



Middle Tennessee State University Board of Trustees
Academic Affairs, Student Life and Athletics Committee

9:00 AM
Monday, May 15, 2017

President's Conference Room
Cope Administration Building
1301 East Main Street
Murfreesboro, TN 37132



Middle Tennessee State University Board of Trustees
Academic Affairs, Student Life, and Athletics Committee
Monday, May 15, 2017, 9:00 AM

ORDER OF BUSINESS

- I. Call to Order
- II. Roll Call
- III. Remarks by Chairperson / President
- IV. Action Items
 - a. Recommendation for Approval of Policies Tab 1
 - b. Recommendation for Approval of Tenure and Promotion Candidates Tab 2
 - c. Recommendation for Approval of Academic Program Changes Tab 3
- V. Information / Discussion Items
 - a. Athletics Department Overview Tab 4
 - b. Metrics for Academic Programs Tab 5
- VI. Other Business
- VII. Adjourn



Middle Tennessee State University Board of Trustees
Academic Affairs, Student Life, and Athletics Committee
Monday, May 15, 2017, 9:00 AM

Tab 1

Recommendation for Approval of Policies



Middle Tennessee State University Board of Trustees
Academic Affairs, Student Life and Athletics Committee
 Monday, May 15, 2017, 9:00 AM

Recommendation for Approval of Policies

A copy of the following policies is included in the attached meeting materials.

Academic Affairs Policies – Institution and Faculty

Policy No.	Policy Name	Purpose
201	Academic Freedom and Responsibility	This policy is fundamental to Middle Tennessee State University and academic functioning of the faculty in instruction, research and publication, and as members of a civic community, a learned profession, and an educational institution.
204	Tenure	This policy establishes criteria and procedures relating to academic tenure at Middle Tennessee State University. It is important to note that the listed criteria represent minimum standards set by the University to attain tenure. College and/or department policies relating to the tenure process must meet the criteria as specified herein, but may exceed and be more specific than the minimum standards required by the University.
205	Promotion of Tenured and Tenurable Faculty	This policy establishes criteria and procedures for academic promotion at Middle Tennessee State University. It is intended to help ensure that promotions are made objectively, equitably, impartially, and as recognition of merit.
206	Tenure and Promotion Appeals Process	This policy applies to candidates for tenure and/or promotion. It is available to those receiving negative recommendations if the

		appeal meets one of the criteria stipulated in Section IV.A of this policy.
251	Approval of Academic Programs, Units or Modifications	This policy establishes the procedures and processes for the submission and approval of academic action requests for new academic programs and new academic units, and requests to modify existing academic programs at Middle Tennessee State University.

Academic Affairs Policies – Students

Policy No.	Policy Name	Purpose
301	Admissions	The following policy and procedures are adopted, pursuant to the authority granted by T.C.A. 49-7-101, as consistent admission policy of Middle Tennessee State University. MTSU shall also develop specific criteria and procedures consistent with this policy for the admission of students. Admission decisions shall be made without regard to race, color, religion, ethnic or national origin, sex, sexual orientation, gender identity/expression, disability status, age or status as a covered veteran and shall fully comply with Executive Order 11246, as amended; the Rehabilitation Act of 1973, as amended; Americans with Disabilities Act of 1990, as amended; the Vietnam Era Veterans Readjustment Act of 1974, as amended; the Age Discrimination Act of 1975; the Pregnancy Discrimination Act; applicable state statutes, and all regulations promulgated pursuant thereto.
302	Student Rights and Freedoms	Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. At Middle Tennessee State University free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Institutional procedures for achieving these

		purposes may vary from campus to campus, but the minimal standards of academic freedom of students outlined below are essential to any community of scholars. This policy enumerates the essential provisions for students' freedom to learn.
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Student Affairs Policies

Policy No.	Policy Name	Purpose
501	<u>Classifying Students In-State and Out-of-State for Paying University Fees and Tuition and for Admission Purposes</u>	It is the intent of Middle Tennessee State University that uniform rules shall apply in determining whether students shall be classified in-state or out-of-state for fees and tuition purposes and for admission purposes. This policy provides the rules and criteria that will be utilized in making classification determinations.
540	<u>Student Disciplinary Rules</u>	Middle Tennessee State University is committed to fostering a campus environment that is devoted to learning, growth, and service. We accept and practice the core values of honesty and integrity, respect for diversity, positive engagement in the community, and commitment to non-violence. The Office of Student Conduct was created to uphold these values, educate the community about behavioral expectations, and hold members of the student community accountable to these rules and expectations. Student members of the university community are expected to uphold and abide by standards of conduct that form the basis of our Student Disciplinary Rules. Each member of the University community bears responsibility for their conduct and assumes reasonable responsibility for the behavior of others. When community members fail to exemplify and uphold these standards of conduct, student conduct procedures are used to assert and uphold the Student Disciplinary Rules. The student conduct process at MTSU exists to protect the interests of the community and the individual student while striking a balance between the two. Individuals and organizations that do not act in accordance with our rules and

		<p>expectations will be challenged and may be sanctioned accordingly. Sanctions are designed to assist students in achieving acceptable standards of behavior while providing tools and resources for life-long learning and conflict resolution.</p>
541	<p><u>Residential Life and Housing Rules</u></p>	<p>A residence hall is a densely populated community composed of students with many different interests, habits, and tastes. Middle Tennessee State University is committed to the concept that on-campus residence facilities should provide an atmosphere conducive to both living and learning where, in a spirit of cooperation and consideration for others, students may live, study, and relax together. This policy provides rules to establish and maintain that atmosphere.</p>

201 Academic Freedom and Responsibility

Approved by Board of Trustees

Effective Date:

Responsible Division: Academic Affairs

Responsible Office: University Provost

Responsible Officer: University Provost

I. Purpose

This policy is fundamental to Middle Tennessee State University (MTSU or University) and academic functioning of the faculty in instruction, research and publication, and as members of a civic community, a learned profession, and an educational institution.

II. General

- A. Faculty members are entitled to freedom in the classroom in discussing their subject, being careful to avoid the persistent intrusion of matter, controversial or not, that has no bearing on the subject of instruction. Controversial material that pertains to the subject of instruction, even if it is likely to offend some people, is protected by this policy.
- B. Faculty members are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties, including and consistent with any and all policies pertaining to clinical and research practices. Research for financial gain must be based upon an understanding with the authorities of the University, which is documented in writing and signed by the faculty member and the appropriate academic officer(s).
- C. Faculty are members of a civic community, a learned profession, and an educational institution. When faculty members speak or write as members of a civic community, they are free from institutional censorship or discipline, but their special position in the community imposes special obligations. Faculty should remember that the public may judge the profession and the institution by their utterances. Hence, they should be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they do not represent the University when speaking as members of a civic community.
- D. Academic freedom is essential to fulfill the ultimate objectives of an educational institution – the free search for and exposition of truth – and applies to teaching, research, and faculty participation in institutional governance. Freedom in research is fundamental for the protection of the rights of the faculty member in teaching and of the student to freedom in learning. Faculty participation in institutional governance, especially participation in shared governance through the MTSU Faculty Senate, is fundamental to the development and maintenance of effective academic policies, national and regional accreditation, and shared responsibility for the delivery of educational programs and services to students. Implicit in the principle of academic freedom are the corollary responsibilities of the faculty who enjoy that freedom. Incompetence, indolence, intellectual dishonesty, failure to carry out assigned duties, serious moral dereliction, arbitrary and capricious disregard of standards of professional conduct – these and other

grounds as set forth in Policy 204 Tenure, may constitute adequate cause for dismissal or other disciplinary sanctions against faculty members.

- E. Academic freedom and academic responsibility are interdependent, and academic tenure is adopted as a means to protect the former while promoting the latter. The right to academic freedom imposes upon the faculty an equal responsibility to be involved in the process of review and recommendation in matters that pertain to tenure and promotion as specified in University policy. The right to academic freedom also imposes upon the faculty an equal responsibility to take appropriate professional action against faculty members who are derelict in discharging their professional responsibilities.

- F. While academic tenure is essential for the protection of academic freedom, all faculty members, tenured or non-tenured, have an equal right to academic freedom and bear the same academic responsibilities implicit in that freedom.

Forms: none.

Revisions: none.

References: none.

204 Tenure

Approved by Board of Trustees

Effective Date:

Responsible Division: Academic Affairs

Responsible Office: University Provost

Responsible Officer: University Provost

I. Purpose

This policy establishes criteria and procedures relating to academic tenure at Middle Tennessee State University (MTSU or University).

It is important to note that the listed criteria represent minimum standards set by the University to attain tenure. College and/or department policies relating to the tenure process must meet the criteria as specified herein, but may exceed and be more specific than the minimum standards required by the University. All college and department policies will be reviewed for consistency with this policy by the Provost and approved by the President. Approved college and department policies will be made available online.

II. Definitions

The following are general definitions of words and terms used in this policy which are not hereinafter specifically defined; however, the words and terms are subject to further qualification and definition in the subsequent sections of this policy or those of colleges and departments.

- A. **Academic Tenure.** A personnel status in an academic department or academic program unit pursuant to which the academic or fiscal year appointments of full-time faculty who have been awarded tenure are continued at the University until the expiration or relinquishment of that status, subject to termination for adequate cause, for financial exigency, or for curricular reasons. Tenure may only be awarded by positive action of the Board of Trustees (Board).
- B. **Adequate Cause.** A basis upon which a faculty member, either with academic tenure or a tenure-track appointment prior to the end of the specified term of the appointment may be terminated. The specific grounds which constitute adequate cause are set forth in Section VI.
- C. **Financial Exigency.** The formal declaration by the Board that the University faces an imminent financial crisis, that there is a current or projected absence of sufficient funds (appropriated or non-appropriated) for the campus as a whole to maintain current programs and activities at a level sufficient to fulfill its educational goals and priorities, and that the budget can only be balanced by extraordinary means, which include the termination of existing and continuing academic and non-academic appointments.
- D. **Tenable Faculty Member.** A full-time employee who holds academic rank as assistant professor, associate professor, or professor and is potentially eligible for tenure. Although full-time non-tenurable faculty appointments are recognized by the University (temporary, clinical track, research-track, instructional coordinator, and visiting distinguished professor), use of the term "faculty member" in this policy applies only to tenurable faculty positions (assistant professor, associate professor, professor) unless otherwise noted.

- E. Probationary Employment. Period of full-time professional service by tenure-track faculty members before they have been granted tenure. During this time, they are evaluated by the University for the purpose of determining their satisfaction of the criteria for a recommendation for tenure. Probationary tenure-track employment provides an opportunity for faculty members to assess their commitment to the University and for the University to determine whether they meet its stated criteria of quality and/or the University's projected need. The tenure clock starts on the date specified in the letter of appointment.
- F. Faculty Appointments. Defined in Policy 202 Faculty Definition, Roles and Responsibilities and Appointments Types.
- G. Academic Year. The period of time consisting of the fall and spring semesters.
- H. Teaching. Teaching includes strategies by which information is imparted so that others may learn, and may include, but is not limited to, a variety of techniques including instruction, student advising and/or mentoring, development of course materials, courseware, and innovative approaches to instruction.
- I. Research/Scholarship/Creative Activity. Research/scholarship/creative activity encompasses the studious inquiry, examination, or discovery that contributes to disciplinary and interdisciplinary bodies of knowledge and is disseminated to an appropriate audience. Research/scholarship/creative activity may include, but is not limited to, disciplinary and interdisciplinary activities that focus on the boundaries of knowledge, field-based scholarship, creative activities (e.g., film-making, performances, or other artistic creations), research in teaching and learning, and seeking grants to support such activities.
- J. Service. Service encompasses a faculty member's activities in three areas: university service, professional service, and public service.
 - 1. University service refers to work other than teaching and research/scholarship/creative activity done at the department, college, and/or university level. Participation in university service is expected of every faculty member. University service includes, but is not limited to, participation on department, college and university committees. Some faculty members may accept more extensive citizenship functions, such as a leadership role in the Faculty Senate, membership on a specially appointed task force, advisor to a university-wide student organization, and/or membership on a university search committee.
 - 2. Professional service refers to the work done for organizations germane to one's discipline or to the teaching profession generally. Service to the profession includes, but is not limited to, association leadership, journal editorships, articles and grant proposal review, guest lecturing on other campuses, and other appropriate activities. While it is difficult to define the exact nature of significant professional service, clearly more is required than organizational membership and attendance; examples of significant service would be that done by an officer of a professional organization or a member of the editorial staff of a journal.
 - 3. Public service is the University's outreach to the community and society at large, with major emphasis on the application of knowledge for the solution of problems with which society is

confronted. Public service primarily involves sharing professional expertise and should directly support the goals and mission of the university.

III. Consideration for Tenure

A. Tenure Appointments

1. The awarding of tenure is recognition of the merit of a faculty member and of the assumption that he/she would meet the long-term staffing needs of the department or academic program unit and the university. Tenure is awarded only to those members of the faculty who have exhibited professional excellence and outstanding abilities sufficient to demonstrate that their future services and performances justify the degree of permanence afforded by academic tenure. Non-faculty positions are not eligible for tenure. Tenure appointments reside in the departments and academic program units, and are assurances of continued employment during the academic year subject to expiration, relinquishment, or termination of tenure as set out in Section VI. Recommendations for or against tenure originate from the department or academic program unit in which the faculty member is assigned and should include appropriate participation in the recommendation by tenured faculty in the department or academic program unit.
2. Tenure is awarded only by positive action of the Board, pursuant to the requirements and procedures of this policy. No faculty member will acquire or be entitled to any interest in a tenure appointment at MTSU without a recommendation for tenure by the President and a positive award of tenure by the Board. No other person will have any authority to make any representation concerning tenure to any faculty member, and failure to give timely notice of non-renewal of a contract will not result in the acquisition of a tenure appointment, but will result in the right of the faculty member to another year of service at the university, provided that no tenure appeals remain outstanding due to lack of cooperation and/or appropriate action on the part of the candidate in completing the appeal process.

B. Tenure Process

1. Guidance through the Tenure Process
 - a. Faculty will be given pertinent tenure criteria with their initial appointment and may be provided with a department or academic unit mentor. Workshops on portfolio development, information sessions on criteria, and other support mechanisms may also be presented for making the process and expectations clear to the tenure-track faculty member.
 - b. Tenure-track faculty members will be evaluated in writing annually and separately by their department chair/director and their department tenure and promotion review committee. Separate copies of these evaluations will be provided to tenure-track faculty, placed in their department personnel files, and sent to the faculty member's dean and to the provost.
 - c. The faculty member will receive two formal reviews during the tenure process: a pre-tenure review of progress toward tenure and a final review during the sixth year of the probationary period. The pre-tenure review will follow the process of the final tenure review through the department and college level as outlined in Section III. Tenure-track

faculty entering with zero or one years of credit for prior service will be subject to pre-tenure review in the third year of their probationary appointment; probationary faculty entering with two or three years of credit for prior service will be subject to pre-tenure review in the fourth year of their probationary appointment.

- d. Types of evidence relevant to evaluating effectiveness and contributions in teaching, research/scholarship/creative activity, and service are identified in Section IV of this document.
 - e. Applicants may withdraw from the tenure review process at any time.
2. Procedures for Tenure Recommendations
- a. General Guidelines
 - (1) Consideration for tenure originates in the department or academic program unit to which the faculty member has been assigned. Faculty members are responsible for initiating the tenure process by the written notification to the department chair/director by the deadlines specified in the tenure calendar. Candidates for tenure are also responsible for submitting to the department chair/director the Outline of Faculty Data form and such pertinent supporting materials as are called for in Section IV.
 - (2) Administrators and committees involved in the review process (Department Committee, Department Chair/Director, College Committee, Dean, and Provost) shall only submit those materials, forms, letters, and other documentation required by the review process outlined below. This includes letters of recommendation which should specify the performance criteria used and explain how the candidate has or has not met those criteria.
 - (3) Except for the documents noted in the section above, no material can be added to the Outline of Faculty Data or supporting materials once the department and/or academic program unit review process has formally begun. It is important that all participants in the review process have access to the same set of materials.
 - (4) Members of department and college tenure and promotion review committees shall not make individual recommendations concerning candidates to administrators or other committees in the review process outside committee procedures.
 - (5) [Policy 816 Nepotism](#) will apply to all levels of the tenure process.
 - b. Department and/or Academic Program Unit Review
 - (1) The review process for tenure recommendations at the department and/or academic program unit level consists of separate and independent considerations by the department chair/director and a department tenure and promotion review committee. Departments and/or academic program units may establish a single committee for both tenure and promotion review, or if deemed desirable and necessary, departments and/or academic program units may create two peer review committees (a promotion review committee and a tenure and promotion

review committee) as outlined in department policies, subject to approval by the Provost and President.

- (2) Department Tenure and promotion review committee. Each department and/or academic program unit will develop written policies that cover the structure, annual election of committee members, and operating procedures of the department tenure and promotion review committee. A copy of these policies will be available to faculty members in the offices of their department chair/director and dean. At a minimum, these policies will include the following:
 - (a) Committee members must be tenured;
 - (b) All full-time tenured and tenure-track faculty members in the department and/or academic program unit are entitled to a vote on the committee membership;
 - (c) Non-tenure-track faculty are not entitled to vote on committee membership;
 - (d) Candidates for tenure and the department chair/director cannot be members;
 - (e) A committee chair/director will be elected by the members of the committee;
 - (f) Whether there will be academic rank requirements for committee membership.

In situations where the staffing procedures described in the department policy cannot be implemented (for example, in the case of an inadequate number of tenured faculty or of specified academic rank), an alternate committee composition may be proposed subject to approval of the Provost, appropriate dean, and faculty senate president prior to review of the candidate application(s).

- (3) Review Process. The department chair/director, after examining all materials submitted by each candidate for tenure, then forwards the materials to the department tenure and promotion review committee. The department tenure and promotion review committee will separately consider each candidate's qualifications for tenure on such department, college, and university criteria as have been approved. After consideration the committee will consult with the department chair. If the recommendations of the department chair/director and committee are in concert, separate reports will be filed by the department chair/director and by the committee to the appropriate dean. If the recommendations of the department chair/director and committee are in conflict, they will meet in an attempt to resolve the conflict prior to submitting written recommendations to the appropriate dean. If the conflicts cannot be resolved, reports submitted to the dean by the committee and by the department chair/director will each describe the points of conflict.
- (4) When deliberations are concluded, the department chair/director and the committee will separately notify each tenure candidate of the recommendation that has been forwarded to the appropriate dean. Each candidate will be afforded the opportunity to meet with the department chair/director and/or the department tenure and promotion review committee to discuss the review process and the data upon which the decision was made. It is the candidate's responsibility to initiate

requests for a meeting with the department chair/director and/or department committee.

- (5) In the case of departments or academic program units not affiliated with an academic college, the department tenure and promotion review committee will forward recommendations directly to the vice provost, who will serve as dean for the purposes of the review process. When conflicting recommendations result between the vice provost and the department tenure and promotion review committee, they will meet in an attempt to resolve conflicts before forwarding recommendations to the Provost.

c. College Review

- (1) The review process for tenure recommendations at the college level consists of separate and independent considerations by the dean and a college tenure and promotion review committee.
- (2) College Tenure and promotion review committee. Each academic college will develop written policies that cover the structure, election of members to terms of three (3) years and the operating procedures for the college tenure and promotion review committee. A copy of these policies will be available to faculty members in the offices of their department chair/director and dean. At a minimum, these policies will include the following:
 - (a) Colleges with six or more departments will elect one faculty member from each department to the committee; colleges with five or fewer will elect two faculty members from each department to the committee. (To provide for committee rotation, those tenured faculty elected to serve on the first college tenure and promotion review committee will draw numbers to determine whether they serve for periods of one, two, or three years; one-third of the members will rotate off the committee each year.)
 - (b) Committee members must be tenured;
 - (c) All full-time tenured and tenure-track faculty members in the department and/or academic program unit are entitled to a vote to elect their representative(s);
 - (d) Non-tenure track faculty are not entitled to vote on committee membership;
 - (e) Department chair/directors cannot be members;
 - (f) A committee chair/director will be elected annually by the members of the committee;
 - (g) Colleges need to determine whether there will be rank requirements for those faculty members serving on the committee.

In situations where the staffing procedures described in the college policy cannot be implemented (for example, in the case of an inadequate number of tenured faculty or of a specified academic rank in a department), an alternate committee

composition may be proposed subject to approval of the Provost, appropriate dean, and faculty senate president prior to review of the candidate application(s).

Each college dean will provide the faculty senate president with the names of those elected to the college tenure and promotion review committee according to the timetable specified in the tenure calendar. The faculty senate president, in consultation with the faculty senate steering committee, may in turn appoint up to two additional faculty members to each college tenure and promotion review committee to ensure diversity, which will provide for representation that reflects the make-up of the University.

- (3) Review Process. Upon receipt of recommendations and other materials from the department chair/director and department tenure and promotion review committee, the college dean then forwards the materials to the college tenure and promotion review committee. The college tenure and promotion review committee is responsible for: a) consideration of each candidate's qualifications using approved department, college and university criteria; and b) reviewing the tenure recommendations of the department's committee and chair/director for each candidate. Deans are responsible for: a) consideration of each candidate's qualifications using approved department, college and university criteria; and b) reviewing the recommendations of department chair/director and department tenure and promotion review committees for each candidate. After consideration, the committee will consult with the college dean. If the recommendations of the dean and committee are in concert, the committee will forward all materials submitted, along with their own recommendations, to the appropriate dean. If the recommendations of the college dean and committee are in conflict, they will meet in an attempt to resolve the conflict prior to submitting formal recommendations. If the conflicts cannot be resolved, reports submitted by the committee to the dean will describe the points of conflict. Deans will forward all materials submitted, along with their own recommendations, to the provost.
- (4) When deliberations are concluded, the academic dean and the college tenure and promotion review committee will notify each candidate considered for tenure of their recommendations. Each candidate will be afforded the opportunity to meet with the dean and/or the college tenure and promotion review committee to discuss the review process and the data upon which the decision was made. It is the candidate's responsibility to initiate requests for a meeting with the dean and/or college committee.

d. Provost's Review

- (1) The Provost will review all recommendations on tenure and forward his/her recommendations to the President of the University, state whether the issuance of letters of non-renewal is necessary, and prepare a list of those to whom such letters are to be sent. The Provost is responsible for: a) consideration of each candidate's qualifications using approved department, college and university criteria; and b) reviewing the recommendations of department chair/director, department tenure and promotion review committees, college tenure and promotion review

committees, and deans for each candidate. The Provost will forward all materials submitted, along with his/her own recommendations, to the President.

- (2) On the same date a decision is forwarded to the President, the Provost will notify each person considered, along with the appropriate dean and department chair/director, of his/her decision. The Provost will afford each person considered an opportunity to meet and discuss the review process and the data upon which the decision was made. It is the candidate's responsibility to initiate any request to review the process and data upon which the decision is made.

e. President's Review

The President is responsible for: a) consideration of each candidate's qualifications using approved department, college and university criteria; and b) reviewing the recommendations of department chair/director, department tenure and promotion review committees, college tenure and promotion review committees, deans, and Provost for each candidate. The President will prepare a list of faculty recommended for tenure and submit it to the Board. The President will notify candidates, department chair/directors, deans, and Provost of his/her recommendations. When notified of official action by the Board, the President will provide written confirmation of the Board's decisions to the candidates, department chair/directors, deans, and Provost.

f. Appeals

The appeals process for official review by members of the Faculty Appeals Committee is outlined in [Policy 206 Tenure and Promotion Appeals](#). The appeal process should commence after the Provost has rendered his/her decision and notified the candidate of the decision. The President's letter with the tenure recommendation to the candidate shall be sent after the appeal process is completed.

3. Calendar of the Review Process

Each spring semester, the Office of the Provost will issue a calendar for the tenure review process for the upcoming academic year, which will include key dates at each major step in the process.

4. Qualified Privilege of Academic Confidentiality for Tenure and promotion review committees

- a. Peers and other faculty members serving on committees that make evaluations are expected to observe the highest appropriate standards of confidentiality concerning deliberations. Tenure and promotion review committees have qualified privilege of academic confidentiality against disclosure of individual tenure votes unless there is evidence that casts doubt upon the integrity of the committee. This policy will be interpreted in a manner consistent with the Tennessee Public Records Act, T.C.A. § 10-7-101 et seq.
- b. In general, no such privilege is recognized for proceedings outside of the university. The records created during the tenure process are subject to disclosure pursuant to T.C.A. § 10-7-503, and information regarding the process may be sought by subpoena or court order.

C. Minimum Eligibility Requirements for Consideration for Academic Tenure

1. Academic tenure may be awarded only to full-time faculty members who: (a) hold academic rank as assistant professor, associate professor, or professor and meet the minimum rank criteria for that rank under University policies; (b) have been employed pursuant to tenure-track appointments and have completed the probationary period of service as stated in the University's policy, and/or as agreed upon in writing and signed by the appropriate academic officer; and (c) have been determined by the University to meet the criteria for recommendation for tenure and have been so recommended pursuant to this policy.
 - a. Faculty members holding temporary, instructional coordinator, clinical, or research appointments are not eligible for tenure.
 - b. Faculty members supported in whole or in part by funds available to the University on a short-term basis, such as grants, contracts, or foundation sponsored projects, will not be eligible for tenure unless continuing support for such members can be clearly identified in the regular budget of the University upon the recommendation of tenure to the Board.
 - c. No faculty member will be eligible for tenure unless the employee's contract specifies his/her tenure-track status; provided that where a faculty member with tenure is appointed to an administrative position, he/she will retain tenure in a former faculty position only; and provided further that a faculty member otherwise eligible for tenure who also holds a non-faculty position may be awarded tenure in the faculty position only, subject to the requirements of this policy.
 - d. In general, candidates for tenure must have earned the doctorate or other specified terminal degree in the faculty member's discipline. The University may grant exceptions to this standard based upon its mission or based upon an extraordinary candidate. In the latter instance, the exception will be granted by the Provost in consultation with the dean, chair/director and faculty in the appropriate department when the faculty member is employed.

D. Probationary Employment

1. Faculty members apply for tenure in the fall semester of their sixth year, following a probationary period of not less than five years. If tenure is denied, the seventh year is the terminal year.

Exceptions to the minimum probationary period may be made under special circumstances upon recommendation by the dean and Provost.

2. It is the faculty member's responsibility to initiate requests for tenure. A faculty member's failure to apply at the end of the probationary period and within the prescribed due dates for submission relieves the University of any responsibility in regard to awarding tenure, and any faculty member who fails to apply will be automatically denied tenure.

E. Calculating the Probationary Period

Only full-time continuous service at the University will be included in determining completion of the probationary period, except where a break in service was pursuant to an approved leave of absence. The probationary period starts on the date specified in the letter of appointment.

1. Credit for Prior Service. The probationary period of six (6) years may include credit for prior service when agreed to by the Provost and subject to the maximum permissible credit for prior service, as noted below.

Credit toward completion of the probationary period may, at the discretion of the Provost, be given for a maximum of three (3) years of previous full-time service at colleges, universities, or institutes provided that the prior service is relevant to the University's own needs and criteria. Any credit for prior service must be recognized and confirmed in writing in the appointment letter to a tenure-track position.

2. Approved Leave of Absence. A period of approved leave of absence will be excluded from the requisite period for completion of the probationary period unless the President specified in writing prior to the leave of absence that it will be included in the probationary period. Leaves of absence may not be granted retroactively. A faculty member may apply for a maximum of two (2) extensions in one-year increments so long as the total probationary period does not exceed six years. Requests for an extension to a leave of absence follow the same procedure.
3. Stopping the Tenure Clock. Faculty members in a tenure track appointment may request to stop the clock during their probationary period when circumstances exist that interrupt normal progress toward building a case for tenure. Discretion for stopping the tenure clock rests with the President and also requires supervisory approval. In such cases, the faculty member may request to stop the tenure clock for one-year if he/she demonstrates that circumstances reasonably warrant such interruption. Reasons for approving a request to "stop the clock" will typically be related to a personal or family situation requiring attention and commitment that consumes the time and energy normally addressed to faculty duties and professional development. Examples may include, but are not limited to, childbirth or adoption, care of dependents, medical conditions or obligations, physical disasters or disruptions, or similar circumstances that require a fundamental alteration of one's professional life. The intent of this provision is to serve the best interests of the University while providing neither preference to nor adverse effect on a faculty member's process of developing a case for tenure. Once approved, the stop the clock year is not counted in the probationary period accrual.
4. Procedure to Modify the Probationary Period. A faculty member seeking a modification of his/her probationary period must submit his/her request, in writing, addressing the considerations described above. The request is to be submitted to the department chair for consideration and recommendation. The chair's recommendation is forwarded to the dean of the faculty member's college for consideration and recommendation; then to the Provost for consideration and recommendation; and finally to the President for approval or denial. The President will notify the faculty member, in writing, of the decision to approve or deny such exceptions within one month of submission. Requests for modification of the probationary period should also be submitted to the University Counsel for review.

5. A faculty member who is appointed to an administrative position prior to a tenure award remains eligible for tenure under two conditions: 1) the faculty member must qualify for tenure under department or academic program unit, college and university guidelines; and 2) the faculty member must maintain a significant involvement in academic pursuits including teaching, research/scholarship/creative activity and service. The time (or prorated portion of time) spent in the administrative position may be credited toward completion of the probationary period.
6. Where a faculty member is serving a probationary period in a department or academic program unit and is subsequently transferred to another department or academic program unit, the faculty member may – with the approval of the President – elect to begin a new probationary period on the date that the transfer occurs. If he/she does not so elect (and confirm in writing to the President), time spent in the first appointment will count toward establishing the minimum and maximum probationary period.
7. Employment during summer terms or in part-time positions will not be credited toward satisfying the probationary period.
8. When a faculty member's appointment begins in January, service for that semester will be counted for tenure as one whole academic or fiscal year.

IV. Criteria to be Considered in Tenure Recommendations

A. General Tenure Criteria

1. Staffing needs of each department/program and the total University are the first priority when faculty members are considered for tenure. Staffing needs are determined primarily by the current student enrollment, by the enrollment trends over the past five to ten-year period, and by the overall mission of the department and University. An over-staffed department or even one whose enrollment trends indicate that it will soon become over-staffed, should not give serious consideration to tenuring additional faculty unless retirements and/or resignations of tenured staff appear imminent. The criteria relevant to assessing the long-term staffing needs of a department and the University are considered significant and are stated in a generic sense as follows: (a) mandates of the Tennessee Higher Education Commission; (b) University mission and long-term goals; (c) college mission and long-term goals; and (d) department academic program emphasis, specialized orientation, and long-term goals.
2. While the nature and relative importance of the criteria for recommendation for tenure depend upon the nature, missions and goals of the college and the department or academic program unit, all faculty members considered for tenure will be evaluated with respect to their performance in (a) teaching; (b) research/scholarship/creative activity; and (c) service. They are expected to demonstrate high quality performance in teaching, high quality performance in one of the other two areas and quality performance in the remaining area.

The performance expectations for tenure will be dependent on the faculty member's rank (see [Policy 205 Promotion of Tenured and Tenurable Faculty](#)). In all categories of evaluation, documentation of quality as evaluated by peers will be stressed over quantity. Within the context of teaching, research/scholarship/creative activity, and service, the faculty member must demonstrate willingness and ability to work effectively with

colleagues to support the mission of the University and the common goals both of the University and of the academic organizational unit.

Where departments demonstrate a clear need for additional tenured faculty, the following are general guidelines for assessing the work and potential of probationary faculty who are candidates for tenure:

- a. Evidence of professional experience and performance in teaching;
- b. Evidence of direct participation in scholarship through research and/or creative activity;
- c. Evidence of continuing direct participation in University service, professional service, and public service germane to their discipline.
- d. Evidence of professional integrity that will ensure cooperation with colleagues and commitment to the programs and students of the department, the college, and the University.

B. Outline of Faculty Data and Supporting Materials

Candidates for tenure will submit a completed Outline of Faculty Data form. Candidates will also submit an orderly file of supporting materials (reprints, letters of support, creative works, etc.). A list of these supporting materials will be attached to the Outline of Faculty Data form. However, the supporting materials themselves will be stored in the department. Administrators and committees involved in the review process may ask to review any or all of these supporting materials at their discretion. Departments and/or colleges may require additional specific supplemental documentation as outlined in department and/or college policies, subject to approval by the Provost and President.

C. Teaching

1. Overview. All faculty members are expected to demonstrate high quality performance in teaching. Teaching applies to any strategy in which information is imparted so that others may learn, and may include, but is not limited to, a variety of techniques including instruction, student advising and/or mentoring, development of course materials and courseware, and development of innovative approaches to instruction. Effective teaching is an essential qualification for tenure, and tenure should not be granted in the absence of clear evidence of a candidate's teaching ability and potential for continued development.
2. Performance Criteria. All faculty members are expected to demonstrate high quality performance in teaching. Although academic units of the University may assign varying degrees of significance to individual criteria, all faculty members will be evaluated with respect to each of the following criteria for teaching.
 - a. Performance in teaching of students as evaluated by students and peers;
 - b. Performance in the advisement and mentoring of students, if applicable;
 - c. Improvement of their own courses and also the curricular offerings of the department, college and University;

- d. Effectiveness in teaching methods (including efforts to improve pedagogy with new techniques and integration of new instructional technologies);
- e. Supervision of specialized instructional activities (student research/scholarship/creative activity, service learning, experiential learning, thesis and dissertation direction, internships, student teaching, etc.);
- f. Honors received and recognition for teaching;
- g. Currency and continued intellectual development in the field of specialization;
- h. Seeking internal and external funding for instructional activities. Whether funded or unfunded, the quality of the proposal will be stressed in the evaluation. Other factors may include the reputation of the funding source and the competition for funding; and
- i. Contributions to teaching (for example, textbooks, articles, workshops, presentations, instructional technology resources, etc.) could be appropriate here or under research/scholarship/creative activity depending on the nature of the work.

3. Documentation

- a. Supporting materials as described in Section IV:B will, at a minimum, include a statement of teaching philosophy; course materials; evidence of student projects and other forms of student mentorship; and evidence of evaluation by faculty peers.
- b. Student evaluations for each course section evaluated during the probationary period will be added to the candidate's supporting materials by the department chair/director.
- c. Other supporting material may include, but will not be limited to grant proposals, additional student input, results of alumni surveys and/or student exit interviews, textbooks or educational articles, and innovative contributions to teaching, if published or presented in a peer-reviewed forum.

D. Research/Scholarship/Creative Activity

1. Overview. All faculty members are expected to demonstrate quality research, scholarship, and/or creative activity. Candidates for tenure must present evidence of their research, scholarship and/or creative activity when they apply for tenure. Research/scholarship/creative activity applies to the studious inquiry, examination, or discovery that contributes to disciplinary and interdisciplinary bodies of knowledge. Research/scholarship/creative activity may include, but is not limited to, disciplinary and interdisciplinary activities that focus on the boundaries of knowledge, field-based scholarship, and creative activities (e.g., film-making, performances, or other artistic creations).
2. Performance Criteria. Although academic units of the University may assign varying degrees of weight to each criterion, all faculty members will be evaluated with respect to each of the following criteria:
 - a. Direct participation in research, scholarship, and/or creative activity. Faculty collaboration with undergraduate and/or graduate students may be included here;

- b. Seeking internal and external funding for research, scholarship, and/or creative activity. Whether funded or unfunded, the quality of the proposal will be stressed in the evaluation. Other factors may include the reputation of the funding source and the competition for funding.

3. Documentation

- a. The Outline of Faculty Data and supporting materials as described in IV: B above must include evidence of peer-review of some elements of the candidate's research, scholarship and/or creative activity.
- b. Other supporting materials may include, but will not be limited to the following:
 - (1) Publications (articles, monographs, books, electronic media, and other published works). Publications that are subject to a formal review process by recognized scholars in the field are considered more significant than those subject to less rigorous examination.
 - (2) Written reviews and evaluations of performances, compositions, and other creative activities by qualified peers, either in person or aided by other forms of reports, are considered appropriate documentation;
 - (3) Published programs or reviews of public performance or public display will constitute documentation of original creative work;
 - (4) Presentations before one's professional peers at regional, national, or international meetings/conferences;
 - (5) Appropriate textbooks, educational articles, and instructional technology resources in one's own discipline and innovative contributions to teaching, if published or presented in a peer-reviewed forum, constitute scholarship of teaching.
 - (6) Funded internal grants from the University or external grants from public or private sources;
 - (7) Unfunded proposals for internal and external grants, where the documentation supports the quality of the proposal.

E. Service

- 1. Overview. As a vital component of the University's mission, service must be performed at the same level of quality that characterizes the teaching and research/scholarship/creative activity programs. Service encompasses a faculty member's activities in three areas: university service, professional service, and public service.
 - a. University service refers to work other than teaching and research/scholarship/creative activity done at the department, college, and/or university level. A certain amount of such service is expected of every faculty member. University service includes, but is not limited to, participation on department, college and University committees. Some faculty members may accept more extensive citizenship functions, such as a leadership role in the Faculty Senate, membership on a specially appointed task force, advisor to a

university-wide student organization, and/or membership on a University search committee. Service includes but is not limited to activities that contribute to the recruitment, retention, progression, graduation, and post-graduation career placement of students.

- b. Professional service refers to the work done for organizations germane to one's discipline or to the teaching profession generally. Service to the profession includes, but is not limited to, association leadership, journal editorships, articles and grant proposal review, guest lecturing on other campuses, and other appropriate activities. While it is difficult to define the exact nature of significant professional service, clearly more is required than organizational membership and attendance; examples of significant service would be that done by an officer of a professional organization or a member of the editorial staff of a journal.
 - c. Public service is the University's outreach to the community and society at large, with major emphasis on the application of knowledge for the solution of problems with which society is confronted. Public service primarily involves sharing professional expertise and should directly support the goals and mission of the university.
2. Performance Criteria. Participation in University service is expected of every faculty member. Although it is recognized that differences in emphases may exist, evaluation of service will be based on an appraisal of the faculty member's performance in the three areas defined above: University service, professional service, and public service. Evaluation will be based on the following criteria, with the academic unit of the University to which the faculty member is assigned determining the degree of weight for each criterion. These criteria should include: community service programs; public service consultation; University committee and administrative responsibilities; and active contributions to professional associations. In each case, documentation of the evaluation process and criteria used will be as complete as possible.
3. Documentation
- a. The Outline of Faculty Data and supporting materials as described in IV: B above must include evidence of the candidate's service activities.
 - b. Other supporting materials may include, but will not be limited to the following:
 - (1) A description of the candidate's service position that permits evaluation of performance. This should include a statement of the mission or purpose of the position, and of the objective(s) of the candidate's service unit, as well as the specific assigned tasks and responsibilities of the candidate.
 - (2) An evaluation of the effectiveness of the candidate's service, as judged by its impact on individuals, groups, or organizations served. This should include indices of the success of the service activities, in terms of improvement of communities, programs, operating agencies, production processes, or management practices. The evaluations should also include indications of satisfaction with the service provided by the candidate, and of the magnitude and complexity of the work (as opposed to perfunctory activity that does not lead to useful results).

- (3) An appraisal of the candidate's local, regional and national stature. Although the achievement of national stature is sometimes difficult for faculty whose service activities are primarily directed to groups within the state, the public service professional should take advantage of every opportunity to project his or her accomplishments among peers on a local, regional, and national basis. Service work is sometimes not publishable. The results may be in the form of direct consultations, planning reports, or instructional time directed largely to the recipients of university service programs. But certain aspects of service work are suitable for publication in professional journals. For example, unique techniques developed to motivate clients, or new approaches to the transfer and application of knowledge, would be of interest to peers in other public service programs across the nation.
- (4) Evidence of applications seeking internal and external funding for service activities; funded grants from the University, public agencies, or private foundations; submitted proposals for external funding by public agencies or private foundations. The quality of the grant proposals, whether funded or unfunded, will be stressed in the evaluation.

V. Expedited Tenure Review

The University will sometimes find it necessary to expedite tenure review in order to recruit high-quality faculty, especially when hiring for administrative positions. In these cases, the University's review will be based on the candidate's C.V. rather than a traditional tenure application file. The request will originate with the department chair/director and be reviewed by the department tenure and promotion review committee, the Dean, the college tenure and promotion review committee, the Provost, and the President. Because recruitment is often time-sensitive, the President will request approval from the Board through a special called meeting if necessary.

