 – August 1989, Full-time.
- **West Virginia University**, Graduate Teaching and Research Assistant (dual assistantships), Industrial Engineering Department, August 1982 – August 1987, Full-time.
- **Honeywell Solid State Electronics Division**, Industrial Engineer, Supporting facility utilization, quality, and business development projects in the CMOS business unit, July 1980 – August 1982, full-time.
- **Alcoa – Warrick Operations**, Industrial Engineer, Supporting cost reductions, plant uptime, product throughput projects, and assisted in monitoring KPI's for both the Hot Mill and Packaging production areas, January 1978 – July 1980, full-time.

Synergistic Activities:

- "Expanding Innovation Opportunities for Tennessee" (G. Johnson, PI – Currie prime author and lead investigator), **\$662,504 (\$579,694, National Science Foundation and \$82,810 other matching commitments)** Partnerships for Innovation Program, #EHR-0091632, Participating partners – ETSU, MTSU, APSU, U of Memphis, Tennessee Biotechnology Association, Cumberland Emerging Technologies, Oak Ridge National

Laboratories, Tennessee Technology Development Corporation, Tennessee Board of Regents;

- “1995 Focus on Affordability of New Technology: Innovation, Implementation and Costs” (M. Christine Miller, Co-PI with J. Burnham & D. Wilson), **\$493,611 (\$364,236, National Science Foundation) Management of Technological Innovation Program, #DMI-9525751, (\$129,375 CMR)**, Participating industrial partners – Saturn Corp., Aerostructures Corp., and Northrop Grumman, ESSD; Measurement, control, and forecasting of new product development costs. Results of this study were a model of factors that influence costs of new product development and a paradigm of “Lean” product development incorporated within an electronic engineering notebook
- “Public-Private Partnership for a Comprehensive Workforce Development Plan to Stimulate Industrial Energy Efficiency and Demand Reduction - Tennessee 3-Star Industrial Assessment Center”, (G. Cunningham, PI), **\$1,750,000 over 5 years**, (\$1,500,000 from DOE and \$250,000 in matching commitments), Submitted with the Tennessee Economic & Community Development - Energy Division, University of Memphis, and East Tennessee State University to develop an Industrial Assessment Center for energy efficiency assessments at local manufacturing facilities. I was the lead author of the proposal.
- “Southeast Industrial Energy Efficiency Alliance”, **\$155,000 over 2 years from the Georgia Environmental & Finance Authority via the Department of Energy**. Participation as a mentor/coach with Schneider Electric as a demonstration site for certification under the new ISO 50001 standard for Energy Performance Improvement. Also responsible for conducting statewide training sessions and assessments for ASME energy assessment methods.
- **ICorps – Learning** – Served as the Entrepreneurial Mentor of the very first NSF sponsored ICorps – Learning cohort working with Dr. Stephen Canfield and Dr. Carl Owens from Tennessee Tech. Utilizing technology developed in a CCLI grant to teach C++ programming using microprocessors, the Tennessee Tech team developed an entrepreneurial strategy that was recognized as the most viable startup strategy for a learning technology within that first cohort.

Professional Activities/Recognition:

- Registered Professional Engineer in West Virginia, 1984 (Number 9459)
- Certified Superior Energy Performance (SEP) Performance Verifier – Industrial Sector by the Institute for Energy Management Professionals, 2013 – Registration Lapsed \ Certified Practitioner in Industrial Energy Management Systems by the Institute for Energy Management Professionals, 2012 (ID 201208) – Registration Lapsed
DOE Certified AIR Master + Specialist, 2013
Moresteam Lean Six Sigma Green Belt Certificate, 2022
- Fellow, Institute of Industrial & Systems Engineering (IISE) – 2017.
Mid-Atlantic Region IISE Faculty Advisor of the Year, 2018.
ABET Industrial Engineering Program Evaluator Visitor - Training, (1) Observation Visit,
Remote Visit, and (5) Site Visits
- Named to a four-year term on the College Industry Council on Material Handling Education (CIC-MHE) of the Material Handling Institute. Chairman of the Academic Programs Activities Committee and member of the Advisory Committee of CIC-MHE, 1995 -1998.

Dr. Michael A. Erskine

Middle Tennessee State University
Associate Professor
Information Systems & Analytics
michael.erskine@mtsu.edu

Education

2009-2013 University of Colorado Denver Denver, CO

Doctor of Philosophy in Computer Science and Information Systems

Dissertation, 'Decision Performance Using Spatial Decision Support Systems: A Geospatial Reasoning Ability Perspective', November 8, 2013

2005-2007 University of Colorado Denver Denver, CO

Master of Science in Information Systems

1999-2004 Metropolitan State University of Denver Denver, CO

Bachelor of Science in Computer Information Systems

Professional Positions

- Associate Professor, Middle Tennessee State University, Information Systems & Analytics. (August 2023 - Present).
- Assistant Professor, Middle Tennessee State University, Information Systems & Analytics. (August 2017 - July 2023).
- Director*, Metropolitan State University of Denver, Educational Technology Center. (January 2014 - July 2017). * First twelve months as Interim Director
- Chief Technology Officer, Developing Minds Software, Inc. (January 2007 - June 2015).
- Project and Classroom Technology Manager, Metropolitan State University of Denver. (September 2012 - December 2013).
- Senior Web Developer and Project Manager, Metropolitan State University of Denver. (November 2004 - September 2012).

Awards and Honors

- AMCIS 2022 Outstanding Reviewer, Association for Information Systems (AIS). (August 13, 2022).
- Award for Innovation in Teaching, Association for Information Systems (AIS). (December 2021).
- State Farm Outstanding Professor, Jones College of Business. (April 2021).
- Student Chapter Advisor of the Year 2019-2020, Association for Information Systems (AIS). (November 20, 2020).
- MTSU Student Organizations Advisor of the Year, MTSU. (April 10, 2020).
- Best Reviewer Award - 2019 IRWITPM Workshop, AIS Special Interest Group for IT Project Management. (December 14, 2019).
- E. W. "Wink" Midgett Distinguished Teaching Award, Jones College of Business. (April 8, 2019).
- AMCIS Junior Faculty Consortium, Association for Information Systems. (August 16, 2018).
- Breakthrough Models Academy, EDUCAUSE Institute. (July 17, 2015).
- AMCIS Doctoral Consortium, Association for Information Systems (AIS). (August 15, 2013).

Teaching Experience

- BIA/INFS 3470, Python for Business Apps, 6 courses.
- BIA 3620, Intro to Business Analytics, 2 courses.
- BIA/INFS 4100, Location Analytics, 16 courses.
- INFS 2400, Web Development, 26 courses.
- INFS 6500, IT Project Mgmt Plan & Imp, 4 courses.
- INFS 6702, IT Project Planning & Imp, 6 courses.
- INFS 6990, Independent Research in INFS, 1 course.

Teaching Innovation and Curriculum Development

- Online Course Development. INFS2400 Web Development. August 2022 – March 2023
- Online Course Development. INFS6702 IT Project Planning and Implementation. August 2022 – March 2023
- Online Course Development. BIA4100 Location Analytics. March 2021 - October 2021.
- Online Course Development. INFS3470 Python for Business Applications. May 2020 - March 2021.
- New Course. BIA 4100 Location Analytics. April 2019 - December 2019.
- New Course. INFS 6702 IT Project Planning and Implementation. January 2019 - August 2019.
- Revise Existing Course. INFS2400 Web Development. January 2019 - March 2019.
- Online Course Development. INFS 2400 Web Development. January 1, 2019 - March 1, 2019.

Publications

Published Peer-Reviewed Book Chapters

Erskine, M. A., Pepper, W. (2018). Toward the Improvement of Emergency Response Utilizing a Multi-Tiered Systems Integration Approach: A Research Framework. *Strategic Management and Innovative Applications of E-Government* (pp. 1-25). Hershey, PA: IGI Global. <https://www.igi-global.com/chapter/toward-the-improvement-of-emergency-response-utilizing-a-multi-tiered-systems-integration-approach/208724>

Watkins, D. R., McDaniel, A., Erskine, M. A. (2017). Building a Faculty-Centric Virtual Community of Practice (vCoP) within the Post-Secondary Education Environment: A Systems Approach Framework. *Communities of Practice - Facilitating Social Learning in Higher Education* (pp. 241-260). Berlin: Springer-Verlag Berlin. https://link.springer.com/chapter/10.1007/978-981-10-2879-3_11

Erskine, M. A., Watkins, D. R., McDaniel, A. (2016). Academic Ethos: Embracing a Culture of Practical Wisdom in Higher Education. *Practical Wisdom in the Age of Technology: Insights, Issues and Questions for a New Millennium* (1st Edition ed., pp. 130-146). London: Routledge. <https://www.taylorfrancis.com/books/e/9781315601915>

Walczak, S., Gregg, D. G., Borkan, G. L., Erskine, M. A. (2014). elmage: Elements and Effects of Positive Organizational Online Identity. *Handbook of Strategic e-Business Management* (pp. 889-933). Berlin: Springer-Verlag Berlin. <https://link.springer.com/book/10.1007/978-3-642-39747-9>

Published Peer-Reviewed Journal Articles (Select Sample)

- Erskine, M. A., Pick, J. B., Satpathy, A., Díaz López, A., Sarkar, A., & Shin, N. (2024). Location Analytics in Information Systems: Opportunities for Research and Teaching. *Communications of the Association for Information Systems*, 55, 535-565.
- Andrade-Rojas, M. G. & Erskine, M. A. (2024). The effects of bribery on the digitization of small and medium enterprises in Latin America. *Information Systems Journal*.
- Eom, M., Zaza, S., & Erskine, M. A. (2024). Overcoming IT Project Challenges: An Integrated Model of Characteristics, Leadership, and Complexity. *Information Systems Management*.
- Zaza, S. & Erskine, M. A. (2024). Thriving with Remote Work During a Crisis: Effects of a Mandatory Technology-mediated Work Environment on Job Outcomes. *AIS Transactions on Human-Computer Interaction*, 16(1), 110-138.
- Moqbel, M., Alshare, K., Erskine, M. A., & Bartelt, V. (2023). WhatsApp social media addiction and mental health: mindfulness and healing use interventions. *Behaviour & Information Technology*.
- Brooks, S. L., Zaza, I. M., Erskine, M. A., & Greer, T. H. (2023). IT Professionals' Turnaway Intention and the Moderating Role of Technostress. *The DATABASE for Advances in Information Systems*.
- Moqbel, M. Alshare, K. A., & Erskine, M. A. (2023). Mental Health and Information Technology Catalysts as Determinants of Innovative Work Behavior. *AIS Transactions on Human-Computer Interaction*.
- Zaza, S. Bartelt, V.L., Erskine, M.A., & Armstrong, D. J. (2023). Mental Health and Information Technology Catalysts as Determinants of Innovative Work Behavior. *Communications of the Association for Information Systems*, 52(1).
- Zaza, I. M. & Erskine, M. A. (2022). Economic Conditions as an Environmental Moderator of E-Purchase Intention: A Meta-Analysis. *Journal of Electronic Commerce in Organizations*, 20(1), 1-20.
- Erskine, M., Brooks, S. L., Kendal, T., & DiValentin, C. (2022). Applying a Structured Industry Model Development Process to Support Digital Transformation Efforts: A Case Study of the Online Learning Industry. *Journal of Electronic Commerce in Organizations*.

Professional Memberships (Select Sample)

- Project Management Institute. (2018 - Present).
- Decision Sciences Institute. (2016 - Present).
- Association for Information Systems. (2009 - Present).
- Association for Computing Machinery (2023 – Present).

University and Professional Service (Select Sample)

- Advisory Board Member, AIS Student Chapters. (August 2024 – Present). AIS Student Chapter at MTSU. (Faculty Advisor, August 2018 – May 2024).
- Jones College Assurance of Learning. (Co-Chair, August 2021 – May 2023; Secretary, August 2023 – May 2024).
- MTSU Academic Assessment Committee. (August 2023 – May 2021)
- ISA Dept. Assurance of Learning. (Committee Chair, August 2018 - Present). Assisted in preparation of ABET self-study; Coordinated ABET site visit activities.
- ISA Dept. Undergraduate Curriculum Committee. (Committee Chair, August 2018 - Present). MTSU University Planning Committee (August 2023 – Present).
- MTSU QEP Program Development Committee (August 2023 – Present).

JACQUELINE A. GILBERT, Ph.D., COI
Professor of Management
Middle Tennessee State University

EDUCATION

The University of Houston

Ph.D. - Management; Minor area – Statistics
 December, 1995

Dissertation Research

“Diversity Management and Withdrawal - an Individual and Organizational Analysis”

Advisor: Dr. John M. Ivancevich (University of Houston)

The University of Houston

Master of Business Administration
 December, 1991

The University of Texas

B.B.A. - Management
 August, 1983

CLASSROOM TEACHING

- Phi Kappa Phi Influential Faculty Member, 2022
- LT&ITC Academy of Teaching Excellence Faculty Fellow, 2018
- Member of University Honors Faculty since Spring, 1997

Courses Taught:

Undergraduate

International Human Resource Management
 Principles of Management, Regent's Degree On-line Program
 Human Resource Management
 Human Resource Development

Graduate (MBA)

Organizational development (online)
 Leadership and Motivation
 Organizational Behavior
 Current Issues in Management

RESEARCH

Published in:

- Information Age Publishing,
- *International Journal for the Scholarship of Teaching and Learning*,
- *Journal on Excellence in College Teaching*,
- *SAM Advanced Management Journal*,
- *Nashville Business Journal*,
- *Oxford Research Encyclopedias Business and Management*,
- *Encyclopedia of Public Administration and Policy*,
- *Journal of Managerial Issues*,
- *International Journal of Leadership Studies*,
- *Journal of Online Learning and Teaching*,
- *Journal of Management Education*,
- *Diversity Business Magazine*,
- *Encyclopedia of human resources information systems: Challenges in e-HRM*,
- *Academy of Management Executive*,
- *Business Horizons*,
- *Journal of Applied Social Psychology*,
- *Public Personnel Management*,
- *Journal of Global Business*,
- *Journal of Business Ethics*,
- *Group & Organization Management*,
- *Human Resource Planning Journal*,
- *Psychological Reports*,
- *Journal of Social Behavior and Personality*, and
- *Sex Roles*.

SERVICE

- IAWBH (International Association on Workplace Bullying and Harassment) power and abuse subgroup - present
- Community Engagement Advisory Group, campus climate subgroup, 2023
- Faculty Appeals Committee – 2023
- Reviewer, Social Sciences and Humanities Research Council of Canada, 2022
- Department of Management Tenure and Promotion committee – present
- Reviewer Board, *Journal of Managerial Issues* – present
- Past member of Review Board, *Journal of Business Ethics*
- Co-Chair, Tennessee Healthy Workplace Advocates, 2012-2014
- Member, TACIR (Tennessee Advisory Committee on Intergovernmental Relations) Workplace Civility Workgroup, 2014
- Reviewed for: *Journal on Excellence in College Teaching*, *Academy of Management Executive*, *Labor Studies Journal*, *Aggression & Violent Behavior* journal,
- **MERLOT** Associate Editor, International Management Division, 2007- 2012
- Bridgestone/MTSU class, “Implications of Bullying” 2018
- Tennessee Juvenile Court Services Association (TJCSA), “Current Issues in Management,” 2017

Melinda L. Korzaan, Ph.D.
 Professor, Graduate Program Director
 Information Systems & Analytics
 Middle Tennessee State University – BAS N356
 melinda.korzaan@mtsu.edu

Education

Ph.D. in Business Administration, Information Systems Emphasis, University of Arkansas, 2004
 M.B.A., Computer Information Systems Emphasis, Missouri State University, 1998
 B.S. in Computer Information Systems, Missouri State University, 1991

Academic Experience

Professor and Graduate Program Director, MTSU, Information Systems & Analytics, January 2024 – present
 Professor, MTSU, Information Systems & Analytics, August 2019 – present
 Associate Professor, MTSU, Information Systems & Analytics, August 2010 – 2019
 Assistant Professor, MTSU, Information Systems & Analytics, August 2004 – July 2010

Professional Experience

Computer Consultant, 1994 – 2000 (Independent software developer, Springfield, MO)
 Programmer/Analyst, 1997 – 2000 (Associated Electric Cooperative, Inc.)
 Database Administrator, 1996 – 1997 (Missouri State University)
 Programmer/Analyst, 1994 – 1996 (Missouri State University)
 Programmer/Analyst, 1994 – 1994 (Data Tracker, Inc.)
 Programmer/Analyst, 1993 – 1994, (Rinfo, Inc.)
 Programmer/Analyst, 1990 – 1993, (Dayco Products, Inc.)

Grants and Awards (selected 2019 – present)

Kathy & Bill Jones Outstanding Faculty Award, MTSU, 2019
 Distinguished Lecture Fund Grant, MTSU, 2021
 Top Journal Reviewers, ISEDJ, 2023

Certifications

Certified Mendix Rapid Application Developer, Mendix, July 2022 – Present

Research – Refereed Publications (selected 2019 – present)

Woods, D., Poe, L., Brooks, N.G., Korzaan, M.L., Hulshult, A. (2024). Assessing Student Focus Areas for Self-Directed Metacognition and Self-Improvement. *Journal of Effective Teaching in Higher Education*, 7(1), 96-117
 Totty, S., Zaza, I., Greer, T., Korzaan, M. (2023). How Firms Can Impact IT Project Continuation Intentions: A Human Capital Perspective. *Journal of Information Systems Applied Research*, 16(2), 42-53
 Brooks, N., Korzaan, M., Brooks, S. (2021). Normative Commitment in an Information Systems Project Environment. *International Journal of Managing Projects in Business*, 13(3), 563-579
 Summer Quarterly Board Meeting
 June 17, 2025

- Poe, L, Brooks, N., Korzaan, M., Hulshult, A., Woods, D. (2021). Promoting Positive Student Outcomes: The Use of Reflection and Planning Activities with a Growth-Mindset Focus and SMART Goals. *Information Systems Education Journal*, 19(4), 13-22
- Korzaan, M. & Harris, A. (2020). Understanding Predictors of Over-Optimism in IS Project Teams. *Journal of Computer Information Systems* 60(1), 85-92
- Lautt, M., Asumadu, E., Abdul, N. & Korzaan, M. (2019) When Technology Meets Tax. *Information Systems Educators Journal*, 17(2), 4-11

Conference Proceedings, Presentations, and Workshops (selected 2019 – present)

- Brooks, N., Korzaan, M. (2022) Presentation Abstract: Bringing Low Code/No Code into the Classroom: A Guide to Choosing the Right Tools, ISCAP Conference on Computing Education, Clearwater, FL
- Connolly, A., Korzaan, M., Podeschi, R.J. (2023), ISCAP First Timers Info Meeting, ISCAP Conference on Computing Education, Albuquerque, NM
- Totty, S., Zaza, I., Greer, T. Korzaan, M. (2022) Presentation Abstract: The Effects of Individual Characteristics and Mastery Goal Orientation on IT Project Continuation Intentions, ISCAP Conference on Information Systems Applied Research, Clearwater, FL
- Session Chair (2022), ISCAP Conference on Computing Education, Clearwater, FL
- Brooks, N., Korzaan, M. (2021) Presentation Abstract: “Information Systems Education: Taking Advantage of Resilience to Create Opportunities, ISCAP Conference on Computing Education, Washington, DC, 2021
- Louch, M., Goldstein, I., Podeschi, R., Korzaan, M., (2021) Workshop: Not Just Another List: Increasing Student Engagement Using Innovative Apps,” ISCAP Conference on Computing Education, Washington, DC

Teaching (selected 2019 – present)

- INFS 4950 Advanced Web-Enabled Application Development, 2007 - present (Undergraduate Capstone)
- INFS 6701 Information Technology Project Risk & Recovery, 2019 - present (Graduate)
- INFS 2600 Introduction to Software Development, 2020 – 2021, (Undergraduate)
- INFS 6520 IT Project Management Case Studies, 2013 - 2019, (Graduate)
- INFS 6510 Information Technology Project Risk Assessment and Control, 2008 - 2019 (Graduate)

New Course Development (selected 2019 – present)

- INFS 6703 Information Technology Project Management for Citizen Developers, online, 2024 (Graduate)
- INFS 4950 Advanced Web-Enabled Application Development, online, 2023 (Undergraduate Capstone)
- INFS 6701 Information Technology Project Risk & Recovery, online, 2019 (Graduate)
- INFS 2600 Introduction to Software Development and Programming, online, 2019 (Undergraduate)

Student Mentoring (selected 2019 – present)

- Student coaching for the AIS Student Chapter Competition, AIS Student Chapter Leadership Conference, Logan, UT, 2024
- Student coaching (in collaboration with Michael Erskine and Richard Tarpey) in preparation for attending Amazon Executive Strategy Meetings, Nashville, TN, 2023

Student coaching for the AIS Student Chapter Competition, AIS Student Chapter Leadership Conference, Miami, FL, 2023

Professional Development (selected 2019 – present)

PMI Nashville Symposium, Project Management Institute, Nashville, TN, 2023

Fundamental of Program Assessment Workshop, ABET, Nashville, TN, 2023

From Script to Screen: Enhancing Video Creation with AI Workshop, Middle Tennessee State University, 2023

Project HEADWAY: Essential Principles for New Project Managers Seminar, Project Management Institute, 2022

The Best Practices for Implementing Citizen Development & Low code/No code Technology Seminar, Project Management Institute, 2022

Mendix Rapid Application Development Training Workshop, Mendix, 2022

Incorporating Experiential Learning into Your Courses Conference, MTSU, 2022

Projects, Customers and Virtual Collaboration, Come Experience How Miro Works! Seminar, Project Management Institute, 2022

PMI Citizen Developer Partner Perspective: Why Should Project Managers Care About Citizen Development? Seminar, Project Management Institute, 2022

Mendix University Program – Incorporating Mendix into the Curriculum Workshop, Mendix, 2020

Midsouth Regional Virtual Development Day Conference, Project Management Institute, 2020

Memberships

Project Management Institute, Nashville Chapter, 2008 - present

Association for Computing Machinery, 2024 - present

Professional Service (selected 2019 – present)

Member Editorial Review Board, ISEDJ, 2019 - present

Member Senior Editorial Review Board, JISE, 2023 - present

Conference Committee Member, ISCAP Conference on Computing Education, 2022 - 2023

Member Fellowship Co-Coordinator, ISCAP Conference on Computing Education, Albuquerque, NM, 2023

External Peer Evaluation for Tenure and Promotion to Associate Professor, Miami University Hamilton Campus, Computer and Information Systems, 2019

Board of Directors

Director, EDSIG Board of Directors, Elected, 2019 – 2021

Institution Service (selected 2019 – present)

Assurance of Learning Committee, Department, Member, 2020 - present

Promotion and Tenure Committee, Department, Member, 2023 - present

Faculty Governance Committee, College, Member, 2022 - present

Promotion and Tenure Committee, College, Member, 2024 - present

Non-Instructional Assignment, Member, 2022 - 2024

Graduate Curriculum Committee, Department, Member, 2023 - 2024

KELLY G. MANIX, PH.D.

kellymanix@gmail.com ▪ [LinkedIn Profile](#) ▪ [Google Scholar Profile](#)

EDUCATION

UNIVERSITY OF SOUTH ALABAMA

Mobile, AL

Ph.D. in Business Administration – Management Emphasis May 2022

- **Dissertation:** Is Humility Enough? The Impact of Leader Humility on Follower Moral Disengagement & Unethical Behavior

MIDDLE TENNESSEE STATE UNIVERSITY

Murfreesboro, TN

Master of Business Administration – Management Emphasis August 2015

MIDDLE TENNESSEE STATE UNIVERSITY

Murfreesboro, TN

Bachelor of Science – Recording Industry/Music Business Management May 2007

ACADEMIC EXPERIENCE

MIDDLE TENNESSEE STATE UNIVERSITY

Murfreesboro, TN

Assistant Professor of Management

Fall 2024

- Present

- Courses: Graduate level: Leading Organizations and Seminar in Negotiation: Approx. 10-30 students per section

WESTERN KENTUCKY UNIVERSITY

Bowling Green, KY

Visiting Assistant Professor of Human Resources

Fall 2023 – Spring 2024

- Courses: Human Resources Management: Approx. 30-35 students per section, Fundamentals of Business Communication: Approx. 40-42 students per section, Strategic Human Resources Management: Approx. 30 students

MIDDLE TENNESSEE STATE UNIVERSITY

Murfreesboro, TN

Full-time Lecturer

2017-2020; 2021-2023

- Courses: Principles of Management: 25-96 students depending on the section; Entrepreneurship: 25-45 students per section, Leadership Theories & Practices: 20-30 students per section International Business: 25 students; Human Resource Management: 30-45 students on campus and online, Principles of Management: 45 students, Building and Leading Teams: 10 students on campus; MBA course: Integrated Management & Marketing Decision Making: 10 students online

WALTERS STATE COMMUNITY COLLEGE

Morristown, TN

Adjunct Instructor

2020 – 2022

- Course: Business Presentations: 12-30 students per section

UNIVERSITY OF NORTH ALABAMA

Florence, AL

Clinical Teaching Assistant

Contract – Fall 2020, Fall 2021

- Courses: Undergraduate and Graduate Seminars in Human Resource Management: 40+ students per section
- Assisted lead faculty in giving feedback on assignments and course papers.

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Summer Quarterly Board Meeting
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- Moderated discussion boards and helped facilitate discussion by posting questions and supplemental materials.

MOTLOW STATE COMMUNITY COLLEGE

Smyrna, TN

Adjunct Instructor

2015–2017

- Courses: Business Law, International Business, Intro to Business, Small Business Management, Business Communication, Career Development: 5-15 students per section

PROFESSIONAL EXPERIENCE

BARNES AND NOBLE COLLEGE BOOKSELLERS

Nashville, TN

Department Manager – Café

2011-2012

- Interviewed, hired & trained cafe staff of 20 for new store opening.
- Smooth cafe opening resulted in my being asked to help hire for other departments: textbooks, technology, and warehouse.
- Conducting team meetings for upcoming promotions/sales.
- Training booksellers and cafe servers on completing transactions.
- Scheduling staff for cafe coverage.

STARBUCKS COFFEE COMPANY

Murfreesboro, TN

Shift Manager/ Trainer

2008-2011

- In charge of store operations during scheduled shifts.
- Supervised and deployed 3-7 baristas in café.
- Trained new baristas and oversaw adherence to quality and health standards.
- Oversaw cash management, inventory, and supply ordering during scheduled shifts.
- Completed Coffee Master training to increase product knowledge.
- Scanning the retail/cafe environment to ensure baristas are creating and maintaining a high-quality experience for customers.

COMPASS RECORDS GROUP

Nashville, TN

New Media Manager

2007-2008

- Maintained online brand awareness for an independent record label with 2-3 new releases per month.
- Developed and implemented digital marketing plans for each new release.
- Coordinated with publicity, sales, and touring departments to develop cross-promotional initiatives across multiple platforms.
- Tracked analytics and drove web traffic through email marketing, social networking, interactive/mobile advertising, and online editorial coverage.
- Compiled metadata and mp3s for both iTunes and Amazon MP3 accounts

ACADEMIC RESEARCH

Journal Publications:

- **Manix, K. G.** (2022). Educating Future Researchers with an Eye Toward Intellectual Humility. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 15(1), 135-136. <https://doi.org/10.1017/iop.2021.135>
- **Manix, K. G.** (2022). Why and When Do Leaders Express Humility? Leader Expressed Humility as Psycho-Social Signaling. *American Business Review*, 25(1), 36-49. <https://digitalcommons.newhaven.edu/cgi/viewcontent.cgi?article=1565&context=americanbusinessreview>
- Howard, M. C. & **Manix, K. G.** (2022). Assessing the Shared Facets of Honesty-Humility and Machiavellianism: Implications for the Common Conceptual Core of Honesty-Humility and the Dark Triad. *Journal of Individual Differences*. Advanced online publication.

Projects in Progress:

R&R

- Serviss, E., **Manix, K. G.**, Oglesby, M., Howard, M.C. & Gleim, M. (In Progress). Ethical Leadership in a Remote Sales Context: Implications for Salesperson Wellbeing and Performance. Invited revision at Journal of Personal Selling and Sales Management.
- Howard, M. C., Neely, B., Cogswell, J., **Manix, K. G.**, Oglesby, M., & Boudreaux, M. A Literature Review of Model Fit and Model Comparisons with Confirmatory Factor Analysis: Formalizing the Informal in Organizational Science. Invited Revision at Applied Psychology: An International Review.

Under Review

- **Manix, K. G.** & Abston, K. A. (In Progress). Humility as Personal Resource: A Conservation of Resources Perspective.
- Oglesby, M., Boudreaux, M., & **Manix, K. G.** (In Progress). Reputation Matters: How HR Personnel Reputation and Organizational Trust Influence the Reporting of Sexual Harassment.
- **Manix, K. G.** & Abston, K. A. (In Progress). Navigating Grand Challenges in Management Education: The Imperative of Intellectual Humility and Adaptive Capabilities.

