The Student Culture at MTSU
Dr. Debra Sells
Vice President for Student Affairs &
Vice Provost for Enrollment and Academic Services
898-2440
Debra.Sells@mtsu.edu
- Career Development Center
- Disability & Access Center
- Student Athlete Enhancement
- Student Support Services

Sarah Sudak
Associate Vice President for Student Affairs and Dean of Students
898-5342
Sarah.Sudak@mtsu.edu
- Campus Recreation
- Child Care Lab
- Counseling
- Student Health Services
- Housing and Residential Life
- Judicial Affairs and Mediation Services
- New Student and Family Programs
- Student Unions and Programming
Dan Kelley, Assistant Vice President for Student Affairs  
898-5812  
Danny.Kelley@mtsu.edu  
- Fraternity & Sorority Life  
- Intercultural and Diversity Affairs  
- June Anderson Center for Women and Non-traditional Students  
- Leadership and Service  
- Student Government Association

Laurie Witherow, Associate Vice Provost for Admissions and Enrollment Services  
898-2239  
Laurie.Witherow@mtsu.edu  
- Admissions  
- Enrollment Technical Services  
- Financial Aid  
- MT One Stop  
- Records
Lots to talk about...too little time!

Who are our freshmen? What do we tell them?
Results from the 2015 CUSTOMS survey of incoming freshmen.

FERPA—what can you say, to whom, when?

Due Process – policies and procedures

Classroom Management - Distressed, disruptive, disturbed, or dangerous students

Community Standards and Expectations
Every one of you has what it takes—but success will be a full time job

- 15 credits per term/30 per calendar year
- Attend class every time it meets!
- Declare the right major and stay on track with your academic map
- Meet with your academic advisor and your professors
And...........

• Maximize the number of hours spent on campus each week
• Freshmen should live on campus or at home
• Limit part time jobs to 15 hours per week
• Get involved!
# Student Demographics

(Data gathered from the 2015 CUSTOMS Survey)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>55%</td>
</tr>
<tr>
<td>Male</td>
<td>45%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>60%</td>
</tr>
<tr>
<td>African American</td>
<td>30%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>5%</td>
</tr>
<tr>
<td>Asian</td>
<td>4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student’s age</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 – 21</td>
<td>86%</td>
</tr>
<tr>
<td>Less than 18 years of age</td>
<td>12.4%</td>
</tr>
<tr>
<td>22 - 25</td>
<td>1%</td>
</tr>
<tr>
<td>26 and higher</td>
<td>0.6%</td>
</tr>
</tbody>
</table>
## Student Expectations and College Experiences, 2015

