Board of Trustees Meeting
December 11, 2017
Bell Hall, Room 260

MINUTES

AGENDA ITEM I—CALL TO ORDER AND ROLL CALL

The Tennessee Tech Board of Trustees met in regular session on December 11, 2017, in Bell Hall, Room 260. Chair Tom Jones called the meeting to order at 11:04 a.m.

Chair Jones asked Kae Carpenter, Secretary, to call the roll. The following members were present:

- Dr. Melissa Geist
- Ms. Trudy Harper
- Mr. Millard Oakley
- Mr. Nick Russell
- Mr. Johnny Stites
- Ms. Teresa Vanhooser
- Capt. Barry Wilmore participated by phone
- Mr. Tom Jones

Dr. Barbara Fleming and Mr. Purna Saggurti were not present and did not participate by phone.

A quorum was physically in attendance.

Tennessee Tech faculty, staff, and members of the public were also in attendance.

AGENDA ITEM II— APPROVAL OF MINUTES

Mr. Stites moved to recommend approval of the minutes. Ms. Vanhooser seconded the motion.

At the request of the Chair, Ms. Carpenter took a roll call vote. The motion carried unanimously.

AGENDA ITEM III—PRESIDENT'S REPORT

President Oldham stated that on November 28, 2017, the first ever Lighting of the Quad occurred. He stated that 3000 attended including students, faculty, staff, and community members.

President Oldham stated that Captain Wilmore would be receiving the Theodore Roosevelt Award at the NCAA Annual Convention in January. He stated that Captain Wilmore would be joining an elite group of individuals and the award was NCAA's highest award given since 1967. President Oldham stated that the award has been given to four former U.S. presidents and other notable individuals such as Jesse Owens, Arnold Palmer, Lamar Alexander, John Wooden, Roger Staubach, Sally Ride, and John Glenn. He stated that Captain Wilmore is the first awardee from Tennessee Tech and from the Ohio Valley Conference.

Captain Wilmore stated he was honored that Tennessee Tech submitted his name.

President Oldham stated that the Southern Association of Colleges and Schools Commission of Colleges met for its annual meeting and the Board approved Tennessee Tech's governance change. He stated that there were many individuals on campus that insured the approval of the governance change, including Dr. Sharon Huo, Provost's Office.

President Oldham's report included the following information:

- Major Capital Projects Update—Tennessee Tech has broken ground on the new Lab Science Building and the new Student Recreation Center. The Roaden University Center is under major renovation and will be completed by early fall. The west campus parking lot has been completed.
- Enrollment Factors—Fall of 2017 was the largest freshman class since Tennessee Promise took effect. Tennessee Tech saw a 10 percent increase in freshmen from fall of 2016. There were over 1760 new freshmen. Transfer students were up 10.9 percent. Tennessee Tech would expect to see more transfer students in the post Tennessee Promise environment, where more students are opting to go to community college first. Tennessee Tech's first-year retention rate continued to be strong at 78.6 percent; it was about the same the previous year, which was a historic high for retention at Tennessee Tech. The 2016-17 school year had the largest graduating class in Tennessee Tech's history at 2,536 students. THEC's report highlighted how well Tennessee Tech had performed on the funding formula, based on graduations.
- Student Body—the total student body is 10,504. Tennessee Tech remains majority males. Diversity population is 18 percent non-white and international. Tennessee Tech represents 93 Tennessee counties, 35 states, and 65 countries.
- Freshman Class has a 3.59 average high school GPA, a 24.4 average ACT, and has the largest number of students with ACT composite score at or above 30. In terms of public institutions, Tennessee Tech's academic profile comes in second behind UT Knoxville.
- 3-Year Average Bachelor's Degree Change—Tennessee Tech's bachelor degree production increased by 20 percent.
- The 2018-2019 Recommended Appropriation Increase puts Tennessee Tech at the top of all former TBR universities. THEC has proposed an additional 6.5 percent increase for Tennessee Tech in state appropriation, approximately 3 million dollars.

- Tech is TN Tour—Tennessee Tech has been touring the state. Tennessee Tech will be touring all 95 counties, with 11 already visited in the Upper Cumberland. Tennessee Tech has visited all public high schools within the 11 counties, talking to students, teachers, guidance counselors, and principals. Tennessee Tech plans to finish touring the Upper Cumberland and start visiting metropolitan areas during the spring semester.
- Tech is TN Tour—Takeaways—schools are in dire need of math, science, and foreign language teachers. Tennessee Tech is working with the College of Education to address that need. Tennessee Tech needs to make sure to provide a welcome environment for campus visits. The visits to the high schools build and reestablish existing relationships. Tennessee Tech's goal is to provide framework to differentiate and distinguish Tennessee Tech and determine how Tennessee Tech provides value.

President Oldham asked the leaders of the Strategic Planning Committee, Dr. Tom Payne and Dr. Lisa Zagumny, to explain the strategic plan.

Dr. Payne and Dr. Zagumny's presentation included the following:

- Strategic Plan 2017—in August of 2017, President Oldham convened a 15-member Strategic Planning Committee ("Committee") and charged it to assess and embrace the changes in higher education. The Committee was tasked with developing a directional framework that provides value for the constituents and leverages the strengths to distinguish Tennessee Tech from other universities across the nation and state.
- Engagement Strategy—during the last three months Committee members have met with over 400 stakeholders through a variety of forums and interviews. Students, alumni, faculty, staff, businesses, and community leaders have provided information to guide the Committee in the development of a clear and cohesive vision and a framework for action.
- Mission Statement—the current mission statement is 280 words long and points out every program, degree level, center of excellence, region, and dimension of diversity. Stakeholders are supportive of a more refined mission that, while inclusive, will be intentional regarding who Tennessee Tech is and what it can and should do. To achieve that, Tennessee Tech would need to lead with its values, clarify its purpose, and communicate distinctiveness.
- Vision—a new vision is emerging. The Committee learned that Tennessee Tech's vision and aspirational intentions should be sharpened.
- Vision Statement, Guiding Principles, Emerging Values—three focus areas that are emerging:
  - Infuse and Leverage Technology and Analytics—President Oldham's initial charge to the Committee included finding technology at the core of change and adding value to those served. The Committee understood that employers need graduates that are technologically and analytically savvy. Every Tennessee Tech graduate would possess relevant analytically-based reasoning and problem solving skills. In addition, the Committee would challenge each Tennessee Tech college to create a technological and analytical-based trademark program of excellence. Tennessee Tech would own the application of technology to problem solving. Another emerging goal was to pursue operational excellence. The Committee believed that an improvement in process effectiveness and efficiency and empowering people to make those changes would enhance quality.
  - Prepare Globally Adept Career-Ready Graduates—Students learn best through hands on activities and collaboration with others. For this reason, the Committee would

create and expand relevant and collaborative experiential learning opportunities. Every Tennessee Tech student would engage in a substantive and increasingly challenging experiential learning opportunity every year. This concept revolved around the idea that Tennessee Tech hires, rewards, and develops people with the proclivity and passion for experiential learning and collaboration and develops a proactive framework of diversity to bolster global preparedness.

o Provide Accessible and Relevant Life-Long Learning Opportunities—providing learning opportunities as high quality, relevant, and accessible programs was emerging. If the programs were not accessible, they were not going to make a difference in the lives of people or provide a more educated work force for the region and state. Accessibility entailed the increased use of online and hybrid delivery systems. Accessibility would facilitate clearer pathways through relationships with high schools, community colleges, and other post-secondary institutions. In addition to traditional degrees, pathways would include certificated programs and stackable credentials. Increased relevance, effectiveness, and efficiency would be achieved through transdisciplinary collaboration across departments, colleges, and external organizations.

- Next Steps—the Committee planned to circle back to the groups it has spoken with including individual members of the Board as it continues to develop the plan. A more formalized plan would be presented at the March 2018 Board meeting.

Mr. Stites asked how the Committee planned to reward the hires in the system that Tennessee Tech currently has. Dr. Payne answered that this would be done through the performance evaluations. He stated that the Committee was going to have to operationalize some of the aspirations. He stated that Tennessee Tech needed to hire individuals with outstanding teaching and research, proclivity and demonstrated ability to interact and engage students with the outside constituents. He stated that substantive engagement with students and connecting students with Tennessee Tech's external constituents needed to be something built into a traditional reward system, whether that is in a department or an operating unit.

Ms. Harper asked how the Committee planned to incorporate experiential learning in every year of a student's education. Dr. Zagumny stated that an example would be the teacher education programs. She stated that for the first-year students interested in becoming a teacher there are field placements within schools and working with in-service teachers, to ensure that teaching was something the students are interested in pursuing.

Dr. Payne stated the experiential learning was also cumulative. He stated that in the first year, the students would have exposure- or awareness-type experiences concerning what careers the student might be interested in, which might include a speaker series. He stated that the students are exposed to all types of opportunities and ideas that stack on top of each other and lead up to more advanced experiences, such as getting out into the field of study. He stated that as students progressed through their years, they truly are career-ready when finished.

President Oldham stated that the synergy between timing, planning, messaging, and action was important. He stated that the Board, because it was new, had the opportunity to weigh in on the strategic direction of Tennessee Tech. He stated that the Board should receive a final view of the Committee results at the March Board meeting.

President Oldham stated that significant steps were taken with respect to the IT-related disciplines on campus, including the College of Engineering with computer science, College of Business with data sciences and decision sciences, and College of Education with curriculum and instruction. He stated that over the next three years a dozen new faculty positions would be filled in the disciplines related directly to the IT career paths. He stated that the focus was to enhance Tennessee Tech's leadership position in the state of Tennessee as the economy moves in that direction.

President Oldham stated that key searches continued for upper level leadership. He stated that the Provost Search Committee conducted airport interviews with a dozen candidates and would conduct interviews with a smaller group on campus in January. He stated that the Vice President for Enrollment and Career Placement candidate had declined Tennessee Tech's offer of a position.

Chair Jones stated that Tennessee Tech's policy was that the Executive Committee must meet to make approvals of these appointments. He stated that when President Oldham contacted him about the candidate, the Executive Committee needed to meet quickly. He stated that it was challenging to conduct an Executive Committee meeting, which required an Open Meetings Act notice to the public. He stated that he interviewed the candidate and he was disappointed that Tennessee Tech missed the opportunity. He stated that he was not suggesting that the policy be revised, but he wanted to highlight the need for expeditious decisions for worthy candidates.

President Oldham stated that the search for Vice President for Enrollment and Career Placement continued, and that there was a list of potential candidates.

President Oldham stated he assembled a committee of 14 individuals to review faculty compensation, workload, and evaluations comprehensively. He stated that this was the first time in a number of years that a comprehensive look at those issues was attempted. He stated that the committee chair was Dr. Mark Stephens, interim Provost, and co-chair was Dr. Darrell Hoy, interim dean of the College of Engineering. He stated that the committee should have proposals regarding normalizing workload and evaluations among faculty and strategic and aggressive compensation goals to reward the faculty for the Board's review at the March Board meeting.

Dr. Geist asked if the committee membership was listed online. President Oldham stated that the list would be published. He stated that he requested four names from the faculty senate, four names from the existing faculty compensation committee, and at-large members.

AGENDA ITEM IV—STATUS OF CONTRACT FOR PRESIDENT

Chair Jones stated that he met with Ms. Carpenter and reviewed a draft of the president's contract. He stated Ms. Carpenter had met with Ms. Harper and Mr. Stites independently to review the contract. He stated that the Executive Committee was not ready to present the contract and would meet in January to review the contract again.

Chair Jones stated that he was not a fan of employment contracts in the business world. He stated that he understood that 80 percent of universities have contracts with the president. He stated that the contract was to provide stability for Tennessee Tech and for the President and did not contain performance goals and requirements; those matters would be discussed annually. He stated that the

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main purpose of the contract was an exit strategy to protect Tennessee Tech and to give the President confidence to move forward.

Dr. Geist asked how many of the locally-governed universities' Presidents had contracts. Ms. Carpenter stated that she was not aware of any contracts and the issues may be under discussion at each of the universities.

Dr. Geist asked what the approval process for the President's contract was. Chair Jones stated that the Executive Committee would review and deliberate the contract. He stated that there is no guarantee it would be brought to the full Board. Dr. Geist stated that she would be curious to know out of the public universities in Tennessee, who has a contract, who is pursuing a contract, and she would like to see examples of other contracts. Ms. Carpenter stated that she would make those inquiries.

AGENDA ITEM V.A—AUDIT & BUSINESS COMMITTEE REPORT AND RECOMMENDATIONS—CONSENT AGENDA—POLICY 570 (CONTRACTS AND AGREEMENTS) POLICY 571 (METHODS AND PROCESSES OF PROCUREMENT) POLICY 563.1 (EXPENDITURES ON TENNESSEE TECH-OWNED PROPERTY WALTON HOUSE)

Ms. Vanhooser moved to approve all items on the Audit and Business Committee's consent agenda including Policy 570 (Contracts and Recommendations), Policy 571 (Methods and Processes of Procurement), and Policy 563.1 (Expenditures on Tennessee Tech-Owned Property Walton House) as presented. Mr. Stites seconded the motion.

At the request of the Chair, Ms. Carpenter took a roll call vote.

Ms. Carpenter asked to clarify the record related to Captain Wilmore's participation by phone. Captain Wilmore confirmed that he could simultaneously hear and speak to the Board members, that he was the only person present in the location from which he was calling, and that he received the Board materials in advance of the meeting.

After which, the motion carried unanimously.

AGENDA ITEM V.B.1 —AUDIT & BUSINESS COMMITTEE REPORT AND RECOMMENDATIONS—REGULAR AGENDA—APPROVAL OF 2017-18 OCTOBER REVISED BUDGET/ORGANIZATIONAL CHART

Ms. Vanhooser moved to approve Tennessee Tech's 2017-18 October revised budget and organizational chart. Mr. Oakley seconded the motion.

At the request of the Chair, Ms. Carpenter took a roll call vote. The motion carried unanimously.

AGENDA ITEM V.B.2— AUDIT & BUSINESS COMMITTEE REPORT AND RECOMMENDATIONS—REGULAR AGENDA—APPROVAL OF SEVERANCE OF PROCUREMENT/CAPITAL PROJECTS

Ms. Vanhooser moved to approve Tennessee Tech's severance of procurement and capital projects effective July 1, 2018. Mr. Stites seconded the motion.

At the request of the Chair, Ms. Carpenter took a roll call vote. The motion carried unanimously.

AGENDA ITEM V.B.3— AUDIT & BUSINESS COMMITTEE REPORT AND RECOMMENDATIONS—REGULAR AGENDA —DISCLOSED FOOD SERVICES PROJECT

Ms. Vanhooser moved to approve the disclosed food services project. Ms. Harper seconded the motion.

Dr. Geist asked if Tennessee Tech was going to put 3,000,000 dollars toward the food service changes. Dr. Stinson stated the contract has those dollars identified as capital investments that Chartwells would make to improve Tennessee Tech's food service facilities.

Mr. Stites asked what evaluations and metrics over the term of the contract are used, and if it was permissible in the contract to terminate for failure to perform.

Dr. Stinson stated that Tennessee Tech has a provision to terminate for failure to perform or if Tennessee Tech elects to terminate. She stated that Tennessee Tech would survey the students and there was a group, consisting of staff and students, that met with Chartwells to discuss what types of improvements they would like to see.

Mr. Stites asked if the contract were approved, was there a provision to reimburse Chartwells if the contract was cancelled.

Dr. Stinson stated the investment was depreciated over the term of the contract. She stated if there were dollars that were not depreciated, they would become part of a new contract with a new vendor.

Dr. Geist asked if Chartwells was responsible for the 3,000,000 dollar changes.

Dr. Stinson stated that there are some provisions for Tennessee Tech to add additional food venues. She stated the provision was contingent upon implementing a refundable plan for commuter students but that was not part of what was finalized with Chartwells.

Dr. Stinson stated that the food services contract was a ten-year revenue contract. She stated there were several proposals within the contract. She stated that Chartwells could not do anything with the 3,000,000 dollars unless approved by Tennessee Tech. She stated that the contract had been disclosed to the State Building Commission, but the contract still had to go through Tennessee Tech's process. She stated that the individual projects would be submitted for implementation.

At the request of the Chair, Ms. Carpenter took a roll call vote. The motion carried 6-1 with Mr. Stites casting the "Nay" vote.

AGENDA ITEM VI—APPROVAL OF ACADEMIC AFFAIRS POLICIES—REGULAR AGENDA—POLICY 224 (ACADEMIC ACTIONS NOTIFICATION) AND POLICY 225 (NEW ACADEMIC PROGRAMS)

Dr. Stephens stated that he has spoken with the Academic and Student Affairs Committee members individually regarding the changes to Policy 224 and Policy 225. He stated that all were supportive of the changes.

Dr. Stephens stated that Policy 224 was revised to align with the THEC policy related to the notification of academic actions.

Dr. Geist stated that the policies were approved by Tennessee Tech's Academic Counsel.

Dr. Stephens stated that Policy 225 was revised to align with the THEC policy related to new academic programs.

Dr. Geist moved to approve the revisions to Policy 224 (Academic Actions Notification) and Policy 225 (New Academic Programs) as presented. Ms. Vanhooser seconded the motion.

At the request of the Chair, Ms. Carpenter took a roll call vote. The motion carried unanimously.

AGENDA ITEM VII—BOARD APPROVAL OF LETTER OF NOTIFICATION FOR PH.D. IN COUNSELING AND SUPERVISION

Dr. Stephens stated that he spoke with the Academic and Student Affairs Committee members individually regarding the submission of the letter of notification for a Ph.D. in Counseling and Supervision in the Department of Counseling and Psychology and the College of Education.

Dr. Stephens stated that the letter of notification was a preliminary step for a new degree. He stated that to submit a new Ph.D. program for approval the faculty would prepare a modified proposal called a letter of notification. He stated that the letter would go through the department chair, the Dean, the Provost, and then the Provost would bring it to the Board for review.

Dr. Stephens stated that the letter of notification was like an executive summary, a brief description of the program the department wishes to create. He stated the letter is not a full proposal.

Dr. Stephens stated that if the Board agreed that the degree was the appropriate level and content for Tennessee Tech and wanted the Academic and Student Affairs Committee to pursue a more detailed proposal, then the letter would be submitted to THEC. He stated that THEC would review the letter and make a similar determination. He stated that since it is a Ph.D. program, THEC would send it out to the presidents of other universities to see if it conflicts with what they are doing.

Dr. Stephens stated that upon approval of the program, the faculty would have two years to develop a full program proposal. He stated that the proposal would then go through the full institutional review process.

Dr. Geist moved to approve the letter of notification for Ph.D. in Counseling and Supervision. Captain Wilmore seconded the motion.

Mr. Stites asked how the program was different from TSU's program in Counseling.

Dr. Stephens stated it was a different type of licensure program and had different requirements.

Mr. Stites asked if there was a demand for the particular doctoral degree.

Dr. Stephens stated that there was a demand for the proposed degree, specifically in rural areas. He stated that there was a lack of the particular type of counseling for individuals and in schools.

Mr. Stites asked what the program had to offer the marketplace that counseling and psychology does not currently offer.

Dr. Stephens stated that, as he understood, those were for a different type of licensure.

Ms. Harper asked at what point would the budgetary allocation of funds be approved to fund the program.

Dr. Stephens stated that would be included when the full program proposal was brought to the Board.

Chair Jones stated that the only thing that was being approved was the notification letter.

At the request of the Chair, Ms. Carpenter took a roll call vote. The motion carried unanimously.

AGENDA ITEM VIII—ANNOUNCEMENT OF 2018 BOARD REGULAR MEETING DATES

Chair Jones stated that 2018 Board regular meetings were scheduled for March 22, June 26, September 13, and December 6.

AGENDA ITEM IX—OTHER BUSINESS

Chair Jones presented a proposed resolution honoring Nick Russell.

Chair Jones stated that Mr. Russell was the first student representative on the Board of Trustees but would be resigning his trustee position in December.

Chair Jones stated that Mr. Russell had done an outstanding job representing the student body.

Ms. Harper moved to approve the resolution of gratitude for Nick Russell's service. Mr. Stites seconded the motion.

At the request of the Chair, Ms. Carpenter took a roll call vote. The motion carried unanimously.

Mr. Russell expressed his gratitude to the Board and Tennessee Tech for the opportunity to serve in the role and for the experience he gained.

Chair Jones thanked President Oldham for the Lighting of the Quad. He stated that events centered around the students were appreciated.

Chair Jones stated that the Board attended a breakfast with the Faculty Senate earlier that morning. He stated that it was important for the Board to work with and listen to the Faculty Senate.

AGENDA ITEM X—ADJOURNMENT

There being no further business, the meeting adjourned at 12:13 p.m.

Respectfully Submitted,

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Kae Carpenter, Secretary

Agenda Item Summary

Date: March 22, 2018

Agenda Item: Election of Student Trustee

☐	**Review**	☒	**Action**	☐	**No action required**

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PRESENTER: Phil

PURPOSE & KEY POINTS:

The FOCUS Act requires the Board to select a student as a non-voting member. Tennessee Tech's Student Government Association (SGA) developed a process for selecting three candidates to present to the Board for consideration. Pursuant to the requirements established by the SGA, a candidate for the trustee position cannot contemporaneously serve as an SGA officer.

The candidates selected by the SGA are, in alphabetical order:

Forrest Allard

Sawyer Hall

Micayla Holton

TECH TOMORROW

STRATEGIC PLAN

"
We stand in an ideal position to educate our students on the social, economic, and historical impact of these technologies. This sets **Tennessee Tech** apart from most other universities.
"

LETTER FROM THE PRESIDENT

I believe it's time for Tennessee Tech University to stake claim to the value and vision faculty, staff, students and alumni know from experience: Tech is Tennessee's best university for a real education for real people who seek real careers.

We have the best educational return on investment in Tennessee. This is based on our affordable tuition, coupled with successful career placement for our graduates. As we shout that message with confidence, we must focus on anticipating and preparing for change.

In his book "The Industries of the Future," Alec Ross clearly points out in lay terms the changes we are about to experience due to technological achievements in genomics, robotics, codification of money and markets, cybersecurity, big data, and autonomous transportation.

We stand in an ideal position to educate our students on the social, economic, and historical impact of these technologies. This sets Tennessee Tech apart from most other universities.

We must plan to take advantage of our position. That's why this Strategic Planning Process is so important. It's designed to capture the energy, information, and innovation from our campus community and to share clear strategic direction across campus.

I ask you to take part in the journey and forever be a part of taking Tennessee Tech to a stronger, higher place. We are Tennessee Tech!
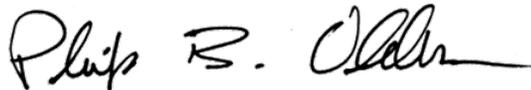
Dr. Philip Oldham, President

LETTER FROM THE DEANS

Dear Colleagues,

In August 2017, President Oldham charged the strategic planning committee with honing a shared and impactful vision for Tennessee Tech. He challenged us to consider Tech's unique stature, key constituencies, core principles, and foundational strengths as we chart our course through a dynamic and competitive environment. Rising to this challenge, a diverse team of faculty, staff, and administrators set about their work with excitement, humility, and a determination to obtain insight and integrate input from our stakeholders.

During the past six months, the 18-member committee has met regularly and engaged in dozens of interviews, small group discussions, and forums. Our team has met with over 500 people including students, alumni, faculty, staff, board members, and external constituents (including but not limited to community partners, business leaders, government officials, and public school representatives). Discussions have taken place across our campus in college, departmental, and unit meetings. Interactive sessions were held with the Faculty Senate, Deans' Council, and one-on-one, and small group conversations on and off campus. Stakeholders also chose to share input through the strategic planning website and emails to our members.

We are energized by the fact that so many people have shared their ideas. This remarkable level of participation has informed and strengthened the strategic plan. As importantly, this interaction is contributing to a common understanding of Tennessee Tech's aspirational future. While bold in its call to action, the strategic plan is true to our core principles and leverages our strengths to serve students, communities, and employers.

On September 21, we reached out for input and shared the strategic planning website. On December 8, we provided an update for the Board of Trustees and again asked for input. Today, it is our privilege to share our progress and continue seeking your advice and counsel as we complete the plan. We are committed to making the university's strategic plan your strategic plan; so, please continue to engage and share your thoughts.