Conference Publications:

- Oglesby, M., Boudreaux, M., & **Manix, K. G.**, Serviss, E., Hair, J. (2024, May) *AI in HR: Perception is Reality* [Conference presentation]. Association for Computing Machinery SIGMIS-CPR Conference, Murfreesboro, Tennessee, United States.
<https://dl.acm.org/doi/10.1145/3632634.3655879>
 - Abston, E. & **Manix, K.G.** (2024, March). *High School Research Programs as Experiential Learning: Implications for Developing Young Scholars*. [Conference presentation]. Association for Business Simulation and Experiential Learning Conference, Orlando, Florida, United States.
 - Boudreaux, M. & **Manix, K.G** (2023, July) *Flex It at Work: Leader's Tolerance of Ambiguity, Humility, Openness to Experience, Organizational Empowerment, Flexible Work, and the Effects on Employee Motivation* Academy of Business Research, Boston, Massachusetts, United States.
<https://mail.google.com/mail/u/0/#search/ABR/FMfcgzGtwMkDgVcfpSQhgsRqhQWkLLSK?projector=1&messagePartId=0.1> ***Awarded Best Session Paper**
 - Serviss, E., **Manix, K. G.**, & Oglesby, M. *Ethical Leadership in a Remote Sales Context: Implications for Salesperson Wellbeing and Performance*. [Conference presentation]. Society of Marketing Advances, Charlotte, North Carolina, United States.
 - **Manix, K. G.** (2022, October). *Is Humility Enough? The Impact of Leader Humility on Follower Moral Disengagement and Unethical Behavior* [Conference presentation]. SMA 2022 Conference, Little Rock, Arkansas, United States. <https://smgmt.org/wp-content/uploads/2022/10/2022-SMA-Little-Rock-10.25.22-FINAL.pdf?825510&825510>
 - **Manix, K. G.** (2022, February 24). *Ready to Adapt: Leader Humility as an Antecedent of Relational Coordination and Organizational Adaptability* [Conference presentation]. SBI 2022 Conference, Charleston, SC, United States.
<https://smallbusinessinstitute.wildapricot.org/resources/Documents/SBI2022%20Proceedings%20final.pdf>
 - ***Manix, K. G.** (2021, November 6). *I Get by With a Little Help from My Boss: Leader-Member Exchange as Moderator Between Surface Acting and Moral Disengagement* [Conference presentation]. SMA 2021 Conference, New Orleans, LA, United States.
https://d1keuthy5s86c8.cloudfront.net/static/ems/upload/files/embed_agenda_sma_202110_mccaf.pdf
- *Awarded 2021 Best Doctoral Student Paper – Track 5 – Careers/Diversity/Ethics**
- ***Manix, K. G.** & Abston, K. (2021, November 6). *Using Monroe's Motivated Sequence to Facilitate Engagement and Social Innovation* [Conference presentation]. SMA 2021 Conference, New Orleans, LA, United States.
https://d1keuthy5s86c8.cloudfront.net/static/ems/upload/files/embed_agenda_sma_202110_mccaf.pdf

Vickie L. Montgomery, Ph.D., COI

Vickie.Montgomery@mtsu.edu

Online Teaching Experience

Have taught over 150 online courses through MTSU.

Lead Instructor and Course Developer

- **Professional Studies: Issues and Ethics (Graduate)**
 - MTSU PRST 6100 (Aug 2018 – present): Redeveloping course with updated content and expanded activities.
 - TN eCampus PRST 5100/6100/7100 (Aug 2009 – Dec 2020): Solely responsible for content, master shell maintenance, and faculty support.
- **Computer-based Decision Modeling (Graduate)**
 - TN eCampus PRST 5770/6770/7770 (Aug 2010 – Dec 2020): Redesigned course to focus on practical Microsoft Excel applications.

Instructor

- **Leadership and Motivation (Graduate)**
 - MTSU MGMT 6740 (July 2021 – present): Taught accelerated 6-week course.
 - **Seminar in Human Relations Management (Graduate)**
 - MTSU MGMT 6680 (Jan 2022 – present): Collaborated on course delivery and simplification.
 - **Principles of Management (Undergraduate)**
 - MTSU MGMT 3610 (Aug 2019 – present): Integrated StrengthFinder Assessment with resumes; encouraged IGNITE program participation.
 - TN eCampus MGMT 3610 (Aug 2009 – Dec 2020)
-

Mentoring

Online Faculty Mentor

- Middle Tennessee State University (Jul 2013 – Dec 2021)
 - Mentored over 60 faculty members in course design, development, and accessibility standards.
 - Middle Tennessee State University (Fall 2022 – Spring 2024)
 - Led online workshops and discussions (6 per year) for MTSU faculty interested in learning more specifics about online teaching and learning.
-

Certifications

- **Veterans at Work** - SHRM (March 2022)
 - **Advanced Online Teaching Certification** - Online Learning Consortium (Oct 2018)
 - **Ethical Leadership Training & Certification** - NASBA Center for the Public Trust (Jul 2016)
 - **Certified Online Instructor (COI)** - Learning Resource Network (LERN) (Jul 2013)
-

Professional Development and Committees

- **Management Working Group on Workshops/Certifications** (Summer 2020)
 - **Applying the QM Rubric** - Quality Matters (Jul 2019)
 - **Curriculum Committee, TN eCampus** (2017 – 2020)
 - **TN eCampus AA/AS/BIS Subcommittee** (2017 – 2020)
 - **TN eCampus Academy** (Jun 2017)
 - **Dale Carnegie Training Course** (Aug 2015)
 - **Online Course Accessibility Workshops** (2015-2017)
 - **RODP/TN eCampus Course Developer Training** (2012, 2015)
-

Publications and Books

- **Arie Halachmi and Vickie L. Montgomery** (2000). “Best Value and Accountability: Issues and Observations,” *International Review of Administrative Sciences*, 66(3), 393-414. (Translated into French and Dutch)
 - **Vickie Montgomery** (1998, 1994). *The Smart Woman’s Guide to Starting a Business, Second Edition*. Franklin Lakes, NJ: Career Press.
 - **Vickie Montgomery** (1996). *The Woman Manager’s Troubleshooter*. Englewood Cliffs, NJ: Prentice Hall. (Translated into German, 1998)
-

Honors and Professional Memberships

- **Letters of Appreciation** from anonymous graduating seniors at MTSU (2012, 2016)
 - **Pi Alpha Alpha Honor Society** (2008)
 - **American Society for Public Administration** - Member (1998-2002)
 - **Wright State University, Miami Valley Sociology Symposium** (1978). 2nd Place for paper: “Business Ethics”
-

Graduate Management Courses (Credit Hours)

- Business Ethics (3)
- Seminar in Administrative Management (3)
- Seminar in Public Organization Theory (3)
- Business Policy (5)
- System Analysis and Design (5)

- Business and Society (5)
- Organizational Behavior (5)
- Production/Operations Management (3)
- Management Accounting Seminar (5)

Daniel L Morrell
Middle Tennessee State University
Professor
Management

Dan.Morrell@mtsu.edu

Education

Doctor of Philosophy, University of South Carolina, 2008.
Major: Bus Admin/Management Gen

Master of Business Admin., Western Illinois University, 2003.
Major: Bus Admin/Management Gen

Bachelor of Business, Western Illinois University, 1992.
Major: Economics General

Academic Positions

Professor of Management, Middle Tennessee State University, Department of Management. (August 2019 - Present).

Associate Professor of Management, Middle Tennessee State University. (August 2014 - August 2019).

Assistant Professor of Management, Middle Tennessee State University. (August 2008 - August 2014).

TEACHING

Teaching Experience

Undergraduate

MGMT 3610, Principles of Management, 3 credit hours.

MGMT 3810, Human Resources Management, 3 credit hours.

MGMT 4680, Organization Behavior, 3 credit hours.

Graduate

MGMT 6000, Management and Operations Concepts, 3 credit hours.

MGMT 6100, Strategic Decision Making. 3 credit hours.

MGMT 6600, Organization Behavior, 3 credit hours.

MGMT 6680, Seminar in Human Resources Management, 3 credit hours.

MGMT 6800, Applied Management Project. 3 credit hours.

RESEARCH

Published Intellectual Contributions

Morrell, D.L. et al. 2022. Learning through automated processes: Negative social influence among coworkers. *Development and Learning in Organizations*. 36, 5 (Aug. 2022).

Sluss, D.M. et al. 2022. It's not all just tit-for-tat: The impact of relational identification on subordinate's attitudes and citizenship behavior. *Journal of Management & Organization*. (Jan. 2022).

Williams, R.I. et al. 2021. Workforce shortages: Its effects and effective related practices. *Printing Industry Performance and Insights (PIPI) study*. Printing Industries Alliance.

Moake, T.R. et al. The Breadth and Depth of Small Businesses Human Resource Practices: How do High Performers Differ from Low Performers?. *Journal of Small Business Strategy*. 31, 5, 92-99.

Jeong, S. et al. 2020. The dark side of bright traits: How context cues misdirect facets of conscientiousness. *Personnel Review*. (Jul. 2020).

- Morrell, D.L. and Abston, K.A. 2020. 3 Ways to Curate Loyalty Among Millennial Employees. *Nashville Business Journal*.
- Morrell, D.L. and Abston, K.A. 2019. Millennial Motivation Issues Related to Compensation and Benefits: Suggestions for Improved Retention. *Compensation & Benefits Review*. 50, 3 (2019), 107-113. DOI:<https://doi.org/doi.org/10.1177/0886368718822053>.
- Williams, R.I. et al. 2019. *Printing industry management survey: Human resource management in the printing industry: Recruiting, selection, hiring patterns, and best practices for profit leaders: A joint study by PIA's Center for Print Economics and Management and the Department of Management, Jennings A. Jones College of Business, Middle Tennessee State University*.
- Morrell, D.L. et al. 2018. Crowdsourcing as a career trend: Are online workers the new contingent workforce?. *Journal of Strategic Human Resource Management*. (2018).
- Darby, V. and Morrell, D.L. Generations at work: A review of generational traits and motivational practices impacting millennial employees. *Drake Management Review*.
- Lorenz, M.P. et al. 2017. Service Excellence in the Light of Cultural Diversity: The Impact of Metacognitive Cultural Intelligence. *Journal of Service Theory and Practice*. (2017).
- Nelson, M.F. et al. 2017. Academic Integrity of Millennial College Students: The Impact of Religion and Spirituality. *Ethics & Behavior*. (2017).
- Klimchak, M. et al. 2016. Employee Entitlement and Proactive Work Behaviors: The Moderating Effects of Narcissism and Organizational Identification. *Journal of Leadership and Organizational Studies*. (2016).
- Thomas, D.C. et al. 2016. Collectivist Values, Exchange Ideology and Psychological Contract Preference. *Management International Review*. (2016).
- Morrell, D.L. et al. 2013. Past experience, cultural intelligence, and satisfaction with international business studies. *Journal of Teaching in International Business*. (2013).
- Ravlin, E.C. et al. 2012. Collectivist Orientation and the Psychological Contract: Mediating Effects of Creditor Exchange Ideology. *Journal Of International Business Studies*. (2012).
- Mahony, D.M. et al. 2012. The portability of career-long work experience. *Career Development International*. (2012).
- Morrell, D.L. 2011. Employee Perceptions and the Motivation of Nonmonetary Incentives. *Compensation and Benefits Review*. 43, 5 (2011), 318-323.
- Morrell, D.L. and MacKenzie, W.I. 2011. The Five-Factor Model as it Defines Personalized versus Socialized Charismatic Leaders. *Leadership and Organizational Management Journal*. 2011, 2 (2011), 16-28.
- Morrell, D.L. and Korsgaard, M.A. 2011. Training in context: Toward a person-by-situation view of voluntary training. *Human Resource Development Quarterly*. 22, 3 (2011), 323-342.
- Morrell, D.L. and Mackenzie, W.I. 2006. The five-factor model as it defines personalized from socialized charismatic leaders. *Southern Management Association* (2006).
- Ravlin, E.C. et al. 2005. Social identity and status characteristics in team-based discipline: A theoretical framework. *Southern Management Association* (2005).

Media Contributions

- "'MTSU On the Record' guest examines ways to keep millennial workers.," MTSU On the Record/WMOT. (January 14, 2020).
- "Millennial Motivation Issues Related to Compensation & Benefits," Compensation Cafe. (September 4, 2019).
- "MTSU Out of the Blue: April 2019," Out of the Blue/MTSU News. (April 1, 2019).
- "Regional One fired a nurse for a racist T-shirt. But how can employers screen for bigotry?," The Commercial Appeal. (November 16, 2018).

Awards and Honors

Graduate School Centennial Fellowship, University of South Carolina. (2007).

Bridgestone/Firestone Distinguished Lecturer of the Year (2013)

SERVICE

University Service

Member, Graduate Council. (August 2019 - Present).

Committee Member, Graduate Programs. (August 2017 - Present).

Member, Outstanding Teaching Award Committee. (January 2023 - May 2026).

Chair, Graduate Committee. (August 2019 - May 2023).

Department Representative, Faculty Senate. (August 2019 - May 2022).

Committee Member, Principles/Organization Behavior. (September 1, 2008 - August 31, 2009).

Professional Service

Editorial Review Board Member:

Compensation and Benefits Review. (January 2020 - Present).

Reviewer/Referee:

Global Journal of Management and Marketing.

Baltic Journal of Management.

The Journal of Social Psychology.

Journal of Asia-Pacific Business.

International Journal of Human Resources Development and Management.

Journal of Managerial Psychology.

Journal of Business Ethics Education.

Spanish Journal of Psychology.

Management Decision.

Academy of Management Annual Conference.

Southern Management Association.

Jake Avila

Franklin, TN

jacob.avila@mtsu.edu ▪ www.linkedin.com/in/jake-avila-7b777312

ACADEMIC APPOINTMENTS

Associate Professor of Construction Management

2018-Present

Middle Tennessee State University, College of Basic and Applied Sciences, Murfreesboro, TN

- *Teach undergraduate construction courses in estimating, Xactimate, contracts and law, scheduling, emerging technologies, and materials and methods.*
- *A scholar-practitioner committed to enhancing the work of restoration industry professionals through applied research.*
- *Help disaster restoration firms build capacity by systematically advancing the understanding of industry dynamics, improving the design and application of best practices, and strengthening the connections between scholarly and professional activities.*

Director and Associate Professor of Construction Management

2016-2017

California Baptist University, College of Engineering, Riverside, CA

- *Served as program director and associate professor of construction management in the Gordon and Jill Bourns College of Engineering at California Baptist University (CBU).*
- *Responsible for teaching, research, curriculum, assessment, ACCE accreditation, and the overall development of the construction management program.*

Associate Professor of Management

2015-2016

Biola University, Crowell School of Business, La Mirada, CA

- *Taught undergraduate and graduate business courses in management, leadership, and organizational behavior.*
- *Responsible for teaching, research, management curriculum and assessment, and the development of an online business degree program.*

Department Chair, MBA Program Director, and Assistant Professor of Management

2012-2015

California Baptist University, Department of Business, Riverside, CA

- *Led the business department as department chair and founding director of the online MBA program. Within two years of the initial launch the MBA program was ranked by U.S. News and World Report as 7th in the nation for online faculty credentials and 82nd in the nation for online MBA programs overall (2015).*
- *Increased degree program offerings from 1 program to 6 programs from 2012-2015 and grew enrollment within the department by over 300% in that same time period.*
- *Served as department chair, MBA program director, faculty lead, and assistant professor of management in the Division of Online and Professional Studies (OPS) at California Baptist University (CBU) - a unit of CBU serving adult students via online and hybrid education.*
- *Responsible for teaching, research, curriculum, assessment, ACBSP accreditation, faculty development, and the overall development of the undergraduate and graduate business programs.*

PROFESSIONAL EXPERIENCE

Owner

2015-Present

Restoration Industry Consulting, Franklin, TN

- *Owner of construction estimating and consulting firm, specializing in estimating, consulting, and training services for residential restoration, remodeling, and new construction contractors.*
- *Serve clients all over the country to deliver detailed and market specific estimates from work scopes, material specifications, Matterport scans, and construction documents provided by our clients.*
- *Restoration estimating services are delivered using Xactimate and are designed to meet the needs of restoration firms, law firms, consulting firms, insurance carriers, third party administrators, and homeowners.*
- *Perform site visits, special inspections, testing, audits, project documentation reviews, and prepare technical reports.*

**General Manager, Managing Director, and Restoration Division Manager
1998-2015**

CA Construction, Riverside, CA

- *While managing director of CA Construction we were ranked 61st among the top 500 restoration and remodeling contractors by *Qualified Remodeler Magazine* in 2013.*
- *Served as executive vice president and general manager of CA Construction, a family-owned construction firm specializing in disaster restoration and government contracting.*
- *Oversaw the business operations as well as construction and consulting services to government agencies, homeowners, property managers, law firms, AEC firms, third-party administrators, and major insurance carriers.*

EDUCATION

**Doctor of Policy, Planning, and Development
December 2013**

University of Southern California, Los Angeles, CA

**Master of Business Administration in General Management
May 2008**

California Baptist University, Riverside, CA

**Bachelor of Arts in Industrial/Organizational Psychology
April 2002**

Pepperdine University, Malibu, CA

CERTIFICATIONS

**Xactimate, Level 2 Certification
2018**

Xactware Solutions, Certification No.: 1513825

**Xactimate, Level 1 Certification
2018**

Xactware Solutions, Certification No.: 1513500

**OSHA 30, Construction Safety Certification
2010**

**Leadership in Energy and Environmental Design (LEED), Green Associate
2011**

United State Green Building Certification Institute (Expired)

**California Licensed General Contractor, B-1
2008**

State of California (Inactive)

**California Licensed Flooring Contractor, C-15
2008**

State of California (Inactive)

**Water Restoration Technician (WRT)
2008**

Institute of Inspection, Cleaning, and Restoration Certification (Expired)

DeAnne Priddis

Middle Tennessee State University | Murfreesboro, TN | Deanne.priddis@mtsu.edu

EDUCATION

University of Wisconsin – Milwaukee	
Doctor of Philosophy in Communication	2015
Interpersonal Communication/ Conflict	
University of Wisconsin – Stout	
Master of Science in Training & Human Resource Development	2006
University of Wisconsin - Oshkosh	
Bachelor of Liberal Studies in Organizational Administration	2004
University of Wisconsin-Fox Valley	
Associate of Arts & Sciences	2003
Gateway Technical College	
Associate of Supervisory Management	1991
Area of Concentration: Human Resources	

EXPERIENCE IN HIGHER EDUCATION

Middle Tennessee State University/Murfreesboro, TN	
Associate Professor (face-to-face, online, hybrid)	2022 – PRESENT
Assistant Professor	2016-2022
Courses Taught: Conflict in Communication, Conflict Resolution (Graduate), Interviewing, Instructional Communication for HR Trainers, Interpersonal Communication, Lying & Deception, Dark Side of Interpersonal Communication, Fundamentals of Communication, Quantitative Research Methods, Organizational Communication Analysis, Communication in Organizational Effectiveness, Communication in Nonprofits, Introduction to Organizational Communication, Nonverbal Communication (Graduate), Organizational Crisis Communication	
University of Wisconsin-Milwaukee/Milwaukee, WI	
Associate Lecturer	2016
Teaching Assistant/Course Instructor (face-to-face or online)	2011 – 2015
Courses Taught: Instructional Communication for Human Resource Trainers, Business and Professional Communication, Communication in Human Conflict	
University of Wisconsin Oshkosh/Oshkosh, WI	
Lecturer of Communication (face-to-face or hybrid)	2015 – 2016
Courses Taught: Public Speaking	

EXPERIENCE IN INDUSTRY

Goodwill Industries NCW

Growth & Development Specialist

2007 – 2008

Led project that developed and delivered Goodwill's orientation program to all North Central Wisconsin locations. Developed and facilitated training programs that focus on safety and security of organizational assets. Redeveloped and facilitated diversity and harassment training program. Coordinated class and participant needs.

SECURA Insurance

Learning & Development

2004 – 2006

Assessed, developed and facilitated various training programs, including Effective Communication, Customer Service, Team Building, and Microsoft Word, Excel, and Outlook. Managed two-day new employee quarterly training, and monthly Lunch 'n Learn programs.

RESEARCH

Publications

- Priddis, D., & Cramer, E. M. (2023).** Walking the tightrope: Communicative tensions in disenfranchised grief among families managing substance use disorder. *Journal of Family Communication*, 1-11. <https://doi.org/10.1080/15267431.2023.2248104>
- Priddis, D., & Hundley, H. (in print).** Elucidating college students' Stressors: Photovoice as a pedagogical tool and qualitative methodology. *Journal of Communication Pedagogy*. 7, 41-61. <https://doi.org/10.31446/JCP.2023.1.04>
- Charoensap-Kelly, P., **Priddis, D.**, & Punyanunt-Carter, N. M. (2022). Needs assessment of national communication association conference presentations: Members' perceptions of presentation effectiveness, values, and challenges. *Journal of Communication Pedagogy*. 6, 100-127. <https://doi.org/10.31446/JCP.2022.1.10>
- Asbury, M. B., & **Priddis, D.** (2022). The friendly coworker: Bullying and boundary crossing in the workplace. In Wrench, J. S. (Ed.), *Casing Organizational Communication 2e*. Kendall Hunt Publishing.
- Priddis, D.**, Charoensap-Kelly, P., & Punyanunt-Carter, N. M. (2022). Practice what we preach: National communication association members define effective conference presentations and provide suggestions for their improvement. *Texas Speech Communication Journal*, 64, 11-30.
- Priddis, D.**, & Asbury, M. B., (2022). New role, new problems. In Meluch, A., & Walter, H. L. (Eds.), *Casing Conflict*. Kendall Hunt Publishing. 111-118.
- Priddis, D.**, Ruppel, E. K., & Burrell, N. A. (2021). A dyadic analysis of grandparent and adult grandchildren solidarity and topic avoidance. *Communication Studies*. <https://doi.org/10.1080/10510974.2021.1876126>
- Priddis, D.**, & Asbury M. B. (2021). Designing a communication strategy for increasing public transit use: A case study of the Nashville MTA system. *SAGE Business Cases*. <http://dx.doi.org/10.4135/9781529763287>

Conference Presentations

- Priddis, D.**, & Nicolini, K. (2023, November). Internal and External Expertise as a Tool for Employee Professional Development. Paper presented at National Communication

Association (NCA) Conference, National Harbor, MD. **Training & Development Division Top Paper Panel.**

Burk, J. E., Powers, C. J., **Priddis, D.**, Nicolini, K. (2023, November). Training in a Remote World: The Freedom from Traffic, Crowds, and Classrooms. Panel Presented at National Communication Association (NCA) Conference, National Harbor, MD.

Snyder-Yuly, J. L., Adams, M., Perez, F. g., Jangbar, S., Rowe, D., Pacheco Jr., G., **Priddis, D.**, Evans, S., & Banerji, D. (2022, November). Honoring First-Generation Faculty Teaching First-Generation Students: The Challenges and Opportunities Presented by People, Community, and Environment. Panel Presented at National Communication Association (NCA) Conference, New Orleans, LA.

WORKSHOPS CONDUCTED

Corporate and Nonprofit Clients: Association for Talent Development (ATD) Nashville chapter, Central States Communication Association, Greenhouse Ministries, Metro Nashville Police Department, Middle Tennessee Association of Realtors (MTAR), MTSU ASCE Professional Development Day, MTSU Career Development Center, MTSU Writing Center, Nashville Conflict Resolution Center, National Rural Institute on Alcohol & Drug Abuse, National Communication Association, National Federation of the Blind, P.E.O., Tennessee STEM Education Center.

Corporate and Nonprofit Partnerships with Students: Bridgestone Tire, Cigna, Franke, Greenhouse Ministries, Linebaugh Library, Murfreesboro Medical Clinic, State of Tennessee.

CURRENT MEMBERSHIPS

National Communication Association (NCA) member
Central States Communication Association (CSCA) member

Association for Talent Development (ATD; formerly ASTD) International
Association for Talent Development (ATD; formerly ASTD) Nashville chapter
National Rural Alcohol and Drug Abuse Network (NRADAN; AKA National Rural Institute on Alcohol, Drugs, and Addictions)

PROFESSIONAL SERVICE

Local Chapters of Association of Talent Development (ATD)

Nashville Area – Board of Directors. President 2024	2017 – Present
Northeast Wisconsin – Board of Directors	2007 – 2014

National Rural Institute on Alcohol, Drugs, and Addictions

Board of Directors	2022 – Present
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United Way of Rutherford and Cannon Counties

Catalyst Group	2022 – Present
Healthy Behaviors Vision Council Committee Member	2023 – Present
	2022 - 2023

Nashville Conflict Resolution Center

Curriculum Vitae

Richard J. Tarpey

Work Email: richard.tarpey@mtsu.edu

Profile

- Experienced professor in multiple management disciplines and subjects
- 30+ years of leadership excellence in both the IT and business operations environments of healthcare and airlines. Proven track record in identifying, visualizing, and quantifying operations management opportunities from a business process and systems solution perspective.
- Connected extensively with local and national businesses and corporations
- Developed and implemented scheduling and staffing shared services office for a 4-hospital system covering over 8000 employees. Lead design and implementation of a shared services model for both staffing and scheduling functions driving consistency in scheduling, staffing, and productivity management to drive down overtime and premium pay utilization.
- Accomplished published writer, consultant, information technology practitioner, and operations and supply chain management practitioner with real-world experience leading and consulting teams of individuals applying technology and processes to solve operations leadership problems.
- Experienced leader of the USF-TGH PDI Nurse Leadership Program
- Experienced lecturer in both the academic and professional setting conveying ideas and concepts to wide ranges of audiences.

Education

Doctorate of Business Administration, University of South Florida, Tampa, FL, 2018

M.B.A., Middle Tennessee State University, Murfreesboro, TN, 2009; concentration: Healthcare

B.B.A., Middle Tennessee State University, Murfreesboro, TN, 1994; concentration: Computer Information Systems, Magna Cum Laude

Teaching and Curriculum Development

Assistant Professor (Tenure Track)

- **Jones College of Business**, Middle Tennessee State University 2019 – *present*
 - Operations Management
 - Supply Chain Operations
 - Lean Project Management Principles (graduate level)
 - Organizational Behavior

- Healthcare Leadership and Management (graduate level)
- Healthcare Accountability & Quality (graduate level)
- Continuous Improvement (graduate level)
- Quality Management

Adjunct Professor/Instructor

- **Jones College of Business**, Middle Tennessee State University 2015 – 2018
 - Operations Management
 - Supply Chain Operations
 - Lean Project Management Principles
 - Organizational Behavior
 - Healthcare Management (graduate level)
 - Continuous Improvement (graduate level)
 - Quality Management
- **Muma College of Business**, University of South Florida 2017 – 2018
 - Enterprise Resource Planning Systems (undergraduate and graduate levels)
 - Lean Six Sigma (graduate level)
 - Qualitative Research Active Design Research online course development (post-graduate level)

Curriculum Development

- **Jones College of Business**, Middle Tennessee State University
 - Developed curriculum for undergraduate Lean Project Management course
 - Developed curriculum for graduate Healthcare Resource Management course as a component of the Healthcare Concentration of the MBA degree
 - Developed curriculum for graduate Healthcare Performance Excellence and Accountability course as a component of the Healthcare Concentration of the MBA degree.

Honors and Awards

- Academy of Health Care Management – Distinguished Research Award awarded for work published as “Work Scheduling Satisfaction and Work-Life Balance for Nurses: The Perception of Organizational Justice.”
- Highest GPA for Computer Information Systems Senior Award - MTSU, 1993

Publications

Peer-reviewed Academic Journals

- R. J. Tarpey and M. T. Mullarkey, "*Engineering Innovative Clinical Resource*

Management By Design: A guided Emergent Search Through a Complex Adaptive System of Systems," in IEEE Transactions on Engineering Management, doi: 10.1109/TEM.2021.3059590.

- Tarpey, Richard. (2018). *Research Summary for Practice - Labor Planning Outcomes: Systemic Management Models, Human Interactions, and Knowledge Sharing*. Muma Business Review, 1(13). 155-158.
- Tarpey, Richard. (2016). *Case Study: Human interaction management impact on hospital labor planning*. Muma Business Review, 1(11). 125-139.
- Tarpey, Richard & Nelson, Millicent. (2009). *Schedule Quality Assessment Metrics*. The Health Care Manager, 28 (2). 145-158.
- Nelson, Millicent. & Tarpey, Richard. (2011). *Work Scheduling Satisfaction and Work-Life Balance for Nurses: The Perception of Organizational Justice*. Academy of Health Care Management Journal, 7 (1). 41-52.

Chapters, Cases, Readings, Supplements

- Tarpey, R. J., (2022). "Doctor, your patient is waiting: Process wait time at Bayside clinic." In *SAGE Business Cases*. SAGE Publications, Ltd,
- Tarpey, Richard (2013). "Nurses from Other Lands" in *Case Studies in Organizational Behavior and Theory for Health Care*, Burlington, MA: Jones & Bartlett Learning, pp. 249-255.