### During the past year, how often did you experience/participate in the following activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smoked cigarettes</td>
<td>5.3%</td>
<td>7.0%</td>
<td>10.2%</td>
<td>77.5%</td>
</tr>
<tr>
<td>Drank Alcohol</td>
<td>5.6%</td>
<td>14.3%</td>
<td>21.5%</td>
<td>58.6%</td>
</tr>
<tr>
<td>Used recreational drugs (marijuana, etc.)</td>
<td>5.1%</td>
<td>8.0%</td>
<td>10.2%</td>
<td>76.7%</td>
</tr>
<tr>
<td>Took prescription medications not prescribed to you</td>
<td>1.0%</td>
<td>2.0%</td>
<td>4.9%</td>
<td>92.1%</td>
</tr>
<tr>
<td>Performed volunteer work</td>
<td>33.5%</td>
<td>44.0%</td>
<td>17.3%</td>
<td>5.2%</td>
</tr>
<tr>
<td>Participated in social networking site (Facebook, MySpace, etc.)</td>
<td>74.8%</td>
<td>15.6%</td>
<td>5.7%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Communicated via e-mail</td>
<td>45.9%</td>
<td>34.5%</td>
<td>16.1%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Socialized with someone of another racial/ethnic group</td>
<td>80.6%</td>
<td>15.4%</td>
<td>2.1%</td>
<td>1.9%</td>
</tr>
<tr>
<td></td>
<td>2,532 Responses</td>
<td>Very Important</td>
<td>Important</td>
<td>Somewhat Important</td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
<td>-----------------</td>
<td>----------------</td>
<td>-----------</td>
<td>--------------------</td>
</tr>
<tr>
<td>I could not find a job.</td>
<td></td>
<td>8.5%</td>
<td>11.6%</td>
<td>16.7%</td>
</tr>
<tr>
<td>I wanted to move away from home.</td>
<td></td>
<td>20.3%</td>
<td>19.4%</td>
<td>21.7%</td>
</tr>
<tr>
<td>My parents wanted me to go.</td>
<td></td>
<td>32.3%</td>
<td>24.1%</td>
<td>26.5%</td>
</tr>
<tr>
<td>To prepare myself for graduate or professional school.</td>
<td></td>
<td>61.5%</td>
<td>17.6%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Needed a degree to get a better job.</td>
<td></td>
<td>62.0%</td>
<td>24.0%</td>
<td>6.6%</td>
</tr>
<tr>
<td>To gain a general education and appreciation of ideas.</td>
<td></td>
<td>64.5%</td>
<td>26.7%</td>
<td>6.9%</td>
</tr>
</tbody>
</table>
What is the highest level of education completed for each parent/guardian in your household?
(Data gathered from the 2015 CUSTOMS Survey)

<table>
<thead>
<tr>
<th>Student’s father/guardian</th>
<th>Student’s mother/guardian</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School graduate</td>
<td>High School graduate</td>
</tr>
<tr>
<td>28%</td>
<td>21%</td>
</tr>
<tr>
<td>Bachelor’s (4 yr.) Degree</td>
<td>Bachelor’s (4 yr.) Degree</td>
</tr>
<tr>
<td>21%</td>
<td>27%</td>
</tr>
<tr>
<td>Some College</td>
<td>Some College</td>
</tr>
<tr>
<td>18%</td>
<td>20%</td>
</tr>
<tr>
<td>Graduate Degree</td>
<td>Graduate Degree</td>
</tr>
<tr>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>Associate’s (2 yr.) Degree</td>
<td>Associate’s (2 yr.) Degree</td>
</tr>
<tr>
<td>9%</td>
<td>12%</td>
</tr>
<tr>
<td>Some High School</td>
<td>Some High School</td>
</tr>
<tr>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>No parent/guardian in household</td>
<td>No parent/guardian in household</td>
</tr>
<tr>
<td>3%</td>
<td>0.6%</td>
</tr>
</tbody>
</table>
Student Employment Expectations
(Data gathered from the 2015 CUSTOMS Survey)

Will you work at a job while attending MTSU?

- YES    75%
- NO      25%

How many hours a week do you expect to spend working?

- 1 – 5 hours a week    4%
- 6 – 10 hours a week   21%
- 11 -15 hours a week   37%
- 16 – 20 hours a week  25%
- 21 hours or more a week 13%
# Student Employment Expectations

(Data gathered from the MTSU AY 2014-15 Graduating Senior Survey)

Average Number of Hours employed (on/off campus) per week during past year

<table>
<thead>
<tr>
<th>Hours per Week</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>15%</td>
</tr>
<tr>
<td>1-10 hours a week</td>
<td>8%</td>
</tr>
<tr>
<td>11-20 hours a week</td>
<td>23%</td>
</tr>
<tr>
<td>21-34 hours a week</td>
<td>31%</td>
</tr>
<tr>
<td>35 hours or more a week</td>
<td>25%</td>
</tr>
</tbody>
</table>
Student perceptions of MTSU and ability to earn a degree
(Data gathered from the 2015 CUSTOMS Survey)

When did you decide to attend MTSU?

Between 2 and 11 months before I enrolled  62%
12 months or more before I enrolled              27%
One month or less before I enrolled 11%

Where did MTSU rank in order of your preference?