VI. Changes in Tenure/Tenure-Track Status

A. Non-renewal of Probationary Tenure-Track Faculty

1. When tenure-track appointments of faculty are not to be renewed for further service, applicable dates for notice of non-renewal will be based upon actual years of service at the University and are in no way affected by any credit for prior service that may be awarded pursuant to Section III of this policy. Faculty members will receive notice of their non-renewal for the ensuing academic year as follows:
 - a. Faculty members in their first year of service will be given notice at least two (2) months in advance of their termination; notification will not be later than March 1 for those whose appointments expire at the end of the academic year.
 - b. Faculty members in their second year of service will be given notice at least five (5) months in advance of their termination; notification will not be later than January 1 for those whose appointments expire at the end of the academic year.
 - c. Faculty members in their third or subsequent years of service will be notified no later than the close of the academic year. Faculty members who have served three (3) or

more years of their probationary appointment will be provided notice twelve (12) months prior to termination.

2. Notice of non-renewal will be effective upon personal delivery by the faculty member's department chair/director of the Notice to Faculty Members form, or upon the date the notice is mailed, by certified mail, return receipt requested, postage prepaid, to the faculty member's current home address on record at the University. Said written notice will carry the signature of the President or designee.
3. When faculty members on tenure-track appointments complete the sixth (6th) year of their probationary period, they will either be recommended for tenure by the President or will be given notice of non-renewal. Notice of non-renewal will be given by the President no later than the final day of the sixth (6th) academic year. The appointment to the University will end at the close of the seventh (7th) academic year. A faculty member's rights in such instance where timely notice is not given are described in Section III.
4. Faculty members on tenure-track appointments will not be terminated during the annual specified term of the appointment, except for reasons that would be sufficient for the termination of tenured faculty.
5. The non-renewal or non-reappointment of faculty members on a tenure-track appointment does not necessarily carry an implication that their work or conduct has been unsatisfactory. No proprietary or other interest in a position is created by acceptance of a probationary appointment.
6. Decisions of non-renewal of a tenure-track faculty appointment during the probationary period are not subject to appeal to the Board unless there is an alleged violation of state or federal law under the limitations described in [Policy 206 Tenure and Promotion Appeals](#).

B. Transfer of Tenure

Faculty members tenured in an academic program unit (e.g. a department or division) may be transferred to another academic program unit. In such cases, the transfer will be made with tenure; moreover, the tenure appointment will be transferred to the new academic program unit. In no instance may the faculty member be compelled to relinquish tenure as a condition for effecting the transfer.

C. Expiration of Tenure

Tenure status will expire upon retirement of a faculty member. Tenure will also expire upon the event of permanent physical or mental inability of a faculty member, as established by an appropriate medical authority or other relevant factors, to continue to perform his/her assigned duties.

D. Relinquishment of Tenure

A faculty member will relinquish or waive his/her right to tenure upon resignation from the University or upon failure to report for service at the designated date of the beginning of any academic term, which will be deemed to be a resignation, unless, in the opinion of the President, the faculty member has shown good cause for such failure to report. Tenure is not

relinquished during periods of approved leaves of absence, or during administrative assignments at the University.

E. Termination of Tenure for Reasons of Financial Exigency

A tenured faculty member may be terminated as a result of financial exigency subject to declaration by the Board that such financial conditions exist. Personnel decisions (including those pertaining to tenured faculty) that result from a declaration of financial exigency will comply with [Policy 40 Financial Exigency](#); also see definition of Financial Exigency in Section II).

F. Termination of Tenure for Curricular Reasons

The employment of a tenured faculty member may be terminated because (1) an academic program is deleted from the curriculum or (2) because of substantial and continued reduction of student enrollment in a field or discipline.

“Program is deleted from the curriculum” means that the Board takes formal action to terminate a degree major, concentration, or other curricular component and that such termination eliminates or reduces need for faculty qualified in that discipline or area of specialization. “Substantive and continued reduction of student enrollment in a field” means that over a period of at least three (3) years student enrollment in a field has decreased at a rate in considerable excess of that of the University as a whole and that such reduction has resulted in faculty-student ratios that, in the opinion of the President, cannot be warranted either by comparison with equivalent faculty load practices within the University or by comparisons with faculty loads in comparable departments or academic program units at similar universities which the President would deem to be appropriate for comparison.

Before declaring that curricular reasons exist, the President will ensure meaningful participation by the faculty senate in identifying the specific curricular reasons, evaluating the long-term effect on the University’s curriculum and its strategic planning goals, and the advisability of initiating further action. Prior to initiating the process described below, the President will present a written description of curricular reasons that may warrant the termination of tenured faculty member(s). Subsequent to provision of the written description, the President will meet with the faculty senate to review these curricular reasons. The faculty senate will have the opportunity to respond in writing to the President for action described below is initiated. Each of these reasons for termination of tenure for curricular reasons must denote shifts in staffing needs that warrant greater reductions than those that are accommodated annually in light of shifting positions from one department to another or among colleges to handle changing enrollment patterns.

G. Procedures for Termination of Tenure for Curricular Reasons

The President should deny renewal to part-time faculty, temporary faculty, clinical track, research-track, and tenure-track faculty in the probationary period, before termination of tenured faculty.

1. Upon determining that termination of tenured faculty members is warranted for curricular reasons, the President will consult with the chair/directors and deans of affected departments concerning which terminations would least jeopardize the educational programs of their departments. The President will base decisions about which faculty

member(s) should be terminated upon assessment as to what action would least seriously compromise the educational programs in a department or division. Termination for curricular reasons presumes a staffing pattern in a department or academic program unit that cannot be warranted either by comparison with general load practices within the University or by comparison with faculty loads in comparable departments or academic program units at similar universities. In that light, the President will also, at his/her discretion, base decisions on a careful assessment of the impact of the curricular reason on staffing requirements in the department or academic program unit as compared to overall patterns in the University and to comparable departments or academic program units which, in his/her judgment are in universities similar enough to warrant assessment.

Unless the President demonstrates (preferably by means of past performance evaluations) that an exception should be made to protect the quality of an educational program, the following considerations should guide the President in determining the order of faculty reductions in a department where termination of tenured faculty is proposed for curricular reasons.

- a. among tenured faculty, those with higher rank should have priority in retaining their tenured positions over those with lower rank;
- b. among tenured faculty with comparable rank, those with appropriate higher academic degree(s) should have priority in retaining their tenured positions over those with lower degree(s); and
- c. among tenured faculty with comparable rank and comparable degrees, those with greater seniority in rank should have priority in retaining their tenured positions over those with less seniority.

The President will furnish each faculty member to be terminated a written statement of the reasons for the termination. Those reasons will indicate the manner and the information upon which the decision of which faculty members were to be terminated was reached. The President's written statement will also indicate that the faculty member has the opportunity to respond in writing stating any objections to the decision.

When a tenured faculty member is to be terminated for curricular reasons, the President will make every possible effort to relocate the tenured faculty member in another existing vacant position for which he/she is qualified. In instances where (in the opinion of the President) relocation within the University is a viable alternative, the University has an obligation to make significant effort to relocate the faculty member, including the bearing of reasonable retraining costs. The final decision on relocation is within the discretion of the President.

2. If a faculty member to be terminated indicates objections to the President's written statement and requests a review, the President will appoint a faculty committee consisting of a minimum of five (5) tenured faculty members from a slate of ten (10) tenured faculty members proposed by the faculty senate. The committee will conduct a hearing on the proposed termination(s). The committee will report its findings and recommendations to the President, who will in a reasonable time inform the faculty member(s) proposed for

termination in writing either that the decision for termination stands or that it has been altered.

3. The President's decision to terminate a tenured faculty member for curricular reasons is subject to appeal to the Board only as provided in Policy 60 Appeals and Appearances before the Board.
4. When a tenured faculty member is terminated for curricular reasons, the position will not be filled by a new appointee with the same areas of specialization as the terminated faculty member within a period of three (3) years unless the terminated faculty member has been offered, in writing, reappointment to the position at his/her previous rank and salary (with the addition of an appropriate increase which, in the opinion of the President, would constitute the raise(s) that would have been awarded during the period that he/she was not employed).

H. Termination for Adequate Cause

A tenured faculty member, or a tenure track faculty member during the annual specified- term of the appointment, may be terminated for adequate cause. Adequate cause includes the following:

1. Incompetence or dishonesty in teaching or research;
2. Willful failure to perform the duties and responsibilities for which the faculty member was employed or refusal or continued failure to comply with the policies of the University, or to carry out specific assignments, when such policies or assignments are reasonable and non-discriminatory;
3. Conviction of a felony or a crime involving moral turpitude;
4. Improper use of narcotics or intoxicants that substantially impairs the faculty member's fulfillment of departmental and institutional duties and responsibilities;
5. Capricious disregard of accepted standards of professional conduct;
6. Falsification of information on an employment application or other information concerning qualifications for a position; and/or
7. Failure to maintain the level of professional excellence and ability demonstrated by other members of the faculty in the department or academic program unit of the University.

I. Procedures for Termination for Adequate Cause

Termination of a faculty member with a tenure appointment will be subject to the following procedures:

1. No termination will be effective until steps four (4) through nine (9) below have been completed.
2. Suspensions pending termination will be governed by the following procedures:

- a. A faculty member may not be suspended pending completion of steps four (4) through nine (9) unless it is determined by the University that the faculty member's presence poses a danger to persons or property or a threat of destruction to the academic or operational processes of the University. Reassignment of responsibilities is not considered suspension; however, the faculty member must be reassigned responsibilities for which he/she is qualified.
 - b. In any case of suspension, the faculty member shall be given an opportunity at the time of the decision or immediately thereafter to contest the suspension; and, if there are disputed issues of fact or cause and effect, the faculty member will be provided the opportunity for a hearing on the suspension as soon as possible at which time the faculty member may cross-examine his/her accuser, present witnesses on his/her behalf, and be represented by an attorney. Thereafter, whether the suspension is upheld or revoked, the matter will proceed pursuant to these procedures.
3. Except for such simple announcements as may be required concerning the time of proceedings and similar matters, public statements and publicity about these proceedings by either the faculty member or administrative officers will be avoided so far as possible until the proceedings have been completed, including consideration by the Board.
4. Upon a recommendation by the Provost of the University to the President or upon a decision by the President that these procedures should be undertaken in consideration of the termination of a faculty member, one or more appropriate administrators will meet privately with the faculty member for purposes of attempting to reach a mutually acceptable resolution of the problems giving rise to the proposed termination proceedings.
5. If no mutually acceptable resolution is reached through step four (4) the following steps will be taken:
 - a. The faculty member will be provided with a written statement of the specific charges alleged by the University which constitute grounds for termination and a notice of hearing specifying the time, date, and place of the hearing. The statement and notice must be provided at least twenty (20) days prior to the hearing. The faculty member will respond to the charges in writing at least five (5) days prior to the hearing. The faculty member may waive the hearing by execution of a written waiver.
 - b. A Hearing Committee consisting of tenured faculty or tenured faculty and the Provost will be appointed to hear the case and to determine if adequate cause for termination exists according to the procedure hereinafter described. The committee will be appointed by the President, with recommendations coming from the Faculty Senate, with one tenured full professor representing each of the following colleges: Basic and Applied Sciences, Business, Education, Liberal Arts, Behavioral and Health Sciences, Media and Entertainment and University College. Members deeming themselves disqualified for bias or interest will remove themselves from the case, either at the request of a party or on their own initiative. Members of the committee will not discuss the case outside committee deliberations and will report any ex-parte communication pertaining to the hearing to the President who will notify all parties of the communication.

6. The Hearing Committee will elect a chair who will direct the proceedings and rule on procedural matters, including the granting of reasonable extensions of time at the request of any party and upon the showing of good cause for the extension.
7. The chair of the hearing committee may in his/her discretion require a joint pre-hearing conference with the parties, which may be held in person or by a conference telephone call. The purpose of the pre-hearing conference should include but is not limited to one or more of the following:
 - a. Notification as to procedure for conduct of the hearing;
 - b. Exchange of witness lists, documentary evidence, and affidavits;
 - c. Define and clarify issues;
 - d. Effect stipulations of fact; and
 - e. Any other appropriate preliminary matters.

A written memorandum of the pre-hearing conference should be prepared and provided to each party.

8. A hearing will be conducted by the hearing committee to determine whether adequate cause for termination of the faculty member exists. The hearing will be conducted according to the procedures below.
 - a. During the hearing, the faculty member will be permitted to have an academic advisor present and may be represented by legal counsel of his/her choice.
 - b. A verbatim record of the hearing will be taken and a written copy will be made available to the faculty member for a reasonable fee, upon request.
 - c. The burden of proof that adequate cause exists rests with the University and will be satisfied only by clear and convincing evidence in the record considered as a whole.
 - d. The faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. The administration will cooperate with the committee in using its best efforts to secure witnesses and make available documentary and other evidence that is under its control.
 - e. The faculty member and the administration will have the right to confront and cross-examine all witnesses. Where the witnesses cannot or will not appear, but the committee determines that the interests of justice require admission of their statements, the committee will identify the witnesses, disclose their statements, and, if possible, provide for interrogatories. An affidavit may be submitted in lieu of the personal appearance of a witness if the party offering the affidavit has provided a copy to the opposing party at least ten (10) days prior to the hearing and the opposing party has not objected to the admission of the affidavit in writing within (7) days after delivery of the affidavit or if the committee chair determines that the admission of the affidavit is necessary to ensure a just and fair decision.

- f. In a hearing on charges of incompetence, the testimony will include that of qualified faculty members from the University and/or other universities of higher education.
 - g. The hearing committee will not be bound by strict rules of legal evidence and may admit any evidence which is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available.
 - h. The findings of fact and the report issued by the committee will be based solely on the hearing record.
 - i. The President and the faculty member will be provided a copy of the written committee report. The committee's written report will specify findings of fact and will state whether the committee has determined that adequate cause for termination exists and, if so, the specific grounds for termination found. In addition, the committee may recommend action less than dismissal. The report will also specify any applicable policy the committee considered.
9. After consideration of the committee's report and the record, the President may in his/her discretion consult with the faculty member prior to reaching a final decision regarding termination. Following his/her review, the President will notify the faculty member of his/her decision, which, if contrary to the committee's recommendation will be accompanied by a statement of the reasons. If the faculty member is terminated or suspended as a result of the President's decision, the faculty member may appeal the President's action to the Board pursuant to Policy 60 Appeals and Appearances before the Board. Review of the appeal will be based upon the record of hearing. If upon review of the record, the Board notes objections regarding the termination and/or its proceedings, the matter will be returned to the President for reconsideration, taking into account the stated objections, and, at the discretion of the President, the case may be returned to the hearing committee for further proceedings.

NOTE 1: This revised policy is applicable to all tenure actions taken on or subsequent to July 1, 2008, for all MTSU faculty regardless of whether his/her employment began prior or subsequent to July 1, 2004.

The definition of tenure (II: A) became effective January 1, 1984. That definition applied only to faculty tenured subsequent to the effective date. For faculty members tenured previous to January 1, 1984, the applicable definition of tenure will be: "a status pursuant to which the academic year appointments of full-time faculty who have been awarded tenure are continued at a university until the expiration or relinquishment of that status, subject to termination for adequate cause for financial exigency or curricular reasons (see policy adopted June 25, 1976)."

Forms: none.

Revisions: none.

References: Policies 202 Faculty Definition, Roles and Responsibilities and Appointment Types; 60 Appearances before the Board; 816 Nepotism; T.C.A. § 10-7-101; 10-7-503; 206 Tenure and Promotion Appeals; 40 Financial Exigency; 205 Promotion of Tenured and Tenurable Faculty.

205 Promotion of Tenured and Tenurable Faculty

Approved by Board of Trustees

Effective Date:

Responsible Division: Academic Affairs

Responsible Office: University Provost

Responsible Officer: University Provost

I. Purpose

This policy establishes criteria and procedures for academic promotion at Middle Tennessee State University (MTSU or University). It is intended to help ensure that promotions are made objectively, equitably, impartially, and as recognition of merit.

II. Applicability

This policy relates only to promotion of MTSU faculty who are tenurable or tenured. Promotion of faculty who hold one of the ranks within the Instructor position is found in [Policy 202 Faculty Definition, Roles and Responsibilities, and Appointment Types](#).

III. Definitions

The following are general definitions of words and terms used in this policy that are not hereinafter specifically defined; however, the words and terms are subject to further qualification and definition in the subsequent sections of this policy or those of colleges and departments.

- A. Teaching. Teaching includes strategies by which information is imparted so that others may learn, and may include, but is not limited to, a variety of techniques including instruction, student advising and/or mentoring, and development of course materials, courseware, and innovative approaches to instruction.
- B. Research/Scholarship/Creative Activity. Research/scholarship/creative activity encompasses the studious inquiry, examination, or discovery that contributes to disciplinary and interdisciplinary bodies of knowledge and is disseminated to an appropriate audience. Research/scholarship/creative activity may include, but is not limited to, disciplinary and interdisciplinary activities that focus on the boundaries of knowledge, field-based scholarship, creative activities (e.g., film-making, performances, or other artistic creations), research in teaching and learning, and seeking grants to support such activities.
- C. Service. Service encompasses a faculty member's activities in three areas: university service, professional service, and public service.
 1. University service refers to work other than teaching and research/scholarship/ creative activity done at the department, college, and/or university level. Participation in university service is expected of every faculty member. University service includes, but is not limited to, participation on department, college and university committees. Some faculty members may accept more extensive citizenship functions, such as a leadership role in the Faculty

Senate, membership on a specially appointed task force, advisor to a university-wide student organization, and/or membership on a university search committee.

2. Professional service refers to the work done for organizations germane to one's discipline or to the teaching profession generally. Service to the profession includes, but is not limited to, association leadership, journal editorships, articles and grant proposal review, guest lecturing on other campuses, and other appropriate activities. While it is difficult to define the exact nature of significant professional service, clearly more is required than organizational membership and attendance; examples of significant service would be that done by an officer of a professional organization or a member of the editorial staff of a journal.
3. Public service is the University's outreach to the community and society at large, with major emphasis on the application of knowledge for the solution of problems with which society is confronted. Public service primarily involves sharing professional expertise and should directly support the goals and mission of the University.

IV. Consideration for Promotion

- A. The listed criteria represent minimum standards set by MTSU. College and/or department policies relating to the promotion process must meet the criteria as specified herein, but may exceed and be more specific than the minimum standards required by the University.-All college and department policies will be reviewed for consistency with MTSU policies by the Provost and approved by the President. Approved college and department policies will be made available online.
- B. Promotion in Rank
 1. Promotion in rank is recognition of past achievements of the candidate. In addition, the advancement in rank is recognition of future potential and a sign of confidence that the individual is capable of even greater accomplishments and of assuming greater responsibilities. Promotions are to be made strictly on consideration of merit tempered by University and fiscal considerations.
 2. Tenure and promotion are not formally linked, but typically promotion to associate professor comes with tenure, and granting of tenure comes with promotion to associate professor.
 3. The President of the University is responsible for the master staffing plan of the University. In developing such a plan, the President will consider the fiscal impact of each promotion recommended to the Board of Trustees (Board); i.e., resources allocated and distributed within the University.
- C. Promotion Process
 1. Procedures for Promotion Recommendations
 - a. General Guidelines

- (1) Consideration for promotion originates in the department or academic program unit to which the faculty has been assigned. Faculty members are responsible for initiating the promotion process by written notification to the department chair/director by the deadlines specified in the promotion calendar. Candidates for promotion are also responsible for submitting to the department chair/director the Outline of Faculty Data form and such pertinent supporting materials as are called for in Section IV.B.
 - (2) Administrators and committees involved in the review process (department committee, department chair/director, college committee, dean, and Provost) shall only submit those materials, forms, letters, and other documentation required by the review process outlined below. This includes letters of recommendation which should specify the performance criteria used and explain how the candidate has or has not met those criteria.
 - (3) No material can be added to the Outline of Faculty Data or supporting materials once the department and/or academic program unit review process has formally begun. It is important that all participants in the review process have access to the same set of materials.
 - (4) Members of department and college tenure and promotion review committees shall not make individual recommendations concerning candidates to administrators or committees in the review process outside committee procedures.
 - (5) [Policy 816 Nepotism](#) prohibiting nepotism will apply to all levels of the promotion process.
 - (6) The candidate for promotion may withdraw from the review process at any level without prejudice. Withdrawal from the process does not preclude the candidate from reapplying.
- b. Department and/or Academic Program Unit Review
- (1) The review process for promotion recommendations at the department and/or academic program unit level consists of separate considerations by the department chair/director and a department tenure and promotion review committee. Departments and/or academic program units may establish a single committee for both tenure and promotion review, or if deemed desirable and necessary, departments and/or academic program units may create two peer review committees (a tenure and promotion review committee and a tenure review committee) as outlined in department policies, subject to approval by the Provost and President.

(2) Department Promotion Review Committee. Each department and/or academic program unit will develop written policies that cover the structure, annual election of committee members, and operating procedures of the department tenure and promotion review committee. A copy of these policies will be available to faculty members in the offices of their department chair/director and dean. At a minimum, these policies will include the following:

- (a) Committee members must be tenured;
- (b) All full-time tenured and tenure-track faculty members in the department and/or academic program unit are entitled to a vote on the committee membership;
- (c) Temporary faculty are not entitled to vote on committee membership;
- (d) Candidates for promotion and the department chair/director cannot be members;
- (e) A committee chair/director will be elected by the members of the committee; and
- (f) Whether there will be academic rank requirements for committee membership.

In situations where the staffing procedures described in the department policy cannot be implemented (for example, in the case of an inadequate number of tenured faculty or of specified academic rank), an alternate committee composition may be proposed subject to approval of the Provost, appropriate dean, and faculty senate president prior to review of the candidate application(s).

(3) Review Process. The department chair/director, after examining all materials submitted by each candidate for promotion, then forwards the materials to the department tenure and promotion review committee. The department tenure and promotion review committee will separately consider each candidate's qualifications for promotion on such department, college, and university criteria as have been approved. After consideration the committee will consult with the department chair/director. If the recommendations of the department chair/director and committee are in concert, separate reports will be filed by the department chair/director and by the committee to the appropriate dean. If the recommendations of the department chair/director and committee are in conflict, they will meet in an attempt to resolve the conflict prior to submitting written recommendations to the appropriate dean. If the conflicts cannot be resolved, reports submitted to the dean by the committee and by the department chair/director will each describe the points of conflict.

- (4) When deliberations are concluded, the department chair/director and the committee will separately notify each promotion candidate of the recommendation that has been forwarded to the appropriate dean. Each candidate will be afforded the opportunity to meet with the department chair/director and/or the department tenure and promotion review committee to discuss the review process and the data upon which the decision was made. It is the candidate's responsibility to initiate requests for a meeting with the department chair/director and/or department committee chair.
 - (5) In the case of departments or academic program units not affiliated with an academic college, the department tenure and promotion review committee will forward recommendations directly to the vice provost, who will serve as dean for the purposes of the review process. When conflicting recommendations result between the dean/vice provost and the department tenure and promotion review committee, they will meet in an attempt to resolve conflicts before forwarding recommendations to the provost.
- c. College Review
- (1) The review process for promotion recommendations at the college level consists of separate and independent considerations by the dean and a college promotion and tenure review committee.
 - (2) College Promotion Review Committee. Each academic college will develop written policies that cover the structure, election of members to terms of three (3) years and the operating procedures for the college tenure and promotion review committee. A copy of these policies will be available to faculty members in the offices of their department chair/director and dean. At a minimum, these policies will include the following:
 - (a) Colleges with six or more departments will elect one faculty member from each department to the committee; colleges with five or fewer will elect two faculty members from each department to the committee. (To provide for committee rotation, those tenured faculty elected to serve on the first college tenure and promotion review committee will draw numbers to determine whether they serve for periods of one, two, or three years; one-third of the members will rotate off the committee each year.)
 - (b) Committee members must be tenured;
 - (c) All full-time tenured and tenure-track faculty members in the department and/or academic program unit are entitled to a vote to elect their representative(s);
 - (d) Temporary faculty are not entitled to vote on committee membership;

- (e) Candidates for promotion and department chair/directors cannot be members. In the event that an elected committee member initiates the promotion process during his/her three-year term, the department will elect a replacement;
- (f) A committee chair/director will be elected annually by the members of the committee; and
- (g) Colleges need to determine whether there will be rank requirements for those faculty members serving on the committee.

In situations where the staffing procedures described in the college policy cannot be implemented (for example, in the case of an inadequate number of tenured faculty or of a specified academic rank in a department), an alternate committee composition may be proposed subject to approval of the Provost, appropriate dean, and faculty senate president prior to review of the candidate application(s).

Each college dean will provide the faculty senate president with the names of those elected to the college promotion and tenure review committee according to the timetable specified in the promotion calendar. The faculty senate president, in consultation with the faculty senate steering committee, may in turn appoint up to two additional faculty members to each college promotion and tenure review committee to ensure diversity, which will provide for representation that reflects the make-up of the University.

- (3) Review Process. Upon receipt of recommendations and other materials from the department chair/director and department tenure and promotion review committee, the college dean then forwards the materials to the college tenure and promotion review committee. The college committee is responsible for: a) consideration of each candidate's qualifications using approved department, college and university criteria; and b) reviewing the promotion recommendations of the department committees and chair/director for each candidate. Deans are responsible for: a) consideration of each candidate's qualifications using approved department, college and University criteria; and b) reviewing the recommendations of department chairs/directors and department committees for each candidate. After consideration the committee will consult with the college dean. If the recommendations of the dean and committee are in concert, the committee will forward all materials submitted, along with their own recommendations, to the appropriate dean. If the recommendations of the college dean and committee are in conflict, they will meet in an attempt to resolve the conflict prior to submitting formal recommendations. If the conflicts cannot be resolved, reports submitted by the committee to the dean will describe the points of conflict. Deans will forward all materials submitted, along with their own recommendations, to the Provost.
- (4) When deliberations are concluded, the academic dean and the college tenure and promotion review committee will notify each candidate considered for promotion of their recommendations. Each candidate will be afforded the opportunity to meet with the dean and/or the college committee to discuss the review process and the

data upon which the decision was made. It is the candidate's responsibility to initiate requests for a meeting with the dean and/or college committee.

d. Provost's Review

- (1) The Provost will review all recommendations and materials sent forward on promotion and forward his/her recommendations to the President of the University. The Provost is responsible for: a) consideration of each candidate's qualifications using approved department, college and university criteria; and b) reviewing the recommendations of department chair/director, department tenure and promotion review committee, college promotion committee, and dean for each candidate. The Provost will forward all materials submitted, along with his/her own recommendations, to the President.
- (2) On the same date a decision is forwarded to the President, the Provost will notify each person considered, along with the appropriate dean and department chair/director, of his/her decision. The Provost will afford each person considered an opportunity to meet and discuss the review process and the data upon which the decision was made. It is the candidate's responsibility to initiate any request to review the process and data upon which the decision was made.

e. President's Review

The President is responsible for: a) consideration of each candidate's qualifications using approved department, college and university criteria; and b) reviewing the recommendations of department chair/director, department tenure and promotion review committee, college promotion committee, and dean, and Provost for each candidate. The President will prepare a list of faculty recommended for promotion and submit it to the Board. The President will notify candidates, department chair/directors, deans, and the Provost of his/her recommendations. When notified of Board action, the President will inform the parties concerned of the Board's decisions. If a candidate appeals, the President will not notify the individual of a promotion recommendation after the appeal process is completed.

f. Appeals

The appeals process for official review by members of the Faculty Appeals Committee and others is outlined in [Policy 206 Tenure and Promotion Appeals Process](#). The appeal process should commence after the Provost has rendered his/her decision and notified the candidate of the decision.

2. Calendar of the Review Process. Each spring semester, the Office of the Provost will issue a calendar for the promotion review process for the upcoming academic year, which will include key dates at each major step in the process.
3. Qualified Privilege of Academic Confidentiality for Promotion Review Committees

- a. Peers and other faculty members serving on committees that make evaluations are expected to observe the highest appropriate standards of confidentiality concerning deliberations. Tenure and promotion review committees have qualified privilege of academic confidentiality against disclosure of individual promotion votes unless there is evidence that casts doubt upon the integrity of the committee. This policy will be interpreted in a manner consistent with the Tennessee Public Records Act, as recorded in T.C.A. § 10-7-101 et seq.
 - b. In general, no such privilege is recognized for proceedings outside of the University. The records created during the promotion process are subject to disclosure pursuant to T.C.A. § 10-7-503 et seq., and information regarding the process may be sought by subpoena or court order.
- D. Minimum Eligibility Requirements for Consideration in Initial Appointment and Promotion
1. Initial appointment in academic rank is based on specific criteria and expectations as outlined in the following. Promotion in rank at any level is not simply a reward for length of service, but rather is recognition of fulfillment of higher expectations and more specific criteria at each academic rank.
 2. In general, each academic rank requires an advanced degree in the academic discipline. Where the degree is from a related area, the department chair/director and dean must approve the degree as being related to the academic discipline and forward such recommendation to the Provost. Upon receipt of these recommendations, the Provost will determine whether the degree is appropriate to the teaching field, normally at the time of initial appointment of the faculty member.
 3. When a faculty member's initial appointment begins in January, service for that semester will be counted toward promotion as one whole academic or fiscal year.
- E. General Criteria for Initial Appointment and Promotion in Rank. The following are the minimum criteria that distinguish between academic ranks. (See Section VI below for Exceptions to Minimum Academic Rank Criteria.)
1. Assistant Professor
 - a. Earned doctorate or terminal degree from an accredited institution in the academic discipline or related area.
 - b. Evidence of potential ability in teaching if initially appointed at this rank or documented ability if promoted into this rank.
 - c. Evidence of potential ability in research/scholarship/creative activity and service.
 - d. Evidence of professional integrity.
 2. Associate Professor

- a. Earned doctorate or terminal degree from an accredited institution in the academic discipline or related area.
 - b. Six (6) years of full-time collegiate experience in the academic discipline or related area as an assistant professor. Thus, a typical candidate is eligible to apply for promotion to associate professor at the beginning of his/her sixth (6) year.
 - c. Evidence of high quality professional performance in teaching.
 - d. Evidence of continuing direct participation in research/scholarship/creative activity and in service;
 - e. Evidence of high quality professional productivity in either research/scholarship/creative activity or service and quality professional productivity in the other area.
 - f. Evidence of professional integrity that will ensure cooperation with colleagues and commitment to the programs and students of the department, the college, and the University.
3. Professor. Since there is no higher rank, promotion to professor will be considered with great care and requires a level of superior achievement within the discipline with every expectation of continuing contribution to the University and larger academic community.
- a. Earned doctorate or terminal degree from an accredited institution in the academic discipline or related area.
 - b. Four years of full-time collegiate experience in the academic discipline or related area as an associate professor. Thus, a typical candidate is eligible to apply for promotion to professor at the beginning of his/her fourth year as an associate professor.
 - c. Evidence of sustained excellence in teaching.
 - d. Evidence of sustained high quality professional productivity in both research/scholarship/creative activity and in service. In one of these categories, the candidate will demonstrate a level of excellence in the academic discipline that is recognized at the national level. National recognition must be defined in department policies with approval at the college level.
 - e. Evidence of professional integrity that will ensure cooperation with colleagues and commitment to the programs and students of the department, the college, and the University.

V. Criteria to be Considered in Promotion Recommendations

A. General Promotion Criteria

1. While the nature and relative importance of the criteria for recommendation for promotion depend upon the nature, missions and goals of the college and the department or academic program unit, all faculty members considered for promotion will be evaluated with respect to their performance in (1) teaching; (2) research/scholarship/creative activity; and (3) service. All candidates for promotion are expected to demonstrate high quality performance in teaching. In the remaining two categories of evaluation, expectations for promotion to academic rank are described in Section III.D. above. In all categories of evaluation, documentation of quality as evaluated by peers will be stressed over quantity. Within the context of teaching, research/scholarship/creative activity, and service, the faculty member must demonstrate a willingness and ability to work effectively with colleagues to support the mission of the University and the common goals both of the University and of the academic organizational unit.
2. The academic units of the University must develop written policies with specific criteria for evaluating the faculty in teaching, research/scholarship/creative activity, and service. College and/or department policies relating to the promotion process must meet the criteria as specified herein, but may exceed and be more specific than the minimum standards required by the University. National recognition must be defined in department policies with approval at the college level. College and department policies will be available to faculty members in the offices of their department chair/director and dean.
3. College and department policies should use the following general criteria as minimum requirements.
 - a. evidence of high quality professional experience and performance in teaching;
 - b. evidence of continuing direct participation in scholarship through research and/or creative activity;
 - c. evidence of continuing direct participation in university service, professional service and/or public service germane to their discipline;
 - d. evidence of professional integrity that will ensure cooperation with colleagues and commitment to the programs and students of the department, the college, and the University.

B. Outline of Faculty Data and Supporting Materials

Candidates for promotion will submit a completed Outline of Faculty Data form. Candidates will also submit an orderly file of supporting materials (reprints, letters of support, creative works, etc.). A list of these supporting materials will be attached to the Outline of Faculty Data form. However, the supporting materials themselves will be stored in the department. Administrators and committees involved in the review process may ask to review any or all of these supporting materials at their discretion. Departments and/or colleges may require additional specific supplemental documentation as outlined in department and/or college policies, subject to approval by the provost and president.

C. Teaching

1. Overview. All faculty members are expected to demonstrate high quality performance in teaching. Teaching applies to any strategy in which information is imparted so that others may learn, and may include, but is not limited to, a variety of techniques including instruction, student advising and/or mentoring, development of course materials and courseware, and development of innovative approaches to instruction. Effective teaching is an essential qualification for promotion, and promotion should not be granted in the absence of clear evidence of a candidate's teaching ability and potential for continued development.
2. Performance Criteria. All faculty members are expected to demonstrate high quality performance in teaching. Although academic units of the University may assign varying degrees of significance to individual criteria, all faculty members will be evaluated with respect to each of the following criteria for teaching.
 - a. Performance in teaching of students as evaluated by students and peers;
 - b. Performance in the advisement and mentoring of students, if applicable;
 - c. Improvement of their own courses and also the curricular offerings of the department, college and University;
 - d. Effectiveness in teaching methods (including efforts to improve pedagogy with new techniques and integration of new instructional technologies);
 - e. Supervision of specialized instructional activities (student research/scholarship/creative activity, thesis and dissertation direction, experiential learning, service learning, internships, student teaching, etc.);
 - f. Honors received and recognition for teaching;
 - g. Currency and continued intellectual development in the field of specialization;
 - h. Seeking internal and external funding for instructional activities. Whether funded or unfunded, the quality of the proposal will be stressed in the evaluation. Other factors may include the reputation of the funding source and the competition for funding;
 - i. Contributions to teaching (for example, textbooks, articles, workshops, presentations, instructional technology resources, etc.) could be appropriate here or under research/scholarship/creative activity depending on the nature of the work.
3. Documentation
 - a. Supporting materials as described in Section IV:B above will, at a minimum, include a statement of teaching philosophy; course materials; evidence of student projects and other forms of student mentorship; and evidence of evaluation by faculty peers.

- b. Student evaluations for each course section evaluated since initial appointment or most recent promotion will be added to the candidate's supporting materials by the department chair/director.
- c. Other supporting material may include, but will not be limited to grant proposals, additional student input, results of alumni surveys and/or student exit interviews, textbooks or educational articles, and innovative contributions to teaching, if published or presented in a peer-reviewed forum.

D. Research/Scholarship/Creative Activity

1. Overview. All faculty members are expected to demonstrate quality research, scholarship, and/or creative activity. Candidates for promotion must present evidence of their research, scholarship and/or creative activity when they apply for promotion. Research/scholarship/creative activity applies to the studious inquiry, examination, or discovery that contributes to disciplinary and interdisciplinary bodies of knowledge. Research/scholarship/creative activity may include, but is not limited to, disciplinary and interdisciplinary activities that focus on the boundaries of knowledge, field-based scholarship, and creative activities (e.g., film-making, performances, or other artistic creations).

2. Performance Criteria.

Although academic units of the University may assign varying degrees of weight to each criterion, all faculty members will be evaluated with respect to each of the following criteria:

- a. Direct participation in research, scholarship, and/or creative activity. Faculty collaboration with undergraduate and/or graduate students may be included here;
- b. Thorough and systematic study of the research, scholarship, and/or creative activity of others; and
- c. Seeking internal and external funding for research, scholarship, and/or creative activity. Whether funded or unfunded, the quality of the proposal will be stressed in the evaluation. Other factors may include the reputation of the funding source and the competition for funding.

3. Documentation

- a. The Outline of Faculty Data and supporting materials as described in Section IV: B above must include evidence of peer-review of some elements of the candidate's research/scholarship/creative activity. If the candidate chooses, the Outline of Faculty Data may also include external peer review of scholarship and research.
- b. Other supporting materials may include, but will not be limited to the following:
 - (1) Publications (articles, monographs, books, electronic media, and other published works). Publications that are subject to a formal review process by recognized

scholars in the field are considered more significant than those subject to less rigorous examination;

- (2) Written reviews and evaluations of performances, compositions, and other creative activities by qualified peers, either in person or aided by other forms of reports, are considered appropriate documentation;
- (3) Published programs or reviews of public performance or public display will constitute documentation of original creative work;
- (4) Presentations before one's professional peers at regional, national, or international meetings/conferences;
- (5) Appropriate textbooks, educational articles, and/or instructional technology resources and innovative contributions to teaching, if published or presented in a peer-reviewed forum, constitute scholarship of teaching.
- (6) The scholarship of teaching is a valid measure of research capability;
- (7) Funded internal grants from the University or external grants from public or private sources;
- (8) Unfunded proposals for internal and external grants, where the documentation supports the quality of the proposal.

E. Service

1. Overview. As a vital component of the University's mission, service must be performed at the same level of quality that characterizes the teaching and research/scholarship/creative activity programs. Service encompasses a faculty member's activities in three areas: university service, professional service, and public service.
 - a. University service refers to work other than teaching and research/scholarship/creative activity done at the department, college, and/or university level. Participation in university service is expected of every faculty member. University service includes, but is not limited to, participation on department, college and University committees. Some faculty members may accept more extensive citizenship functions, such as a leadership role in the Faculty Senate, membership on a specially appointed task force, advisor to a university-wide student organization, and/or membership on a university search committee. Service includes but is not limited to activities that contribute to the recruitment, retention, progression, graduation, and post-graduation career placement of students.
 - b. Professional service refers to the work done for organizations germane to one's discipline or to the teaching profession generally. Service to the profession includes, but is not limited to, association leadership, journal editorships, articles and grant proposal review, guest lecturing on other campuses, and other appropriate activities. While it is difficult to define the exact nature of significant professional service, clearly more is

required than organizational membership and attendance; examples of significant service would be that done by an officer of a professional organization or a member of the editorial staff of a journal.

- c. Public service is the University's outreach to the community and society at large, with major emphasis on the application of knowledge for the solution of problems with which society is confronted. Public service primarily involves sharing professional expertise and should directly support the goals and mission of the University.

2. Performance Criteria

Participation in university service is expected of every faculty member. Although it is recognized that differences in emphases may exist, evaluation of service will be based on an appraisal of the candidate's performance in the three areas defined above: university service, professional service, and public service. Evaluation will be based on the following criteria, with the academic unit of the University to which the faculty member is assigned determining the degree of weight for each criterion. These criteria should include: community service programs; public service consultation; university committee and administrative responsibilities; and active contributions to professional associations. In each case, documentation of the evaluation process and criteria used will be as complete as possible.

3. Documentation

- a. The Outline of Faculty Data and supporting materials as described in Section IV.B. above must include evidence of the candidate's service.
- b. Other supporting materials may include, but will not be limited to the following:
 - (1) A description of the candidate's service that permits evaluation of performance. This should include a statement of the mission or purpose of the activities, and of the objective(s) of the candidate's service unit, as well as the specific assigned tasks and responsibilities of the candidate.
 - (2) An evaluation of the candidate's effectiveness, as judged by his/her impact on individuals, groups, or organizations served. This should include indices of the success of his/her service, in terms of improvement of communities, programs, operating agencies, production processes, or management practices. The evaluations should also include indications of satisfaction with the service provided by the candidate, and of the magnitude and complexity of his/her work (as opposed to perfunctory activity that does not lead to useful results).
 - (3) An appraisal of the candidate's local, regional and national stature. Although the achievement of national stature is sometimes difficult for service faculty whose activities are primarily directed to groups within the state, the faculty member should take advantage of every opportunity to project his/her accomplishments among peers on a local, regional, and national basis. Service work is sometimes not publishable. The results may be in the form of direct consultations, planning reports,

or instructional time directed largely to the recipients of university service programs. Certain aspects of service work may be suitable for publication in professional journals. For example, unique techniques developed to motivate clients, or new approaches to the transfer and application of knowledge, would be of interest to peers in other service programs across the nation.

- (4) Evidence of applications seeking internal and external funding for service activities; funded grants from MTSU, public agencies, or private foundations; submitted proposals for external funding by public agencies or private foundations. The quality of the grant proposals, whether funded or unfunded, will be stressed in the evaluation.