Conference Proceedings

- Tarpey, Richard & Mullarkey, Matthew. (2019). *Extending Design Science Research Through Systems Theory: A Hospital System of Systems..*

Practitioner Publications

- Williams Jr., R. I., & R. J. Tarpey (March 2022). *Paper Supply Chain: A Deeper Look at our October PIPI Data, and the BIG Takeaway*. Posted on website – Visual Media Alliance; Included in member email – Printing Industry Association of the South.

Professional Experience

(Management/Leadership):

HCA Inc., Nashville, TN

1997 – 2019

Assistant Vice President – Workforce Planning (2017 – 2019)

Define, execute and oversee the implementation of a shared services approach for labor staffing and scheduling across HCA's 180+ hospitals. Move the company to a regional model.

- Created vision and leads implementation of Workforce Planning Center responsible for labor scheduling, staffing, and management within a regional model (15-30 hospitals per location)
- Responsible for overseeing the transition and transformation of workforce planning functions from the local facility model to the regional model
- Created a vision for labor scheduling and staffing software application as an interactive dashboard approach supporting the regional management model



**Middle Tennessee State University
Board of Trustees**

Action Item

MEETING: Summer Quarterly Board Meeting

DATE: June 17, 2025

SUBJECT: **Approval of New Policy:
323 Instructional and Assignment Use of Artificial Intelligence**

BACKGROUND INFORMATION:

This proposed new policy describes standards and procedures for student, faculty, and staff use of artificial intelligence, including generative artificial intelligence, technology for instructional and/or assignment purposes as required by Public Chapter 550 (2024).

323 Instructional and Assignment Use of Artificial Intelligence

Approved by Board of Trustees

Effective Date: _____

Responsible Division: Academic Affairs

Responsible Office: University Provost

Responsible Officer: Vice Provost for Faculty and Strategic Initiatives

I. Purpose

This policy describes standards and procedures for student, faculty, and staff use of artificial intelligence, including generative artificial intelligence, technology for instructional and/or assignment purposes. Middle Tennessee State University recognizes that advances in various artificial intelligence technologies provide a range of creative and academic opportunities, while also producing significant creative and academic challenges. Students, faculty, and staff using AI tools should do so in ways that are responsible, ethical, and consistent with university guidelines summarized in this and other relevant policies.

II. Scope

This policy applies to the use of artificial intelligence, including generative artificial intelligence, for instructional and/or assignment purposes. This policy does not apply to the use of AI tools, however defined, for research, in noninstructional settings, or for personal use.

III. Definitions

- A. Artificial intelligence (AI) refers to a variety of machine-based systems that can, for a given set of human-defined objectives, make predictions, recommendations, or decisions influencing real or virtual environments and that is capable of using machine and human-based inputs to perceive real and virtual environments, abstract such perceptions into models through analysis in an automated manner, and use model inference to formulate options for information or action.
- B. Generative artificial intelligence (GAI) refers to machine learning technologies capable of generating new content, including but not limited to text, images, videos, and music. Broadly, GAI refers to algorithmic tools with specific applications that, based on natural-language input, analyze patterns in large data sets to generate new content and media historically associated with human-driven creative processes.

IV. Standards and Procedures

- A. Colleges, departments, and other university units are encouraged to provide broad guidance on instructional and assignment use of AI, generative or otherwise, consistent with relevant disciplinary, professional, and curricular standards.
- B. In the classroom, individual faculty members have the discretion to set standards and procedures for the use of GAI tools in the course sections that they oversee. These standards and procedures should address the limits of permissible GAI use (including attributing and/or citing GAI tools, if appropriate) and should be carefully articulated in class and the syllabus.
- C. Students may use GAI tools when permitted by faculty-specified standards and procedures. However, students must not outsource the work they are expected to complete for an assignment to GAI (as defined in section III) in a manner that circumvents the intended learning outcomes of a course and its assignments. Students should not utilize content produced entirely by GAI to complete course assignments unless specifically authorized by the faculty member leading the course.
- D. It is the student's responsibility to adhere to the GAI standards and procedures for each course in which they are enrolled. Where there is uncertainty regarding course-specific expectations for permissible use, students should consult with the faculty member leading the course prior to utilizing GAI tools.
- E. In the absence of explicit standards and procedures from a faculty member, GAI tools may not be used for any purpose in any graded assignment or any written work submitted for credit. Explicit standards and procedures may include spoken or written faculty permission to use GAI in unanticipated ways (i.e., for a specific assignment). In such cases, permission must be granted or denied to all students in a particular course in an equitable manner.
- F. Faculty and staff may use GAI tools to support instruction insofar as that use complies with relevant ethical and professional policies and standards, including but not limited to [Policy 010 Ethics and Code of Conduct](#), [Policy 121 Privacy of Information](#), [Policy 140 Intellectual Property Policy](#), and the Curriculum and Classroom Policies, Procedures, and Guidelines included in MTSU's Faculty Handbook.
- G. Faculty may use GAI to supplement and/or refine their creative and academic work as part of instruction and/or assignments. However, faculty should not rely on content produced solely by GAI to create entire courses as part of their instructional duties.

- H. Instructional and/or assignment use of GAI by faculty, staff, and students must abide by the university's existing Information Technology policies, including but not limited to [Policy 910 Information Technology Resources](#) and [Policy 920 Information Security](#).
- I. Students, faculty, and staff are prohibited from inputting confidential data (as defined in [Policy 920 Information Security](#)) into GAI tools that retain that data as part of the tool's training set.
- J. Content created using GAI may be factually incorrect. When use of GAI is permitted, faculty, staff, and students should confirm the validity of AI-generated content.

V. Violation

- A. Student use of GAI in ways not allowed by this policy or faculty-specified standards and procedures falls under the definition of academic misconduct established in [Policy 312 Academic Misconduct](#).
- B. Faculty and staff use of GAI for instructional and/or assignment purposes in ways not allowed by this policy are subject to disciplinary procedures applicable in their academic or work unit.

Forms: None.

Revisions: _____ (original)

Last Reviewed: _____

References: Policy 010 Ethics and Code of Conduct; 121 Privacy of Information; 140 Intellectual Property Policy; 312 Academic Misconduct. 910 Information Technology Resources; Policy 920 Information Security.



**Middle Tennessee State University
Board of Trustees**

MEETING: Summer Quarterly Board Meeting

SUBJECT: **Audit and Compliance Committee**

DATE: June 17, 2025

PRESENTER: Tom Boyd
Committee Chair

- Approval of Internal Audit Department Charter.
- Approval of MTSU Policy 70 Internal Audit.



**Middle Tennessee State University
Board of Trustees**

Action Item

MEETING: Summer Quarterly Board Meeting

DATE: June 17, 2025

SUBJECT: **Approval of Internal Audit Department Charter**

BACKGROUND INFORMATION:

As part of our commitment to ensuring alignment with current professional standards, we present the Internal Audit Department Charter for your review.

The current Internal Audit Charter, approved in May 2017, was drafted using the 2017 International Professional Practices Framework. In 2024, the Institute of Internal Auditors issued the Global Internal Audit Standards to replace the previous guidance.

The audit charter presented for approval is drafted using the Model Internal Audit Charter Tool provided by the Institute of Internal Auditors and adheres to the new Global Internal Audit Standards.

The Global Internal Audit Standards, Principle 6.2 requires that “the chief audit executive must develop and maintain an internal audit charter that specifies, at a minimum, the internal audit function’s:

- Purpose of Internal Auditing,
- Commitment to adhering to the Global Internal Audit Standards,

- Mandate, including scope and types of services to be provided, and the board's responsibilities and expectations regarding management's support of the internal audit function, and
- Organizational position and reporting relationships."

We respectfully request approval of the Audit and Compliance Committee's recommendation to the Board of Trustees for acceptance of this version of the Internal Audit Department Charter.

Internal Audit Department Charter for Middle Tennessee State University

Purpose

The purpose of the internal audit function is to strengthen Middle Tennessee State University's ability to create, protect, and sustain value by providing the Board of Trustees and management with independent, risk-based, and objective assurance, advice, insight, and foresight.

The internal audit function enhances Middle Tennessee State University's (MTSU's) successful achievement of its objectives, governance, risk management, and control processes, decision-making and oversight, reputation and credibility with its stakeholders, and ability to serve the public interest.

MTSU's internal audit function is most effective when internal auditing is performed by competent professionals in conformance with The IIA's Global Internal Audit Standards™, which are set in the public interest, the internal audit function is independently positioned with direct accountability to the Board of Trustees, and internal auditors are free from undue influence and committed to making objective assessments.

Commitment to Adhering to the Global Internal Audit Standards

MTSU's internal audit function will adhere to the mandatory elements of The Institute of Internal Auditors' International Professional Practices Framework, which are the Global Internal Audit Standards and Topical Requirements. The chief audit executive will report annually to the Board of Trustees and senior management regarding the internal audit function's conformance with the Standards, which will be assessed through a quality assurance and improvement program.

Mandate

The laws of the State of Tennessee set forth MTSU's Internal Audit function mandate.

- Tennessee Code Annotated § 4-35-102(a) requires the university to create an audit committee.
- Tennessee Code Annotated § 4-35-106(3) states that the audit committee must require internal auditors to report directly to the audit committee.
- Tennessee Code Annotated § 49-14-102(b) requires that each audit committee employ a person qualified by training and experience to serve as the chief internal auditor who reports directly to the audit committee and respective board and shall be removed only for cause.

Authority

The internal audit function's authority is created by its unrestricted access and direct reporting relationship to the Audit and Compliance Committee and Board of Trustees.

The Board of Trustees, via the Audit and Compliance Committee, authorizes the internal audit function to:

- Have full and unrestricted access to all functions, data, records, information, physical property, and personnel pertinent to carrying out internal audit responsibilities. Internal auditors are accountable for confidentiality and safeguarding records and information.
- Allocate resources, set frequencies, select subjects, determine scopes of work, apply techniques, and issue communications to accomplish the function's objectives.
- Obtain assistance from the necessary personnel of MTSU and other specialized services from within or outside MTSU to complete internal audit services.

Independence, Organizational Position, and Reporting Relationships

The chief audit executive will be positioned at a level in the organization that enables internal audit services and responsibilities to be performed without interference from management, thereby establishing the independence of the internal audit function. The chief audit executive will report functionally to the Board of Trustees via the Chair of the Audit and Compliance Committee and administratively to the President. This positioning provides the organizational authority and status to bring matters directly to senior management and escalate matters to the Board of Trustees, when necessary, without interference and supports the internal auditors' ability to maintain objectivity.

The chief audit executive will confirm to the Board of Trustees, at least annually, the organizational independence of the internal audit function. If the governance structure does not support organizational independence, the chief audit executive will document the characteristics of the governance structure limiting independence and any safeguards employed to achieve the principle of independence. The chief audit executive will disclose to the Board of Trustees any interference internal auditors encounter related to the scope, performance, or communication of internal audit work and results. The disclosure will include communicating the implications of such interference on the internal audit function's effectiveness and ability to fulfill its mandate.

Changes to the Mandate and Charter

Circumstances may justify a follow-up discussion between the chief audit executive, Board of Trustees, and senior management on the internal audit mandate or other aspects of the internal audit charter. Such circumstances may include but are not limited to a significant change in the Global Internal Audit Standards, a significant reorganization within the organization, significant changes in the chief audit executive, Board of Trustees, and/or senior management, significant changes to the organization's strategies, objectives, risk profile, or the environment in which the organization operates, new laws or regulations that may affect the nature and/or scope of internal audit services.

Board of Trustees Oversight

To establish, maintain, and ensure that MTSU's internal audit function has sufficient authority to fulfill its duties, the Board of Trustees will:

- Discuss with the chief audit executive and senior management the appropriate authority, role, responsibilities, scope, and services (assurance and/or advisory) of the internal audit function.

- Ensure the chief audit executive has unrestricted access to and communicates and interacts directly with the Board of Trustees, including in private meetings without senior management present, as permitted by TN law.
- Discuss with the chief audit executive and senior management other topics that should be included in the internal audit charter.
- Participate in discussions with the chief audit executive and senior management about the “essential conditions,” described in the Global Internal Audit Standards, which establish the foundation that enables an effective internal audit function.
- Approve the internal audit function’s charter, which includes the internal audit mandate and the scope and types of internal audit services.
- Review the internal audit charter, as needed, with the chief audit executive to consider changes affecting the organization, such as the employment of a new chief audit executive or changes in the type, severity, and interdependencies of risks to the organization; and approve the internal audit charter, as needed.
- Approve the risk-based internal audit plan.
- Provide input to the internal audit function’s human resources administration and budgets.
- Review the internal audit function’s expenses.
- Provide input to senior management on the appointment and removal of the chief audit executive, ensuring adequate competencies and qualifications and conformance with the Global Internal Audit Standards.
- Review and provide input to senior management on the chief audit executive’s performance.
- Receive communications from the chief audit executive about the internal audit function including its performance relative to its plan.
- Ensure a quality assurance and improvement program has been established and review the results annually.
- Make appropriate inquiries of senior management and the chief audit executive to determine whether scope or resource limitations are inappropriate.

Chief Audit Executive Roles and Responsibilities

Ethics and Professionalism

The chief audit executive will ensure that internal auditors:

- Conform with the Global Internal Audit Standards, including the principles of Ethics and Professionalism: integrity, objectivity, competency, due professional care, and confidentiality.

- Understand, respect, meet, and contribute to the legitimate and ethical expectations of the organization and be able to recognize conduct that is contrary to those expectations.
- Encourage and promote an ethics-based culture in the organization.
- Report organizational behavior that is inconsistent with the organization's ethical expectations, as described in applicable policies and procedures.

Objectivity

The chief audit executive will ensure that the internal audit function remains free from all conditions that threaten the ability of internal auditors to carry out their responsibilities in an unbiased manner, including matters of engagement selection, scope, procedures, frequency, timing, and communication. If the chief audit executive determines that objectivity may be impaired in fact or appearance, the details of the impairment will be disclosed to appropriate parties.

Internal auditors will maintain an unbiased mental attitude that allows them to perform engagements objectively such that they believe in their work product, do not compromise quality, and do not subordinate their judgment on audit matters to others, either in fact or appearance.

Internal auditors will have no direct operational responsibility or authority over any of the activities they review. Accordingly, internal auditors will not implement internal controls, develop procedures, install systems, or engage in other activities that may impair their judgment, including:

- Assessing specific operations for which they had responsibility within the previous year.
- Performing operational duties for MTSU or its affiliates.
- Initiating or approving transactions external to the internal audit function.
- Directing the activities of any MTSU employee not employed by the internal audit function, except to the extent that such employees have been appropriately assigned to internal audit teams or to assist internal auditors.

Internal auditors will:

- Disclose impairments of independence or objectivity, in fact or appearance, to appropriate parties and at least annually, such as the chief audit executive, Board of Trustees, management, or others.
- Exhibit professional objectivity in gathering, evaluating, and communicating information.
- Make balanced assessments of all available and relevant facts and circumstances.
- Take necessary precautions to avoid conflicts of interest, bias, and undue influence.

Managing the Internal Audit Function

The chief audit executive has the responsibility to:

- At least annually, develop a risk-based internal audit plan that considers the input of the Board of Trustees and senior management. Discuss the plan with the Board of Trustees and senior management and submit the plan to the Board of Trustees for review and approval.
- Communicate the impact of resource limitations on the internal audit plan to the Board of Trustees and senior management.
- Review and adjust the internal audit plan, as necessary, in response to changes in MTSU's business, risks, operations, programs, systems, and controls.
- Communicate with the Board of Trustees and senior management if there are significant interim changes to the internal audit plan.
- Ensure internal audit engagements are performed, documented, and communicated in accordance with the Global Internal Audit Standards.
- Follow up on engagement findings and confirm the implementation of recommendations or action plans and communicate the results of internal audit services to the Board of Trustees and senior management routinely and for each engagement as appropriate.
- Ensure the internal audit function collectively possesses or obtains the knowledge, skills, and other competencies and qualifications needed to meet the Global Internal Audit Standards requirements and fulfill the internal audit mandate.
- Identify and consider trends and emerging issues that could impact MTSU and communicate to the Board of Trustees and senior management as appropriate.
- Consider emerging trends and successful practices in internal auditing.
- Establish and ensure adherence to methodologies designed to guide the internal audit function.
- Ensure adherence to MTSU's relevant policies and procedures unless such policies and procedures conflict with the internal audit charter or the Global Internal Audit Standards. Any such conflicts will be resolved or documented and communicated to the Board of Trustees and senior management.
- Coordinate activities and consider relying upon the work of other internal and external providers of assurance and advisory services. If the chief audit executive cannot achieve an appropriate level of coordination, the issue must be communicated to senior management and, if necessary, escalated to the Board of Trustees.

Communication with the Board of Trustees and Senior Management

The chief audit executive will report annually, as appropriate, to the Board of Trustees and senior management regarding:

- the internal audit function's mandate,
- the internal audit plan and performance relative to its plan and significant revisions to the plan,
- the internal audit budget and significant revisions to the budget,

- potential impairments to independence, including relevant disclosures as applicable,
- results from the quality assurance and improvement program, which include the internal audit function's conformance with The IIA's Global Internal Audit Standards and action plans to address the internal audit function's deficiencies and opportunities for improvement,
- significant risk exposures and control issues, including fraud risks, governance issues, and other areas of focus for the Board of Trustees that could interfere with the achievement of MTSU's strategic objectives,
- results of assurance and advisory services,
- resource requirements, and
- management's responses to risk that the internal audit function determines may be unacceptable or acceptance of a risk that is beyond MTSU's risk appetite.

Quality Assurance and Improvement Program

The chief audit executive will develop, implement, and maintain a quality assurance and improvement program that covers all aspects of the internal audit function. The program will include external and internal assessments of the internal audit function's conformance with the Global Internal Audit Standards, as well as performance measurement to assess the internal audit function's progress toward achieving its objectives and promoting continuous improvement. The program also will assess, if applicable, compliance with laws and/or regulations relevant to internal auditing. Also, if applicable, the assessment will include plans to address the internal audit function's deficiencies and opportunities for improvement.

Annually, the chief audit executive will communicate with the Board of Trustees and senior management about the internal audit function's quality assurance and improvement program, including the results of internal assessments (ongoing monitoring and periodic self-assessments) and external assessments. External assessments will be conducted at least once every five years by a qualified, independent assessor or assessment team from outside MTSU; qualifications must include at least one assessor holding an active Certified Internal Auditor® credential.

Scope and Types of Internal Audit Services

The scope of internal audit services covers the entire breadth of the organization, including all of MTSU's activities, assets, and personnel. The scope of internal audit activities also encompasses but is not limited to objective examinations of evidence to provide independent assurance and advisory services to the Board of Trustees and management on the adequacy and effectiveness of governance, risk management, and control processes for MTSU.

The nature and scope of advisory services may be agreed with the party requesting the service, provided the internal audit function does not assume management responsibility. Opportunities for improving the efficiency of governance, risk management, and control processes may be identified during advisory engagements. These opportunities will be communicated to the appropriate level of management.

Internal audit engagements may include evaluating whether:

- Risks relating to achieving MTSU's strategic objectives are appropriately identified and managed.

- The actions of MTSU's officers, directors, management, employees, and contractors or other relevant parties comply with MTSU's policies, procedures, and applicable laws, regulations, and governance standards.
- The results of operations and programs are consistent with established goals and objectives.
- Operations and programs are being carried out effectively, efficiently, ethically, and equitably.
- Established processes and systems enable compliance with the policies, procedures, laws, and regulations that could significantly impact MTSU.
- The integrity of information and the means used to identify, measure, analyze, classify, and report such information is reliable.
- Resources and assets are acquired economically, used efficiently and sustainably, and protected adequately.

Approved by the Board of Trustees at its June 17, 2025 meeting.

Acknowledgments/Signatures

Chief Audit Executive

Date

Board of Trustees Chair

Date

MTSU President

Date



**Middle Tennessee State University
Board of Trustees**

Action Item

MEETING: Summer Quarterly Board Meeting

DATE: June 17, 2025

SUBJECT: **Approval of MTSU Policy 70 Internal Audit**

BACKGROUND INFORMATION:

In support of the University's commitment to upholding the highest standards of internal auditing, we have updated the institution's policy 70 Internal Audit to align with the recently issued Global Internal Audit Standards from the Institute of Internal Auditors.

The revisions primarily involve changing terminology to ensure consistency with the new standards and to reflect current language used across the internal audit profession. No changes have been made to the core responsibilities, authority, or independence of the internal audit function.

We request a recommendation to the Board of Trustees to accept this policy version.



70 Internal Audit

Approved by Board of Trustees

Effective Date: ~~June 5, 2017~~

Responsible Division: President

Responsible Office: Audit and Consulting Services

Responsible Officer: Chief Audit Executive

I. Purpose

This policy addresses responsibilities of the internal audit function, staffing, audit planning, and reporting on internal audit activities at Middle Tennessee State University (MTSU or University).

II. Definitions

- A. Internal Auditing. An independent, objective assurance and ~~advisory function. consulting activity~~ designed to add value and improve an organization's operations. It helps an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes.
- B. Risk. The possibility of an event occurring that will have an impact on the achievement of University goals and objectives. Risk is measured in terms of the impact an event may have and the likelihood that the event will occur. To optimize the achievement of the University's goals and objectives, the Board of Trustees (Board) and management act to minimize the related risks by implementing reasonable procedures to control and monitor the risks.
- C. Governance Processes. The combination of processes and structures implemented by the Board to inform, direct, manage, and monitor the activities of the organization toward the achievement of its objectives. Examples of such processes include the organizational structure within the University or a department; policies, standards, and procedures instituted by the Board or management to direct and control a particular activity and preparation and review procedures for preparing reports such as annual financial statements, federal grant, or financial aid reports.

III. General Statement

- A. The internal audit function at MTSU is the responsibility of the office of Audit and Consulting Services which contributes to the improvement of the University's operations

by providing objective and relevant assurance regarding risk management, control, and governance processes to management and the Board.

- B. Management is responsible for evaluating the University's risks and establishing and maintaining adequate controls and processes.
- C. To provide relevant information, Audit and Consulting Services will consider the goals of the University, management's risk assessments, and other input from management in determining its risk-based audit activities.

IV. Internal Audit Standards

Audit and Consulting Services adheres to the Institute of Internal Auditors' (IIA) International Standards for the Professional Practices Framework (IPPF), and is authorized by ~~of Internal Auditing and Code of Ethics~~. T.C.A. § 4-3-304(9). ~~The Institute of Internal Auditors International Professional Practices Framework (IPPF) incorporates the International Standards for the Professional Practice of Internal Auditing and Code of Ethics into one document.~~

- A. The IPPF includes ~~attribute~~ Global Internal Audit Standards and Topical Requirements, both of which are mandatory, and Global Guidance, presented as supplemental. The IPPF addresses current internal audit practices while enabling practitioners and stakeholders globally to be flexible and responsive to the ongoing needs for high quality internal auditing in diverse environments and organizations of different purposes, sizes, and structures. ~~standards, which address the expected characteristics of organizations and individuals performing internal audit activities, and performance standards, which describe the nature of internal audit activities and establish criteria to evaluate the performance of internal audit activities.~~
- B. To assure compliance with the IIA Standards, ~~Audit and Consulting Services~~ the chief audit executive must implement and maintain a quality assurance and improvement program. ~~that incorporates both internal and external review activities.~~
 - 1. Internal ~~reviews~~ assessments include both ongoing and periodic review activities.
 - 2. External ~~reviews~~ assessments must be performed at least every five (5) years by a qualified, independent ~~reviewer~~ assessment team, one of which is required to be a Certified Internal Auditor.
 - 3. Results of quality assurance reviews will be communicated, at least annually, to the University President and the Audit and Compliance Committee of the Board. The results of an external assessment must be reported when completed.

V. Internal Audit Personnel

- A. Internal audit staff must possess the professional credentials, knowledge, skills, and other competencies needed to perform their individual responsibilities.
- B. The internal audit function collectively must possess or obtain the knowledge, skills, and other competencies needed to perform its responsibilities. This may include engaging skilled assessors from outside of the organization.
- C. The Chief Audit Executive must be licensed as a Certified Public Accountant or a Certified Internal Auditor, maintain an active license, and annually complete sufficient, relevant continuing professional education to satisfy the requirements for the professional certification held.
- D. Other University auditors should annually complete sufficient, relevant continuing professional education to satisfy the requirements for their related professional certification or, at a minimum, forty (40) hours of relevant continuing professional education.
- E. Appointments
 - 1. The appointment of the Chief Audit Executive is recommended by the President and approved by the Board. T.C.A. § 49-14-102.
 - 2. The Chief Audit Executive reports directly to, and shall have unrestricted access to, the Audit and Compliance Committee of the Board. T.C.A. § 49-14-102.
- F. Compensation. Compensation of the employees of the MTSU internal audit function is subject to review by the Audit and Compliance Committee of the Board.
- G. Termination or Change of Status
 - 1. The termination or change of status of the Chief Audit Executive requires the approval of the President and the Audit and Compliance Committee of the Board.
 - 2. The Chief Audit Executive may be removed only for cause, which requires a majority vote of the Board. T.C.A. § 49-14-102.

VI. Internal Audit Role and Scope

- A. Reporting Structure. The Chief Audit Executive reports directly to the Audit and Compliance Committee of the Board and administratively to the University President. T.C.A. § 49-14-102. This reporting structure assures the independence of the internal audit function.
- B. The internal auditors' responsibilities include:

1. Working with management to assess University risks and developing an audit plan that considers the results of the risk assessment.
2. Evaluating University controls to determine their effectiveness and efficiency.
3. Coordinating work with external auditors, program reviewers, and consultants.
4. Determining the level of compliance with internal policies and procedures, state and federal laws, and government regulations.
5. Testing the timeliness, reliability, and usefulness of University records and reports.
6. Recommending improvements to controls, operations, and risk mitigation resolutions.
7. Assisting the University with its strategic planning process to include a complete cycle of review of goals and values.
8. Evaluating program performance.
9. Performing ~~consulting~~ advisory services and special requests as directed by the Audit and Compliance Committee or President.
 - a. The scope of internal auditing extends to all aspects of University operations and beyond fiscal boundaries. The internal auditors shall have access to all records, personnel, and physical properties relative to the performance of duties and responsibilities.
 - b. The scope of a particular internal audit activity may be as broad or as restricted as required to meet management needs.
 - c. Objectivity is essential to the internal audit function. Therefore, internal audit personnel should not be involved in the development and installation of systems and procedures, preparation of records, or any other activities that the internal audit staff may review or appraise. However, internal audit personnel may be consulted on the adequacy of controls incorporated into new systems and procedures or on revisions to existing systems.
 - d. Management is responsible for identifying, evaluating, and responding to potential risks that may impact the achievement of the University's objectives. Auditors continually evaluate the risk management, internal control, and governance processes. To facilitate these responsibilities, Audit and Consulting Services will receive notices or copies of external audit reviews, program

reviews, fiscally related consulting reports, cash shortages, physical property losses, and employee misconduct.

VII. Audit Plans and Activity Reports

- A. Audit and Consulting Services shall develop an annual audit plan using an approved risk assessment methodology.
- B. At the beginning of each fiscal year, after consultation with the Audit and Compliance Committee, the President, and other University management, Audit and Consulting Services will prepare an annual audit plan. The audit plan must be flexible to respond to immediate issues and will be revised for such changes during the year.
- C. Audit plans and revisions will be reviewed by the President and approved by the Audit and Compliance Committee.
- D. At the end of each fiscal year, Audit and Consulting Services will prepare an annual activity report of all significant audit services performed.
- E. Annual activity reports and approved audit plans will be provided to the Comptroller's Office, Division of State Audit.

VIII. Audit Engagements

- A. Audit engagements will be planned to provide relevant results to management and the Audit and Compliance Committee regarding the effectiveness and efficiency of processes and controls over operations. To ensure management's expectations are met, auditors will communicate with management regarding the objectives and scope of the engagement.
- B. In planning and during the engagement, auditors should consider and be alert to risks that affect the University's goals, objectives, operations, and resources. Auditors should consider risks based on the operations under review, which include, but are not limited to, the risk of financial misstatements, noncompliance, and fraud.
- C. An audit work program will be designed to achieve the objectives of the engagement and will include the steps necessary to identify, analyze, evaluate, and document the information gathered, and the conclusions reached during the engagement.
- D. Working papers that are created, obtained or compiled by an internal audit staff are confidential and are not records subject to the Public Records Act. T.C.A. § 4-3-304(9).