Thomas Payne   **Lisa Zagumny**

At this point, we are sharing goals, priority actions, and working tactics. We have yet to develop metrics. As we complete our charge to design a clear vision and cohesive plan for Tennessee Tech, we need to remember that this is a living document – one that will evolve and provide flexibility as our needs, opportunities, and contexts shift. More than a document, it is a tool to guide our actions, examine our progress, and measure our success.

Thank you for your participation in this important process, and we look forward to your ideas, questions, and continued interaction. Please visit www.tntech.edu/strategic or contact us directly.

Dr. Thomas Payne, Dean
College of Business

Dr. Lisa Zagumny, Dean
College of Education

MISSION

Tennessee's technological university creates, advances, and applies knowledge to expand opportunity and economic competitiveness. As a STEM-infused, comprehensive institution, Tennessee Tech delivers enduring education, impactful research, and collaborative service.

VISION

Tennessee Tech will achieve national prominence and impact through its engaged faculty and career-ready graduates known for their creativity, tenacity, and analytical approach to problem solving.

CORE PRINCIPLES

Academic Excellence

We expect and produce high academic achievement, foster collaboration, exemplify integrity, and inspire creativity and realized potential for the entire campus community.

Community Engagement

We collaborate with community members and organizations to advance positive societal and economic change.

Meaningful Innovation

We are purposefully innovative in all we do.

Student Success

We empower students to realize their potential, craft individualized experiences, and discover their passion.

Supportive Environment

We are committed to a diverse and welcoming community and provide a campus size and atmosphere that fosters personal attention and fit.

Value Creation

We provide a high return on investment from our state, tuition, and donor resources and foster productive, responsible, and caring contributors to society.
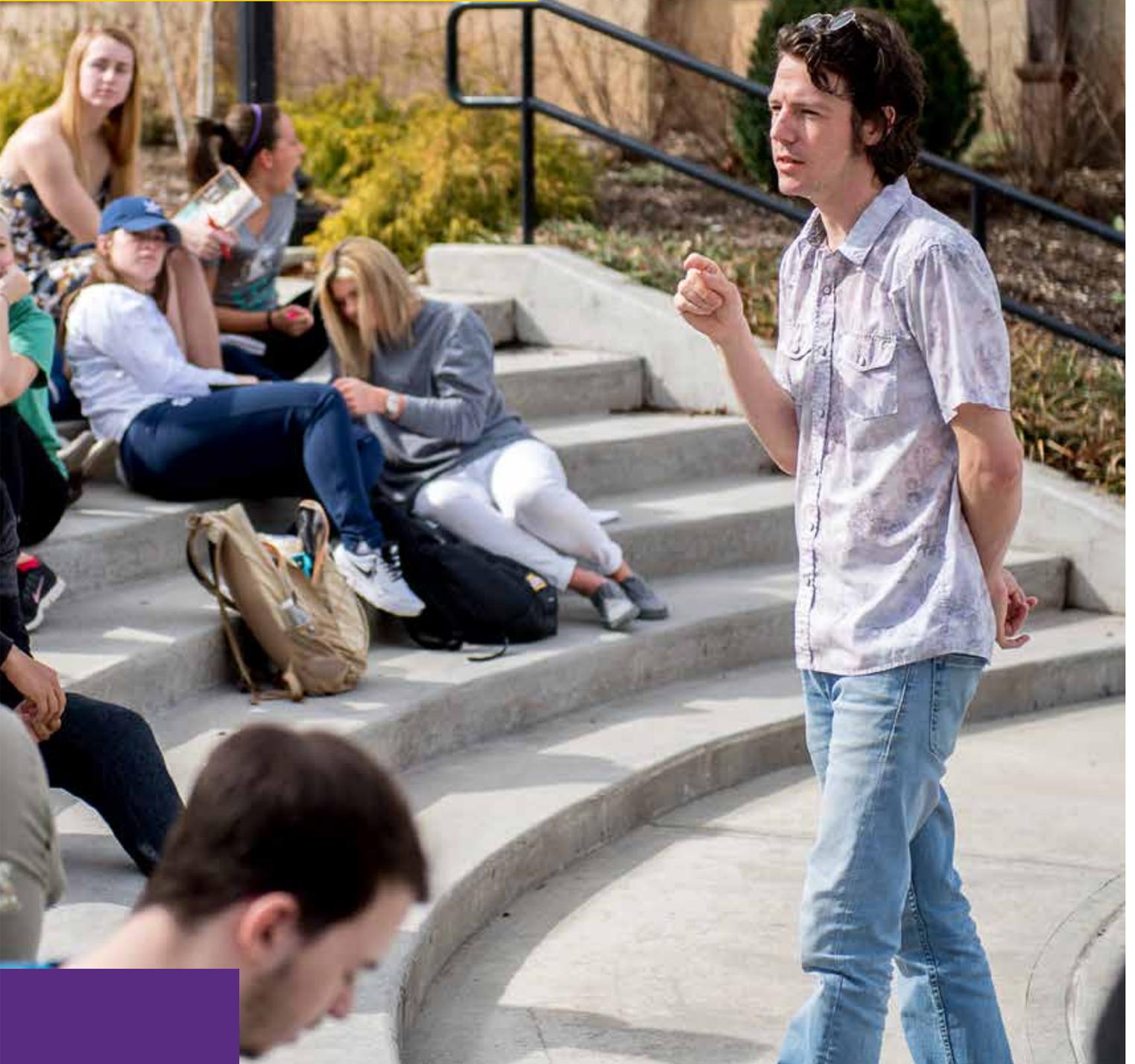
STRATEGIC GOAL
ONE

Education for Life

Tennessee Tech provides education that unleashes the potential and passion within our students and prepares them for successful careers and culturally enriched lives. TTU also provides educational opportunities, programs, credentials, and degrees to fuel the lifelong learning necessary for enduring achievement.

PRIORITY ACTIONS

A. Incorporate multiple experiential learning opportunities in all undergraduate programs.

B. Create a Tech-unique general education curriculum to provide the foundation for technologically adept, analytically capable, career-ready graduates.

C. Develop and expand experiences that emphasize diversity, build global awareness, and increase international travel, study abroad, and other high impact practices.

D. Develop innovative, stackable credentials and associated pathways responsive to stakeholder needs and entrepreneurial opportunities.

DRAFT TACTICS

A.
- **i** Evaluate and transform programs, courses, and opportunities to incorporate experiential learning that permeates the educational process – cumulatively and systematically developing students' career and societal readiness.
- **ii** Create and sustain a network of partners (faculty mentors, career counselors, alumni, professionals, businesses, schools, civic groups, etc.) to engage and mentor students in career preparation.
- **iii** Every undergraduate student will participate in a grand challenge to address a significant problem and contribute to impactful interdisciplinary solutions.

B.
- **i** Convene an advisory panel (external constituents, board members, faculty, and administrators) to determine specific areas of need for technology adept, analytically capable, career-ready graduates.
- **ii** Convene a faculty-led committee to review and revise the core curriculum to infuse analytical competencies.
- **iii** Develop guidelines and shared resources to promote analytical thinking and problem solving in every discipline.
- **iv** Prioritize and increase opportunities in existing courses to develop and assess discipline-related communication skills.

C.
- **i** Examine, revise, and expand awareness of existing academic and co-curricular programs to enhance global understanding, experience, and education.
- **ii** Expand and improve academic and co-curricular programs to enhance global understanding, experience, and education.

D.
- **i** Evaluate existing and develop new programs through rigorous determination of workforce demand, societal need, and financial viability.
- **ii** Incorporate and integrate stackable credentials, including certificates, minors, and concentrations into programs of study.
- **iii** Regularly survey employers to determine if workforce needs and associated expectations are being met.
- **iv** Leverage technology, enhance quality, and increase accessibility through online and hybrid offerings.

STRATEGIC GOAL

TWO

Innovation in All We Do

Tennessee Tech innovates in all we do, embracing and deploying our technological foundation in our education, research, service, and stewardship.

PRIORITY ACTIONS

A. Each college will develop and implement technologically-infused programs.

B. Increase research, scholarly activities, and intellectual and creative contributions associated with university, college, and departmental strategic priorities.

C. Implement specific strategies, structures, and resources to serve adult learners and offer online/hybrid delivery systems to increase accessibility, expand our reach, and enhance our opportunity for impact.

D. Recruit, hire, retain, and reward a diverse faculty/staff with a demonstrated commitment to collaboration, external engagement, and life-long learning.

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DRAFT TACTICS

A. (i) Develop and implement distinct technology-focused programs. Existing or proposed programs should be vetted through a rigorous determination of workforce demand, societal need, and financial viability.

B. (i) Each college will identify three to four areas of strength and relevance and prepare a plan, including specific actions, to become nationally renowned.

(ii) Review and refine existing practices to support research, scholarly activities, and intellectual and creative contributions.

C. (i) Provide support to units that strategically transition existing programs to online or hybrid platforms.

(ii) Create opportunities and processes (including feasibility and financial viability analyses) for unit faculty and administrators to develop and implement new programs and associated courses offered online or hybrid.

D. (i) Recruitment and hiring practices will ensure candidates' commitment to collaboration, external engagement, and lifelong learning.

(ii) Significantly increase employment of underrepresented groups.

(iii) Review and refine departmental agreement on responsibilities to integrate substantive engagement activities and better reflect overall workload.

(iv) Develop a plan to recognize and compensate employees' educational preparation, experience, ability, and interests. Review and revise employee compensation assessments in consideration of educational preparation, experience, and range of ability.

(v) Review and refine staff training and learning opportunities to support retention, provide professional growth, and ensure Tech-best practices.

STRATEGIC GOAL
THREE
Exceptional Stewardship

Tennessee Tech is focused on optimizing resources and continuously improving effectiveness, efficiency, and return on investment for students.

PRIORITY ACTIONS

A. Increase the size and effectiveness of scholarship endowments.

B. Improve efficiency and effectiveness of operational/administrative processes and procedures.

C. Continue to develop, implement, and evaluate a dynamic long-term budget model that informs effective financial management planning and consistent strategic investment.

DRAFT TACTICS

A.
- **i** Initiate a pooled endowment fund to provide need-based scholarships and internships to qualified students.
- **ii** Equip fundraisers across units with advancement techniques, tools, and practices.
- **iii** Convene a committee to determine processes for awarding need-based scholarships and Tech-based internships to support students.
- **iv** Correlate scholarship strategies to fit enrollment strategies and financial success.

B.
- **i** Identify and implement technology-based innovative administrative processes to improve interoperability and enhance support of learning, research, and business practices.
- **ii** Develop a comprehensive strategic enrollment management recruitment plan.
- **iii** Examine faculty workload and deployment.

C.
- **i** Educate the university community on the budget model.
- **ii** Effectively utilize the budget model to improve operations and resource allocation. Determine and implement a plan for funding units that recognizes both expectations of impact, mission-based performance, and contributions to the bottom line.
- **iii** Identify and implement technology-based information systems and processes to facilitate more efficient practices and procedures and ensure system interoperability to enhance service to users (including existing and prospective students, faculty, staff, administrators, and external stakeholders).

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STRATEGIC GOAL
FOUR

Engagement for Impact

Tennessee Tech engages community, state, national, and global partners for economic and workforce development, knowledge creation, and transfer and cultural impact; and fosters partnerships with government, business, and non-profit organizations.

PRIORITY ACTIONS

A. Modernize, adapt, and create academic programs, continuing education certificates, and training activities responsive to impactful engagement.

B. Create and support a network of scholars to evaluate community engagement topics and opportunities.

C. Support economic development to serve as a hub for innovation, creativity, and employment opportunities.

D. Develop new strategically-driven sustainable partnerships.

E. Increase alumni and friend engagement and impact.

DRAFT TACTICS

A.

i Be the leading producer of math and science teachers for Tennessee public schools.

ii Continuously evaluate programs to determine if they meet workforce and societal needs.

iii Explore feasibility of a professional school(s).

iv Be responsive to the needs of adult learners.

B.

i Convene a faculty-led and community informed committee to identify beneficial engagement topics and collaborative opportunities.

C.

i Encourage and support faculty involvement in local, regional, and state economic development activities.

ii Convene a Tech economic and community development committee to examine existing activities and identify opportunities for workforce and business development, entrepreneurship, cultural enrichment, and lifelong education and training.

D.

i Inventory existing partnerships to identify gaps.

E.

i Examine existing engagement levels.

ii Create a college-specific plan for increased engagement in collaboration with the Crawford Alumni Center and University Advancement/Development.

PURPOSE

GOALS VISION

ACTIONS

ASPIRATION

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ENDURANCE

OUTCOMES

STRATEGY

SUCCESS **IDEALS**

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....2018-03-22 Board Meeting Materials - President's Report..

Tennessee
TECH

Agenda Item Summary

Date: March 22, 2018

Agenda Item: Report on Approval of Appointments

☐	**Review**	☐	**Action**	☒	**No action required**

_____

PRESENTER: Tom

On February 15, the Executive Committee unanimously approved the appointment of Dr. Lori Bruce to the Provost position and Dr. Brandon Johnson to the Vice President for Enrollment and Career Placement position.

Office of the President

TENNESSEE TECH

MEMORANDUM

To: **Executive Committee – Board of Trustees**

From: **Dr. Philip Oldham, President**

Date: **February 15, 2018**

Subject: **Appointment of a Direct Presidential Report**

Tennessee Tech has conducted a national search for the Provost / Vice President for Academic Affairs position that was vacated last year by Dr. Bahman Ghorashi. After weeks of thorough research, commitment, and hard work, the search committee provided support to hire Dr. Lori Bruce, and I agree with that recommendation.

Dr. Bruce currently serves as Associate Vice President and Dean of the Graduate School for Mississippi State University, a position she has held since 2013. Prior to that she served as Associate Dean for Research and Graduate Studies in the Bagley College of Engineering at Mississippi State. Before moving into administrative positions, Dr. Bruce served as Professor of Electrical and Computer Engineering. Dr. Bruce has a Ph.D. in Electrical and Computer Engineering and has an extensive academic track record in publications, lectures, and presentations. Dr. Bruce's exemplary work history has been evidenced by her awards and recommendations. She brings a wealth of knowledge in curriculum, STEM, research, and academia.

For these reasons and many others, I am recommending that the Executive Committee approve her appointment at an annual salary of $250,000.00, tenure as a full professor in Electrical and Computer Engineering, and a relocation allowance of $25,000.00.
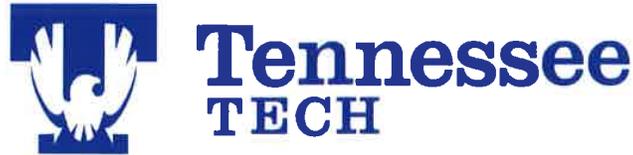
Tennessee TECH

PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS

THE POSITION: PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS

Tennessee Tech University invites nominations for and applications from individuals interested in assuming an exciting leadership opportunity as Provost/Vice President for Academic Affairs.

THE ORGANIZATION: As a comprehensive university, Tennessee Tech offers 41 baccalaureate and 32 graduate degree programs within eight academic divisions: Agriculture & Human Ecology, Arts & Sciences, Business, Education, Engineering, Fine Arts, Interdisciplinary Studies, and Nursing.

A university that *The Princeton Review* consistently calls one of the best in the Southeast, Tennessee Tech offers students the true college experience. The University is committed to the success of students in its undergraduate, master's, specialist, and doctoral degree granting programs through high-quality instruction and learning experiences. All of Tech's undergraduate programs meet established academic quality standards as rated in external peer reviews.

The University strives to incorporate the latest technology throughout all disciplines. As Tech focuses on the national priorities of science, technology, engineering and mathematics, the university strengthens all programs by infusing technological innovation across campus. Students are immersed in experiential learning.

Tennessee Tech holds national rankings for quality while graduates leave with the lightest debt load in the region. Students are engaged in basic and applied research, creative endeavors, public service, and community and economic development. Tech is committed to public service and economic development in the region.

The University's Carnegie classification is "Doctoral, Moderate Research." With a significant percentage of residential students, TTU currently has a six-year graduation rate of 52.8 percent (2009 cohort). Tech has shown significant gains in first-year student retention and currently stands at 79 percent. Both of these measures are the second-highest among public universities in the state.

The University recently began its second century. From the first class of 19 students, Tech has grown to more than 10,000 students. Among the 82,000-plus men and women who have received degrees from Tennessee Tech are a former president of Boeing Corporation, two astronauts (including a commander of the International Space Station), a 12-time National Football League pro-bowl player, a *New York Times* assistant managing editor, and a four-star general.

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Tech is consistently rated as "Best Southeastern College" by *The Princeton Review*. *U.S. News & World Report* recognizes Tech as a national university. Prior to being elevated to that category in 2016, the publication had ranked Tech as one of the Top Public Schools in the South on multiple occasions. Money magazine ranked Tech as the top public university in Tennessee in 2017. According to Payscale.com, Tech has the highest return on investment of any public university in Tennessee. Other organizations that have recognized Tech's superior quality and value include the Social Mobility Index, Brookings Institute, G.I. Jobs, and *Washington Monthly*.

STUDENT POPULATION: Tech provides outstanding programs of study, enhanced access to education, and distinctive educational and research opportunities to attract students from around the region and the world. Although the majority of students are from Tennessee and the surrounding southeastern region, more than 40 states and 60 foreign countries also are represented. More than 67 percent of the University's students receive federal, state or private sources of financial aid, and 47 percent graduate debt free.

Enrollment (Fall 2016)		Percent Enrollment by Ethnicity	
Total Enrollment	10,492	Asian	1.6%
Undergraduate	9,437	African American	3.9%
Graduate	1,055	Hispanic	2.7%
In-State	89.6%	White	81.3%
Out-of-State	10.4%	Nonresident Alien	6.8%
International	6.8%	Other	3.7%

	Undergraduate Student Body	Graduate Student Body
Female	45.3%	52.8%
Male	54.7%	47.2%
Part-time	10.6%	71.1%

FACULTY: Tech's faculty provide excellent instruction for the University's diverse academic programs.

Faculty (Fall 2016)	
Total Faculty	676
Full-time Instructional Faculty	430
Part-time Instructional Faculty	246
With Terminal Degree	424
With Master's (non-terminal)	236
With Doctorate	407
Student: Faculty Ratio	18:1

DEGREE PROGRAMS OFFERED:

Total Programs	73
Undergraduate	41
Master's	25
Educational Specialist	3
Doctoral	4

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Top 10 Undergraduate Programs by Enrollment: Mechanical Engineering; Basic Business; Nursing; Multidisciplinary Studies (Education); Computer Science; Chemical Engineering; Exercise Science, Physical Education & Wellness; Agriculture; Biology; Civil & Environmental Engineering

Top 5 Graduate Programs by Enrollment: Business, Curriculum & Instruction, Nursing, Engineering, Professional Studies

ATHLETICS: TTU has fourteen NCAA Division I teams, including men's baseball, basketball, football, cross country, tennis, and golf, and women's basketball, cross country, softball, soccer, indoor track, outdoor track, volleyball and golf. The football team competes in the Football Championship Subdivision and all teams belong to the Ohio Valley Conference.

Student-athletes achieve at a high academic level with the average student-athlete GPA being above a **3.2**.

CAMPUS SETTING: Tennessee Tech is undergoing a level of construction that it hasn't experienced since the 1960s. Projects include a new $90 million science building, a new $45 million Student Recreation Center, along with renovation of multiple buildings, parking lot construction and infrastructure work. Currently, $250 million in campus capital improvements are in either the planning or construction phases. The main university campus in Cookeville has more than 80 buildings and sits on 265 acres. The University also has two agricultural properties in the area, and the Appalachian Center for Craft in Smithville, Tennessee (the home of Tech's renowned fine craft programs).

COOKEVILLE AREA: Situated upon the Highland Rim of the Cumberland Plateau in Cookeville, Tech lies within one of the most ecologically diverse regions in the United States. Cookeville, a town with a population of roughly 30,000, is the smallest town in America to have its own symphony and PBS affiliate. Cookeville is the center of a thriving art and theatre scene with numerous galleries and art events.

The scenic beauty of Cookeville and the Upper Cumberland make it a tourist and retirement destination. Within an hour of the campus are two Corps of Engineers lakes (Center Hill and Dale Hollow), six state/national forests, the Big South Fork National River and Recreation Area, the Obey Scenic National River, the state's three largest state parks (Cumberland Trail, Frozen Head and Fall Creek Falls), the three newest state parks (Cummins Falls, Short Mountain and Virgin Falls), dozens of golf courses, and other outdoor recreation opportunities.

The city of Cookeville owns and operates the Cookeville Regional Medical Center (CRMC), the largest hospital complex in the region, and has a cooperative partnership with Vanderbilt Medical Center. The cardiac unit at CRMC is ranked in the top five in the state. A number of national companies are headquartered in Cookeville, including Averitt Express and Adams, USA. Cookeville sits roughly equidistant between three of Tennessee's largest cities, Chattanooga, Knoxville and Nashville.

More information about Cookeville can be found at http://cookevillechamber.com/ and https://visitcookevilletn.com/.

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VISION, MISSION AND KEY PRIORITIES

VISION: Tennessee Tech will be nationally recognized as a leading technological university in the South, providing academic, economic and cultural leadership in the region and producing practical, ready-to-work graduates from a broad range of academic disciplines prepared to excel in a technologically driven world.

MISSION: Tennessee Technological University's mission as the state's only technological university is to provide leadership and outstanding programs in engineering, the sciences, and related areas that benefit the people of Tennessee and the nation. The University also provides strong programs in the arts and sciences, business, education, agriculture and human ecology, nursing, music, art and interdisciplinary studies. Tennessee Tech serves students from throughout the state, nation, and many other countries, but it retains a special commitment to enrich the lives of people and communities in the Upper Cumberland region of Tennessee.

The University is committed to the life-long success of students in its undergraduate, master's, specialist, and doctoral degree granting programs through high-quality instruction and learning experiences. The University is engaged in scholarly activity, especially basic and applied research, creative endeavors, and public service, with special emphasis on community and economic development. The University supports student participation in a broad array of extracurricular activities as an integral component of its commitment to student life and success.

The University's three interdisciplinary Accomplished Centers of Excellence in Energy Systems Research, Manufacturing, and Water Resources and Chairs of Excellence in Business Administration strengthen the instructional, research, and service mission of the University.

The University is as supportive of women as of men and as supportive of those in the minority as of those in the majority. The University provides educational opportunities to all eligible persons without regard to age, gender, ethnicity, race, religion, national origin, disability, or sexual orientation. The institution is committed to an inclusive and diverse campus that enriches the educational experience, promotes personal growth and a healthy society, prepares students for success in a global economy, and enhances America's economic competitiveness.

Tennessee Technological University is a member of the State University and Community College System of Tennessee and is governed by the Tennessee Tech Board of Trustees.

STRATEGIC PRIORITIES:
- Recognize and appreciate tremendous change facing universities and embrace the shift.
- Find technology at the core of change and how we can help.
- Define how we optimize the dividends we pay to those we serve in times of rapid technological change.
- Develop an overarching framework that distinguishes Tennessee Tech.
- Engage campus community, solicit input, and provide feedback on strategic direction.
- Consider strategies for continuing education, online/distance learning education and adult education.

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ACCREDITATION: TTU is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, specialist, and doctoral degrees. In addition to the institutional accreditation, many of Tennessee Tech's programs are accredited by specialized professional accrediting agencies. These nationally recognized programmatic accrediting agencies include:

- Association to Advance Collegiate Schools of Business (AACSB International)
- American Association of Family & Consumer Sciences (AAFCS)
- ABET - formerly Accreditation Board for Engineering and Technology, Inc.
- American Chemical Society (ACS)
- Accreditation Commission for Education in Nursing (ACEN) - formerly National League for Nursing Accrediting Commission (NLNAC)
- Accreditation Council for Education in Nutrition and Dietetics (ACEND)
- Commission on Collegiate Nursing Education (CCNE)
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Council for the Accreditation of Educator Preparation (CAEP) - formerly National Council for Accreditation of Teacher Education (NCATE)
- National Association of Schools of Art and Design (NASAD)
- National Association of Schools of Music (NASM)

ABOUT ACADEMIC AFFAIRS AND THE ROLE OF THE PROVOST:

The Provost/VPAA assists the chief executive officer in accomplishing goals of the University's central academic division.