VI. Exceptions to Minimum Academic Rank Criteria

To ensure the development of a faculty of the highest caliber and to ensure access to appropriate rank for all members of the faculty, justifiable exceptions to these criteria may be recommended.

Exceptions to the minimum rank qualifications established by this policy can be recommended by the Provost but are subject to approval by the Board and the faculty in the appropriate academic department. Such exceptions will be recommended only upon a showing of a candidate's exceptional merit and/or other extraordinary circumstances, such as an objective need to deviate from these minimum qualifications in filling positions and/or retaining otherwise qualified faculty within certain academic disciplines. This determination will be made at the time of hire.

Petitions for exceptions to promotion criteria may include consideration of the appropriateness of the degree, extraordinary qualities that the candidate may possess, and/or equivalent work experience credit.

The department chair/director and dean are responsible for evaluating a candidate's professional experience and record of accomplishments and recommending consideration for an exception to the Provost.

VII. Terminal Degree Designation

The University will use national discipline standards to determine which degrees are considered to be terminal within each discipline. The University may also award equivalent work experience credit when a candidate has not obtained a terminal degree, but has a record of extraordinary achievement in a germane field.

Forms: none.

Revisions: none.

References: Policies 202 Faculty Definition, Roles and Responsibilities and Appointment Types; 206 Tenure and Promotion Appeals; 816 Nepotism; T.C.A. § 10-7-101; 10-7-503; Tennessee Public Records Act.

206 Tenure and Promotion Appeals Process

Approved by Board of Trustees

Effective Date:

Responsible Division: Academic Affairs

Responsible Office: University Provost

Responsible Officer: University Provost

I. Purpose

This policy applies to candidates for tenure and/or promotion. It is available to those receiving negative recommendations if the appeal meets one of the criteria stipulated in Section IV.A of this policy.

II. Scope

[Policy 852 Administrative, Professional, and Faculty Grievance or Complaint](#) is available for some grievances not addressed in this policy. This policy is not to be used in instances of complaint about the non-renewal of tenure track contracts.

III. Definitions

- A. Appeal. A request by a faculty member for investigation by the Faculty Appeals Committee of an alleged error or errors made during the review process resulting in a negative recommendation for tenure and/or promotion by the Provost.
- B. Faculty Appeals Committee. The committee established under [Policy 32 University Committees](#).
- C. Faculty Member. Includes any individual who holds academic rank ([Policy 204 Tenure](#)).
- D. Days. In this policy refers specifically to normal business days.

IV. Nature and Procedures for an Appeal

- A. A faculty member who receives written notification from the Provost that he/she has not been recommended to the President for tenure and/or promotion may appeal on one or more of the following grounds:
 - 1. The recommendation was made in violation of the faculty member's right to academic freedom.
 - 2. The recommendation was made in violation of the University policies or procedures.
 - 3. The recommendation was made in violation of the faculty member's right to equal employment opportunity. Appeals on this basis shall be referred to the Office of Institutional Equity and Compliance as claims of discriminatory acts prohibited by law or MTSU policy are considered by the Office of Equity and Compliance. The Office of Institutional Equity and Compliance shall investigate the complaint and produce a report to

include a determination as to whether discrimination adversely affected the tenure and/or promotion recommendation. The Committee shall accept this determination as conclusive.

A faculty member who receives written notification from the Provost that he/she has not been recommended to the President for tenure and/or promotion will have ten (10) business days from the date that appears on the Provost's written notification to file an appeal.

- B. The appeal, to be made on the [Faculty Appeals Form](#), must set forth in detail the nature of the alleged violation along with all factual data deemed pertinent. Ten (10) copies of the appeal forms must be supplied to the Committee, through its chairperson. At the same time, a copy of the appeal must be provided to the Provost.
- C. The Faculty Appeals Committee (Committee) shall serve as an advisory body to the President on matters arising from an appeal filed by a faculty member.
- D. A faculty member with an appeal may discuss the case informally with any member of the faculty or the administration except a member of the Committee. A Committee member who discusses Committee deliberations with the faculty member concerned shall automatically disqualify himself/herself or failing to do so be disqualified from any further proceedings in the case.
- E. In its initial review of the appeal, the Committee shall determine whether the appeal appears to qualify for further consideration based on one or more of the alleged violations stated in Section IV A 1-3-above. If found to have merit sufficient for further consideration by the Committee, an inquiry shall be scheduled on the appeal within fifteen (15) business days of the appeal submission deadline to provide the faculty member an opportunity to present additional evidence in support of the appeal. The inquiry shall also provide an opportunity for the Provost or designee to submit written and/or oral statements to the Committee regarding the allegations in the appeal. Such inquiry shall be investigatory rather than adjudicative in nature.
- F. A simple majority of members present constitutes a quorum for purposes of reaching a decision.
- G. The Committee shall within ten (10) business days from the start of the inquiry report its findings and recommendations to the President, with copies of the report sent simultaneously to the faculty member and the Provost. The Committee's findings and recommendations shall be limited to the following:
 - 1. By the weight of the evidence, the Committee determines that the ground/grounds of the appeal was/were valid, and the committee believes that this adversely affected the ultimate recommendation;
 - 2. By the weight of the evidence, the Committee determines that the ground/grounds of the appeal was/were valid, but the committee believes that this did not adversely affect the ultimate recommendation; or
 - 3. No ground/grounds was/were found to exist.

- H. If the decision of the Appeals Committee is not unanimous, the committee may also submit to the President a minority report with the rationale for dissenting opinions.
- I. If the faculty member is not satisfied following the President's recommendation for tenure and/or promotion, he/she may appeal, if permitted by policy, to the Board of Trustees or its designated subcommittee for final disposition. The appeal shall be filed within twenty (20) business days from the date that appears on the President's decision notification. The Board or its designated subcommittee will follow the criteria and process established in [Policy 60 Appeals and Appearances before the Board](#).

V. Miscellaneous

- A. The number of days indicated in Section III shall be considered the maximum, but every effort shall be made to expedite the process. The stated time limits may be extended only by mutual consent.
- B. An appeal may be withdrawn without prejudice and may be re-filed subject to provisions related to timeliness, and other relevant procedural requirements.
- C. All matters pertaining to the processing of an appeal shall be kept as confidential as may be appropriate.
- D. The faculty member and the Committee shall have access to all persons, places, and official records for information necessary to the determination and processing of an appeal.
- E. It shall be the general practice to process an appeal during the time which does not interfere with normal working duties.

Forms:

[Faculty Appeal Form](#)

Revisions: none.

References: Policies Policy 32 University Committees; 60 Appeals and Appearances before the Board; 204 Tenure; 852 Administrative, Professional, and Faculty Grievance or Complaint.

251 Approval of Academic Programs, Units, and Modifications

Approved by Board of Trustees

Effective Date:

Responsible Division: Academic Affairs

Responsible Office: University Provost

Responsible Officer: Vice Provost for Academic Programs

I. Purpose

This policy establishes the procedures and processes for the submission and approval of academic action requests for new academic programs and new academic units, and requests to modify existing academic programs at Middle Tennessee State University (MTSU or University).

II. Introduction

- A. The Board of Trustees (Board) has the power, subject to review and approval of the Tennessee Higher Education Commission (THEC), to create new academic degrees and majors, new academic units (colleges, schools, divisions, and departments), off-campus extensions of existing academic programs, and new instructional locations (THEC Policy A1.0 – New Academic Degrees, A1.1 – Academic Program Modification, and A1.3 – New Academic Units).
- B. The authority to approve all other academic actions, with the exception of those powers the Board reserves to itself, as indicated below, is delegated to the President or Provost.
- C. All proposals for changes to the University curriculum should originate with the faculty and be reviewed through an established campus review process prior to review by the Provost, President, or Board of Trustees.

III. Process

Academic Actions that must be approved by the Board

- A. The Board reserves to itself the authority to review and approve the following academic actions:
 - 1. All academic actions that require review and approval by THEC.
 - 2. To establish or abolish academic colleges, divisions, schools and departments.
 - 3. Revisions to University-wide admission, progression and graduation requirements.
- B. Academic actions approved by the Board through Interim Action.
 - 1. The power to approve the following academic actions through interim action is delegated to the President or the Provost.

- a. Establishment of new concentrations, minors, and certificates (less than 24 semester credit hours).
 - b. Inactivation of majors, minors, concentrations, or certificates.
 - c. Terminations of majors, minors, concentrations, or certificates (either at the end of the 3-year inactivation period or an immediate termination).
 - d. Name changes for existing academic programs and administrative units.
 - 2. Summaries of academic actions approved through interim action will be reported at each regular meeting of the Board.
- C. Authority to approve all other academic actions. As chief academic officer, the Provost shall have the authority to approve all other academic actions, including the following:
- 1. New course proposals.
 - 2. Revisions to existing courses.
 - 3. Inactivation or termination of existing courses.
 - 4. Changes to policies on program admission, progression, and graduation requirements.
 - 5. Name change to existing concentrations within an academic program.
 - 6. Curriculum modifications to existing programs.
 - 7. Conversion of an existing degree to 100% online delivery.
 - 8. Other non-substantive revisions to curricula of major, concentration, minor, or certificate.

IV. Procedures

- A. All academic actions that require THEC review and approval shall follow the guidelines and procedures established by THEC.
- B. All academic actions that require notification to THEC, following approval on campus, shall follow THEC reporting procedures.
- C. The Provost shall be responsible for establishing procedures for review and approval of all academic actions that do not require THEC review and approval.

V. Sources of Specific Criteria and Forms for Reporting to THEC

- A. THEC Policy A1.0 – New Academic Programs: Approval Process
- B. THEC New Academic Programs Approval Process – Checklist
- C. THEC Letter of Notification (LON) and New Academic Program Proposal (NAPP) Checklist

D. THEC Policy A1.1 – Academic Program Modifications

E. THEC Academic Program Modifications – Checklist

F. THEC Policy A1.3 – New Academic Units

G. THEC Policy A1.5 – Academic Actions Notifications

H. THEC Financial Projection Form

Forms: none.

Revisions: none.

References: none.

301 Admissions

Approved by Board of Trustees

Effective Date:

Responsible Division:

Responsible Office:

Responsible Officer:

I. Purpose

The following policy and procedures are adopted, pursuant to the authority granted by Tennessee Code Annotated (T.C.A.) § 49-7-101, as consistent admission policy of Middle Tennessee State University (MTSU or the University). MTSU shall also develop specific criteria and procedures consistent with this policy for the admission of students. Admission decisions shall be made without regard to race, color, religion, ethnic or national origin, sex, sexual orientation, gender identity/expression, disability status, age or status as a covered veteran and shall fully comply with Executive Order 11246, as amended; the Rehabilitation Act of 1973, as amended; Americans with Disabilities Act of 1990, as amended; the Vietnam Era Veterans Readjustment Act of 1974, as amended; the Age Discrimination Act of 1975; the Pregnancy Discrimination Act; applicable state statutes, and all regulations promulgated pursuant thereto.

II. Definitions

- A. Adequate insurance coverage. The student's coverage meets or exceeds the level of coverage provided to participants under the University's Student/Scholar Health & Accident Insurance Plan.
- B. Dual enrollment. The enrollment of a high school student in one or more specified college course(s) for which the student will be awarded both high school and college credit.
- C. Joint enrollment. The enrollment of a high school student in one or more college course(s) for which the student will earn only college credit.

III. Policy Development

- A. Publication of Policy, criteria and procedures for admission. MTSU shall include its approved admission policy, along with specific criteria and procedures, in its catalog <http://www.mtsu.edu/ucat/index.php> and other appropriate publications.
- B. Policy Revision. Any subsequent change to the approved admission policy shall, prior to implementation, be submitted to the MTSU Board of Trustees (Board) for review and approval.

IV. Medical or Health Information

- A. All applicants for admission shall provide health information that, at a minimum, establishes the applicant's compliance with Rules promulgated by the Tennessee Department of Health regarding requirements for immunization against certain diseases prior to attendance at a higher education institution, and, compliance with the latest standards for immunization for

meningococcal disease as set forth by the recommended immunization schedule issued by the Center for Disease Control Advisory Committee on Immunization Practices.

- B. Prior to full-time attendance all students must provide documentation that illustrates receipt of the required immunizations.
- C. New, incoming students who live in on-campus student housing must comply with the latest standards for immunization for meningococcal disease as set forth by the recommended immunization schedule issued by the Center for Disease Control Advisory Committee on Immunization Practices.
- D. Once a student is enrolled full-time at any Tennessee Board of Regents institution, the student shall be deemed as satisfying the requirement for immunizations, and upon transfer to MTSU, will have the requirement for documentation of immunizations waived.

V. Provisions for admission at MTSU.

A. General Provisions

- 1. MTSU shall, in the admission or readmission process, assign each student a residency classification. Minimum criteria for the admission of residents of states other than Tennessee may exceed the minimum criteria established for residents of the state. [Policy 501 Classifying Students In-State and Out-of-State for Paying University Fees and Tuition and for Admission Purposes.](#)
- 2. Admission of International Non-Immigrant Applicants
 - a. Criteria for admission:
 - (1) Educational Level. The educational level attained must be comparable to that required of U.S. applicants.
 - (2) Proof of English Language Proficiency for Non-Native English Language Speakers. In order to determine an applicant's level of proficiency in the English language, MTSU shall require that applicants whose native language is not English submit scores earned on the Test of English Language Proficiency (TOEFL), the academic version of the International English Language Testing System (IELTS), or one of the other recognized comparable standardized examinations. Courses completed at another U. S. institution may be used in lieu of standardized examination scores.
 - (3) Financial Statement. In order to determine the international student's ability to pay registration fees, non-resident fees, living and other expenses, MTSU shall require international applicants to supply evidence of financial capability.
 - (4) Immigration Service Regulations. MTSU shall adhere to all U.S. Citizenship and Immigration Service regulations in the admission, enrollment, and readmission of international non-immigrant applicants.

- (5) Certification of Freedom from Tuberculosis. All international non-immigrant students applying for admission pursuant to a student visa shall submit within thirty (30) days from the first day of classes a certificate from a licensed physician or other qualified medical authority verifying freedom from tuberculosis. Failure to submit such certification shall result in denial of admission or continued enrollment. In the event that a student has tuberculosis or has potential tuberculosis requiring medical treatment, continued enrollment will be conditioned upon the determination by a licensed physician that further enrollment is not a risk to others and upon the student's compliance with any prescribed medical treatment program.
- (6) Medical and Hospitalization Insurance. International non-immigrant applicants with J, F, or M visas must have and maintain medical and hospitalization insurance as a condition of admission and continued enrollment at the institution. Applicants with J visas must also carry adequate medical and hospitalization insurance for spouses and dependents. MTSU may require similar insurance coverage of all other international non-immigrant applicants.

b. MTSU shall establish a process for:

- (1) Informing applicants for admission of the insurance coverage required and of its approximate cost;
- (2) Informing applicants of the documents that will be acceptable as proof of medical and hospitalization coverage; and
- (3) Automatically enrolling applicants in a Student/Scholar Health and Accident Insurance Plan for those international non-immigrant students who do not otherwise have adequate coverage. Enrollment shall take place not later than at the time of class registration, and the cost of the coverage shall be added to the student's registration fees.

3. Admission to Specialized or Limited-Enrollment Programs

- a. MTSU shall develop specific criteria and procedures for admission of students to programs or courses with enrollment limitations and/or specialized curricula.
- b. Such limitations should be based upon selective criteria appropriate to the program or course which apply equally to all prospective students, provided that preference for admission be given to residents of the State of Tennessee. T.C.A. § 49-7-138.
- c. A number of factors such as accreditation and professional certification standards, limited clinical and classroom space, faculty availability, and a concern for appropriate student progress influence the selective admissions process to certain academic programs.
 - (1) Students must meet the application criteria, be reviewed and accepted for admission, and make satisfactory progress to be admitted and continue in these academic programs.

- (2) MTSU may vary in its admission requirements based on analysis of student success characteristics.
 - (3) Admission and progression policies related to selective programs shall reflect the likelihood of being admitted to the major at the earliest possible point and may contain information on grade point average, standardized test scores, and grade expectations in specified high school courses indicative of success in the field.
 - d. Admission and progression policies for specialized and limited enrollment programs shall be clearly displayed in all materials to prospective applicants.
 4. Admission to Nursing and Allied Health Programs. MTSU shall require that all persons admitted to nursing or allied health programs:
 - a. Provide evidence through a health verification form, that at a minimum, establish the applicant's compliance with the Rules promulgated by the Tennessee Department of Health regarding requirements for immunization against certain diseases, including the Hepatitis B vaccine, and other communicable diseases.
 - b. Be, with reasonable accommodation, physically and mentally capable of performing the essential functions of the program as defined in writing by the institution.
 5. Advanced Standing and Placement. MTSU may develop criteria and procedures for granting admission with advanced placement or standing based on examination, experiential learning, and active duty in the armed services, credit earned in armed services schools, and credit earned through non-collegiate sponsored instruction consistent with [Policy 304 Awarding of Credits Earned Through Extra-Institutional Learning](#).
 6. Readmission. MTSU shall develop criteria and procedures for the readmission of students. These criteria and procedures shall be consistent with [Policy 307 Undergraduate Academic Retention Standards](#).
 7. Application Fee. MTSU may, with prior approval of the Board, charge a one-time non-refundable application fee.
- B. Undergraduate Degree Admission
 1. Admission of First-Time Freshmen
 - a. Applicants for degree admission as first-time freshmen shall be admitted using the following four (4) criteria:
 - (1) High School Graduation. Except as provided for below, applicants for degree admission as first-time freshmen must provide an official transcript showing graduation from high school. The transcript of graduates of Tennessee public high schools must include a notation indicating that the student passed all required proficiency examinations.

- (2) High School Diploma or Equivalency. Applicants for degree admission as first-time freshmen may present either the 2014 GED[®] test or the HiSET[™] in lieu of a high school diploma provided that their GED[®] test or the HiSET[™] score meets or exceeds the minimum score set by the University.
- (3) Standardized Examination Scores
- (a) Applicants for admission as first-time freshmen who are 20 years of age or younger must present Enhanced ACT or SAT scores.
- (b) MTSU will use the scores for admission in keeping with recommended best practices, advisement, and as a component in the placement decision.
- (4) High School Course Requirements. MTSU accepts the curriculum requirements as set by the Tennessee Department of Education with the implementation of the Tennessee Diploma Project of 2009. Admission will be granted to freshmen applicants who hold a recognized high school diploma that includes a distribution of college preparatory courses, such as those required in the core elements of the Tennessee High School Diploma. These courses include the following:
- (a) 4 Credits of English
- (b) 4 Credits of Math, including Algebra I and II, Geometry, and a fourth higher level math class.
- (c) 3 Credits of Science, including Biology, Chemistry or Physics, and a third Lab Course.
- (d) 3 Credits of Social Studies, including United States History* and Geography, World History and Geography, U.S. Government and Civics, and Economics.
*T.C.A. § 49-7-110 requires the completion of six semester credit hours of American History by any individual in any non-exempted area of study to be granted a baccalaureate of any kind from any institution of higher learning or community college supported or maintained by the state. Persons in exempted fields of study need not fulfill this requirement if they successfully completed a course in American History in high school. Any student has the option, at the student's request, to substitute three semester hours of Tennessee History for the American History requirement.
- (e) 1.5 Credits of Physical Education and Wellness
- (f) 2 Credits of a Single Foreign Language
- (g) 0.5 Credits of Personal Finance
- (h) 1 Credit of Fine Arts
- (i) 3 Credits of Electives consisting of Math and Science, Career and Technical Education, Fine Arts, Humanities, Advanced Placement (AP) or International Baccalaureate (IB)

Applicants who graduated prior to the adoption of the Tennessee Diploma Project curriculum who hold a high school diploma are exempt from the diploma requirements.

(5) Out-of-State Applicants. Applicants who are residents of states other than Tennessee are subject to the same admission requirements as in-state applicants.

2. Early Admission of First-Time Freshmen

- a. MTSU shall develop procedures for the admission of applicants who have completed their junior year in high school.
- b. The minimum requirements for admission of applicants in this category shall be the following:
 - (1) High School GPA. Applicants must have completed the 9th, 10th, and 11th grades with a minimum grade point average of 3.2 based on a 4.0 scale or the equivalent.
 - (2) Standardized Examination Score. Applicants must have an Enhanced ACT composite score of at least 22 or a comparable score on Accuplacer or other diagnostic tests that the University may adopt in the future
 - (3) Prescribed Courses. Applicants must provide a written statement from their high school principal specifying the college courses that will be substituted for the remaining high school courses needed for high school graduation.
 - (4) Endorsements. Applicants shall provide written endorsements from their high school counselors and from their parents or guardians.

3. Admission of Transfer Students. MTSU shall establish criteria and procedures for the admission of transfer students that are consistent with the following criteria:

- a. The applicant must provide official transcripts of credits attempted from all institutions of higher education previously attended.
- b. The applicant's grade point average on transferable courses must be at least equal to that which MTSU requires for the readmission of its own students. Applicants who do not meet MTSU's standards may be admitted on scholastic probation or other appropriate condition.
- c. MTSU shall develop and publish criteria and procedures regarding the awarding of transfer credit from collegiate and non-collegiate institutions, credit by examination, military and other formal training, experiential learning, and academic fresh start. Such criteria and procedures must, at a minimum, be consistent with national standards of good practice, and the requirements of appropriate accrediting bodies, and consistent with [Policy 304 Awarding of Credits Earned Through Extra-Institutional Learning](#) to and [Policy 307 Undergraduate Academic Retention Standards](#).

4. Admission of Non-Degree Students to Degree Admission Status

- a. MTSU shall develop criteria and procedures for granting degree admission to non-degree students.

- b. To be eligible for Degree Admission status, non-degree students, as defined below, must meet all the applicable provisions of Section II.B. above.

C. Graduate and Professional Degree Admission

- 1. MTSU shall develop procedures and specific criteria for admitting applicants to graduate and professional degree programs. Such criteria and procedures shall, as a minimum, be consistent with national standards of good practice and the requirements of appropriate accrediting bodies.

- 2. Admission

- a. MTSU shall set a minimum undergraduate grade point average (GPA) that an applicant should have earned in order to be considered for admission.

- (1) Departments may set higher minimum standards for admission.

- (2) Departments may also stipulate a minimum GPA to be achieved in the desired major during the final year or two of the undergraduate studies.

- b. MTSU may determine to offer varying degrees of admission, i.e., full, conditional, or provisional.

- c. Official Transcripts

- (1) MTSU shall require official transcripts (undergraduate and graduate) issued directly by all institutions attended to be submitted either upon application or acceptance.

- (2) MTSU may determine whether or not to accept three year undergraduate degrees in keeping with the international education reform, i.e., Bologna process or to make exception for students seeking political or social asylum prior to the completion of undergraduate work.

- d. Standardized Examination Scores

- (1) MTSU may request dates and scores for one or more assessment tests such as the GRE, GMAT, the MAT, the IELTS and/or TOEFL.

- (2) Scores should be submitted directly from the testing organization and not the student within the time limitations of use set by the testing organizations.

- e. Proof of English Competency

- (1) All students for whom English is not the first language, with the possible exception of individuals who have completed a prior degree at an accredited institution in an English speaking nation, must provide proof of English proficiency.

- (2) MTSU may administer additional assessments for oral and written competencies for applicants and accepted students for whom English is not the first language if they have been offered graduate assistantships where they will be required to teach.
 - (3) Departments shall provide assistance to those students awarded assistantships to improve their English language proficiency if the assessment shows deficiencies prior to placing those applicants or students in the classroom.
 - f. Required Materials for Graduate Degree Application. Regardless of the standards set by the individual academic units, all applications should include at a minimum the following components:
 - (1) An application form
 - (2) Transcripts of all previous academic work from which an undergraduate GPA may be calculated (certified translations for non-English transcripts may be required).
 - (3) Proof of English competency for international students for whom English is not their first language, with the possible exception of those who have completed a degree at an accredited institution in an English speaking country.
3. Admission of Undergraduates to Graduate Courses. MTSU may grant permission to undergraduate students with exceptional academic backgrounds to undertake graduate coursework as part of their undergraduate experience.
4. Admission of Transfer Graduate Students
 - a. Students applying for transfer from another graduate institution should submit the same admission materials as the typical first time graduate applicant. If granted admission, the student should be informed of the number of hours which will be transferrable.
 - b. MTSU shall establish criteria and procedures for the admission of transfer graduate students that are consistent with the following criteria:
 - (1) The applicant must provide transcripts of credits attempted from all institutions of higher learning previously attended.
 - (2) The applicant's grade point average (GPA) on transferrable courses must be at least equal to that which MTSU requires for the readmission of its own students. Applicants who do not meet the institution's standards may be admitted on scholastic probation or other appropriate conditions.
 - (3) MTSU shall develop procedures and publish criteria regarding the awarding of transfer credit from other universities or colleges, credit by examination, military and other formal training, and experiential learning as well as criteria for Academic Fresh Start. Such policies and procedures must, as a minimum, be consistent with

national standards of good practice and the requirements of appropriate accrediting bodies.

D. Non-Degree Admission for Undergraduate and Graduate Applicants

1. MTSU shall develop criteria and procedures for admitting undergraduate and graduate applicants who wish to take credit courses, but who either do not qualify for or do not wish to apply for degree admission.
2. Criteria and procedures shall include any conditions of enrollment and any term or overall credit-hour limitations.
3. Applicants who are eligible for non-degree admission include:
 - a. Persons Not Previously Enrolled in College
 - (1) High School Graduates
 - (2) Persons 21 years of age or older who have not earned a high school diploma and are not currently enrolled in high school.
 - (3) Persons 18 years of age or older who have not earned a high school diploma or are not currently enrolled in high school and wish to enroll in HSE preparatory courses only.
 - (4) High school students who meet the following criteria as specified in T.C.A. § 49-6-3111:
 - (a) Academically talented/gifted students enrolled in grades 9, 10, 11, or 12 in public or private high schools in Tennessee may, with the recommendation and approval of the high school principal and appropriate higher education institution personnel, enroll in and receive regular college degree credit from a Tennessee postsecondary institution if such a student has a grade point average equivalent to 3.2 on a 4.0 maximum basis and if such placement is a part of the student's planned Individual Education Program (IEP) as established by the multi-disciplinary team process.
 - (b) High school students who are in their freshman year of high school. Such students may be admitted for either joint enrollment or dual enrollment or both. For the purposes of this policy, the terms joint and dual enrollment are defined in the Definitions section. Dual Enrollment students must meet the following eligibility criteria:

The student must be enrolled as a 9th, 10th, 11th, or 12th grade student in a Tennessee public or nonpublic secondary school, or in a home education program.

The student may enroll in a specific course based on the course's specific placement requirements as determined by the University.

The student must enroll in dual enrollment courses in the general education core, Tennessee Pathways leading to a degree, Career and Technical Program of study leading to an academic award, or middle college or equivalent program.

The student must provide secondary institution permission/approval. Additionally, a minor (under 18 years of age) must provide parental/guardian permission/approval.

- b. Persons with College Credit but Not a Degree
 - (1) Persons who earned credits but not a degree at another college and are eligible for readmission to the last institution attended.
 - (2) Those who do not meet the readmission standards of the last institution attended may be admitted on scholastic probation or other established condition.
- c. Persons with a College Degree or Certificate
 - (1) Persons who have a degree or certificate equivalent to the highest degree or certificate offered by the University in a particular field but who wish to take additional courses.
 - (2) Persons who do not qualify for or do not wish to apply for graduate degree admission.
- d. Senior Citizens and Disabled Persons. T.C.A. § 49-7-113.
 - (1) Totally and permanently disabled persons and persons 65 years of age or older.
 - (2) No fees other than a service fee in an amount authorized by the Board shall be charged.
 - (3) In the case of disabled persons, the University may require an affidavit or certificate of disability from a physician or from the agency compensating the disabled person.
 - (4) Admission under this provision may, however, be limited or denied based on the availability of space in the individual classroom.
- E. Audit and No-Credit Admission. MTSU shall develop criteria and procedures for the admission of persons wishing only to audit courses or to take credit courses on a no-credit basis. The following provisions shall apply:
 - 1. Space Available Basis. Admission may be limited or denied based on the availability of space in the individual classroom.
 - 2. Senior Citizens. Senior citizens age 60 or older may audit courses or take credit courses on a no-credit basis free of any charge.
 - 3. Disabled Persons
 - a. Totally and permanently disabled persons may audit courses or take credit courses on a no-credit basis free of any charge.

- b. The University, however, may require an affidavit or certificate of disability from a physician or from the agency compensating the disabled person.
- F. Admission of Non-Degree Students to Degree Admission Status. MTSU shall develop criteria and procedures for granting degree seeking admission status to non-degree students at both the undergraduate and graduate levels.
- G. Continuous Enrollment and Residency Requirements Upon Admission for Graduate Programs
 - 1. MTSU may require continuous enrollment within select or all graduate programs.
 - 2. MTSU may establish periods of required residency for students seeking admission and enrolling in select graduate programs. Residency requirements should be clearly described in application materials and on the institutional program website.
- H. Admission to Select Graduate Programs
 - 1. Accreditation and professional certification standards, limited clinical and classroom space, faculty availability, and a concern for appropriate student progress influence the selective admission process to MTSU graduate programs.
 - 2. Students must meet the application criteria, be reviewed and accepted for admission, and make satisfactory progress to be continued in all graduate programs.
 - 3. MTSU and individual graduate programs may vary in the defined requirements for satisfactory progress as based on their analysis of student success characteristics.

Forms: none.

Revisions: none.

References: Policies 304 Awarding of Credits Earned Through Extra-Institutional Learning; 307 Undergraduate Academic Retention Standards; 501 Classifying Students In-State and Out-of-State for Paying University Fees and Tuition and for Admission Purposes; T.C.A. §§ 49-6-3111; 49-7-101; 49-7-110; 49-7-113; 49-7-138; Executive Order 11246; Rehabilitation Act of 1973; Americans with Disabilities Act of 1990; Vietnam Era Veterans Readjustment Act of 1974; Age Discrimination Act of 1975; Pregnancy Discrimination Act; Tennessee Diploma Project of 2009.

302 Student Rights and Freedoms

Approved by Board of Trustees

Effective Date:

Responsible Division: Academic Affairs

Responsible Office: University Provost

Responsible Officer: University Provost

I. Purpose

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. At Middle Tennessee State University (MTSU or University) free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Institutional procedures for achieving these purposes may vary from campus to campus, but the minimal standards of academic freedom of students outlined below are essential to any community of scholars. This policy enumerates the essential provisions for students' freedom to learn.

II. Academic Freedom

- A. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility.
- B. The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the academic community.

III. Freedom of Access to Higher Education

Under no circumstances should a student be barred from admission to MTSU on the basis of race, color, religion, creed, ethnic or national origin, sex, sexual orientation, gender identity/expression, disability, age or status as a covered veteran. Thus, within the limits of the facilities, MTSU is open to all students who are qualified according to its admissions standards. The facilities and services of MTSU are open to all of its enrolled students.

IV. In the Classroom

- A. The student has the right to engage in free discussion, inquiry, and expression in the classroom as it is related to the content of the course.
- B. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.
 - 1. Protection of Freedom of Expression. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of

opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

2. Protection Against Improper Academic Evaluation

- a. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation.
- b. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

3. Protection Against Improper Disclosure. Certain information about students is protected from public disclosure by Federal and state laws. Protection against improper disclosure is a serious professional obligation. See [Policy 500 Access to Education Records](#). Judgments of ability and character may be provided under appropriate circumstances. (Adapted from AAUP Statement of Rights and Freedoms of Students.)

Forms: none.

Revisions: none.

References: Policy 500 Access to Education Records.

540 Student Disciplinary Rules

Approved by President

Effective Date:

Responsible Division: Student Affairs

Responsible Office: Dean of Students' Office

Responsible Officer: Dean of Students

I. Purpose

Middle Tennessee State University (MTSU or University) is committed to fostering a campus environment that is devoted to learning, growth, and service. We accept and practice the core values of honesty and integrity, respect for diversity, positive engagement in the community, and commitment to non-violence. The Office of Student Conduct was created to uphold these values, educate the community about behavioral expectations, and hold members of the student community accountable to these rules and expectations.

Student members of the university community are expected to uphold and abide by standards of conduct that form the basis of our Student Disciplinary Rules. Each member of the University community bears responsibility for their conduct and assumes reasonable responsibility for the behavior of others. When community members fail to exemplify and uphold these standards of conduct, student conduct procedures are used to assert and uphold the Student Disciplinary Rules.

The student conduct process at MTSU exists to protect the interests of the community and the individual student while striking a balance between the two. Individuals and organizations that do not act in accordance with our rules and expectations will be challenged and may be sanctioned accordingly. Sanctions are designed to assist students in achieving acceptable standards of behavior while providing tools and resources for life-long learning and conflict resolution.

II. Responsibility and Jurisdiction

- A. The President of MTSU is authorized to take such action as may be necessary to maintain campus conditions and preserve the integrity of the Institution and its educational environment. The President has determined that the responsibility for the administration of student conduct at MTSU is a function of the Dean of Students' office and/or the appropriate adjudicating body. The Dean of Students' designee is the Office of Student Conduct, specifically the Assistant Dean for Student Conduct and the Student Conduct Coordinator ("University officials"). The Assistant Dean and/or Student Conduct Coordinator is authorized to make the determination and/or recommendation of the method of hearing for each complaint or allegation and to provide other opportunities for conflict resolution outside of the conduct process consistent with these policies. The Assistant Dean and/or Student Conduct Coordinator shall implement policies and procedures for the administration of the student conduct program.
- B. Matters concerning academic misconduct are the responsibility of the Office of the University Provost and/or the Academic Misconduct Committee. This process is set out in detail in [Policy 312 Academic Misconduct](#).

- C. For the purpose of this policy, a “student” shall mean any person who is admitted and/or registered for study at MTSU for any academic period, either full-time or part-time, undergraduate, graduate, or professional studies. This shall include any period of time following admission and/or registration, but preceding the start of classes for any academic period. It will also include any period which follows the end of an academic period through the last day for registration for the succeeding academic period, and during any period while the student is under suspension from the Institution. Finally, “student” shall also include any person subject to a period of suspension or removal from campus as a sanction which results from a finding of a violation of the policy governing student conduct. Students are responsible for compliance with Institutional policies at all times. In summary, the University considers a person a student when an offer of admission has been extended and thereafter as long as the student has a continuing educational interest in the University.
- D. Disciplinary action may be taken against a student for violations of this policy which occur on Institutionally owned, leased, or otherwise controlled property, while participating in international or distance learning programs, and off campus, when the conduct impairs, interferes with, or obstructs any Institutional activity or the mission, processes, and functions of the Institution. MTSU may also take disciplinary action for any off-campus behavior that affects a substantial University interest. A substantial University interest is defined to include:
1. Any situation where a student’s conduct may present a danger or threat to the health and safety of others;
 2. Any situation that significantly impinges upon the rights, property, or achievements of others;
 3. Any situation that is detrimental to the educational mission and/or interests of the University.

MTSU may enforce its policy regardless of the status or outcome of any external proceedings instituted in any other forum, including any civil or criminal proceeding. Should a student withdraw from the Institution with disciplinary action pending, the student’s record may be encumbered by the appropriate Institutional office until the proceedings have been concluded. The Institution may take action if a student elects to be absent from the proceeding.

- E. This policy, and related material incorporated herein by reference, is applicable to student organizations as well as individual students. Student organizations are subject to discipline for the conduct and actions of individual members of the organization while acting in their capacity as members of, or while attending or participating in any activity of, the organization.
- F. Confidentiality of Discipline Process. Subject to the exceptions provided pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), 20 U.S.C. 1232g and/or the Tennessee Open Records Act, T.C.A. § 10-7-504(a)(4), a student’s disciplinary files are considered “educational records” and are confidential within the meaning of those Acts.

III. The Rules: Values and Behavioral Expectations

MTSU has adopted the following non-exclusive list of prohibited behaviors for which both individuals and organizations may be subject to disciplinary action. These behaviors are considered inappropriate and in opposition to the community standards and expectations set forth by MTSU:

- A. Community Standards. MTSU is committed to developing and nurturing a community devoted to learning, growth, and service. Each person who joins or affiliates with the community does so freely and accepts and practices the following rules and expectations:

1. Alcoholic Beverages. The use and/or possession of alcoholic beverages on Institution owned or controlled property. This offense includes the violation of any local ordinance, state, or federal law concerning alcoholic beverages, on or off Institution owned or controlled property, where an affiliated group or organization has alcoholic beverages present and available for consumption.

A student who is under the influence of alcohol should not be reluctant to seek assistance in the event of a health or safety emergency for fear of being sanctioned. The Office of Student Conduct will generally not pursue disciplinary violations against a student (or against a witness) for his/her improper use of alcohol (e.g., underage drinking) under that circumstance. This practice only applies to amnesty from violations of the Student Code of Conduct. It does not grant amnesty for criminal, civil, or legal consequences for violations of federal, state, or local law.

2. Drugs. The unlawful possession or use of any drug or controlled substance (including, but not limited to, any stimulant, depressant, narcotic or hallucinogenic drug, or marijuana), sale or distribution of any such drug or controlled substance. This offense includes (a.) the violation of any local ordinance, state, or federal law concerning the unlawful possession or use of drugs, on or off Institution owned or controlled property; (b) abusing legally obtained drugs by failing to take the drug as prescribed/directed and/or providing the prescribed drug to another person; (c) using a prescription drug that has not been prescribed to the individual.

Any reasonable suspicion of drug use or possession, including the odor of burnt or raw marijuana, physical characteristics of impairment, and/or possession of any paraphernalia that can be used for drug consumption will lead to an investigation and possible violation of this rule.

A student who is under the influence of drugs should not be reluctant to seek assistance in the event of a health or safety emergency for fear of being sanctioned. The Office of Student Conduct will generally not pursue disciplinary violations against a student (or against a witness) for his/her improper possession or use of drugs under that circumstance. This practice only applies to amnesty from violations of the Student Code of Conduct. It does not grant amnesty for criminal, civil, or legal consequences for violations of federal, state, or local law.

3. Drug Paraphernalia. The use or possession of equipment, products, or materials that are used or intended for use in manufacturing, growing, using, or distributing any drug or controlled substance. This offense includes the violation of any local ordinance, state, or

federal law concerning the unlawful possession of drug paraphernalia, on or off Institution owned or controlled property.

4. Public Intoxication. Appearing on Institution owned or controlled property or at an Institutional sponsored event while under the influence of a controlled substance or of any other intoxicating substance.

A student who is under the influence of alcohol or drugs should not be reluctant to seek assistance in the event of a health or safety emergency for fear of being sanctioned. The Office of Student Conduct will generally not pursue disciplinary violations against a student (or against a witness) for his/her improper use of alcohol (e.g., underage drinking) under that circumstance. This practice only applies to amnesty from violations of the Student Code of Conduct. It does not grant amnesty for criminal, civil, or legal consequences for violations of federal, state, or local law.

5. Explosives, Fireworks, and Flammable Materials. The unauthorized possession, ignition, or detonation of any object or article which would cause damage by fire or other means to persons or property or possession of any substance which could be considered to be and used as fireworks.
6. Violation of General Policies. Any violation of the general policies, standards, or procedures of the Institution as published in an official Institutional publication or posted on an official Institutional web page or social media page. These policies include, but are not limited to, the following:

[Policy 100 Use of Campus Property and Facilities Scheduling](#)

[Policy 312 Academic Misconduct](#)

[Policy 541 Residential Life and Housing Rules](#)

[Policy 750 Tobacco-Free Campus](#)

[Policy 775 Traffic and Parking](#)

[Policy 910 Information Technology Resources](#)

7. Violations of State or Federal Laws. Any violation of state or federal laws or regulations proscribing conduct or establishing offenses, which laws and regulations are incorporated herein by reference.
8. Disorderly Conduct. Any individual or group behavior which is disruptive, abusive, obscene, lewd, indecent, violent, excessively noisy, disorderly, or which unreasonably disturbs institutional functions, operations, classrooms, other groups, or individuals. This includes unauthorized use of sirens, loudspeakers, and other sound amplification equipment.
9. Misuse of or Damage to Property. Any act of misuse, vandalism, malicious or unwarranted damage or destruction, defacing, disfiguring, or unauthorized use of property belonging to another including, but not limited to, any personal or University property, fire alarms, fire equipment, elevators, telephones, Institution keys, library materials, and/or safety devices.