IX. Communicating Audit Results

- A. ~~A written report that documents the objectives, scope, conclusions, and recommendations of the audit will be prepared for audit engagements providing assurance to the Board and management.~~ The chief audit executive must establish and implement methodologies to promote accurate, objective, clear, concise, constructive, complete, and timely internal audit communications. Management will include corrective action for each reported recommendation.
- B. Audit and Consulting Services will ~~perform audits to follow up on~~ monitor findings, ~~recommendations, and action plans or recommendations~~ included in internal audit reports, investigation reports, and State Audit reports. A written report will be prepared and for any findings that have not been corrected, management will be asked to include a revised corrective action plan. The President, along with the Audit and Compliance Committee, will be notified at the conclusion of a follow-up audit if management has not corrected the reported finding or implemented the corrective action.
- C. A written report that documents the objectives, scope, conclusions, and recommendations will be prepared for investigations resulting from allegations or identification of fraud, waste, or abuse. As appropriate in the circumstances, management will include corrective action for each reported recommendation. In a case where allegations are not substantiated by the review and there are no other operational concerns to report to management regarding the review, the case may be closed by a memo to the working paper file documenting the reasons for closing the case.
- D. Reports on special studies, ~~consulting advisory~~ services, and other non-routine items should be prepared as appropriate, given the nature of the assignment.
- E. All internal audit reports will be signed by the Chief Audit Executive and transmitted directly to the President and appropriate levels of management in a timely manner.
- F. The Chief Audit Executive will present significant results of internal audit reports to the Audit and Compliance Committee quarterly or as appropriate.
- G. The Chief Audit Executive will provide a copy of each report to the Comptroller's Office, Division of State Audit.

X. Exceptions

Any exceptions to the policy established herein shall be subject to the approval of the Audit and Compliance Committee.

Forms: none.

Revisions: ~~none~~.

Last Reviewed: ~~January 2023~~.

References: T.C.A. §§ 4-3-304(9); 49-14-102.



70 Internal Audit

Approved by Board of Trustees

Effective Date: _____

Responsible Division: President

Responsible Office: Audit and Consulting Services

Responsible Officer: Chief Audit Executive

I. Purpose

This policy addresses responsibilities of the internal audit function, staffing, audit planning, and reporting on internal audit activities at Middle Tennessee State University (MTSU or University).

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- C. Governance Processes. The combination of processes and structures implemented by the Board to inform, direct, manage, and monitor the activities of the organization toward the achievement of its objectives. Examples of such processes include the organizational structure within the University or a department; policies, standards, and procedures instituted by the Board or management to direct and control a particular activity and preparation and review procedures for preparing reports such as annual financial statements, federal grant, or financial aid reports.

III. General Statement

- A. The internal audit function at MTSU is the responsibility of the office of Audit and Consulting Services which contributes to the improvement of the University's operations

by providing objective and relevant assurance regarding risk management, control, and governance processes to management and the Board.

- B. Management is responsible for evaluating the University's risks and establishing and maintaining adequate controls and processes.
- C. To provide relevant information, Audit and Consulting Services will consider the goals of the University, management's risk assessments, and other input from management in determining its risk-based audit activities.

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Audit and Consulting Services adheres to the Institute of Internal Auditors' (IIA) International Professional Practices Framework (IPPF) and is authorized by T.C.A. § 4-3-304(9).

- A. The IPPF includes Global Internal Audit Standards and Topical Requirements, both of which are mandatory, and Global Guidance, presented as supplemental. The IPPF addresses current internal audit practices while enabling practitioners and stakeholders globally to be flexible and responsive to the ongoing needs for high quality internal auditing in diverse environments and organizations of different purposes, sizes, and structures.
- B. To assure compliance with the IIA Standards, the chief audit executive must implement and maintain a quality assurance and improvement program.
 - 1. Internal assessments include both ongoing and periodic review activities.
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 - 3. Results of quality assurance reviews will be communicated, at least annually, to the University President and the Audit and Compliance Committee of the Board. The results of an external assessment must be reported when completed.

V. Internal Audit Personnel

- A. Internal audit staff must possess the professional credentials, knowledge, skills, and other competencies needed to perform their individual responsibilities.
- B. The internal audit function collectively must possess or obtain the knowledge, skills, and other competencies needed to perform its responsibilities. This may include engaging skilled assessors from outside of the organization.

- C. The Chief Audit Executive must be licensed as a Certified Public Accountant or a Certified Internal Auditor, maintain an active license, and annually complete sufficient, relevant continuing professional education to satisfy the requirements for the professional certification held.
- D. Other University auditors should annually complete sufficient, relevant continuing professional education to satisfy the requirements for their related professional certification or, at a minimum, forty (40) hours of relevant continuing professional education.
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 - 1. The appointment of the Chief Audit Executive is recommended by the President and approved by the Board. T.C.A. § 49-14-102.
 - 2. The Chief Audit Executive reports directly to, and shall have unrestricted access to, the Audit and Compliance Committee of the Board. T.C.A. § 49-14-102.
- F. Compensation. Compensation of the employees of the MTSU internal audit function is subject to review by the Audit and Compliance Committee of the Board.
- G. Termination or Change of Status
 - 1. The termination or change of status of the Chief Audit Executive requires the approval of the President and the Audit and Compliance Committee of the Board.
 - 2. The Chief Audit Executive may be removed only for cause, which requires a majority vote of the Board. T.C.A. § 49-14-102.

VI. Internal Audit Role and Scope

- A. Reporting Structure. The Chief Audit Executive reports directly to the Audit and Compliance Committee of the Board and administratively to the University President. T.C.A. § 49-14-102. This reporting structure assures the independence of the internal audit function.
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 - 1. Working with management to assess University risks and developing an audit plan that considers the results of the risk assessment.
 - 2. Evaluating University controls to determine their effectiveness and efficiency.
 - 3. Coordinating work with external auditors, program reviewers, and consultants.

4. Determining the level of compliance with internal policies and procedures, state and federal laws, and government regulations.
5. Testing the timeliness, reliability, and usefulness of University records and reports.
6. Recommending improvements to controls, operations, and risk mitigation resolutions.
7. Assisting the University with its strategic planning process to include a complete cycle of review of goals and values.
8. Evaluating program performance.
9. Performing advisory services and special requests as directed by the Audit and Compliance Committee or President.
 - a. The scope of internal auditing extends to all aspects of University operations and beyond fiscal boundaries. The internal auditors shall have access to all records, personnel, and physical properties relative to the performance of duties and responsibilities.
 - b. The scope of a particular internal audit activity may be as broad or as restricted as required to meet management needs.
 - c. Objectivity is essential to the internal audit function. Therefore, internal audit personnel should not be involved in the development and installation of systems and procedures, preparation of records, or any other activities that the internal audit staff may review or appraise. However, internal audit personnel may be consulted on the adequacy of controls incorporated into new systems and procedures or on revisions to existing systems.
 - d. Management is responsible for identifying, evaluating, and responding to potential risks that may impact the achievement of the University's objectives. Auditors continually evaluate the risk management, internal control, and governance processes. To facilitate these responsibilities, Audit and Consulting Services will receive notices or copies of external audit reviews, program reviews, fiscally related consulting reports, cash shortages, physical property losses, and employee misconduct.

VII. Audit Plans and Activity Reports

- A. Audit and Consulting Services shall develop an annual audit plan using an approved risk assessment methodology.

- B. At the beginning of each fiscal year, after consultation with the Audit and Compliance Committee, the President, and other University management, Audit and Consulting Services will prepare an annual audit plan. The audit plan must be flexible to respond to immediate issues and will be revised for such changes during the year.
- C. Audit plans and revisions will be reviewed by the President and approved by the Audit and Compliance Committee.
- D. At the end of each fiscal year, Audit and Consulting Services will prepare an annual activity report of all significant audit services performed.
- E. Annual activity reports and approved audit plans will be provided to the Comptroller's Office, Division of State Audit.

VIII. Audit Engagements

- A. Audit engagements will be planned to provide relevant results to management and the Audit and Compliance Committee regarding the effectiveness and efficiency of processes and controls over operations. To ensure management's expectations are met, auditors will communicate with management regarding the objectives and scope of the engagement.
- B. In planning and during the engagement, auditors should consider and be alert to risks that affect the University's goals, objectives, operations, and resources. Auditors should consider risks based on the operations under review, which include, but are not limited to, the risk of financial misstatements, noncompliance, and fraud.
- C. An audit work program will be designed to achieve the objectives of the engagement and will include the steps necessary to identify, analyze, evaluate, and document the information gathered, and the conclusions reached during the engagement.
- D. Working papers that are created, obtained or compiled by an internal audit staff are confidential and are not records subject to the Public Records Act. T.C.A. § 4-3-304(9).

IX. Communicating Audit Results

- A. The chief audit executive must establish and implement methodologies to promote accurate, objective, clear, concise, constructive, complete, and timely internal audit communications. Management will include corrective action for each reported recommendation.
- B. Audit and Consulting Services will monitor findings, recommendations, and action plans included in internal audit reports, investigation reports, and State Audit reports. A

written report will be prepared and for any findings that have not been corrected, management will be asked to include a revised corrective action plan. The President, along with the Audit and Compliance Committee, will be notified at the conclusion of a follow-up audit if management has not corrected the reported finding or implemented the corrective action.

- C. A written report that documents the objectives, scope, conclusions, and recommendations will be prepared for investigations resulting from allegations or identification of fraud, waste, or abuse. As appropriate in the circumstances, management will include corrective action for each reported recommendation. In a case where allegations are not substantiated by the review and there are no other operational concerns to report to management regarding the review, the case may be closed by a memo to the working paper file documenting the reasons for closing the case.
- D. Reports on special studies, advisory services, and other non-routine items should be prepared as appropriate, given the nature of the assignment.
- E. All internal audit reports will be signed by the Chief Audit Executive and transmitted directly to the President and appropriate levels of management in a timely manner.
- F. The Chief Audit Executive will present significant results of internal audit reports to the Audit and Compliance Committee quarterly or as appropriate.
- G. The Chief Audit Executive will provide a copy of each report to the Comptroller's Office, Division of State Audit.

X. Exceptions

Any exceptions to the policy established herein shall be subject to the approval of the Audit and Compliance Committee.

Forms: none.

Revisions: _____.

Last Reviewed: _____.

References: T.C.A. §§ 4-3-304(9); 49-14-102.



**Middle Tennessee State University
Board of Trustees**

MEETING: Summer Quarterly Board Meeting

SUBJECT: **Finance and Personnel Committee**

DATE: June 17, 2025

PRESENTER: Pete DeLay
Committee Chair

- Approval of Capital Outlay Project Submittal
- Approval of Capital Disclosures
- Approval of Capital Maintenance Projects Submittal
- Approval of Tuition, Fees, and Housing Rates
- Approval of Compensation
- Approval of Operating Budgets
 - Estimated 2024-25 Budget
 - Proposed 2025-26 Budget



**Middle Tennessee State University
Board of Trustees**

Action Item

MEETING: Summer Quarterly Board Meeting

DATE: June 17, 2025

SUBJECT: **Approval of Capital Outlay Project Submittal**

BACKGROUND INFORMATION:

As part of the annual Capital Budget request process, Tennessee institutions of higher learning must submit capital outlay project requests for state funding to the Tennessee Higher Education Commission (THEC). THEC then submits a list of statewide critical projects to F&A and the General Assembly for funding consideration and inclusion in the Tennessee State Budget. Recent changes also allow for higher education institutions to submit more than one capital outlay request project for funding consideration.

For FY 26/27, MTSU has proposed two project requests for MTSU Board approval. The first request is for the Civic Leadership and Applied Humanities Building. This project provides academic classroom, class lab, faculty and staff office, and support space for selected Liberal Arts departments and the associated Center for Innovation and Leadership, History Museum, and MTSU archives and exhibit spaces that provide extensive community and educational outreach and scholarly initiative opportunities.

The MTSU Aerospace Campus Phase II project is the second project request proposal that will support MTSU Aerospace programs/concentrations in Shelbyville beyond the current project that supports the Professional Pilot program. This

Civic Leadership and Applied Humanities Building

Proposed FY 2026/2027 Capital Outlay Project Request

Estimated Gross Square Footage:	130,000 gross square feet new construction 16,000 gross square feet (partial renovation of Peck Hall)
Estimated Construction Cost:	\$103,000,000
Estimated Total Project Cost:	\$127,000,000
University Match funding:	\$ 10,160,000 (includes required gift funds)
Required Gift Fund Minimum:	\$ 3,387,000

The proposed project provides a state-of-the-art facility that will serve MTSU academics and strengthen broad community outreach and engagement.

In partnership with the included academic departments, the proposed facility contains exhibit, research, office, and support space for the Center for Innovation and Leadership, History Museum, MTSU historical archives, and the MTSU Center for Historic Preservation, a THEC Center for Excellence. Educational program includes classroom, class-lab, faculty and staff offices and support space for selected MTSU Liberal Arts Departments including History; Political and Global Affairs; and Sociology and Anthropology.

The heart of these program functions will be extensive campus and community outreach and scholarly initiatives that engage multiple aspects of teaching and research. Faculty experts will draw upon primary sources in these archives to create civic engagement and educational outreach programs and develop innovative initiatives in the areas of Political Science, Civic Engagement, Public History, Communications, Journalism, International Relations, Health Sciences Policy, Leadership, and Entrepreneurship. A 300-seat lecture hall is included to host public lectures and other community events in addition to academic classroom and University use.

The MTSU 2016 Campus Master Plan prioritizes a Liberal Arts building as a “highest priority” project with the site location identified at the north end of the East Quad and directly east of the Academic Classroom Building housing Behavioral Health and Sciences.



Site Vicinity Map

Legend:

1. Proposed Site
2. Academic Classroom Building
3. East Quadrangle
4. Student Union
5. Student Services and Admissions Center
6. Cummings Hall

Aerospace Campus Phase II Development

Proposed FY 2026/2027 Capital Outlay Project Request

Estimated Gross Square Footage:	177,000 gross square feet
Estimated Construction Cost:	\$112,000,000
Estimated Total Project Cost:	\$138,000,000
University Match funding:	\$ 11,040,000 (includes required gift funds)
Required Gift Fund Minimum:	\$ 3,680,000

The proposed project comprises Phase II development at the Shelbyville Municipal Airport for the MTSU Aerospace Program. The first phase of development focuses on providing facilities to serve the MTSU Aerospace Professional Pilot concentration, including a 50,000 square foot flight operations building, a 30,000 square foot hangar to maintain MTSU's aviation fleet, and aircraft tie-down and taxi-way space. Construction on the first phase is projected to start on June 2025 with a completion date of summer 2027.



Site Diagram - MTSU Aerospace Facility at Shelbyville Phase II concept includes development of the 147 Lab Building (maintenance management), Classroom/Lab Building, surface parking, green/communal space, and additional aircraft tie-down space.

The proposed Phase II development will add facilities to support the remainder of the Aerospace Concentrations, including: maintenance management, aviation management, aerospace technology, unmanned aircraft systems technology, flight dispatch, and aviation safety and security. The scope of work includes the development of two structures, a main academic building and a laboratory building. The main academic building is a 120,000 square foot building that will serve as the primary building for the MTSU Aerospace Department that includes departmental offices; faculty and staff offices; classroom and class laboratory space; and student spaces. A 57,000 square foot laboratory building will also be developed that provides lab spaces for the maintenance management program. Along with the two primary structures, site development, including additional aircraft apron, roadway, parking, and exterior community spaces, is included in the project scope of work.

Possible future development beyond Phase II includes the addition of student housing and structured parking.



**Middle Tennessee State University
Board of Trustees**

Action Item

MEETING: Summer Quarterly Board Meeting

DATE: June 17, 2025

SUBJECT: **Approval of Capital Disclosures**

BACKGROUND INFORMATION:

In accordance with THEC Policy 4.0.6C concerning disclosure of capital projects, MTSU requests disclosure approval of two projects, one as an amendment to the FY 2025/2026 budget request and one for the FY 2026/2027 MTSU Capital Budget Request. Per THEC policy, these projects remain on the THEC disclosure list for a period of two years.

Additionally, four project disclosure requests will meet new thresholds enacted by the State of TN that allow for local project disclosure with MTSU Board Approval. These projects will be posted to the MTSU website but will not be included in the TN State Budget publication.

Disclosure of a capital project indicates that an institution is considering a project investment but does not obligate the University to carry out the work identified.

Materials include a summary of the six capital project disclosure requests for MTSU Board consideration along with the MTSU capital disclosure list as it would appear in July 2026 if proposed disclosures are approved.

Requested Capital Disclosure Projects

The following projects are requested for MTSU Board approval for disclosure:

Project	Project Description	Project Cost	Funding Sources		Disclosure Type
			Plant Funds	TSSBA Bonds	
Renovations to Floyd Stadium	Partial renovations to Floyd Stadium including replacement of seating sections and structural supports that are at the end of their useful life.	\$ 24,000,000		\$ 24,000,000	FY 2025/26 Capital Budget via budget amendment
Wellness Center Renovations	Renovations to the MTSU Wellness center to provide additional space required to relocate the MTSU Counseling Center	\$ 6,500,000		\$ 6,500,000	FY 2026/27 Capital Budget
Student Commons Improvements	Improvements to the Student Commons quad including the addition of a small stage for student events and all related work.	\$ 950,000	\$ 950,000		MTSU Board
Recreation Center Renovations*	Renovations to the MTSU Recreation Center including entrance modifications, site improvements, new access controls, and renovations to existing building systems.	\$ 6,700,000	\$ 6,700,000		MTSU Board
Student-Athlete Enhancement Center Addition*	Provide a new facility for the Student-Athlete Enhancement Center. Project scope includes required site work and all related work.	\$ 5,800,000	\$ 5,800,000		MTSU Board
EV Charging Stations*	Provide electric vehicle charging stations to existing parking locations campus-wide including necessary electrical infrastructure renovations and site improvements.	\$ 750,000	\$ 750,000		MTSU Board

* Denotes projects were originally disclosed in FY24/25 and per THEC Policy, will be removed from the Disclosure list after two years on July 1, 2026. These projects are being re-disclosed to remain actively disclosed.

Full MTSU Capital Disclosure List

Capital Disclosure List as it will appear July 1, 2026 with approval of current requested capital disclosures

Project	Project Description	Disclosure Year / Type	Project Cost	Funding Sources		
				Plant Funds	TSSBA Bonds	Grants
Wellness Center Renovations*	Renovations to the MTSU Wellness center to provide additional space required to relocate the MTSU Counseling Center	FY 2026/27 Capital Budget	\$ 6,500,000		\$ 6,500,000	
Addition and Renovations to the Murphy Center	Additions and renovations to the Murphy Center including but not limited to: addition of a new entry and lobby space and renovations to the arena seating, basketball locker rooms, and practice courts. Site work includes a new plaza serving multiple MTSU Athletic facilities, site utilities, and all related work. Minor modifications to Floyd Stadium including replacement of aging fire sprinkler system and addition of modular boilers are also included in the scope of work.	FY 2025/26 Capital Budget	\$ 41,000,000		\$ 41,000,000	
Multi-sport Indoor Practice Facility	Provide an enclosed, multi-sport indoor training facility to serve MTSU student athletes. Project scope also includes site development, site utilities, and all related work.	FY 2025/26 Capital Budget	\$ 28,400,000		\$ 28,400,000	
Floyd Stadium Turf Replacement	Replace artificial turf at Floyd Stadium and all related work.	FY 2025/26 Capital Budget	\$ 1,300,000		\$ 1,300,000	
Reese Smith Jr. Field Turf Installation	Install artificial turf at Reese Smith Jr. Field and all related work	FY 2025/26 Capital Budget	\$ 1,500,000		\$ 1,500,000	
Renovations to Floyd Stadium*	Partial renovations to Floyd Stadium including replacement of seating sections and structural supports that are at the end of their useful life.	FY 2025/26 Capital Budget Amendment	\$ 24,000,000		\$ 24,000,000	
New Parking Structure	Construct a parking deck structure, site utility infrastructure, and all related work.	FY 2024/25 Capital Budget	\$ 30,700,000		\$ 30,700,000	
P3 Student Housing Development	Provide new student housing including dorm rooms, common areas, and support spaces. Site development, including demolition of the Womack Lane housing complex, will be required to facilitate the new development. Project will utilize a public-private partnership delivery.	FY 2024/25 Capital Budget	\$ 84,000,000			
Road and Safety Improvements	Project provides traffic flow and safety improvements to pedestrian and vehicular circulation at the northern area of MTSU's campus along Middle Tennessee Boulevard and Greenland Drive. Scope items include a pedestrian bridge over Middle Tennessee Boulevard, improved lighting and signaling, crosswalks, and all related work.	9/10/2024 MTSU BOARD	\$ 2,500,000			\$ 2,500,000
Student Commons Improvements*	Improvements to the Student Commons quad including the addition of a small stage for student events and all related work.	6/17/2025 MTSU BOARD	\$ 950,000	\$ 950,000		

Full MTSU Capital Disclosure List

Capital Disclosure List as it will appear July 1, 2026 with approval of current requested capital disclosures

Project	Project Description	Disclosure Year / Type	Project Cost	Funding Sources		
				Plant Funds	TSSBA Bonds	Grants
Student-Athlete Enhancement Center Addition*	Provide a new facility for the Student-Athlete Enhancement Center. Project scope includes required site work and all related work.	6/17/2025 MTSU BOARD	\$ 5,800,000	\$ 5,800,000		
EV Charging Stations*	Provide electric vehicle charging stations to existing parking locations campus-wide including necessary electrical infrastructure renovations and site improvements.	6/17/2025 MTSU BOARD	\$ 750,000	\$ 750,000		
Recreation Center Renovations*	Renovations to the MTSU Recreation Center including entrance modifications, site improvements, new access controls, and renovations to existing building systems.	6/17/2025 MTSU BOARD	\$ 6,700,000	\$ 6,700,000		

* Denotes projects for consideration by the MTSU Board of Trustees



**Middle Tennessee State University
Board of Trustees**

Action Item

MEETING: Summer Quarterly Board Meeting

DATE: June 17, 2025

SUBJECT: **Approval of Capital Maintenance Projects Submittal**

BACKGROUND INFORMATION:

The Board of Trustees is charged with approving the Capital Maintenance Project requests for Middle Tennessee State University for FY 2026-27 in conjunction with instructions received from the Tennessee Higher Education Commission (THEC).

Included in these materials are the FY 2026-27 Governing Board Maintenance Pools and Allocation(s) as provided by THEC for all public institutions.

These materials provide documentation to be submitted to THEC as follows:

- Summary of Capital Maintenance potential project requests for five years, FY 2026-27 thru FY 2030-31
- Capital Maintenance requests for thirteen (13) projects for FY 2026-27 totaling \$24,300,000

THEC FY2026-27 Governing Board Maintenance Pools and Allocations

(Total Recommendation \$358,000,000)

Governing Board	Maintenance Pool (%)	Maintenance Allocation (\$)
MTSU	7.0%	\$24,300,000
APSU	3.4%	\$12,330,000
ETSU	7.0%	\$27,140,000
TSU	4.7%	\$18,740,000
TTU	5.0%	\$18,030,000
UoM	11.8%	\$41,120,000
LGI Subtotal	38.9%	\$141,660,000
UT System Subtotal	38.7%	\$135,570,000
TBR System Subtotal	22.4%	\$80,770,000
Grand total	100%	\$358,000,000

Note: Recent MTSU Capital Maintenance Allocation by FY
FY 2025-26; \$3.5 million (1 project, partial)
FY 2024-25; \$2.5 million (1 project)
FY 2023-24; \$5.0 million (2 projects)
FY 2022-23; \$7.2 million (5 projects)
FY 2021-22; \$9.9 million (7 projects)
FY 2020-21; \$4.6 million (1 project)
FY 2019-20; \$4.7 million (5 projects)
FY 2018-19; \$8.2 million (7 projects)
FY 2017-18; \$8.9 million (5 projects)
FY 2016-17; \$6.7 million (5 projects)

Capital Maintenance Request: FY2026-27

Governing Board: Middle Tennessee
2026-27
Maint. Allocation: \$24,300,000

Fiscal Year	Priority*	Inst.	Project	Project Cost	Project Description
2026-27	1	MTSU	Multiple Buildings Structural, Exteriors, and Roof Repairs and Replacements Phase 2	\$4,000,000	Repair or replacement of various roofs and exterior envelope components in multiple buildings on campus including roofing, roof coping, roof drains, scuppers, exterior cladding, gutters & downspouts, doors, windows, overhangs, porches, stairs, and all related work. This project also involves the repair or replacement of structural components of multiple buildings on campus. This request represents phase 2 of a 4 phase project.
2026-27	2	MTSU	Central Plant and Campus Utilities Updates Phase 2	\$3,500,000	Repair, replacement, and updating of the following utility systems: central plant chillers, cooling towers, pumps, auxiliary equipment, electrical infrastructure, and all related work in the central plant and satellite chiller plant; centralized and de-centralized campus utilities including, but not limited to: underground electrical, steam, steam condensate, hot water, steam manhole, sanitary sewer, domestic water, backflow preventers, stormwater infrastructure, building level chillers, building level boilers, pumps, heat exchangers, and all related work. This request represents phase 2 of a 6 phase project.
2026-27	3	MTSU	Multiple Bldgs HVAC and Controls Updates Phase 1	\$2,830,000	Identification and replacement of existing mechanical equipment, HVAC piping, and plumbing piping across campus that has met or exceeded its anticipated service life. The project will also update legacy controls components and associated controls in multiple buildings on campus. This request represents phase 1 of a 6 phase project.
2026-27	4	MTSU	Campus wide Lighting and Electrical Updates Phase 1	\$1,750,000	Campus wide modifications to building electrical systems, interior and exterior lighting, and lighting controls. This request represents phase 1 of a 5 phase project.
2026-27	5	MTSU	Multiple Buildings Elevator Modernizations Phase 1	\$2,750,000	Upgrade and repairs of elevators in multiple buildings campus wide and all related work. This request represents phase 1 of a 5 phase project.

2026-27	6	MTSU	Multiple Buildings Plumbing and Restroom Upgrades Phase 1	\$2,500,000	Repair and replacement of HVAC and Plumbing hydronic systems across campus. Upgrade and repairs of plumbing systems and restrooms in multiple buildings campus wide and all related work. Provide water intrusion prevention, utility isolation, leak detection, and associated controls in buildings across campus in conjunction with industry best practices and the State's flood mitigation initiatives. This request represents phase 1 of a 3 phase project.
2026-27	7	MTSU	Science Building HVAC and Exhaust Updates	\$2,500,000	To improve the operational efficiency, system reliability, and diagnostic capability of the existing systems, this project includes addressing operational deficiencies, re-balancing and retro-commissioning existing components, and implementing new energy conservation measures. Existing HVAC components will be replaced and upgraded as necessary to facilitate the project goals.
2026-27	8	MTSU	Non-Commercial Building Updates Phase 1	\$500,000	Address major HVAC, electrical, plumbing, interiors and exterior envelope for non-commercially constructed buildings on campus. This request represents phase 1 of a 2 phase project.
2026-27	9	MTSU	Multiple Buildings Hydronic Systems Renovations Phase 1	\$500,000	Repair and replacement of HVAC and Plumbing hydronic systems across campus. Provide water intrusion prevention, utility isolation, leak detection, and associated controls in buildings across campus in conjunction with industry best practices and the State's flood mitigation initiatives. This request represents phase 1 of a 3 phase project.
2026-27	10	MTSU	Campus Wide Sidewalk Repairs Phase 1	\$500,000	Repair and replacment of sidewalks and hardscape areas on campus to provide accessible walkways free of obstructions and impediments. This request represents phase 1 of a 3 phase project.
2026-27	11	MTSU	Campus Wide Fire and Life Safety Systems Updates Phase 2	\$750,000	Upgrade fire alarm systems, fire sprinkler systems, fire loops, and all related fire and life safety systems campus wide to address MTSU's priority list in bringing these systems up to current technology and to improve the reliability and addressability of these systems. This request represents Phase 2 of a 3 phase project.
2026-27	12	MTSU	Campus Wide Access Controls and Security Updates Phase 1	\$1,470,000	Update of campus access control and security systems including hardware, software, and system components. This request represents phase 1 of a 3 phase project.

2026-27	13	MTSU	Stormwater BMP Updates	\$750,000	To address stormwater drainage system deficiencies on campus by replacing or rehabilitating existing piping infrastructure.
Total Project Cost				\$24,300,000	

Capital Maintenance Out-Years: FY 2027-28 through 2030-31

Fiscal Year	Priority	Inst.	Project	Project Cost	Project Description
2027-28	1		Campus wide Lighting and Electrical Updates Phase 2	\$3,500,000	Campus wide modifications to building electrical systems, interior and exterior lighting, and lighting controls. This request represents phase 2 of a 5 phase project.
2027-28	2	MTSU	Multiple Buildings Structural, Exteriors, and Roof Repairs and Replacements Phase 3	\$2,000,000	Repair or replacement of various roofs and exterior envelope components in multiple buildings on campus including roofing, roof coping, roof drains, scuppers, exterior cladding, gutters & downspouts, doors, windows, overhangs, porches, stairs, and all related work. This project also involves the repair or replacement of structural components of multiple buildings on campus. This request represents phase 3 of a 4 phase project.
2027-28	3	MTSU	Multiple Bldgs HVAC and Controls Updates Phase 2	\$2,000,000	Identification and replacement of existing mechanical equipment, HVAC piping, and plumbing piping across campus that has met or exceeded its anticipated service life. The project will also update legacy controls components and associated controls in multiple buildings on campus. This request represents phase 2 of a 6 phase project.
2027-28	4	MTSU	Multiple Buildings Plumbing and Restroom Upgrades Phase 2	\$2,500,000	Repair and replacement of HVAC and Plumbing hydronic systems across campus. Upgrade and repairs of plumbing systems and restrooms in multiple buildings campus wide and all related work. Provide water intrusion prevention, utility isolation, leak detection, and associated controls in buildings across campus in conjunction with industry best practices and the State's flood mitigation initiatives. This request represents phase 2 of a 3 phase project.
2027-28	5	MTSU	Multiple Buildings Elevator Modernizations Phase 2	\$1,500,000	Upgrade and repairs of elevators in multiple buildings campus wide and all related work. This request represents phase 2 of a 5 phase project.
2027-28	6	MTSU	Central Plant and Campus Utilities Updates Phase 3	\$2,000,000	Repair, replacement, and updating of the following utility systems: central plant chillers, cooling towers, pumps, auxiliary equipment, electrical infrastructure, and all related work in the central plant and satellite chiller plant; centralized and de-centralized campus utilities including, but not limited to: underground electrical, steam, steam condensate, hot water, steam manhole, sanitary sewer, domestic water, backflow preventers, stormwater infrastructure, building level chillers, building level boilers, pumps, heat exchangers, and all related work. This request represents phase 3 of a 3 phase project.