MTSU was my first or only choice 65%
Second or third choice 33%
Fourth choice or lower 2%

I plan to graduate from MTSU
Likely or highly likely 99%

How long will it take you to complete your degree?
I expect to complete my degree in 4 years  95%
FERPA
Family Educational Rights and Privacy Act (The Buckley Amendment, 1974)

Gives students…

• The right to inspect records

• The right to seek and amend education records

• The right to have some control over the disclosure of information from education records
What does this mean for me as a faculty member?

You are prohibited from releasing information about the student without the student’s consent. This includes information such as:

1. Grades
2. Posting information by social security numbers
3. Class attendance
4. Class location
5. Financial Information
6. Progress reports from student organizations (i.e., Greek organizations)

What are my options?

• PIE Program (Partners in Education)
  • MT One Stop, Student Services & Admissions Center, 898.2111
• Consent form signed by student
• Proof that student was claimed as dependent on most recent tax form
Academic Progress Report
Calendar for Fall 2015

- Attendance Reporting by Census
  August 24 – September 6
  - Mid-Term Grading
    September 28 – October 9
  - Monitored Reporting
    November 10 – November 13
  - Final Grading
    December 4 – December 14
- Last Date of Attendance (LDA) Cutoff
  November 15
Policy Ensuring Student Due Process Procedure
TBR Policy 3:02:01:00

- Institutions shall ensure the constitutional rights of students by affording a system of constitutionally and legally sound procedures which provide the protection of due process law.

- If a hearing is requested, the following minimal procedures will be observed:
Policy Ensuring Student Due Process

Procedure

TBR Policy 3:02:01:00

1. The student shall be advised of the time and place of the hearing.

2. The student shall be advised of the breach of regulations of which she or he is charged.

3. The student shall be advised of the following rights:
   a. The right to present his or her case.
   b. The right to be accompanied by an advisor.
   c. The right to call witnesses in his or her behalf.
   d. The right to confront witnesses against him or her.

4. The student shall be advised of the method of appeal.
Classroom Misconduct Policy
MTSU Policy III:00:03 Student Disciplinary Rules

Disruptive behavior in the classroom may be defined as, but not limited to:

- behavior that obstructs or disrupts the learning environment (e.g. offensive language, harassment of students and professors, repeated outbursts from a student which disrupts the flow of instruction or prevents concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc.)

- text messaging, and the continued use of any electronic or other noise or light emitting device which disturbs others (e.g., disturbing noises from beepers, cell phones, iPads, lap-top computers, games, etc.)
May I remove a student from my classroom?

- The instructor can order the temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct that violates university policy.

- The temporary removal may extend only for the class session during which the misconduct occurs.

- Extended or permanent exclusion from the classroom, beyond the session in which the conduct occurred, or further disciplinary action can be effected only through appropriate procedures of the institution.

- If an instructor wishes to remove a student from the classroom for a longer period of time or permanently, he/she must refer the student to the Office of Judicial Affairs and Mediation Services.
Classroom Management

The instructor has the primary responsibility for maintenance of academic integrity and controlling classroom behavior.

It is recommended that you initially address disruptive behavior with the student...

- This should be more than a conversation that takes place in the hallway.
- A private location should be utilized.
- Identify the specific behavior that is disruptive.
- Explain your expectations to the student for classroom behavior.
- Create a behavior contract, if necessary.
- If behavior continues, report to Judicial Affairs.
Best Practices for Documenting Behavior

- Keep a log of any, and all, behavior that is disruptive, starting with the first incident.
- Not every documented behavior is a referral to Judicial Affairs.
- Understand the Student Code of Conduct and the disciplinary offenses at MTSU.
Making a Referral to Judicial Affairs

- All referrals require **DOCUMENTATION**.
- Documentation should include the student's full name, M number, phone number, and the relevant details describing the behavior in question.
- The documentation must also include the name and current contact information for the person referring the student for discipline.