COLLEGES:

College of Agriculture & Human Ecology
- School of Agriculture
- School of Human Ecology
- Student Success Center

College of Arts & Sciences
- Biology
  - Co-op Fisheries Unit
- Chemistry
- Communication
  - Oracle/WTTU
- Earth Sciences
- English
- Foreign Languages
- History
- Mathematics
- Physics
- Sociology & Political Science
- Student Success Center

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College of Business
- Accounting
- Decision Sciences & Management
- Economics, Finance & Marketing
- iCube
- MBA Studies
- Small Business Development Center
- Student Success Center

College of Education
- Counseling & Psychology
- Curriculum & Instruction
- Exercise Science, Physical Education & Wellness
- Student Success Center
- Teacher Education

College of Engineering
- General & Basic Engineering
- Chemical Engineering
- Civil & Environmental Engineering
- Computer Science
- Cybersecurity Education, Research and outreach Center
- Electrical & Computer Engineering
- Energy Systems Research Center
- Manufacturing & Engineering technology
- Manufacturing Research Center
- Mechanical Engineering
- Minority Engineering Programs
- Student Success Center

College of Fine Arts
- School of Art, Craft & Design
  - Joe L. Evins Appalachian Center for Craft (Academic Programs)
- School of Music

College of Graduate Studies

College of Interdisciplinary Studies
- Learning Villages
- School of Environmental Studies
- School of Interdisciplinary Studies
- School of Professional Studies
- Student Success Center

Honors College

Whitson-Hester School of Nursing

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THE POSITION AND THE RESPONSIBILITIES:

The responsibilities of the Provost/VPAA include the following:

- Effectively articulate and implement an academic vision and provide leadership to develop and execute strategic plans to carry out the vision and mission of the University;
- Work collaboratively with the President, the senior administration of the University, and the Tennessee Tech University Board of Trustees;
- Provide leadership for all academic activities and functions of the University;
- Represent the interests and concerns of academic affairs to the President and senior leadership;
- Provide leadership to recruit, select, retain, and mentor a strong academic leadership team and faculty;
- Provide leadership to the deans to achieve the goals of each college or school, specifically to assess, monitor, and recommend changes in the curriculum and academic requirements;
- Supervise and evaluate the performance of personnel who report directly to the Provost;
- Build the annual academic affairs budget, assist in college and program budgets, ensure fiscal accountability, and monitor the instructional component of the University's operating budget;
- Promote academic excellence;
- Provide leadership to ensure that the University remains in compliance with all accreditation standards;
- Work collaboratively with the Vice President for Enrollment Management and Career Placement on enrollment initiatives to include undergraduate, graduate, adult, and international students;
- Enthusiastically promote student success and retention;
- Actively promote a robust scholarship/research agenda;
- Promote diversity throughout the University;
- Represent Tennessee Tech in regional/national discussions on the future of higher education and the ongoing challenges facing the University as higher education evolves;
- Work collaboratively to strengthen and enhance Tennessee Tech's leadership and service throughout the Upper Cumberland Region;
- Develop, nurture, and build cooperative, collegial working relationships with a broad range of university and higher education constituencies, including international programs;
- Work collaboratively with the President, Vice President for University Advancement, and Tennessee Tech Foundation in setting a philanthropic tone throughout the campus;
- Work collaboratively to upgrade classrooms, laboratories and offices, including the construction of new buildings;
- Ensure adherence with policies and procedures to ensure high academic standards; and
- Serve as the Chief Executive Officer in the President's absence.

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QUALIFICATIONS:

The qualifications of the Provost/VPAA include the following:

Required Qualifications

- An earned doctorate from an accredited college or university;
- A proven track record in teaching, research, and service that supports appointment as a full professor in one of the colleges or schools;
- Demonstrated progressive leadership responsibilities at senior levels of higher education administration.
- Demonstrated commitment to shared governance.
- Ability to inspire trust and confidence through the demonstration of integrity and trustworthy behavior.

Preferred Qualifications

KNOWLEDGE
- Experience in student success, distance education/online learning, and development and implementation of new programs within an environment of shared governance.
- Knowledge of aligning academic priorities with resource development activities.
- Understanding of current higher education issues, trends, and future directions.
- Experience with promotion, tenure, and promoting faculty development.
- Record of working with accrediting agencies.

SKILLS
- Demonstrated executive leadership skills including long-term visionary leadership and strategic thinking.
- Successful experience in developing and executing academic strategies.
- Commitment to assessment of strategic applications of technology in higher education.
- Experience in delegation of appropriate responsibilities and accountability for decisions and actions.
- Strong record of budgeting, fiduciary accountability, transparency and acumen necessary to facilitate the allocation of resources with strategic goals.

ABILITIES
- Expertise in fostering partnerships between a university and the region it serves.
- Demonstrated experience using collaboration and consensus building from diverse groups in making strategic decisions.
- Demonstrated innovative and entrepreneurial spirit and a commitment to interdisciplinary research and education.
- Ability to make difficult decisions in a timely manner to promote university performance.

OTHERS
- Demonstrated commitment to promoting diversity at all levels.
- At least ten years of academic leadership experience.

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SALARY:

The salary is competitive and commensurate with qualifications and experience.

APPLICANT REVIEW

Confidential applications and nominations will be accepted until the position is filled. Candidate screening will begin immediately. For best consideration, applications and nominations should be provided by October 16, 2017.

HOW TO APPLY

Applicants are required to apply at https://jobs.tntech.edu and electronically upload a letter of application describing relevant experiences and interest in the position; current curriculum vitae; and the names of five references with titles, mailing addresses, business/home telephone numbers, and email addresses.

Individuals who wish to nominate a candidate should submit a letter of nomination, including the name, position, address, telephone number, and email address of the nominee to Dr. Lizabeth Mullens at LMullens@tntech.edu.

Tennessee Tech University is an AA/EEO employer and does not discriminate on the basis of race, color, religion, ethnic or national origin, sex, disability, age (40 and over), status as a protected veteran, genetic information or any other category protected by federal or state law. Inquiries regarding the nondiscrimination policies should be directed to equity@tntech.edu.

For more information about Tennessee Tech University, please visit
http://www.tntech.edu/

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Office of the President

TENNESSEE TECH

MEMORANDUM

To: **Executive Committee – Board of Trustees**

From: **Dr. Philip Oldham, President**

Date: **February 15, 2018**

Subject: **Appointment of a Direct Presidential Report**

On August 17, 2017 the Board of Trustees approved Tennessee Tech's reorganization request, which included the position of Vice President for Enrollment Management and Career Placement. After a national search, the search committee made a recommendation to hire Dr. Brandon Johnson, and I agree with their recommendation.

Dr. Brandon Johnson has over 15 years of experience in enrollment management. In his current role as Vice President for Enrollment Management at Avila University, Dr. Johnson oversees all undergraduate, graduate, international, and adult recruitment, financial aid, career services, student success, academic support services, and many more. While Avila University is a small private institution, Dr. Johnson possesses the breadth and depth of knowledge to enhance Tennessee Tech's enrollment management strategy. He understands net revenue and utilizes predictive analytics for his enrollment decisions. He is data driven and has a passion for students, which is an important combination for enrollment management. Dr. Johnson's progressive work history at Avila University indicates that he is well respected and delivers results.

For these reasons and many others, I am recommending that the Executive Committee approve his appointment at an annual salary of $180,000.00 and a relocation allowance of $18,000.00.

Tennessee Technological University
Vice President - Enrollment Management and Career Placement

Through effective strategic planning and assessment, the Vice President for Enrollment Management and Career Placement directs the development, implementation and ongoing evaluation of programs, services and policies designed to increase student recruitment, retention, progression towards graduation, and career placement. The purpose of this position is to manage optimal university enrollment through attracting qualified applicants, supporting their admission and registration processes, managing effective financial aid programs, and enhancing academic success, retention, and graduation. The Vice President for Enrollment Management and Career Placement works collaboratively with faculty and staff to ensure a full-cycle enrollment management process. The Vice President for Enrollment Management and Career Placement is a member of the President's Cabinet.

Job Duties include, but are not limited to:

• Establish strategic direction and priorities for enrollment management. Work collaboratively to maintain annual comprehensive student recruitment and retention plans.

• Provide strategic direction to all of Enrollment Management offices (Admissions, Records and Registration, Financial Aid, Scholarship, and Academic Services) to effectively carry out their duties in a way that best supports the University's enrollment, retention, and student success initiatives.

• Provide leadership and direction to the financial aid operation to ensure effective leveraging strategies.

• Oversee academic monitoring and tracking of students and, in turn, develop effective strategies designed to enhance the student experience and provide the best atmosphere and advice for success.

• Direct the development of procedures, processes, materials, and training to ensure that staff and faculty are familiar with and can easily access retention, progress, and graduation data.

• Provide leadership to career services and develops relationships with community leaders and businesses to promote career placement.

• Serve on and lead appropriate University or ad hoc committees as directed to address recruitment, retention, and graduation issues.

• Plan and implement a budget to effectively carry out the procedures and processes needed to meet the enrollment goals of the University.

• Meet with students needing assistance regarding admission, registration, graduation, exception to university policies, and various other student issues.

• Review and analyze data on student enrollment and success to shape strategic direction; regularly re-evaluate the effectiveness of enrollment management programs to ensure alignment with the strategic goals of the University.

• Collaborate with campus leadership to support a culture that promotes recruitment, retention, and completion for diverse student populations through coordinated campus

initiatives and resources.

• Develop, foster, and promote new opportunities for partnerships with public and private sector entities; provide leadership for establishing operational goals designed to complement the strategic goals of the University.

• Performs other duties as assigned.

Minimum qualifications: Master's degree from an accredited institution. Five years of experience in leading a successful enrollment management program at a university. Direct experience with supervising enrollment management function such as admissions and financial aid. Demonstrated leadership in recruitment, retention, and completion programs in higher education. Demonstrated analytical and interpersonal skills. Ability to interact and to work collaboratively across a variety of constituents towards shared objectives.

Preferred qualifications: Doctoral degree. Strong expertise in developing and utilizing enrollment, retention, and persistence strategies rooted in predictive analytics.

To apply, please visit the full job description at https://jobs.tntech.edu and upload the following materials: letter of application, curriculum vitae, copy of transcripts (official transcripts required upon hire), and email contact information for three references who will be contacted via email to provide a reference letter. Submission of materials is the applicant's responsibility. Applications without all required materials are incomplete and will not be considered. Screening of applications begins on December 1, 2017; open until filled. Tennessee Tech University is an AA/EEO employer and does not discriminate on the basis of race, color, religion, ethnic or national origin, sex, disability, age (40 and over), status as a protected veteran, genetic information or any other category protected by federal or state law. Inquiries regarding the nondiscrimination policies should be directed to equity@tntech.edu.

Abbreviated Ad

Vice President, Enrollment Management and Career Placement, Tennessee Tech University. Complete position summary is available at https://jobs.tntech.edu. Applicants will be required to apply online and must electronically upload required information. Screening begins December 1, 2017; open until filled. Tennessee Tech University is an AA/EEO employer and does not discriminate on the basis of race, color, religion, ethnic or national origin, sex, disability, age (40 and over), status as a protected veteran, genetic information or any other category protected by federal or state law. Inquiries regarding the nondiscrimination policies should be directed to equity@tntech.edu.

**EMPLOYMENT AGREEMENT BETWEEN
TENNESSEE TECHNOLOGICAL UNIVERSITY
AND [INSERT NAME]**

This EMPLOYMENT AGREEMENT is entered into by and between TENNESSEE
TECHNOLOGICAL UNIVERSITY, a public educational institution of the State of
Tennessee ("University"), by and through its Board of Trustees ("Board"), and [INSERT
NAME] ("President").

Article I
Employment as President

The University hereby employs [INSERT NAME] as President of the University effective
on the date this Agreement is fully executed. [INSERT NAME] hereby accepts the
employment, upon the terms and conditions, during the period, and for the
compensation and other benefits fixed, described, or referred to in this Agreement.

Article II
Duties as President

A.   President shall report directly to the Board and the duties and responsibilities as
President shall be those stated in the Board's bylaws and policies as they now exist
or as amended from time to time, which are incorporated herein by reference as if
fully set out, and such other duties as may be assigned from time to time by the
Board, Executive Committee, or required by federal or state laws, Board and
University rules, policies, and procedures, or custom and practice for university
presidents generally.

B.   President shall devote his full time and attention and his best efforts to the performance
of his duties as President and shall not hold any position of employment outside the

University or engage in any outside activity that may interfere with or prevent, in any way or at any time, his performance of his duties as President. With the prior written approval of the Chair of the Board, and subject to compliance with the laws and policies described in Article IX of this Agreement, President from time to time may hold outside directorships or engage in consulting activities with respect to which he shall be entitled to retain any compensation or fees. President shall report annual leave for any time spent on outside directorships or consulting activities.

C. President agrees that his service as President is without tenure and at the will and pleasure of the Board and that, in accordance with the provisions of Article X.B. of this Agreement, the Board, in its sole discretion and at any time, without terminating this Agreement, may reassign President for the remainder of the term of this Agreement from the position of President to other full-time duties within the University, including but not limited to full-time duties as Professor of [INSERT NAME]. President agrees that upon reassignment to other duties, his compensation for the remainder of the term of this Agreement shall be limited to that described in Article X.B. of this Agreement.

Article III
Faculty Appointment

A. Concurrently with his appointment as President, President will hold a tenured faculty appointment as Professor of [INSERT NAME] in the College of [INSERT NAME].

B. President shall have no regular duties as Professor of [INSERT NAME] and he shall receive no additional compensation for this faculty appointment. From time to time, with the prior written approval of the Chair of the Board, President may teach a course as long as doing so will not interfere with performance of his duties as president.

C. If the Board allows this Agreement to expire without renewing it, if the Board terminates President's employment as President for any reason other than those described in items (2) through (10) of Article X.D. of this Agreement, or if President voluntarily resigns as President, he shall be permitted to continue as a tenured Professor of [INSERT NAME] at a salary based on a 9-month or 12-month appointment, as appropriate for the department, and based on no less than the average of the salaries of the top ten highest paid faculty members at the University on the date of the expiration or termination of this Agreement or the effective date of the President's resignation. All other compensation, allowances, privileges, benefits and perquisites related to the position of President shall end no later than thirty (30) days after he ceases to serve as President.

Article IV
Performance Reviews

President's job performance shall be reviewed annually in accordance with the Board-approved Procedures for President's Performance Reviews and Comprehensive Reviews, as it now exists and as it may be amended in the future. The Board, on the recommendation of the Executive Committee, may pay President a performance bonus.

Article V
Salary as President

A. President's initial annual salary as President shall be $ [INSERT AMOUNT] ("base salary"), payable in twelve equal monthly installments and subject to all requirements of state and federal law with respect to withholding or other deductions. When funds are available for a general salary increase for University employees, the Board, on the recommendation of the Executive Committee, may act to increase the base salary during the term of this Agreement based on meritorious performance by President or

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in accordance with any across-the-board salary increase authorized by the State of Tennessee for University employees.

B. The base salary shall not be automatically adjusted in accordance with any across-the-board salary increase authorized by the State of Tennessee for University employees.

Article VI
Fringe Benefits

President shall be eligible for University fringe benefits to the same extent as other full-time, exempt employees of the University.

Article VII
Entertainment and Travel Expenses

A. The University shall reimburse President for entertainment and travel expenses in accordance with University fiscal policies governing entertainment and travel, as they now exist and as they may be amended in the future. Exceptions to these fiscal policies for President, his spouse, family, or the President's office must be approved by the Chair of the Audit & Business Committee in writing and in advance of any reimbursement. The Chair shall report approved exceptions to the Board at its next regular meeting.

B. The University will not provide the President with a separate expense or automobile allowance. When establishing the President's salary, the Board will take into consideration the salary amount is intended to include an automotive allowance equal to $8,400 and a miscellaneous expense allowance of $5,000.

C. If the University pays related travel expenses for a speaking engagement or other professional activity of President, he must remit any honorarium he might receive to the

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University for credit against the account charged for the travel expenses. President may retain an honorarium only if the University does not pay related travel expenses.

Article VIII
Housing

The University shall provide President and his family with a residence ("Walton House") and President is required to live in Walton House. The University shall maintain Walton House as described in TTU Policy 563.1 (Expenditures on Tennessee Tech-Owned Residences—Walton House) as it now exists and as it may be amended in the future. President may use Walton House as described in TTU Policy 563.1. Upon President's resignation, reassignment, termination under Article X, or expiration of this Agreement and unless otherwise directed by the Executive Committee, President shall vacate Walton House no later than 30 days after the effective date of his resignation, reassignment, or termination.

Article IX
University Policies and Procedures
Conflict of Interest Policy and Disclosure Statements

President shall comply with all University rules, policies and procedures applicable to exempt employees, now in effect or hereafter adopted or amended, including, but not limited to, TTU Policy 132 (Conflict of Interest). President is not authorized to make an exception to any University policy or procedure for himself, his spouse, family, or the President's office. President shall timely file a disclosure statement with the Tennessee Ethics Commission as required by Tennessee Code Annotated §§ 8-50-501 *et seq*.

Article X
Term and Termination

A. The term of this Agreement shall be for five (5) years, commencing on the date the Agreement is fully executed, unless terminated sooner as provided in this Agreement. This

Agreement may be extended for additional terms upon written agreement of the parties.
President agrees that the Board may allow this Agreement to expire and elect not to renew
his appointment as President without complying with any University personnel policy or
procedure applicable to exempt employees.

B. Acknowledging that his service as President is without tenure and solely at the will and
pleasure of the Board, President agrees that in its sole discretion and at any time, the
Board, without terminating this Agreement, may reassign President for the remaining term of
this Agreement from the position of President to other full-time duties within the University,
including but not limited to full-time duties as Professor of [INSERT NAME]. The Board shall
not be required to demonstrate cause to reassign President to other duties; nor shall the
Board be required to comply with any University personnel policy or procedure applicable to
exempt employees. President agrees that upon reassignment to other duties, his base
salary shall continue unchanged until expiration of this Agreement, and he shall continue to
be eligible for University fringe benefits to the same extent as other full-time exempt
employees of the University. However, all other compensation, privileges, benefits, and
perquisites related to the position of President shall cease immediately upon reassignment
to other duties.

C. In its sole discretion and at any time during the term of this Agreement, the Board may elect
to terminate this Agreement without cause upon written notice to President. The Board shall
not be required to comply with any University personnel policy or procedure related to
employee discipline or any other University policy or procedure applicable to exempt
employees.

1. If the Board terminates this Agreement without cause under this Article X.C. and

President elects to resign his tenured faculty appointment and terminate his employment with the University in its entirety, the University shall pay the President an amount equal to President's final base salary as President times the number of years (including the pro-rata portion of a year) remaining in the term of the Agreement. Such payment shall be made in a lump sum, subject to all requirements of state and federal law with respect to withholding and other deductions, with the payment due on the University's next regular payday that follows the date of termination.

2. If the Board terminates this Agreement without cause under this Article X.C. and President elects to continue employment with the University in his tenured faculty appointment as permitted by Article III of this Agreement, the following provisions shall apply:

   a. President's initial salary shall be 50% of his final base salary as President and shall continue at that rate times the number of years (including the pro rata portion of a year) remaining in the term of the Agreement.

   b. The University shall pay President in an amount equal to 25% of President's final base salary ("25% payment") times the number of years (including the pro-rata portion of a year) remaining in the term of the Agreement. Provided the President fulfills all the requirements of this subsection, the University's 25% payment shall be made as a lump sum, subject to all requirements of state and federal law with respect to withholding and other deductions, with the payment due on the University's next regular payday that follows the expiration of sixty (60) days from the date of termination. The obligation of the University to pay the 25% payment shall be conditioned on President signing, timely returning to the

University, and not revoking a release of claims in the form provided by the University by the deadline specified therein, which in all events shall be no later than the sixtieth (60th) day from the date of termination.

c. At the expiration of the term of the Agreement, President's salary will be determined based on a 9-month or 12-month appointment, as appropriate for the department, and based on no less than the average of the salaries of the top ten highest paid faculty members at the University on the date of the expiration of this Agreement.

3. In no event shall the University's liability include payment of benefits or perquisites solely related to the position of President.

D. The Board, on the recommendation of the Executive Committee, may terminate this Agreement at any time for cause. "Cause" shall include any one or more of the following as determined in the sole discretion of the Board: (1) failure to cure, after reasonable notice and opportunity to cure, deficiencies identified by the Board in a performance review or other writing; (2) indictment, admission of guilt, plea of *nolo contendere,* or conviction of a felony or a non-felony (except minor traffic citations); (3) theft or misappropriation of state or University funds, property, services, or other resources, which includes, but is not limited to, misappropriation of state or University resources for personal purposes; (4) conduct that is unbecoming to the office of President or otherwise reflects adversely on the University; (5) refusal to comply with a lawful directive of the Board or its designee(s); (6) intentional violation of University policies or procedures now in effect and hereafter adopted or amended; (7) dishonesty or other violation of professional ethics or responsibility; (8) acts constituting a conflict of interest under applicable University policies or state law; (9) any

material breach of this Agreement; or (10) any act of gross misconduct, as defined by University policy now in effect or hereafter adopted by the University. The grounds for termination contained in this section are separate and independent grounds for termination, and one ground for termination shall not be interpreted in any manner to modify, explain, or restrict any other ground for termination.

E. Prior to terminating this Agreement for cause under Article X.D. of this Agreement, President shall be given written notice of the cause for termination and an explanation of the evidence supporting termination. President shall also be given an opportunity to respond to the proposed termination in a meeting of the Executive Committee to be held not less than seven (7) nor more than fourteen (14) calendar days after the date of receipt of the written notice. At the meeting, President may be represented by counsel of his choice but not by counsel for the University.

F. President agrees that the Board may terminate this Agreement for cause under Article X.D. of this Agreement without complying with any University personnel policy or procedure related to employee discipline or any other policy or procedure applicable to exempt employees.

G. If the Board terminates this Agreement for a cause described in items (2) through (10) of Article X.D. of this Agreement, President agrees that the termination shall constitute a simultaneous resignation of his tenured faculty appointment, waiving any and all rights to hearings, appeals, or other procedures otherwise available by virtue of holding a faculty appointment.

H. The Board may suspend President with pay pending an investigation or decision relating to termination for cause under Article X.D. (1) of this Agreement, or without pay pending an

investigation or decision relating to termination for cause under Articles X.D. (2) through (10) of this Agreement. If the Board determines that the allegations against the President are unfounded or otherwise not a sufficient basis for termination for cause under Article X.D (2) through (10) of the Agreement, the President will be paid for the period during which he was in an unpaid status.

I. For any one or more acts, omissions, or events that could be grounds for termination for cause under Article X.D**.** of this Agreement, the Board may take other disciplinary or corrective action against President short of terminating this Agreement. Other disciplinary or corrective action may include, but is not limited to, one or more of the following: (a) written reprimand, (b) suspension with pay, or (c) for a cause described in items (2) through (10) of Article X.D. of this Agreement, suspension without pay. No such disciplinary or corrective action shall be construed to conflict with or limit the Board's right to terminate this Agreement during or subsequent to such disciplinary or corrective action.

J. Upon the Board's termination of this Agreement for cause pursuant to Article X.D. of this Agreement, President shall not be entitled to further salary, housing, fringe benefits, privileges, perquisites, or any other form of compensation as President except as expressly provided in this Agreement. If the Board permits the President to continue employment in his tenured appointment, his compensation shall be set at a salary based on a 9-month or 12-month appointment, as appropriate for the department, and based on no less than the average of the salaries of the top ten highest paid faculty members at the University on the date of the termination of this Agreement.