2027-28	7	MTSU	Non-Commercial Building Updates Phase 2	\$500,000	Address major HVAC, electrical, plumbing, interiors and exterior envelope for non-commercially constructed buildings on campus. This request represents phase 2 of a 2 phase project.
2027-28	8	MTSU	Multiple Buildings Hydronic Systems Renovations Phase 2	\$500,000	Repair and replacement of HVAC and Plumbing hydronic systems across campus. Provide water intrusion prevention, utility isolation, leak detection, and associated controls in buildings across campus in conjunction with industry best practices and the State's flood mitigation initiatives. This request represents phase 2 of a 3 phase project.
2027-28	9	MTSU	Campus Wide Sidewalk Repairs Phase 2	\$500,000	Repair and replacment of sidewalks and hardscape areas on campus to provide accessible walkways free of obstructions and impediments. This request represents phase 2 of a 3 phase project.
2027-28	10	MTSU	Campus Wide Access Controls and Security Updates Phase 2	\$1,530,000	Update of campus access control and security systems including hardware, software, and system components. This request represents phase 2 of a 3 phase project.
2027-28	11	MTSU	Campus Wide Fire and Life Safety Systems Updates Phase 3	\$2,750,000	Upgrade fire alarm systems, fire sprinkler systems, fire loops, and all related fire and life safety systems campus wide to address MTSU's priority list in bringing these systems up to current technology and to improve the reliability and addressability of these systems. This request represents Phase 3 of a 3 phase project.
Total Project Cost				\$19,280,000	

2028-29	1	MTSU	Multiple Buildings Structural, Exteriors, and Roof Repairs and Replacments Phase 4	\$1,000,000	Repair or replacement of various roofs and exterior envelope components in multiple buildings on campus including roofing, roof coping, roof drains, scuppers, exterior cladding, gutters & downspouts, doors, windows, overhangs, porches, stairs, and all related work. This project also involves the repair or replacement of structural components of multiple buildings on campus. This request represents phase 4 of a 4 phase project.
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2028-29	2	MTSU	Multiple Bldgs HVAC and Controls Updates Phase 3	\$1,000,000	Identification and replacement of existing mechanical equipment, HVAC piping, and plumbing piping across campus that has met or exceeded its anticipated service life. The project will also update legacy controls components and associated controls in multiple buildings on campus. This request represents phase 3 of a 6 phase project.
2028-29	3	MTSU	Campus wide Lighting and Electrical Updates Phase 3	\$1,000,000	Campus wide modifications to building electrical systems, interior and exterior lighting, and lighting controls. This request represents phase 3 of a 5 phase project.
2028-29	4	MTSU	Campus Wide Access Controls and Security Updates Phase 3	\$1,000,000	Update of campus access control and security systems including hardware, software, and system components. This request represents phase 3 of a 3 phase project.
2028-29	5	MTSU	Multiple Buildings Elevator Modernizations Phase 3	\$1,500,000	Upgrade and repairs of elevators in multiple buildings campus wide and all related work. This request represents phase 3 of a 5 phase project.
2028-29	6	MTSU	Central Plant and Campus Utilities Updates Phase 4	\$1,000,000	Repair, replacement, and updating of the following utility systems: central plant chillers, cooling towers, pumps, auxiliary equipment, electrical infrastructure, and all related work in the central plant and satellite chiller plant; centralized and de-centralized campus utilities including, but not limited to: underground electrical, steam, steam condensate, hot water, steam manhole, sanitary sewer, domestic water, backflow preventers, stormwater infrastructure, building level chillers, building level boilers, pumps, heat exchangers, and all related work. This request represents phase 4 of a 6 phase project.
2028-29	7	MTSU	Multiple Buildings Plumbing and Restroom Upgrades Phase 3	\$2,500,000	Repair and replacement of HVAC and Plumbing hydronic systems across campus. Upgrade and repairs of plumbing systems and restrooms in multiple buildings campus wide and all related work. Provide water intrusion prevention, utility isolation, leak detection, and associated controls in buildings across campus in conjunction with industry best practices and the State's flood mitigation initiatives. This request represents phase 3 of a 3 phase project.

2028-29	8	MTSU	Multiple Buildings Hydronic Systems Renovations Phase 3	\$500,000	Repair and replacement of HVAC and Plumbing hydronic systems across campus. Provide water intrusion prevention, utility isolation, leak detection, and associated controls in buildings across campus in conjunction with industry best practices and the State's flood mitigation initiatives. This request represents phase 3 of a 3 phase project.
2028-29	9	MTSU	Campus Wide Sidewalk Repairs Phase 3	\$500,000	Repair and replacment of sidewalks and hardscape areas on campus to provide accessible walkways free of obstructions and impediments. This request represents phase 3 of a 3 phase project.

Total Project Cost	\$10,000,000
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2029-30	1		Multiple Bldgs HVAC and Controls Updates Phase 4	\$1,000,000	Identification and replacment of existing mechanical equipment, HVAC piping, and plumbing piping across campus that has met or exceeded its anticipated service life. The project will also update legacy controls components and associated controls in multiple buildings on campus. This request represents phase 4 of a 6 phase project.
2029-30	2		Campus wide Lighting and Electrical Updates Phase 4	\$1,000,000	Campus wide modifications to building electrical systems, interior and exterior lighting, and lighting controls. This request represents phase 4 of a 5 phase project.
2029-30	3		Multiple Buildings Elevator Modernizations Phase 4	\$1,500,000	Upgrade and repairs of elevators in multiple buildings campus wide and all related work. This request represents phase 4 of a 5 phase project.
2029-30	4		Central Plant and Campus Utilities Updates Phase 5	\$750,000	Repair, replacement, and updating of the following utility systems: central plant chillers, cooling towers, pumps, auxilliary equipment, electrical infrastructure, and all related work in the central plant and satellite chiller plant; centralized and de-centralized campus utilities including, but not limited to: underground electrical, steam, steam condensate, hot water, steam manhole, sanitary sewer, domestic water, backflow preventers, stormwater infrastructure, building level chillers, building level boilers, pumps, heat exchangers, and all related work. This request represents phase 5 of a 6 phase project.

Total Project Cost	\$4,250,000
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2030-31	1		Multiple Bldgs HVAC and Controls Updates Phase 5	\$585,000	Identification and replacement of existing mechanical equipment, HVAC piping, and plumbing piping across campus that has met or exceeded its anticipated service life. The project will also update legacy controls components and associated controls in multiple buildings on campus. This request represents phase 5 of a 6 phase project.
2030-31	2		Campus wide Lighting and Electrical Updates Phase 5	\$750,000	Campus wide modifications to building electrical systems, interior and exterior lighting, and lighting controls. This request represents phase 5 of a 5 phase project.
2030-31	3		Multiple Buildings Elevator Modernizations Phase 5	\$1,150,000	Upgrade and repairs of elevators in multiple buildings campus wide and all related work. This request represents phase 5 of a 5 phase project.
2030-31	4		Central Plant and Campus Utilities Updates Phase 6	\$750,000	Repair, replacement, and updating of the following utility systems: central plant chillers, cooling towers, pumps, auxiliary equipment, electrical infrastructure, and all related work in the central plant and satellite chiller plant; centralized and de-centralized campus utilities including, but not limited to: underground electrical, steam, steam condensate, hot water, steam manhole, sanitary sewer, domestic water, backflow preventers, stormwater infrastructure, building level chillers, building level boilers, pumps, heat exchangers, and all related work. This request represents phase 6 of a 6 phase project.
			Total Project Cost	\$3,235,000	

3.1 DB70

1 **Department:** Tennessee Higher Education Commission
Institution: Middle Tennessee State University
Project: Multiple Bldgs. Struc/Env./Roof Repairs/Repl. Phase 2
City/County: Murfreesboro/Rutherford

2 **Fiscal Year:** 2026-27

3		Capital Outlay	New		Reno/Maint
	<input checked="" type="checkbox"/>	Capital Maintenance	0	Gross Sq.Ft.	0
	<input type="checkbox"/>	Disclosure	0	Net Sq.Ft.	0
	<input checked="" type="checkbox"/>	Designer Required	0.00	Cost/Sq.Ft.	0.00

4 Project Description:

Repair or replacement of various roofs and exterior envelope components in multiple buildings on campus including roofing, roof coping, roof drains, scuppers, exterior cladding, gutters & downspouts, doors, windows, overhangs, porches, stairs, and all related work. This project also involves the repair or replacement of structural components of multiple buildings on campus. This request represents phase 2 of a 4 phase project.

Proj.
Type Maintenance

If new const., is it
in the Master Plan No

If new will it
add to E&G? No

5	Total Project	This Request	Estimated Building Construction Cost:
	8,150,000	3,145,000	0
		Building Construction	
		Site & Utilities	
		Built-in Equipment	
	8,150,000	3,145,000	
	815,000	314,500	
	8,965,000	3,459,500	
	675,942	280,860	
		0	
	500,000	150,000	
	0	0	
	359,058	109,640	
	10,500,000	4,000,000	
		Total Cost	

Bid Target

Contingency: 10.00 10.00 percent

MACC (Maximum Allowable Construction Cost)

Fee: 35/LogP-1.15= 7.53978816 renovation

0 Movable Equipment

first other Haz Mat, Comm, Surveys

second other

Administration & Miscellaneous

6 Funding Request:

10,500,000
0

THIS REQUEST

4,000,000

STATE funds

FEDERAL funds

Local and Institutional Funds

7 Previous SBC Approved Funding:

already approved for
existing SBC project
3,500,000
plus This Request
4,000,000

3,500,000

0

0

0

0

fund year

description

FY 25/26

Phase I

8 SBC Action:

If an existing project, SBC Project No.:

NA

9 Designer:

NA

3.2 Project Support Documentation sheet 1

Institution: [Middle Tennessee State University](#)

Project: [Multiple Bldgs. Struc/Env./Roof Repairs/Repl. Phase 2](#)

A. Architectural Program Scope

The repair and/or replacement of the roofs for KOM, Rutledge, Saunders Fine Arts, Stark Ag, MacFarland, Peck Hall, Storage Warehouse, 1403 East Main, Jones Hall, College Heights, Greenhouse, Bragg, Pittard Campus School, ROTC Annex, and other non-commercial buildings. This project will include replacement roofing, flashing, coping, parapets, and other roof details as required. The project will also repair or replace existing doors, windows, overhangs, and exterior building cladding in multiple buildings as necessary to improve the integrity of the exterior envelope and to reduce water intrusion into buildings. To repair or replace existing structural components of multiple buildings including the WMOT tower.

B. Evidence of Physical Facility Need

Each building has lapsed warranties for the existing roofs, deterioration of the roofing material, and poor performance of the existing roofs which necessitates replacement. Increased occurrence of leaks requires flashings to be reworked or replaced. The increase in the quantity and severity of roof, flashing, parapet wall leaks is causing an increase in the cost of repairs needed to the interior of the buildings due to the leaks. Reviewing the Facilities Surveys for various buildings, combined with visual inspections, shows the need for reconditioning and improving the exterior conditions of buildings on campus to prevent damage from water intrusion and to improve energy efficiency.

C. Historical Profile

Buildings on campus 35 years old or greater to be addressed including but not limited to Tennessee Livestock Center, Miller Education Center, Kirksey Old Main, Alumni Memorial Gym, Boutwell Dramatic Arts, Tucker Theater, Saunders Fine Arts, Wright Music, Jones Hall, McFarland, Stark Ag, Keathley University Center, Learning Resource Center, Peck Hall, and Todd Hall. Peck Hall's last roofing project occurred in 1985. 1403 East Main St building roof was installed in 1986.

D. Related Requirements

N/A

E. Summary Results and Date of Physical Facilities Survey

2023 KOM PFIS Score: 70; 2023 Rutledge PFIS Score: 80; 2022 Peck Hall Roof PFIS Score: 60; 2022 Storage Warehouse Roof PFIS Score: 50; 2022 1403 East Main St. Roof PFIS Score: 80, 2022 ROTC Annex Roof PFIS Score: 50, 2022 James Union Building Roof PFIS Score: 70, College Heights Roof PFIS Score: 70, 2022 1403 East Main St.

3.3 Project Support Documentation sheet-2

Institution: [Middle Tennessee State University](#)

Project: [Multiple Bldgs. Struc/Env./Roof Repairs/Repl. Phase 2](#)

E. Cost Basis for Construction Estimate and Other Costs

Cost Basis was determined from similar recent MTSU projects as well as manufacturer provided budget estimates.

F. Project Schedule

The project will be presented at the July 2026 SBC meeting, and July 2026 ESC Meeting for designer selection. The design has an anticipated duration of six months and the project will be bid in the March 2027 timeframe to provide ample time for coordination of traffic and closures during the summer months.

G Campus or Architectural Program Impact

In accordance with the State of Tennessee Claims and Risk Management's emphasis on updating and implementing a campus specific Water Intrusion Plan, roof updates and replacements represent a significant portion of the campus' efforts to prevent flooding and water intrusion in buildings.

3.1 DB70

1 **Department:** Tennessee Higher Education Commission
Institution: Middle Tennessee State University
Project: Central Plant and Campus Utilities Updates Phase 2
City/County: Murfreesboro/Rutherford

2 **Fiscal Year:** 2026-27

3		New		Reno/Maint
<input checked="" type="checkbox"/>	Capital Outlay			
<input checked="" type="checkbox"/>	Capital Maintenance	0	Gross Sq.Ft.	0
<input type="checkbox"/>	Disclosure	0	Net Sq.Ft.	0
<input checked="" type="checkbox"/>	Designer Required	0.00	Cost/Sq.Ft.	0.00

4 Project Description:

Repair, replacement, and updating of the following utility systems: central plant chillers, cooling towers, pumps, auxilliary equipment, electrical infrastructure, and all related work in the central plant and satellite chiller plant; centralized and de-centralized campus utilities including, but not limited to: underground electrical, steam, steam condensate, hot water, steam manhole, sanitary sewer, domestic water, backflow preventers, stormwater infrastructure, building level chillers, building level boilers, pumps, heat exchangers, and all related work. This project represents phase 2 of a 6 phase project.

Proj.
Type **Maintenance**

If new const., is it
in the Master Plan **No**

If new will it
add to E&G? **No**

5	Total Project	This Request	Estimated Building Construction Cost:
	6,000,000	1,815,000	Building Construction
	4,660,000	1,000,000	Site & Utilities
			Built-in Equipment
	10,660,000	2,815,000	Bid Target
	1,066,000	281,500	Contingency: 10.00 10.00 percent
	11,726,000	3,096,500	MACC (Maximum Allowable Construction Cost)
	866,700	253,660	Fee: 35/LogP-1.15= 7.39126409 renovation
		0	Movable Equipment
	150,000	50,000	first other Haz Mat, Comm, Surveys
	0	0	second other
	257,300	99,840	Administration & Miscellaneous
	13,000,000	3,500,000	Total Cost

6 Funding Request:

13,000,000
0

THIS REQUEST

3,500,000

STATE funds

FEDERAL funds

Local and Institutional Funds

7 Previous SBC Approved Funding:

already approved for
existing SBC project
5,000,000
plus This Request
3,500,000

5,000,000

fund year

description

FY 23/24

Phase I

0

0

0

0

8 SBC Action:

If an existing project, SBC Project No.:

NA

9 Designer:

NA

3.2 Project Support Documentation sheet 1

Institution: [Middle Tennessee State University](#)

Project: [Central Plant and Campus Utilities Updates Phase 2](#)

A. Architectural Program Scope

Taking place throughout the nearly 500 acre boundary of the main campus, this project is intended to address necessary repairs, replacement, and updating of the aging central chilled water plant and utilities infrastructure. All aging equipment in the Central Chilled Water and Satellite Chilled Water plants is included in this scope. The site utilities include, but are not limited to, the underground electrical, chilled water, steam, steam condensate, steam manhole, sanitary sewer, domestic water, hot water, and backflow preventers, and stormwater infrastructure. The project also includes all decentralized chilled water systems, hot water systems, heat exchangers, pumps, and all related work.

B. Evidence of Physical Facility Need

Age, condition, and available capacity for the centralized chilled water equipment on campus necessitates the replacement of equipment. Due to age, condition, settling, and localized disturbances, portions of the campus' utility infrastructure is in various stages of considerable deterioration and is at risk for failure. Potential power outages, local failures at various sections of sanitary sewer, deteriorated piping insulation systems, and steaming manholes have been observed and noted in the campus' work order system. Infrared surveys have shown evidence of steam and steam condensate leaks underground. In addition, a survey completed by the Murfreesboro Water Resources Dept. showed numerous locations around campus that need to be addressed.

C. Historical Profile

Existing sanitary sewer line installations date back to 1911 in some cases. Other sewer lines needing improvement are over 50 years old and were installed as brittle clay pipe. Refer to the 2016 Master Plan info for age of chilled water, steam, and steam condensate piping. Underground domestic water piping installations range from 1960 to 1968 in various sections. Thermal imaging of the steam and steam condensate systems is also provided from a 2016 report.

D. Related Requirements

N/A

E. Summary Results and Date of Physical Facilities Survey

Central Chilled Water Utility Plant: 80

3.3 Project Support Documentation sheet-2

Institution: [Middle Tennessee State University](#)

Project: [Central Plant and Campus Utilities Updates Phase 2](#)

E. Cost Basis for Construction Estimate and Other Costs

Estimates were based on historical data and current capital maintenance utilities projects. Updates to the systems were selected based on a prioritized list that cataloged the deterioration of the systems. Additional costs were added for anticipated rock excavation and other site constraints.

F. Project Schedule

The project will be presented at the July 2026 SBC meeting, and July 2026 ESC Meeting for designer selection. The design has an anticipated duration of six months and the project will be bid in the March 2027 timeframe to provide ample time for coordination of traffic and closures during the summer months.

G Campus or Architectural Program Impact

The centralized and decentralized heating and cooling systems and underground utilities represent critical infrastructure elements required for basic Campus operations. Any disruption of services will be immediately reflected in the need to vacate buildings or reschedule critical activities and limiting the use of the overall Campus.

3.1 DB70

1 **Department:** Tennessee Higher Education Commission
Institution: Middle Tennessee State University
Project: Multiple Bldgs HVAC and Controls Updates Phase 1
City/County: Murfreesboro/Rutherford

2 **Fiscal Year:** 2026-27

3		New		Reno/Maint
<input checked="" type="checkbox"/>	Capital Outlay			
<input checked="" type="checkbox"/>	Capital Maintenance	0	Gross Sq.Ft.	0
<input type="checkbox"/>	Disclosure	0	Net Sq.Ft.	0
<input checked="" type="checkbox"/>	Designer Required	0.00	Cost/Sq.Ft.	0.00

4 Project Description:

Identification and replacment of existing mechanical equipment, HVAC piping, and plumbing piping across campus that has met or exceeded its anticipated service life. The project will also update legacy controls components and associated controls in multiple buildings on campus. This project represents phase 1 of a 6 phase project.

Proj.
Type Maintenance

If new const., is it
in the Master Plan No

If new will it
add to E&G? No

5	Total Project	This Request	Estimated Building Construction Cost:
	6,150,000	2,200,000	0
	0	Building Construction	
		Site & Utilities	
		Built-in Equipment	
	6,150,000	2,200,000	
	615,000	220,000	
	6,765,000	2,420,000	
	521,047	202,300	
		0	
	400,000	125,000	
	0	0	
	313,953	82,700	
	8,000,000	2,830,000	

Bid Target 10.00 10.00 percent
MACC (Maximum Allowable Construction Cost)
Fee: 35/LogP-1.15= 7.70210165
renovation

0 Movable Equipment
first other Haz Mat, Comm, Surveys
second other
Administration & Miscellaneous
Total Cost

6 Funding Request:

8,000,000

0

THIS REQUEST

2,830,000

0

STATE funds

FEDERAL funds

Local and Institutional Funds

7 Previous SBC Approved Funding:

already approved for
existing SBC project

0

plus This Request

2,830,000

0

0

0

0

0

8 SBC Action:

If an existing project, SBC Project No.:

NA

9 Designer:

NA

3.2 Project Support Documentation sheet 1

Institution: [Middle Tennessee State University](#)

Project: [Multiple Bldgs HVAC and Controls Updates Phase 1](#)

A. Architectural Program Scope

The project will replace aged mechanical equipment on campus including, but not limited to Variable Frequency Drives (VFDs), pumps, heat exchangers, fans, motors, fan coil units, Variable Air Volume (VAV) boxes, etc. The project will also identify all legacy hardware and software control elements on campus served by the Siemens control system. All legacy pneumatics, valves, dampers, actuators, sensors, wiring, freeze protection, flow meters, airflow measuring stations, VFDs, etc. in multiple buildings will be removed and replaced. Hydronic piping including HVAC piping, domestic water piping, sanitary sewer piping, and all related work is also included.

B. Evidence of Physical Facility Need

The mechanical equipment and piping identified for removal and replacement is at or near the end of the anticipated service life. In addition, the condition, work order history, and lack of availability of parts demonstrates the need for updating this equipment. With the migration of all control components to Direct Digital Control (DDC) over the past 20 years, the remaining pneumatic components on campus are outdated and in need of immediate replacement. The remaining legacy devices (sensors, flow stations, dampers, actuators, etc.) are at the end of their anticipated service life and in need of replacement.

C. Historical Profile

The American Society of Heating, Refrigeration, and Air Conditioning Engineers (ASHRAE) lists the anticipated service life for the following equipment: VAV boxes and fan coil units - 20 years, Dampers - 20 years, Fans - 15-25 years, Heat Exchangers - 24 years, Pumps - 20 years, motors - 18 years, starters - 17 years, Controls - 15-20 years, actuators - 15-20 years. The equipment and controls to be replaced in this project are currently at or exceed the ages included in this list.

D. Related Requirements

N/A

E. Summary Results and Date of Physical Facilities Survey

2023 AMG Score: 60; 2023 Jones Hall Score: 70; 2023 JUB Score: 70; 2023 SFA Score: 70; 2023 KUC Score: 70; 2023 Murphy Center Score: 70; 2023 Fairview Bldg Score: 70; 2023 College Heights Score: 70; 2023 Science Bldg Score: 70; 2023 Wiser Patten Score: 80; 2023 Forrest Hall Score: 80; 2023 Todd Hall Score: 80; 2023 BDA Score: 80; 2023 Cope Admin Bldg Score: 80; 2023 Davis Science Score: 80; 2023 Peck Hall Score: 80

3.3 Project Support Documentation sheet-2

Institution: [Middle Tennessee State University](#)

Project: [Multiple Bldgs HVAC and Controls Updates Phase 1](#)

E. Cost Basis for Construction Estimate and Other Costs

Estimates are based on historical data and current contract rates with campus contractors SM Lawrence and Siemens.

F. Project Schedule

The project will be presented at the July 2026 SBC meeting, and July 2026 ESC Meeting for designer selection. The design has an anticipated duration of six months and the project will be bid in the March 2027 timeframe to provide ample time for coordination of traffic and closures during the summer months.

G Campus or Architectural Program Impact

N/A

3.1 DB70

1 **Department:** Tennessee Higher Education Commission
Institution: Middle Tennessee State University
Project: Campus wide Lighting and Electrical Updates Phase 1
City/County: Murfreesboro/Rutherford

2 **Fiscal Year:** 2026-27

3		Capital Outlay	New		Reno/Maint
	<input checked="" type="checkbox"/>	Capital Maintenance	0	Gross Sq.Ft.	0
	<input type="checkbox"/>	Disclosure	0	Net Sq.Ft.	0
	<input checked="" type="checkbox"/>	Designer Required	0.00	Cost/Sq.Ft.	0.00

4 Project Description:

Campus wide modifications to building electrical systems, interior and exterior lighting, and lighting controls. This request represents phase 1 of a 5 phase project.

Proj.
Type **Maintenance**

If new const., is it
in the Master Plan **No**

If new will it
add to E&G? **No**

5	Total Project	This Request	Estimated Building Construction Cost:
	6,175,000	1,325,000	0
	0	Building Construction	
		Site & Utilities	
		Built-in Equipment	
	6,175,000	1,325,000	Bid Target
	617,500	132,500	Contingency: 10.00 10.00 percent
	6,792,500	1,457,500	MACC (Maximum Allowable Construction Cost)
	523,003	127,190	Fee: 35/LogP-1.15= 7.69971343 renovation
		0	Movable Equipment
	400,000	100,000	first other Haz Mat, Comm, Surveys
	0	0	second other
	284,497	65,310	Administration & Miscellaneous
	8,000,000	1,750,000	Total Cost

6 Funding Request:

8,000,000
0

THIS REQUEST

1,750,000

STATE funds

0 FEDERAL funds

Local and Institutional Funds

7 Previous SBC Approved Funding:

already approved for
existing SBC project
0
plus This Request
1,750,000

fund year

description

0
0
0
0
0

8 SBC Action:

If an existing project, SBC Project No.:

NA

9 Designer:

NA

3.2 Project Support Documentation sheet 1

Institution: [Middle Tennessee State University](#)

Project: [Campus wide Lighting and Electrical Updates Phase 1](#)

A. Architectural Program Scope

The project will include repair and replacement of existing building electrical systems including panelboards, breakers, switches, receptacles, wiring, metering, transformers, and all related work. The campus is also currently served by 13 different interior lighting control systems of varying age and condition. Interior lighting, lighting controls, and the associated components (i.e. controllers, mechoshades, etc.) will be re-configured and replaced as necessary to provide a consolidated and updated system to serve the campus. Site lighting and lighting controls associated with multiple buildings on campus will also be updated to provide improved illumination and increased security.

B. Evidence of Physical Facility Need

The electrical systems identified for removal and replacement are at or near the end of the anticipated service life. In addition, the existing condition and work order history demonstrates the need for updating these systems. Building lighting and lighting controls to be replaced in this project are either past their expected service life span or currently present ongoing maintenance and operational issues that require frequent attention. Consolidation around a campus standard approach for these systems will reduce time and effort spent troubleshooting and repairing these systems. Site lighting and lighting controls are needed to address improve light levels in various locations to increase campus security.

C. Historical Profile

N/A

D. Related Requirements

N/A

E. Summary Results and Date of Physical Facilities Survey

2023 AMG Score: 70; 2023 Jones Hall Score: 60; 2023 Sam Ingram Bldg Score: 70; 2023 KUC Score: 70; 2023 Fairview Bldg Score: 70; 2023 Stark Ag Score: 80; 2023 Peck Hall Score: 80; 2023 Todd Hall Score: 70; 2023 EHS Score: 80; 2023 Cope Admin Bldg Score: 80; 2023 SFA Score: 80; 2023 JUB Score: 80

3.3 Project Support Documentation sheet-2

Institution: [Middle Tennessee State University](#)

Project: [Campus wide Lighting and Electrical Updates Phase 1](#)

E. Cost Basis for Construction Estimate and Other Costs

Cost basis was determined from recent MTSU projects as well as manufacturer provided budget estimates.

F. Project Schedule

The project will be presented at the July 2026 SBC meeting, and July 2026 ESC Meeting for designer selection. The design has an anticipated duration of six months and the project will be bid in the March 2027 timeframe to provide ample time for coordination of traffic and closures during the summer months.

G Campus or Architectural Program Impact

N/A

3.1 DB70

1	Department:	Tennessee Higher Education Commission
	Institution:	Middle Tennessee State University
	Project:	Multiple Buildings Elevator Modernizations Phase 1
	City/County:	Murfreesboro/Rutherford

2 Fiscal Year: 2026-27

3	<input type="checkbox"/>	Capital Outlay			
	<input checked="" type="checkbox"/>	Capital Maintenance			
	<input type="checkbox"/>	Disclosure			
	<input checked="" type="checkbox"/>	Designer Required			

New			Reno/Maint	
	0	Gross Sq.Ft.		0
	0	Net Sq.Ft.		0
	0.00	Cost/Sq.Ft.		0.00

4 Project Description:

Upgrade and repairs of elevators in multiple buildings campus wide and all related work. This project represents phase 1 of a 5 phase project.

Proj. Type	Maintenance
------------	-------------

If new const., is it in the Master Plan

If new will it add to E&G?