10. Obstruction of or Interference with Institutional Activities or Facilities. Any intentional interference with or obstruction of any Institutional program, event, or facility including the following:
 - a. Any unauthorized occupancy of facilities owned or controlled by the Institution or blockage of access to or from such facilities;
 - b. Interference with the right of any Institution member or other authorized person to gain access to any activity, program, event, or facilities sponsored or controlled by the Institution;
 - c. Any obstruction or delay of a campus security officer, public safety officer, police officer, firefighter, EMT, or any official of the Institution, or failure to comply with any emergency directive issued by such person in the performance of his/her duty;
 - d. Leading or inciting others to disrupt scheduled and/or normal activities of the University;
 - e. Participating in behavior that disrupts the scheduled and/or normal activities of the University;
 - f. Interference of either: (1) the instructor's ability to conduct class; or (2) the ability of other students to participate in and profit from instructional activity.
11. Unacceptable Conduct in Disciplinary Proceedings. Any conduct at any stage of an Institutional disciplinary process or investigation that is contemptuous, disrespectful, threatening, or disorderly. This includes false complaints, retaliation, providing false testimony or other evidence, and attempts to influence the impartiality of a member of a judicial body, verbal or physical harassment or intimidation of a judicial board member, complainant, respondent, or witness.
12. Unauthorized Access to Institutional Facilities and/or Grounds. Any unauthorized access and/or occupancy of Institutional facilities and grounds is prohibited, including, but not limited to, gaining access to facilities and grounds that are closed to the public, being present in areas of campus that are open to limited guests only, being present in academic buildings after hours without permission, and being present in buildings when the student has no legitimate reason to be present.
13. Pornography. Public display of literature, films, pictures, or other materials which an average person applying contemporary community standards would find (1) taken as a whole, appeals to the prurient interest, (2) depicts or describes sexual conduct in a patently offensive way, and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value.
14. Student Identification Cards. (1) Failure to possess at all times a valid student identification card or an alternate ID that will prove student status; (2) failure to surrender ID card to a University official upon proper request.

15. Gambling. Unlawful gambling in any form.
 16. Attempts, Aiding and Abetting. Any attempt to commit any of the offenses listed under this section, or the aiding or abetting of the commission of any of the offenses listed under this section (an attempt to commit an offense is defined as the intention to commit the offense coupled with the taking of some action toward its commission). Being present during the planning or commission of any offense listed under this section will be considered as aiding and abetting. Students who anticipate or observe an offense must remove themselves from the situation and are required to report the offense to the Institution.
 17. Litter. Dispersing litter in any form onto the grounds or facilities of the campus.
 18. Sirens and Loudspeakers. Unauthorized use of sirens, loudspeakers, and other sound amplification equipment.
 19. Graffiti. Damage or defacement of MTSU property by painting, chalking, writing, stenciling, or by any other means of application on such property.
- B. Community Standard: Honesty and Integrity. The notions of personal and academic honesty and integrity are central to the existence of the MTSU community. All members of the community will strive to achieve and maintain the highest standards of academic achievement in the classroom and personal and social responsibility on and off campus.
1. Theft, Misappropriation, or Unauthorized Sale of Property. Any act of theft, misappropriation, or unauthorized possession or sale of Institution property, or any such act against a member of the Institutional community or a guest of the Institution, including identity theft.
 2. Failure to Cooperate with Institutional Officials. Failure to comply with directions or directives of Institutional officials acting in the performance of their duties.
 3. Providing False Information. Giving any false information to, or withholding necessary information from, any Institutional official acting in the performance of his/her duties in connection with a student's admission, enrollment, or status in the Institution.
 4. Misuse of Documents or Identification Cards. Any forgery, alteration of, or unauthorized use of Institutional documents, forms, records, or identification cards, including the giving of any false information, or withholding of necessary information, in connection with a student's admission, enrollment, or status in the Institution.
 5. Financial Irresponsibility. Failure to meet financial responsibilities to the Institution promptly including, but not limited to, knowingly passing a worthless check or money order in payment to the Institution.
 6. Violation of Imposed Disciplinary Sanctions. Intentional or unintentional violation of a disciplinary sanction officially imposed by an Institution official or a constituted body of the Institution.

7. Unauthorized Surveillance. Making or causing to be made unauthorized video or photographic images of a person in a location in which that person has a reasonable expectation of privacy, without the prior effective consent of the individual, or in the case of a minor, without the prior effective consent of the minor's parent or guardian. This includes, but is not limited to, taking video or photographic images in shower/locker rooms, residence hall rooms, and restrooms, and storing, sharing, and/or distributing of such unauthorized images by any means.
 8. Unauthorized Duplication or Possession of Keys. Making, causing to be made, or the possession of any key for an Institutional facility without proper authorization.
 9. Fire Drills. Failure to evacuate University facilities or willfully disregarding any emergency or fire alarm signal.
- C. Community Standard: Respect for Diversity. The MTSU community is composed of individuals representing different races, ethnicities, sexual orientations, cultures, and ways of thinking. We respect individual differences and perspectives and acknowledge our commonalities.

1. Harassment or Retaliation. Any act by an individual or group against another person or group in violation of MTSU policies, as well as federal and/or state laws prohibiting discrimination or retaliation, including, but not limited to, [Policies 25 Equal Opportunity, Affirmative Action, and Nondiscrimination](#), [26 Discrimination and Harassment Based on Protected Categories Other Than Sex](#), and [27 Misconduct, Discrimination, and Harassment Based on Sex Including Pregnancy, Sexual Orientation, and Gender Identity/Expression](#).
2. Retaliation also includes, in this context, an act intended or reasonably likely to dissuade a person from participating in the student disciplinary process or pursuing a complaint about a violation of MTSU policies and state or federal law.

D. Community Standard: Commitment to Non-violence

MTSU is committed to the principles of nonviolence and peaceful conflict resolution. Community members will freely express their ideas and resolve differences using reason and persuasion.

1. Threatening or Dangerous Conduct. Any conduct, or attempted conduct, which poses a threat to the safety of others or when the student's behavior is disruptive of the Institution's learning environment.
2. Hazing. Hazing, as defined in T.C.A. § 49-7-123(a)(1), means any intentional or reckless act, on or off the property, of any higher education institution by an individual acting alone, or with others, which is directed against any other person(s) that endangers the mental or physical health or safety of that person(s), or which induces or coerces a person(s) to endanger such person(s) mental or physical health or safety. Hazing does not include customary athletic events or similar contests or competitions, and is limited to those actions taken and situations created in connection with initiation into or affiliation with any organization.

3. **Firearms and Other Dangerous Weapons.** The possession or use of firearms as set forth in [Policy 705 Weapons on Campus](#), explosives, fireworks, inflammables, dangerous chemical mixtures, and/or dangerous weapons of any kind, including, but not limited to, tasers, asp batons, tactical or telescoping batons, brass knuckles, whips, BB guns, pellet guns, propelled missiles, and/or stun guns is prohibited. The possession or use of ammunition, which includes, but is not limited to, bullets, paint balls, pellets, and BBs is prohibited. Any possession or use of replica/toy guns, including, but not limited to, BB guns or cap guns, pellet guns, paintball guns, water guns, "Super Soakers," toy knives, slingshots, or other items that simulate firearms or dangerous weapons is prohibited.
4. **Sexual Misconduct.** Sexual misconduct is defined as dating violence, domestic violence, stalking and sexual assault. See [Policy 27 Misconduct, Discrimination, and Harassment Based on Sex Including Pregnancy, Sexual Orientation and Gender Identity/Expression](#) for more detailed definitions of those terms along with the University process for investigating allegations of sexual misconduct. Also note that disciplinary matters involving incidents of sexual misconduct will proceed through the process set out in [Policy 27 Misconduct, Discrimination, and Harassment Based on Sex Including Pregnancy, Sexual Orientation, and Gender Identity/Expression](#) rather than the process specified in Section VII of this policy.

A student who is a victim of sexual misconduct and who was under the influence of alcohol or drugs during the sexual misconduct incident should not be reluctant to seek assistance for fear of being sanctioned for his/her improper use of alcohol or drugs. The Office of Student Conduct will generally not pursue disciplinary violations against the victim (or against a witness) for his/her improper use of alcohol or drugs (e.g., underage drinking) if the victim or witness is making a good faith report of sexual misconduct. Amnesty for improper use of alcohol or drugs will not be accorded to a student charged with sexual misconduct. This practice only applies to amnesty from violations of the Student Code of Conduct. It does not grant amnesty for criminal, civil, or legal consequences for violations of federal, state, or local law.

IV. Classroom Misconduct

- A. The instructor has the primary responsibility for maintenance of academic integrity and controlling classroom behavior, and can order the temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct that violates the general policies of the Institution for each class session during which the conduct 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 Student Conduct.
- B. 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 cell phones, computers,

hand-held devices, games, etc.). The instructor is expected to discuss behavioral expectations with each class at the beginning of the semester and as needed throughout the semester.

V. Disciplinary Sanctions

- A. A disciplinary sanction is a consequence for being found in violation of university rules and policies. The following disciplinary sanctions are applicable to both individuals and organizations. Upon a determination that a student or student organization has violated any of the rules set forth in this policy or the general policies of the University, disciplinary sanctions may be imposed, either singly or in combination, by the appropriate Institutional officials.
- B. Pursuant to T.C.A. § 49-7-146, the University will notify the parent/guardian of students under the age of 21 who have been found responsible for alcohol and/or drug - related violations. In addition, the parent/guardian may be contacted in any instance in which the safety of the student has been threatened either through the student's own behavior or the behavior of others.
- C. Definition of Sanctions:
 - 1. Restitution. Restitution may be required in situations which involve destruction, damage, loss of property, or unreimbursed medical expenses resulting from physical injury. When restitution is required, the student or student organization is obligated by the appropriate judicial authority to compensate a party or parties for a loss suffered as a result of disciplinary violation(s). Any such payment in restitution shall be limited to actual cost of repair, replacement, labor, or financial loss;
 - 2. Reprimand. A written or verbal reprimand or notice may be given to any student or student organization whose conduct violates any part of these policies and provides notice that any further violation(s) may result in more serious consequences;
 - 3. Service to the Institution or Community. A student, or student organization, may be required to donate a specified number of service hours to the Institution or the local community. All community service hours must be approved by the Office of Student Conduct prior to a student beginning the service;
 - 4. Specified Educational/Counseling Program. Requirement to participate in specified educational or counseling program(s) relevant to the offense, or to prepare a project or report concerning a relevant topic;
 - 5. Apology. Requirement to apologize to an affected party, either verbally or in writing, for the behavior related to a disciplinary violation;
 - 6. Fines. Penalties in the form of fines may be imposed against a student or student organization whenever the appropriate Institutional authority deems appropriate. The sanction of fines may be imposed in addition to other forms of disciplinary sanctions. Failure to pay fines may result in further disciplinary action being taken;

7. Restriction. A restriction upon a student's or student organization's privileges for a period of time may be imposed. This restriction may include, for example, denial of the ability to represent the Institution at any event, ability to participate in Institution travel, eligibility to hold office in a student organization, use of facilities, parking privileges, participation in extracurricular activities, and/or restriction of organizational privileges, etc.;
8. Probation. Official notice that the continued enrollment of a student or recognition of a student organization on probation will be conditioned upon adherence to these policies. Any student or organization placed on probation will be notified in writing of the terms and length of the probation. Any conduct in further violation of these policies while on probationary status or the failure to comply with the terms of the probationary period may result in the imposition of more severe disciplinary sanctions, specifically suspension or expulsion;
9. Housing Probation. Continued residence in campus or student housing may be conditioned upon adherence to this policy as well as Institutional housing policies. Any resident placed on housing probation will be notified in writing of the terms and length of the probation. Probation may include restrictions upon the activities of the resident, including any other appropriate special condition(s). If a student has additional violations during the probationary period, they will become a candidate for housing suspension.
10. Involuntary Reassignment. A student may be involuntarily moved to another housing assignment if necessary;
11. Housing Suspension and Forfeiture. Removal from University housing for a specified period of time or permanently. A resident suspended from housing may not reside, visit, or make any use whatsoever of a housing facility or participate in any housing activity during the period for which the sanction is in effect. A suspended resident shall be required to forfeit housing fees (including any unused portion thereof and the Housing Pre-Payment). A suspended resident must vacate the housing unit as directed by University staff. This sanction may be enforced with a University Police trespass restriction, if necessary. Housing suspension shall remain a part of the student resident's disciplinary record.
12. Suspension. Separation from the Institution for a specified period of time. This includes all instructional delivery methods (i.e., on ground, on-line, distance education, etc.). Suspension may be accompanied by special conditions for readmission or recognition. Any student receiving a sanction of suspension shall be restricted from the campus of MTSU during the period of separation unless on official business with the University verified in writing by the Dean of Students' office. A suspended student must submit a written request to be on campus to the Dean of Students a minimum of 48 hours in advance of the scheduled time of his/her business on campus. The request must specify the specific reason to be on campus and the location that the student wishes to visit. The Dean of Students will issue a written decision regarding the request to be on campus, and the student is expected to carry that written decision with him/her during the time of the visit. Students who have been suspended are not permitted to live or board in University facilities or housing unless otherwise approved or provided by the University. This sanction will be enforced with a University Police trespass restriction, if necessary.

13. **Expulsion. Permanent separation from the Institution.** The imposition of this sanction is a permanent bar to the student's admission, or a student organization's recognition to the Institution. A student or organization that has been expelled may not enter Institution property or facilities without obtaining prior approval from the Dean of Students. Any student receiving a sanction of expulsion shall be restricted from the campus of MTSU unless on official business with the University verified in writing by the Dean of Students. An expelled student must submit a written request to be on campus to the Dean of Students' office a minimum of 48 hours in advance of the scheduled time of his/her business on campus. The request must specify the specific reason to be on campus and the location that the student wishes to visit. The Dean of Students will issue a written decision regarding the request to be on campus, and the student is expected to carry that written decision with them during the time of their visit. Students who have been expelled are not permitted to live or board in University facilities or housing unless otherwise approved or provided by the University. This sanction will be enforced with a University Police trespass restriction, if necessary.
14. **Revocation of Admission, Degree, or Credential.**
15. **Other Sanctions.** Additional or alternate sanctions may be created and designed as deemed appropriate to the offense and the student's individual need for education, growth, and reform.
16. **Interim Involuntary Withdrawal or Suspension.** As a general rule, the status of a student or student organization accused of violation of these policies should not be altered until a final determination has been made in regard to the charges. However, interim involuntary withdrawal or suspension, pending the completion of disciplinary procedures, may be imposed upon a finding by the appropriate Institutional official that the conduct or attempted conduct of the student poses a direct threat to the safety of any other member of the Institution, its guests, or property; or, if the student's behavior is materially and substantially disruptive of the Institution's learning environment or other campus activities. In any case of interim involuntary withdrawal or suspension, the student, or student organization, shall be given an opportunity at the time of the decision, or as soon thereafter as reasonably possible, to contest the interim involuntary withdrawal or suspension in an interim involuntary withdrawal/suspension hearing. During an interim involuntary withdrawal or suspension, the student shall be denied access to residence halls, campus (including classes), and/or all other University activities or privileges for which the student might otherwise be eligible, as the Dean of Students or designee may determine to be appropriate. A preliminary hearing will be held by a designee of the Dean of Students in consultation with appropriate University officials and the Vice President for Student Affairs, within four (4) working days of the interim involuntary withdrawal or suspension to determine if the interim involuntary withdrawal or suspension should continue until a formal hearing of the charges by a University adjudicating body can be held. During this preliminary hearing, the student will be given notice of the allegations supporting the imposition of interim involuntary withdrawal or suspension against him/her and a summary of the evidence that supports the allegations. The student will be afforded an opportunity to respond to the allegations. If the interim involuntary withdrawal or suspension is upheld, the formal hearing concerning withdrawal, suspension, or expulsion shall be held as soon as practical. Conditions may be placed on a student for his/her return to the University. The

student may be required to provide documentation that he/she has taken steps to mitigate the previous behavior (e.g., followed a treatment plan, submitted periodic reports, granted permission for the University to talk to the treating professional).

17. Temporary Student Organization Cease and Desist. A temporary organizational cease and desist is instituted when the University has received information indicating that the continued activity of the organization could (1) potentially put students or the community at risk; (2) cause irreparable harm to the University or organization; (3) influence the integrity of an investigation; and/or (4) increase the organization's or University's fault or liability. A temporary organizational cease and desist can be issued by the University alone or in conjunction with a national/regional organizational cease and desist. The Office of Student Conduct will notify the parent office (i.e. Student Organizations and Service and/or Fraternity and Sorority Life) and the designated student representative that the organization has been temporarily restricted from conducting business. During the time of the temporary cease and desist, the organization will be prohibited from conducting organizational business including, but not limited to, organizational meetings, social activities, philanthropic activities, and representation of the University. The cease and desist duration will be determined on a case by case basis.

VI. Student Conduct Hearing Officers and/or Boards

Violations under this policy may be heard by the following hearing officers and/or boards:

- A. The Assistant Dean for Student Conduct and/or the Student Conduct Coordinator shall conduct all preliminary reviews and disciplinary conferences. These staff members will also conduct investigations as necessary.
- B. The Student Judicial Board shall consist of nine (9) members selected from eligible members of the student body. Members shall be selected for a one (1) year term and are eligible to serve additional terms with reapplication and approval as prescribed in the Student Government Association (SGA) constitution. The Student Judicial Board may be convened to hear cases involving alleged violations of University rules committed by students and organizations. This board may also be convened to hear matters relative to the interpretations of the Student Government Association constitution and any other policies passed by the Senate, as well as cases regarding student parking citations. Information regarding application, selection procedures, qualifications, and vacancies can be found in the Student Government Association constitution (<http://www.mtsu.edu/sga/documents/constitution.pdf>).
- C. The University Discipline Committee. See [Policy 32 University Committees](#).
- D. The Student Appeals Committee. See [Policy 32 University Committees](#).

VII. Disciplinary Procedures

- A. Responsibility for Administration. The administration of discipline is a function of the Dean of Students Office and/or the appropriate adjudicating body with the exception of matters concerning academic misconduct which is a function of the Office of the University Provost

and/or the Academic Misconduct Committee, set out with specificity in [Policy 312 Academic Misconduct](#). All matters involving sexual discrimination, sexual harassment, dating violence, domestic violence, or stalking will proceed pursuant to [Policy 27 Misconduct, Discrimination, and Harassment Based on Sex Including Pregnancy, Sexual Orientation, and Gender Identity/Expression](#) rather than the process specified in this Section VII.

- B. **Standard of Proof.** The standard of proof utilized in all student disciplinary matters is the preponderance of the evidence. Students should be aware that the student conduct process is different from criminal and civil court proceedings. The student conduct process is built on fundamental fairness, but does not include the same protections of due process afforded by the courts. Due process, as defined in this policy, includes written notice of the student disciplinary rules that are in question and an opportunity to be heard by an objective decision-maker. Students will only be found in violation of the student disciplinary rules when it is more likely than not that a policy violation occurred. This is called a preponderance of the evidence. Sanctions will be fundamentally proportional to the severity of the violation, the student's willingness to comply with disciplinary rules in the future, and the cumulative conduct history of the student.
- C. **Disciplinary Referral.** Reports of behaviors and incidents involving students may be referred for evaluation and possible disciplinary action by the University Police, residence hall staff members, faculty, staff, students, and other members of the University and city community. Referrals should be in writing and should be directed to the Assistant Dean for Student Conduct at judaff@mtsu.edu. A hard copy of a written referral may also be dropped off at the Office of Student Conduct, Keathley University Center, Room 208.
- D. **Preliminary Review.** All disciplinary referrals will undergo a preliminary review. The appropriate staff member will review the referral to determine if the possibility exists that a student disciplinary rule was violated, if additional information is needed prompting an investigation, if immediate action is warranted, and if there are other University entities that need to be put on notice that the behavior has occurred. If the staff member determines that there is a possibility that a student disciplinary rules violation has occurred and additional information is not needed, he/she will issue a disciplinary charge(s) against the student. If the staff member determines that additional information is needed, he/she will conduct an investigation. If immediate action is needed, the staff member will consult with the appropriate university officials to determine the best course of action. If other entities need to be informed of the matter, the staff member will consult with the appropriate University officials to determine the specific information that will be shared about the behavior or incident.
- E. **Disciplinary Charges and Disciplinary Conference.** Disciplinary charge means an allegation of a potential violation of the Student Disciplinary Rules. The purpose of a disciplinary conference is to determine whether there is a preponderance of the evidence to support the charges, and if so, to determine responsibility and appropriate sanctions. When disciplinary charges are issued to a student, the Student Conduct office will issue a written notice of the alleged violation(s) and the student's rights, and establish a disciplinary conference meeting date and time for the student and assigned staff member. This notice will be sent via the student's official MTSU email as well as a hard copy letter to their local address as indicated in the student information system. During this disciplinary conference, the student will be reminded which University policy/policies have allegedly been violated, and the student will be given an opportunity to

explain his/her version of the behavior or incident, or to otherwise refute the allegations. Students are afforded the following rights in the disciplinary conference:

1. The right to know what disciplinary violation(s) they have been charged with;
2. The right to tell their side of the story, present evidence, and request that fact witnesses be permitted to share information on their behalf;
3. The right to be accompanied by an advisor of their choosing whose participation is limited to advising the student. The advisor cannot speak on behalf of the student or represent the student. The advisor cannot be a student who has been charged with a violation of the Student Disciplinary Rules related to the same incident for which the meeting has been called;
4. The right to receive the decision and their imposed sanctions in writing.

The staff member will review the incident taking into account the information provided by the student. A determination will be made as to whether or not the student is in violation and, if so, what the appropriate sanction(s) will be. If the recommended sanction is not a sanction that separates the student from the institution, the staff member will explain the sanctions and needed follow-up to the student. If the recommended sanction is suspension or expulsion, the staff member will explain the student's options for case resolution. The staff member may also determine that additional information or follow-up is needed prior to being able to make a determination regarding the student's responsibility for a student disciplinary rules violation and may delay a decision until such a time that the needed information is acquired. The staff member can also refer the matter to the University Discipline Committee, if the case is particularly complex or the student would be best served by having a committee review the case (see the University Discipline Committee option below).

- F. **Hearing Options.** The majority of student disciplinary cases are resolved at the Disciplinary Conference level. However, there are instances when it becomes necessary for a discipline hearing to occur. If the recommended sanction for a student in a disciplinary conference is suspension or expulsion, the student has three choices regarding resolution of the disciplinary case. The first choice is to accept responsibility for the violation and the recommended sanction(s). The second choice is to request a hearing before the University Discipline Committee. The third choice is to request a hearing pursuant to the Uniform Administrative Procedures Act (UAPA). The staff member will explain the three choices to the student, and the student will indicate his/her selection in writing. Once the selection is made, a student cannot elect another option or revert back to the original decision rendered by the staff member. In addition, the Office of Student Conduct can refer a matter to a formal hearing when the case is unduly complex and/or problematic.

University Discipline Committee. The committee's purpose is to hear student disciplinary cases referred by the Office of Student Conduct. The University Discipline Committee (UDC) makes its recommendation(s) to the Vice President for Student Affairs and Vice Provost for Enrollment and Academic Services. The Vice President can uphold the recommendation(s), reverse the recommendation(s), or send the recommendation(s) back to the UDC for reconsideration of the sanctions only.

The Office of Student Conduct has the responsibility for scheduling UDC hearings, including the selection of date, time, and location as well as providing information to the student about the committee format and process. The student will be notified of the hearing schedule a minimum of four (4) business days in advance of the actual hearing date. University Discipline Committee hearings are closed to the public unless all parties agree, in writing, to an open hearing.

Students are afforded the rights guaranteed in the Disciplinary Conference as well as the following additional rights:

1. The right to be advised in writing of the date, time, and place of the hearing at least four (4) business days in advance of the hearing;
2. The right to be accompanied by more than one advisor at the discretion of the adjudicating body and the Office of Student Conduct. The advisor(s) cannot be another student who has been charged with a violation of the Student Disciplinary Rules related to the same incident as the student. The student may choose to be advised by legal counsel; however, counsel's participation shall be limited to directly advising the student. Legal counsel cannot engage in direct or cross-examination, make opening or closing statements, or engage in argument.
3. The right to call witnesses on his/her behalf. It is the student's responsibility to contact his/her witnesses and inform them of the hearing unless the witness is also a University witness. University witnesses are contacted by the Office of Student Conduct;
4. The right to question witnesses;
5. The right to be informed of an appeal option, if applicable.

Uniform Administrative Procedures Act. All cases which may result in: (a) suspension or expulsion of a student from the Institution for disciplinary reasons; or, (2) revocation of the registration of a student organization, are subject to the contested case provisions of the Uniform Administrative Procedures Act (UAPA), T.C.A. § 4-5-301, et. seq., and shall be processed in accordance with the Uniform Contested Case procedures unless the student or student organization waives those procedures and chooses to have the case disposed of administratively in a disciplinary conference or by going before the University Discipline Committee. If the student wishes to pursue the case administratively or through the UDC, he/she must waive the right to a UAPA hearing in writing.

In all cases involving a hearing under the UAPA contested case provisions, the President or designee shall determine, based upon the nature of the case, whether the hearing shall be before a hearing officer alone or a Hearing Committee presided over by a hearing officer. The President is responsible for appointing a hearing officer and/or hearing committee at the request of the Office of Student Conduct. The Office of Student Conduct has the responsibility for working with the Office of the University Counsel to schedule UAPA hearings including the selection of date, time, and location as well as assisting in the scheduling of any necessary preliminary meetings.

The case will proceed pursuant to [Policy 110 Cases Heard Pursuant to the Uniform Administrative Procedures Act](#). The student's rights are outlined in that process.

Interim Involuntary Withdrawal or Suspension Hearings. Hearings conducted with regard to interim involuntary withdrawals or suspensions imposed prior to or pending the outcome of a disciplinary investigation or proceeding shall be conducted consistent with the minimum requirements of due process applicable to a UDC hearing, taking into account the need for a timely hearing. The evidence presented at the hearing shall be limited to that which is relevant to the basis asserted for imposition of the interim involuntary withdrawal or suspension. The following special conditions apply to involuntary withdrawal/suspension hearings:

- a. The Institution shall conduct an assessment to consider the nature, duration, severity, and probability of the threat posed and/or disruption caused by the student or student organization, relying on the best available objective evidence and, if applicable and obtainable, the most current medical evidence;
- b. Failure of the student or representative of a student organization to appear for or cooperate with a mandated assessment will result in an involuntary withdrawal without further process;
- c. The Institution shall also determine whether reasonable modifications of its policies, practices, or procedures could sufficiently mitigate the identified risk;
- d. Absent exigent circumstances creating an imminent risk of harm, the Institution will make the decision to involuntarily withdraw or suspend based on the threat the student or student organization poses to others;

If exigent circumstances warrant the immediate removal of a student or student organization from the institution, the student or student organization will receive, at a minimum, notice and an initial opportunity to present evidence immediately after being placed on the interim involuntary withdrawal or suspension, and the opportunity to initiate full due process within 30 days of the removal.

G. Appeals

Eligibility: A student or student organization who has been suspended or expelled from the University as the result of disciplinary action has the right to file an appeal. Students or student organizations subject to disciplinary action that does not include suspension or expulsion from the Institution, do not have an appeals option. It is the responsibility of the body of original jurisdiction to inform the student or student organization of the right to appeal and to whom the appeal should be presented. It is not the function of the appeals process to permit a rehearing of the factual issues presented to the adjudicating body, but rather it is to ensure that the disciplinary procedure has been implemented fairly and consistently with these policies.

Time Limitations: An appeal must be submitted in writing to the Dean of Students within forty-eight (48) hours of notice to the student or student organization that the approving authority has affirmed the suspension or expulsion. The student or student organization will be directed to pick up the decision letter from the Dean of Students office. If the student or student organization is unable or unwilling to pick up the decision letter, an official email will also be sent to the student's or student organization advisor's MTSU email account which shall serve as notice. A student or student organization cannot extend the 48-hour time limitation by refusing to acknowledge the notice, ignoring the notice, and/or because he/she does not agree with the decision.

Grounds for Appeal: The appeal must specify grounds which would justify consideration. The written appeal must contain the substantive proof on which the student or student organization is basing the appeal. Appeals that do not include the specific information that substantiates the appeal will be immediately denied. General dissatisfaction with the outcome of the decision shall not be accorded as a basis for consideration of an appeal. An appeal may be filed based on one or both of the following conditions:

1. an error in procedural due process by the body of original jurisdiction which prejudiced the disciplined student or student organization to the extent that he/she was denied a fundamentally fair hearing as a result of the error;
2. the emergence of new evidence which could not have been previously discovered by the exercise of due diligence and which, had it been presented at the initial hearing, would have substantially affected the original decision of the adjudicating body.

Appellate procedure: For UDC decisions, the Dean of Students will review the written appeal to determine if the appellant has met the requirements for filing an appeal. Appeals which do not allege sufficient grounds shall be denied consideration and dismissed. Appeals which do allege sufficient grounds will be accepted for consideration and forwarded to the appellate body. The appellate body shall not conduct a re-hearing, but will consider only the record made by the adjudicating body. The appellate body may, at its own discretion, permit written or oral statements from the concerned parties in interest at the time the appeal is considered. The alternatives available to the appellate body are affirmation of the recommended sanction, reversal of the decision, and return to the original adjudicating body for reconsideration of sanctions only.

For UAPA decisions, the appeal procedures are set forth in [Policy 110 Cases Heard Pursuant to the Uniform Administrative Procedures Act](#).

- H. Effect of Noncooperation. A student who fails to respond to a notice of allegations within the specified time frame will have a hold placed on his/her records. The hold will be removed at such time as the student has appropriately responded to a notice of an alleged violation(s). In the event a student fails to cooperate, ignores, or otherwise does not respond after a reasonable amount of time, he/she may be referred for a hearing before the appropriate University adjudicating body and shall be deemed to have waived the election of a hearing pursuant to the UAPA. Decisions may be made in the student's absence.
- I. Retention of Records. Disciplinary records are maintained by the Office of Student Conduct. A permanent disciplinary file will be maintained if a student is suspended or expelled from the Institution. Files developed in cases in which a lesser sanction has been imposed will be retained for a period of five (5) years after date of action unless sanctions specify that they should be retained for a longer period. Files developed in cases that are covered under the Clery Act will be retained for a period of seven (7) years after the date of action per federal requirements. Files developed in cases where a student is found not responsible for student disciplinary rules violations will be maintained for statistical purposes; however, the record will not be reportable as an official disciplinary record in that student's name.

VIII. Alternative Resolution of Disciplinary Incidents

- A. Mediation. Students involved in conflict(s) with another individual(s) may elect to have the conflict(s) mediated with the assistance of a third party mediator assigned by the appropriate university official. The Office of Student Conduct must agree that mediation is an appropriate resolution to the presenting disciplinary incident. Mediation may never be used for disciplinary matters concerning allegations of sexual assault. The following conditions must be accepted by the parties:
1. All parties involved must willfully agree to the mediation process;
 2. The resolution that results from the mediation process will be written, signed by all parties, and will bind the parties to the agreed terms until such terms are completed or an alternative agreement is developed by the parties;
 3. The agreement reached through mediation is not subject to any appeals process;
 4. If the agreement is not upheld, the parties may be referred back to the Office of Student Conduct for appropriate disciplinary action to be taken;
 5. If no form of resolution can be determined by mutual consent, the matter will be referred to the appropriate student conduct body.
- B. Informal Agreement. There may be times when it is appropriate for a student to come to an informal agreement with the university regarding their behavior and attempts to correct the behavior. The Office of Student Conduct will make these considerations on a case by case basis. An informal agreement can only be initiated by the Student Conduct Coordinator, Assistant Dean for Student Conduct, and/or the Dean of Students.

IX. Victim's Rights

Generally, a victim's input shall be sought during the disciplinary process; however, the right and responsibility for disposition of any individual complaint is reserved by the University. If a victim withdraws his/her complaint or refuses to offer testimony during the course of a disciplinary proceeding, the University reserves the right to proceed without his/her input. Victims of sexual misconduct, sexual harassment, dating violence, domestic violence, and stalking are guaranteed specific rights within [Policy 27 Misconduct, Discrimination, and Harassment Based on Sex Including Pregnancy, Sexual Orientation, and Gender Identity/Expression](#). Victims of violence are afforded the following rights:

- A. The victim shall be advised in writing of the date, time, and place of the hearing at least five (5) business days in advance of the hearing;
- B. The victim shall be given the opportunity to meet with the appropriate staff member to discuss the disciplinary process;
- C. The victim shall be given an opportunity to submit a written account of the alleged incident;

- D. The victim shall have the right to be accompanied at all stages of the disciplinary process by an advisor whose participation shall be limited to advising the victim. The advisor cannot be a student who has been charged with a violation of the Student Disciplinary Rules related to the same incident as the victim or a student who has an open complaint against the victim. The victim may also be accompanied by legal counsel; however, counsel's participation shall be limited to directly advising the victim, i.e., legal counsel may not conduct direct or cross-examination, make opening or closing statements, or engage in argument. The victim may be accompanied by more than one advisor at the discretion of the adjudicating officer or body. The intent of the victim to be accompanied by an advisor shall be indicated in writing to the student conduct coordinator at least five (5) days prior to the disciplinary hearing;
- E. The victim shall be afforded an opportunity to testify as a witness during a disciplinary hearing;
- F. The victim may reserve the right to decline to testify during a disciplinary hearing, with the knowledge that such action could result in dismissal of allegations of University rules violations for lack of evidence;
- G. The victim shall be allowed to submit a written victim impact statement to the adjudicating body for their consideration during the sanction phase of the disciplinary process.

X. Authority of the President

The President of the University retains final authority on all campus matters, including disciplinary decisions. Therefore, any disciplinary action is subject to final review by the President of the University. At his/her discretion, the President may determine to intervene in order to negotiate a mutually acceptable resolution to any disciplinary proceeding, or subsequently, to convert any finding or sanction imposed to a lesser finding or sanction, or to rescind any previous finding or sanction, in appropriate cases.

Forms: none.

Revisions: none.

References: Family Educational Rights and Privacy Act of 1974; Tennessee Open Records Act; T.C.A. § 4-5-301, et. seq.; § 10-7-504(a)(4); § 49-7-123(a)(1); § 49-7-146; Policies 25 Equal Opportunity, Affirmative Action, and Nondiscrimination; 26 Discrimination and Harassment Based on Protected Categories Other Than Sex; 27 Misconduct, Discrimination, and Harassment Based on Sex Including Pregnancy, Sexual Orientation, and Gender Identity/Expression; 32 University Committees; 100 Use of Campus Property and Facilities Scheduling; 110 Cases Heard Pursuant to the Uniform Administrative Procedures Act; 312 Academic Misconduct; 541 Residential Life and Housing Rules; 705 Weapons on Campus; 750 Tobacco-Free Campus; 775 Traffic and Parking; 910 Information Technology Resources.

541 Residential Life and Housing Rules

Approved by President

Effective Date:

Responsible Division: Student Affairs

Responsible Office: Housing and Residential Life

Responsible Officer: Director, Housing and Residential Life

I. Purpose

A residence hall is a densely populated community composed of students with many different interests, habits, and tastes. Middle Tennessee State University (MTSU or University) is committed to the concept that on-campus residence facilities should provide an atmosphere conducive to both living and learning where, in a spirit of cooperation and consideration for others, students may live, study, and relax together. This policy provides rules to establish and maintain that atmosphere.

II. Definitions

- A. Guest. Any person invited by a student resident or the University to visit in a residence facility.
- B. License Agreement. The contract document setting forth the terms of occupancy of any student residence facility/unit as between the University and student residents that occupy any such facility/unit.
- C. Occupant. Spouses, children, immediate family members and/or other persons residing with a student resident in a student residence facility/unit.
- D. Prepayment Fee. A payment required by the University to secure accommodation within a residence facility prior to taking occupancy of a particular room, bed, or unit. The prepayment fee is applied toward housing costs except where forfeitures apply.
- E. Premises. Any residence hall, apartment, house, or other facility owned or operated by the University to provide housing accommodations for student residents.
- F. Semester Fee. The payment required to occupy a residence facility for a specified term.
- G. Student. For the purposes of this policy, Student refers to the individual residing on premises who is a signatory to the student housing License Agreement. The Student and/or occupants may also be referred to as resident(s).

III. Eligibility

Full-time students officially admitted and enrolled at the University for the fall or spring semester shall be eligible to reside in a student residence facility on premises during their period of enrollment. Part-time students shall be eligible to reside in student residence facilities on a space-available basis only. Students who drop below full-time enrollment during the academic year should not assume that they

will be released from the obligations of their License Agreement (Agreement). Student residence facilities may be leased/licensed to other persons in connection with programs and activities on campus.

All students, with the exception of students who are prohibited by federal or state law from residing in student residence facilities for any reason, shall have an equal opportunity to reside in student residence facilities regardless of race, color, religion, creed, ethnic or national origin, sex, sexual orientation, gender identity/expression, familial status, age or disability, provided that separate student residential facilities may be established on the basis of sex.

No person who is registered or required to register as a sex offender pursuant to the Tennessee Sexual Offender and Violent Sexual Offender Registration, Verification and Tracking Act of 2004, as amended, Tenn. Code Ann. §§ 40-39-201, et. seq., shall be eligible to reside in any on-campus student residence facility including residence halls, apartments, and houses.

IV. Application Process

Application Process and Fees. Students must make application for permission to reside on campus by returning a completed application signed by Student and, as applicable, Student's parent/guardian or Student's spouse. A completed application, including the required signatures, indicates acceptance of the terms and conditions contained in the Agreement.

At the time of application, Student must also submit a prepayment fee. Semester fees are due and must be paid during the fee payment period at the beginning of the term. Fees are subject to change each year. See Housing Rates for Fall/Spring or Spring Only at <http://www.mtsu.edu/living-on-campus/rates.php> or contact Housing and Residential Life (Housing & Residential Life or Housing) at 615-898-2971 or by email at housing@mtsu.edu for additional information and current fee rates.

The prepayment fee is refundable prior to first check-in date according to the schedule included in the Student Housing License Agreement section below. All cancellations must be submitted in writing to Housing and Residential Life, MTSU Box 6, Murfreesboro, TN 37132 or by fax to 615-898-5459 or by email at www.mtsu.edu/housing.

Mandatory Board Plan for Freshmen. Students classified as Freshmen not assigned as a family unit are required to purchase an approved board plan option.

Required Immunizations. All new incoming students who live on campus are required to provide proof of adequate immunization against Meningococcal disease after their 16th birthday and within the last 5 years. Some exemptions exist for students who provide the appropriate medical or religious exemption form to Student Health Services. This requirement does not replace the Hepatitis B/Meningitis Waiver Form required by Student Health Services of all MTSU students living on or off campus. New incoming students living in on-campus housing will not have the option of refusing this immunization without providing Student Health Services with appropriately executed medical or religious exemptions. To ensure compliance, students are eligible for housing assignment contingent on proof of adequate immunization against Meningococcal disease. This means a housing application will be accepted but cannot be assigned until vaccination against the Meningococcal disease is confirmed by MTSU Student Health Services. For more information on all required immunizations, see <http://www.mtsu.edu/healthservices/immunizations.php>.

V. Student Housing License Agreement

The Agreement contains applicable provisions regarding prepayment, cancellations, and refunds. Students are responsible for compliance with each provision and term of the Agreement and this policy. Prospective students should request a copy of the Agreement from Housing and Residential Life.

Term. The term of an Agreement is for the full academic year (fall and spring semesters). The Student who enrolls in the University for the fall semester and who signs an Agreement agrees to reside in on-campus housing for both the fall semester and the spring semester provided he/she enrolls in the University during both semesters. Agreements entered into any time after the first day of the fall semester or spring semester continue in effect until the close of the academic year under the same conditions.

Students must check out of their residence within 24 hours if they withdraw from or fail to enroll in classes at the University.

The Agreement or an attachment to it must document/identify spouses, children, dependents, and/or other persons residing with the Student in the facility.

Assignment/Subletting. No Student shall assign the lease/license of any student residence facility or sublet the facility and any attempted assignment shall be void without the written consent of the University.

Liability for Damage. Each Student agrees to pay the University, immediately upon demand, for any and all damages to the premises, including but not limited to, damages to exterior or interior walls, ceilings, floors, windows, doors, locks, hardware, plumbing fixtures, cabinets, shrubbery, lawn, appliances, fixtures, or furnishings of the unit and its surrounding premises, if such damage is caused by an act or failure to act by the Student or guests of the Student.

Cancellation of the Agreement; Refunds. Student or University may cancel the Agreement under the circumstances indicated below.