K. This Agreement shall terminate automatically upon the death of President, and all salary, fringe benefits, privileges, perquisites, and any other form of compensation shall terminate

as of the calendar month in which death occurs, except that President's personal representatives or other designated beneficiary shall be paid any death benefits due President under University policy now in effect or hereafter adopted by the University. The automatic termination of this Agreement pursuant to this Article X.K. shall not give rise to any obligation on the part of the University to pay liquidated damages to President under any provision of this Agreement. Upon President's death and unless otherwise directed by the Chair of the Board, President's family shall vacate Walton House no later than 60 days after the death of the President.

L. This Agreement shall terminate automatically on the date President is disabled as defined herein unless such termination is waived by action of the Executive Committee. "Disabled" shall mean: (1) in the opinion of a qualified physician retained by the University and consistent with applicable law, President has a physical or mental impairment that prevents him from performing one or more essential functions of President, and will prevent him from doing so for one hundred twenty (120) consecutive calendar days or longer. Upon termination of this Agreement pursuant to this Article X.L., all salary, fringe benefits, privileges, perquisites, and any other form of compensation from the University shall terminate except as expressly provided in this Agreement. If this Agreement terminates pursuant to this Article X.L., President shall be permitted to return to his tenured faculty appointment pursuant to Article III.C. of this Agreement, provided the President can perform the essential functions of the position with or without a reasonable accommodation, as determined by the University. If the President can perform the essential functions of his tenured faculty appointment as described in the previous sentence, President's compensation shall be set at a salary based on a 9-month or 12-month appointment, as appropriate for the department, and based on no less than the average of the salaries of the

top ten highest paid faculty members at the University on the date of the termination of this Agreement. Determinations concerning his continued employment with the University shall be made in accordance with University policies, procedures, and practices applicable to tenured faculty. The automatic termination of this Agreement pursuant to this Article X.L. shall not give rise to any obligation on the part of the University to pay liquidated damages to President under any provision of this Agreement.

M. The Board and President may reach a mutual agreement for termination of this Agreement at any time prior to expiration of this Agreement, provided such agreement is evidenced by a writing signed by both parties.

N. This Agreement shall terminate on the effective date of President's resignation of or retirement from his employment as President. President shall provide the Chair of the Board a minimum of 60 days' prior written notice of resignation of his employment as President. President shall provide the Chair of the Board a minimum of 180 days' prior written notice of his retirement from his employment as President. In its sole discretion, the Board may elect to waive these notice requirements and accept President's resignation or retirement effective as of any date certain. In its sole discretion, the Board may elect to place President on administrative leave with pay for all or any portion of time from the date of notice until the effective date of his resignation or retirement.

O. In accordance with requirements of state law, and notwithstanding anything in this Agreement to the contrary, this Agreement is subject to the appropriation and availability of funds. If funds are not appropriated or are otherwise unavailable, the University reserves the right to terminate this Agreement as of June 30 of any year upon written notice to President; provided, however, that President's right under Article III.C. of this Agreement to continue as

a tenured Professor of [INSERT NAME] shall survive the termination of this Agreement under Article X.O. President agrees that termination of this Agreement under this Article X.O. shall not be deemed a breach of this Agreement by the University and that upon such termination, he shall have no right to recover from the University any actual, general, special, incidental, consequential, or any other damages whatsoever of any description or amount.

Article XI
Miscellaneous

A. This Agreement contains the complete agreement between the parties concerning President's appointment as President. Neither party has made any representation with respect to the subject matter of this Agreement not specifically included in this Agreement, nor has either party relied on any such representation in entering into this Agreement.

B. This Agreement may only be modified by a writing signed by both parties.

C. The invalidity of any portion of this Agreement shall not be deemed to affect the validity of any other provision. In the event any provision of this Agreement is held to be invalid, the parties agree that the remaining provisions shall be deemed to be in full force and effect as if they had been executed by both parties subsequent to the expungement of the invalid provision.

D. This Agreement shall be interpreted in accordance with Tennessee law without reference to its choice of law principles.

E. A party's failure to respond to a breach by the other party shall not operate as a waiver of rights under this Agreement or otherwise. Any delay or omission by a party in its exercise of any right or power accruing upon any beach shall not impair or constitute a waiver of such right or power by that party, and any such right or power may be exercised from time to time

and as often as may be deemed expedient. The waiver of any breach of any of the terms and conditions of this Agreement shall not be construed as subsequently waiving any such terms and conditions, but the same shall continue and remain in full force and effect as if no forbearance or waiver had occurred.

F. The titles to the articles of this Agreement are solely for the convenience of the parties and shall not be used to explain, modify, simplify, or aid in the interpretation of the provisions of this Agreement.

G. This Agreement may be executed in multiple counterparts, each of which shall be regarded for all purposes as an original constituting but one and the same instrument.

H. All documents, files, records, papers, reports, materials, correspondence, and copies thereof (in any format, including electronically stored information), received or prepared by President in the course of performing, or as an incident to, President's duties and responsibilities under this Agreement are and shall remain the sole property of the University. Within three (3) days of the expiration or termination of this Agreement, President shall return all University property in his possession. The foregoing provisions shall not apply to President's personal notes, personal memorabilia, diaries, and similar personal property of President that he is entitled to retain.

I. Upon termination of this Agreement, University may deduct any amounts President owes to the University from President's salary payments or from any other payouts.

J. President may not assign, pledge, or encumber his rights, interests, or obligations under this Agreement.

K. Each party hereto shall be viewed as an equal participant to the drafting of this Agreement, and each party agrees that there shall be no presumption against the drafting party.

The parties have executed this Agreement on the dates appearing below.

Tennessee Technological University   [INSERT NAME]

_____ _____
Thomas H. Jones, Chair of the Board

_____ _____
Date   Date

Approved as to form and legality:

_____ _____
Kae Carpenter, University Counsel & Board Secretary Date
Tennessee Technological University

Approved as to compliance with fiscal and human resources policies:

_____ _____
Dr. Claire Stinson, Vice President for Planning & Finance Date
Tennessee Technological University

Agenda Item Summary

Date: March 22, 2018

Agenda Item: Letter of Notification for M.S. in Engineering Management

☐	**Review**	☒	**Action**	☐	**No action required**

_____

PRESENTER(S): Dr. Mark Stephens, Interim Provost

PURPOSE & KEY POINTS: Academic Affairs wishes to submit a Letter of Notification to THEC, proposing a Master of Science program as an addition to graduate level programs of study in the College of Engineering. THEC policy requires Board approval of the Letter.

Letter of Notification

DATE OF SUBMISSION: **February 20, 2018**

INSTITUTION: **Tennessee Technological University**
College of Engineering

TITLE OF PROGRAM: **Master of Science in Engineering Management**

CIP CODE: **15.1501**

ACADEMIC PROGRAM LIAISON: **Dr. Jessica Oswalt**
Assistant Dean for Assessment
College of Engineering
931-372-3260
joswalt@tntech.edu

TARGET DATE FOR BOARD APPROVAL: **Spring 2018**

PROPOSED DATE OF IMPLEMENTATION: **Fall 2018**

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PURPOSE AND NATURE OF PROGRAM

The Master of Science in Engineering Management (MSEMgt) is an interdisciplinary program of study offered collaboratively by the College of Business and the College of Engineering. The degree is designed to provide early-career engineering and related technical professionals with leadership and management knowledge, skills, and tools for advancing their job performance and the performance of the organizations that employ them. The focus of the program is on the management of technology-based projects and technical people and firms, and the goal is to combine the application of business theory with the best practices in engineering.   The program content is applicable to technical professionals in state and federal agencies, small businesses, and large corporations. Academic components of the program include the applicable and appropriate use of a variety of quantitative tools for decision making, the effective supervision of organizational personnel, and project and process management, including but not limited to risk management, resource allocation, and systems engineering. Courses will be taught by expert faculty in both related fields.

MISSION AND MASTER PLAN ALIGNMENT

Tennessee Tech University's Mission
The proposed Master of Science in Engineering Management degree aligns very well with the vision and mission of Tennessee Technological University (TTU) as the State's comprehensive university known for offering high-quality programs in engineering and business disciplines that produce graduates in an area of state and national need.

TTU's vision includes "providing academic, economic and cultural leadership in the region and producing practical, ready-to-work graduates from a broad range of academic disciplines prepared to excel in a technologically driven world" (www.tntech.edu/about/mission). The MSEMgt degree program is designed to provide graduates with leadership and management skills applicable in their technology-focused jobs and industries.

TTU's mission "as the state's only technological university is to provide leadership and outstanding programs in engineering, the sciences, and related areas that benefit the people of Tennessee and the nation." The mission also specifies that the University provides "strong programs" in business, among other areas, and "is committed to the life-long success of students in its undergraduate, master's, specialist, and doctoral granting programs through high-quality instruction and learning experiences" (www.tntech.edu/about/mission). Thus, the engineering management master's degree program, offered collaboratively by the College of Business and College of Engineering and designed to fit the needs of working technical professionals, fits well within TTU's mission.

The missions of both the College of Engineering and College of Business align with the proposed degree offering. The College of Engineering's mission to "graduate innovative engineers who

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solve technological challenges to meet societal needs" is directly supported with the addition of the MSEMgt degree program (www.tntech.edu/engineering/strategicplan/). Likewise, the College of Business's mission, which is in part to "provide an educational foundation that enables its students to become successful, ethical organization and business leaders" (www.tntech.edu/cob/about/), is furthered with the addition of this degree program.

TTU's Flight Plan, the current strategic plan, states that one of the goals is to "increase the total number of graduate and doctoral programs, with new offerings in high demand fields," particularly STEM fields (https://www.tntech.edu/flightplan/key-priorities/new-graduate-programs). The creation of a new degree in engineering management helps to achieve this goal. Another TTU goal is in the area of teaching quality and encourages programs and faculty to "utilize appropriate technologies inside and outside the classroom that provide efficient communication channels and promote creative learning opportunities" (www.tntech.edu/flightplan/key-priorities/technology-in-teaching). This includes upgrading the information technology infrastructure and online learning. The online Master of Science in Engineering Management degree further advances the University's efforts in those areas.

Tennessee Higher Education Master Plan
As stated in the Tennessee Higher Education Master Plan 2015-2025, "the state continues to acknowledge the critical need for academic programs of distinction at the graduate and professional level to fully address Tennessee's economic development, workforce, and research needs" (www.tn.gov/assets/entities/thec/attachments/MasterPlan2025.pdf). The MSEMgt degree is aligned with the Tennessee Higher Education Master Plan because it is a graduate program with a curriculum specifically designed to address engineering workforce needs. The needs were identified via comprehensive surveys, as described in the following section, to determine interest and curricular needs of potential students and employers.

FEASIBILITY STUDY

The College of Engineering conducted surveys of alumni, employers, and advisory board members in July-August of 2016. All surveys were conducted using Qualtrics software with respondent anonymity and opt-out provisions. Tables summarizing the survey questions and results are available in Appendix A through Appendix C. The survey responses overwhelmingly supported the decision to develop a Master of Science in Engineering Management degree program and provided the perspective of potential students and employers on their preferred focus for the program.

Potential Student Interest
The program being developed is an engineering management Master of Science degree, and engineering management master's programs are generally targeted at engineers in their early careers. Therefore, 2,050 TTU College of Engineering alumni who had graduated within the previous ten years were surveyed for their interest. Table 1 below summarizes some of the results from the survey, which had 234 respondents for an 11.4% response rate. Appendix A provides more detailed results from the alumni surveys.

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Table 1. Alumni Survey Results

Survey Question	Top Responses	Percentage of Responses
Level of interest in an engineering management master's degree program (Table A-2*)	Somewhat interested (107 respondents), or strongly interested (71 respondents)	82.4%
Primary interest in the offerings of an engineering management graduate program (Table A-3*)	Enrolling in an engineering management master's degree program offered by TTU (87 respondents), or taking engineering management courses from TTU (57 responses)	67.0%
Preferred specialties of interest (Table A-4*)	Project management	76.3%
Preferred certifications of interest (Table A-5*)	Project Management Professional (PMP)	86.0%
Preferred method of degree delivery (Table A-6*)	Asynchronous online	69.4%

*Tables are in Appendix A.

The survey showed a high level of interest from TTU engineering graduates in an engineering management master's program from TTU with significant interest in courses preparing the student to pass the certification exam as a Project Management Professional. This popular and internationally recognized certification is offered by the Project Management Institute. (Slightly greater interest (88.5%, reported in Appendix A, Table A-5) was shown for a certification as a Professional Engineering Manager, a certification offered by the American Society for Engineering Management, but this certification did not receive strong support in the surveys of advisory board members and employers.)

Since the survey was sent only to recent TTU engineering graduates, the significant interest expressed by respondents in the degree program is a strong indicator that an attractive program offered by TTU would have an immediate and sustainable enrollment that could be financially self-supporting.

Local and Regional Need/Demand
Members of four TTU advisory boards were surveyed to gain an understanding of local and regional need and demand, as well as support for the College of Engineering to offer this degree program. The survey was sent to 84 members of the advisory boards for the College of Engineering and Departments of Civil and Environmental Engineering, Electrical and Computer Engineering, and Mechanical Engineering. A total of 43 advisory board members responded to the survey for a 51.2% response rate. Table 2 below summarizes the results from this survey, and Appendix B provides more detailed results.

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Table 2. Advisory Board Members Survey Results

Survey Question	Top Responses	Percentage of Responses
Level of member support for an engineering management master's degree program (Table B-2*)	Somewhat supportive or strongly supportive	95.0%
Preferred specialties of interest (Table B-3*)	Project management	70.0%
Preferred certifications of interest (Table B-4*)	Project Management Professional (PMP)	95.0%
Alignment of an engineering management master's degree with the College of Engineering mission (Table B-5*)	Somewhat supportive or strongly supportive	90.0%

*Tables are in Appendix B.

The advisory board survey results showed strong support for the degree program. Like the alumni survey, the results indicated that project management would be a highly valued emphasis in the program.

Employer Need/Demand
The College of Engineering obtained a list of 205 employers from the TTU Office of Career Services. Employers on the list had either been involved in recruiting TTU engineers at one or more TTU Career Fairs or in recruiting engineers through Career Services within the previous two years. From the 205 employers, there were 103 respondents, for a 50.2% response rate. The major survey results from these employers are summarized in Table 3 below, and Appendix C provides further details.

Table 3. Employers Survey Results

Survey Question	Top Responses	Percentage of Responses
Level of employer support for an engineering management graduate program (Table C-2*)	Somewhat supportive or strongly supportive	86.3%
Primary employer interest in the offerings of an engineering management graduate program (Table C-3*)	Students taking selected courses or students enrolled in a degree program	77.7%
Preferred specialties of interest (Table C-4*)	Project management	69.7%
Preferred certifications of interest (Table C-5*)	Project Management Professional (PMP)	90.9%
Preferred method of degree delivery (Table C-6*)	Asynchronous online	60.0%

*Tables are in Appendix C.

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The excellent response rate by employers of TTU engineers and their expressed support for an engineering management degree program or courses provide strong indications of the viability of the Master of Science in Engineering Management degree program. The interest in project management also matched the preferred interests of alumni and advisory board members reported in the two previous surveys.

Other Evidence of Need
The results reported for the TTU surveys are aligned with the results of other surveys and with anecdotal evidence from discussions with alumni and employers. In recent years several of our engineering advisory boards have recommended, and our alumni have requested, that we develop a Master of Science in Engineering Management degree to meet the needs of engineering professionals.

Previous surveys by other organizations have typically found that a large percentage of engineers, perhaps as many as two-thirds, have jobs with management responsibilities. In a 2008 survey by Deloitte & Touche LLP that was sponsored by the American Society for Mechanical Engineers (ASME) [1], over half of the 1900 responding engineers reported that their jobs "required management skills," and fifty-five percent of those engineers had immediate plans to undertake management-focused professional development such as certification programs and advanced degrees. The Deloitte & Touche survey included chemical, electrical, mechanical, and other engineering disciplines. (See Appendix D for an ASME-focused summary of the survey results.) The survey findings led ASME to develop a certification program for engineering management.

A recent survey for a University of Tennessee at Knoxville (UTK) Master's thesis found that 64% of 57 UTK engineering management program alumni had received financial support from their employers for their degree program [2], another indication that employers value an engineering management education. This survey also found that, although completion of the engineering management degree did not guarantee salary increases, about half of the respondents had received a promotion after obtaining their degree [2]. Almost all (54 of 57 respondents) cited the "non-tangible benefits" of personal development (learning and achieving) as valuable [2].

It is difficult to draw conclusions from the Bureau of Labor Statistics (BLS) online *Occupational Outlook Handbook* employment projections for engineering managers because of the variety of fields in which engineering managers are employed. Table 4 below provides a summary of growth projections for various engineering management-related categories from the BLS online data repository [3-6]. The weighted average projected growth percentage is 8.6% for the management categories shown, which exceeds the projected 7% growth rate average for all occupations. It seems reasonable that engineering management positions might grow at a rate higher than the average of 7% because engineering positions are expected to grow at a combined rate of 8.3% [7]. These statistics provide further support for the sustainability of the degree program.

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Table 4. Employment Projections for Engineering Managers and Related Occupations

Occupational Title	SOC Code	Employment, 2016	Projected Employment, 2026	Change, 2016-26		Reference
				Percent	Numeric	
SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program						
Architectural and engineering managers	11-9041	180,100	190,000	6	9,900	[3]
Industrial production managers	11-3051	170,600	169,700	-1	-900	[4]
General and operations managers	11-1021	2,263,100	2,468,300	9	205,200	[5]
Computer and information systems managers	11-3021	367,600	411,800	12	44,200	[6]
Engineers	17-2000	1,681,000	1,820,300	8.3	139,300	[7]

It appears that the Master of Science in Engineering Management degree has significant interest from potential students, support from employers and advisory board members, and projections of future growth.   In this era of accelerating technological change, the Tennessee Tech College of Engineering seeks to offer this degree to advance the skills of engineering professionals who will then use those skills to improve the management of technical organizations.

Future Sustainability
Letters of support from government and industry employers are submitted in Appendix E of this letter of notification. These letters show support for the degree program from a wide variety of employers and provide further evidence of its future sustainability.

PROGRAM COSTS AND REVENUES

The Colleges of Engineering and Business, as well as the Division of Digital and Distance Education, will utilize resources presently available to develop, launch, and initially support the efforts of a Master of Science in Engineering Management. The Division of Digital and Distance Education employs experts at instructional design and online course management, trained in best practices for online pedagogy and structure. The College of Business also has considerable experience and expertise with online programs (e.g., the distance MBA program).

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The program is 100% online so no additional physical resources will be needed. Current technologies will be utilized and supported through the collection of Technology Access Fees and tuition. College of Engineering faculty, external subject matter experts, and College of Business faculty will develop the content for courses not already offered on campus. Existing faculty and adjuncts will be utilized for initial offerings, with adjuncts and one additional full-time faculty hired through program revenues. Administrative, student support services, and recruiting activities will utilize current resources until the degree becomes self-supported financially. Financial projections (in Appendix F) suggest the program will be self-sustaining and able to hire staff as early as the second year of enrollment.

Program enrollments used in the financial projections are shown in Table 5. Initial enrollments will be cohort-based with the cohort beginning each fall semester.

Table 5. Enrollment Projections

Cohorts	Number of Students Enrolled				
	2018-19	2019-20	2020-21	2021-22	2022-23
Cohort 1 begins	15	15			
Cohort 2 begins; cohort 1 graduates		20	20		
Cohort 3 begins; Cohort 2 graduates			25	25	
Cohort 4 begins; Cohort 3 graduates				25	25
Cohort 5 begins; Cohort 4 graduates					25
Total number enrolled	15	35	45	50	50

EXISTING PROGRAMS IN TENNESSEE

According to the Tennessee Higher Education Commission website (http://thec.ppr.tn.gov/THECSIS/Research/Research.aspx?TabID=API+Search), only one public institution, University of Tennessee at Chattanooga (UTC), offers a Master of Science in Engineering Management (CIP Code 15.1501.00) degree program. However, the University of Tennessee at Knoxville and the University of Tennessee Space Institute (UTSI) offer a concentration in engineering management as an option in the Master of Science in Industrial Engineering degree program. The TTU MSEMgt degree is planned as online program, and the UTC program and UTK/UTSI concentration both offer online options. However, it appears that neither the UTC program nor the UTK/UTSI concentration requires both core business and

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engineering courses, so the proposed TTU program has different content and represents a different approach.

Among private institutions in Tennessee, Christian Brothers appears to offer the only Master of Science in Engineering Management degree, and an online option is available. Again, the Christian Brothers program content does not require both core business and engineering courses and thus differs from the proposed TTU degree.

REFERENCES

[1] Marino, Gregory N., "Management Skills Crucial for Engineering Success." March 2011. (Adapted from "Certified to Lead" by Gregory N. Marino, for *Mechanical Engineering*, August 2009.) Accessed on February 27, 2018, at http://www.asme.org/career-education/articles/certification/management-skills-crucial-for-engineering-success.

[2] Majdalani, Inna, "Benefits of Obtaining an Advanced Degree in Engineering Management." Master's Thesis, University of Tennessee, 2014. Accessed on February 27, 2018, at http://trace.tennessee.edu/utk_gradthes/2831.

[3] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Architectural and Engineering Managers. Accessed on February 27, 2018, at https://www.bls.gov/ooh/management/architectural-and-engineering-managers.htm.

[4] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Industrial Production Managers. Accessed on February 27, 2018, at https://www.bls.gov/ooh/management/industrial-production-managers.htm.

[5] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Top Executives. Accessed on February 27, 2018, at https://www.bls.gov/ooh/management/top-executives.htm.

[6] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Computer and Information Systems Managers. Accessed on February 27, 2018, at https://www.bls.gov/ooh/management/computer-and-information-systems-managers.htm.

[7] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Employment by Detailed Occupation. Accessed on March 1, 2018, at https://www.bls.gov/emp/ep_table_102.htm.

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APPENDIX A: ALUMNI SURVEY RESULTS

Table A-1. Alumni Survey Response Rate

Group	Number Surveyed	Number of Responses	Number with Permission	Response Rate
Alumni	2050	234	230	11.4%

Table A-2. Level of Alumni Interest in an Engineering Management Graduate Program

Which of the following best describes your level of interest in an engineering management graduate program?

Answer:	%	Count
Strongly disinterested	1.9%	4
Somewhat disinterested	6.0%	13
Neither interested or disinterested	9.7%	21
Somewhat interested	49.5%	107
Strongly interested	32.9%	71
Total	100%	216
Total strongly or somewhat interested	82.4%	178

Table A-3. Primary Alumni Interest in an Engineering Management Program at TTU

Which of the following best describes your interest in the offerings of an engineering management graduate program?

Answer: I am . . .	%	Count
Currently enrolled in an engineering management graduate program at another institution.	3.3%	7
Interested in enrolling in a Master's degree program in engineering management from Tennessee Tech.	40.5%	87
Interested in taking graduate courses in engineering management from Tennessee Tech.	26.5%	57
Interested in taking graduate courses in another field from Tenn. Tech.	8.8%	19
Not interested in a graduate program in engineering management now or in the near future.	20.9%	45
Total	100%	215
Total interested in enrolling in degree program or taking courses	67.0%	144

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APPENDIX A: ALUMNI SURVEY RESULTS (continued)

Table A-4. Primary Specialties of Alumni Interest

In which of the following specialties are you most interested. Choose up to three specialties of interest.

Answer	%	Count
Project Management	76.3%	119
General Engineering Management	48.7%	76
Process Improvement (e.g., Lean Six Sigma)	38.5%	60
Manufacturing Engineering Management	35.9%	56
Construction Engineering Management	27.6%	43
Systems Engineering	25.6%	40
Industrial Engineering	8.3%	13
Healthcare Management Engineering	3.2%	5
Other (please describe)	3.2%	5
Total	100%	156

Table A-5. Professional Certifications of Alumni Interest

If the engineering management program offered courses in preparation for professional certification, which of the following certifications would be of interest to you?