5	Total Project	This Request	Estimated Building Construction Cost:	
	6,500,000	2,165,000	Building Construction	0
	0		Site & Utilities	
			Built-in Equipment	
	6,500,000	2,165,000	Bid Target	
	650,000	216,500	Contingency:	10.00 10.00 percent
	7,150,000	2,381,500	MACC (Maximum Allowable Construction Cost)	2,381,500
	548,380	199,340	Fee:	35/LogP-1.15= 7.66964459 renovation
		0	Movable Equipment	
	375,000	75,000	first other	Haz Mat, Comm, Surveys
	0	0	second other	
	326,620	94,160	Administration & Miscellaneous	
	8,400,000	2,750,000	Total Cost	

6 Funding Request:		THIS REQUEST	
8,400,000		2,750,000	STATE funds
0		0	FEDERAL funds
			Local and Institutional Funds

7 Previous SBC Approved Funding:

already approved for
existing SBC project

0

plus This Request

2,750,000

fund year	description
-----------	-------------

0
0
0
0
0

8 SBC Action: If an existing project, SBC Project No.: NA

9 Designer: NA

3.2 Project Support Documentation sheet 1

Institution: [Middle Tennessee State University](#)

Project: [Multiple Buildings Elevator Modernizations Phase 1](#)

A. Architectural Program Scope

To provide the necessary modernization and/or repairs of passenger and freight elevators including but not limited to those located in James Walker Library, Miller Education Center, Business and Aerospace Building, Bragg Media and Entertainment Building, Jones Hall, Telecom Building, Todd Art Building, Wright Music Building, James Union Building, Murphy Center, Cope Administration Building, Sam Ingram Building, and Honors College Building

B. Evidence of Physical Facility Need

A review of the facilities' elevator inventory for these buildings, combined with age, general condition, past work order history, visual inspections, occurrence of repair, and lack of available replacement parts demonstrates the need for modernization.

C. Historical Profile

Elevators were installed in the buildings listed in the following year:

James Walker Library - 1997, Peck Hall - 2005, Miller Education Center - 1998, Cason Kennedy Nursing Building - 1994, Business and Aerospace Building - 1995, Bragg Media and Entertainment Building - 1990, Andrew Todd Hall - 2004, James Union Building - 2002, Murphy Center - 2004, Sam Ingram Building - 2006

D. Related Requirements

N/A

E. Summary Results and Date of Physical Facilities Survey

James Walker Library - Score 60 based on survey in 2021; Peck Hall - Score of 70 based on survey in 2021 review; Miller Education Center scored a 70 based on a 2019 review; Cason Kennedy scored a 60 based on a 2021 survey; BAS scored a 70 based on a 2019 survey; Bragg scored a 70 based on a 2017 survey; Todd Hall scored a 70 based; JUB scored a 70; Sam Ingram Building scored a 70; Cope Administration Building scored a 70; and Murphy Center scored a 70.

3.3 Project Support Documentation sheet-2

Institution: [Middle Tennessee State University](#)

Project: [Multiple Buildings Elevator Modernizations Phase 1](#)

E. Cost Basis for Construction Estimate and Other Costs

The cost for each site specific elevator modernization has been developed with recently bid capital maintenance projects involving similar size and scope elevators. Additional cost information was also provided by the Campus elevator vendor/contractor who currently holds the five year annual maintenance agreement.

F. Project Schedule

The project will be presented at the July 2026 SBC meeting, and July 2026 ESC Meeting for designer selection. The design has an anticipated duration of six months and the project will be bid in the March 2027 timeframe to provide ample time for coordination of traffic and closures during the summer months.

G Campus or Architectural Program Impact

Vertical circulation and access to all floors of a building are an inherent needs of every faculty member, student, and visitor. Elevators are a critical component of the operational requirements of any building on Campus. Beyond the immediate, obvious accessibility need, elevators represent compliance to national accessibility requirements critical to the success of everyone on Campus.

3.1 DB70

1 Department:	Tennessee Higher Education Commission
Institution:	Middle Tennessee State University
Project:	Multiple Bldgs Plumbing & Restrooms Upgrades Phase 1
City/County:	Murfreesboro/Rutherford

2 Fiscal Year: 2026-27

3	<input type="checkbox"/>	Capital Outlay			
	<input checked="" type="checkbox"/>	Capital Maintenance			
	<input type="checkbox"/>	Disclosure			
	<input checked="" type="checkbox"/>	Designer Required			

New			Reno/Maint	
	0	Gross Sq.Ft.		0
	0	Net Sq.Ft.		0
	0.00	Cost/Sq.Ft.		0.00

4 Project Description:

Repair and replacement of HVAC and Plumbing hydronic systems across campus. Upgrade and repairs of plumbing systems and restrooms in multiple buildings campus wide and all related work. Provide water intrusion prevention, utility isolation, leak detection, and associated controls in buildings across campus in conjunction with industry best practices and the State's flood mitigation initiatives. This request represents phase 1 of a 3 phase project.

Proj. Type	Maintenance
1	1
2	1
3	1
4	1
5	1
6	1
7	1
8	1
9	1
10	1
11	1
12	1
13	1
14	1
15	1
16	1
17	1
18	1
19	1
20	1
21	1
22	1
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90	1
91	1
92	1
93	1
94	1
95	1
96	1
97	1
98	1
99	1
100	1

5	Total Project	This Request	Estimated Building Construction Cost:	
	5,925,000	1,975,000	Building Construction	0
	0		Site & Utilities	
			Built-in Equipment	
	5,925,000	1,975,000	Bid Target	
	592,500	197,500	Contingency:	10.00 10.00 percent
	6,517,500	2,172,500	MACC (Maximum Allowable Construction Cost)	
	503,419	183,250	Fee:	35/LogP-1.15= 7.72411265 renovation
		0	Movable Equipment	
	225,000	75,000	first other	Haz Mat, Comm, Surveys
	0	0	second other	
	254,081	69,250	Administration & Miscellaneous	
	7,500,000	2,500,000	Total Cost	

6 Funding Request:		THIS REQUEST	
7,500,000		2,500,000	STATE funds
0		0	FEDERAL funds
			Local and Institutional Funds

7 Previous SBC Approved Funding:

	fund year	description
0		
0		
0		
0		
0		

8 SBC Action: If an existing project, SBC Project No.: NA

9 Designer: NA

3.2 Project Support Documentation sheet 1

Institution: [Middle Tennessee State University](#)

Project: [Multiple Bldgs Plumbing & Restrooms Upgrades Phase 1](#)

A. Architectural Program Scope

The scope of this project includes repairing or replacing plumbing fixtures, water heaters, plumbing and HVAC piping systems, and related plumbing accessories on campus. The project will also include related updates to building restrooms.

B. Evidence of Physical Facility Need

A review of campus plumbing systems that present ongoing maintenance issues combined with age, general condition, past work order history, visual inspections, and lack of available replacement parts demonstrates the need for modernization.

C. Historical Profile

The age of buildings on campus range from nearly new to 110 years old. Due to the poor condition and functional degradation associated with aged plumbing systems, all buildings on campus with an age greater than 20 years will be considered a potential candidate for this project.

D. Related Requirements

N/A

E. Summary Results and Date of Physical Facilities Survey

2023 Jones Hall Score: 60; 2023 AMG Score: 70; 2023 JUB Score: 70; 2023 SFA Score: 70; 2023 EHS Score: 70; 2023 BDA Score: 70; 2023 Cope Admin Bldg Score: 70; 2023 KUC Score: 70; 2023 Peck Hall Score: 70; 2023 Stark Ag Score: 70; 2023 McFarland Bldg Score: 70

3.3 Project Support Documentation sheet-2

Institution: [Middle Tennessee State University](#)

Project: [Multiple Bldgs Plumbing & Restrooms Upgrades Phase](#)

E. Cost Basis for Construction Estimate and Other Costs

Cost basis was determined from recent MTSU projects and cost estimating software.

F. Project Schedule

The project will be presented at the July 2026 SBC meeting, and July 2026 ESC Meeting for designer selection. The design has an anticipated duration of six months and the project will be bid in the March 2027 timeframe to provide ample time for coordination of traffic and closures during the summer months.

G Campus or Architectural Program Impact

In accordance with the State of Tennessee Claims and Risk Management's emphasis on updating and implementing a campus specific Water Intrusion Plan, this project seeks to identify and update HVAC and plumbing systems on campus with a specific emphasis on mitigating flooding and water intrusion in buildings.

3.1 DB70

1 **Department:** Tennessee Higher Education Commission
Institution: Middle Tennessee State University
Project: Science Building HVAC and Exhaust Updates
City/County: Murfreesboro/Rutherford

2 **Fiscal Year:** 2026-27

3		Capital Outlay	New		Reno/Maint
	<input checked="" type="checkbox"/>	Capital Maintenance	0	Gross Sq.Ft.	0
	<input type="checkbox"/>	Disclosure	0	Net Sq.Ft.	0
	<input checked="" type="checkbox"/>	Designer Required	0.00	Cost/Sq.Ft.	0.00

4 Project Description:

To improve the operational efficiency, system reliability, and diagnostic capability of the existing systems, this project includes addressing operational deficiencies, re-balancing and retro-commissioning existing components, and implementing new energy conservation measures. Existing HVAC components will be replaced and upgraded as necessary to facilitate the project goals.

Proj.
Type

Maintenance

If new const., is it
in the Master Plan

No

If new will it
add to E&G?

No

5	Total Project	This Request	Estimated Building Construction Cost:
	1,950,000	1,950,000	0
	0		
	-----	-----	
	1,950,000	1,950,000	
	195,000	195,000	
	-----	-----	
	2,145,000	2,145,000	
	181,116	181,120	
	-----	-----	
	75,000	75,000	
	0	0	
	-----	-----	
	98,884	98,880	
	-----	-----	
	2,500,000	2,500,000	

Building Construction
Site & Utilities
Built-in Equipment
Bid Target
Contingency: 10.00 10.00 percent
MACC (Maximum Allowable Construction Cost)
Fee: 35/LogP-1.15= 8.44361939 **renovation**
Movable Equipment
first other Haz Mat, Comm, Surveys
second other
Administration & Miscellaneous
Total Cost

6 Funding Request:

2,500,000

0

THIS REQUEST

2,500,000

0

STATE funds

FEDERAL funds

Local and Institutional Funds

7 Previous SBC Approved Funding:

fund year

description

already approved for
existing SBC project

0

plus This Request

2,500,000

0

0

0

0

0

8 SBC Action:

If an existing project, SBC Project No.:

NA

9 Designer:

NA

3.2 Project Support Documentation sheet 1

Institution: [Middle Tennessee State University](#)

Project: [Science Building HVAC and Exhaust Updates](#)

A. Architectural Program Scope

The existing HVAC system including the air-handlers, variable volume air valves, exhaust fans, lab hoods, and control system will be upgraded and optimized for improved reliability, functionality, maintainability, and energy savings.

B. Evidence of Physical Facility Need

The Science building's 160 lab hoods must meet strict operational limits to maintain their annual certification. As HVAC systems tend to drift over time from the original test and balance values and various operational issues related to the air valves have been discovered since the building's completion, it has become necessary to re-balance and retro-commission the HVAC systems in the building to "reset" to the original design values. Valve actuators have also been cycling excessively and failing prematurely leading to higher than expected maintenance costs. Failed or outdated equipment and programming will also be addressed and replaced if necessary to achieve the energy and operational goals of the project.

C. Historical Profile

Original building was completed in 2014.

D. Related Requirements

N/A

E. Summary Results and Date of Physical Facilities Survey

SCI: 70

3.3 Project Support Documentation sheet-2

Institution: [Middle Tennessee State University](#)

Project: [Science Building HVAC and Exhaust Updates](#)

E. Cost Basis for Construction Estimate and Other Costs

Estimates were based on historical data and current capital maintenance utilities projects. Updates to the systems were selected based on a prioritized list that cataloged the deterioration of the systems.

F. Project Schedule

The project will be presented at the July 2026 SBC meeting, and July 2026 ESC Meeting for designer selection. The design has an anticipated duration of six months and the project will be bid in the March 2027 timeframe to provide ample time for coordination of traffic and closures during the summer months.

G Campus or Architectural Program Impact

The Science building includes laboratory equipment that is unique to the campus. Extended outages of lab hoods can cause a significant impact on the ability of instructors to conduct classes. The improvements in functionality and reliability of the lab exhaust systems serve a central role in providing consistent operation for the facility.

3.1 DB70

1 Department: Tennessee Higher Education Commission
Institution: Middle Tennessee State University
Project: Non-Commercial Building Updates Phase 1
City/County: Murfreesboro/Rutherford

2 Fiscal Year: 2026-27

3	<input type="checkbox"/>	Capital Outlay			
	<input checked="" type="checkbox"/>	Capital Maintenance			
	<input type="checkbox"/>	Disclosure			
	<input checked="" type="checkbox"/>	Designer Required			

		New		Reno/Maint
		0	Gross Sq.Ft.	0
		0	Net Sq.Ft.	0
		0.00	Cost/Sq.Ft.	0.00

4 Project Description:

Address major HVAC, electrical, plumbing, interiors, and exterior envelope for non-commercially constructed buildings on campus. This request represents phase 1 of a 2 phase project.

No

5 Total Project		This Request		Estimated Building Construction Cost:	
760,000		380,000		Building Construction	
0				Site & Utilities	
				Built-in Equipment	
760,000		380,000		Bid Target	
76,000		3,800,000		Contingency:	10.00 1000.00 percent
836,000		4,180,000		MACC (Maximum Allowable Construction Cost)	
76,642		334,260		Fee:	35/LogP-1.15= 9.16766742 renovation
		0		Movable Equipment	
50,000		25,000		first other	Haz Mat,Comm, Surveys
0		0		second other	
37,358		-4,039,260		Administration & Miscellaneous	
1,000,000		500,000		Total Cost	

6 Funding Request:		THIS REQUEST	
1,000,000		500,000	STATE funds
0		0	FEDERAL funds
			Local and Institutional Funds

7 Previous SBC Approved Funding:		fund year	description
already approved for	0		
existing SBC project	0		
	0		
plus This Request	0		
500.000	0		

8 SBC Action: If an existing project, SBC Project No.: NA

9 Designer: NA

3.2 Project Support Documentation sheet 1

Institution: [Middle Tennessee State University](#)

Project: [Non-Commercial Building Updates Phase 1](#)

A. Architectural Program Scope

The following non-commercially construction buildings have been acquired by the University in various states of disrepair and require varying degrees of renovation involving the HVAC, electrical, plumbing and structural systems. Interior and exterior finishes also require updates for: 1114 East Lytle St (Lytle House), 1412 East Main (University Police), 2259 Middle Tennessee Blvd. (Alumni Relations House), 209 North Baird Lane (Internal Audit), 1403 East Main Street, Woodmore/Chris Young Cafe, College Heights, 1416 East Main Street (Center for Historic Preservation), Tom H. Jackson Building, WMOT Transmitter, 2263 Middle Tennessee Blvd. (Alumni Office), 1417 East Main Street (Center for Historic Preservation)

B. Evidence of Physical Facility Need

A review of the campus' non-commercial buildings has shown that ongoing maintenance issues combined with age, general condition, past work order history, visual inspections, and lack of available replacement parts demonstrates the need for modernization.

C. Historical Profile

The age of buildings on campus range from nearly new to 110 years old. Due to the poor condition and functional degradation associated with aged non-commercial buildings, all buildings on campus with an age greater than 30 years will be considered a potential candidate for this project.

D. Related Requirements

N/A

E. Summary Results and Date of Physical Facilities Survey

1114 East Lytle St Score: 81; 1412 East Main (University Police) Score: 85; 2259 Middle Tennessee Blvd. (Alumni House) Score: 81; 209 North Baird Lane (Internal Audit) Score: 72; 1403 East Main Street Score: 85; Chris Young Café Score: 72; College Heights Score: 75; Tom H. Jackson Building Score: 79; WMOT Transmitter Score: 65, 2263 Middle Tennessee Blvd. (Alumni Office) Score: 83; 1417 East Main Street (Center for Historic Preservation) Score: 62

3.3 Project Support Documentation sheet-2

Institution: [Middle Tennessee State University](#)

Project: [Non-Commercial Building Updates Phase 1](#)

E. Cost Basis for Construction Estimate and Other Costs

Cost basis was determined from recent MTSU projects and cost estimating software.

F. Project Schedule

The project will be presented at the July 2026 SBC meeting, and July 2026 ESC Meeting for designer selection. The design has an anticipated duration of six months and the project will be bid in the March 2027 timeframe to provide ample time for coordination of traffic and closures during the summer months.

G Campus or Architectural Program Impact

N/A

3.1 DB70

1 **Department:** Tennessee Higher Education Commission
Institution: Middle Tennessee State University
Project: Multiple Bldgs. Hydronic Systems Renovations Phase 1
City/County: Murfreesboro/Rutherford

2 **Fiscal Year:** 2026-27

3		New		Reno/Maint
<input type="checkbox"/>	Capital Outlay			
<input checked="" type="checkbox"/>	Capital Maintenance	0	Gross Sq.Ft.	0
<input type="checkbox"/>	Disclosure	0	Net Sq.Ft.	0
<input checked="" type="checkbox"/>	Designer Required	0.00	Cost/Sq.Ft.	0.00

4 Project Description:

Repair and replacement of HVAC and Plumbing hydronic systems across campus. Provide water intrusion prevention, utility isolation, leak detection, and associated controls in buildings across campus in conjunction with industry best practices and the State's flood mitigation initiatives. This request represents phase 1 of a 3 phase project.

Proj.
Type Maintenance

If new const., is it
in the Master Plan No

If new will it
add to E&G? No

5	Total Project	This Request	Estimated Building Construction Cost:
	1,145,000	380,000	0
	0		

	1,145,000	380,000	
	114,500	38,000	

	1,259,500	418,000	
	111,315	40,910	

	75,000	0	
	0	25,000	

	54,185	16,090	

	1,500,000	500,000	

Bid Target 10.00 10.00 percent
MACC (Maximum Allowable Construction Cost)
Fee: 35/LogP-1.15= 8.83803001
Total Cost

6 Funding Request:

1,500,000
0

THIS REQUEST

500,000

STATE funds

FEDERAL funds

Local and Institutional Funds

7 Previous SBC Approved Funding:

already approved for
existing SBC project
0
plus This Request
500,000

fund year

description

0
0
0
0
0

8 SBC Action:

If an existing project, SBC Project No.:

NA

9 Designer:

NA

3.2 Project Support Documentation sheet 1

Institution: [Middle Tennessee State University](#)

Project: [Multiple Bldgs. Hydronic Systems Renovations Phase 1](#)

A. Architectural Program Scope

The scope of this project includes repairing or replacing hydronic systems on campus related to HVAC and plumbing systems including but not limited to: piping systems, isolation valves, control valves, plumbing fixtures and flush valves, cleanouts, access ports, etc. To prevent and mitigate water intrusion and flooding in buildings on campus with the implementation of engineered strategies, leak detection devices, isolation valves, and associated controls will be incorporated in existing buildings on campus.

B. Evidence of Physical Facility Need

A review of campus hydronic systems that present ongoing maintenance issues combined with age, general condition, past work order history, visual inspections, and lack of available replacement parts demonstrates the need for modernization. Additionally, in conjunction with the State of Tennessee Division of Claims and Risk Management's emphasis on mitigating damage associated with water intrusion into buildings on campus, MTSU has developed a Water Intrusion Plan to implement various engineered leak detection and flood mitigation strategies across campus. These strategies will provide additional protection of State property and reduce the risk of water damage on campus.

C. Historical Profile

The age of buildings on campus range from nearly new to 110 years old. However, the goal of this project is to mitigate flood damage to the extent possible in all buildings on campus regardless of age. Due to the poor condition and functional degradation associated with aged hydronic systems, all buildings on campus with an age greater than 30 years will be considered a potential candidate for this project.

D. Related Requirements

N/A

E. Summary Results and Date of Physical Facilities Survey

2023 Jones Hall Score: 60; 2023 AMG Score: 70; 2023 JUB Score: 70; 2023 SFA Score: 70; 2023 EHS Score: 70; 2023 BDA Score: 70; 2023 Cope Score: 70; 2023 KUC Score: 70; 2023 Peck Hall Score: 70; 2023 Stark Ag Score: 70; 2023 Wright Music Score: 70; 2023 1417 East Main Score: 70; 209 N. Baird Ln Score: 70; 1412 East Main St. Score: 70; 2023 Fairview Bldg Score: 70; 2023 2263 Middle TN Blvd Score: 70; 2023 2259 Middle TN Blvd Score: 70

3.3 Project Support Documentation sheet-2

Institution: [Middle Tennessee State University](#)

Project: [Multiple Bldgs. Hydronic Systems Renovations Phase 1](#)

E. Cost Basis for Construction Estimate and Other Costs

Cost basis was determined from recent MTSU projects and cost estimating software.

F. Project Schedule

The project will be presented at the July 2026 SBC meeting, and July 2026 ESC Meeting for designer selection. The design has an anticipated duration of six months and the project will be bid in the March 2027 timeframe to provide ample time for coordination of traffic and closures during the summer months.

G Campus or Architectural Program Impact

In accordance with the State of Tennessee Claims and Risk Management's emphasis on updating and implementing a campus specific Water Intrusion Plan, this project seeks to identify and update HVAC and plumbing systems on campus with a specific emphasis on mitigating flooding and water intrusion in buildings.

3.1 DB70

1 **Department:** Tennessee Higher Education Commission
Institution: Middle Tennessee State University
Project: Campus Wide Sidewalk Repairs Phase 1
City/County: Murfreesboro/Rutherford

2 **Fiscal Year:** 2026-27

3		New		Reno/Maint
<input type="checkbox"/>	Capital Outlay			
<input checked="" type="checkbox"/>	Capital Maintenance	0	Gross Sq.Ft.	0
<input type="checkbox"/>	Disclosure	0	Net Sq.Ft.	0
<input checked="" type="checkbox"/>	Designer Required	0.00	Cost/Sq.Ft.	0.00

4 Project Description:

Repair and replacement of sidewalks and hardscape areas on campus to provide accessible walkways free of obstructions and impediments. This request represents phase 1 of a 3 phase project.

Proj. Type: Maintenance

If new const., is it in the Master Plan: No

If new will it add to E&G?: No

5	Total Project	This Request	Estimated Building Construction Cost:
	1,145,000	380,000	0
	0		
	1,145,000	380,000	
	114,500	38,000	
	1,259,500	418,000	
	111,315	40,910	
	75,000	0	
	0	25,000	
	54,185	0	
	1,500,000	16,090	
		500,000	

Bid Target 10.00 10.00 percent
MACC (Maximum Allowable Construction Cost)
Fee: 35/LogP-1.15= 8.83803001 **renovation**
Total Cost

6 Funding Request:

1,500,000
0

THIS REQUEST

500,000

STATE funds

FEDERAL funds

Local and Institutional Funds

7 Previous SBC Approved Funding:

already approved for existing SBC project
0
plus This Request
500,000

fund year

description

0
0
0
0
0

8 SBC Action:

If an existing project, SBC Project No.:

NA

9 Designer:

NA

3.2 Project Support Documentation Sheet 1

Institution: [Middle Tennessee State University](#)

Project: [Campus Wide Sidewalk Repairs Phase 1](#)

A. Architectural Program Scope

To repair or replace sidewalks on campus to provide safe and accessible walkways.

B. Evidence of Physical Facility Need

Various walkways on campus have shifted and/or been compromised due to cracking and settling. Repair or replacement is needed to reduce tripping hazards and potential liability for the campus.

C. Historical Profile

N/A

D. Related Requirements

N/A

E. Summary Results and Date of Physical Facilities Survey

N/A

3.3 Project Support Documentation sheet-2

Institution: [Middle Tennessee State University](#)

Project: [Campus Wide Sidewalk Repairs Phase 1](#)

E. Cost Basis for Construction Estimate and Other Costs

Input from pricing on past projects and recent cost data from the campus' concrete contractor was used to develop the budget for this project.

F. Project Schedule

The project will be presented at the July 2026 SBC meeting, and July 2026 ESC Meeting for designer selection. The design has an anticipated duration of six months and the project will be bid in the March 2027 timeframe to provide ample time for coordination of traffic and closures during the summer months.

G Campus or Architectural Program Impact

N/A

3.1 DB70

1 **Department:** Tennessee Higher Education Commission
Institution: Middle Tennessee State University
Project: Campus Fire & Life Safety Systems Updates Phase 2
City/County: Murfreesboro/Rutherford

2 **Fiscal Year:** 2026-27

3		New		Reno/Maint
<input type="checkbox"/>	Capital Outlay			
<input checked="" type="checkbox"/>	Capital Maintenance	0	Gross Sq.Ft.	0
<input type="checkbox"/>	Disclosure	0	Net Sq.Ft.	0
<input checked="" type="checkbox"/>	Designer Required	0.00	Cost/Sq.Ft.	0.00

4 Project Description:

Upgrade fire alarm systems, fire sprinkler systems, fire loops, and all related fire and life safety systems campus wide to address MTSU's priority list in bringing these systems up to current technology and to improve the reliability and addressability of these systems. This request represents Phase 2 of a 3 phase project.

Proj.
Type Maintenance

If new const., is it
in the Master Plan No

If new will it
add to E&G? No

5	Total Project	This Request	Estimated Building Construction Cost:
	4,750,000	575,000	0
	0		

	4,750,000	575,000	
	475,000	57,500	

	5,225,000	632,500	
	410,543	59,500	
	0		
	0		
	0		

	364,457	58,000	
	6,000,000	750,000	

Building Construction
Site & Utilities
Built-in Equipment
Bid Target
Contingency: 10.00 10.00 percent
MACC (Maximum Allowable Construction Cost)
Fee: 35/LogP-1.15= 7.85727765 **renovation**
Movable Equipment
first other Haz Mat, Comm, Surveys
second other
Administration & Miscellaneous
Total Cost

6 Funding Request:

6,000,000
0

THIS REQUEST

750,000

STATE funds

0 FEDERAL funds

Local and Institutional Funds

7 Previous SBC Approved Funding:

already approved for
existing SBC project
2,500,000
plus This Request
750,000

2,500,000

0

0

0

0

fund year

description

FY 24/25

Phase 1

8 SBC Action:

If an existing project, SBC Project No.:

NA

9 Designer:

NA

3.2 Project Support Documentation sheet 1

Institution: [Middle Tennessee State University](#)

Project: [Campus Fire & Life Safety Systems Updates Phase 2](#)

A. Architectural Program Scope

Modernization of the Fire Alarm and Fire Sprinkler Systems shall take place in the following buildings to include, but are not limited to Chris Young Cyber Café(Woodmore), Forrest Hall and Annex , Tennessee Miller Horse Science Building and Addition , Tom Jackson Hall, and Facilities Management Building (Holmes) This is a multi-phase project that consists of the fire sprinkler and fire alarms systems in the buildings listed above as well as any systems not funded in the FY 2017-2018 Life Safety Fire Alarm System Upgrades Phase I project list.

B. Evidence of Physical Facility Need

A review of the fire alarm systems in the listed buildings has revealed that the combination of age, condition, past work order history, occurrence of repair, and lack of available replacement parts demonstrates the need for modernization.

C. Historical Profile

Systems were installed in the following years: Chris Young Cyber Café(Woodmore) N/A, Forrest Hall 1976, Tennessee Miller Horse Science Building and Addition 2005, Tom Jackson Hall 1980 and Facilities Management Building (Holmes) 1966

D. Related Requirements

N/A

E. Summary Results and Date of Physical Facilities Survey

Chris Young Cyber Café(Woodmore) 50, Forrest Hall and Annex 50, Tennessee Miller Horse Science Building and Addition 80, Tom Jackson Hall 80 and Facilities Management Building (Holmes) 70.

3.3 Project Support Documentation sheet-2

Institution: [Middle Tennessee State University](#)

Project: [Campus Fire & Life Safety Systems Updates Phase 2](#)

E. Cost Basis for Construction Estimate and Other Costs

Estimates were based on historical data and current capital maintenance utilities projects. Updates to the systems were selected based on a prioritized list that cataloged the deterioration of the systems.

F. Project Schedule

The project will be presented at the July 2026 SBC meeting, and July 2026 ESC Meeting for designer selection. The design has an anticipated duration of six months and the project will be bid in the March 2027 timeframe to provide ample time for coordination of traffic and closures during the summer months.

G Campus or Architectural Program Impact

Modern fire alarm and fire suppression systems are critical to the safety of the faculty, staff, and students on the University's campus. Upgrades and improvements to these life safety systems will provide a better means to monitor and respond to life safety events.

3.1 DB70

1	Department:	Tennessee Higher Education Commission
	Institution:	Middle Tennessee State University
	Project:	Campus wide Access Control/Security Updates Phase 1
	City/County:	Murfreesboro/Rutherford

2 Fiscal Year: 2026-27

3	<input type="checkbox"/>	Capital Outlay			
	<input checked="" type="checkbox"/>	Capital Maintenance			
	<input type="checkbox"/>	Disclosure			
	<input checked="" type="checkbox"/>	Designer Required			

	New		Reno/Maint
	0	Gross Sq.Ft.	0
	0	Net Sq.Ft.	0
	0.00	Cost/Sq.Ft.	0.00

4 Project Description:

Update of campus access control and security systems including hardware, software, and system components. This request represents phase 1 of a 3 phase project.