A. Prior to the beginning of the Term.

1. If Student completes the application process and is assigned a living space but does not enroll in classes for fall and/or spring term and fails to properly check in prior to the first day of classes for any given term, University may cancel the Agreement. Student will be considered a no-show subject to forfeiture of his/her prepayment amount. In cases between terms where Student's personal items have been stored as an accommodation during a non-contract period, Student will be subject to forfeiture of his/her prepayment as well as storage fees and associated costs for removal of personal belongings.
2. Prepayment fee refunds. The amount of any refund of the prepayment fee is made based on the cancellation postmark date, the date a confirmed cancellation email was sent, or the date of hand delivery of the written notice of cancellation. The schedule for refunds, including dates and amounts is specified in the Agreement form.

B. During the Term of the Agreement. The Agreement may be cancelled consistent with the criteria identified below:

1. If Student officially withdraws from University and has complied with check-out procedures, University may cancel the Agreement for the remaining portion of the term. If Student enrolls for spring term, the Agreement will be reinstated and appropriate charges will be assessed to Student's account.
2. If Student does not plan to enroll for the spring term and notifies University in writing, the Agreement will terminate on the day of Student's last fall term exam or graduation date, if Student is among those scheduled, in advance, to graduate and not scheduled to return to the University in a student status. If Student enrolls for spring term, the Agreement will be reinstated and appropriate charges will be assessed to Student's account.
3. Prepayment fee refunds; Fall Residents Not Enrolling for the Spring Term. The prepayment fee may be refunded as specified below provided Student has appropriate prepayment on file. The amount of any refund of the prepayment fee is made based on the cancellation postmark date, the date a confirmed cancellation email was sent, or the date of hand delivery of the written notice of cancellation. The schedule for refunds, including dates and amounts of such refund, is specified in the Agreement form.

A full prepayment refund is available under the following conditions:

- a. The student is prevented from attending the University because of a medical reason(s) confirmed in writing by a licensed physician and deemed acceptable at the discretion of the University and, due to withdrawal from the University, must cease to occupy assigned living space.
 - b. Residence space is not available.
 - c. The death of the Student.
4. Semester fee refunds. No refund will be made other than under the following conditions:
- a. Refund of semester fees will be made on a prorated weekly calendar basis if Student is forced to withdraw from the University for a medical reason(s) which must be confirmed in writing by a licensed physician and deemed acceptable at the discretion of University and, due to withdrawal from the University, must cease to occupy assigned living space.
 - b. Refund of semester fees will be made on a prorated weekly calendar basis if Student is requested to leave the premises for other than disciplinary reasons.
 - c. No refund of fees for the academic year will be made if Student is required to vacate assigned space for disciplinary reasons.
 - d. A full refund of housing fees will be made in the event of Student's death.

- e. Withdrawals for other reasons will be subject to University's fee adjustment period as outlined in the registration guide.
5. Students who participate in an off-campus academic experience may be eligible for release from the Agreement provided the experience requires Student's regular and/or continued presence at a location significantly distant from the campus so as to constitute an undue hardship on Student, to be determined at the discretion of University. If termination is granted, the Agreement will terminate on the day of Student's last fall term exam or graduation date, if Student is among those scheduled, in advance, to graduate. Students seeking this option must petition for such relief by submitting, prior to October 15, a License Agreement Cancellation Request form outlining the academic experience and are required to provide additional supportive documentation from the college and/or internship site or assignment.
6. In the event that the assigned living space is destroyed or otherwise rendered uninhabitable and University does not provide alternative Premises, the Agreement will be cancelled and housing fees will be refunded on a prorated basis.

VI. Housing Assignment

The University reserves the right to make all housing assignments and to make any assignment changes or transfers considered necessary. Assignments are made by date of application without regard to race, color, national origin, religion, sex, familial status, or disability, although separate student residence facilities or areas of student residence facilities may be established on the basis of sex.

Housing assignments are based on the date of application, payment of applicable fees, and submission of required immunization documentation. A specific building, type of room, and specific roommate cannot be guaranteed.

Special living-learning programs may include specific additional criteria for participation/assignment.

In the event any occupant of a multiple occupancy student residence facility ceases to reside in the unit for any reason, the University shall have the right to reassign the remaining occupants to another student residence facility on campus.

Room Changes. Students may submit requests for room changes with Housing and Residential Life. Students moving out of or into a student residence facility without having written authorization from Housing will be in violation of the Agreement. All changes are authorized on a space-available basis.

VII. Check-In and Check-Out

Students may move into assigned living space by reporting to check-in locations during the dates and times specified in their Agreements. Unless previous arrangements have been made, any Student who fails to check in during the specified dates and times will forfeit his/her original room assignment. Students who fail to check into their buildings and who also fail to enroll in classes by the late registration deadline will forfeit their prepayments as specified in the Student Housing License Agreement section of this policy and in the Agreement, and their Agreements will be voided. An

enrolled Student who fails to check into the building but who has not been granted an approved Agreement release will remain subject to the financial obligation incurred by signing the Agreement.

Each Student must check out in person with the Area Coordinator or designated representative at the end of each semester and turn in the room key. His/her room must be clean and all personal property must be stored or removed. Housing assumes no responsibility for property left in rooms after check-out and/or student residence facility closing. Where applicable, additional charges for cleaning the room or removing abandoned items may be assessed to the Student's account.

VIII. Responsibility for and Maintenance of Property

Responsibility for Personal Property. The University does not assume any legal obligation to pay for the loss or damage to personal property of residents occurring in its buildings or on its grounds. Students or their parents are encouraged to carry appropriate insurance to cover such losses.

Aid in Maintenance. Students shall assist and cooperate with the University in the care and maintenance of the premises and shall report promptly to their residence hall staff any breakage, damage, or need for repair of the Student's room, facilities, or equipment therein. Students shall not adjust or tamper with any mechanical equipment.

Students are responsible for the care and preservation of their rooms and all University-owned equipment and room furnishings. All Students will complete a room inventory when they establish occupancy. Damages occurring during their period of occupancy beyond normal wear will be assessed to the individual(s) responsible as will unusual cleaning charges. Furnishings must not be removed from the room or public areas without the authorization of the Area Coordinator. Students shall make no alterations, changes, repairs, remodeling, or painting of the premises. Pictures and other materials may be posted on walls within student rooms using a non-defacing adhesive. No nails or screws may be driven into any wall. The Student(s) responsible will bear the cost of repair or replacement for damaged or misplaced furnishings. Cost for damages or loss occurring in the public areas of a building will be shared equally by all Students responsible for that area of the building when the damage or loss cannot be attributed to specific individuals. A minimum damage charge of \$1.00 per occurrence will be assessed to each Student.

Each Student agrees to pay the University, immediately upon demand, for any and all damages to the premises, including but not limited to damages to exterior or interior walls, ceilings, floors, windows, doors, locks, hardware, plumbing fixtures, cabinets, shrubbery, lawn, appliances, fixtures, and furnishings of the unit and its surrounding premises, if such damage is caused by an act or failure to act by the Student or guests of the Student.

Removal of Personal Property; Abandoned Property. Personal property of any kind that remains in a room either after a Student: (1) withdraws from classes at the University, (2) has his/her Agreement terminated, (3) is otherwise relocated (from building to building, from room to room, from side to side, or within the designated area assigned), (4) has checked out; or, after the facilities have been closed, will be considered abandoned property. The University shall have the right to remove the Student's personal property and store the belongings. The University will then dispose of such items in accordance with [Policy 685 Disposal of Surplus Personal Property](#). Any applicable cleaning, packing, or storage charges will be assessed to the Student's account. Housing assumes no responsibility for abandoned property that is lost, stolen, or damaged during packing, storage, or disposal.

IX. Safety and Security

Residents must share responsibility for maintaining a safe and secure residential community. Residents should keep their doors and windows locked any time they are out of the room, even for short periods of time. Residents who do not keep their doors and windows locked any time they are out of the room, or who prop open wing or building doors may be subject to disciplinary action. All visitors to residence halls must enter/exit only from the main entrance/door of the building, unless special permission has been secured from the Area Coordinator. Residents leaving the building through locked security doors are responsible for ensuring that the doors close to the locked position.

During holiday periods, doors and windows should be securely locked, and window shades should be opened. Items of value should not be left in a room over a holiday period. Any theft or losses should be reported to the University Police. Housing is not responsible for loss, damage, or theft of personal property. Residents and/or their parents are strongly encouraged to carry appropriate insurance to cover the potential theft, loss, or damage of personal property.

Card Access Systems. All Students are expected to carry and swipe their own student identification (ID) cards to enter residence hall buildings with an installed card access system. Students who experience difficulty using their ID cards to gain entry to a building should contact the residence hall front desk. As a security precaution, Students who lose their ID cards should report the loss to the residence hall front desk and the ID Office. Residents are not permitted to share or loan their ID cards with other persons.

Keys. Room or apartment keys are the property of the University, and a Student may not have duplicate keys made. Students who misplace their keys and need access to their rooms should contact their residence hall front desk to be issued a temporary key. As a security precaution, Students who lose their keys will have their locks changed and the core replaced and will be charged the appropriate fee. Residents are not permitted to share or loan their keys to other persons.

Fire safety. The sounding of false fire alarms and tampering with firefighting or safety equipment, including extinguishers, hoses, EXIT signs, and the alarm system is prohibited. Residents are responsible for safely evacuating the building immediately upon the sounding of the alarm or as otherwise directed by residence hall staff. Students failing to appropriately evacuate the building may be subject to disciplinary action.

Fire drills. Each residence hall will conduct a minimum of two fire exit drills each semester. One will be announced and notice given to all building staff and residents. One will be unannounced without notice to either the building staff or residents.

Disease. Students will report immediately to the University any infectious or contagious disease occurring within the residence halls or apartments. This is to insure the safety of all residents.

X. Entry and Searches

A student residence facility may be entered at all reasonable times to examine and inspect the facility for maintenance, health, safety, emergency purposes, or to render service and/or repairs to the facility. Students shall permit the duly authorized agent, employee, or representative of the University to enter without notice any part of the dwelling unit during reasonable hours for the purpose of inventory, maintenance inspections, improvements, or repair to any part of such dwelling unit.

Any student residence facility may be searched with the consent of the Student or any other occupant of the facility.

All entries and searches, other than those described in sections immediately above, shall be conducted in accordance with federal and state laws.

Health and Safety Inspections; Maintenance Inspections. Health and safety inspections will be conducted in all student residence facilities on a monthly basis by Housing staff to determine compliance with safety, health, and maintenance standards. Notice will be given prior to these inspections. Maintenance inspections occur when a work order has been submitted or when Housing staff becomes aware of an issue and will be conducted by University personnel during reasonable hours. Residents who fail to comply with the safety, health, and maintenance standards may be subject to disciplinary action.

XI. Visitation

Students and occupants shall be responsible for the compliance of their invited guests with this policy. Violators are subject to appropriate disciplinary action.

- A. Visitation hours will be noon until midnight Sunday through Thursday, and noon until 2:00 a.m. on Friday and Saturday. All visitors are required to check in at the front desk or other designated area and must be escorted at all times. Guests are not to wander in the residence halls nor are they permitted in opposite sex restrooms. If escorted at all times by the host, guests are permitted in any residence hall common area.
- B. Guests will be permitted in rooms only with the permission of the other occupants of the room. Interference with another occupant's privacy, use, and enjoyment of the room will not be allowed.
- C. Visitation hours during summer sessions will be noon until midnight Sunday through Thursday, and noon until 2:00 a.m. on Friday and Saturday.
- D. It is the responsibility of all students to be aware of the visitation hours/policy for the hall they are visiting. Failure to comply with the visitation rules may result in disciplinary action.
- E. A register will be maintained at each residence hall front desk that has twenty-four (24) hour staff. Students having guests are responsible for seeing that their guests provide identification and sign the register when entering and leaving the hall as directed by residence hall staff.
- F. Each guest must be escorted by the Student host from the lobby to the room he/she is visiting and from the room back to the lobby.
- G. Room checks may be made at any time during visitation by residence hall personnel. Violations of visitation guidelines will be reported to the appropriate Area Coordinator of the participating hall. Disposition of such cases will be treated in the same manner as other violations of University policy.

- H. There will be no more than a total of five (5) guests in a room at any given time except in cases where guests are members of the Student's immediate family.
- I. Students and guests must be properly attired in apparel suitable for class.
- J. Any student who violates visitation policies may lose subsequent visitation privileges, as well as incur other disciplinary action.
- K. Visitation regulations apply to all guests regardless of gender.
- L. Overnight guests of the same sex are permitted, if the following conditions are met:
 - 1. The guest is registered with the Area Coordinator prior to staying overnight.
 - 2. The Student host informs the guest of residence hall regulations and accepts responsibility for the guest's conduct.
 - 3. Permission for a guest to stay more than two (2) consecutive nights must be obtained from the Director, Housing & Residential Life and/or designee.

XII. Housing Disciplinary Offenses

Students, occupants, and guests are subject to, and shall comply with, the rules and policies of the Board, and all University rules and policies, as well as all federal and state laws. Violators are subject to appropriate disciplinary action.

Housing & Residential Life has adopted the following non-exclusive list providing notice of offenses for which students may be subject to disciplinary action through the process set out in Section XIV. Students may be subject to additional disciplinary charges and sanctions through the Office of Student Conduct.

Alcohol. The use and/or possession of alcoholic beverages is prohibited on the University campus and in all student residence facilities. Empty alcohol containers (including but not limited to bottles, cans, shot glasses, flasks, and kegs) may not be used for display purposes in any student residence facility.

Bicycles and Motorcycles. Parking or storing bicycles, mopeds, or motorcycles is not permitted in hallways, stairways, outside walkways, fire escapes, or lobbies of student residence facilities. Bicycles may be kept inside the facility, in bicycle storage rooms or individual student rooms, providing they do not block entrances or exits. Bicycles may not be kept in public areas (i.e. hallways, lounges, stairwells, etc.)

Business or Commercial Use. Student residence facilities may not be used for any business or commercial purpose. The facilities are to be used for residential purposes only.

Cable Theft. Cable theft is the receipt of cable services without the express authorization of a cable television operator. Theft includes splitting cable wires or attaching a black box that can alter the cable equipment owned by the operator.

Computer and Network Acceptable Use. [Policy 910 Information Technology Resources](#) is intended to prevent abuses of equipment and services, and to ensure that the use of computers and networks honors the public trust and supports the University's mission to educate students, conduct research, and provide public service. Using MTSU and state resources for unauthorized copying and/or distribution of copyright-protected information, music, video, and software is prohibited.

Construction. No construction of any kind is allowed without prior written consent of the University.

Data Service. All student residence facilities have direct data network access via Ethernet jack and wireless. All residents using the MTSU data network must adhere to all provisions of [Policy 910 Information Technology Resources](#).

- A. Wireless routers are not permitted.
- B. Servers of any type are not allowed in student residence facilities. This includes but is not limited to Web, FTP, telnet, game, peer-to-peer, and file servers. Servers discovered in operation are subject to disconnection.
- C. Distributing copyrighted material without permission is not permitted and may result in suspension of network access as well as other sanctions.
- D. Internet Protocol (IP) addresses are centrally assigned and may not be changed. To receive this address and other necessary configuration information, the network card must be set to obtain address information automatically via Dynamic Host Configuration Protocol (DHCP). Computers attempting to circumvent this registration and assignment process are subject to disconnection.

Disturbances or Nuisances. No student resident shall permit or create a nuisance or disturb any other residents of the facility. Students shall not conduct or permit activities in their student residence facilities or in any manner create disturbances which would cause disruption to other residents.

Drugs. The unlawful use and/or possession of drugs and/or drug paraphernalia is prohibited on the University campus and in all student residence facilities. Students found responsible for drug violations WILL be removed from the residence halls, apartments, and/or houses. Housing and Residential Life has a zero tolerance policy meaning students found in violation of drug or drug-related policies will be removed from the residence halls and/or apartments and be responsible for paying out the academic year housing agreement in full. Any reasonable suspicion of drug use or possession including odor of burnt or raw marijuana, physical characteristics of impairment, and/or possession of any paraphernalia that can be used for drug consumption will lead to an investigation and possible violation of this rule.

Electrical Kitchen Appliances. Appliances with open heating elements may not be operated in student residence hall rooms.

Failure to Comply with Sanctions. Failure to fully comply with disciplinary sanctions imposed subsequent to the process set forth in Section XIV.

Failure to Cooperate with Institutional Officials. Any act of insubordination or failure to cooperate with University officials, including all levels of Housing staff acting in the performance of their duties, is grounds for the immediate termination of the Agreement.

Fire Hazards. Students shall permit no combustible material to be kept on the premises and shall take every precaution to prevent fires. Fire escapes shall be kept clear of all items and shall be used in case of emergency only. Students will not store or lock anything on or immediately adjacent (within two [2] feet) to electrical meters or conduits from these meters leading into residence halls, apartments, and houses.

Fire Safety. The sounding of false fire alarms and tampering with firefighting or safety equipment, including extinguishers, hoses, EXIT signs, and the alarm system is prohibited. Residents are responsible for safely evacuating the building immediately upon the sounding of the alarm or as otherwise directed by residence hall staff. Students failing to appropriately evacuate the building may be subject to disciplinary action.

Firearms, Explosives, Fireworks, and Inflammables. The possession or use of firearms, slingshots, paint ball guns, super-soakers, explosives, fireworks, inflammable fluids, dangerous chemical mixtures, pellet guns, B.B. guns, propelled missiles, tasers, stun guns or ammunition (which includes but is not limited to bullets, paint balls, pellets, and B.B.s) is prohibited.

Heating. Students shall not use any appliances for heating except those provided with prior written consent of the University.

Illegal activities. Illegal activities of any kind within student residence facilities are prohibited.

Keys. Room or apartment keys are the property of the University, and a student may not have duplicate keys made. Students who misplace their keys and need access to their rooms should contact their residence hall front desk to be issued a temporary key. As a security precaution, students who lose their keys will have their locks changed and the core replaced and will be charged the appropriate fee. Residents are not permitted to share or loan their keys to other persons.

Noise and Quiet Hours. The primary aim of Housing and Residential Life is to maintain an atmosphere conducive to the pursuit of residents' academic goals and to provide an opportunity for uninterrupted study and rest. Courtesy hours are in effect 24 hours a day. Unnecessary noise, from whatever the source, must be discontinued upon request. Quiet hours are in effect from 9:00 p.m. until 9:00 a.m. every day. Students who show a disregard for quiet hours may have their Agreement canceled and/or be restricted from living or visiting in the residence halls. Strict quiet hours will be in effect 24 hours a day beginning one day prior to the start of final exams and will continue through the end of the exam period.

Pets. No pets of any kind are allowed in the residence halls or University apartments, with the exception of fish contained in one aquarium no larger than 10 gallons. Residents must make appropriate arrangements for the care of fish during holiday or other break periods. Housing and Residential Life will not assume responsibility for feeding, cleaning, or otherwise maintaining aquariums. This does not exclude accommodations required pursuant to the Americans with Disabilities Act, as amended.

Premises. Students shall maintain the premises, including their yards, in a neat and orderly condition. No refuse, loose paper, cans, bottles, etc., shall be permitted to accumulate outside or underneath dwelling units.

Prohibited Items. The following is a non-exhaustive list of items which are prohibited in student residence facilities: water-filled furniture, personal air conditioners, ice boxes, unauthorized refrigerators, pianos, exterior aerials or antennas, heavy electrical appliances such as laundry and dishwashing machines, personal stoves, extension cords, halogen lamps, candles, incense, firearms, explosives, fireworks, flammable fluids, slingshots, paint ball guns, super-soakers, dangerous chemical mixtures, pellet guns, B.B. guns, ammunition (which includes but is not limited to bullets, paint balls, pellets, and B.B.s) propelled missiles, alcoholic beverages, and illegal drugs or paraphernalia.

Security Doors. At no time may security doors be propped open.

Signs. Students shall display no signs, placards, or banners of any type in or about the premises without the prior approval of Housing staff.

Smoking. Pursuant to [Policy 750 Tobacco-Free Campus](#), smoking (including vaporizers, hookahs, e-cigs, etc.) is prohibited on the University campus and within student residence facilities. Students wishing to use tobacco products must do so in the privacy of a personal vehicle. Tobacco products can only be stored in a private vehicle.

Soliciting Sales. Soliciting, canvassing, or the use of student residence facilities as a location for selling is prohibited unless written permission is granted by the Dean of Students. Since solicitors or other salespersons are not allowed access to the premises except with permission from the University, students are requested to notify the front desk of violations of this rule.

Violation of General Policies. Any violation of the general policies or procedures of the University as published in an official institutional publication, including the intentional failure to perform any required action or the intentional performance of any prohibited action.

Violation of State or Federal Laws. Any violation of state or federal laws or regulations proscribing conduct or establishing offenses, which laws and regulations are incorporated herein by reference.

Violation of the Terms of the Student Housing License Agreement. Violations of the terms of the Agreement may result in disciplinary proceedings.

Windows, Screens, Roofs, and Ledges. Students shall not shake, clean, or hang any bedclothes, rugs, mops, dust cloths, etc., from windows. Students are not permitted to remove or tamper with the screens at any time. Roofs and ledges of residence halls and/or apartments are off limits.

XIII. Guidelines and Procedures for Housing Conduct Violations

Students who engage in prohibited conduct may be subject to the disciplinary processes of Housing and Residential Life, as well as other University disciplinary processes through the Office of Student Conduct. The following guidelines are provided to assist students in understanding and responding to the Housing and Residential Life judicial process, including its use of incident reports, conduct violation referrals, disciplinary conferences, and applicable forms. The imposition of sanctions for conduct violations resulting from incident reports filed with regard to housing infractions does not preclude additional hearing and sanctioning processes through the University disciplinary process. Individual circumstances can determine varying levels of response, and sanctions can take into account the specific facts of each

situation. By signing the Agreement, a Student agrees to support and abide by the policies, rules and disciplinary procedures governing a living and learning community.

Responsibility for Administration. Unless indicated otherwise, all initial violations of Housing rules will be adjudicated by the Area Coordinators in each of their respective areas. When necessary, cases will be referred to the Associate Director of Residential Education or designee, including cases involving multiple violations of Housing rules. The Associate Director will be responsible for adjudicating all cases referred to her/him and applying the appropriate sanctions. Alternately or additionally, the Associate Director may elect to refer all cases which involve multiple violations of [Policy 540 Student Disciplinary Rules](#), when inappropriate behavior persists, or when other circumstances warrant such action, to the Office of Student Conduct for disposition pursuant to the University disciplinary process.

Conduct Violation Referral. Cases are adjudicated from an incident report submitted to the Area Coordinator by a Housing staff member and/or resident of the hall. Cases may also be adjudicated from incident reports provided by the University Police.

Disciplinary Conference. A Student alleged to have acted in violation of this policy will receive a written notice directing the Student to appear for a Disciplinary Conference. The notice will be provided at least five (5) days prior to the date of the Conference. In addition to providing the date, time, and location of the Conference, the notice will inform the Student of:

- A. The policy/rule violation(s) for which he/she is being charged.
- B. The opportunity to call witnesses or present other evidence on his/her behalf.
- C. The right to be accompanied by an advisor of his/her choice. The advisor is not allowed to participate in the conference and may only advise the Student. The advisor cannot be a student who has been charged with a violation of the Housing and Residential Life Rules related to the same incident.
- D. The right to a copy of the Incident Report, if any, on which the Conference is being held.

At the Conference, the Student will be interviewed by the appropriate Housing official. During this interview, the Student will be advised as to what Housing policies/rules have allegedly been violated and will be given an opportunity to explain his/her version of the act or incident, or to otherwise refute the allegations.

The Housing official will review the incident, taking into account the information provided by the Student. A determination will be made as to whether policy/rule was violated or not, and the Student will be advised as to whether or not sanctions are warranted. The standard of proof required for a finding of violation of the Housing and Residential Life Rules shall be the preponderance of the evidence.

At the conclusion of the Disciplinary Conference, or at a later point as deemed necessary, the Student will be provided a Disposition Form indicating what violation(s) the Student has been found responsible for and the sanction imposed. The decision of the Housing official is final.

Effect of Noncooperation. A Student who fails to cooperate, ignores, or otherwise does not respond after receiving notice of the Disciplinary Conference may be subject to temporary measures such as

having the locks changed on his/her residence or having his/her student ID card blocked. If the Student continues to not respond, the Associate Director of Residential Education or designee will initiate action for possible cancellation of the Agreement and removal of the Student from Housing and Residential Life.

Failure to Comply with Sanctions. It is expected that all sanctions will be completed within the time frame given in writing to the Student. Failure to comply with sanctions in a timely manner may result in a meeting with the Associate Director of Residential Education or designee. The Associate Director of Residential Education may give a written extension if such is deemed appropriate, or may initiate the disciplinary process to consider this violation.

XIV. Housing Disciplinary Sanctions

Upon a determination that a Student has violated any of the Housing disciplinary offenses set forth in this policy or the general policies of the University, disciplinary sanctions may be imposed, either singly or in combination. Following is a non-exclusive list of potential sanctions for violations of the housing disciplinary policy

- A. Restitution. Restitution may be required in situations which involve destruction, damage, or loss of property. When restitution is required, the Student is obligated to compensate a party or parties for a loss suffered as a result of the violation(s). Any such payment in restitution shall be limited to actual cost of repair, replacement, or financial loss.
- B. Housing Probation. If a Student is engaging in repeated or continuing prohibited conduct, the Student may be placed on Housing Probation. The Student will be informed that during this time period any further violations may be cause for cancellation of the Agreement.
- C. Residential Service. A Student may be required to perform specified tasks or service to the residence hall community under the supervision of a University official.
- D. Community Impact Statement/Project. A Student may be required to complete a written paper, project, or presentation which relates to the offense.
- E. Involuntary Reassignment. A Student may be involuntarily moved to another residence hall if warranted by his/her behavior.
- F. Cancellation of Agreement. A Student's Agreement is canceled, and the Student must vacate his/her place of residence within 24 hours of notification or as directed by the appropriate Housing official. No refund of fees for the academic year will be made if the Student is required to vacate assigned space for disciplinary reasons.

XV. Special Regulations Applicable to Womack Lane Apartments

Womack Lane Apartments are available for the use of full-time students with a spouse, and/or a dependent child or dependent children who will reside on campus with the full-time student. A Student does not have to attend school during the summer sessions, provided the Student enrolls full-time the following semester. A one-bedroom furnished apartment will be assigned to a family unit of three (3), and a two-bedroom unfurnished apartment will be assigned to a family unit no larger than five (5).

Information Requested by the University. Students shall submit to the University, upon request, signed statements or other required documents setting forth the pertinent facts concerning their household composition and student status. The University may reexamine such information periodically for the purpose of determining the right of continued occupancy.

Supervision of Children. Parents, legal guardians, and babysitters are responsible for providing appropriate care and supervision for children in their care and are responsible for the conduct of such children while the children are on Womack Lane Apartments property and MTSU campus grounds. Children under 12 years of age must be accompanied by a parent, guardian, or other adult while on the Womack Lane Apartments property, including the Womack Lane Apartments playground or in the Womack Lane Apartments Center.

XVI. Miscellaneous Regulations

- A. Transfer or Subletting Units. Students shall not transfer possession, lease, or sublet the premises nor give accommodations to roomers, boarders, or lodgers, and any attempted assignment or subleasing shall be void without the written consent of the University.
- B. Rubbish, Garbage, and Waste. Students shall deposit garbage, rubbish, and other waste in a manner prescribed by the University and laws and ordinances covering the use of the premises. At no time are personal garbage bags or cans permitted in hallways, breezeways, lobbies, etc. Examples of other personal items not permitted in residence hall and/or apartment common areas include but are not limited to boxes, furniture, and appliances.
- C. Liability for Loss or Damage.
 - 1. The University does not maintain insurance on any personal property of students, and all personal property of Students on the premises shall be at the risk of the Student. The University shall not be liable for any damages to, or theft of, personal property of Students in student residence facilities.
 - 2. The University shall not be liable for any damages or injuries to any Student or the occupants of student residence facilities, or to guests or invitees of such Students resulting from any act or failure to act by the Student or any other occupant of the premises, or from any lack of repair of the facility or any accident occurring in or about the facility, except as authorized by and allowed pursuant to Tennessee Code Annotated (T.C.A.) §§ 9-8-301, et. seq.

Each Student who occupies any residence unit agrees to indemnify and hold the University harmless from and against any and all claims, damages, or causes of action whatsoever, asserted by any person arising out of or in any way connected with the use of the premises by the Student.

- D. Residential Parking. Residence parking areas are reserved for residence hall and/or apartment residents. All on-campus residents with vehicles are required to purchase an appropriate parking decal from Parking and Transportation Services. Stickers for Womack Lane families are limited to two per apartment. Unauthorized vehicles and/or abandoned or immobile vehicles will be cited and/or removed at the owner's expense.

- E. Refrigerator Guidelines. Small refrigerators are permitted in residence hall rooms provided they are no larger than 3.2 cubic feet and do not exceed 2.5 amps.
- F. Storage. Storage of all household or personal property outside of dwelling units shall be in such manner as prescribed by the University. Students shall not store items in areas including but not limited to attics, breezeways, hallways, lobbies, or underneath dwelling units.

XVII. Missing Students

See [Policy 720 Missing Residential Student Notification](#).

Forms: none.

Revisions: none.

References: Policies 540 Student Disciplinary Rules; [685 Disposal of Surplus Personal Property](#); [720 Missing Residential Student Notification](#); 750 Tobacco-Free Campus; 910 Information Technology Resources; Tennessee Sexual Offender and Violent Sexual Offender Registration, Verification and Tracking Act of 2004; T.C.A. §§ 9-8-301 et. seq.; Higher Education Act of 2008.



Middle Tennessee State University Board of Trustees
Academic Affairs, Student Life, and Athletics Committee

Policies Recommended for President Approval

The following policies can be found at <http://www.mtsu.edu/FOCUSpoliciesandstandards/pending/post-comment-policies.php>.

Policy No.	Policy Name
202	Faculty Definition, Roles and Responsibilities
203	Faculty Development
207	English Proficiency - Faculty
208	Determining Faculty Workload and Instructional Staffing
209	Post-Retirement Service Program for Tenured Faculty
210	Emeritus Status
211	Misconduct in Scholarly Activities and Research
221	Faculty Compensation during Summer
222	Adjunct Faculty Compensation
223	Faculty Compensation for Teaching Credit Courses as an Overload
224	Employee Compensation under Sponsored Projects
225	Appointment of Graduate Assistants
252	University Catalogs
253	Permanent or Semi-Permanent Off-Campus Instructional Facilities
254	Distance Education
255	Inter-Institutional Relationships
256	MTSU Articulation with Community Colleges within the Tennessee Board of Regents System and the State Universities
257	Components of Articulation Agreements
258	Criteria for the Evaluation of Bureaus, Centers and Institutes
271	Education Abroad
272	Faculty and Academic Staff Abroad

<u>291</u>	University Bookstore/Textbooks, Course Materials and Course Supplies
<u>292</u>	Calendar Conversion
<u>293</u>	Educator Preparation Program Standards Identified by the State of Tennessee Operational Guidelines
<u>303</u>	Academic Calendar and Student Registration
<u>304</u>	General Education Requirements and Degree Requirements
<u>305</u>	Limited English Proficiency
<u>306</u>	Learning Support
<u>307</u>	Articulation with Proprietary College
<u>308</u>	Awarding of Credits Earned through Extra-Institutional Learning
<u>309</u>	Reverse Transfer
<u>310</u>	Limitations on Enrollments
<u>311</u>	Class Attendance
<u>312</u>	Academic Misconduct
<u>313</u>	Student Grade Appeals
<u>314</u>	Undergraduate Academic Retention Standards
<u>315</u>	Posthumous Degrees
<u>316</u>	Awarding Honorary Degrees
<u>401</u>	Administration of Sponsored Projects
<u>402</u>	Protection of Human Subjects in Research
<u>403</u>	Animal Care and Use in Research and Testing
<u>404</u>	Conflict of Interest for Externally Funded Projects
<u>405</u>	Oversight of Dual Use Research Concern
<u>500</u>	Access to Education Records
<u>502</u>	Financial Aid Satisfactory Academic Progress
<u>504</u>	Educational Adjustment for Pregnant and Parenting Students
<u>505</u>	Withdrawals from the University
<u>560</u>	Student Organizations
<u>561</u>	Student Organization Operations



Middle Tennessee State University Board of Trustees
Academic Affairs, Student Life, and Athletics Committee
Monday, May 15, 2017, 9:00 AM

Tab 2

Recommendation for Approval of Tenure and Promotion Candidates



Middle Tennessee State University Board of Trustees
Academic Affairs, Student Life, and Athletics Committee
 Monday, May 15, 2017, 9:00 AM

Recommendation for Approval of Tenure and Promotion Candidates

Faculty Tenure Recommendations for 2017-18

The following faculty applied for tenure in September 2016 and have been reviewed for tenure by their department chair/school director, department/school committee, college committee, and college dean according to MTSU Policy II:01:05A Policies and Procedures for Tenure and their respective college and department policies. The President and University Provost recommend the following faculty be granted tenure effective August 1, 2017.

	Name	Department
1	Asbury, Mary Beth	Communication Studies and Organizational Communication
2	Barry, Vaughn	Health and Human Performance
3	Barsky, Marsha	Theatre and Dance
4	Black, Thomas	Elementary and Special Education
5	Butler, David L.*	Political Science and International Relations
6	Callender, Mark N	Aerospace
7	Clark, Adam	Music
8	Clark, Stanley	Accounting
9	Elleman, Amy	Elementary and Special Education
10	Federici, Michael*	Political Science and International Relations
11	Frank, Brian W	Physics and Astronomy
12	Foran, Nicole*	Art
13	Haines, Leslie	Journalism
14	Hall, Tina	Health and Human Performance
15	Harms, Joshua	Criminal Justice Administration
16	Kim, Christine	Music
17	Leonard, Kevin*	History
18	Lindsey, Brandi	Nursing
19	Marshall, Seth	Psychology
20	McDowell, William	Management
21	Milligan, Charles	Educational Leadership
22	Pettigrew, Jason	Foreign Languages and Literatures
23	Roach, Michael	Economics and Finance

24	Robertson, James	Biology
25	Tharp, Terri	Elementary and Special Education
26	Trundle, Jonathan	Electronic Media Communication
27	Vannatta-Hall, Jennifer	Music
28	Wade, Lee	Criminal Justice Administration
29	Wagnon, Deborah	Recording Industry
30	Wang, Chengshan	Chemistry

* Expedited Tenure Review, pursuant to Policy 204 Tenure, Section V:

The University will sometimes find it necessary to expedite tenure review in order to recruit high-quality faculty, especially when hiring for administrative positions. In these cases, the University's review will be based on the candidate's curriculum vitae rather than a traditional tenure application file. The request will originate with the Department Chair/Director and be reviewed by the department tenure and promotion review committee, the Dean, the college tenure and promotion review committee, the Provost, and the President. Because recruitment is often time-sensitive, the President will request approval from the Board through a special called meeting, if necessary.



Middle Tennessee State University Board of Trustees
Academic Affairs, Student Life ,and Athletics Committee
 Monday, May 15, 2017, 9:00 AM

Recommendation for Approval of Tenure and Promotion Candidates

Faculty Promotion Recommendations for 2017-18

The following faculty applied for promotion in September 2016 and have been reviewed for promotion by their department chair/school director, department/school committee, college committee, and college dean according to MTSU Policy II:01:05B Policies and Procedures for Promotion of Tenured and Tenurable Faculty and their respective college and department policies. The President and University Provost recommend the following faculty be promoted effective August 1, 2017.

	Name	Department	Proposed Rank	Current Rank
1	Asbury, Mary Beth	Comm Studies / Org Comm	Associate Professor	Assistant Professor
2	Barry, Vaughn	Health and Human Perf	Associate Professor	Assistant Professor
3	Barsky, Marsha	Theatre and Dance	Associate Professor	Assistant Professor
4	Black, Thomas	Elem and Special Education	Associate Professor	Assistant Professor
5	Callender, Mark N	Aerospace	Associate Professor	Assistant Professor
6	Clark, Stanley	Accounting	Professor	Associate Professor
7	Elleman, Amy	Elem and Special Education	Associate Professor	Assistant Professor
8	Frank, Brian W	Physics and Astronomy	Associate Professor	Assistant Professor
9	Gaitely, Patricia	English	Professor	Associate Professor
10	Gao, Ying	TCBMR	Associate Professor	Assistant Professor
11	Harms, Joshua	Criminal Justice Admin	Associate Professor	Assistant Professor
12	Holt, Aimee	Psychology	Associate Professor	Assistant Professor
13	Huang, Rongjin	Math	Professor	Associate Professor
14	Kim, Christine	Music	Associate Professor	Assistant Professor
15	Kim, Yang Soo	Comm Studies / Org Comm	Professor	Associate Professor
16	Lindsey, Brandi	Nursing	Associate Professor	Assistant Professor
17	Marshall, Seth	Psychology	Associate Professor	Assistant Professor
18	Milligan, Charles	Educational Leadership	Associate Professor	Assistant Professor
19	Pettigrew, Jason	Foreign Languages and Lit	Associate Professor	Assistant Professor
20	Pruitt, Lisa	History	Professor	Associate Professor
21	Raines, Joan*	University Studies	Professor	Associate Professor
22	Ridgley, Robyn	Elem and Special Education	Professor	Associate Professor
23	Roach, Michael	Economics and Finance	Associate Professor	Assistant Professor

24	Robertson, James	Biology	Associate Professor	Assistant Professor
25	Tharp, Terri	Elem and Special Education	Associate Professor	Assistant Professor
26	Therrien, Kathleen	English	Professor	Associate Professor
27	True, Charlene	Educational Leadership	Professor	Associate Professor
28	Trundle, Jonathan	EMC	Associate Professor	Assistant Professor
29	Ujcich-Ward, Kim	Psychology	Professor	Associate Professor
30	Vanhook, Duane**	Concrete and Const Mgmt	Associate Professor	Assistant Professor
31	Vannatta-Hall, Jennifer	Music	Associate Professor	Assistant Professor
32	Wade, Lee	Criminal Justice Admin	Associate Professor	Assistant Professor
33	Wang, Chengshan	Chemistry	Associate Professor	Assistant Professor
34	Welborn, Cliff	Management	Professor	Associate Professor

* Raines: Exception due to time in rank as associate professor

** Vanhook: Exception due to no terminal degree



Middle Tennessee State University Board of Trustees
Academic Affairs, Student Life, and Athletics Committee
Monday, May 15, 2017, 9:00 AM

Tab 3

Recommendation for Approval of Academic Program Changes



Middle Tennessee State University Board of Trustees
Academic Affairs, Student Life, and Athletics Committee
Monday, May 15, 2017, 9:00 AM

Recommendation for Approval of Academic Program Changes

The committee will receive a proposal for approval of one new degree program.

Bachelor of Science (BS) in Interactive Media

The College of Media and Entertainment proposes to elevate the concentration in New Media Communication within the existing Bachelor of Science in Mass Communication to a free-standing degree. There is no increase in credit hours required and the curriculum remains the same. This action is consistent with the policy of the Tennessee Higher Education Commission that permits existing concentrations with steady enrollment and graduation rate for a period of at least three years to be recognized as a freestanding degree if the establishment of the concentration as a degree does not compromise the remaining degree and does not require new faculty resources. Elevating this program of study to a free-standing degree will increase its visibility among prospective students, will give the degree greater value in the marketplace, and will facilitate better assessment of program outcomes.

Cover Memo for Proposed Undergraduate Curriculum Changes
Submit original proposal printed on 1 side only to Provost Office

Approved
1-27-17

TO: University Undergraduate Curriculum Committee RE: Proposed Curriculum Changes DATE: 11-4-16
FROM: (Chair/Director) Billy Pittard (Department/School/Program) Electronic Media Communication
PROPOSAL WRITTEN BY: Billy Pittard E-Mail Address: billy.pittard@mtsu.edu

I request that the following item be considered by the Committee: (please check all that apply)

Items for on campus approval

Items requiring TBR/THEC approval (see UCC handbook Page 7 and Appendix B)

- Proposed New Course
- Course Title Change
- Course Prefix/Number Change
- Change in Credit Hours
- Change in Grading System
- Inactivation of Course
- Reactivation of Course
- Cross Listing of Course
- Non-substantive Revisions in Curriculum of Existing Major, Minor, Concentration
- Other

- New Academic Program: Degree/Minor/Concentration/Certificate
- Title Change of Degree Program/ Concentration
- Consolidate/Reorganize Existing Academic Program
- Substantive Change Affecting 18+ Credit Hours since last TBR approval
- Establish Degree Program from Existing Concentration
- Program Reactivation
 - Program Termination
- Revision of Admission/Progression/Graduation requirements

Brief description of proposed change (attach separate sheet with complete information).