Certification	Project Management Professional		Professional Engineering Manager		Lean Six Sigma Green Belt	
Answer:	%	Count	%	Count	%	Count
Strongly disinterested	0.6%	1	0.6%	1	2.6%	4
Somewhat disinterested	1.3%	2	1.3%	2	6.4%	10
Neither interested or disinterested	12.1%	19	9.0%	14	29.9%	47
Somewhat interested	38.9%	61	46.5%	73	28.7%	45
Strongly interested	47.1%	74	42.0%	66	32.5%	51
Total		157		156		157
Total strongly or somewhat interested	86.0%	135	88.5%	139	61.1%	96

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APPENDIX A: ALUMNI SURVEY RESULTS (continued)

Table A-6. Alumni Preferred Form of Instructional Delivery

Which form of instructional delivery would work best for you?

Answer	%	Count
On campus classes in Cookeville	1.9%	3
On campus classes elsewhere (please list)	4.5%	7
Synchronous online delivery (access required at set times)	8.3%	13
Asynchronous online delivery (access at your convenience)	69.4%	109
Hybrid delivery (limited on campus classes mixed with online modules)	15.3%	24
Other (please describe)	0.6%	1
Total	100%	157

Table A-7. Alumni Preferred Schedule

Which schedule would work best with yours?

Answer	%	Count
A semester consists of 15 weeks. Up to four courses may be taken at a time.	20.0%	31
A semester consists of two class sessions, each 7 weeks long. Only one course is taken at a time.	46.5%	72
Courses may be started anytime and completed within 15 weeks of start date.	33.5%	52
Total	100%	155

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APPENDIX B: ADVISORY BOARD MEMBERS SURVEY RESULTS

Table B-1. Advisory Board Member Survey Response Rate

Group	Number Surveyed	Number of Responses	Number with Permission	Response Rate
Advisory Board Members	84	43	41	51.2%

Table B-2. Advisory Board Members Survey

Which of the following best characterizes your level of support for an engineering management graduate program?

Answer:	%	Count
Strongly unsupportive	0.0%	0
Somewhat unsupportive	0.0%	0
Neither supportive or unsupportive	5.0%	2
Somewhat supportive	35.0%	14
Strongly supportive	60.0%	24
Total	100%	40
Total strongly or somewhat supportive	95.0%	38

Table B-3. Primary Specialties with Advisory Board Support

For which of the following specialties are you most supportive in developing a graduate program. Choose up to three.

Answer	%	Count
Project Management	70.0%	28
General Engineering Management	55.0%	22
Manufacturing Engineering Management	35.0%	14
Systems Engineering	35.00	14
Construction Engineering Management	22.5%	9
Process Improvement (e.g. Lean Six Sigma)	22.5%	9
Industrial Engineering	2.5%	1
Other (please describe)	2.5%	1
Healthcare Management Engineering	0.0%	0
Total	100.0%	40

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APPENDIX B: ADVISORY BOARD MEMBERS SURVEY RESULTS (continued)

Table B-4. Professional Certifications with Advisory Board Support

If a graduate engineering management or other program offered courses leading to professional certification, please indicate your support for each of the following certifications.

Certification	Project Management Professional		Professional Engineering Manager		Lean Six Sigma Green Belt	
Answer:	%	Count	%	Count	%	Count
Strongly disinterested	2.5%	1	2.6%	1	2.6%	1
Somewhat disinterested	0.0%	0	0.0%	0	12.8%	5
Neither interested or disinterested	2.5%	1	15.4%	6	33.3%	13
Somewhat interested	37.5%	15	35.9%	14	38.5%	15
Strongly interested	57.5%	23	46.2%	18	12.8%	5
Total		40		39		39
Total strongly or somewhat interested	95.0%	38	82.1%	32	51.3%	20

Table B-5. Alignment of Engineering Management Graduate Degree with College Mission

How well is the mission of the College supported by a decision to offer a master's program in engineering management for engineering professionals in industry?

Answer:	%	Count
Strongly unsupportive	0.0%	0
Somewhat unsupportive	0.0%	0
Neither supportive or unsupportive	10.0%	4
Somewhat supportive	35.0%	14
Strongly supportive	55.0%	22
Total	100%	40
Total strongly or somewhat supportive	90.0%	36

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APPENDIX C: EMPLOYER SURVEY RESULTS

Table C-1. Employers Survey Response Rate

Group	Number Surveyed	Number of Responses	Number with Permission	Response Rate
Employers	205	103	101	50.2%

Table C-2. Level of Employer Support for an Engineering Management Graduate Program

Which of the following best describes your level of support for an engineering management graduate program?

Answer:	%	Count
Strongly unsupportive	0.0%	0
Somewhat unsupportive	5.5%	4
Neither supportive or unsupportive	8.2%	6
Somewhat supportive	50.7%	37
Strongly supportive	35.6%	26
Total	100%	73
Total strongly or somewhat interested	86.3%	63

Table C-3. Primary Employer Interest in an Engineering Management Program at TTU

Which of the following best describes your interest in the offerings of an engineering management graduate program?

Answer	%	Count
Employees from this organization are enrolled in a graduate degree program in engineering management at an institution other than TTU.	9.7%	7
This organization has an interest in employees enrolling in a Master's degree in engineering management from Tennessee Tech.	33.3%	24
This organization has an interest in employees taking selected courses from a graduate program in engineering management.	44.4%	32
This organization is more interested in employees taking graduate courses in fields other than engineering management.	11.1%	8
This organization is not interested in employees enrolling in a graduate program in engineering management now or in the near future.	1.4%	1
Total	100%	72
Total with interest in graduate degree program or selected courses	77.7%	56

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APPENDIX C: EMPLOYERS SURVEY RESULTS (continued)

Table C-4. Primary Specialties of Employer Interest

In which of the following specialties is your organization most interested? Choose up to three.

Answer	%	Count
Project Management	69.7%	46
Construction Engineering Management	37.9%	25
Process Improvement (e.g., Lean Six Sigma)	33.3%	22
Systems Engineering	33.3%	22
General Engineering Management	31.8%	21
Manufacturing Engineering Management	28.8%	19
Industrial Engineering	9.1%	6
Healthcare Management Engineering	9.1%	6
Other (please describe)	3.0%	2
Total responding to this question	100%	66

Table C-5. Professional Certifications of Employer Interest

If the engineering management program offered courses that prepared your employees for professional certification, which of the following would be of interest to you?

Certification	Project Management Professional		Professional Engineering Manager		Lean Six Sigma Green Belt	
Answer:	%	Count	%	Count	%	Count
Strongly disinterested	0.0%	0	0.0%	0	3.0%	2
Somewhat disinterested	3.0%	2	6.1%	4	9.1%	6
Neither interested or disinterested	6.1%	4	15.2%	10	27.3%	18
Somewhat interested	51.5%	34	42.4%	28	34.8%	23
Strongly interested	39.4%	26	36.4%	24	25.8%	17
Total		66		66		66
Total strongly or somewhat interested	90.9%	60	78.8%	52	60.6%	40

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APPENDIX C: EMPLOYERS SURVEY RESULTS (continued)

Table C-6. Employer Preferred Form of Instructional Delivery

Which form of instructional delivery would work best for your employees?

Answer	%	Count
On campus classes in Cookeville	3.1%	2
On campus classes elsewhere (please list)	6.2%	4
Synchronous online delivery (access required at set times)	9.2%	6
Asynchronous online delivery (access at student's convenience)	60.0%	39
Hybrid delivery (limited on campus classes mixed with online modules)	20.0%	13
Other (please describe)	1.5%	1
Total	100%	65

Table C-7. Employer Preferred Schedule

Which schedule would work best for your employees?

Answer	%	Count
A semester consists of 15 weeks. Up to four courses may be taken at a time.	20.0%	13
A semester consists of two class sessions, each 7 weeks long. Only one course is taken at a time.	35.4%	23
Courses may be started anytime and completed within 15 weeks of start date.	44.6%	29
Total	100%	65

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APPENDIX D: REPORT ON DELOITTE & TOUCHE 2008 SURVEY

Management Skills Crucial for Engineering Success

March 2011   Share ASME   in f y ✉ + ♥

by Gregory N. Marino

More than half of ASME members polled in a 2008 survey reported that their jobs require management skills. The survey, conducted by Deloitte & Touche LLP, interviewed about 1,900 engineers, including members of ASME, the American Institute of Chemical Engineers, the American Society of Civil Engineers, and the American Institute of Mining, Metallurgical, and Petroleum Engineers.

The importance of management skills was underscored when participants described their immediate plans for professional development. Fifty-five percent planned to undertake management training such as project management, general management, strategic planning, marketing, or accounting/finance. Nearly half of those planning to pursue management-focused professional development considered pursuing certification or a degree.

Executive Concerns

The Deloitte & Touche survey also included interviews with senior engineering and management executives from 30 science and engineering companies. Three management concerns emerged from this survey.

http://www.asme.org/career-education/articles/certification/management-skills-crucial-for-engineering-success   1/2

APPENDIX D: REPORT ON DELOITTE & TOUCHE 2008 SURVEY (continued)

One is an impending shortage of engineers. Another is globalization, its impact on local employment, and the need to implement quality and standardized management training in emerging markets.

The third concern involved the complexity of innovation. Companies need managers well-versed in the disciplines of both technology and business to remain successful in a world where product innovation is increasingly becoming a matter of multidisciplinary, international, and often multicultural collaboration.

With this in mind, it is all the more critical to identify the next generation of engineer-managers to lead companies through current and emerging challenges.

[Adapted from "Certified to Lead" by Gregory N. Marino, for *Mechanical Engineering*, August 2009.]

Share ASME   in f y ✉ + ℗

APPENDIX E: LETTERS OF SUPPORT

Letters of support are included from the following organizations.
- Appalachian BioScience
- Eastern Plating
- Ficosa North American
- General Motors
- Hankook Tire America Corp.
- Southern Company
- Tenneco
- Tennessee Chamber of Commerce
- Tennessee Department of Transportation
- Tennessee Valley Authority
- Top Five Corp.

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Appalachian BioScience

Dr. Joaquin Jimenez   Date: 12/7/2017
Appalachian BioScience
120 Industrial Park Lane

Dear Dr. Jessica Oswalt,

As the CSO of Appalachian BioScience, I am writing this letter in support of Tennessee Technological University's proposal to develop an online Master of Science in Engineering Management Degree that is being submitted to the Tennessee Higher Education Commission.

Appalachian BioScience prides itself on diversifying knowledge and expertise by cross training all our employees in processes within monoclonal antibody production. This generates a complex network of skills that is necessary for maintaining a highly competitive environment for the generation of commercially viable product in the expanding biological industry.

Currently, our company employs eight laboratory personnel and five are Tennessee Tech alumni, of which two are chemical engineers. One intern is also a TTU chemical engineering PhD candidate. These engineers have shown experience in project management, communication, critical thinking skills, and the ability to work as part of a team. They displayed these attributes by starting up a research and development laboratory from ground up. They exceeded expectations, yet there is a need for more effective management skills beyond the scope of their undergraduate degree. This could be corrected with an additional master's degree in engineering management.

Of the research associates, each one has the ability to become internal principal investigator. The two current principal investigators, a cellular biologist and a chemical engineer, are responsible for each project's preparation, execution, and documentation to fall within its deadline and budget. These responsibilities mimic the requirements that fall on most professional engineers. The master's degree can be used as training for all research associates who wish to become highly efficient principle investigators.

Furthermore, the flexibility of having an online master's degree program creates a unique style of learning by allowing the employee to continue working while perusing higher education. The company benefits by having an employee that is actively developing skills in management without experiencing the loss of valuable laboratory personal. In the future, this online master's program can serve as a foundation for an online doctoral program.

As the CSO of Appalachian BioScience, I highly support the online Master of Science in Engineering Management Degree program at Tennessee Technological University.

Respectfully,

Dr. Joaquin Jimenez
Chief Scientific Officer (CSO)
Appalachian BioScience

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EASTERN PLATING

PHONE 423.623.0062
FAX 423.625.0328

W W W . E A S T E R N P L A T I N G . C O M   371 Chemwood Drive - Newport, TN 37821

December 4, 2017

To Whom It May Concern:

Too often are college graduates, and even experienced professionals, behind the curve because of a lack of management skills or experience managing people. With technical/scientific degrees focusing more and more on the core fundamentals of the chosen discipline it is imperative for these individuals to have a pathway to gain the management-focused skills needed to be relevant for a job opportunity, and/or succeed in their line of work.

With this in mind, Eastern Plating greatly supports, and understands, the need for an Engineering Management program to assure that these hard-working individuals can further their education and enter the workforce with all of the skills needed to succeed.

Sincerely,

Michael D. Mullaney. Jr.

President,

Eastern Plating, LLC

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FICOSA
North America

30870 Stephenson Highway, Madison Heights, MI 48071 U.S.A.
Telephone (248) 307-2230 - Fax (248) 307-2244

December 12, 2017

CEE Department, Box 5015
Tennessee Tech University
Cookeville, TN 38505

Attention: Jessica Oswalt, PhD, Bharat Soni, PhD

Subject: Master of Science in Engineering Management degree

Dear Jessica:

Ficosa North America is excited to see TTU considering a Master of Science in Engineering Management degree program. We have and planning to fill technical positions filled by graduates of Tennessee Tech. Those students come well prepared for the positions they apply for, with a good deal of practical education that can be utilized quickly after beginning work here at Ficosa North America

Many careers in Ficosa start of as Engineer, with right amount of experience and business acumen, they evolve to other functions such as Purchasing, Program Management, Finance, Account Management roles. As many of the professions develop from Technical Skill Set to Business Skill Set to Human capital Skill set. It makes a perfect sense for a graduate program in management and finance.

In some cases, the position may not directly require "management" skills, but requires intimate knowledge of management techniques. For example, the team follows a complex schedule involving 32 phases of the project and a multitude of vendors supplying equipment that must be fully integrated to the equipment we design. In those cases intimate understanding of the program schedules and how each phase or supplier affects the program. Understanding how to manage those details becomes a critical need in our business.

We look forward to working with Tennessee Tech on the development of this program.

Sincerely

Vijay Thott
Vice President of Engineering
Ficosa North America

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GENERAL MOTORS
NORTH AMERICAN MANUFACTURING

December 22, 2017

Dr. Jessica Oswalt, PHD
CCE Department, Box 5015
Tennessee Tech University
Cookeville, TN 38505

RE: Letter of Support for Proposed Master of Science in Engineering Management Degree

Dear Dr. Oswalt:

This letter is to indicate our support of the proposed Master of Science in Engineering Management degree. It is our experience that engineers need management skills beyond the technical training they receive in their undergraduate degree. The proposed degree should support the goal of combining business theory with best practices in engineering which will better prepare engineers for application in the business world, enabling them to manage teams, engineering functions, and organizations.

If you have any questions or need additional information, feel free to contact me.

Sincerely,

Melissa J. Garland
HR Manager
General Motors – Spring Hill Manufacturing

Melissa.j.garland@gm.com
(931) 384-1257

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HANKOOK | Hankook Tire America Corp.

driving emotion

333 Commerce St., Suite 600 Nashville, TN, 37201
TEL 615-432-0700 FAX 615-242-8709
TOLL FREE TEL 1-800-HANKOOK
FAX 1-800-TIRES-OK
hankooktire.com/us

December 6, 2017

CEE Department, Box 5015
Tennessee Tech University
Cookeville, TN 38505

Attention: Jessica Oswalt, PhD

Subject: Master of Science in Engineering Management degree

Dear Jessica:

Hankook Tire is pleased that Tennessee Tech University is considering a Master of Science in Engineering Management degree program. As a global leader in tire manufacturing, our company is strongly interested in any efforts to bolster Tennessee's workforce. That starts with our institutions of higher education.

Hankook Tire recently began production at our first North American tire manufacturing plant in Clarksville, Tennessee. Our company is hungry for highly trained employees, from entry-level hourly workers to technically savvy engineers and supervisors. It is of utmost importance for us to hire manufacturing personnel who not only have a high level of expertise, but are also equipped with the soft skills necessary to thrive in a multicultural environment.

Our highly automated machinery requires deep understanding of production processes, confidence in problem-solving and unflappable leadership skills. This program would produce future industry leaders with those attributes and more.

As Tennessee grows and thrives, we support Tennessee Tech's quest to equip the next generation of workers who will carry us further forward.

Sincerely,

Wes Boling
Public Relations Manager
Hankook Tire America Corp.

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▲ **Southern Company**

Steve Wilson
600 N 18ᵗʰ Street
BIN 14N-8199
Birmingham, AL 35203
205-257-5678
smwilson@southemco.com

Dr. Jessica Oswalt
CEE Department, Box 5015
Tennessee Tech University
Cookeville, TN 38505

Dear Dr. Oswalt

SUBJECT: Support for the development of an M.S. in Engineering Management.

Southern Company is pleased to learn about your proposal to develop and implement a Master of Science in Engineering Management program at Tennessee Tech University.

Many engineering graduates from Tennessee Tech University work for Southern Company or one of our subsidiaries. These engineers fill vital positions in groups such as Power Delivery, Generation, and R&D and the technical work they perform is outstanding. To be even more successful, these engineers must also learn critical project management and customer-centric skills. Often, these skills are learned on the job and enable them to work well in highly functionalized organizations where external parties are engaged on most projects.

These skills become even more essential as an engineer looks to advance their career and take on additional responsibilities. Ensuring that a project is not only technically sound, but also on budget and on schedule are critical to achieving success. Knowing how that project feeds organizational and corporate success is also essential.

The focus on engineering management aligns well with Southern Company's interest in retaining the best engineers possible that can, in turn, continue our tradition of providing high reliability to our customers at low rates. We share your enthusiasm for this project and wish you well in its development and implementation.

Sincerely,

Steve Wilson
General Manger, R&D
Southern Company

Southern Company:
With more than 9 million customers and nearly 44,000 megawatts of generating capacity, and 1,500 billion cubic feet of combined natural gas consumption and throughput, Southern Company (NYSE: SO) is America's premier energy company serving the Southeast through its subsidiaries. Southern Company brands are known for energy innovation, excellent customer service, high reliability and retail electric prices that are below the national average.

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Kimberly Williams
Executive Director, Global Quality
Tenneco
645 East Broad Street
Smithville, TN 37166
12/7/17

Jessica Oswalt, PhD
CEE Department, Box 5015
Tennessee Tech University
Cookeville, TN 38505

Dear Dr. Oswalt:

I am writing this letter on behalf of Tenneco to indicate our support of Tennessee Tech University's new program emphasis of a Master of Science degree in Engineering Management. Tenneco prefers to recruit top talent in the technical fields and we will be interested in the graduates from this program. The focus on program and project management is a critical need in the automotive industry. Our future employees need to have exposure and expertise in these areas to be successful.

Please feel free to contact me via email at Kwilliams1@tenneco.com or by phone at 931-580-7404 for any further required information.

Best Regards,

Kimberly Williams
Executive Director, Global Quality

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TENNESSEE CHAMBER
of Commerce & Industry

TENNESSEE MANUFACTURERS ASSOCIATION

November 29, 2017

Dr. Jessica Oswalt
CEE Department, Box 5015
Tennessee Tech University
Cookeville, Tennessee 38505

Dear Dr. Oswalt:

On behalf of the Tennessee Chamber of Commerce & Industry, we write to note our support for Tennessee Tech University and their efforts to develop a **Master of Science in Engineering Management degree** to meet the needs of engineering professionals. As industry demands evolve engineers need management skills beyond the technical training that they receive in their undergraduate degrees.

Tennessee is making great strides to enhance our climate for industry and manufacturing and the needs and demands for this program are evident. A 2008 Deloitte & Touche engineer survey completed by almost 1,000 engineers noted that their jobs required management skills, and fifty-five percent of those planned to undertake management-focused professional development such as certification programs and advanced degrees. In addition, three 2016 surveys—of TTU engineering alumni, employers, and advisory board members—resulted in support for an MS in Engineering Management degree expressed by more than 80% of the respondents in each category. Project Management was the preferred focus of the degree by all respondents.

We further understand the proposed M.S. in Engineering Management will be an online, collaborative degree between the College of Business and College of Engineering with the goal of combining the application of business theory with best practices in engineering. In addition, the academic components of the program will include the applicable and appropriate use of a variety of quantitative tools for decision making, the effective supervision of organizational personnel, and project and process management, including but not limited to risk management, resource allocation, and systems engineering. Courses will be taught be expert faculty in both colleges. Tennessee Tech University officials note the engineering management degree will be a professional program for those individuals who wish to lead technology projects as well as to manage teams, engineering functions, and organizations.

We encourage your approval of this degree program and please do not hesitate to contact us if you should have any questions.

Sincerely,

Bradley Jackson
President and CEO
Tennessee Chamber of Commerce & Industry

414 Union Street, Suite 107 | Nashville, TN 37219 | 615.256.5141 Telephone | 615.256.6726 Fax | www.tnchamber.org | www.tnmfg.org

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STATE OF TENNESSEE
DEPARTMENT OF TRANSPORTATION
BUREAU OF ENGINEERING
SUITE 700, JAMES K. POLK BUILDING
505 DEADERICK STREET
NASHVILLE, TENNESSEE 37243-1402
(615) 741-0791

JOHN C. SCHROER
COMMISSIONER

BILL HASLAM
GOVERNOR

December 7, 2017

Jessica Oswalt, PhD
CEE Department, Box 5015
Tennessee Technological University
Cookeville, TN 38505

Dear Dr. Oswalt:

Thank you for the detailed information on Tennessee Technological University's development of a Master of Science in Engineering Management degree. We are excited to hear of TTU's proposal to offer a graduate study which focuses on the management side of engineering. The Tennessee Department of Transportation's workforce is composed of a large majority of civil engineers, whom are responsible for developing, preserving, and maintaining the state transportation system. We feel a program such as this could enhance the professional competencies of our engineering staff.

Please accept this letter of support for the proposed program.

If you should need any additional information or support, please contact me at 615-741-0791 or at Paul.Degges@tn.gov.

Sincerely,

Paul D. Degges, P.E.
Deputy Commissioner / Chief Engineer

PDD/PH/jc

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Oswalt, Jessica

From:	Brinkworth, Gary Scott <gsbrinkworth@tva.gov>
Sent:	Tuesday, January 16, 2018 12:06 PM
To:	Soni, Bharat
Cc:	Oswalt, Jessica
Subject:	letter of support - engineering management degree

Bharat: I apologize for dropping the ball on this request from November ...... Joe Hoagland passed it along to me and I marked it for follow up action and then clearly did not do that ..... TVA is very interested in supporting the development of this new degree program at TTU; the skills you are seeking to develop in this program will be critical to the success of TVA and its local power company partners in the future. In fact, TVA has recently agreed to collaborate with EPRI in thinking about the educational challenges of workforce recruitment and retention in the evolving electric utility industry. I think this program for engineering management provides an additional valuable skill that will help in that overall effort. Please let me know how TVA can help support the development of this graduate level program ..... and sorry again about missing the deadline for the letter.

Gary S. Brinkworth, P.E.
Director, Enterprise Research & Technology Innovation
Enterprise Relations & Innovation

Tennessee Valley Authority
1101 Market St.
Chattanooga, TN 37402

423-751-2193 (w)
850-597-6873 (m)
gsbrinkworth@tva.gov

TVA

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TOP FIVE INC.

Nov. 28, 2017

To whom it may concern,

We strongly support the development of the Master of Science in Engineering Mgmt. degree program being considered. The ability to combine strong engineering skills with a management emphasis will be of great benefit for industry. In my professional experience I have seen this need for quite some time. We strongly support this effort.

Jeff McCay

President Top Five Inc.