Proj. Type	Maintenance
------------	-------------

If new const., is it in the Master Plan

No

If new will it
add to E&G?

No

5	Total Project	This Request	Estimated Building Construction Cost:	
	3,050,000	1,125,000	Building Construction	0
	0		Site & Utilities	
			Built-in Equipment	
	3,050,000	1,125,000	Bid Target	
	305,000	112,500	Contingency:	10.00 10.00 percent
	3,355,000	1,237,500	MACC (Maximum Allowable Construction Cost)	2,117,500
	273,046	109,540	Fee:	35/LogP-1.15= 8.13848631 renovation
		0	Movable Equipment	
	225,000	75,000	first other	Haz Mat, Comm, Surveys
	0	0	second other	
	146,954	47,960	Administration & Miscellaneous	
	4,000,000	1,470,000	Total Cost	

6 Funding Request:		THIS REQUEST	
4,000,000		1,470,000	STATE funds
0		0	FEDERAL funds
			Local and Institutional Funds

7 Previous SBC Approved Funding:

already approved for existing SBC project	0
plus This Request	1,470,000

fund year	description
-----------	-------------

0
0
0
0
0

8 SBC Action: If an existing project, SBC Project No.: NA

9 Designer: NA

3.2 Project Support Documentation sheet 1

Institution: [Middle Tennessee State University](#)

Project: [Campus wide Access Control/Security Updates Phase 1](#)

A. Architectural Program Scope

To provide new control boards, panels, servers, card readers, door hardware, door controllers, security cameras, and associated hardware and software elements required for updating the existing Lenel and Avigilon electronic access and security systems on campus.

B. Evidence of Physical Facility Need

Various components of the electronic access control and security systems on campus are in poor condition and past their anticipated service life. Lack of available of parts and ongoing service issues present operational challenges for the university. Modernization is required to provide consistently reliable serves of these critical systems.

C. Historical Profile

Most components idenfied for replacement are between 10-20 years old and are either at or past their anticipated service life.

D. Related Requirements

N/A

E. Summary Results and Date of Physical Facilities Survey

N/A

3.3 Project Support Documentation sheet-2

Institution: [Middle Tennessee State University](#)

Project: [Campus wide Access Control/Security Updates Phase 1](#)

E. Cost Basis for Construction Estimate and Other Costs

Cost data has been evaluated from recent quotes from the on-campus access control vendor.

F. Project Schedule

The project will be presented at the July 2026 SBC meeting, and July 2026 ESC Meeting for designer selection. The design has an anticipated duration of six months and the project will be bid in the March 2027 timeframe to provide ample time for coordination of traffic and closures during the summer months.

G Campus or Architectural Program Impact

N/A

3.1 DB70

1 **Department:** Tennessee Higher Education Commission
Institution: Middle Tennessee State University
Project: Campus Wide Stormwater BMP Updates
City/County: Murfreesboro/Rutherford

2 **Fiscal Year:** 2026-27

3		New		Reno/Maint
<input type="checkbox"/>	Capital Outlay			
<input checked="" type="checkbox"/>	Capital Maintenance	0	Gross Sq.Ft.	0
<input type="checkbox"/>	Disclosure	0	Net Sq.Ft.	0
<input checked="" type="checkbox"/>	Designer Required	0.00	Cost/Sq.Ft.	0.00

4 Project Description:

To address stormwater drainage system deficiencies on campus by replacing or rehabilitating existing piping infrastructure.

Proj. Type: Maintenance

If new const., is it in the Master Plan? No

If new will it add to E&G? No

5	Total Project	This Request	Estimated Building Construction Cost:
	575,000	575,000	0
	0		
	575,000	575,000	
	57,500	57,500	
	632,500	632,500	
	59,496	59,500	
	25,000	25,000	
	0	0	
	33,004	33,000	
	750,000	750,000	

Building Construction
Site & Utilities
Built-in Equipment
Bid Target
Contingency: 10.00 10.00 percent
MACC (Maximum Allowable Construction Cost)
Fee: 35/LogP-1.15= 9.40645681 **renovation**
Movable Equipment
first other Haz Mat, Comm, Surveys
second other
Administration & Miscellaneous
Total Cost

6 Funding Request:

750,000
0

THIS REQUEST

750,000

STATE funds

0 FEDERAL funds

Local and Institutional Funds

7 Previous SBC Approved Funding:

already approved for existing SBC project

0

plus This Request

750,000

fund year

description

0

0

0

0

0

8 SBC Action:

If an existing project, SBC Project No.:

NA

9 Designer:

NA

3.2 Project Support Documentation sheet 1

Institution: [Middle Tennessee State University](#)

Project: [Campus Wide Stormwater BMP Updates](#)

A. Architectural Program Scope

The scope of this project includes the replacement or rehabilitation of existing stormwater piping on campus including but not limited to: subsurface drainage piping, catch basins, manholes, access ports, area drains, etc. Address ponding in low lying areas by adding storm drains as needed and ensuring proper operation of existing drains.

B. Evidence of Physical Facility Need

A review of the campus stormwater system combined with age, general condition, past work order history, and visual inspections demonstrates the need for updates.

C. Historical Profile

Given the age of the campus, some of the existing stormwater infrastructure has exceeded its anticipated service life. This is particularly the case for the portions of campus served by clay piping. All piping systems with an age of 30 years or greater will be considered a potential candidate for this project.

D. Related Requirements

N/A

E. Summary Results and Date of Physical Facilities Survey

N/A

3.3 Project Support Documentation sheet-2

Institution: [Middle Tennessee State University](#)

Project: [Campus Wide Stormwater BMP Updates](#)

E. Cost Basis for Construction Estimate and Other Costs

Estimates were based on historical data and pricing from campus contractors. Updates to the systems were selected based on a prioritized list that cataloged the deterioration of the systems.

F. Project Schedule

The project will be presented at the July 2026 SBC meeting, and July 2026 ESC Meeting for designer selection. The design has an anticipated duration of six months and the project will be bid in the March 2027 timeframe to provide ample time for coordination of traffic and closures during the summer months.

G Campus or Architectural Program Impact

N/A



**Middle Tennessee State University
Board of Trustees**

Action Item

MEETING: Summer Quarterly Board Meeting

DATE: June 17, 2025

SUBJECT: **Approval of Tuition, Fees, and Housing Rates**

BACKGROUND INFORMATION:

Under the FOCUS Act, the Tennessee Higher Education Commission (THEC) now sets a binding range in which institutions can increase undergraduate instate tuition, as well as a binding range for the combined undergraduate instate tuition plus mandatory fees. For 2025-26, THEC established the binding range at 0 – 6.5% at its special called March 19, 2025 Commission meeting.

Attached is a calculation of the University's unmet financial needs for 2025-2026. The amount represented is net of funds provided through new state appropriations. This additional financial need is comprised of the following: (1) enhanced scholarship programs, (2) faculty promotions, (3) new academic programs, (4) increases in classroom and administrative software maintenance agreements, (5) technology infrastructure, and (6) increases in utility and other inflationary costs.

Included in the materials for this section is a comparison of MTSU fee rates to other public institutions in Tennessee. Also included in the materials are scenarios showing a 5.76% increase in tuition for all students.

In addition to tuition, materials are provided for mandatory fees, which are subject to THEC's binding range.

The materials also include additional non-mandatory fees and proposed increases in housing rates. These are not subject to THEC's binding range and only requires local Board approval.

The attached materials represent campus needs and are being provided to the Committee for making their recommendation to the full Board of Trustees on increases for tuition, mandatory and non-mandatory fees, and housing rates.

FY 2025-2026 Tuition and Fees

May 20, 2025

FY 2025-2026 Tuition Increase Proposal

	Amount
Salary Pool	\$ 3,215,500
Faculty Promotions	350,000
Scholarships & Discounts	568,750
Software Maintenance Agreements	1,415,000
New / Expanded Academic Programs	521,710
Data Science Pipeline Match	69,252
Utilities and Other Inflationary Adjustments	2,219,462
FY 2025-2026 Budget Need	<u>\$ 8,359,674</u>
State Appropriations - Operating	319,100
State Appropriations - Salary Pool	3,215,500
Reduced Interest Income	<u>(1,000,000)</u>
FY 2025-2026 Funds Available	<u>\$ 2,534,600</u>
Unmet Need	\$ 5,825,074
Equivalent Tuition Increase	5.76%

Tuition and Fees Comparison

Institution	Tuition and Fees		TN Rank	10 Year Change
		23-24		
UTK	\$	13,484	1	3.4%
TTU		10,830	2	4.7%
UTS		10,506	3	N/A
UoM		10,344	4	3.9%
UTM		10,208	5	3.6%
UTC		10,144	6	3.4%
ETSU		9,950	7	3.2%
MTSU		9,878	8	2.6%
APSU		9,023	9	2.6%
TSU		8,571	10	2.7%
University Average	\$	10,294		3.1%

Source: THEC 2024 Factbook

In State and Out-of-State Tuition (per credit hour)

Fee	Current	New	Increase
Undergraduate In-State Maintenance Fee	\$ 331	\$ 350	\$ 19
Over 12 Hours	65	69	4
Undergraduate Out-of-State Tuition	1,190	1,257	67
Over 12 Hours	238	251	13
Graduate In-State Maintenance Fee	565	597	32
Over 10 Hours	112	118	6
Graduate Out-of-State Tuition	1,564	1,651	87
Over 10 hours	311	328	17
Undergraduate E-Rate*	523	437	(86)
Graduate E-Rate*	894	746	(148)
Undergraduate Regional Scholars Rate	593	626	33
Graduate Regional Scholars Rate	878	927	49

*For FY 2025-26 and beyond, this reduces the E-Rate premium from 150% to 125%. If approved, a policy adjustment will be put forth in the next meeting.

** The above table is based on an approximate 5.76% increase in tuition.

Tuition and Mandatory Fee Requests

Tuition Rate Increase

5.76%

5.76%

Fee	Current	Scenario 1	Increase	Scenario 2	Increase
Student Debt Service	\$ 194.00	\$ 194.00	\$ -	\$ 194.00	\$ -
Student Recreation	65.00	68.50	3.50	68.50	3.50
Student Government Association	40.00	50.00	10.00	50.00	10.00
Postal Services	12.00	14.00	2.00	14.00	2.00
Sustainable Campus Fee	8.00	8.00	-	8.00	-
Athletics	313.00	348.00	35.00	377.00	64.00
Parking Services	120.00	124.00	4.00	124.00	4.00
Technology Access Fee	127.50	137.50	10.00	137.50	10.00
Health Services	99.50	103.50	4.00	103.50	4.00
International Fee	16.00	16.00	-	16.00	-
Facilities Fee	36.00	36.00	-	36.00	-
Total	1,031.00	1,099.50	68.50	1,128.50	97.50

Total Increase in Tuition and Fees

5.93%

6.49%

THEC's binding range for the combined tuition and mandatory fee
increase is 0-6.5%

FY 2025-2026 Mandatory Fee Requests

<u>Fee</u>	<u>Current</u>	<u>Proposed</u>	<u>Increase</u>	<u>Student Exposure</u>	<u>Prior Increase</u>	<u>Revenue Generated</u>
Student Government Association	\$ 40	\$ 50	\$ 10	Fee increase was supported by SGA Executive Committee	FY 2016-2017 \$ 5	\$ 350,000

The Student Government Association fee supports the activities of the University's Student Government Association. This fee increase will seek to attract and increase student involvement through enhancing and increasing programming and event opportunities, including offerings for student organizations concerts, and additional events.

FY 2025-2026 Mandatory Fee Requests

<u>Fee</u>	<u>Current</u>	<u>Proposed</u>	<u>Increase</u>	<u>Student Exposure</u>	<u>Prior Increase</u>	<u>Revenue Generated</u>
Recreation Center	\$ 65	\$ 68.50	\$ 3.50	Fee increase was supported by SGA Executive Committee	FY 2024-2025 \$ 2	\$ 122,500

Campus Recreation is a 100% auxiliary enterprise operation and is totally dependent on the Recreation Center fee for its services to students and operations and its portion of the shared capital cost (with Student Health) for the 202,000 square foot building. The \$3.50 increase is needed for proposed salary and benefit increases, as well as to cover inflationary costs of recreational programs and services provided to the student body.

FY 2025-2026 Mandatory Fee Requests

<u>Fee</u>	<u>Current</u>	<u>Proposed</u>	<u>Increase</u>	<u>Student Exposure</u>	<u>Prior Increase</u>	<u>Revenue Generated</u>
Athletics	\$ 313	\$ 348	\$ 35	None	FY 2024-2025 \$ 35	\$ 1,225,000
		\$ 377	\$ 64			\$ 2,240,000

Athletics operates much like our auxiliary units and much have a balanced budget annually. Their budget is mainly comprised of revenues from the student athletic fee, season and gate ticket sales, game guarantees, conference distributions, multi-media rights, and University support. The \$35 increase is needed for proposed salary and benefit increases, inflationary costs for operations and travel, decreased game guarantee amounts with the new athletic landscape, various changes in NCAA regulations, and other athletic needs.

FY 2025-2026 Mandatory Fee Requests

<u>Fee</u>	<u>Current</u>	<u>Proposed</u>	<u>Increase</u>	<u>Student Exposure</u>	<u>Prior Increase</u>	<u>Revenue Generated</u>
Parking Services	\$ 120	\$ 124	\$ 4	A \$ 3 fee increase was supported by the SGA Executive Committee.	FY 2024-2025 \$ 1	\$ 140,000

Parking Services is a 100% auxiliary enterprise operation and is totally dependent on the Parking fee for its shuttle services for students, utilities and maintenance cost of the Parking office and shuttle buses, and various parking lots, campus lighting, and sidewalk maintenance projects. A \$5 increase request was not supported by the SGA Executive Committee, but a \$3 fee increase was supported. Parking Services is still requesting a \$4 increase just to cover any increase to salary, benefits, inflationary costs, and the construction of a new parking garage.

FY 2025-2026 Mandatory Fee Requests

<u>Fee</u>	<u>Current</u>	<u>Proposed</u>	<u>Increase</u>	<u>Student Exposure</u>	<u>Prior Increase</u>	<u>Revenue Generated</u>
Technology Access Fee	\$ 127.50	\$ 137.50	\$ 10	Fee increase was supported by SGA Executive Committee	FY 2024-2025 \$ 5	\$ 350,000

The technology access fee (TAF) is a per semester fee required by each student to help offset a portion of the technology related cost on campus. The fee itself covers about \$4 million in technology related expenses annually. The fee is used to supplement classroom infrastructure costs, classroom equipment, computer lab equipment, break/fix expenses, lab related software, etc.

Proposals are submitted each year by deans, department chairs, faculty, and our classroom design and support team to make improvements in our students' technology access and experience. Currently, requests are approaching \$6.0 million annually, which this incremental increase in the fee will help address.

FY 2025-2026 Mandatory Fee Requests

<u>Fee</u>	<u>Current</u>	<u>Proposed</u>	<u>Increase</u>	<u>Student Exposure</u>	<u>Prior Increase</u>	<u>Revenue Generated</u>
Health Services	\$ 99.50	\$ 103.50	\$ 4	Fee increase was supported by SGA Executive Committee	FY 2024-2025 \$ 3	\$ 140,000

Student Health Services is a 100% auxiliary enterprise operation and is totally dependent on the Student Health Services fee for its services to students and operations and its portion of the shared capital cost (with Campus Recreation) for the 202,000 square foot building. The \$4 increase is needed for: proposed salary and benefit increases, as well as inflationary cost of software support and medical supplies. Student demand for health and mental health services continues to be strong.

FY 2025-2026 Non-Mandatory Fee Requests

Fee	Current	Proposed	Increase	Prior Increase	Revenue Generated
Use of Aircraft	\$ 115 - \$ 280 per flight hour	\$ 130 - \$ 350 per flight hour	\$ 15 - \$ 70 per flight hour	FY2022 \$ 0 - \$ 15 per flight hour	\$ 951,000
Instruction	\$ 17 - \$ 75 per hour	\$ 17 - \$ 105 per hour	\$ 0 - \$ 30 per hour	FY2022 \$ 0 - \$ 5 per hour	\$ 1,415,500
Use of Simulators	\$ 35 - \$ 125 per hour	\$ 35 - \$ 160 per hour	\$ 0 - \$ 35 per hour	FY2022 (\$ 15) - \$ 30 per hour	\$ 93,500
AERO 3510 Flight Experience	None	\$ 650 - \$ 800 per student	\$ 650 - \$ 800 per student	None	\$ 14,000

This increase will help fund the annual increase in cost of aircraft operation, such as fuel costs, as well as the maintenance and replacement of the existing fleet. Funding will also allow for competitive pay of part-time instructors, which are normally either students or former students, and to attract these individuals to MTSU over local competitors.

FY 2025-2026 Non-Mandatory Fee Requests

Fee	Current	Proposed	Increase	Prior Increase	Revenue Generated
College of Basic and Applied Sciences Course Fee	\$ 15	\$ 18	\$ 3	FY2020 \$15	\$ 390,000

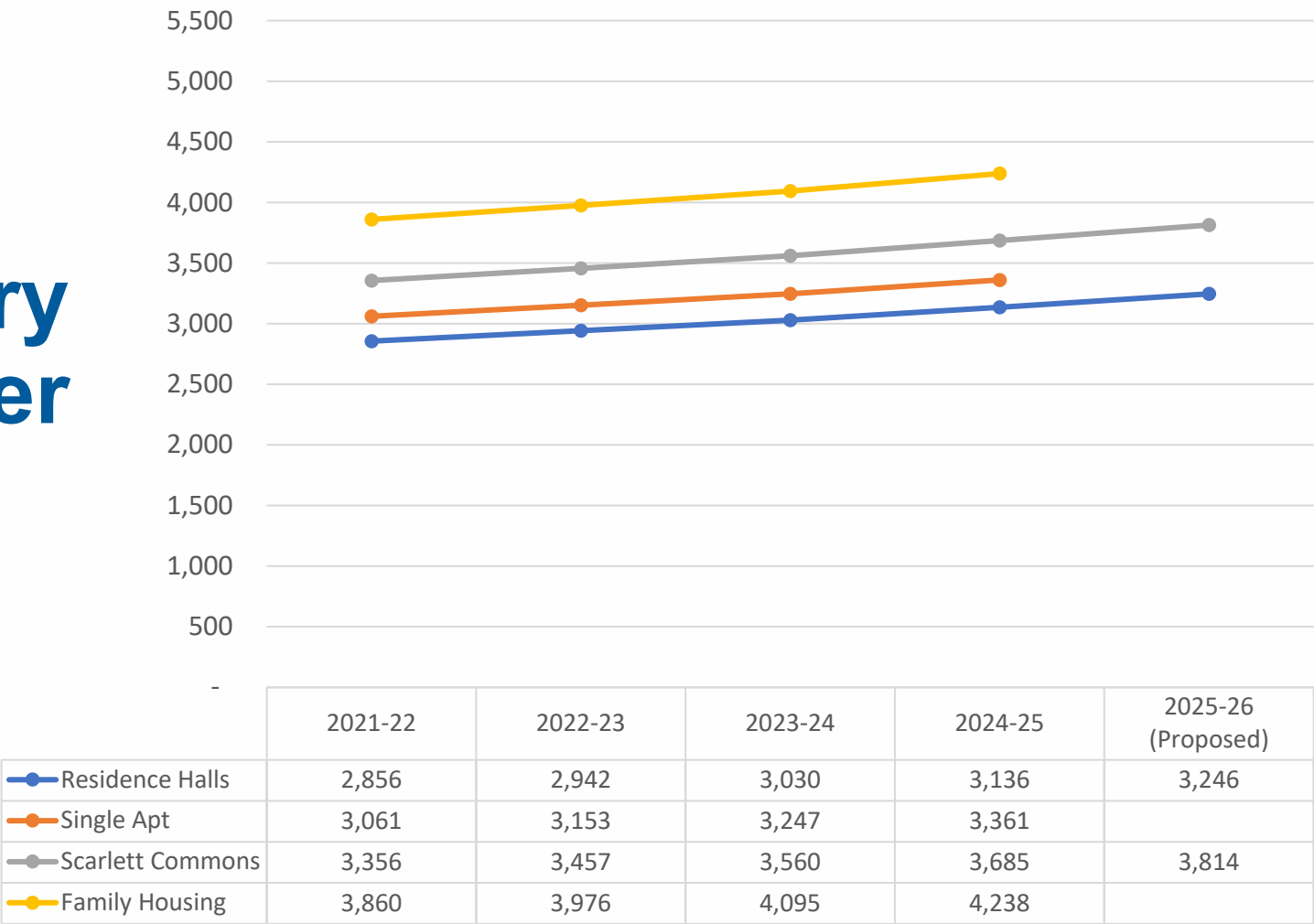
The College of Basic and Applied Sciences is requesting a \$3 increase to its existing course fee. This increase would cover increasing equipment and maintenance costs associated with advanced computing, engineering technology, concrete and construction management, and horse science.

FY 2025-2026 Housing Rates

<u>Fee</u>	<u>Current</u>	<u>Proposed</u>	<u>Increase</u>	<u>Prior Increase</u>	<u>Revenue Generated</u>
Residence Halls	\$ 571 - \$ 3,685	\$ 327 - \$ 3,814	(\$ 244) - \$ 129	FY 24-25 \$ 16 - \$125	\$ 555,920

Housing is a 100% auxiliary enterprise operation and is totally dependent on residence hall and apartment rental fees to cover all costs associated with maintaining and replacing facilities. The increase is needed to cover increasing utility, plant, and maintenance costs of housing provided to the students living on campus. A 3.5% increase is proposed for apartments and residence halls.

Housing Rates History Per Semester





**Middle Tennessee State University
Board of Trustees**

Action Item

MEETING: Summer Quarterly Board Meeting

DATE: June 17, 2025

SUBJECT: **Approval of Compensation**

BACKGROUND INFORMATION:

Policy 808 – Compensation Reporting and Approvals requires the Board of Trustees to approve salary increases of MTSU employees and changes to the University's compensation plan.

The Governor's budget provided partial recurring funding for a 2.6% salary pool for higher education. As in previous years, the \$3.2 million appropriated to the University represents only about 62% of the amount needed to fully fund the salary pool, which is estimated at \$5.2 million.

University administration is recommending using the salary funding received by the State to provide employees with a cost-of-living adjustment (COLA). Specifically, the recommendation is a 1.8% COLA increase, with a \$750 minimum. Therefore, any employee earning \$42,400 or less will receive a \$750 increase while other employee increases will be based on 1.8% of their annual salary.

Based on the availability of funding from additional resources this fall, the University may recommend additional salary increases.

Salary Pool Allocation Recommendation

The President recommends your approval of the following:

- 1.8% Cost of Living Allowance (COLA) or \$750, whichever is greater, for regular employees, both full and part-time, employed as of June 30, 2025, and in an active pay status on July 1, 2025.
- Funding will be from state appropriations only. The Governor has allocated \$3.2 million in the budget.
- The COLA will be distributed to all unrestricted and restricted regular full-time and part-time employees and participants in the post-retirement service program.
- Increases will not apply to adjunct faculty, temporary employees, graduate assistants, or student workers.
- Unless specifically excluded by statute or on terminal leave status, all eligible persons employed as of June 30, 2025, shall receive the increase, with the exception of employees with unsatisfactory work performance.

If approved, the following are the guidelines that are recommended for implementing the increase:

- 1.8% COLA or \$750 minimum payment is prorated for part-time employees.
- Reclassifications, degree changes, etc., previously approved to be effective prior to or on July 1, 2025, are to be applied before the 1.8% COLA or \$750 increase.
- Faculty promotions are to be applied before the 1.8% COLA or \$750 increase.
- An employee appeal process for those who don't receive the COLA increase due to an unsatisfactory evaluation. This is to allow the employee an opportunity to provide supporting evidence that an administrative error was made in the implementation process.



**Middle Tennessee State University
Board of Trustees**

Action Item

MEETING: Summer Quarterly Board Meeting

DATE: June 17, 2025

SUBJECT: **Approval of Operating Budgets**

- **Estimated 2024-25 Budget**
- **Proposed 2025-26 Budget**

BACKGROUND INFORMATION:

Under the FOCUS Act, the Board of Trustees is charged with approving the operating budgets and setting the fiscal policies for Middle Tennessee State University.

The Estimated Budget is the final budget for any given fiscal year and allows the University to reflect any adjustments needed for spring enrollment, additional funding provided through state appropriations, and other miscellaneous adjustments. The July Budget is the base budget for the upcoming fiscal year. It is based on salary and operating funding appropriated by the General Assembly for 2025-26 and a flat enrollment. It does not reflect the revenue from proposed tuition and fee increases presented in these materials, as these will be reflected in the October Budget, once approved.