- All referrals do not end up becoming **DISCIPLINARY CASES**.
- Some referrals are information only, describe behaviors that are not rules violations, involve persons who are not students, etc.
- A referral means that the matter will be reviewed by Judicial Affairs and *may* result in a disciplinary case being opened against a student.
- The Office of Judicial Affairs does NOT open cases against faculty members or professional staff members unless those people are also students at the institution. Judicial Affairs also does not open cases against non-students.
An on-line guide has been designed to introduce faculty and staff to the web of support systems in place at MTSU that are available to help you address these issues.

Working together, we can share resources to best help members of our community to be successful, while also responding in a way that minimizes danger and disruption.

“A guide for the effective management of student conduct” may be accessed at

http://www.mtsu.edu/countest/tutorial/
Disability & Access Center

- **Access**
  - Seeking opportunities to partner with faculty and staff to increase the likelihood that students with disabilities can independently participate in campus activities

- **Accommodation**
  - When general accessibility is not possible, we seek to collaborate with students and faculty and staff to arrange accommodations

- **Awareness/Advocacy**
  - Consistently inform all campus constituents on beneficial updates related to disability and universal design

- **Contact:** Dr. Lance Alexis, Keathley University Center 120; 615-898-2783; dacemail@mtsu.edu; www.mtsu.edu/dac
The Student Assistance Coordinating Committee (SACC) is a resource and point of contact at Middle Tennessee State University for administrators, faculty, staff, and members of the campus community who are dealing with individuals who may be distressed, depressed, disruptive, or otherwise problematic. The SACC fosters collaboration between administrators and members of the campus community.
When to contact SACC?

Sometimes students will approach you directly for help, although problems may come to your attention in other ways too.

You also may observe one or more of the following:

- Changes in mood or behavior (i.e. withdrawal, unexplained crying or outbursts)
- Anxiety or depression
- Psychosomatic symptoms (i.e. headaches, nausea, unexplained pain)
- Traumatic changes in personal relationships (i.e. loss, death)
- References to suicide
- Drug and alcohol abuse
- Sleeping or eating problems
- Learning/academic problems or declines in performance or class attendance
- Worry about failure, dropping out or transferring
How to contact SAAC?

- If you have concerns about a student or would like some suggestions about how to approach a student, please call Dr. Jane Tipps (or designee) at 615.898.2670.

- In the event of an emergency situation involving a student, it is important to respond by calling the University Police at 615.898.2424.

- The more information the SACC has to work with the better they will be able to provide appropriate referrals.

- The SACC needs background information/history on the student of concern from the reporting party.

- The key to successful collaborations are in the details and specifics provided by the reporting party (i.e. copies of communications and details about interventions that have been tried).

- Avoid making assumptions about a student’s behavior or the questions from the SACC. Most of the questions are basic information gathering inquires.

- Our goal is to fill in the blanks and complete the picture in order to best serve the student.
Summer Reading Program
Previous Summer Reading Selections

- 2002: The Color of Water by James McBride
- 2003: All Over But The Shoutin’ by Rick Bragg
- 2004: Naked in Baghdad by Anne Garrels
- 2005: Between A Rock And A Hard Place by Aron Ralston
- 2006: Fat Land by Greg Critser
- 2007: An Ordinary Man by Paul Rusesabagina
- 2008: Three Cups of Tea by Greg Mortenson
- 2010: Outcasts United by Warren St. John
- 2011: Listening Is An Act Of Love by Dave Isay
- 2012: A Pearl in the Storm by Tori Murden McClure
- 2013: A Question of Freedom by R. Dwayne Betts
- 2014: This I Believe by Jay Allison and Dan Gediman
- 2015: This I Believe II by Jay Allison and Dan Gediman
University Convocation
Sunday, August 23, 2015
2:00 p.m.
Murphy Center