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APPENDIX F: FINANCIAL PROJECTIONS

MS Engineering Management Budget Estimate

Budget Item	2018-19	2019-20	2020-21	2021-22	2022-23
= Enter data in yellow cells					
Assumptions:					
[a] Tuition & fees per UG cr-hr (est. 3% increase pr yr)	$ -	$ -	$ -	$ -	$ -
[b] Tuition & fees per GRAD cr-hr (est. 3% increase pr yr)	$ 565	$ 582	$ 599	$ 617	$ 636
[c] Benefits (faculty & staff)	35%	35%	35%	35%	35%
[d] Faculty & staff annual salary increase	2%	2%	2%	2%	2%
[e] Total number of courses taught per year	6	11	11	11	11
[g] Total number of students enrolled	15	35	45	50	50
[h] Average number of TTU cr-hr taken per student per yr	18.0	16.7	16.7	16.5	16.5
A. REVENUES					
[a,g,h] Total tuition & fees	$ 152,550	$ 340,441	$ 449,556	$ 509,347	$ 524,628
TOTAL REVENUES	$ 152,550	$ 340,441	$ 449,556	$ 509,347	$ 524,628
B. EXPENDITURES					
A. One-time Expenditures					
New/renovated space	$ -	$ -	$ -	$ -	$ -
Equipment	$ -	$ 3,000	$ -	$ -	$ -
Other	$ -	$ 2,500	$ -	$ -	$ -
Total one-time expenditures	$ -	$ 5,500	$ -	$ -	$ -
B. Recurring Expenditures					
Personnel					
Faculty (Existing and New)					
[d] Total Salary (Avg 9-month of $100,000 with 2% annual raise)	$ 60,000	$ 112,200	$ 114,444	$ 116,733	$ 119,068
[c] Benefits	$ 21,000	$ 39,270	$ 40,055	$ 40,857	$ 41,674
Total Faculty	$ 81,000	$ 151,470	$ 154,499	$ 157,589	$ 160,741
Support Staff					
Administrative Associate II (CoE)					
[d] Annual salary (12-month with annual raise)	$ 25,000	$ 25,500	$ 26,010	$ 26,530	$ 27,061
% Effort	25%	25%	25%	25%	25%
Total Salary - Administrative Associate II	$ 6,250	$ 6,375	$ 6,503	$ 6,633	$ 6,765
[c] Benefits	$ 2,188	$ 2,231	$ 2,276	$ 2,321	$ 2,368
Total Support Staff	$ 8,438	$ 8,606	$ 8,778	$ 8,954	$ 9,133
Graduate Teaching Assistants					
Stipends					
Number of full-time GA's	0.0	0.0	0.0	0.0	0.0
Annual stipend per student	$ -	$ -	$ -	$ -	$ -
Total stipend per year	$ -	$ -	$ -	$ -	$ -
Tuition & Fees Paid					
Cr-hrs per student per year (fees paid)	0	0	0	0	0
[b] Tuition & fees per student per yr	$ -	$ -	$ -	$ -	$ -
Total Graduate Assistants	$ -	$ -	$ -	$ -	$ -
Operating					
Printing, Copying, Mailing	$ 500	$ 500	$ 500	$ 500	$ 500
Equipment and Supplies	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000
Travel	$ 2,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
Other	$ -	$ -	$ -	$ -	$ -
Total Operating	$ 3,500	$ 6,500	$ 6,500	$ 6,500	$ 6,500
TOTAL EXPENDITURES	92,938	172,076	169,778	173,043	176,374
C. NET PROFIT (A - B)	59,612	168,365	279,778	336,304	348,254

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Agenda Item Summary

Date: March 22, 2018

Agenda Item: Program Modifications for EdS in Counseling & Psychology

☐	**Review**	☒	**Action**	☐	**No action required**

_____

PRESENTER(S): Dr. Mark Stephens

PURPOSE & KEY POINTS: This modification will allow students to pursue additional licensure or specialization in counseling fields with an additional 18 hours of course work and obtain an EdS degree if they have already completed a 60 hour Master's program of study.

MEMORANDUM

TO: Graduate School Executive Committee

VIA: Education Leadership Committee

FROM: Barry Stein, Chairperson, Department of Counseling & Psychology

DATE: April 24, 2017

SUBJECT: Graduate Catalog Change for Ed.S.

Approved by T T U
Graduate School Executive Committee
Date Approved in Committee: 7/11/17

The Department of Counseling & Psychology proposes the following catalog changes for the Ed.S. degree requirements.

Current Catalog Wording:

Degree Requirements for the Ed.S. Degree

A minimum of 30 semester hours beyond the master's degree is required. At least 15 semester hours must be taken in courses numbered at the 7000 level; no courses below the 6000 level shall be counted for credit unless written approval is obtained from the student's advisory committee, the chairperson of the department in which the student is majoring, and the Director of Graduate Studies.

In the Department of Counseling and Psychology, a maximum of three (3) semester hours of departmentally approved 5000-level credit may be included in a Specialist in Education Degree program of study.

Research Component

      Laboratory and/or Field Experience–3 semester hrs

      Independent Study Project–3 semester hrs

Course Substitutions

Course Substitutions are allowed upon approval of the graduate advisory committee, department chair/director, and dean of the college.

Proposed Catalog Wording:

Degree Requirements for the Ed.S. Degree

A minimum of 30 semester hours beyond the master's degree is required. At least 15 semester hours must be taken in courses numbered at the 7000 level; no courses below the 6000 level shall be counted for credit unless written approval is obtained from the student's advisory committee, the chairperson of the department in which the student is majoring, and the Director of Graduate Studies.

In the Department of Counseling and Psychology, a maximum of three (3) semester hours of departmentally approved 5000-level credit may be included in a Specialist in Education Degree program of study.

Upon approval from the student's advisory committee, up to twelve (12) credit hours from a previously earned 60 hour master's degree program, can be counted toward the Ed.S. degree.

Research Component

Laboratory and/or Field Experience–3 semester hrs

Independent Study Project–3 semester hrs

Course Substitutions

Course Substitutions are allowed upon approval of the graduate advisory committee, department chair/director, and dean of the college.

Justification:

This will allow students to pursue additional licensure or specialization in the counseling fields with an additional 18 hours of course work and obtain an Ed.S degree if they have already completed a 60 hour Master's program of study.

Effective Spring, 2018

V. Financial Impact: NONE

Agenda Item Summary

Date: March 22, 2018

Agenda Item: Change in GMAT Waiver Requirements for Master of Accountancy

☐	**Review**	☒	**Action**	☐	**No action required**

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PRESENTER(S): Dr. Mark Stephens, Interim Provost

PURPOSE & KEY POINTS: Academic Affairs wishes to change the current GMAT waiver requirements for Master of Accountancy in order to aid in the admission of potential students.

MEMORANDUM

TO: College of Business Graduate Committee

VIA: Dr. Julie Pharr
Committee Chair

FROM: Dr. Richard Rand, Chair
Department of Accounting and Business Law

DATE: November 14, 2017

SUBJECT: Motion for Change in GMAT Waiver Policy for Master of Accountancy

MOTION:

Current Policy: Applicants may request to waive the standardized test requirement if they have completed an advanced terminal degree or master's degree with a substantial quantitative component. This waiver is not guaranteed and the request must be made in writing.

Proposed Change to Current Policy: The Accounting Department moves to allow the MAcc admission committee to waive the GMAT requirement for any student who requests a waiver and meets the following requirements:

- The student holds a BSBA from Tennessee Tech University with a major in accounting *(or has completed 85% of the coursework for the degree and 70% of the coursework for the major)* and has an overall GPA of 3.2 or better and a GPA in their upper division accounting course work of 3.2 or greater, or

- The student holds a degree from an AACSB business program with a major in accounting *(or has completed 85% of the coursework for the degree and 70% of the coursework for the major)* and has and overall GPA of 3.4 or greater and a GPA in their upper division course work of 3.4 or greater.

The waiver is not guaranteed and must be preceded by a Waiver Request Form (see attached proposed online form) that has been completed by the student.

Reason:

It is not uncommon for accounting masters programs to offer students waivers of standardized test scores when students meet other criteria that indicate their ability to be successful in the program. Three of our closest competitor schools (MTSU, UT-K, and Belmont) offer admission pathways that do not require the GMAT to be considered for admission to their Master of Accounting programs. We have already lost students to competitor schools precisely because of our GMAT requirement, which costs students $250 to take. We respectfully request passage of this policy change.

Effective: Immediately beginning with applications for Fall 2018 admissions.

**Approved by T T U
Graduate School Executive Committee
Date Approved In Committee:** _2/6/18_

Tennessee Tech University
Master of Accountancy

Request for Waiver of Standardized Test Requirement

I am requesting waiver of the standardized test requirement for applying to the Master of Accountancy at Tennessee Tech for the following reason (check which one applies):

If you already hold a degree:

☐ I have earned a BSBA degree with a major in Accounting from Tennessee Tech University with an overall GPA of 3.2 or better and a GPA in my upper division accounting hours of 3.2 or better.

☐ I have earned an undergraduate degree with a major in Accounting from an AACSB accredited business program other than Tennessee Tech University with an overall GPA of 3.2 or better and a GPA in my upper division accounting coursework of 3.2 or better.

If you are still completing a degree:

☐ I am an Accounting major at Tennessee Tech University and am pursuing a BSBA degree. I have completed at least 70% (15 semester hours) of the upper division accounting semester hours required for the degree and I currently have at least a 3.2 GPA in that coursework. In addition, I have completed at least 85% (102 semester hours) of the semester hours of coursework toward the BSBA degree and currently have at least a 3.2 GPA in all my college coursework.

☐ I am an Accounting major in an AACSB accredited business program other than Tennessee Tech University. I have completed at least 70% upper division accounting semester hours required for the degree and I currently have at least a 3.4 GPA in that coursework. In addition, I have completed at least 85% of the semester hours of coursework toward the undergraduate business degree and currently have at least a 3.4 GPA in all my college coursework.

Student Name _____   Date_____

Agenda Item Summary

Date: March 22, 2018

Division: Planning and Finance

**Agenda Item:** Policy 580 – Capital Projects Management

☐ **Review**   ☒ **Action**   ☐ **No action required**

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PRESENTERS: Dr. Claire Stinson, Vice President for Planning and Finance

PURPOSE & KEY POINTS:

The purpose of this policy is to establish a policy for Tennessee Tech capital projects management and facilities administration that ensures compliance with requirements, policies, and procedures of the Tennessee Higher Education Commission (THEC) and the State Building Commission of Tennessee (SBC).

Tennessee Technological University
Policy No. 580

Capital Projects Management

Effective Date: July 1, 2018

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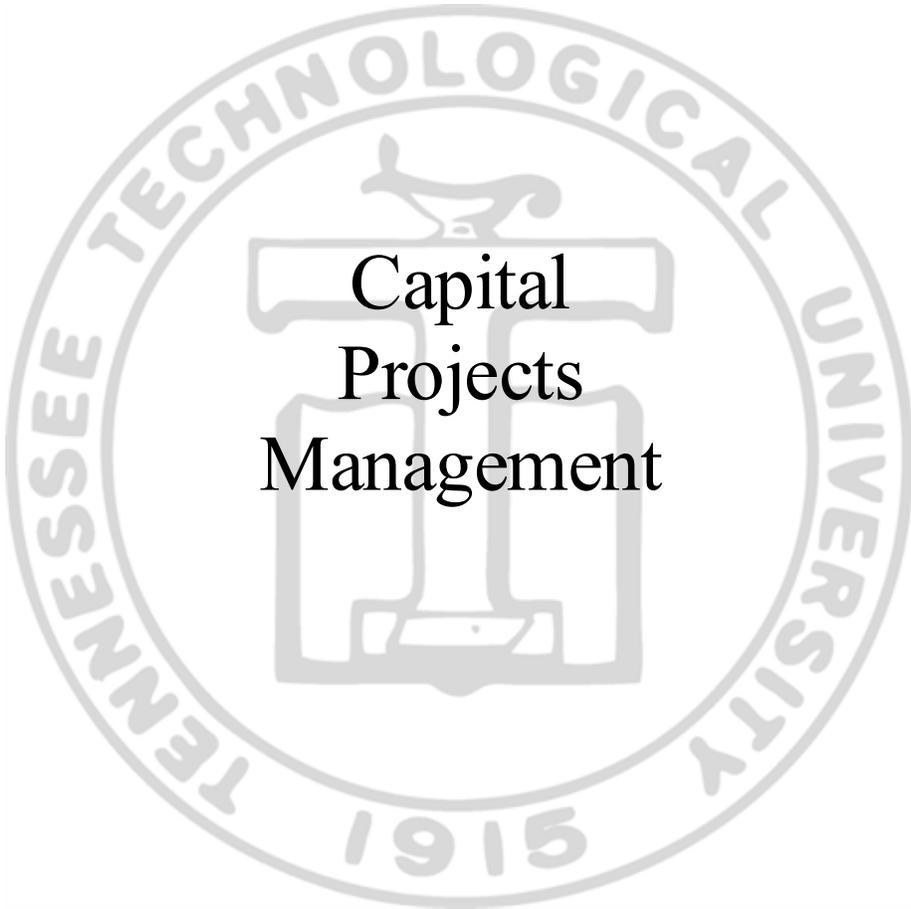
Policy No: 580
Policy Name: Capital Projects Management
Policy Subject: Project Management and Facilities Administration
Date Revised:

I. **Purpose**

   The purpose of this policy is to establish a policy for Tennessee Tech capital projects management and facilities administration that ensures compliance with requirements, policies, and procedures of the Tennessee Higher Education Commission (THEC) and the State Building Commission of Tennessee (SBC).

II. **Review**

   This policy will be reviewed every three years or whenever circumstances require review, whichever is earlier, by the Director of Capital Projects in consultation with the Vice President for Planning and Finance, with recommendation for revision presented to the Administrative Council and University Assembly. Revisions related to the Board's authority must be approved by the Board of Trustees.

III. **Scope**

   This policy and related procedures apply to all capital and real estate transactions and capital projects management. This policy does not apply to locally funded, in-house projects that are less than $100,000 and exempt from SBC jurisdiction.

IV. **Definitions**

   A. "Capital Grant" is an agreement whereby the State agrees to provide funds to Tennessee Tech in order to fulfill an appropriation set forth in an annual Appropriations Bill or Bond Bill passed by the Legislature for capital outlay or capital maintenance.

   B. "Capital Improvement", regardless of Total Project Cost and funding source (public or private funds or both), is a project on Tennessee Tech property that involves:

   1. The construction or erection of new buildings or Structures, including prefabricated and modular buildings and Structures that are or will be attached to a permanent foundation;

   2. The demolition of a building or structure;

   3. Renovation, which means, pursuant to T.C.A. § 4-15-107 the change in the functional use or operation of space in existing buildings or structures on

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Tennessee Tech property such that its occupancy changes for building code, insurance, funding, or bond purposes; or

4. A project funded in an Appropriations Bill or Bond Bill passed by the Legislature with outlay dollars, or a project funded with residual funds.

C. "Capital Maintenance" is:

1. Work meeting the definition of Major Maintenance, which means, pursuant to T.C.A. § 4-15-107, the repair or renovation of any building or Structure or any portion thereof on Tennessee Tech property that is being funded by direct appropriations for "major maintenance" or that is estimated to have a Total Project Cost in excess of $100,000.

2. Maintenance or construction in a single building or structure, within a six (6) month period or less, and having a Total Project Cost, taking into account all contracts pursuant to which the work was performed, in excess of $100,000 funded by sources other than capital appropriations. Normal, routine, everyday maintenance is exempt from this requirement. Guidelines for definition of normal, routine, everyday maintenance are available on the Capital Projects Administration website, www.tntech.edu/capitalprojects.

3. A project funded in an Appropriations Bill or Bond Bill passed by the Legislature with maintenance dollars, or a project funded with residual funds.

D. "Capital Project" is any project that is a Capital Improvement or Capital Maintenance, whether overseen by Tennessee Tech or performed as a gift in place. Capital Project work will not be split into separate projects to avoid any thresholds.

E. Disclosed project requests may be submitted to THEC as needed on a quarterly calendar except projects funded by TSSBA funds, which can only be disclosed during the annual process. Disclosed projects are Capital Projects as identified in IV.D. that are not funded by the State. Typical funding sources for disclosed projects are:

1. Tennessee State School Bond Authority (TSSBA) financing (bonds or commercial paper);

2. Auxiliary plant funds from bookstore, food service, parking, health care, athletics, etc.
3. Non-auxiliary plant funds from appropriations and tuition allotted for improvement projects;

4. Land sale proceeds, applies only to work normally eligible for capital outlay funding;

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5. Access fees from parking and technology;

6. Student fees;

7. Gifts, donations, bequests, and foundations;

8. Local funds from city or county participation; and

9. Federal funds from grants and matches

F. "Head of the Higher Education Institution" is the President of Tennessee Tech University.

G. "Head of the SPA" means, as to Tennessee Tech University (TTU), the TTU Vice President for Planning and Finance (VPPF).

H. "Higher Education Donated Property" means the fee, easement, remainder and reversionary interests in real property acquired by Tennessee Tech University by gift or devise.

I. "Higher Education Foundation" means the Tennessee Tech Foundation.

J. "Higher Education Institution" means Tennessee Technological University.

K. "Highway Project" means (i) a demolition of a building or structure acquired by the Department of Transportation for Highway Right-of Way; or (ii) design and/or construction of roads or bridges by the Department of Transportation in accordance with T.C.A. § 54-5-101 et seq.

L. "Highway Right-of-Way" means land acquired by the Department of Transportation for use in connection with roads and bridges constructed by the Department of Transportation in accordance with T.C.A. § 54-5-101 et seq.

M. "Interest" means an interest in real property such as a fee interest, leasehold interest (excluding work by a landlord pursuant to a lease approved by the SBC) or easement interest.

N. "Land Acquisition" means the acquisition of a fee, easement, or remainder interest in real property by Tennessee Tech University, except when the real property is in the Highway Right-of-Way.

For clarification purposes, it is the express intent of the SBC that no Land Acquisition be split into separate transactions to avoid any thresholds.

O. "Land Disposal" means the disposal of an Interest in State Property, including an interest or right in minerals, coal, natural gas, oil, timber and any other energy related resources, by any agency, department, or institution of State government,

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except for disposals by the Department of Transportation that do not need to be approved by the Commission pursuant to T.C.A. § 12-2-112(a) (8).

P. "Land Transactions" means Land Acquisitions and Land Disposals.

Q. "Major Maintenance" means, pursuant to T.C.A. § 4-15-107, the repair or renovation of any building or Structure or any portion thereof on State Property that is being funded by direct appropriations for "major maintenance" or that is estimated to have a Total Project Cost in excess of $100,000.

R. "On a Quarterly Basis" means no later than the twenty fifth (25th) day of each January, April, July, and October.

S. "Renovation" means, pursuant to T.C.A. § 4-15-107 the change in the functional use or operation of space in existing buildings or structures on State Property such that its occupancy changes for building code, insurance, funding, or bond purposes.

T. "State" means, the State of Tennessee and all of its agencies, departments, institutions or boards.

U. "State Procurement Agency" or "SPA" means, as to Tennessee Tech University, Planning and Finance.

V. "State Property" means property in which the State of Tennessee or any of its departments, institutions, or agencies has an Interest.

W. "STREAM" means the State of Tennessee Real Estate Asset Management division of the Department of General Services.

X. "Structure" means any monument or construction attached to State Property having health, safety, and welfare regulatory considerations; requiring State Fire Marshal approval; or designed to accommodate eight or more people.

Y. "THEC" means the Tennessee Higher Education Commission.

Z. "THC" means the Tennessee Historical Commission.

AA. "Total Project Cost" means the total cost of a project including, construction cost, design cost, furniture and moveable equipment, contingency, and all other hard and soft costs associated with the completion of the project. The following are not included in the "Total Project Cost": the costs of monthly utilities; recurring, every day and routine maintenance of existing buildings, systems and grounds; telephones/network installations and relocations, except those included in the Capital Project; custodial services; and personnel and operating costs associated with the aforementioned items.

V.   **Policy**

A. The goal of the capital projects program is to develop and maintain physical facilities to help Tennessee Tech fulfill its mission and, in accordance with the

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Public Agenda for Higher Education, increase the number of Tennesseans with a postsecondary credential.

B. Capital budget request for state appropriations will be submitted by the Director of Capital Projects annually as directed by THEC. Submissions will be prepared as directed by THEC's Instructions for Preparation of Capital Outlay, Maintenance, and Disclosure Funding Requests.

C. Items Requiring Approval of the SBC

 1. Design and Construction Projects. The SBC has authority to approve and supervise in accordance with statutes and policies the following two categories:

a. All capital projects and other matters prescribed below.

i. The authority of the SBC with respect to Capital Projects includes authority:

a. To proscribe standards and promulgate rules and regulations for the construction of Tennessee Tech buildings and the procedure to be followed with respect thereto;

b. To approve designer, consultant, and contractor selections; delivery methods; project budget allocations; project funding; project descriptions; high performing building and sustainability criteria; and other standards;

c. Over all advertisements and awards of contracts for (i) the construction, erection and demolition, and to furnish, install or provide goods or materials that are incidental to Capital Projects; and (ii) for professional design, surveying, or planning services. Specifically included herein are contracts for master planning and for consulting services provided by architects, engineers and other specialty consultants; and

d. Pursuant to T.C.A § 4-15-102(c) (2), to waive any rule, regulation, specification or policy regarding the manufacturer of the material to be utilized in a Capital Project so long as Tennessee Tech receives an equivalent warranty or guarantee from the requesting manufacturer and evidence that such manufacturer is financially capable of performing such warranty or guarantee or for any other reason within the discretion of the SBC.

ii. The SBC shall consider the comments of the Tennessee Historical Commission (THC) prior to approving or disapproving plans for Capital Projects on Tennessee Tech owned real property, buildings or structures that may be of historical, architectural or cultural significance in compliance with T.C.A § 4-11-111(e).

iii. No contract for work associated with a Capital Project shall be awarded until the project has been submitted to and approved by the SBC.

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2. Improvements to real property by the Tennessee Tech Foundation where it is the documented intent of the Foundation (as evidenced by meeting minutes or otherwise) to transfer the real property or the operation of the real property to Tennessee Tech and the cost is in excess of $500,000. Furthermore, no contract for the improvement of TTU Property or the demolition of structures on TTU Property shall be awarded until the project has been submitted to and approved by the SBC.

D. Reporting Requirements for Items under SBC Authority

The TTU Director of Capital Projects shall submit a document indicating the status of all items approved by the SBC, including under the delegated authority of the SBC, in a form approved by the State Architect on a Quarterly Basis. The State Architect shall distribute submitted documents to the offices of the members of the SBC upon receipt and maintain copies in the State Architect's files. The SBC Executive Sub-Committee (ESC) shall acknowledge, in its meetings, the receipt of documents or the failure to provide the documents required to be submitted On a Quarterly Basis.   Quarterly reports will include information on the following:

1. Capital Projects.
2. Land Transactions.
3. Acquisition Leases.
4. Disposal Leases.
5. All Real Property.
6. Donated Property.

Additional information for quarterly reports can be found in the SBC policy at
https://www.tn.gov/osa/general-information/policy---procedure.html

E. SBC DELEGATION OF APPROVAL AUTHORITY

1. Initial Approvals of Capital Projects.

a. The authority of the SBC to approve Capital Improvements with a Total Project Cost of less than $100,000 is delegated to the Head of the SPA so long as all of the following conditions are met:

i. If the determination of the THC is required by statute, the THC has determined that the Capital Improvement will not adversely impact a historic structure;

ii. The Capital Improvement will not be funded in any part by bond proceeds or residual proceeds from bond funding; and

iii. The Capital Improvement is not being provided by the Tennessee Tech Foundation.

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If the Capital Improvement is the construction or erection of a new building or structure or for the demolition of a building or structure, the approval is not effective until the Capital Improvement has been reported to the SBC or ESC. No contracts may be fully executed and no work may commence prior to such reporting.

2. Approvals of Revisions to Existing Capital Projects.

a. The authority of the SBC to approve the use of a construction delivery method other than design/bid/build for Capital Projects is delegated jointly to the State Architect and the Head of the SPA.

b. The authority of the SBC to approve a guaranteed maximum price for a construction manager/general contractor construction contract is delegated jointly to the State Architect and the Head of the SPA so long as funds are available within the existing project funding to fund the guaranteed maximum price and other components of the Capital Project without the need for additional funds.

c. The authority of the SBC to approve a construction cost established by a bid that exceeds the previously approved maximum allowable construction cost is delegated jointly to the State Architect and the Head of the SPA so long as funds are available within the existing project funding to fund the bid established construction cost and other components of the Capital Project, including future subprojects, without the need for additional funds.

d. Tennessee Tech is responsible for its own emergency preparedness procedures for emergency repairs. Such emergency repairs shall be promptly reported to the SBC members thereafter in accordance with SBC policy.