MIDDLE TENNESSEE STATE UNIVERSITY
ANALYSIS OF BUDGET CHANGES FOR REVENUE CATEGORIES
ESTIMATED BUDGET 2024-25

Revenue	2024-25 July Budget	2024-25 October Budget	2024-25 Estimated Budget	Difference
Tuition and Fees	\$ 204,023,900	\$ 207,623,900	\$ 207,695,700	\$ 71,800
State Appropriations	145,584,200	146,853,600	146,853,600	-
Federal Grants and Contracts	1,150,000	1,150,000	1,150,000	-
Local Grants and Contracts	60,000	60,000	60,000	-
State Grants & Contracts	45,000	45,000	45,000	-
Private Grants & Contracts	282,500	282,500	282,500	-
Private Gifts	-	-	5,000	5,000
Sales & Services of Educ Activities	646,700	646,700	666,300	19,600
Sales & Services of Other Activities	19,064,500	19,514,800	20,129,100	614,300
Other Sources	2,967,900	2,967,900	2,971,800	3,900
Total Revenue	<u>\$ 373,824,700</u>	<u>\$ 379,144,400</u>	<u>\$ 379,859,000</u>	<u>\$ 714,600</u>

MIDDLE TENNESSEE STATE UNIVERSITY
UNRESTRICTED EDUCATION AND GENERAL EXPENDITURES BY FUNCTIONAL CATEGORY
ESTIMATED BUDGET 2024-25

	July Budget 2024-25	October Budget 2024-25	Estimated Budget 2024-25	Difference
Instruction	\$ 177,522,100	\$ 197,365,900	\$ 195,755,500	\$ (1,610,400)
Research	6,865,400	13,198,700	13,521,500	322,800
Public Service	5,025,300	8,848,200	8,749,000	(99,200)
Academic Support	37,436,300	39,381,000	40,081,700	700,700
Student Services	43,328,300	46,093,300	45,822,500	(270,800)
Institutional Support	29,021,100	31,361,800	31,992,600	630,800
Operation and Maintenance	33,143,800	35,080,200	35,347,300	267,100
Scholarships and Fellowships	30,974,700	40,299,100	40,621,500	322,400
Transfers	10,507,700	10,957,600	11,408,800	451,200
Total	<u>\$ 373,824,700</u>	<u>\$ 422,585,800</u>	<u>\$ 423,300,400</u>	<u>\$ 714,600</u>

MIDDLE TENNESSEE STATE UNIVERSITY
UNRESTRICTED EDUCATION AND GENERAL EXPENDITURES BY NATURAL CATEGORY
ESTIMATED BUDGET 2024-25

	July Budget 2024-25	October Budget 2024-25	Estimated Budget 2024-25	Difference
Professional Salaries	\$ 168,320,500	\$ 170,456,800	\$ 167,118,500	\$ (3,338,300)
Other Salaries	26,020,800	28,380,800	28,495,200	114,400
Employee Benefits	71,707,600	71,541,600	71,494,600	(47,000)
Travel	4,913,700	5,612,400	5,644,300	31,900
Operating Expense	88,972,400	131,702,000	135,173,100	3,471,100
Capital Outlay	3,382,000	3,934,600	3,965,900	31,300
Transfers	10,507,700	10,957,600	11,408,800	451,200
Total	<u>\$ 373,824,700</u>	<u>\$ 422,585,800</u>	<u>\$ 423,300,400</u>	<u>\$ 714,600</u>

**MIDDLE TENNESSEE STATE UNIVERSITY
ANALYSIS OF BUDGET CHANGES FOR AUXILIARIES
ESTIMATED BUDGET 2024-25**

Auxiliary	2024-25 July Budget	2024-25 October Budget	2024-25 Estimated Budget	Difference
Bookstore	\$ 355,000	\$ 355,000	\$ 355,000	\$ -
Food Service	3,197,507	2,000,000	2,000,000	-
Housing	17,036,000	17,036,000	17,036,000	-
Vending	143,000	14,000	14,000	-
Recreational Center	3,105,730	3,037,230	3,037,230	-
Post Office	542,300	542,300	542,300	-
Parking Services	5,045,700	5,095,700	5,095,700	-
Residential & Commercial Rentals	200,000	200,000	50,000	(150,000)
Health Services	4,294,300	4,364,300	4,364,300	-
TN Miller Coliseum	633,700	633,700	633,700	-
Student LD Service	20	20	-	(20)
TOTAL	\$ 34,553,257	\$ 33,278,250	\$ 33,128,230	\$ (150,020)

**MIDDLE TENNESSEE STATE UNIVERSITY
SUMMARY OF RESTRICTED CURRENT FUNDS AVAILABLE AND APPLIED
ESTIMATED BUDGET 2024-25**

Revenues	2024-25 July Budget	2024-25 October Budget	2024-25 Estimated Budget	Difference
Tuition and Fees	\$ 1,400,000	\$ 1,400,000	\$ 1,400,000	\$ -
Federal Grants and Contracts	40,500,000	42,500,000	51,000,000	8,500,000
State Appropriations: Centers of Excellence	451,800	452,000	452,000	-
State Appropriations: Special Allocations	489,500	489,500	489,500	-
State Grants & Contracts	47,500,000	50,500,000	53,000,000	2,500,000
Local Grants & Contracts	50,000	50,000	75,000	25,000
Private Grants & Contracts	500,000	500,000	500,000	-
Private Gifts	3,000,000	3,000,000	3,000,000	-
Endowment Income	750,000	750,000	650,000	(100,000)
Other Income	1,550,000	1,550,000	2,000,000	450,000
Total Revenues	<u>\$ 96,191,300</u>	<u>\$ 101,191,500</u>	<u>\$ 112,566,500</u>	<u>\$ 11,375,000</u>
Expenses				
Instruction	\$ 2,500,000	\$ 3,200,000	\$ 2,600,000	\$ (600,000)
Research	6,285,000	6,285,000	6,000,000	(285,000)
Public Service	6,275,000	7,200,000	6,500,000	(700,000)
Academic Support	400,000	400,000	450,000	50,000
Student Services	3,375,000	3,500,000	4,750,000	1,250,000
Institutional Support	100,000	100,000	175,000	75,000
Operation and Maintenance	1,000,000	1,000,000	2,100,000	1,100,000
Scholarships and Fellowships	76,250,000	79,000,000	89,500,000	10,500,000
Auxiliary Enterprises	-	-	-	-
Total Expenses	<u>\$ 96,185,000</u>	<u>\$ 100,685,000</u>	<u>\$ 112,075,000</u>	<u>\$ 11,390,000</u>

MIDDLE TENNESSEE STATE UNIVERSITY
ANALYSIS OF BUDGET CHANGES FOR REVENUE CATEGORIES
JULY BUDGET 2025-26

	2024-25	2024-25	2025-26	
	<u>October Budget</u>	<u>Estimated Budget</u>	<u>July Budget</u>	<u>Difference</u>
Tuition and Fees	\$ 207,623,900	\$ 207,695,700	\$ 207,612,900	\$ (82,800)
State Appropriations	146,853,600	146,853,600	149,679,100	2,825,500
Federal Grants and Contracts	1,150,000	1,150,000	1,150,000	-
Local Grants and Contracts	60,000	60,000	60,000	-
State Grants & Contracts	45,000	45,000	45,000	-
Private Grants & Contracts	282,500	282,500	282,500	-
Private Gifts	-	5,000	-	(5,000)
Sales & Services of Educ Activities	646,700	666,300	703,400	37,100
Sales & Services of Other Activities	19,514,800	20,129,100	19,891,300	(237,800)
Other Sources	<u>2,967,900</u>	<u>2,971,800</u>	<u>2,960,800</u>	<u>(11,000)</u>
	<u><u>\$ 379,144,400</u></u>	<u><u>\$ 379,859,000</u></u>	<u><u>\$ 382,385,000</u></u>	<u><u>\$ 2,526,000</u></u>

MIDDLE TENNESSEE STATE UNIVERSITY
UNRESTRICTED EDUCATION AND GENERAL EXPENDITURES BY FUNCTIONAL CATEGORY
JULY BUDGET 2025-26

	October Budget 2024-25	Estimated Budget 2024-25	July Budget 2025-26	Difference
Instruction	\$ 197,365,900	\$ 195,755,500	\$ 182,717,800	\$ (13,037,700)
Research	13,198,700	13,521,500	6,974,700	(6,546,800)
Public Service	8,848,200	8,749,000	5,041,600	(3,707,400)
Academic Support	39,381,000	40,081,700	39,124,100	(957,600)
Student Services	46,093,300	45,822,500	43,291,400	(2,531,100)
Institutional Support	31,361,800	31,992,600	29,047,600	(2,945,000)
Operation and Maintenance	35,080,200	35,347,300	34,125,000	(1,222,300)
Scholarships and Fellowships	40,299,100	40,621,500	31,555,100	(9,066,400)
Transfers	10,957,600	11,408,800	10,507,700	(901,100)
Total	<u>\$ 422,585,800</u>	<u>\$ 423,300,400</u>	<u>\$ 382,385,000</u>	<u>\$ (40,915,400)</u>

MIDDLE TENNESSEE STATE UNIVERSITY
UNRESTRICTED EDUCATION AND GENERAL EXPENDITURES BY NATURAL CATEGORY
JULY BUDGET 2025-26

	October Budget 2024-25	Estimated Budget 2024-25	July Budget 2025-26	Difference
Professional Salaries	\$ 170,456,800	\$ 167,118,500	\$ 172,676,600	\$ 5,558,100
Other Salaries	28,380,800	28,495,200	28,444,500	(50,700)
Employee Benefits	71,541,600	71,494,600	73,401,200	1,906,600
Travel	5,612,400	5,644,300	5,336,000	(308,300)
Operating Expense	131,702,000	135,173,100	88,619,400	(46,553,700)
Capital Outlay	3,934,600	3,965,900	3,399,600	(566,300)
Transfers	10,957,600	11,408,800	10,507,700	(901,100)
Total	<u>\$ 422,585,800</u>	<u>\$ 423,300,400</u>	<u>\$ 382,385,000</u>	<u>\$ (40,915,400)</u>

**MIDDLE TENNESSEE STATE UNIVERSITY
ANALYSIS OF BUDGET CHANGES FOR AUXILIARIES
JULY BUDGET 2025-26**

Auxiliary	2024-25 October Budget	2024-25 Estimated Budget	2025-26 July Budget	Difference
Bookstore	\$ 355,000	\$ 355,000	\$ 390,500	\$ 35,500
Food Service	2,000,000	2,000,000	2,200,000	200,000
Housing	17,036,000	17,036,000	15,684,000	(1,352,000)
Vending	14,000	14,000	14,000	-
Recreational Center	3,037,230	3,037,230	3,101,230	64,000
Post Office	542,300	542,300	612,300	70,000
Parking Services	5,095,700	5,095,700	5,200,700	105,000
Residential & Commercial Rentals	200,000	50,000	100,000	50,000
Health Services	4,364,300	4,364,300	4,504,300	140,000
TN Miller Coliseum	633,700	633,700	658,200	24,500
Student LD Service	20	-	-	-
TOTAL	\$ 33,278,250	\$ 33,128,230	\$ 32,465,230	\$ (663,000)

MIDDLE TENNESSEE STATE UNIVERSITY
SUMMARY OF RESTRICTED CURRENT FUNDS AVAILABLE AND APPLIED
JULY BUDGET 2025-26

Revenues	2024-25 October Budget	2024-25 Estimated Budget	2025-26 July Budget	Difference
Tuition and Fees	\$ 1,400,000	\$ 1,400,000	\$ 1,400,000	\$ -
Federal Grants and Contracts	42,500,000	51,000,000	47,500,000	(3,500,000)
State Appropriations: Centers of Excellence	452,000	452,000	461,400	9,400
State Appropriations: Special Allocations	489,500	489,500	489,500	-
State Grants & Contracts	50,500,000	53,000,000	51,000,000	(2,000,000)
Local Grants & Contracts	50,000	75,000	75,000	-
Private Grants & Contracts	500,000	500,000	500,000	-
Private Gifts	3,000,000	3,000,000	3,000,000	-
Endowment Income	750,000	650,000	750,000	100,000
Other Income	1,550,000	2,000,000	1,750,000	(250,000)
Total Revenues	<u>\$ 101,191,500</u>	<u>\$ 112,566,500</u>	<u>\$ 106,925,900</u>	<u>\$ (5,640,600)</u>
Expenses				
Instruction	\$ 3,200,000	\$ 2,600,000	\$ 2,600,000	\$ -
Research	6,285,000	6,000,000	5,000,000	(1,000,000)
Public Service	7,200,000	6,500,000	6,750,000	250,000
Academic Support	400,000	450,000	400,000	(50,000)
Student Services	3,500,000	4,750,000	4,000,000	(750,000)
Institutional Support	100,000	175,000	150,000	(25,000)
Operation and Maintenance	1,000,000	2,100,000	100,000	(2,000,000)
Scholarships and Fellowships	79,000,000	89,500,000	87,900,000	(1,600,000)
Auxiliary Enterprises	-	-	-	-
Total Expenses	<u>\$ 100,685,000</u>	<u>\$ 112,075,000</u>	<u>\$ 106,900,000</u>	<u>\$ (5,175,000)</u>

**MIDDLE TENNESSEE STATE UNIVERSITY
BUDGET SUMMARY**

	2024-25	2024-25	2025-26
	<u>Revised Budget</u>	<u>Estimated Budget</u>	<u>July Budget</u>
Beginning Fund Balance	\$ 60,232,300	\$ 60,232,300	\$ 17,282,400
Revenue	513,614,200	525,553,730	521,776,130
Expenses	<u>556,549,100</u>	<u>568,503,630</u>	<u>521,750,230</u>
Ending Fund Balance	<u><u>\$ 17,297,400</u></u>	<u><u>\$ 17,282,400</u></u>	<u><u>\$ 17,308,300</u></u>

MIDDLE TENNESSEE STATE UNIVERSITY
TSSBA DEBT SERVICE COVERAGE - DISCLOSED PROJECTS ADJUSTMENT
July Budget 2025-26

<u>Project Name</u>	<u>Total Project Budget</u>	<u>Amt. Financed by TSSBA</u>	<u>Est. Annual Debt Service</u>	<u>Est. Annual Related Fee Rev</u>
Estimated Budget:				
New Parking Structure	30,700,000	30,700,000		
Addition & Renovations to Murphy Center	66,000,000	66,000,000		
Multi-sport Indoor Practice Facility	28,400,000	28,400,000		
Athletic Video Board Upgrades	3,900,000	3,900,000		
Floyd Stadium Turf Replacement	1,300,000	1,300,000		
Reese Smith Jr Field Turf Installation	1,500,000	1,500,000		
July Budget:				
New Parking Structure	30,700,000	30,700,000		
Addition & Renovations to Murphy Center	41,000,000	41,000,000		
Multi-sport Indoor Practice Facility	28,400,000	28,400,000		
Renovations to Floyd Stadium	24,000,000	24,000,000		
Floyd Stadium Turf Replacement	1,300,000	1,300,000	295,000	
Reese Smith Jr Field Turf Installation	1,500,000	1,500,000		



**Middle Tennessee State University
Board of Trustees**

MEETING: Summer Quarterly Board Meeting

SUBJECT: **Faculty Trustee**

DATE: June 17, 2025

PRESENTER: Dr. Sidney A. McPhee
President



**Middle Tennessee State University
Board of Trustees**

Action Item

MEETING: Summer Quarterly Board Meeting

DATE: June 17, 2025

SUBJECT: **Faculty Trustee
Dr. Kari Neely**

BACKGROUND INFORMATION:

The Bylaws of the Board of Trustees provide that a University faculty member selected by the University Faculty Senate shall serve as a voting member of the Board of Trustees, serving a two-year term.

Dr. Kari Neely was selected by the Faculty Senate to serve as the Faculty Trustee with a term expiring at the conclusion of the June 2027 Board of Trustees meeting.

Middle Tennessee State University

Faculty Trustee Call for Nominations

The Middle Tennessee State University Faculty Senate elects a Faculty Trustee to serve on the MTSU Board of Trustees. The term of the Faculty Trustee will last for two years, as established by state law. The next term begins June 2025.

The Faculty Senate is requesting nominations for Faculty Trustee from tenured and tenure-track faculty. Nominations must be submitted no later than December 14, 2024 to facultysenate@mtsu.edu.

Eligibility Requirements

To be eligible to serve as the Faculty Trustee, the faculty member must be a tenured, full-time faculty member who has worked at least seven consecutive years at MTSU, has performed less than 50% of their work in the area of administration during these seven years as determined by their workload, and has served at least one year on the Faculty Senate.

Election Process

The Faculty Trustee will be elected at the first Faculty Senate meeting of the Spring semester by a majority vote of the Faculty Senate.

Suggested Wording for Nomination Email

As a tenured or tenure-track faculty member of Middle Tennessee State University, in the College of _____, I hereby nominate _____, who is a member of the department of _____, to stand for election as the Faculty Trustee on the MTSU Board of Trustees.

MTSU email signature

Kari S. Neely

Associate Professor of Arabic
Director, Arabic Studies
Graduate Director, Master of Arts in Teaching
Dept. of World Language, Literatures, & Cultures
Middle Tennessee State University
Boutwell Dramatic Arts 301 - Murfreesboro, TN 37132
Kari.Neely@mtsu.edu
734-846-4626

EDUCATION:

PhD in Near Eastern Studies, University of Michigan, 2008

Dissertation: Diasporic representations: A study of Circassian and Armenian identities in Greater Syria.

M.A. in Near Eastern Studies, University of Michigan, 2000

M.A. in Anthropology, University of Arkansas, 1998

B.A. in Anthropology, University of Arkansas, 1995

TEACHING EXPERIENCE:

Arabic Language Courses

- ARAB 1010: Elementary Arabic I
- ARAB 1020: Elementary Arabic II
- ARAB 2010: Intermediate Arabic I
- ARAB 2020: Intermediate Arabic II
- ARAB 3010: Advanced Arabic I
- ARAB 3020: Advanced Arabic II

Courses are taught in both Levantine and Modern Standard Arabic

Humanities Courses

- HUM 2610: World Literatures: International Graphic Novels
- HUM 2610: World Literatures: Nobel Prize Fiction
- HUM 3550: Graphic Novels about the Middle East
- HUM 4000: Women of the Middle East

MALA Courses

- MALA 6000: Creating Iraq - Fall 2016
- MALA blocks: Cheating, Community, Communication 2016

PUBLICATIONS AND PRESENTATIONS:

Published:

- "Grandfather's (Secular) Tale of Hijra and Hajj: Ulfat Idilbi's Paralleling of Islamic Sacred History." *South Atlantic Review* (2014).
- "Mehdi Zana and the Struggle for Kurdish Ethnic Identity in Turkey." In *Prison Narratives from Boethius to Zana*, Palgrave Macmillan, New York (2014).
- "Lebanese Literary Reflections of Repatriation." *Journal of the Society of Armenian Studies*, 18:1 (2009), pp. 89-105.

Works in Progress:

Books:

- Under Contract: *Intersections of Language and Cultures* (Cognella Publishing)

Articles:

- "Middle Eastern Graphic Memoirs' Depictions of Hebrew and Arabic"
- "Comics Middle Eastern Travel Writing: A comparison with late 18th and early 19th century traveling writing "
- "Dark Entities and Suicidal Ideation in Comics"

Presentations:

- **Dec. 2024:** "Intertextual Affinity & Absolution: The Use of a Visual Medium in Processing Suicide" (International Symposium)
- **Nov. 2024:** "Seen, Unheard, & Misunderstood: The Linguistic Landscape of Comics Traveling Writing" (South Atlantic Modern Language Association)
- **Apr. 2023:** "Scripts, Scribbles, & Erasures: Comic Depictions of Middle Eastern Languages" (Popular Arts Conference)
- **Oct. 2020:** "Comics: Amplification through Simplification" (MTSU Honors Lecture Series - Images & Icons)
- **Sept. 2019:** "A Sociolinguistic Analysis of Netflix's 'Daredevil'" (Comics and Popular Arts Conference)
- **Sept. 2019:** Roundtable "Appropriating Global Media for American Audiences" (Comics and Popular Arts Conference)
- **Aug. 2018:** "Saddam & Osama in Popular Comics" (Atlantic Comic Con)
- **Aug. 2017:** Roundtable "The Educational and Development Roles of Comics" (Comics and Popular Arts Conference)
- **Sept. 2016:** "Evolution of Comic Hijab" (Comics and Popular Arts Conference)

- **Nov. 2014:** “Arabs in the Graphic Space of Jerusalem” (Remembering Jerusalem at King’s College)
- **Sept.-Nov. 2013:** “Muslim Journeys” (National Endowment for the Humanities Book Series/Nashville Public Library)
- **Mar. 2012:** “Mehdi Zana and the Struggle for Kurdish Ethnic Identity (MTSU Honor Series, Prison Writing)
- **Dec. 2011:** “Minorities in Late Ottoman and Early Republic Turkey” Chair (Middle East Studies Association)
- **Oct. 2011:** “A History of Armenian Opera: A Transnational Phenomenon” (Southeastern Regional Middle East and Islamic Studies Seminar)
- **Nov. 2011:** “Graphic Novels of the Middle East” (South Atlantic Modern Language Association)
- **Mar. 2010:** “A Hijra within a Hijra: Ulfat Idilbi’s Construction of Dagestani Identity in *Grandfather’s Tale*.” (Southeastern Regional Middle East and Islamic Studies Seminar)
- **Feb. 2009:** “Kevork Ajemian” (Boston University’s Conference on Armenian Diaspora)
- **Nov. 2009:** “Teaching Arabic” Chair (Middle East Studies Association)
- **Apr. 2008:** Roundtable “Armenian Studies Workshop (University of Michigan)
- **Nov 2007:** “*Being Abbas el-Abd: An Egyptian Generation X?*” (Middle East Studies Association)

COMMITTEES AND SERVICE:

Middle Tennessee State University

- Faculty Senate President - 2023-2024
Accomplishments:
 - Restructured Senate committee structure
 - Passed six resolutions
 - Liaised with the Chairs’ Council on the new Reorganization policy
 - Established the first joint session between the Student Government Association and the Faculty Senate
 - Oversaw the development of a Faculty Survey on Workload
- Faculty Senate President-Elect - 2022-2023
Achievements:
 - Established the Committee on Committees
 - Oversaw the review of 10 University Standing Committees and policy revision recommendations
- Graduate Director, M.A.T. Foreign Languages & Literatures (2014-2016, 2024 - present)
- Chaired Committees
 - Faculty Senate Ad Hoc Subcommittee- Campus Sustainability (2019-2020)
 - Undergraduate Curriculum Committee (2020-2021)
 - General Education Committee (2013-2014)
- University Committee Service
 - President’s Cabinet - 2023-2024
 - Provost Cabinet - 2023-2024
 - Sick Leave Bank - 2024-2026

- Incentive Pay Committee - 2024-2025
- Promotion and Tenure Policy Review Working Group 2022-2024
- Instructional Technology - 2023-2024
- Executive Computer Committee - 2023-2024
- Planning Committee - 2023-2024
- Academic Scheduling - 2023-2024
- Enterprise Compliance & Risk Management - 2023- 2024
- Alumni Association - 2023-2024
- Faculty Senate Steering Committee - 2020-present
- Naming Committee (2019-present)
- Scholars Week Committee (2019-2020)
- Faculty Learning Community on General Education Redesign (2018-2023)
- Quality Enhancement Plan, Assessment subcommittee (2015-2016)
- Department of World Languages, Literatures, and Cultures Committee Service
 - Promotion and Tenure Policy Review (2024-2025)
 - Bylaws (2024-2025)
 - Curriculum Committee (2012-2020)
 - Japanese Search Committee (2012-2013)
 - Spanish Search Committee (2008-2009)

EXTERNAL

- Comics and Popular Arts Conference (now Popular Arts Conference) - Chair (2019-2023)
- Popular Arts Conference, board member (2016-present)
- Critical Language Scholarship Arabic Reader (2019, 2014, 2013, 2011)
- American Council on Education - Consultant (2012-2020)



**Middle Tennessee State University
Board of Trustees**

MEETING: Summer Quarterly Board Meeting

SUBJECT: **Student Trustee**

DATE: June 17, 2025

PRESENTER: Dr. Sidney A. McPhee
President



**Middle Tennessee State University
Board of Trustees**

Action Item

MEETING: Summer Quarterly Board Meeting

DATE: June 17, 2025

SUBJECT: **Student Trustee
Michai Mosby**

BACKGROUND INFORMATION:

The Bylaws of the Board of Trustees provide that a student representative shall be appointed by the Board of Trustees as a non-voting member of the Board of Trustees, serving a one-year term.

The Student Government Association recommended three highly qualified students to the University President for review and the President has recommended Mr. Michai Mosby for appointment as the Student Trustee for a term expiring at the conclusion of the June 2026 Board of Trustees meeting.

Thank you for your interest in the Student Trustee position. Please read below to learn more about the board and the Student Trustee's role.

About the Board

The Board of Trustees is the governing body of Middle Tennessee State University and is responsible for selecting and appointing the president; setting the operating budget; approving personnel appointments; granting all degrees awarded by the University, including honorary degrees; establishing tuition and fee rates; approving contracts; and approving all rules, regulations, curriculum changes, new programs and degrees of the University.

The Board consists of 10 members, 8 of whom are appointed by the governor, by and with consent of the Tennessee General Assembly. In addition, the Faculty Senate elects a faculty member to serve a two-year term, and the Student Government Association presents three students to the University President for review, and he will recommend one of the three to the Board for approval. They hold regularly scheduled meetings four times a year, and additional meetings as needed.

About the Student Trustee

The Student Trustee is a non-voting member and serves a one-year term. The Student Trustee has a fiduciary responsibility to represent the interests of the whole university, not just student interests. The Student Trustee is responsible for staying informed of current policies and issues that the board will discuss. The board has four standing committees, however the Student Trustee traditionally has sat on the Student Life Committee. The Vice President of Student Affairs is a resource for the student trustee and is available for meetings pertaining to issues of special interest at the request of the student trustee. **Attendance at all meetings is required.**

Please contact Dr. Danny Kelley (danny.kelley@mtsu.edu) if you have any questions or concerns with the position or application.

Kindest Regards,

R.J. Ware

President-Elect and Vice President
Student Government Association
Middle Tennessee State University



Eligibility Requirements and Application

Eligibility

- Have acquired at least 40 MTSU undergraduate credit hours by the application deadline.
- Have at least a 3.0 MTSU cumulative grade point average by the application deadline.
- Be in good standing with the University.
- Be willing to serve starting May 2025 - May 2026 and must be available for academic year and summer meetings.
- Be a full-time student during the fall and spring semester of term.

Application

- Applications are due by March 17th, 2025, by 4:30pm.
- Applications can be found on the SGA website, the link in the SGA instagram bio, and on MyMT. The link was also sent in a campus wide email from Danny.Kelley@mtsu.edu.
- Once an application is received, the recipient will be sent a confirmation email.

Selection Process

- The Student Government Association Executive Board, will review the applications and select applicants to be interviewed.
- Applicants will receive an email if they have been selected for an interview, which will take place **March 28th, 2025**. If you are unable to attend interviews on **March 28th, 2025**, please reach out to RJ Ware, SGA Vice President, at sga.vp@mtsu.edu.
- After the interviews are conducted, the three finalists will be sent to President McPhee for review, and he will conduct one on one interviews.
- President McPhee will review the top three applications and recommend a candidate to the Board of Trustee for approval.
- Please Note:
 - Students who are serving as Student Government Association officers, senators or freshman council members must vacate their position if selected as the student trustee prior to being sworn in as student trustee.

Please email Danny.Kelley@mtsu.edu if you have any questions or concerns with the position or the application.

2025-2026 Student Trustee Application (Official)

Michai Mosby - Thu, Feb 20, 2025 2:09 PM

Student Government Association

Received

Basic Information

Name

Michai Mosby

Address

2315 N Tennessee Blvd.

Phone Number

9014916525

MTSU email

mjm2bc@mtmail.mtsu.edu

Current classification

Senior

GPA

3.0

Campus Involvement

Have you been involved in campus organizations, activities, events or other forms of campus involvement?

Yes

If yes, please list all campus involvement.

Student Government Association (SGA) President (2023-24, 2024-25) Alpha Phi Alpha Fraternity, Inc. (Kappa Xi Chapter Member) Assistant Chief of Staff, Southern Region of Alpha Phi Alpha Fraternity, Inc. Black Student Council Member 4K College Ministry President (First Baptist Church) Scholars Academy Coordinator

If you have leadership experience on campus, please list all past/present leadership roles on campus.

I have served as the Student Government Association (SGA) President for the 2023-24 and 2024-25 terms, leading student advocacy efforts and campus initiatives. I am also the Assistant Chief of Staff for the Southern Region of Alpha Phi Alpha Fraternity, Inc., as well as the President of 4K College Ministry at First Baptist Church, where I have organized events like College Sunday and Hope Sunday. Additionally, I have been a leader within the Black Student Council and played a key role in advocating for the renaming of Forrest Hall. I have spoken at several major events, including as a featured speaker at MTSU's Convocation and the closing ceremony of the Scholars Academy. My leadership extends to organizing campus events such as the Fight Song event, game day celebrations, and the Grove Non-Violence Event. I have also led advocacy efforts regarding the Technology Access Fee (TAF) allocation and housing and financial aid support for students in need. Furthermore, I spearheaded the fee increase campaign for the 2025-26 school year, ensuring student activity fees are appropriately allocated for programming.

Will you be involved in these activities/organizations next school year? If so, how much time will you devote to each of them?

N/A

Are you currently employed?

Yes, part-time

Have you been involved in the Student Government Association in the past? If yes, please elaborate.

Yes, Student Body President 23-25 and prior to the Chief of Staff and Freshman Council President

Explain any commitments you may have for 2024-2025. This includes the upcoming spring, summer, and fall semester.

Graduate Assistant Position in the Office of the Vice President of Student Affairs

Student Trustee Questions

Why do you want to be the Student Trustee?

I want to be the Student Trustee because I believe in being a strong and effective advocate for students at every level of decision-making. As SGA President, I have seen firsthand how policies impact students' academic experiences, financial stability, and overall well-being. Having a seat at the table as a Student Trustee would allow me to ensure that student voices are not just heard, but truly considered in the university's strategic decisions. My leadership experience has equipped me with the skills to navigate complex discussions, challenge outdated policies, and push for meaningful changes—whether it's securing funding for student initiatives, advocating for more financial aid resources, or ensuring transparency in university governance. I am deeply committed to representing the interests of all students, fostering inclusivity, and making decisions that prioritize student success. Ultimately, I want to serve as a bridge between the administration and the student body, ensuring that every policy reflects the needs and aspirations of the students it impacts.

What inspires you and how is that influenced by your values?

I am inspired by the idea of creating lasting impact—whether through advocacy, leadership, or service. Seeing how intentional efforts can uplift communities, empower students, and create opportunities fuels my passion for leadership. I believe that change is not just about speaking up, but about doing the work to make things better for those who come after us. This inspiration is deeply rooted in my values of faith, integrity, and servant leadership. My faith teaches me to lead with purpose, humility, and a heart for service.

for others. Integrity drives me to stand firm in my beliefs, even when faced with challenges. Servant leadership reminds me that leadership is not about titles or recognition, but about making decisions that benefit others. These values shape how I lead, advocate, and engage with my community. Whether it's fighting for student representation, pushing for policy changes, or mentoring others, my work is always guided by the belief that leadership should be purposeful, selfless, and impactful.

Describe any related experience and skills you have that you believe will help you succeed in this position.

My experience as Student Government Association (SGA) President has given me direct exposure to university governance, student advocacy, and policy-making, all of which align with the responsibilities of a Student Trustee. I have worked closely with university administrators, faculty, and student leaders to address student concerns, advocate for institutional changes, and implement initiatives that enhance the student experience. Through my role, I have developed strong communication, negotiation, and leadership skills, which are essential for effectively representing student interests in board meetings. I have led efforts such as the fee increase campaign for student programming, advocacy for Technology Access Fee (TAF) allocations, and initiatives to support student housing and financial aid concerns. These experiences have strengthened my ability to analyze policies, present data-driven arguments, and collaborate with stakeholders to enact meaningful change. Additionally, my experience in crisis management and strategic planning ensures that I can navigate complex discussions, anticipate potential challenges, and offer well-informed perspectives in decision-making. My role as Assistant Chief of Staff for the Southern Region of Alpha Phi Alpha Fraternity, Inc. has further refined my ability to lead at a regional level, balancing diverse perspectives while maintaining a commitment to student success. With my background in governance, policy advocacy, and leadership, I am confident in my ability to serve as an effective Student Trustee, ensuring that student voices are prioritized in key university decisions.

How soon would you be willing to start this position?

May 1, 2025

References

If you have any references from a peer, student organization leader, or campus faculty, please list their name and email below. Please limit the amount of references to 3 people, and please note that a reference is preferred, but not required.

Danny Kelley (Danny.Kelley@mtsu.edu) | Khalilah Doss (Khalilah.Doss@mtsu.edu) | Michelle Arnold (Michelle.Arnold@mtsu.edu)

Discussion



Katrina Aguilar

Write a message

 [Add an Attachment](#)

CANCEL

POST

Reviewers



There are no reviewers on this submission.