If new course proposal, list title and number of course.

Create a freestanding degree program named Interactive Media from the existing New Media Communication concentration in the department of Electronic Media Communication in the College of Media and Entertainment.

The proposed change will be effective beginning: Fall semester 2017 year

[Signature]
Signature, Department Curriculum Committee Chair

11/15/16
Date Signed

I certify that I (or department representative) have consulted with each department which may be affected by proposed new course and have attached their letters of support to this proposal.

[Signature]
Signature, Department Chair

11-8-16
Date Signed

[Signature]
Signature, College Curriculum Committee Chair

11/15/16
Date Signed

[Signature]
Signature, Academic Dean

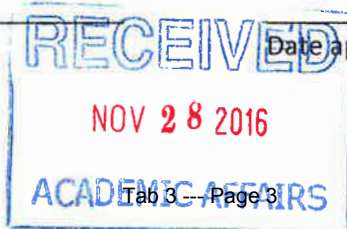
11/12/16
Date Signed

[Signature]
Signature, University Curriculum Committee Chair

1/27/17
Date approved by UCC

[Signature]
Signature, Academic Affairs Designee

2/1/2017
Date approved by Academic Affairs





Actions Subject to the 30 Day Review Process
or Signature of the Vice Chancellor

Please refer to TBR Policy 2:01:01:00, TBR Guideline A-010, and THEC Policy A1:0 and A1:1 before developing a proposal.

INSTRUCTIONS: Please respond to each question. If the question is not applicable, please use “NA” and include a brief explanation of why the question is not applicable to the proposed action. The form will expand to allow space as needed and must be submitted to the TBR Vice Chancellor for Academic Affairs or Vice Chancellor of Community Colleges as appropriate an MSWord document.

INSTITUTION: Middle Tennessee State University

PROPOSAL (specify using “Type of Change” from following page): Establish a freestanding degree program in Interactive Media from an existing concentration with a steady enrollment and graduation rate for a period of at least three years.

PROPOSED EFFECTIVE DATE: August 2017

PURPOSE: (Goals and Objectives in keeping with Institutional Mission)

We are requesting the establishment of a freestanding degree program in Interactive Media from an existing concentration with a steady enrollment and graduation rate for a period of at least three years.

The establishment of a freestanding BS in Interactive Media has been the goal of the program for a number of years, but it has only been with the recent change in college administration and TBR that there has been support for this change.

For many years all programs in the College, with the exception of those in the Department of Recording Industry have shared one degree and have used one agency for accreditation. This resulted in a forced conforming of various programs with very different intents and purposes.

The department of Electronic Media Communication is no longer included in the programs accredited by the current agency ACEJMC.

The College of Media and Entertainment, formerly Mass Communication, is the only one of its kind within the TBR system as are a number of programs offered within it. The College is home to programs not only unique to the TBR system, but also have regional and national reputations.

The College and The Department of Electronic Media Communication have recently undertaken a rebranding process in order to evaluate and redefine their programs in a rapidly changing media



landscape. This has included reevaluating structure, accreditation and to regroup its programs and build on its existing strengths.

We have created a student-centered environment conducive to learning and personal expression. The program contains a broad array of classes that sharpen students' professional skills in a variety of media, but also introduce students to the critical, theoretical, and historical underpinnings of media and technology so that they may evolve as professionals as the landscape of media evolves. The Interactive Media faculty work hard to stay on top of the constant changes in this field. This includes developing relationships with feeder schools and industry partners and developing curricula that meets a broad range of student needs.

We have developed curriculum that gives students the opportunity to work with the latest in technology and encourages them to think logically, critically, and creatively and to make sound judgments with an awareness of ethical, moral, and aesthetic values.

NEED/RATIONALE: (What is the justification for making this proposal at this time?)

The program in Interactive Media has existed for about twenty years at MTSU. It was originally titled Digital Media Communication, then New Media Communication, and now we are proposing Interactive Media as the name of BS degree program. The title Interactive Media is descriptive of what is a now an established field of study. New Media was a title given to a subfield of Mass Communication during a time of evolution or revolution in media.

The Interactive Media program fulfills an important role in the department of Electronic Media Communication and the College of Media and Entertainment. The students in our program study technologies that are constantly emerging and are evolving the ways in which we communicate. These media are the touchstones and the sandboxes of media theory and practical media applications. Interactive Media students are often the first in our college to actively engage forms of content that eventually become mainstream. Examples include social media, game theory, and virtual and augmented reality. Our students go into careers that are literally inventing the future of media.

One of the challenges the program has faced has been awareness by prospective students and industry. With the program buried in a Mass Communication degree, the program has missed out on the awareness it would have otherwise had with a degree of the same name as the program. Making this program a freestanding degree with the same name as the program will help get the right students into the program, and also give their college degree more value in the marketplace.

Establishing this program as a freestanding degree will also facilitate better tracking of institutional effectiveness. The current major field test for students in this program is shared by such a diverse set of programs that the test is at best an ineffective measure, and at worst an off-putting last experience that our graduates have with the program.

With recent changes in our college administration, restructuring and rethinking of our accreditation needs, we believe it is timely to establish a freestanding degree program from this existing concentration. It has demonstrated a steady enrollment and graduation rate. Recognition as a freestanding degree does not require new resources, but creates great value for our students. We feel it is in the best interest of the program and students to raise its visibility and focus by removing it from the current degree umbrella of Mass Communication.



IMPACT: (Include students, personnel, fiscal resources, diversity, other clientele)

For terminations/consolidations of degrees, indicate how students will be notified and transitioned. If a phase-out period is greater than 1 year for certificates or 3 years for any other program, explain why More time is needed).

This change will have no negative impact on fiscal resources, diversity or other clientele. It will not cause any change in curriculum or requirements for graduation. Students currently enrolled will not be required to transition, but will have the option. Immediate advantage to those students already in the program to change to the new degree will be greater visibility and ease of identification of their program of study by potential employers.

PLANS FOR ACCREDITATION:

(Identify the source and **projected date** of Professional accreditation if applicable; SACS notification, if Required, and if a substantive change, the scope of the substantive change. If there are no plans to seek Specialized accreditation, please provide reasons.)

This program was recently approved for a self-study program review.



The following two items require the completion of separate forms as indicated below. Do not complete the remainder of this document.

Name Change for Existing Program or Academic Unit (USE NAME CHANGE FORM ONLY ON TBR ACADEMIC AFFAIRS WEBSITE)

Establish an Off-Campus Site/Off Campus Center. (USE THEC OFF-CAMPUS SITE/CENTER APPROVAL FORM(S) ONLY ON TBR ACADEMIC AFFAIRS WEBSITE)

Note: In keeping with the THEC Policies, the THEC Off-Campus Site /Center Approval Forms must be submitted for review. No announcements may be made regarding opening new site or center until the THEC approval is granted per THEC Policy 1.0.60B

Type of Change (Check all those that apply):

Name change for existing program

Change of degree designation for an existing academic program or concentration per written recommendation of a disciplinary accreditation body or to more accurately represent the title to the workplace. Documentation must accompany the change request.

Change of degree designation for an existing academic program or concentration when the change involves a significant curriculum shift in redefining the program's purpose.

Change/Add degree designation for existing programs

Consolidate an existing academic program

Consolidate existing academic programs regardless of degree designations for Performance Funding purposes only

Conversion of an existing ground program to a fully on-line program (Indicate with or without maintaining the existing ground program)

Curriculum modifications which increase or decrease total hours required for a degree.

Substantive Curriculum Modification (i.e., 9 or more SCH at the community college, 18 or more SCH undergraduate, 9 or more at graduate, or 50% or more certificate) in an existing academic program. Provide a side-by-side comparison of the existing and proposed curriculum.

The proposed program requires completion of ___ SCH distributed as follows:

Curriculum Component

SCH Required

General Education

Major Field Core (required of all students in program)

Concentration (courses specific to the concentration)

Electives (may be guided or general electives)



Other (specify, i.e.)

TOTAL SCH:

No. of new courses: _____ with _____ credit hours

No. of SCH impacted by the revision since last TBR action _____

- _____ Establish a certificate less than 24 SCH (Provide the curriculum, justify the demand for the requested certificate and any alignment with other existing programs or certificates)
- _____ Establish a new concentration or MINOR (**justify the demand and show side-by-side comparison of proposed curriculum along with the curriculum for any other concentrations or minors within the existing degree.**) (May be approved by the Vice Chancellor for Academic Affairs or referred to the Board.)
- _____ Establish a new academic unit (specify department, division, college, school, campus sponsored centers not seeking Center of Excellence/Emphasis status through the THEC, centers within existing academic units, institutes, bureaus, campus, etc.) (Attach a current and proposed organizational chart.) **The THEC has established additional requirements which must be attached to this request which may be located at http://www.tn.gov/thec/Divisions/AcademicAffairs/academic_programs/THEC%20Administrative%20Units%20Form%20Feb%2027%202015.pdf. This action will be reviewed with Executive signature action by the THEC.)**
- X Establish a free standing degree program from an existing concentration with a steady enrollment and graduation rate for a period of at least three years may request to be recognized as a freestanding degree if the establishment of the concentration as a degree does not compromise the remaining degree and does not require new faculty resources.
- _____ Establish a free standing degree program from an existing concentration **for more accurate Representation of title to the workplace.** (See TBR policy 2:01:01:00 II (m) for performance funding implications.)
- _____ Establish a new academic unit or reorganization resulting in a net gain of an academic unit (i.e., department, on-campus center, institute, bureau, division, school, or college). This action also requires approval by the THEC Executive Director.
- _____ Establish an articulation agreement between institutions
- _____ Establish an Off-Campus Site/Off Campus Center. In keeping with the THEC Policies, the THEC Off-Campus Site /Center Approval Forms must be submitted for review. No announcements may be made regarding opening new site or center until the THEC approval is granted per THEC Policy 1.0.60B
- _____ Extend an existing **degree** program to be delivered 100% at an off-campus location. (Extension to 100% off-campus delivery requires additional action if the location of delivery is to be converted from a “site” to a “center.”)



_____ Inactivation of an existing program or concentration (If a program is not reactivated within a period of three years, the program will automatically be terminated and removed from the Academic Inventory by December of that year.)

_____ Reactivation of a program that was placed on inactivation within the past 3 years
 Date of inactivation: _____ Date of proposed reactivation: _____

_____ Termination with or without phase-out of an existing program or concentration

_____ Policy Revision: Admission/Progression/Graduation (institutional or program specific)
(Attach the current and proposed policy as a side-by-side comparison)

_____ Other _____

3. Indicate Program, Certificate and Concentration Change as Reflected in the Academic Program Inventory:

Before the Proposed Change (List as it now appears on the official Academic Program Inventory at THEC)			After the Proposed Change (List as it should appear on the official Academic Program Inventory at THEC, once approved.)		
Title of Old Program or Certificate Option (Include all existing concentrations before revision.)	Degree	CIP Code	Title of New Program Certificate, or Concentrations existing after revision is approved.	Degree	CIP Code
Mass Communication -Photography -Electronic Media Comm. -New Media Comm.	B.S.	09.0102.00	Mass Communication -Photography -Electronic Media Comm. - Interactive Media	B.S. B.S.	09.0102.00 09.0702

4.*Attach a copy of the "before and after" curriculum or organizational chart, as applicable, and a rationale for the proposed change. For policy changes, include the current and proposed policy. Whenever possible a side-by-side comparison is preferred.

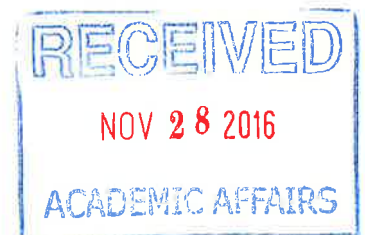
Before and after Curriculum is provided in attachment A.

5. Intended implementation date for program change: August 2017

6. For terminations, date phase-out period will end: Summer 2019

7. If any new costs are anticipated, attach the THEC Financial Projections Form.

No new costs are associated with implementation of this major as it already exists as a concentration within the B.S. in Mass Communication.



8. Describe the anticipated impact for students, personnel, fiscal resources, and other clientele.

The change to a freestanding degree, rather than a concentration within another degree, will provide students and graduates with a more clearly defined program of study when entering the work force and or graduate school. This will benefit all students equally, including members of diverse and under-represented groups. This change will not impact fiscal resources as all courses, faculty, and laboratories are already in place within the existing concentration. It will not cause any change in curriculum or requirements for graduation. Students currently enrolled will have the option of remaining in the existing concentration within the Mass Communication major or changing to the new Interactive Media major.



ATTACHMENT A: Comparison of before and After Curriculum – Proposed B.S. in Interactive Media

CURRENT CURRICULUM	Hours	PROPOSED CURRICULUM	Hours
General Education	41	General Education	41
College of Media & Entertainment Core	9	College of Media & Entertainment Core	9
EMC/JOUR/RIM 1020 – Am. Media & Social Inst. (3hrs)		EMC/JOUR/RIM 1020 – Am. Media & Social Inst. (3hrs)	
EMC 3060 - Writing for Digital Media (3hrs)		EMC 3060 - Writing for Digital Media (3hrs)	
EMC / JOUR 4250 - Mass Media Law (3hrs) <i>OR</i>		EMC / JOUR 4250 - Mass Media Law (3hrs) <i>OR</i>	
RIM 3700 - Copyright Law (3hrs) <i>OR</i>		RIM 3700 - Copyright Law (3hrs) <i>OR</i>	
PHOT 4190 - Ethics & Law for Visual Communicators (3hrs)		PHOT 4190 - Ethics & Law for Visual Communicators (3hrs)	
New Media Comm Requirements	24	Interactive Media Requirements	24
EMC 2500 – Survey of New Media (3hrs)		EMC 2500 – Survey of New Media (3hrs)	
EMC 3210 – New Media Video Applications (3hrs)		EMC 3210 – New Media Video Applications (3hrs)	
EMC 3070 – Social Media Practice (3hrs)		EMC 3070 – Social Media Practice (3hrs)	
EMC 3460 – Media and Messages (3hrs)		EMC 3460 – Media and Messages (3hrs)	
EMC 2030 – Visual Journalism Production (3hrs) <i>OR</i>		EMC 2030 – Visual Journalism Production (3hrs) <i>OR</i>	
VCOM 2950 – Visual Communication Applications (3hrs)		VCOM 2950 – Visual Communication Applications (3hrs)	
EMC 4000 - Internship (3hrs)		EMC 4000 - Internship (3hrs)	
EMC 4460 – New Media Capstone (3hrs)		EMC 4460 – New Media Capstone (3hrs)	
EMC 4800 – Seminar in Media Issues (3hrs)		EMC 4800 – Seminar in Media Issues (3hrs)	
EMC 4950 – Advanced Seminar – New Media (3hrs)		EMC 4950 – Advanced Seminar – New Media (3hrs)	
MGMT/MKT Competency Requirement	3	MGMT/MKT Competency Requirement	3
MGMT 3610 – Principles of Mgmt (3hrs) <i>OR</i>		MGMT 3610 – Principles of Mgmt (3hrs) <i>OR</i>	
MKT 3820 – Principles of Mkt (3hrs) <i>OR</i>		MKT 3820 – Principles of Mkt (3hrs) <i>OR</i>	
BCEN 2900 - Entrepreneurship (3hrs)		BCEN 2900 - Entrepreneurship (3hrs)	
Required Minor Hours	15-18	Required Minor Hours	15-
Electives	25-28	Electives	25-
TOTAL CREDITS REQUIRED FOR DEGREE	120	TOTAL CREDITS REQUIRED FOR DEGREE	120

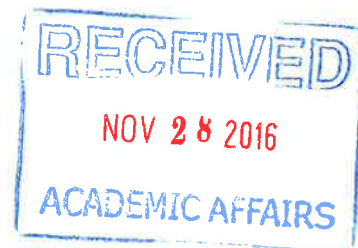


Term and Declared New Media Communication Majors

Fall 2010	58
Fall 2011	67
Fall 2012	70
Fall 2013	84
Fall 2014	81
Fall 2015	64
Fall 2016	60

Total New Media Communication Graduates per Academic Year

2010-11	-
2011-12	-
2012-13	10
2013-14	15
2014-15	15
2015-2016	19





Middle Tennessee State University Board of Trustees
Academic Affairs, Student Life, and Athletics Committee
Monday, May 15, 2017, 9:00 AM

Tab 4

Athletics Department Overview



Middle Tennessee State University Board of Trustees
Academic Affairs, Student Life, and Athletics Committee
Monday, May 15, 2017, 9:00 AM

Athletics Department Overview

Chris Massaro, Director of Athletics, will give a presentation to the committee.



Middle Tennessee State University Board of Trustees
Academic Affairs, Student Life, and Athletics Committee
Monday, May 15, 2017, 9:00 AM

Tab 5

Metrics for Academic Programs

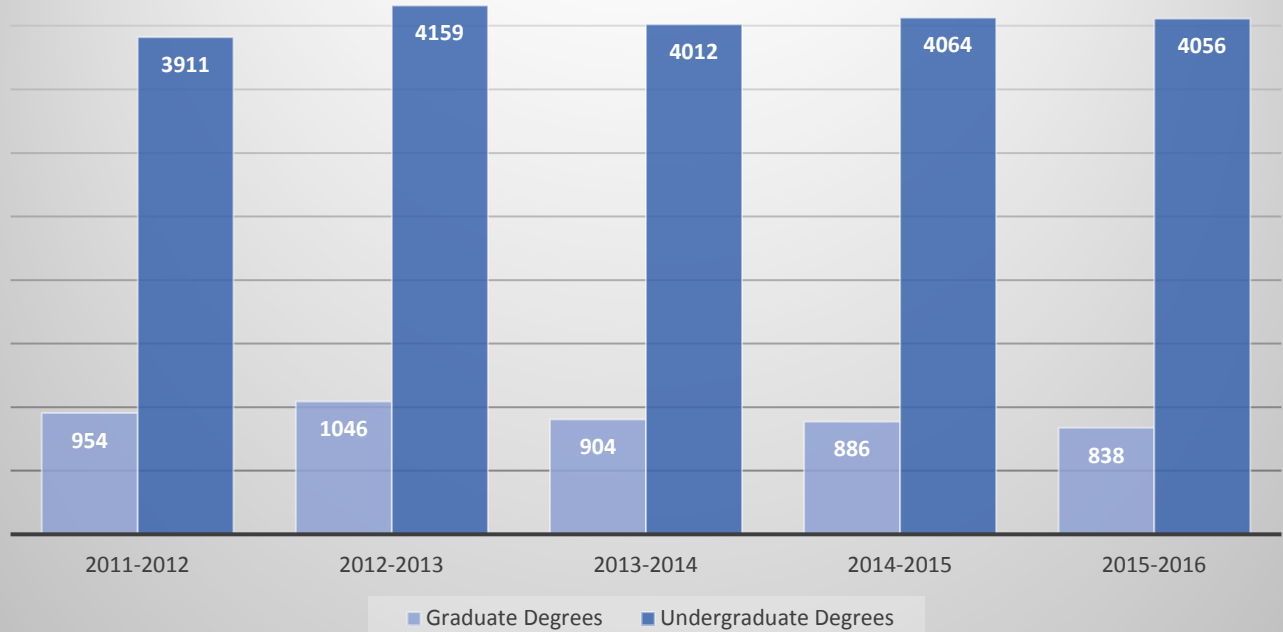


Middle Tennessee State University Board of Trustees
Academic Affairs, Student Life, and Athletics Committee
Monday, May 15, 2017, 9:00 AM

Metrics for Academic Programs

- Degrees awarded over five years
- Fall census enrollment report
- Fall census retention report
- Fall-to-Spring persistence report
- Six-year completion rates

MTSU Degrees Awarded by Academic Year



MTSU Degrees Awarded Report

By College, Department and Major

Level: Undergraduate, Graduate

Monday, April 24, 2017

College / Department / Major	2011-2012 Academic Year	2012-2013 Academic Year	2013-2014 Academic Year	2014-2015 Academic Year	2015-2016 Academic Year
Basic and Applied Sciences					
Computational Science (PhD)	0	0	0	3	1
Health Care Management (Grad Cert)	4	4	2	2	0
Mathematics & Science Educ (PhD)	2	0	4	2	7
Molecular Biosciences (PhD)	0	0	0	6	2
Professional Science (MS)	29	34	44	51	55
Basic and Applied Sciences Special Total	35	38	50	64	65
Aerospace					
Aerospace (BS)	104	124	122	121	116
Aerospace Education (MEd)	3	1	0	0	0
Aviation Administration (MS)	5	10	7	5	10
Aerospace Total	112	135	129	126	126
Agribusiness and Agriscience					
Agribusiness (BS)	23	34	34	28	34
Animal Science (BS)	50	48	50	60	53
Environmental Science Tech (BS)	0	1	1	0	0
Horse Science (MS)	0	3	5	6	7
Plant & Soil Science (BS)	17	35	28	18	15
Agribusiness and Agriscience Total	90	121	118	112	109
Biology					
Biology (BS)	103	92	111	113	113
Biology (MS)	9	8	11	8	14
Forensic Science (BS)	0	3	6	6	8
Biology Total	112	103	128	127	135
Chemistry					
Biochemistry (BS)	50	59	53	47	38
Chemistry (BS)	26	15	9	12	16
Chemistry (DA)	0	1	0	0	0
Chemistry (MS)	11	6	13	9	20
Environmental Science Tech (BS)	1	1	0	0	0
Science (BS)	53	62	49	56	42
Chemistry Total	141	144	124	124	116
Computer Science					
Computer Science (BS)	33	34	33	59	40
Computer Science (MS)	13	10	16	14	9
Computer Science Total	46	44	49	73	49
Concrete and Construction Mgmt					
Concrete Industry Management (BS)	89	56	54	35	38
Construction Management (BS)	38	22	18	26	21
Concrete and Construction Mgmt Total	127	78	72	61	59
Engineering Technology					
Engineering Technology (BS)	40	29	48	67	53
Engr Tech & Industrial Studies (MS)	9	5	13	5	13
Environmental Science Tech (BS)	4	6	10	4	1
Environmental Sustain Tech (BS)	0	0	0	0	5
Industrial Technology (BS)	1	0	0	0	0
Mechatronics Engineering (BS)	0	0	0	0	14

MTSU Degrees Awarded Report

By College, Department and Major

Level: Undergraduate, Graduate

Monday, April 24, 2017

College / Department / Major	2011-2012 Academic Year	2012-2013 Academic Year	2013-2014 Academic Year	2014-2015 Academic Year	2015-2016 Academic Year
Engineering Technology Total	96	62	89	102	107
Geosciences					
Geoscience (BS)	0	0	0	20	20
Geosciences Total	0	0	0	20	20
Mathematical Sciences					
Mathematics (BS)	26	38	29	25	25
Mathematics (MS)	6	9	14	6	10
Mathematics (MST)	4	6	5	2	0
Mathematical Sciences Total	36	53	48	33	35
Physics and Astronomy					
Physics (BS)	11	13	14	15	10
Physics and Astronomy Total	11	13	14	15	10
Basic and Applied Sciences Total	764	769	803	831	810

MTSU Degrees Awarded Report

By College, Department and Major

Level: Undergraduate, Graduate

Monday, April 24, 2017

College / Department / Major	2011-2012 Academic Year	2012-2013 Academic Year	2013-2014 Academic Year	2014-2015 Academic Year	2015-2016 Academic Year
Behavioral and Health Sciences					
Criminal Justice					
Criminal Justice Admin (BS)	131	153	143	153	139
Criminal Justice Admin (MCJ)	5	3	2	17	16
Criminal Justice Total	136	156	145	170	155
Health and Human Performance					
Athletic Training (BS)	10	13	9	12	15
Community & Public Health (BS)	0	0	0	0	30
Exercise Science (BS)	72	76	91	86	113
Exercise Science (MS)	11	13	10	9	7
Health and Human Performance (MS)	6	6	16	8	7
Health Education (BS)	44	50	58	62	13
Health, Physical Ed & Rec (MS)	10	0	0	0	0
Human Performance (PhD)	7	5	7	7	10
Leisure and Sport Management (MS)	13	25	16	19	13
Leisure Sprt & Tourism Studies (BS)	0	3	8	32	35
Physical Education (BS)	35	40	39	11	11
Recreation & Leisure Services (BS)	22	24	13	7	2
Speech & Theatre (BS)	26	28	25	21	0
Speech/Language Path & Audio (BS)	0	0	0	22	26
Health and Human Performance Total	256	283	292	296	282
Human Sciences					
Family & Consumer Studies (BS)	41	46	52	55	55
Human Sciences (MS)	7	8	0	0	0
Interior Design (BS)	13	7	9	9	7
Nutrition & Food Science (BS)	31	38	53	48	60
Textiles Merchandising Design (BS)	41	38	22	36	29
Human Sciences Total	133	137	136	148	151
Nursing					
Nursing (BSN)	169	200	185	159	139
Nursing Total	169	200	185	159	139
Psychology					
Curriculum & Inst/Psychology (EDS)	8	7	6	8	8
Industrial & Org Psychology (BS)	14	16	20	21	27
Psychology (BS)	182	209	180	209	192
Psychology (MA)	41	33	37	27	33
Psychology Total	245	265	243	265	260
Social Work					
Social Work (BSW)	86	90	78	81	85
Social Work (MSW)	15	18	22	14	30
Social Work Total	101	108	100	95	115
Behavioral and Health Sciences Total	1040	1149	1101	1133	1102

MTSU Degrees Awarded Report

By College, Department and Major

Level: Undergraduate, Graduate

Monday, April 24, 2017

College / Department / Major	2011-2012 Academic Year	2012-2013 Academic Year	2013-2014 Academic Year	2014-2015 Academic Year	2015-2016 Academic Year
Business					
Accounting					
Accounting (BBA)	122	118	131	111	114
Accounting (MACC)	39	29	39	45	49
Accounting & Info Systems (MACC)	0	0	1	0	0
Accounting Total	161	147	171	156	163
Business Comm Entrepreneurship					
Business Education (BS)	9	13	12	3	0
Business Education (MBE)	10	15	11	8	0
Entrepreneurship (BBA)	30	28	25	12	0
Office Management (BBA)	4	5	11	1	0
Business Comm Entrepreneurship Total	53	61	59	24	0
Computer Information Systems					
Information Systems (BBA)	63	45	52	76	86
Information Systems (MS)	29	28	35	38	51
Computer Information Systems Total	92	73	87	114	137
Economics and Finance					
Economics (BBA)	9	16	14	12	17
Economics (MA)	12	18	9	15	9
Economics (PhD)	1	5	6	3	2
Finance (BBA)	67	67	52	72	63
Finance (MS)	0	0	0	0	0
Economics and Finance Total	89	106	81	102	91
Management					
Business Administration (BBA)	0	0	0	46	110
Business Administration (MBA)	0	0	0	33	83
Entrepreneurship (BBA)	0	0	0	0	25
Management (BBA)	0	0	0	32	81
Management (MS)	0	0	0	2	9
Marketing (BBA)	0	0	0	53	21
Management Total	0	0	0	166	329
Management and Marketing					
Business Administration (BBA)	100	84	101	54	0
Business Administration (MBA)	146	140	127	65	0
Business Administration (MBE)	0	0	0	1	0
Management (BBA)	83	79	87	51	0
Marketing (BBA)	119	90	94	53	0
Management and Marketing Total	448	393	409	224	0
Marketing					
Business Education (BS)	0	0	0	2	8
Business Education (MBE)	0	0	0	1	12
Entrepreneurship (BBA)	0	0	0	14	6
Marketing (BBA)	0	0	0	0	60
Office Management (BBA)	0	0	0	1	6
Marketing Total	0	0	0	18	92
Business Total	843	780	807	804	812

MTSU Degrees Awarded Report

By College, Department and Major

Level: Undergraduate, Graduate

Monday, April 24, 2017

College / Department / Major	2011-2012 Academic Year	2012-2013 Academic Year	2013-2014 Academic Year	2014-2015 Academic Year	2015-2016 Academic Year
Education					
Dyslexic Studies (Grad Cert)	0	2	1	0	0
Assessment, Lrning & Sch Imprvmnt (EdD)	0	0	0	0	0
Literacy Studies (PhD)	2	3	4	4	3
Education Total	2	5	5	4	3
Educational Leadership					
Administration & Supervision (EdS)	68	92	24	38	12
Administration & Supervision (MEd)	89	120	53	44	41
College & University Teaching (Grad Cert)	0	1	0	0	3
Curriculum & Inst/Ed Leadrshp (EDS)	35	28	35	10	5
Curriculum & Inst/Ed Leadrshp (MEd)	70	88	48	89	42
Professional Counseling (MEd)	13	16	23	18	22
Educational Leadership Total	275	345	183	199	125
Elementary and Special Ed					
Curriculum & Inst/Elem Edu* (EDS)	3	1	1	0	0
Curriculum & Inst/Elem Edu* (MEd)	52	62	52	42	29
Early Childhood Education (BS)	45	38	42	27	33
Interdisciplinary Studies (BS)	197	198	136	120	114
Literacy (MEd)	10	8	5	5	8
Reading (MEd)	0	0	0	0	0
Special Education (BS)	27	28	22	12	18
Special Education (MEd)	20	17	10	9	10
Elementary and Special Ed Total	354	352	268	215	212
Education Total	631	702	456	418	340

MTSU Degrees Awarded Report

By College, Department and Major

Level: Undergraduate, Graduate

Monday, April 24, 2017

College / Department / Major	2011-2012 Academic Year	2012-2013 Academic Year	2013-2014 Academic Year	2014-2015 Academic Year	2015-2016 Academic Year
Liberal Arts					
Art					
Art (BFA)	31	46	40	55	41
Art Education (BS)	9	18	10	7	7
Art History (BA)	3	3	3	7	4
Art Total	43	67	53	69	52
Comm Studies & Org Comm					
Organizational Communication (BS)	0	0	0	102	107
Speech & Theatre (BA)	0	0	0	2	2
Speech & Theatre (BS)	0	0	0	10	1
Theatre (BS)	0	0	0	1	0
Comm Studies & Org Comm Total	0	0	0	115	110
Economics and Finance					
Economics (BS)	16	15	14	19	15
Economics and Finance Total	16	15	14	19	15
English					
English (BA)	72	87	98	95	69
English (MA)	9	10	6	12	12
English (PhD)	5	4	11	2	8
English Total	86	101	115	109	89
Foreign Languages and Literatures					
Foreign Language (MAT)	6	8	8	11	5
Foreign Language* (BA)	35	53	36	41	46
Foreign Language* (BS)	13	17	8	4	7
Foreign Languages and Lit Total	54	78	52	56	58
Geosciences					
Geoscience (BS)	15	24	20	8	0
Geoscience (Grad Cert)	0	0	0	0	0
Geosciences Total	15	24	20	8	0
Global Studies and Cultural Geography					
Global Studies & Cultural Geography (BS)	0	0	0	38	35
U.S. Culture and Education (Cert)	0	0	0	13	22
U.S. Culture and Education (Grad Cert)	0	0	0	0	1
Global Studies Total	0	0	0	51	58
History					
Archival Management (Grad Cert)	0	0	0	1	0
History (BA)	69	64	61	43	48
History (BS)	0	0	0	0	2
History (MA)	22	28	17	15	21
Museum Management (Grad Cert)	0	0	1	0	2
Public History (PhD)	3	5	0	3	4
History Total	94	97	79	62	77
Liberal Arts					
Gerontology* (Grad Cert)	3	6	1	1	0
Global Studies (BA)	38	30	29	7	0
Women's and Gender Studies (Grad Cert)	0	0	5	0	1
Liberal Arts Total	41	36	35	8	1

MTSU Degrees Awarded Report

By College, Department and Major

Level: Undergraduate, Graduate

Monday, April 24, 2017

College / Department / Major	2011-2012 Academic Year	2012-2013 Academic Year	2013-2014 Academic Year	2014-2015 Academic Year	2015-2016 Academic Year
Music					
Music (BM)	39	37	38	35	42
Music (MA)	16	14	7	0	0
Music (MM)	0	0	0	9	8
Music Total	55	51	45	44	50
Philosophy					
Philosophy (BA)	13	15	16	12	9
Philosophy (BS)	0	0	0	0	3
Philosophy Total	13	15	16	12	12
Political Science & International Relations					
International Affairs (MA)	0	0	3	5	0
International Relations (BA)	0	0	0	0	1
International Relations (BS)	27	22	18	17	16
Political Science (BA)	12	13	14	13	13
Political Science (BS)	77	57	68	52	42
Political Science & International Relations Total	116	92	103	87	72
Sociology and Anthropology					
Anthropology (BS)	22	30	20	28	22
Gerontology* (Grad Cert)	0	0	0	0	0
Sociology (BA)	5	5	5	6	8
Sociology (BS)	31	30	29	21	20
Sociology (MA)	6	9	7	1	3
Sociology and Anthropology Total	64	74	61	56	53
Speech and Theatre					
Organizational Communication (BS)	68	82	87	0	0
Speech & Theatre (BA)	5	11	7	0	0
Speech & Theatre (BS)	23	33	36	0	0
Speech and Theatre Total	96	126	130	0	0
Theatre and Dance					
Speech & Theatre (BS)	0	0	0	1	0
Theatre (BS)	0	0	0	7	14
Theatre and Dance Total	0	0	0	8	14
Liberal Arts Total	693	776	723	704	661

MTSU Degrees Awarded Report

By College, Department and Major

Level: Undergraduate, Graduate

Monday, April 24, 2017

College / Department / Major	2011-2012 Academic Year	2012-2013 Academic Year	2013-2014 Academic Year	2014-2015 Academic Year	2015-2016 Academic Year
Media and Entertainment					
Mass Communication (MS)	15	9	7	9	5
Electronic Media Communication					
Mass Communication (BS)	112	130	102	131	134
Electronic Media Communication Total	112	130	102	131	134
Journalism					
Mass Communication (BS)	153	173	156	116	147
Journalism Total	153	173	156	116	147
Recording Industry					
Recording Arts & Technologies (MFA)	10	12	11	7	10
Recording Industry (BS)	239	232	220	217	221
Recording Industry Total	249	244	231	224	231
Media and Entertainment Total	529	556	496	480	517

MTSU Degrees Awarded Report

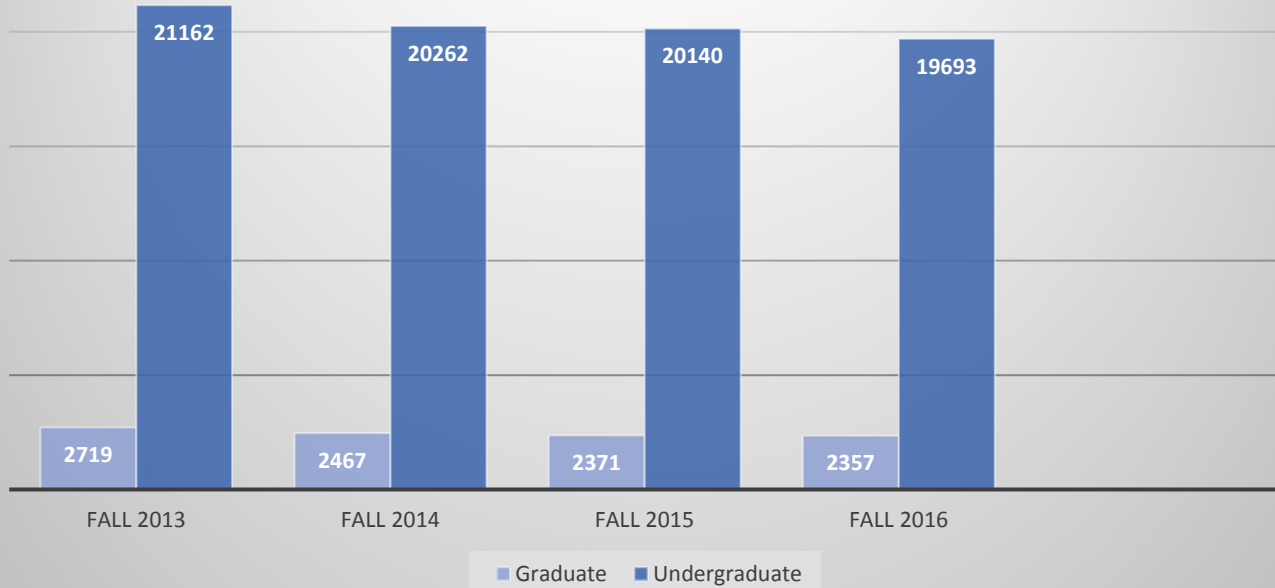
By College, Department and Major

Level: Undergraduate, Graduate

Monday, April 24, 2017

College / Department / Major	2011-2012 Academic Year	2012-2013 Academic Year	2013-2014 Academic Year	2014-2015 Academic Year	2015-2016 Academic Year
University College					
Regents Online Degree Program					
Adv Stud in Teaching Learning (MEd)	8	6	4	3	3
Family Nurse Practitioner (Grad Cert)	2	0	1	5	3
Liberal Studies (BS)	286	365	361	329	393
Nursing (MSN)	15	32	59	87	81
Professional Studies (BS)	35	55	66	76	97
Professional Studies (MPS)	17	15	22	17	9
Regents Online Degree Program Total	363	473	513	517	586
University Studies					
Integrated Studies (BS)	0	0	0	57	66
University Studies (BUS)	2	0	17	6	0
University Studies Total	2	0	17	63	66
University College Total	365	473	530	580	652
Grand Total	4865	5205	4916	4950	4894

MTSU Enrollment, Fall 2013 - Fall 2016



Undergraduate and Graduate Total Enrollment by College and Department, Fall 2013-16

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Basic and Applied Sciences	5036	5016	-0.40%	5078	1.24%	5097	0.37%
Academic Focus	0	0	N/A	25	N/A	34	36.00%
Aerospace	709	698	-1.55%	712	2.01%	762	7.02%
Agribusiness and Agriscience	482	491	1.87%	463	-5.70%	515	11.23%
Basic and Applied Sciences	235	207	-11.91%	207	0.00%	189	-8.70%
Biology	714	786	10.08%	881	12.09%	925	4.99%
Chemistry	1172	1134	-3.24%	930	-17.99%	820	-11.83%
Computer Science	431	447	3.71%	484	8.28%	499	3.10%
Concrete and Construction Mgmt	159	134	-15.72%	148	10.45%	304	105.41%
Engineering Technology	728	763	4.81%	855	12.06%	686	-19.77%
Geosciences	104	102	-1.92%	103	0.98%	91	-11.65%
Mathematical Sciences	217	173	-20.28%	170	-1.73%	184	8.24%
Physics and Astronomy	85	81	-4.71%	100	23.46%	88	-12.00%
Behavioral and Health Sciences	5440	5220	-4.04%	4922	-5.71%	4746	-3.58%
Academic Focus	0	0	N/A	4	N/A	6	50.00%
Criminal Justice	698	674	-3.44%	579	-14.09%	590	1.90%
Health and Human Performance	1349	1331	-1.33%	1329	-0.15%	1337	0.60%
Human Sciences	607	637	4.94%	632	-0.78%	590	-6.65%
Nursing	1295	1154	-10.89%	1014	-12.13%	947	-6.61%
Psychology	1119	1047	-6.43%	1003	-4.20%	939	-6.38%
Social Work	372	377	1.34%	361	-4.24%	337	-6.65%
Business	3478	3281	-5.66%	3227	-1.65%	3145	-2.54%
Academic Focus	0	0	N/A	23	N/A	50	117.39%
Accounting	758	752	-0.79%	705	-6.25%	634	-10.07%
Computer Information Systems	448	444	-0.89%	488	9.91%	502	2.87%
Economics and Finance	294	335	13.95%	376	12.24%	374	-0.53%
Management	1481	1292	-12.76%	1269	-1.78%	1212	-4.49%
Marketing	497	458	-7.85%	366	-20.09%	373	1.91%
Education	1649	1391	-15.65%	1248	-10.28%	1272	1.92%
Academic Focus	0	0	N/A	20	N/A	26	30.00%
Education	55	60	9.09%	67	11.67%	60	-10.45%
Educational Leadership	428	325	-24.07%	289	-11.08%	374	29.41%
Elementary and Special Ed	1166	1006	-13.72%	872	-13.32%	812	-6.88%
Liberal Arts	3052	2818	-7.67%	2589	-8.13%	2581	-0.31%
Academic Focus	0	0	N/A	17	N/A	25	47.06%
Art	382	369	-3.40%	318	-13.82%	314	-1.26%
Comm Studies & Org Comm	252	270	7.14%	293	8.52%	291	-0.68%
Economics and Finance	60	42	-30.00%	36	-14.29%	45	25.00%
English	506	450	-11.07%	399	-11.33%	381	-4.51%
Foreign Languages and Lit	159	149	-6.29%	165	10.74%	174	5.45%
Global Studies	0	122	N/A	119	-2.46%	92	-22.69%
History	378	333	-11.90%	319	-4.20%	301	-5.64%
Liberal Arts	116	2	-98.28%	13	550.00%	39	200.00%
Music	371	385	3.77%	273	-29.09%	269	-1.47%
Philosophy	51	43	-15.69%	35	-18.60%	44	25.71%
Political Sci & Intl Relations	421	341	-19.00%	342	0.29%	341	-0.29%
Sociology and Anthropology	215	192	-10.70%	167	-13.02%	164	-1.80%
Theatre and Dance	141	120	-14.89%	93	-22.50%	101	8.60%
Media and Entertainment	2501	2406	-3.80%	2470	2.66%	2500	1.21%
Academic Focus	0	0	N/A	6	N/A	9	50.00%
Electronic Media Communication	759	763	0.53%	614	-19.53%	659	7.33%
Journalism	494	451	-8.70%	635	40.80%	613	-3.46%
Media and Entertainment	36	30	-16.67%	35	16.67%	33	-5.71%
Recording Industry	1212	1162	-4.13%	1180	1.55%	1186	0.51%
Non-Degree Seeking	372	444	19.35%	827	86.26%	822	-0.60%
Educational Leadership	10	13	30.00%	11	-15.38%	11	0.00%
Elementary and Special Ed	10	3	-70.00%	4	33.33%	5	25.00%
Non-Degree Seeking	325	399	22.77%	793	98.75%	757	-4.54%
Psychology	1	2	100.00%	4	100.00%	5	25.00%
Regents Online Degree Program	26	27	3.85%	15	-44.44%	44	193.33%
University College	2353	2153	-8.50%	2150	-0.14%	1887	-12.23%
Academic Focus	1088	852	-21.69%	739	-13.26%	492	-33.42%
Regents Online Degree Program	1168	1140	-2.40%	1258	10.35%	1268	0.79%
University Studies	97	161	65.98%	153	-4.97%	127	-16.99%
Total Enrollment	23881	22729	-4.82%	22511	-0.96%	22050	-2.05%