F. STANDARD FORM OF AGREEMENT BETWEEN OWNER AND DESIGNER

The Standard Form of Agreement between Owner and Designer (SBC-6), Standard Terms and Conditions for Agreements between Owner and Designer (SBC-6a), and Standard Form of Supplement to an Agreement between Owner and Designer (SBC-6s) are available on file with the Office of the State Architect (OSA) and posted on the OSA website (www.tn.gov/osa).

The following sets forth the signature and other requirements for a binding designer agreement:

1. Higher Education Institution Designer Agreements. A designer (architect, engineer, or other licensed professional) agreement must be signed by the designer, the Head of the SPA and the State Architect. The Head of the SPA is signing to document compliance with statutes, policies and contracting procedures. Additionally, the following signatures are required:

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a. Head of the Higher Education Institution.

b. Head of the Financial Office of the Higher Education Institution for certification of funding.

c. Head of the Legal Office of the Higher Education Institution as to form and legality.

2. All supplements to designer agreements must be approved and executed by the same parties approving and executing the original agreement and any previous supplement(s).

G. CONSULTANT CONTRACTS

The following sets forth the signature and other requirements for a binding consultant agreement:

1. Higher Education Institution Consultant Agreements.   An agreement for consulting services must be signed by the designer, the Head of the SPA, and the State Architect. The Head of the SPA is signing to document compliance with statutes, policies and contracting procedures.   Additionally, the following signatures are required:

a. Head of the Higher Education Institution.

b. Head of the Financial Office of the Higher Education Institution for certification of funding.

c. Head of the Legal Office of the Higher Education Institution as to form and legality.

2. All amendments to consultant agreements must be approved and executed by the same parties approving and executing the original agreement and any previous amendment(s).

H. Contractor Agreements

The following sets forth the signature and other requirements for a binding contractor agreement:

1. The Head of the SPA reviews the agreement to verify compliance with statutes, policies and procedures, and will sign approval.

2. The Capital Projects Accountant will verify the funding.

3. TTU CPA will forward the agreement to the Contractor for review and signature. The contractor will return the agreement along with the bond forms and Certificate of Insurance.

4. Upon receipt from the contractor, the agreement will be forwarded for signatures of the following:

a. Head of the Higher Education Institution.

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b. Head of the Financial Office of the Higher Education Institution for certification of funding.

c. Head of the Legal Office of the Higher Education Institution as to form and legality.

I. Change Order Requirements

Prior to execution of a change order, the availability of funds shall be certified by the Commissioner of Finance and Administration as required by T.C.A. § 9-4-5113 or, in the case of a Higher Education Institution, by the Head of the Financial Office of the Higher Education Institution.

1. The signatures required to execute a contract change order are as follows:

a. Contractor

b. Designer

c. State Architect who may further delegate this signature authority in writing to the Head of the SPA.

V.   Interpretation

The Director of Capital Projects has the final authority to interpret the terms of this policy.

VI.   Citation of Authority for Policy

State Building Commission of Tennessee (SBC) By-Laws, Policy and Procedures Items 2, 4, 6 and 4; Tennessee Code Annotated 49-8-203 (a) (3); 49-8-203 (c).

Approvals:

Administrative Council: February 21, 2018

University Assembly:

Board of Trustees:

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Agenda Item Summary

Date: March 22, 2018

Division: Planning and Finance

Agenda Item: Policy 581 – In-House Construction/Maintenance Projects including Gift-In-Place Projects

☐ **Review**	☒ **Action**	☐ **No action required**

_____

PRESENTERS: Dr. Claire Stinson, Vice President for Planning and Finance

PURPOSE & KEY POINTS:

The purpose of this policy is to ensure that in-house construction/maintenance and gift-in-place projects are in compliance with applicable codes, rules, and State Building Commission (SBC) policy.

Tennessee Technological University
Policy No. 581

In-House
Construction /
Maintenance
Projects
including Gift-
In-Place
Projects

Effective Date: July 1, 2018

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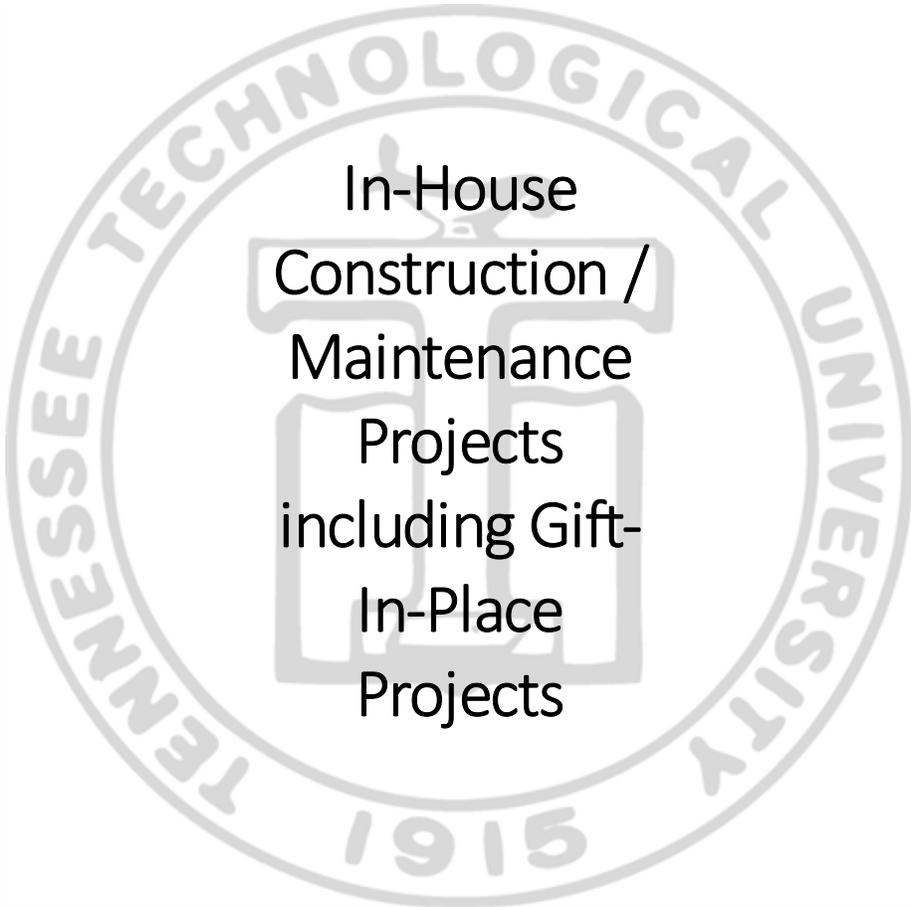
Policy No.: **581**

Policy Name: **In-House Construction / Maintenance Projects including Gift-In-Place Projects.**

I. Purpose

The purpose of this policy is to ensure that in-house construction/maintenance and gift-in-place projects are in compliance with applicable codes, rules, and State Building Commission (SBC) policy.

II. Review

This policy will be reviewed every three years or whenever circumstances require review, whichever is earlier, by the Director of Capital Projects in consultation with the Vice President for Planning and Finance, with recommendation for revision presented to the Administrative Council and University Assembly. Revisions related to the Board's authority can only be made by the Board.

III. Scope

The following policy and related procedures shall govern Tennessee Tech's locally-funded construction, renovation, and maintenance projects valued at less than $100,000, threshold projects ($100,000-500,000), and gift-in-place projects. Locally-funded, in-house projects that meet the requirements of an SBC project must comply with SBC policy. This policy does not include projects greater than $500,000 or projects funded with state appropriations.

IV. Policy

A. The purpose of this policy is to ensure all in-house projects comply with applicable codes. Project reviews are required prior to origination to determine what codes are applicable, the estimated cost of the project, required sealed (completed/stamped by architect or engineer) documents or plans, and what labor force is utilized. Prior to final payment and completion of the project, a review of the project for code compliance, completeness of defined work, workmanship, and expenditures of the total project will be required. The review team includes the user, project manager, contractor(s), and state inspectors as appropriate.

B. Tennessee Tech has developed the Project Request Form for the initiation of in-house construction/maintenance projects. This form should be completed and submitted to the Capital Projects office when requesting renovation or construction activity. The form is on-line at the Capital Projects website: www.tntech.edu/capitalprojects

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1. The initiating department shall complete the Project Request Form. The scope of the work and the desired final product shall be documented.

2. Signatures from the person desiring the work and the department chair shall be executed on the document, along with contact information. If a project cost is greater than $5,000 the signature of the responsible department's Vice President is required.

3. The completed form shall then be sent to the Director of Capital Projects.

4. Upon receipt in Capital Projects, the initial review takes place for compliance with codes, ADA guidelines, policies, and procedures. If there are any issues with these requirements the request will be returned to the requestor for further review and discussion.

5. Upon completion of the initial review, Capital Projects will route the request to the Associate Vice President of Facilities Services for review and approval, and return the request to Capital Projects.

6. Capital Projects will conduct a final review of the request for appropriate action which may include:
   a. Approve of the project request and forward to a project manager for initiation of the project estimate.

   b. Route the request to the Director of Capital Projects for further action in developing the request into a capital project.

   c. Reject the request for appropriate reasons and return to the originating department with an explanation.

7. A project request will be required for work involving the alteration of exits, fire prevention and sprinkler head changes, accessibility to and egress from building, or other applicable code encroachment.

8. A project request will be required for work involving, but not limited to, renovations and construction projects when total expenditures are less than $100,000. Receipt of the completed Project Request Form in Capital Projects starts the process.

9. Review of the project request will be made by the Director of Capital Projects, Associate Vice President of Facilities and Business Services, Architect Coordinator, or project manager as appropriate.

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10. Each request should have sufficient information describing the type and scope of work required. The appropriate person as listed in B.9 will contact the initiating department to arrange a meeting for on-site review, if necessary.

11. Receipt of the Project Request Form will initiate the detailed review. The review will first determine if the project requires a review by a contracted consultant or review by the State Fire Marshal's Office. Should the project not require these reviews, a Project Manager will be assigned to handle the job in-house.

12. The project estimate shall include the cost of materials, contract labor, any outside consultant costs, required permits, and a construction contingency. Construction contingencies will range from 0 – 15%, determined by the project manager. Construction contingencies for new construction are typically 5%, and renovations are typically 10%. Special circumstances are required for contingencies greater than 10%, and in no case will contingencies exceed 15%.

13. The project estimate will contain all the information in B.12. The project requestor is required to provide the index numbers funding the project. The total amount of the project estimate must be transferred to an account set up specifically for the project before commencement of any work. All signatures as required on the project estimate must be executed.

C. State of Tennessee Requirements for In-House Projects

1. The following State of Tennessee Rules and Regulations may impact the cost and timeliness or completion of any in-house project and will be noted on the project estimate.

a. Review and approval by the State Fire Marshal's Office (SFMO) is required for projects which involve a change of occupancy, an alteration of an exit arrangement, fire resistive assemblies, construction type (per code), and the installation of fire suppression or detection systems or fuel-fired equipment. There is no minimum value set for the SFMO required review. The SFMO requirements apply to both owned and leased facilities. Structural analysis may be required on existing buildings.

b. Documents sealed by the regional architect/engineer may be required for projects involving modifications or additions to any building system (structural, mechanical, electrical, plumbing, sprinkler, roof) or the project itself requires SFMO approval. Projects exceeding $25,000 may require architect/engineer sealed drawings.

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c. A contract that is $25,000 or more will require a licensed contractor. The licensing requirement applies to furniture that is connected to the building or the building's electrical system.

d. A single project over $100,000 is required to be submitted to the SBC (1) for approval of the project and (2) assignment of an architect or engineer.

e. A combination of projects within a six (6) month period within a single building that exceeds $100,000 will require SBC approval. This requirement does not apply to routine non-major maintenance repairs and replacements.

f. A project that includes the installation of additional circuits to a building's electrical service will require an electrical permit and rough-in and final inspections of the State Electrical Inspector. The costs of the permit and inspections are part of the total project cost.

D. Coordination of Work

1. Tennessee Tech may perform as a general contractor without a contractor's license; however, subcontractors will need to be appropriately licensed.

2. For projects whose total cost is less than $100,000, or where a combination of projects within a six month period within a single building does not exceed $100,000, the University will serve as general contractor and coordinate the renovation/construction efforts of subcontractors performing work on the project.

3. All work performed on University projects shall be monitored by the appropriate University Project Manager.

4. In cases where existing but unseen conditions are revealed that would affect the overall project cost, the Project Manager shall prepare a change order to address the scope change and any additional costs required.

5. Any change order must have the approval of the initiating department in writing prior to continuing work that is impacted by the unforeseen conditions. The Project Manager shall submit the Change Order Form to the initiating department for approval.

6. Should additional work requests be made by the initiating department, a change order should be developed and processed, even if additional costs are not incurred.

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7. Any additional work authorized by a change order executed by all parties shall bind the initiating department to immediate transfer of the additional funding necessary to Capital Projects prior to the work performed.

E. Contractor Invoices and Payments

1. Once a project has been approved and the Project Estimate Form fully executed, the subcontractors shall have the right and responsibility to obtain materials necessary for completing the project.

2. Subcontractors deemed necessary by the Project Manager shall bill Tennessee Tech for all identified costs to the project.

3. At the conclusion of the project, the user, subcontractors, and University Project Manager shall review the work for code compliance, workmanship, and any unfinished items. A punch list should be developed and agreed to by all parties to finish the job.

4. Once the project is completed, final invoicing must be submitted to Tennessee Tech within 30 calendar days of final work and completion of any punch list items.

    a. To accompany the final invoice, a Project Completion Form shall be generated that all work is complete and acceptable. Representatives of the initiating department and the Project Manager shall all sign and date the document. This document shall then be retained by Capital Projects as part of the overall project documentation files.

    b. If the total cost of the project is less than the estimate, any balance of funds, excluding those required for rounding, will be transferred back to the original account of the initiating department.

F. Capital Projects Valued $100,000-$500,000

1. The authority of the SBC to approve Capital Projects with a Total Project Cost of $100,000 up to $500,000 is delegated jointly to the State Architect (SA) and the Commissioner of Finance and Administration (F&A) so long as all of the following conditions are met:
    a. If the determination of the Tennessee Historical Commission (THC) is required by statute, the THC has determined that the Capital Project will not adversely impact a historic structure;
    b. The Capital Project will not be funded in any part by bond proceeds or residual proceeds from bond funding; and

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      c.   The designer and contractor for the Capital Project were procured through a process approved by the SBC for projects of this value; and

      d.   The Capital Project is not being provided by the Tennessee Tech Foundation.

If the Capital Project is the construction or erection of a new building or structure or for the demolition of a building or structure, then the approval is not effective until the Capital Project has been reported to the SBC or ESC.   No contracts may be fully executed and no work may commence prior to such reporting.

2. The Director of Capital Projects will determine if a project is eligible to be classified as a Capital Project as defined in F.1., the appropriate delivery method to be used, and if the project needs a designer. The standard design process will be used, but in some cases a regional designer may be able to help.

3. The Director of Capital Projects will submit an SBC-1 form clearly stating the scope and source of funding to the OSA for each project greater than $100,000 but less than or equal to $500,000.

4. Funding cannot be from bond proceeds or residual funds. It must be with cash sources within the current fiscal year.

5. Any revisions which cause the original total project cost amount to exceed the $500,000 threshold require SBC approval.

6. Changes to the SBC-1 form that affect scope, budget, and sources of funds, but such that the total project cost still stays under the threshold, shall require additional reporting to the SBC and may be referred to the full SBC depending on the nature of the change.

7. Once approved by the OSA and F&A, the project will be reported by the OSA at the next SBC meeting.

F. Gift-In-Place Projects are projects that are to be executed on campus by a third party donor. All Gift-In-Place projects require SBC approval. In addition, all projects including the items enumerated below must be submitted to the SA and approved prior to construction. The Tennessee Tech Designers Manual incorporates various SBC requirements, and the Contracting Requirements and Specifications should be used when appropriate. The following items need to be completed for each Gift-In-Place project:

1. The Director of Capital Projects will complete a Gift in Place Justification Form and submit to the OSA/SBC.

2. Final plans and specifications approved by the OSA in accordance with SBC Policy and Procedures relating to project reviews.

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3. Approval letters from the State Fire Marshal's Office, local codes officials, and all other applicable authorities to show compliance with all applicable federal, state, and local laws and requirements.

4. SBC standard contract bond form, property insurance, liability insurance, and Builders Risk insurance as defined in the Gift in Place Justification Form identified in F.1 above.

5. Statement to the OSA for acknowledgement that full funding is in place before commencement of construction or installation.

G. The Director of Capital Projects is responsible for the procedure determining which projects will require a code review, submittal to the State Fire Marshall as required by rule, seal of a licensed professional and a licensed contractor when required by state law, and a process to obtain a building permit and subsequent inspections as appropriate. Each project shall include a sign-off process for that project. Tennessee Tech may employ any combination of responsible parties as appropriate:

1. In-house code authority

2. In-house architect or engineer

3. Code consultant

4. Architect or engineer consultant

V.   Interpretation

The Director of Capital Projects or his/her designee has the final authority to interpret the terms of this policy.

VI.   Citation of Authority for Policy

State Building Commission of Tennessee (SBC) By-Laws, Policy and Procedures Item 2

Approvals:

Administrative Council: February 21, 2018

University Assembly:

Board of Trustees:

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Agenda Item Summary

Date: March 22, 2018

Division: Planning and Finance

**Agenda Item:** Policy 582 – Acquisition & Disposal of Real Property

| | Review | ☒ | Action | | No action required |

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PRESENTERS: Dr. Claire Stinson, Vice President for Planning and Finance

PURPOSE & KEY POINTS:

The establishment of a policy in accordance with State Building Commission of Tennessee (SBC) By-Laws, Policy and Procedure (SBC Policy) Item 8 that allows for the acquisition and disposal of real property by Tennessee Tech.

Tennessee Technological University
Policy No. 582

Acquisition
&
Disposal
Of
Real Property

Effective Date: July 1, 2018

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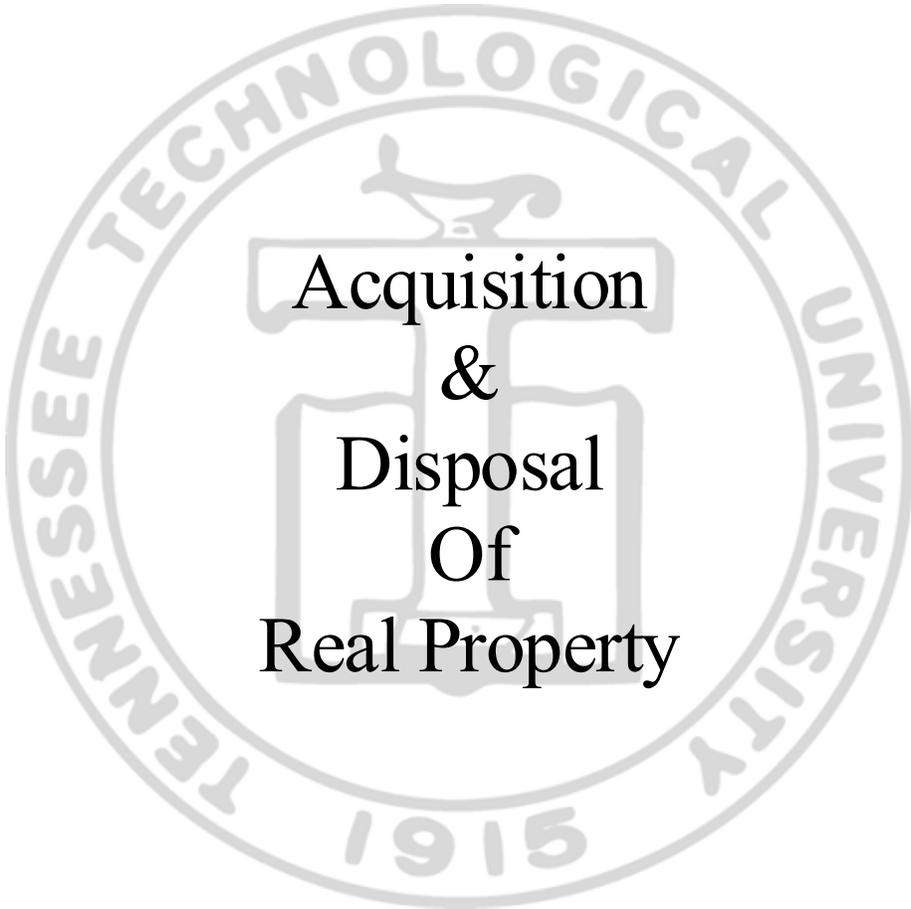
Policy No: 582

Policy Name: Acquisition and Disposal of Real Property

I.   Purpose

The establishment of a policy in accordance with State Building Commission of Tennessee (SBC) By-Laws, Policy and Procedure (SBC Policy) Item 8 that allows for the acquisition and disposal of real property by Tennessee Tech.

II.   Review

This policy will be reviewed every three years or whenever circumstances require review, whichever is earlier, by the Director of Capital Projects in consultation with the Vice President for Planning and Finance, with recommendation for revision presented to the Administrative Council, and University Assembly. Revisions related to the Board's authority can only be made by the Board.

III.   Scope

Tennessee Tech has the authority to purchase and condemn real property, dispose of real property, and to receive donations of real property and be vested with title to property so acquired.

IV.   Policy

All proposed acquisition or disposal of property shall be subject to the approval of the President and the Board of Trustees. The approval of land acquisition by purchase or condemnation shall be subject to the following:

A. Tennessee Tech shall submit to the Board of Trustees, the Tennessee Higher Education Commission (THEC) and the SBC for consideration and approval a campus master plan or an amended master plan, which indicates land acquisition needs or an individual acquisition request. Property acquired by gift is exempt from this condition.

B. Upon approval of the campus master plan or amended master plan, Tennessee Tech must request a land acquisition or disposal by submitting the proper documentation for each proposed acquisition or disposal to the SBC Executive Sub-Committee (ESC) prior to any commitment to complete a transaction. The State of Tennessee Department of General Services, through the Division of Real Estate Asset Management (STREAM), shall have the responsibility for ensuring that Tennessee Tech complies with this policy as follows:

1. The President of Tennessee Tech shall present requests for land acquisition with supporting documentation to STREAM. This documentation shall include:

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a. The justification of the need for the property;

b. A description of and the location of the property;

c. The estimated amount of funds required for the acquisition and the source of funds;

d. A plat of the property;

e. The names of the present owners; and

f. A copy of the deed to the property.

2. STREAM shall analyze the information and request from Tennessee Tech additional information if needed for proper presentation to the ESC. Any contracted diligence services for a transaction procured prior to approval of the transaction by the ESC shall be reported in the transaction approval summary submitted to the ESC.

3. Upon Tennessee Tech's behalf, STREAM may enter into an option to purchase property prior to ESC approval if all of the following are satisfied:

a. Tennessee Tech deems the acquisition to be time-sensitive in writing and STREAM agrees.

b. The target property meets one of the following conditions:

1) Identified for future acquisition in Tennessee Tech's approved Master Plan;

2) Included as part of an approved Tennessee Tech SBC project where land purchase is specified in the project scope; or

3) Funding is available for the option consideration, if any will be paid, and for the acquisition. Availability of funds shall be verified with the Tennessee Tech Vice President for Planning and Finance.

4. No acquisition or disposition shall be consummated until the ESC has approved the transaction.

5. The execution of an option shall not bind Tennessee Tech to the acquisition of the property.

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C. After ESC approval, STREAM staff will obtain a title commitment, an appraisal, an environmental site assessment, and a survey and prepare an option to purchase the property.

D. If an option to purchase the property is signed by the seller, it will be submitted to the President of Tennessee Tech for final approval of the proposed acquisition. If negotiations fail, Tennessee Tech may request that condemnation proceedings be commenced for acquisition of the property.

E. If acquisition of the property by purchase is approved, STREAM will be responsible for recording the warranty deed and forwarding the deed and title insurance to Tennessee Tech.

F. Real Property Disposal

1. The President of Tennessee Tech shall present requests for disposal of real property to STREAM documenting the factors leading to and the determination justifying disposal of any surplus property and shall retain such documentation.