Undergraduate Enrollment by College and Department, Fall 2013 - Fall 2016

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Basic and Applied Sciences	4594	4596	0.04%	4656	1.31%	4734	1.68%
Academic Focus	0	0	N/A	25	N/A	34	36.00%
Aerospace	675	666	-1.33%	673	1.05%	729	8.32%
Agribusiness and Agriscience	473	478	1.06%	450	-5.86%	504	12.00%
Biology	671	735	9.54%	842	14.56%	896	6.41%
Chemistry	1135	1098	-3.26%	889	-19.03%	790	-11.14%
Computer Science	401	415	3.49%	446	7.47%	461	3.36%
Concrete and Construction Mgmt	159	134	-15.72%	148	10.45%	304	105.41%
Engineering Technology	699	734	5.01%	833	13.49%	670	-19.57%
Geosciences	104	102	-1.92%	103	0.98%	91	-11.65%
Mathematical Sciences	192	153	-20.31%	147	-3.92%	167	13.61%
Physics and Astronomy	85	81	-4.71%	100	23.46%	88	-12.00%
Behavioral and Health Sciences	5114	4897	-4.24%	4630	-5.45%	4457	-3.74%
Academic Focus	0	0	N/A	4	N/A	6	50.00%
Criminal Justice	665	637	-4.21%	551	-13.50%	556	0.91%
Health and Human Performance	1214	1206	-0.66%	1229	1.91%	1248	1.55%
Human Sciences	607	637	4.94%	632	-0.78%	590	-6.65%
Nursing	1295	1154	-10.89%	1014	-12.13%	947	-6.61%
Psychology	1003	934	-6.88%	891	-4.60%	827	-7.18%
Social Work	330	329	-0.30%	309	-6.08%	283	-8.41%
Business	2933	2800	-4.53%	2770	-1.07%	2706	-2.31%
Academic Focus	0	0	N/A	23	N/A	50	117.39%
Accounting	656	640	-2.44%	604	-5.63%	547	-9.44%
Computer Information Systems	372	362	-2.69%	391	8.01%	400	2.30%
Economics and Finance	255	295	15.69%	331	12.20%	328	-0.91%
Management	1175	1064	-9.45%	1070	0.56%	1013	-5.33%
Marketing	475	439	-7.58%	351	-20.05%	368	4.84%
Education	1020	893	-12.45%	794	-11.09%	732	-7.81%
Academic Focus	0	0	N/A	20	N/A	26	30.00%
Elementary and Special Ed	1020	893	-12.45%	774	-13.33%	706	-8.79%
Liberal Arts	2789	2551	-8.53%	2316	-9.21%	2292	-1.04%
Academic Focus	0	0	N/A	17	N/A	25	47.06%
Art	382	369	-3.40%	318	-13.82%	314	-1.26%
Comm Studies & Org Comm	252	270	7.14%	293	8.52%	291	-0.68%
Economics and Finance	60	42	-30.00%	36	-14.29%	45	25.00%
English	415	359	-13.49%	317	-11.70%	301	-5.05%
Foreign Languages and Lit	138	129	-6.52%	147	13.95%	158	7.48%
Global Studies	0	122	N/A	119	-2.46%	91	-23.53%
History	277	231	-16.61%	217	-6.06%	209	-3.69%
Liberal Arts	113	0	-100.00%	0	N/A	0	N/A
Music	351	360	2.56%	240	-33.33%	239	-0.42%
Philosophy	51	43	-15.69%	35	-18.60%	44	25.71%
Political Sci & Intl Relations	407	328	-19.41%	331	0.91%	323	-2.42%
Sociology and Anthropology	202	178	-11.88%	153	-14.04%	151	-1.31%
Theatre and Dance	141	120	-14.89%	93	-22.50%	101	8.60%
Media and Entertainment	2432	2342	-3.70%	2402	2.56%	2436	1.42%
Academic Focus	0	0	N/A	6	N/A	9	50.00%
Electronic Media Communication	759	763	0.53%	614	-19.53%	659	7.33%
Journalism	494	451	-8.70%	635	40.80%	613	-3.46%
Recording Industry	1179	1128	-4.33%	1147	1.68%	1155	0.70%
Non-Degree Seeking	248	334	34.68%	694	107.78%	695	0.14%
Non-Degree Seeking	248	334	34.68%	694	107.78%	695	0.14%
University College	2032	1849	-9.01%	1878	1.57%	1641	-12.62%
Academic Focus	1088	852	-21.69%	739	-13.26%	492	-33.42%
Regents Online Degree Program	847	836	-1.30%	986	17.94%	1022	3.65%
University Studies	97	161	65.98%	153	-4.97%	127	-16.99%
Total Enrollment	21162	20262	-4.25%	20140	-0.60%	19693	-2.22%

Graduate Enrollment by College and Department, Fall 2013 - Fall 2016

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Basic and Applied Sciences	442	420	-4.98%	422	0.48%	363	-13.98%
Aerospace	34	32	-5.88%	39	21.88%	33	-15.38%
Agribusiness and Agriscience	9	13	44.44%	13	0.00%	11	-15.38%
Basic and Applied Sciences	235	207	-11.91%	207	0.00%	189	-8.70%
Biology	43	51	18.60%	39	-23.53%	29	-25.64%
Chemistry	37	36	-2.70%	41	13.89%	30	-26.83%
Computer Science	30	32	6.67%	38	18.75%	38	0.00%
Engineering Technology	29	29	0.00%	22	-24.14%	16	-27.27%
Mathematical Sciences	25	20	-20.00%	23	15.00%	17	-26.09%
Behavioral and Health Sciences	326	323	-0.92%	292	-9.60%	289	-1.03%
Criminal Justice	33	37	12.12%	28	-24.32%	34	21.43%
Health and Human Performance	135	125	-7.41%	100	-20.00%	89	-11.00%
Psychology	116	113	-2.59%	112	-0.88%	112	0.00%
Social Work	42	48	14.29%	52	8.33%	54	3.85%
Business	545	481	-11.74%	457	-4.99%	439	-3.94%
Accounting	102	112	9.80%	101	-9.82%	87	-13.86%
Computer Information Systems	76	82	7.89%	97	18.29%	102	5.15%
Economics and Finance	39	40	2.56%	45	12.50%	46	2.22%
Management	306	228	-25.49%	199	-12.72%	199	0.00%
Marketing	22	19	-13.64%	15	-21.05%	5	-66.67%
Education	629	498	-20.83%	454	-8.84%	540	18.94%
Education	55	60	9.09%	67	11.67%	60	-10.45%
Educational Leadership	428	325	-24.07%	289	-11.08%	374	29.41%
Elementary and Special Ed	146	113	-22.60%	98	-13.27%	106	8.16%
Liberal Arts	263	267	1.52%	273	2.25%	289	5.86%
English	91	91	0.00%	82	-9.89%	80	-2.44%
Foreign Languages and Lit	21	20	-4.76%	18	-10.00%	16	-11.11%
Global Studies	0	0	N/A	0	N/A	1	N/A
History	101	102	0.99%	102	0.00%	92	-9.80%
Liberal Arts	3	2	-33.33%	13	550.00%	39	200.00%
Music	20	25	25.00%	33	32.00%	30	-9.09%
Political Sci & Intl Relations	14	13	-7.14%	11	-15.38%	18	63.64%
Sociology and Anthropology	13	14	7.69%	14	0.00%	13	-7.14%
Media and Entertainment	69	64	-7.25%	68	6.25%	64	-5.88%
Media and Entertainment	36	30	-16.67%	35	16.67%	33	-5.71%
Recording Industry	33	34	3.03%	33	-2.94%	31	-6.06%
Non-Degree Seeking	124	110	-11.29%	133	20.91%	127	-4.51%
Educational Leadership	10	13	30.00%	11	-15.38%	11	0.00%
Elementary and Special Ed	10	3	-70.00%	4	33.33%	5	25.00%
Non-Degree Seeking	77	65	-15.58%	99	52.31%	62	-37.37%
Psychology	1	2	100.00%	4	100.00%	5	25.00%
Regents Online Degree Program	26	27	3.85%	15	-44.44%	44	193.33%
University College	321	304	-5.30%	272	-10.53%	246	-9.56%
Regents Online Degree Program	321	304	-5.30%	272	-10.53%	246	-9.56%
Total Enrollment	2719	2467	-9.27%	2371	-3.89%	2357	-0.59%

Freshmen Enrollment by College and Department, Fall 2013 - Fall 2016

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Basic and Applied Sciences	897	926	3.23%	884	-4.54%	961	8.71%
Academic Focus	0	0	N/A	2	N/A	13	550.00%
Aerospace	110	119	8.18%	100	-15.97%	162	62.00%
Agribusiness and Agriscience	73	79	8.22%	61	-22.78%	100	63.93%
Biology	124	161	29.84%	199	23.60%	205	3.02%
Chemistry	338	322	-4.73%	232	-27.95%	201	-13.36%
Computer Science	80	71	-11.25%	94	32.39%	89	-5.32%
Concrete and Construction Mgmt	13	10	-23.08%	20	100.00%	37	85.00%
Engineering Technology	122	126	3.28%	138	9.52%	120	-13.04%
Geosciences	4	5	25.00%	8	60.00%	6	-25.00%
Mathematical Sciences	21	17	-19.05%	14	-17.65%	21	50.00%
Physics and Astronomy	12	16	33.33%	16	0.00%	7	-56.25%
Behavioral and Health Sciences	632	603	-4.59%	532	-11.77%	587	10.34%
Academic Focus	0	0	N/A	0	N/A	1	N/A
Criminal Justice	89	85	-4.49%	61	-28.24%	64	4.92%
Health and Human Performance	96	104	8.33%	109	4.81%	116	6.42%
Human Sciences	45	60	33.33%	64	6.67%	50	-21.88%
Nursing	274	254	-7.30%	192	-24.41%	236	22.92%
Psychology	114	79	-30.70%	83	5.06%	103	24.10%
Social Work	14	21	50.00%	23	9.52%	17	-26.09%
Business	288	282	-2.08%	309	9.57%	279	-9.71%
Academic Focus	0	0	N/A	5	N/A	15	200.00%
Accounting	53	60	13.21%	48	-20.00%	36	-25.00%
Computer Information Systems	18	9	-50.00%	27	200.00%	25	-7.41%
Economics and Finance	20	21	5.00%	50	138.10%	36	-28.00%
Management	137	123	-10.22%	153	24.39%	120	-21.57%
Marketing	60	69	15.00%	26	-62.32%	47	80.77%
Education	102	99	-2.94%	63	-36.36%	67	6.35%
Academic Focus	0	0	N/A	2	N/A	4	100.00%
Elementary and Special Ed	102	99	-2.94%	61	-38.38%	63	3.28%
Liberal Arts	348	332	-4.60%	276	-16.87%	290	5.07%
Academic Focus	0	0	N/A	2	N/A	13	550.00%
Art	50	44	-12.00%	45	2.27%	35	-22.22%
Comm Studies & Org Comm	7	3	-57.14%	3	0.00%	5	66.67%
Economics and Finance	5	2	-60.00%	3	50.00%	4	33.33%
English	35	44	25.71%	27	-38.64%	38	40.74%
Foreign Languages and Lit	14	14	0.00%	8	-42.86%	18	125.00%
Global Studies	0	10	N/A	4	-60.00%	4	0.00%
History	25	20	-20.00%	15	-25.00%	12	-20.00%
Liberal Arts	8	0	-100.00%	0	N/A	0	N/A
Music	112	122	8.93%	79	-35.25%	70	-11.39%
Philosophy	2	5	150.00%	3	-40.00%	6	100.00%
Political Sci & Intl Relations	46	36	-21.74%	55	52.78%	50	-9.09%
Sociology and Anthropology	14	14	0.00%	11	-21.43%	19	72.73%
Theatre and Dance	30	18	-40.00%	21	16.67%	16	-23.81%
Media and Entertainment	398	330	-17.09%	374	13.33%	453	21.12%
Academic Focus	0	0	N/A	2	N/A	2	0.00%
Electronic Media Communication	114	98	-14.04%	92	-6.12%	120	30.43%
Journalism	70	61	-12.86%	81	32.79%	69	-14.81%
Recording Industry	214	171	-20.09%	199	16.37%	262	31.66%
University College	514	360	-29.96%	365	1.39%	204	-44.11%
Academic Focus	509	359	-29.47%	357	-0.56%	196	-45.10%
Regents Online Degree Program	1	1	0.00%	8	700.00%	4	-50.00%
University Studies	4	0	-100.00%	0	N/A	4	N/A
Total Enrollment	3179	2932	-7.77%	2803	-4.40%	2841	1.36%

Transfer Enrollment by College and Department, Fall 2013 - Fall 2016

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Basic and Applied Sciences	415	384	-7.47%	464	20.83%	441	-4.96%
Academic Focus	0	0	N/A	8	N/A	6	-25.00%
Aerospace	39	50	28.21%	52	4.00%	48	-7.69%
Agribusiness and Agriscience	33	36	9.09%	38	5.56%	52	36.84%
Biology	67	63	-5.97%	65	3.17%	88	35.38%
Chemistry	105	81	-22.86%	93	14.81%	90	-3.23%
Computer Science	47	42	-10.64%	61	45.24%	40	-34.43%
Concrete and Construction Mgmt	9	9	0.00%	9	0.00%	30	233.33%
Engineering Technology	76	73	-3.95%	96	31.51%	50	-47.92%
Geosciences	11	8	-27.27%	10	25.00%	2	-80.00%
Mathematical Sciences	20	17	-15.00%	25	47.06%	27	8.00%
Physics and Astronomy	8	5	-37.50%	7	40.00%	8	14.29%
Behavioral and Health Sciences	462	460	-0.43%	496	7.83%	428	-13.71%
Academic Focus	0	0	N/A	0	N/A	1	N/A
Criminal Justice	60	63	5.00%	59	-6.35%	45	-23.73%
Health and Human Performance	87	92	5.75%	113	22.83%	111	-1.77%
Human Sciences	50	47	-6.00%	74	57.45%	43	-41.89%
Nursing	127	120	-5.51%	109	-9.17%	95	-12.84%
Psychology	97	103	6.19%	101	-1.94%	91	-9.90%
Social Work	41	35	-14.63%	40	14.29%	42	5.00%
Business	272	232	-14.71%	307	32.33%	299	-2.61%
Academic Focus	0	0	N/A	5	N/A	11	120.00%
Accounting	73	58	-20.55%	55	-5.17%	63	14.55%
Computer Information Systems	27	24	-11.11%	35	45.83%	33	-5.71%
Economics and Finance	19	20	5.26%	36	80.00%	18	-50.00%
Management	102	94	-7.84%	123	30.85%	130	5.69%
Marketing	51	36	-29.41%	53	47.22%	44	-16.98%
Education	121	86	-28.93%	94	9.30%	85	-9.57%
Academic Focus	0	0	N/A	13	N/A	8	-38.46%
Elementary and Special Ed	121	86	-28.93%	81	-5.81%	77	-4.94%
Liberal Arts	255	253	-0.78%	235	-7.11%	219	-6.81%
Academic Focus	0	0	N/A	6	N/A	2	-66.67%
Art	33	30	-9.09%	32	6.67%	27	-15.63%
Comm Studies & Org Comm	12	11	-8.33%	20	81.82%	13	-35.00%
Economics and Finance	6	5	-16.67%	5	0.00%	9	80.00%
English	47	40	-14.89%	46	15.00%	35	-23.91%
Foreign Languages and Lit	14	15	7.14%	15	0.00%	16	6.67%
Global Studies	0	5	N/A	8	60.00%	3	-62.50%
History	32	33	3.13%	33	0.00%	28	-15.15%
Liberal Arts	8	0	-100.00%	0	N/A	0	N/A
Music	38	47	23.68%	9	-80.85%	17	88.89%
Philosophy	3	3	0.00%	1	-66.67%	7	600.00%
Political Sci & Intl Relations	31	30	-3.23%	36	20.00%	37	2.78%
Sociology and Anthropology	19	25	31.58%	18	-28.00%	14	-22.22%
Theatre and Dance	12	9	-25.00%	6	-33.33%	11	83.33%
Media and Entertainment	190	222	16.84%	228	2.70%	217	-4.82%
Academic Focus	0	0	N/A	1	N/A	2	100.00%
Electronic Media Communication	53	55	3.77%	60	9.09%	59	-1.67%
Journalism	37	44	18.92%	47	6.82%	54	14.89%
Recording Industry	100	123	23.00%	120	-2.44%	102	-15.00%
University College	192	172	-10.42%	194	12.79%	176	-9.28%
Academic Focus	116	90	-22.41%	56	-37.78%	40	-28.57%
Regents Online Degree Program	66	72	9.09%	127	76.39%	132	3.94%
University Studies	10	10	0.00%	11	10.00%	4	-63.64%
Total Enrollment	1907	1809	-5.14%	2018	11.55%	1865	-7.58%

CBAS Fall Enrollment Profile

Total, Undergrad, Grad, Freshmen, Transfers

Fall 2013 to Fall 2016

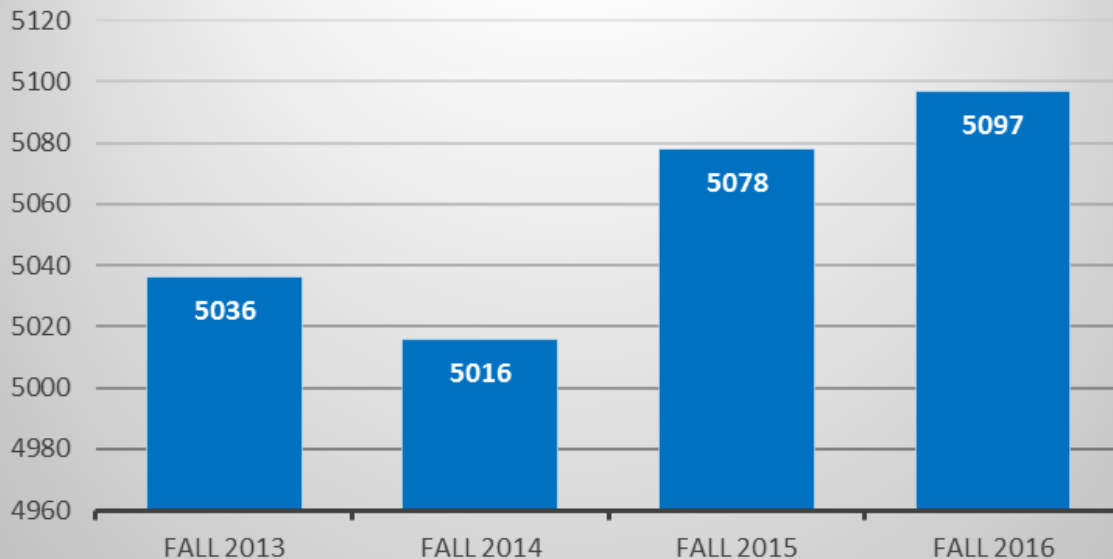
Rick Sluder
Office of Student Success
October 31, 2016

Data Source: IEPR fall census file data. For more detailed information, please contact Rick Sluder or Chris Brewer

Undergrad/Grad Total

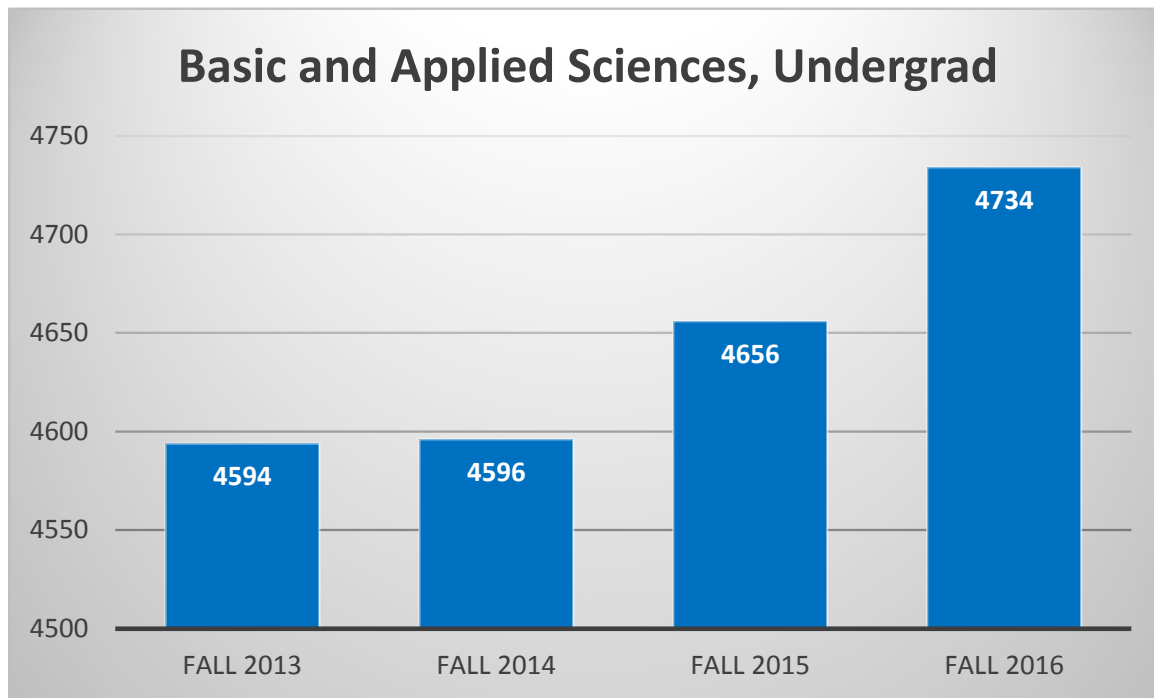
College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Basic and Applied Sciences	5036	5016	-0.40%	5078	1.24%	5097	0.37%
Academic Focus	0	0	N/A	25	N/A	34	36.00%
Aerospace	709	698	-1.55%	712	2.01%	762	7.02%
Agribusiness and Agriscience	482	491	1.87%	463	-5.70%	515	11.23%
Basic and Applied Sciences	235	207	-11.91%	207	0.00%	189	-8.70%
Biology	714	786	10.08%	881	12.09%	925	4.99%
Chemistry	1172	1134	-3.24%	930	-17.99%	820	-11.83%
Computer Science	431	447	3.71%	484	8.28%	499	3.10%
Concrete and Construction Mgmt	159	134	-15.72%	148	10.45%	304	105.41%
Engineering Technology	728	763	4.81%	855	12.06%	686	-19.77%
Geosciences	104	102	-1.92%	103	0.98%	91	-11.65%
Mathematical Sciences	217	173	-20.28%	170	-1.73%	184	8.24%
Physics and Astronomy	85	81	-4.71%	100	23.46%	88	-12.00%

Basic and Applied Sciences, Total Enr



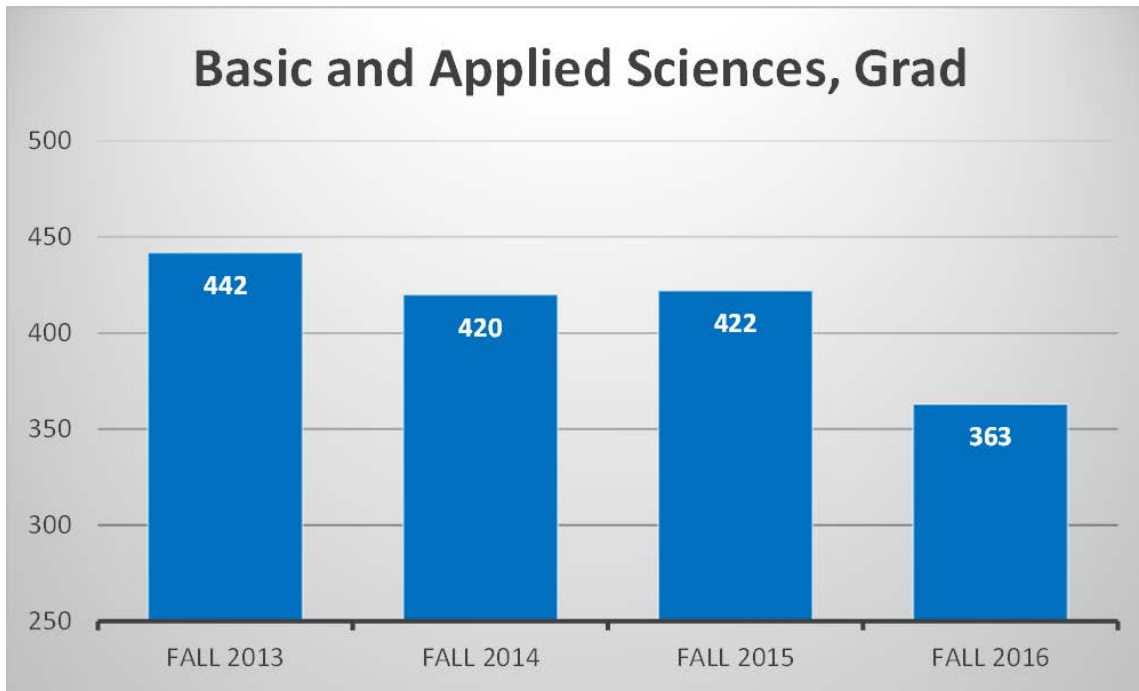
Undergrad Total

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Basic and Applied Sciences	4594	4596	0.04%	4656	1.31%	4734	1.68%
Academic Focus	0	0	N/A	25	N/A	34	36.00%
Aerospace	675	666	-1.33%	673	1.05%	729	8.32%
Agribusiness and Agriscience	473	478	1.06%	450	-5.86%	504	12.00%
Biology	671	735	9.54%	842	14.56%	896	6.41%
Chemistry	1135	1098	-3.26%	889	-19.03%	790	-11.14%
Computer Science	401	415	3.49%	446	7.47%	461	3.36%
Concrete and Construction Mgmt	159	134	-15.72%	148	10.45%	304	105.41%
Engineering Technology	699	734	5.01%	833	13.49%	670	-19.57%
Geosciences	104	102	-1.92%	103	0.98%	91	-11.65%
Mathematical Sciences	192	153	-20.31%	147	-3.92%	167	13.61%
Physics and Astronomy	85	81	-4.71%	100	23.46%	88	-12.00%



Grad Total

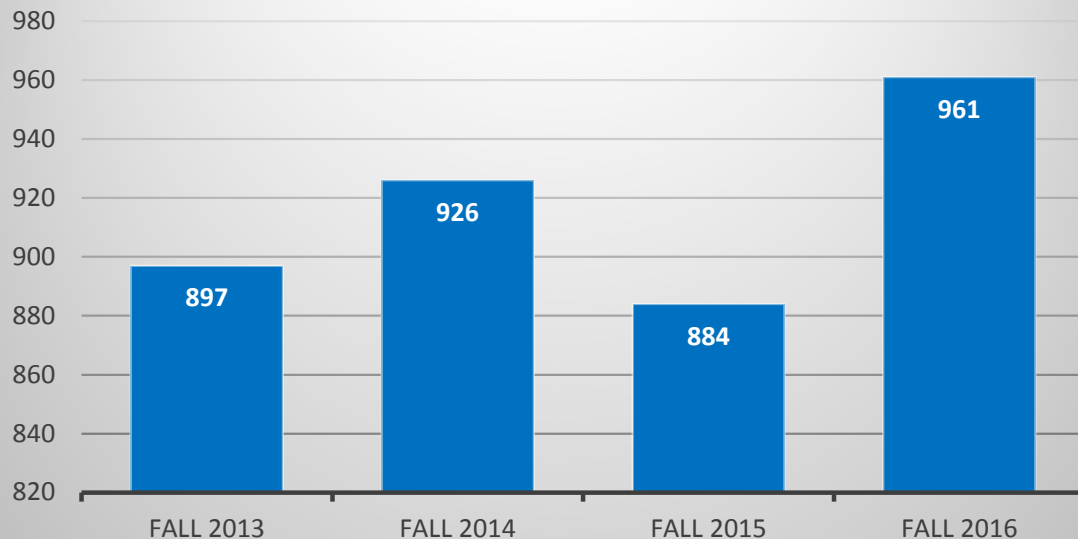
College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Basic and Applied Sciences	442	420	-4.98%	422	0.48%	363	-13.98%
Aerospace	34	32	-5.88%	39	21.88%	33	-15.38%
Agribusiness and Agriscience	9	13	44.44%	13	0.00%	11	-15.38%
Basic and Applied Sciences	235	207	-11.91%	207	0.00%	189	-8.70%
Biology	43	51	18.60%	39	-23.53%	29	-25.64%
Chemistry	37	36	-2.70%	41	13.89%	30	-26.83%
Computer Science	30	32	6.67%	38	18.75%	38	0.00%
Engineering Technology	29	29	0.00%	22	-24.14%	16	-27.27%
Mathematical Sciences	25	20	-20.00%	23	15.00%	17	-26.09%



Freshmen

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Basic and Applied Sciences	897	926	3.23%	884	-4.54%	961	8.71%
Academic Focus	0	0	N/A	2	N/A	13	550.00%
Aerospace	110	119	8.18%	100	-15.97%	162	62.00%
Agribusiness and Agriscience	73	79	8.22%	61	-22.78%	100	63.93%
Biology	124	161	29.84%	199	23.60%	205	3.02%
Chemistry	338	322	-4.73%	232	-27.95%	201	-13.36%
Computer Science	80	71	-11.25%	94	32.39%	89	-5.32%
Concrete and Construction Mgmt	13	10	-23.08%	20	100.00%	37	85.00%
Engineering Technology	122	126	3.28%	138	9.52%	120	-13.04%
Geosciences	4	5	25.00%	8	60.00%	6	-25.00%
Mathematical Sciences	21	17	-19.05%	14	-17.65%	21	50.00%
Physics and Astronomy	12	16	33.33%	16	0.00%	7	-56.25%

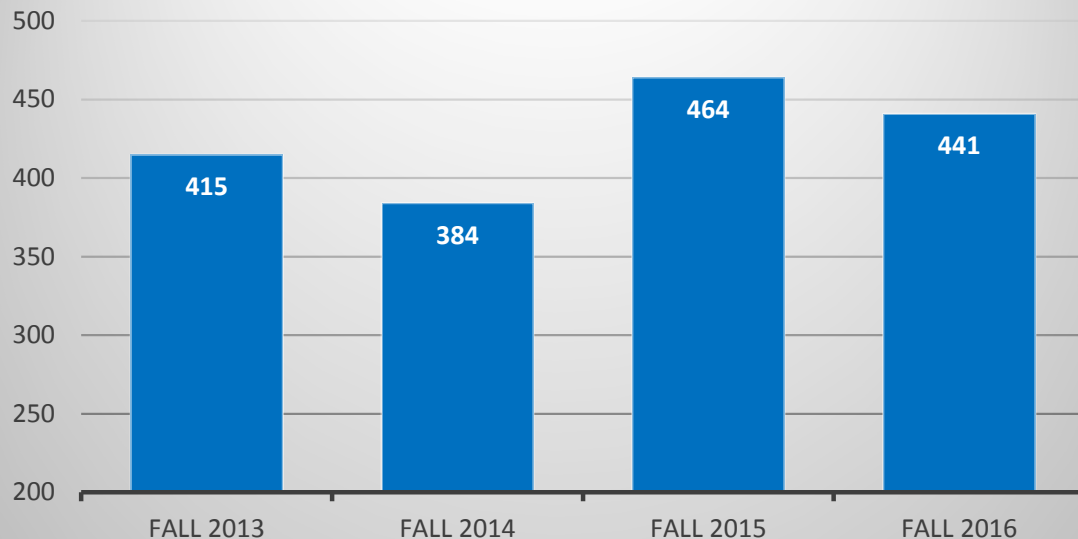
Basic and Applied Sciences, Freshmen



Transfers

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Basic and Applied Sciences	415	384	-7.47%	464	20.83%	441	-4.96%
Academic Focus	0	0	N/A	8	N/A	6	-25.00%
Aerospace	39	50	28.21%	52	4.00%	48	-7.69%
Agribusiness and Agriscience	33	36	9.09%	38	5.56%	52	36.84%
Biology	67	63	-5.97%	65	3.17%	88	35.38%
Chemistry	105	81	-22.86%	93	14.81%	90	-3.23%
Computer Science	47	42	-10.64%	61	45.24%	40	-34.43%
Concrete and Construction Mgmt	9	9	0.00%	9	0.00%	30	233.33%
Engineering Technology	76	73	-3.95%	96	31.51%	50	-47.92%
Geosciences	11	8	-27.27%	10	25.00%	2	-80.00%
Mathematical Sciences	20	17	-15.00%	25	47.06%	27	8.00%
Physics and Astronomy	8	5	-37.50%	7	40.00%	8	14.29%

Basic and Applied Sciences, Transfer



CBHS Fall Enrollment Profile

Total, Undergrad, Grad, Freshmen, Transfers

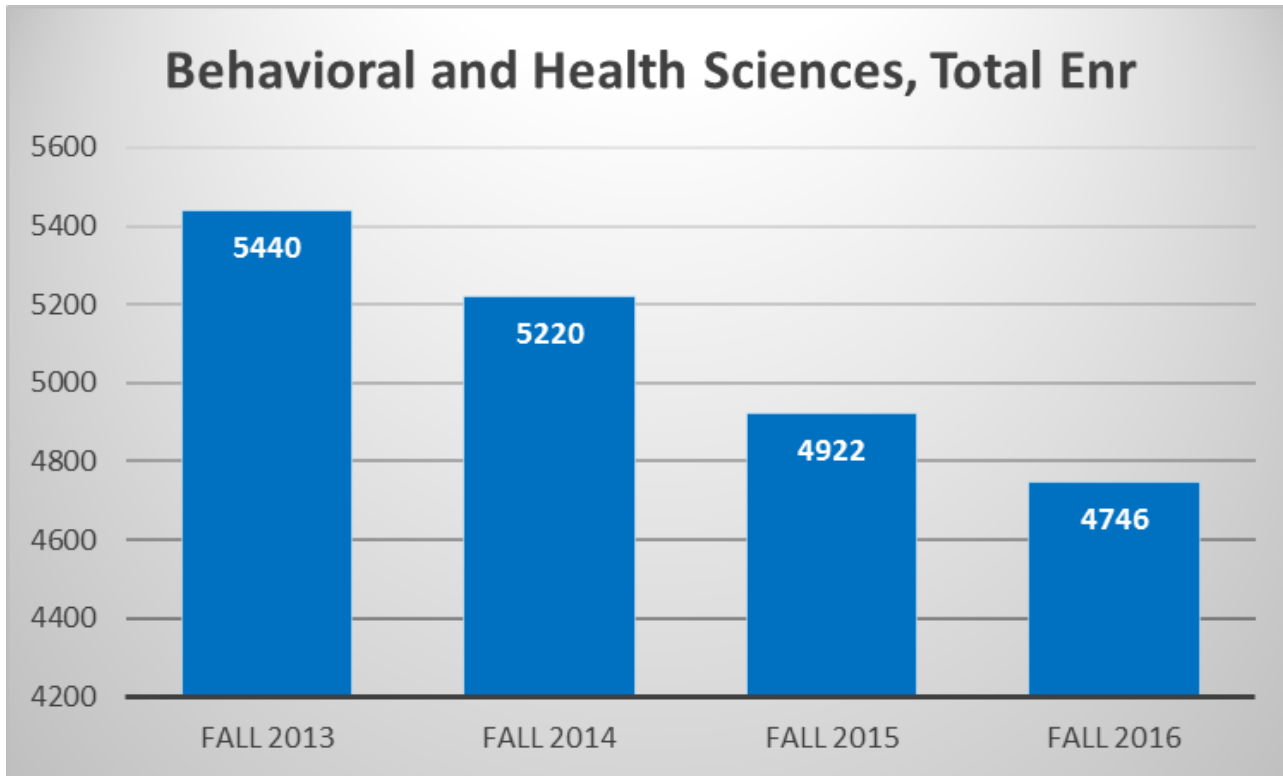
Fall 2013 to Fall 2016

Rick Sluder
Office of Student Success
October 31, 2016

Data Source: IEPR fall census file data. For more detailed information, please contact Rick Sluder or Chris Brewer

Undergrad/Grad Total

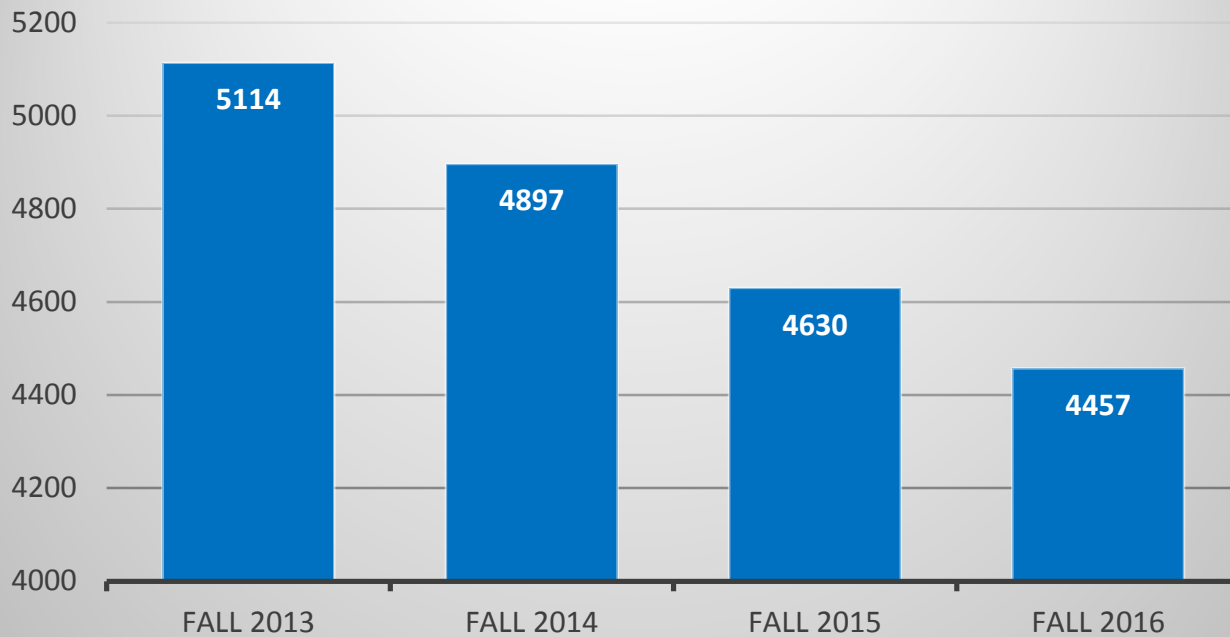
College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Behavioral and Health Sciences	5440	5220	-4.04%	4922	-5.71%	4746	-3.58%
Academic Focus	0	0	N/A	4	N/A	6	50.00%
Criminal Justice	698	674	-3.44%	579	-14.09%	590	1.90%
Health and Human Performance	1349	1331	-1.33%	1329	-0.15%	1337	0.60%
Human Sciences	607	637	4.94%	632	-0.78%	590	-6.65%
Nursing	1295	1154	-10.89%	1014	-12.13%	947	-6.61%
Psychology	1119	1047	-6.43%	1003	-4.20%	939	-6.38%
Social Work	372	377	1.34%	361	-4.24%	337	-6.65%