2. STREAM will forward the request to the ESC for approval.

3. Once approved by the ESC, STREAM will order a title search and property.

4. Tennessee Tech will issue an Request for Proposal (RFP) to engage a realtor to market the property.

5. Once an offer is made, the signed contract is sent to STREAM for review.

6. Once the contract is approved, STREAM proceeds with the closing process.

G. Prior to the final execution of an acquisition or disposal, the appropriate agreements, including documentation that all laws, rules, regulations, and other contract terms have been complied with, shall be submitted by STREAM to the Attorney General for approval.

V. **Interpretation**

The Director of Capital Projects has the final authority to interpret the terms of this policy.

VI. **Citation for Authority of Policy**

T.C.A. §§ 49-8-11; 49-8-203; SBC By-Laws, Policy and Procedure, Item 8

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Approvals:

Administrative Council: February 21, 2018

University Assembly:

Board of Trustees:

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Agenda Item Summary

Date: March 22, 2018

Division: Planning and Finance

Agenda Item: Policy 583 – Lease Procurement Policy & Procedures

	Review	☒	Action		No action required

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PRESENTERS: Dr. Claire Stinson, Vice President for Planning and Finance

PURPOSE & KEY POINTS:

The purpose of this policy is to establish a policy and procedure in accordance with State Building Commission of Tennessee By-laws, Policy and Procedure ("SBC Policy") Item 7 that ensures equity, transparency and the maximum amount of competition in response to a Request for Proposal ("RFP") procurement for leased space.

Tennessee Technological University
Policy No. 583

Lease Procurement Policy & Procedures

Effective Date: July 1, 2018

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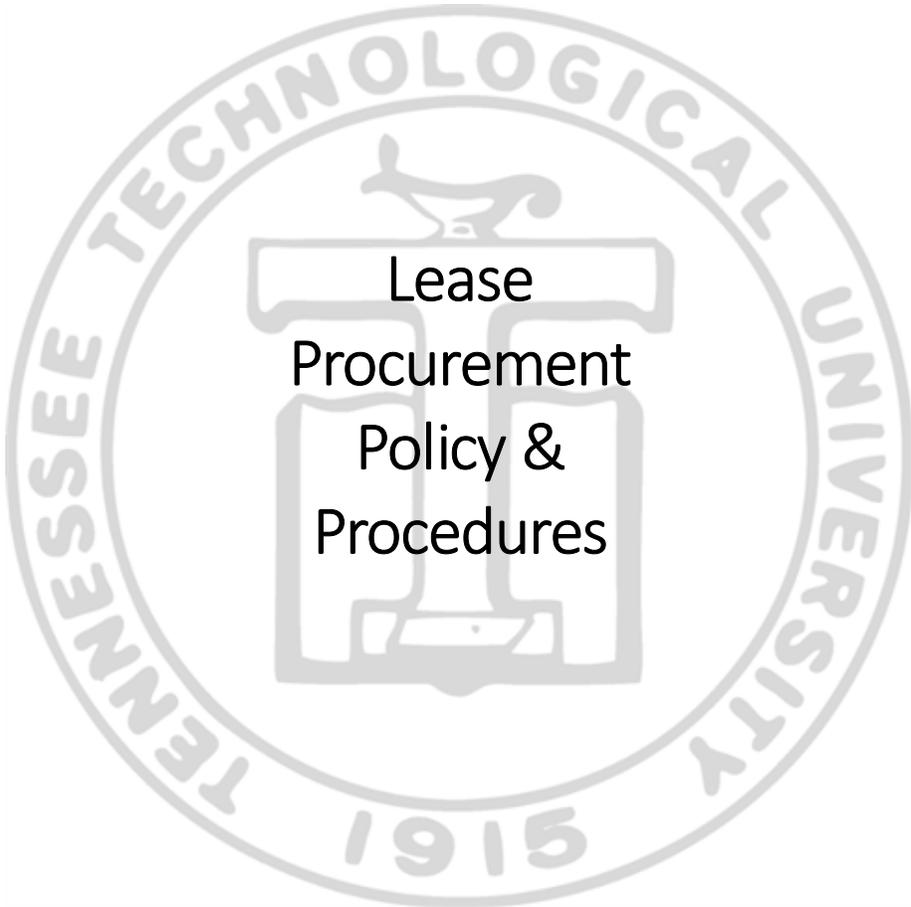
Policy No: **583**
Policy Name: Lease Procurement Policy & Procedures
Policy Subject: Lease of Real Property
Date Revised:

I. Purpose

The purpose of this policy is to establish a policy and procedure in accordance with State Building Commission of Tennessee By-laws, Policy and Procedure ("SBC Policy") Item 7 that ensures equity, transparency and the maximum amount of competition in response to a Request for Proposal ("RFP") procurement for leased space.

II. Review

This policy will be reviewed every three years or whenever circumstances require review, whichever is earlier, by the Director of Capital Projects in consultation with the Vice President for Planning and Finance, with recommendations for revision presented to the Administrative Council, and University Assembly. Revisions related to the Board's authority can only be made by the Board.

III. Scope

These policies and procedures apply to all lease procurements, awards and amendments to such awarded lease when the solicitation and award are conducted by Tennessee Tech pursuant to SBC Policy.

IV. Procurement of Leases Where Tennessee Tech is Lessee

A. **Approval of the State Building Commission (SBC).** These policies and procedures are intended to clarify the requirements of TCA §§ 12-2-114 and 12-2-115. All leases (i) where the rent due to the lessor under the lease is in excess of $150,000 per year or (ii) where the term of the lease, including all renewal and extension options contemplated in the lease, is greater than 5 years, must be approved by the SBC prior to execution by Tennessee Tech. As used in (i) above, the term "rent" includes all sums paid to the landlord in accordance with the terms of the lease connected to Tennessee Tech's occupancy of the space, such as utilities, janitorial expenses, operating or management expenses and the like, but does not include the cost of any tenant build-out or construction work in the space requested by Tennessee Tech.

B. **General Requirements.** The lease procurement process shall be objective, impartial, transparent, and consistent in its application. All leases must be procured in compliance with the policies and procedures of the SBC, the Office of the State Architect (OSA), and Tennessee Tech. Any exception from the SBC requirements in Section IV. of this policy must be requested in writing by the President of Tennessee Tech and approved by the SBC.

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1. Prior to engaging in any activities to lease space, Tennessee Tech's Director of Capital Projects, or his/her designee, shall prepare a general statement of Tennessee Tech's space needs.

2. Lease procurement documents shall be drafted in such a manner as to maximize competition and allow Tennessee Tech to make better informed decisions on leasing matters.

3. Tennessee Tech shall procure leases using a form of request for proposal (including pro forma lease) that has been previously approved by the SBC unless advertisement is not required (See Section IV.E).

4. No individual, company, or other entity involved in the evaluation or negotiation of proposals should have a financial interest or have the appearance of a conflict of interest unless disclosed and addressed in accordance with SBC Policy. A written conflict of interest disclosure documenting the independence of each person involved must be completed and retained as part of the procurement file.

5. All proposals to lease space to Tennessee Tech must contain the name(s) of any persons who are contemplated to become financially interested in the lease and shall be displayed in such manner as to make them readily available and accessible for public examination.

6. Leases may be negotiated if negotiation is determined in writing by the President of Tennessee Tech to be (a) in the best interest of Tennessee Tech or (b) necessary to ensure consistent evaluation of lease proposals. All documents associated with a lease procurement shall be confidential from initiation of the lease process until a Notice of Intent to Award is issued to all proposers. At such time as a Notice of Intent to Award is issued, all proposals, analyses, and other records and documentation of the procurement shall become public information.

7. A Notice of Intent to Award shall be issued and all proposals, analyses, and other records and documentation of the procurement shall become public information not less than ten (10) days prior to the meeting of the SBC or the ESC at which approval of the lease will be sought.

C. **Approval of Tennessee Higher Education Commission (THEC).** All leases with annual rents in excess of $150,000 or with terms greater than five (5) years procured by Tennessee Tech must be submitted to THEC for review, analysis, and approval, prior to the issuance of any advertisement of space needs. The review and analysis of the lease request by THEC may include, but shall not be limited to, the gathering of comments from various parties regarding the lease action request; the funding implications, and the appropriateness of the lease action request in lieu of a building construction request through the annual capital budget process.

D. **Advertising Requirement.** Unless one of the exceptions set forth in Section E is satisfied, Tennessee Tech must advertise, at least two (2) weeks prior to the date the

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proposals are opened, Tennessee Tech's space needs prepared in accordance with Section IV. B: (i) on Tennessee Tech's Capital Projects website www.tntech.edu/capitalprojects; (ii) in a newspaper of general circulation in the city(s) and/or county(s) where the space is needed on at least one (1) occasion and at least two (2) weeks before proposals are opened; and (iii) via at least one (1) of the following additional methods:

1. A public notice, conspicuously posted, in some part of the courthouse or central government building of that particular county;
2. A news release distributed to daily and weekly newspapers and broadcast stations in that particular county; or
3. An email blast or other written communication to (i) the members of the legislature, mayors, county executives of the county(s) in which space is sought and (ii) all persons currently leasing property to Tennessee Tech or who have expressed an interest in leasing property to Tennessee Tech the past twelve (12) months.

The advertisement shall describe the location, square footage, term of the lease, and other general information regarding the space needed by Tennessee Tech and shall include the name and contact information for the Tennessee Tech employee responsible for coordinating the lease procurement, together with the web address where a copy of the lease procurement documents and other pertinent information can be found.

E. **Exceptions to Advertising Requirement.** Advertisement shall not be required if one of the following exceptions is satisfied:

1. The annual rental will be less than fifty thousand dollars ($50,000);
2. The property to be leased is owned or otherwise controlled by a state agency; city, county; or the federal government;
3. The space required by the entity has special and unique requirements as determined by the SBC;
4. The term of the lease will be one (1) year or less, although if SBC approval is needed the requirements of Section G must be satisfied.

F. **Special and Unique Space**
1. Space meeting the following needs has been determined by the SBC to be "special and unique":
   a. The space to be leased (i) has characteristics, such as location, size or quality, which can only be satisfied by one landowner, as determined by a reasonable survey of the real estate market, and (ii) will have an annual rent of less than $50,000.
   b. The space to be leased (i) will be let for less than 30 days; (ii) will have a total cost of $50,000 or less; and (iii) is for an auditorium, hearing room, conference or related space.

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2. If a lease is procured under this Section F, the file must include documentation of the special and unique nature of the need and space; the efforts of Tennessee Tech to obtain a fair rental rate for the space; that there is no State owned space that will meet the need; and the approval of this special and unique nature of the space and proposed procurement method by the Chief Financial Officer of Tennessee Tech.

3. The SBC may determine that other space needs have special and unique requirements on a case by case basis upon receipt of a written justification signed by the President of Tennessee Tech prior to the commencement of any discussions regarding a lease of space with the potential lessor. Said written justification will include documentation of the special and unique nature of the need and space; the efforts of Tennessee Tech to obtain a fair rental rate for the space; and any other matters requested by the SBC.

G. **Leases with Terms of One (1) Year or Less.** Leases requiring SBC approval that were not advertised because the term of the lease will be for one (1) year or less, will be approved by the SBC upon receipt of a written justification from the President of Tennessee Tech that such a short term lease is in the best interest of Tennessee Tech because:

1. Tennessee Tech only has need for space for one (1) year or less at which time Tennessee Tech's needs will either terminate or be fulfilled through State-owned space; or

2. An unforeseen situation has arisen making it impractical to advertise.

If a lease is procured under this subsection, the file must include documentation of the efforts of Tennessee Tech to obtain a fair rental rate for the space and to gain multiple proposals to lease space to Tennessee Tech.

H. **Termination For Convenience of Tennessee Tech.** All leases shall be terminable for convenience by Tennessee Tech on not more than 120 days written notice, unless approved by the SBC. Any request to deviate from the requirement of the preceding sentence shall be submitted in writing by the President of Tennessee Tech to the SBC together with a justification supporting such request for a deviation. For leases with terms of (i) less than 1 year, including renewal and extension options, or (ii) 5 years or less with a total annual rental amount of less than $150,000, the authority to approve such a request for a deviation from the 120 day requirement is delegated to the President of Tennessee Tech.

I. **Lease Evaluation.** In evaluating lease proposals, Tennessee Tech may take into account not only the rent offered but the type of space, the location, its suitability for the purpose, services offered by the lessor, moving costs, and all other relevant factors. In the event

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that Tennessee Tech, in the evaluation of a lease proposal, intends to utilize (i) a "net present value" approach or (ii) standard cost estimates, the discount rate or standard cost estimates used by Tennessee Tech shall be those posted on the website of the OSA at the time the proposal is evaluated. Tennessee Tech may use other estimated cost factors in evaluating a lease proposal so long the lease procurement documents reflect that estimated cost factors may be used and how such estimated cost factors will be established. Tennessee Tech shall propose to enter into a lease with the proposed offering the proposal with the lowest total cost unless a statement of justification from the President of Tennessee Tech supporting award to a different proposer has been submitted to and approved by the SBC prior to entering into the lease. For leases with terms of (i) less than 1 year, including renewal and extension options, or (ii) 5 years or less with a total annual rental amount of less than $150,000, the authority to approve such a proposal is delegated to the President of Tennessee Tech.

J. **Signatures Required.** Leases shall be executed on behalf of Tennessee Tech as follows:
1. By the Attorney General and Reporter if the lease has a term, including all renewal and extension options, of more than 5 years or a rental amount due to the lessor of more than $150,000 per year, in compliance with TCA § 12-2-115.
2. By the President of Tennessee Tech

V. LEASE AMENDMENTS WHERE TENNESSEE TECH IS LESSEE

A. **Approval by SBC**. Amendments to leases originally submitted to and recommended by the SBC shall receive SBC approval prior to execution of such amendments. Further, any amendment to a lease which was not submitted and approved by the SBC because the term was less than five years or the annual rent due to the lessor was less than $150,000, but due to the amendment or the aggregate effect of amendments now exceed those limits, shall be submitted to the SBC for approval prior to the execution of the lease amendment.

B. **Advertising Requirement.** Advertising meeting the requirements of Section IV.D above shall be required for all lease amendments unless one of the requirements set forth below is satisfied:
1. The amendment is for the sole purpose of exercising a lease renewal or extension pursuant to the terms of the lease.
2. The amendment is for the sole purpose of extending the term of the lease by one (1) year or less beyond the expiration date of the lease so as to allow for additional time needed for the procurement of a new lease to meet the space need; to allow Tennessee Tech time to transfer the occupants or purpose to an alternative location; or to allow Tennessee Tech to wind up its operations for which the space was leased.
3. Advertisement has been waived by the SBC.

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VI.   CERTIFICATION OF FUNDS WHERE TENNESSEE TECH IS LESSEE

A. Pursuant to TCA § 12-2-115(d), certification of funds under TCA § 9-4-5113 shall not be required for leases of space, so long as funds are certified in accordance with the process set forth below.

1. **Higher Education Requirements.** The requirements below shall be followed to satisfy the requirement for a certification of funds for leases that will replace expiring leases and for new leases, as applicable.

   a. Expiring Leases. In August of each year, a list of existing leases which will expire during the next fiscal year for needs requiring the procurement of new leases shall be provided to Tennessee Tech's Vice President of Planning and Finance with sufficient information for them to identify the current rental cost, allotment code, and cost center of each expiring lease, as well as the requesting party's estimate of the rental cost of a new lease to meet the continuing need. The Vice President of Planning and Finance will return the list to requesting party with a certification that funds will be available for new leases to meet the needs of the expiring leases, with any exceptions on the list clearly noted. New lease may then be procured to meet the space needs satisfied by the expiring leases in accordance with this policy. If, however, the new lease requires rental payments in excess of those estimated by the requesting party, the Vice President of Planning and Finance must certify the availability of funds prior to execution of the lease.

   b. New Leases. For leases that will satisfy new space needs, the leasing party must obtain a certification of funds from the Vice President for Planning & Finance for the estimated rental amount prior to advertisement or negotiation of a lease. If the new lease requires rental payments in excess of those estimated by the leasing party, the Vice President for Planning & Finance must certify the availability of funds prior to execution of the lease.

VII.   REPORTING OF LEASES WHERE TENNESSEE TECH IS LESSEE

On a quarterly basis, Tennessee Tech must provide the information required by TCA § 12-2-115 and any other information requested by the SBC for all leases entered into by Tennessee Tech, so that information on all leases to which Tennessee Tech is a party are posted on the website of the OSA whether approved by the SBC or not. The Director of Capital Projects, or his/her designee, will prepare and submit the quarterly report.

VIII.   Interpretation

The Director of Capital Projects has the final authority to interpret the terms of this policy.

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IX.   Citation of Authority for Policy

T.C.A. §§ 12-2-114-115; SBC By-laws, Policy and Procedures, Item 7; T.C.A. § 49-8-203(a)(1)(C)

Approved By:

Administrative Council: February 21, 2018

University Assembly:

Board of Trustees:

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Agenda Item Summary

Date: March 22, 2018

Division: Planning and Finance

Agenda Item: Non-Mandatory Fees-FY 2018-2019

☐ **Review**	☒ **Action**	☐ **No action required**

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PRESENTERS: Dr. Claire Stinson, Vice President for Planning and Finance

PURPOSE & KEY POINTS:

The proposed 2018-2019 fee changes are for select non-mandatory fees: Parking Permits and Housing Fees.

Tennessee Tech University
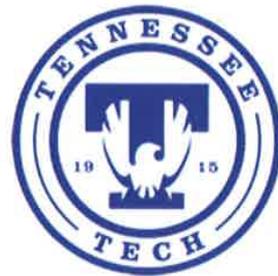
Non-Mandatory

Fee Proposal

2018-2019

Tennessee Tech University
Fee Proposal Summary
FY2018-2019

NON-MANDATORY FEES:

Parking Permits (Optional, Staff and Students)		$ 75,000
Housing:		
Residence Halls	$ 300,000	
Tech Village	$ 60,000	
Total Housing		$ 360,000
Total Increase Per Fee Proposals		$ 435,000

TENNESSEE TECH UNIVERSITY
PROPOSED FEE CHANGES
2018-19

Description	Rates			Annual Revenue Impact of Fee Change	Prior Fee Increases	Justification
	Current	Proposed	Increase			
NON-MANDATORY CHARGES:						
Parking Permits-				$75,000	2017-18 Current rate	* 3rd year of 10-year parking plan
Zone 1-Inner Campus	$220/year	$235/year	$15/year		2016-17 $77.50-$205/yr	
Zone 2-Resident	$220/year	$235/year	$15/year			
Zone 3-TV Apt-Inner Access						
(optional second permit)	$85/year	$92.50/year	$7.50/year			
Zone 4-Outer Campus	$152/year	$161/year	$9/year			
HOUSING:						
Residence Halls:						
Traditional Double	$2460/sem	$2530/sem	$ 70/sem	$300,000	2017-18 Current rate 2016-17 $2365	* Offset increased operating costs * Provide funding for new and ongoing renewal and replacement projects
Traditional Double as Single	$3150/sem	$3245/sem	$ 95/sem		2017-18 Current rate 2016-17 $3030	
Traditional Single	$2525/sem	$2600/sem	$ 75/sem		2017-18 Current rate 2016-17 $2430	
Traditional Double-Summer	$1570/sem	$1616/sem	$ 46/sem		2017-18 Current rate 2016-17 $1500	
Trad Double as Single-Summer	$1910/sem	$1970/sem	$ 60/sem		2017-18 Current rate 2016-17 $1820	
Traditional Single-Summer	$1640/sem	$1690/sem	$ 50/sem		2017-18 Current rate 2016-17 $1570/sem	
Engineering Village-Renov-Dble	$2840/sem	$2922/sem	$ 82/sem		2017-18 Current rate 2015-16 $2395/sem	*Off-line during FY2016-2017*
Engr Village-Renov-Dble as Single	$3560/sem	$3665/sem	$105/sem		2017-18 Current rate 2015-16 $3040/sem	*Off-line during FY2016-2017*
Engr Village-Renov-Single	$2930/sem	$3015/sem	$ 85/sem		2017-18 Current rate 2015-16 $2460/sem	*Off-line during FY2016-2017*
Renovated Dorm-Double	$2740/sem	$2822/sem	$ 82/sem		2017-18 Current rate 2016-17 $2610	
Renovated-Double as Single	$3460/sem	$3565/sem	$105/sem		2017-18 Current rate 2016-17 $3295	

TENNESSEE TECH UNIVERSITY
PROPOSED FEE CHANGES
2018-19

Description	Rates			Annual Revenue Impact of Fee Change	Prior Fee Increases	Justification
	Current	Proposed	Increase			
Renovated Dorm-Single	$2830/sem	$2915/sem	$ 85/sem		2017-18 Current rate 2016-17 $2695	
Murphy Hall Super Single	$3160/sem	$3255/sem	$ 95/sem		2017-18 Current rate 2016-17 $3010	
New Hall South - Double	$3875/sem	$3990/sem	$115/sem		2017-18 Current rate 2016-17 $3725	
New Hall South-Double as Single	$4795/sem	$4940/sem	$145/sem		2017-18 Current rate 2016-17 $4610	
New Hall North - Double	$3875/sem	$3990/sem	$115/sem		2017-18 Current rate 2016-17 $3725	
New Hall North-Double as Single	$4795/sem	$4940/sem	$145/sem		2017-18 Current rate 2016-17 $4610	
New Hall North - Single	$4300/sem	$4430/sem	$130/sem		2017-18 Current rate 2016-17 $4170	
Tech Village Apartments:				**$60,000**		
Renovation Phase 1-One Bdrm Summer Semester	$3995/sem $1595/session	$4115/sem $1643/session	$120/sem $48/session		2017-18 Current rate 2016-17 $3805/sem $1522/session	* Offset increased operating costs * Provide funding for new and ongoing renewal and replacement projects
Renovation Phase 1-Two Bdrm Summer Semester	$4350/sem $1740/session	$4480/sem $1792/session	$130/sem $52/session		2017-18 Current rate 2016-17 $4145/sem $1658/session	
Renov Phase 1-Two bdrm-4 person Summer Semester	$5480/sem $2190/session	$5645/sem $2256/session	$165/sem $ 66/session		2017-18 Current rate 2016-17 $5220/sem $2088/session	
Renovation Phase 2&3-One Bdrm Summer Semester	$3855/sem $1540/session	$3970/sem $1586/session	$115/sem $46/session		2017-18 Current rate 2016-17 $3675/sem $1470/session	
Renovation Phase 2&3-Two Bdrm Summer Semester	$4630/sem $1850/session	$4770/sem $1906/session	$140/sem $56/session		2017-18 Current rate 2016-17 $4410/sem $1764/session	

Tennessee Technological University
Zoned Parking Permit Rate Proposal
Annual Rate Progression FY17 through FY26

Zone	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
Inner Campus (a) GOLD	$ 205.00	$ 220.00	$ 235.00	$ 250.00	$ 265.00	$ 280.00	$ 295.00	$ 310.00	$ 310.00	$ 310.00
Resident (b) RED/GREEN	$ 205.00	$ 220.00	$ 235.00	$ 250.00	$ 265.00	$ 280.00	$ 295.00	$ 310.00	$ 310.00	$ 310.00
Tech Village-Inner Campus Access (optional 2nd permit for TV residents) RED	$ 77.50	$ 85.00	$ 92.50	$ 100.00	$ 107.50	$ 115.00	$ 122.50	$ 130.00	$ 130.00	$ 130.00
Outer Campus (a) (b) (c) PURPLE/BLUE	$ 143.00	$ 152.00	$ 161.00	$ 170.00	$ 179.00	$ 188.00	$ 197.00	$ 206.00	$ 206.00	$ 206.00

(a) *Clerical and support staff rates are discounted $30 in order to maintain the rate differential which was in effect prior to implementing the zoned parking concept.*
Staff members with an annual salary of less than $30,000 may choose a Purple area permit and receive a salary supplement thus reducing out-of-pocket cost to only $20.
(b) *A $50 campus access fee is assessed as a component of Maintenance fees; therefore, applied student parking permit rates will be $50 less than amounts shown above.*
Students may also spread their permit cost over two semesters.
(c) *Individuals displaying an official disabled parking placard will pay the lowest outer campus rate but will be permitted to park in any valid space in any zone.*