Undergrad Total

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Behavioral and Health Sciences	5114	4897	-4.24%	4630	-5.45%	4457	-3.74%
Academic Focus	0	0	N/A	4	N/A	6	50.00%
Criminal Justice	665	637	-4.21%	551	-13.50%	556	0.91%
Health and Human Performance	1214	1206	-0.66%	1229	1.91%	1248	1.55%
Human Sciences	607	637	4.94%	632	-0.78%	590	-6.65%
Nursing	1295	1154	-10.89%	1014	-12.13%	947	-6.61%
Psychology	1003	934	-6.88%	891	-4.60%	827	-7.18%
Social Work	330	329	-0.30%	309	-6.08%	283	-8.41%

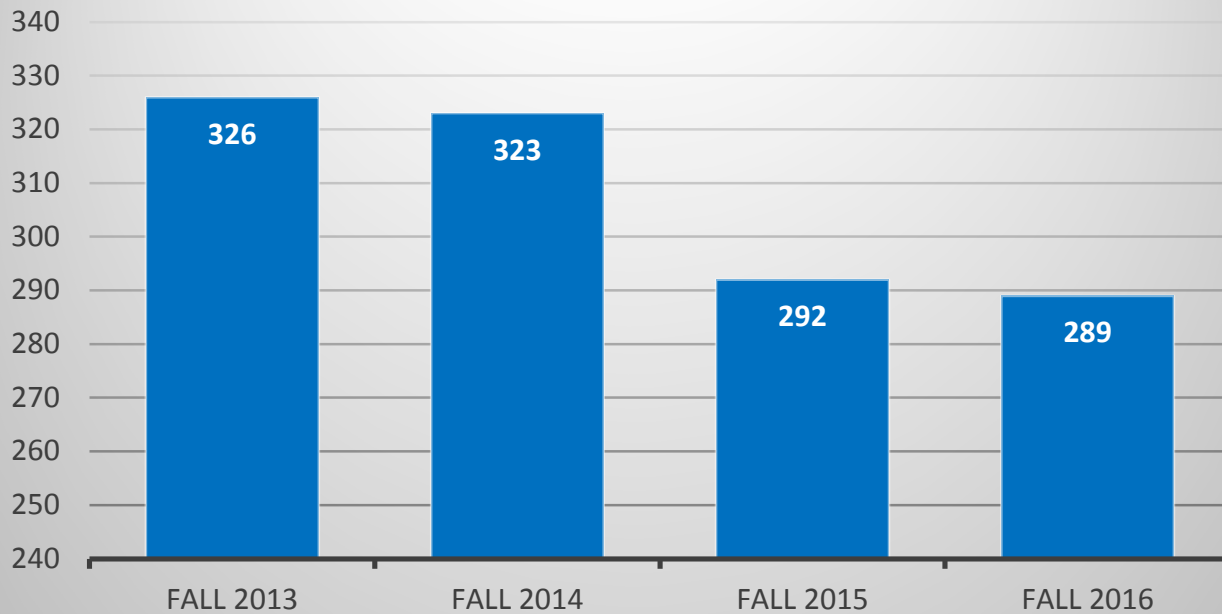
Behavioral and Health Sciences, Undergrad



Grad Total

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Behavioral and Health Sciences	326	323	-0.92%	292	-9.60%	289	-1.03%
Criminal Justice	33	37	12.12%	28	-24.32%	34	21.43%
Health and Human Performance	135	125	-7.41%	100	-20.00%	89	-11.00%
Psychology	116	113	-2.59%	112	-0.88%	112	0.00%
Social Work	42	48	14.29%	52	8.33%	54	3.85%

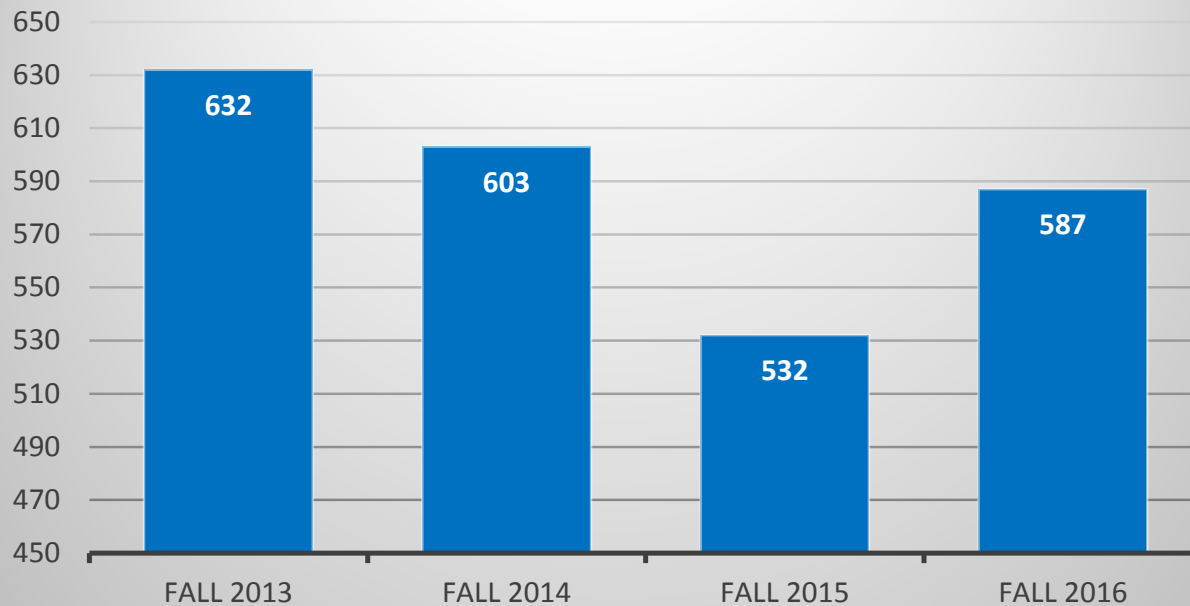
Behavioral and Health Sciences, Grad



Freshmen

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Behavioral and Health Sciences	632	603	-4.59%	532	-11.77%	587	10.34%
Academic Focus	0	0	N/A	0	N/A	1	N/A
Criminal Justice	89	85	-4.49%	61	-28.24%	64	4.92%
Health and Human Performance	96	104	8.33%	109	4.81%	116	6.42%
Human Sciences	45	60	33.33%	64	6.67%	50	-21.88%
Nursing	274	254	-7.30%	192	-24.41%	236	22.92%
Psychology	114	79	-30.70%	83	5.06%	103	24.10%
Social Work	14	21	50.00%	23	9.52%	17	-26.09%

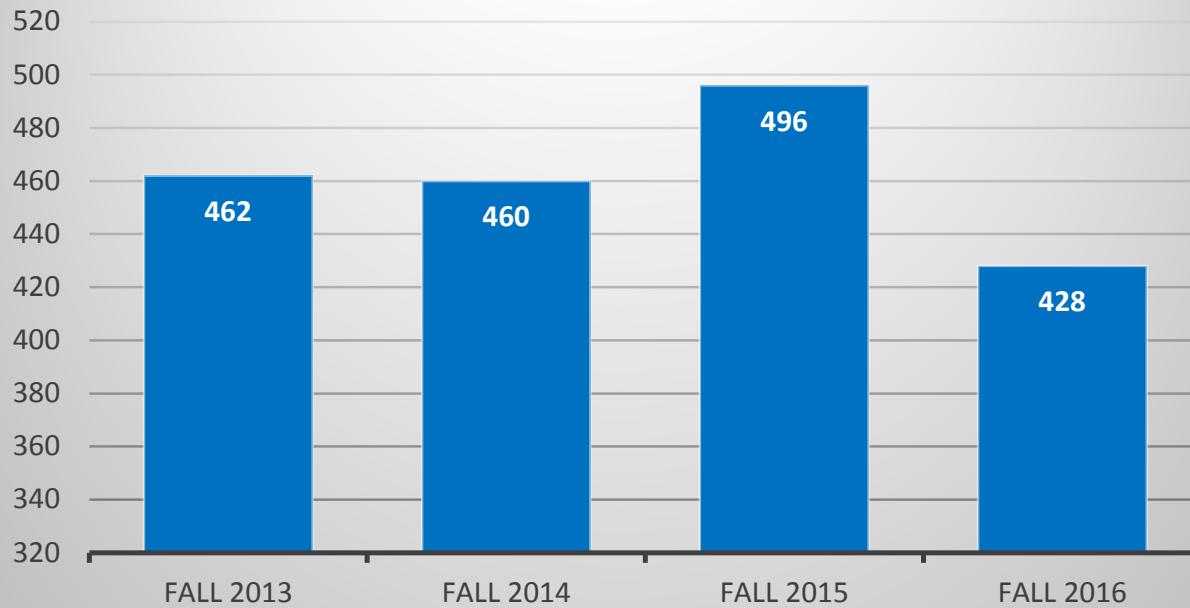
Behavioral and Health Sciences, Freshmen



Transfers

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Behavioral and Health Sciences	462	460	-0.43%	496	7.83%	428	-13.71%
Academic Focus	0	0	N/A	0	N/A	1	N/A
Criminal Justice	60	63	5.00%	59	-6.35%	45	-23.73%
Health and Human Performance	87	92	5.75%	113	22.83%	111	-1.77%
Human Sciences	50	47	-6.00%	74	57.45%	43	-41.89%
Nursing	127	120	-5.51%	109	-9.17%	95	-12.84%
Psychology	97	103	6.19%	101	-1.94%	91	-9.90%
Social Work	41	35	-14.63%	40	14.29%	42	5.00%

Behavioral and Health Sciences, Transfer



COB Fall Enrollment Profile

Total, Undergrad, Grad, Freshmen, Transfers

Fall 2013 to Fall 2016

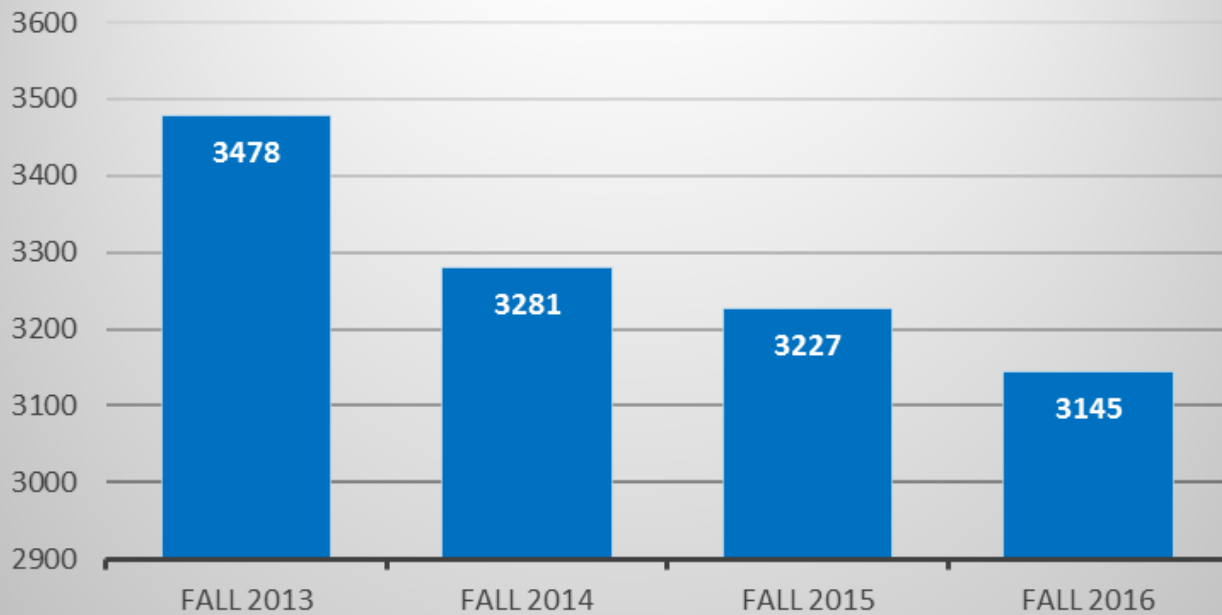
Rick Sluder
Office of Student Success
October 31, 2016

Data Source: IEPR fall census file data. For more detailed information, please contact Rick Sluder or Chris Brewer

Undergrad/Grad Total

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Business	3478	3281	-5.66%	3227	-1.65%	3145	-2.54%
Academic Focus	0	0	N/A	23	N/A	50	117.39%
Accounting	758	752	-0.79%	705	-6.25%	634	-10.07%
Computer Information Systems	448	444	-0.89%	488	9.91%	502	2.87%
Economics and Finance	294	335	13.95%	376	12.24%	374	-0.53%
Management	1481	1292	-12.76%	1269	-1.78%	1212	-4.49%
Marketing	497	458	-7.85%	366	-20.09%	373	1.91%

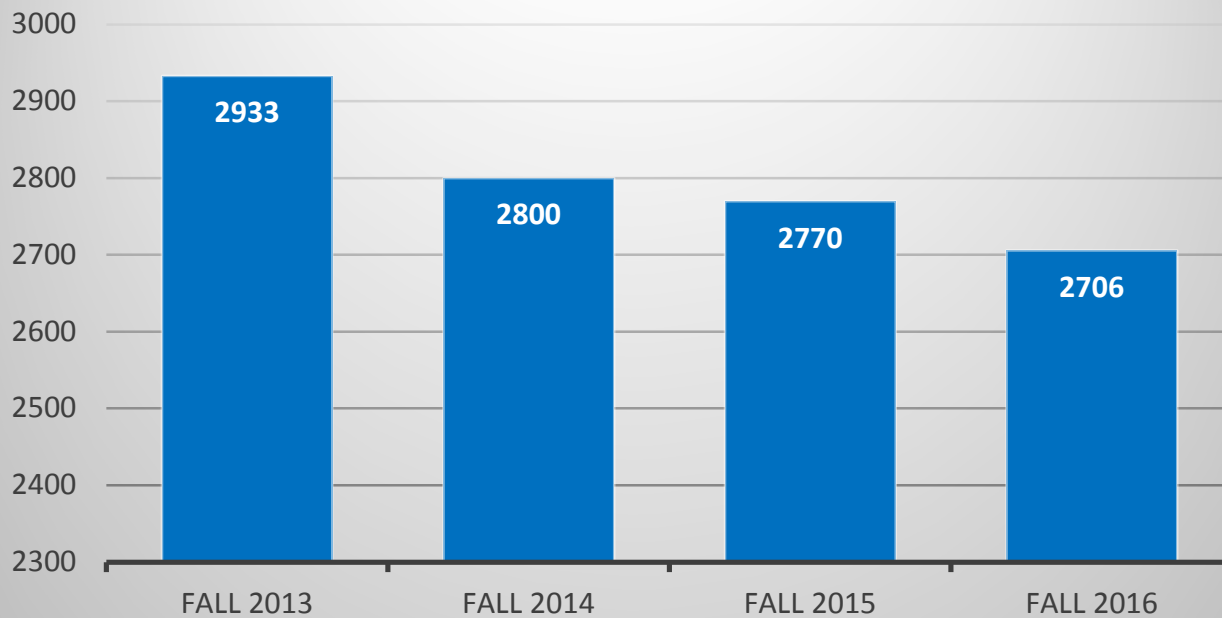
Business, Total Enr



Undergrad Total

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Business	2933	2800	-4.53%	2770	-1.07%	2706	-2.31%
Academic Focus	0	0	N/A	23	N/A	50	117.39%
Accounting	656	640	-2.44%	604	-5.63%	547	-9.44%
Computer Information Systems	372	362	-2.69%	391	8.01%	400	2.30%
Economics and Finance	255	295	15.69%	331	12.20%	328	-0.91%
Management	1175	1064	-9.45%	1070	0.56%	1013	-5.33%
Marketing	475	439	-7.58%	351	-20.05%	368	4.84%

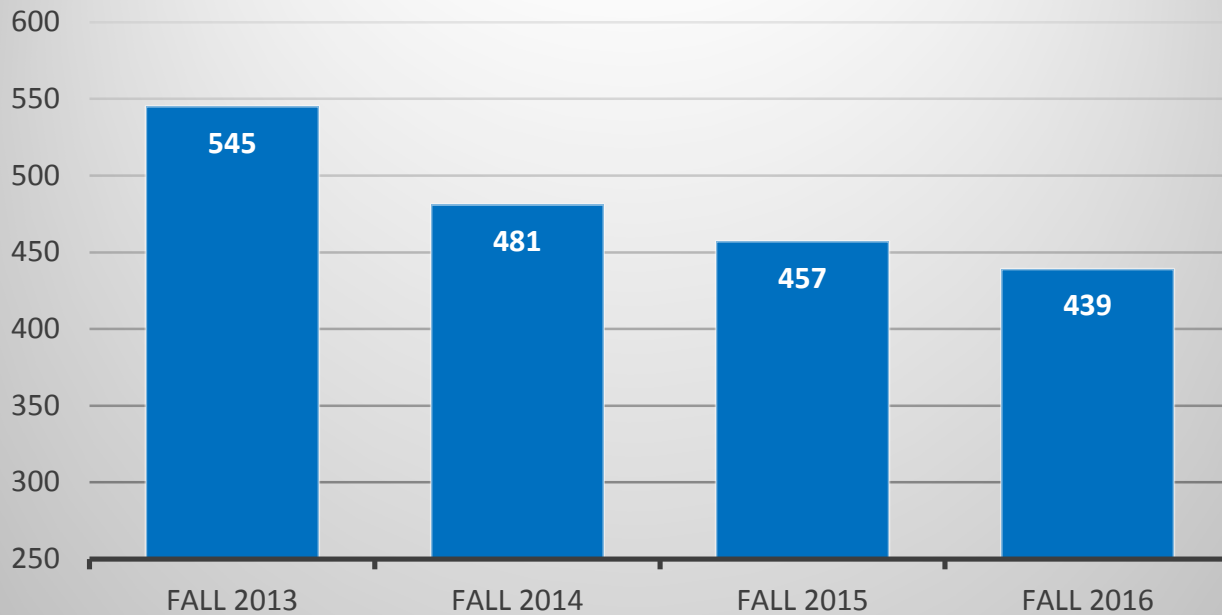
Business, Undergrad



Grad Total

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Business	545	481	-11.74%	457	-4.99%	439	-3.94%
Accounting	102	112	9.80%	101	-9.82%	87	-13.86%
Computer Information Systems	76	82	7.89%	97	18.29%	102	5.15%
Economics and Finance	39	40	2.56%	45	12.50%	46	2.22%
Management	306	228	-25.49%	199	-12.72%	199	0.00%
Marketing	22	19	-13.64%	15	-21.05%	5	-66.67%

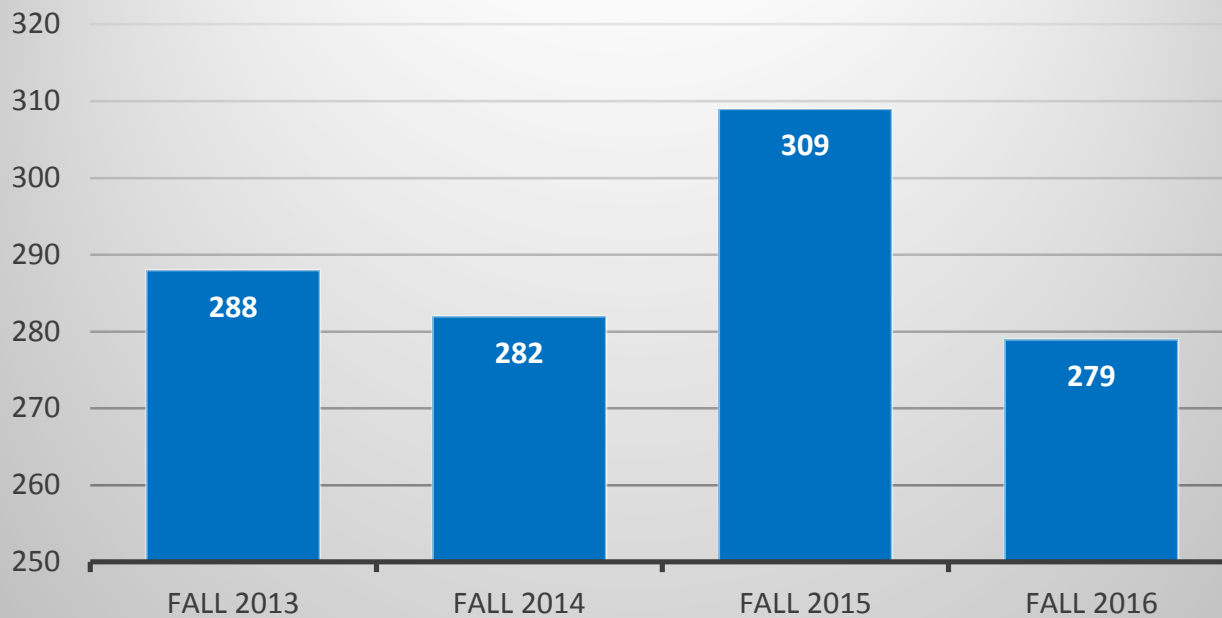
Business, Grad



Freshmen

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Business	288	282	-2.08%	309	9.57%	279	-9.71%
Academic Focus	0	0	N/A	5	N/A	15	200.00%
Accounting	53	60	13.21%	48	-20.00%	36	-25.00%
Computer Information Systems	18	9	-50.00%	27	200.00%	25	-7.41%
Economics and Finance	20	21	5.00%	50	138.10%	36	-28.00%
Management	137	123	-10.22%	153	24.39%	120	-21.57%
Marketing	60	69	15.00%	26	-62.32%	47	80.77%

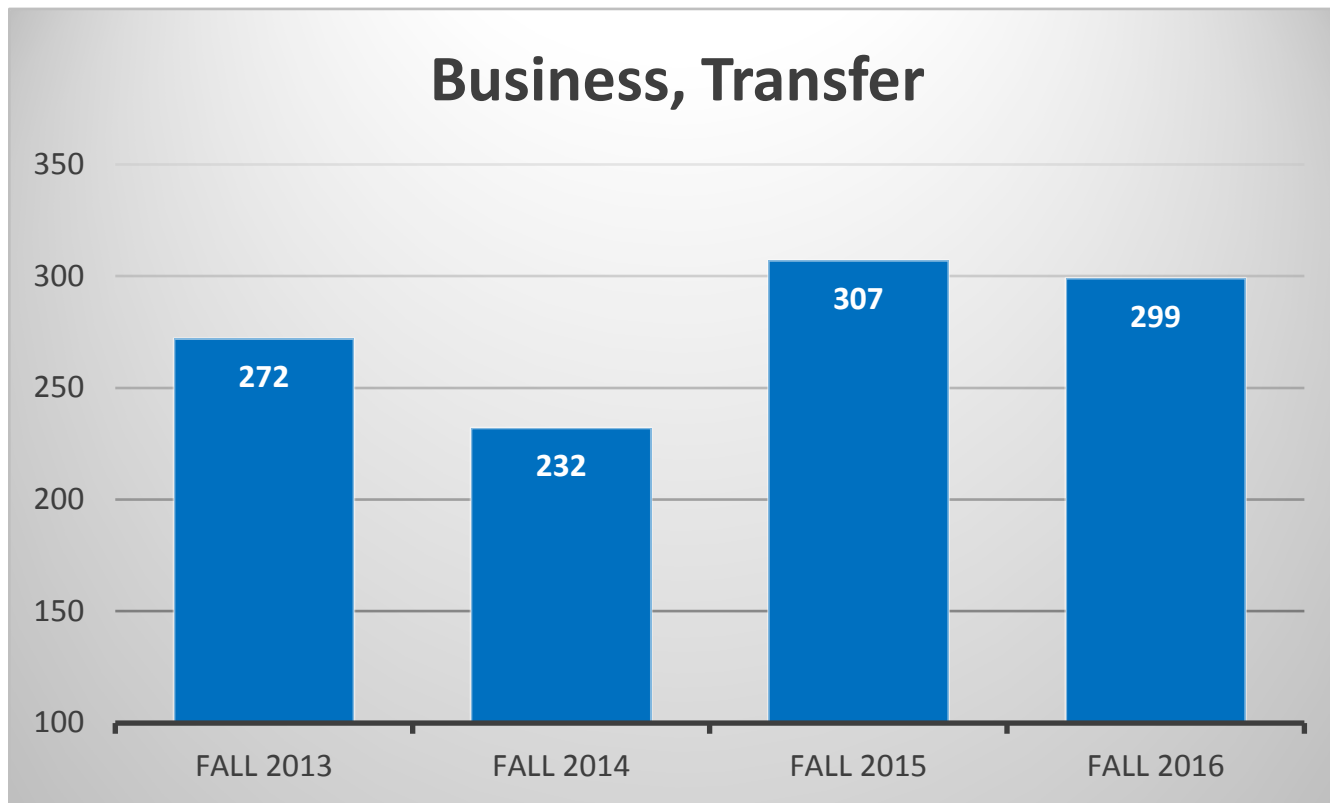
Business, Freshmen



Transfers

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Business	272	232	-14.71%	307	32.33%	299	-2.61%
Academic Focus	0	0	N/A	5	N/A	11	120.00%
Accounting	73	58	-20.55%	55	-5.17%	63	14.55%
Computer Information Systems	27	24	-11.11%	35	45.83%	33	-5.71%
Economics and Finance	19	20	5.26%	36	80.00%	18	-50.00%
Management	102	94	-7.84%	123	30.85%	130	5.69%
Marketing	51	36	-29.41%	53	47.22%	44	-16.98%

Business, Transfer



COE Fall Enrollment Profile

Total, Undergrad, Grad, Freshmen, Transfers

Fall 2013 to Fall 2016

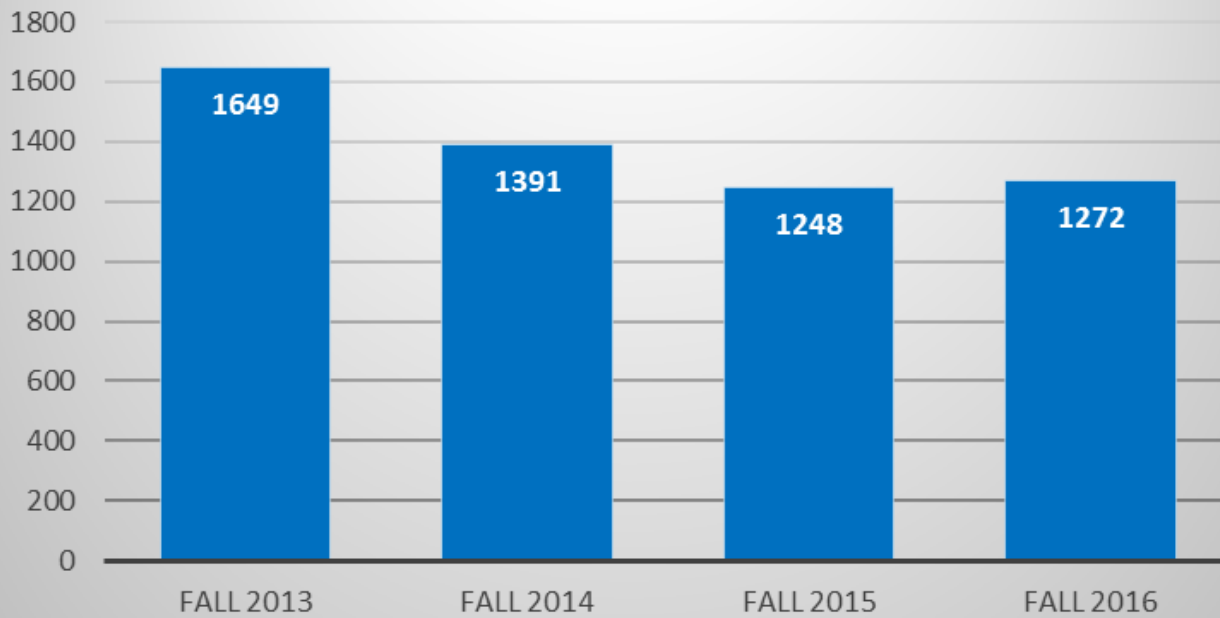
Rick Sluder
Office of Student Success
October 31, 2016

Data Source: IEPR fall census file data. For more detailed information, please contact Rick Sluder or Chris Brewer

Undergrad/Grad Total

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Education	1649	1391	-15.65%	1248	-10.28%	1272	1.92%
Academic Focus	0	0	N/A	20	N/A	26	30.00%
Education	55	60	9.09%	67	11.67%	60	-10.45%
Educational Leadership	428	325	-24.07%	289	-11.08%	374	29.41%
Elementary and Special Ed	1166	1006	-13.72%	872	-13.32%	812	-6.88%

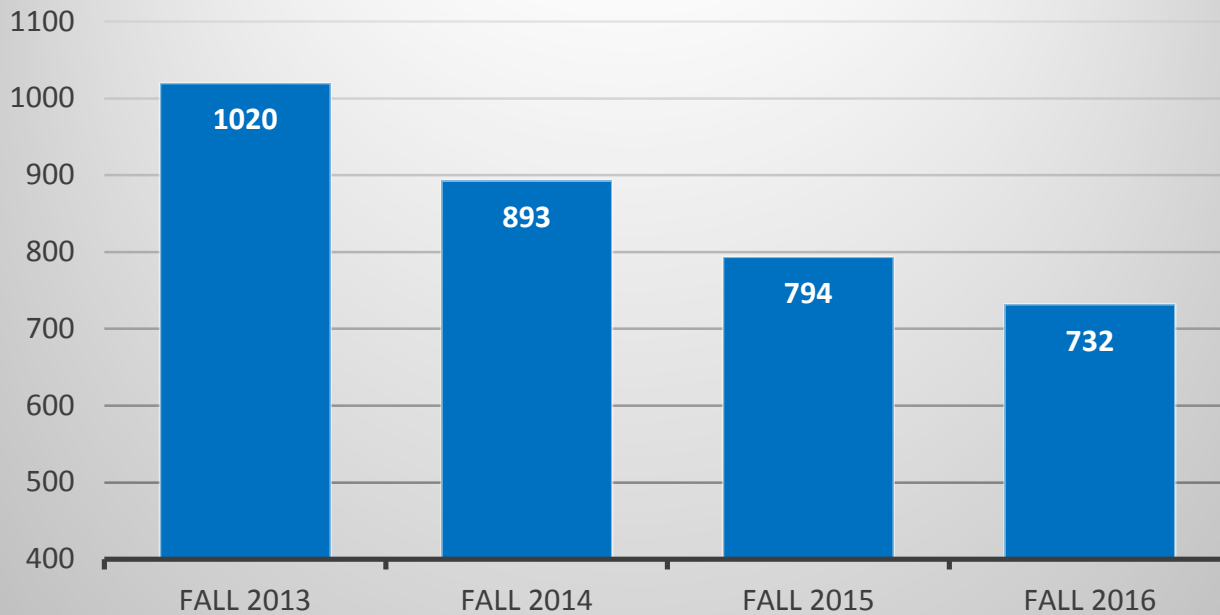
Education, Total Enr



Undergrad Total

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Education	1020	893	-12.45%	794	-11.09%	732	-7.81%
Academic Focus	0	0	N/A	20	N/A	26	30.00%
Elementary and Special Ed	1020	893	-12.45%	774	-13.33%	706	-8.79%

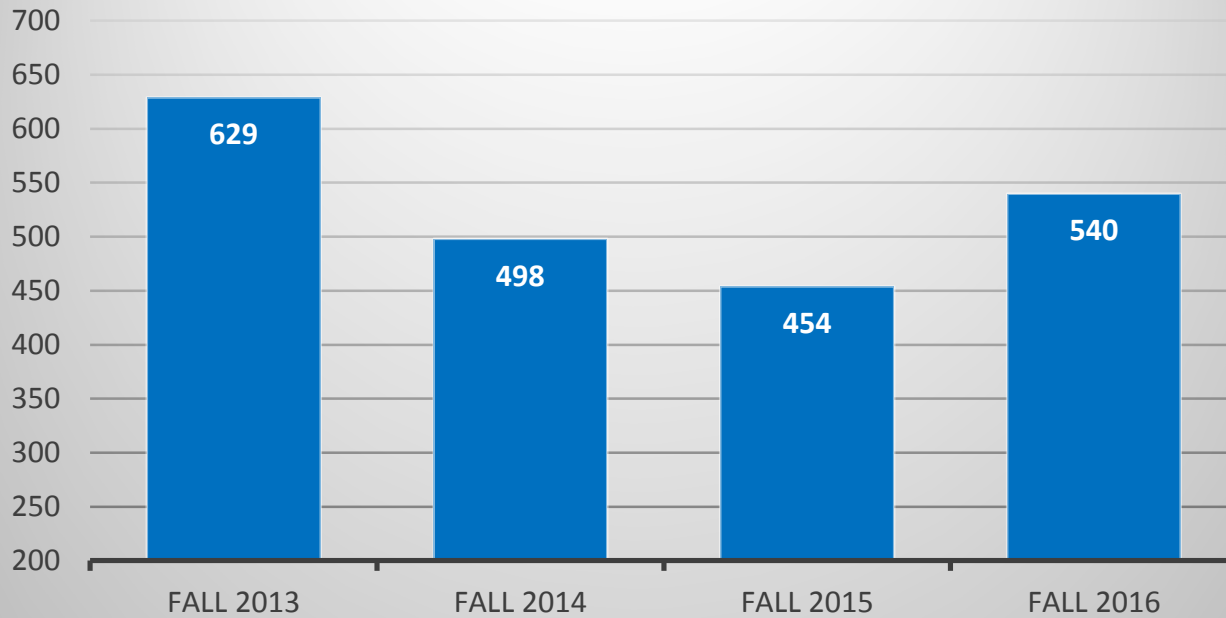
Education, Undergrad



Grad Total

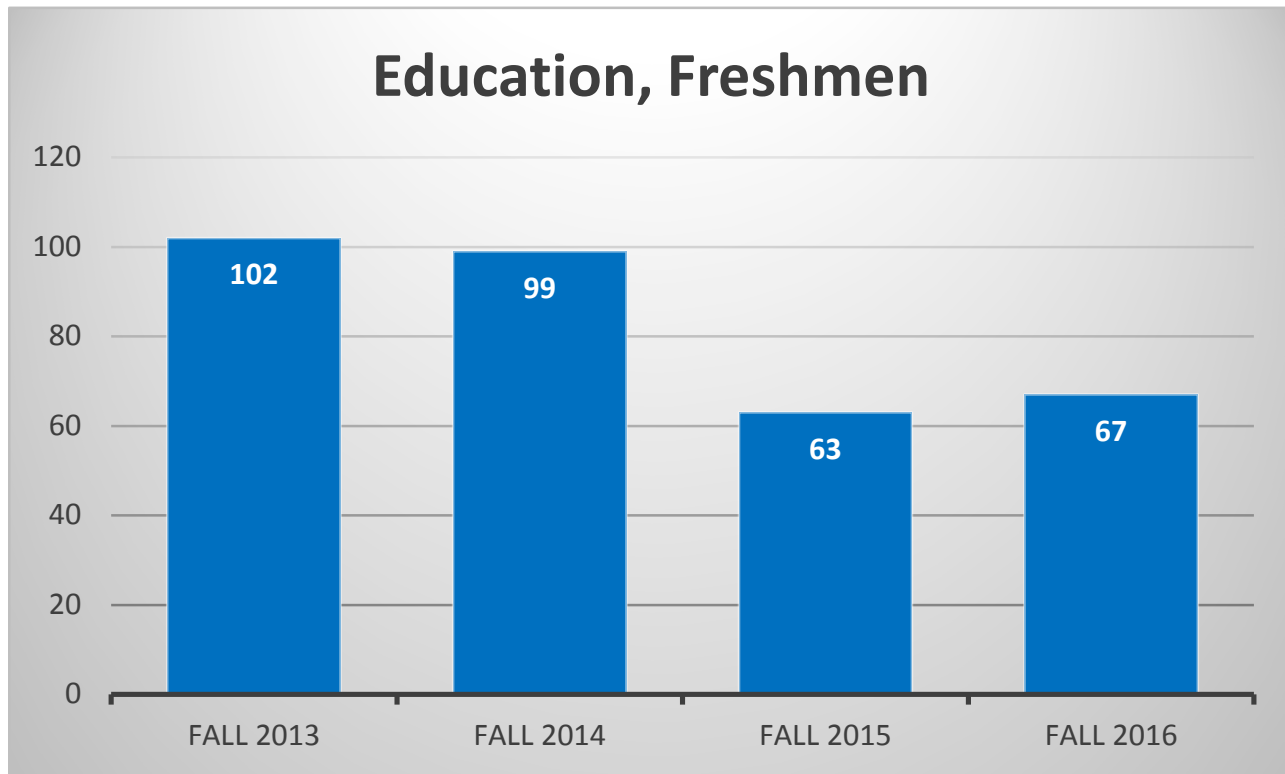
College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Education	629	498	-20.83%	454	-8.84%	540	18.94%
Education	55	60	9.09%	67	11.67%	60	-10.45%
Educational Leadership	428	325	-24.07%	289	-11.08%	374	29.41%
Elementary and Special Ed	146	113	-22.60%	98	-13.27%	106	8.16%

Education, Grad



Freshmen

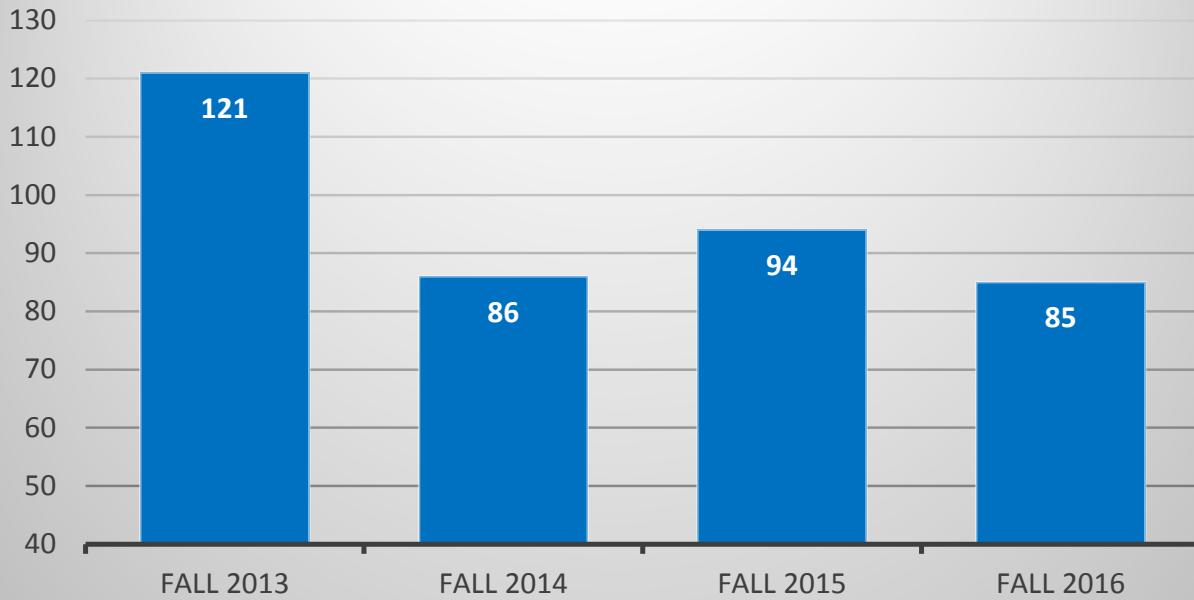
College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Education	102	99	-2.94%	63	-36.36%	67	6.35%
Academic Focus	0	0	N/A	2	N/A	4	100.00%
Elementary and Special Ed	102	99	-2.94%	61	-38.38%	63	3.28%



Transfers

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Education	121	86	-28.93%	94	9.30%	85	-9.57%
Academic Focus	0	0	N/A	13	N/A	8	-38.46%
Elementary and Special Ed	121	86	-28.93%	81	-5.81%	77	-4.94%

Education, Transfer



CLA Fall Enrollment Profile

Total, Undergrad, Grad, Freshmen, Transfers

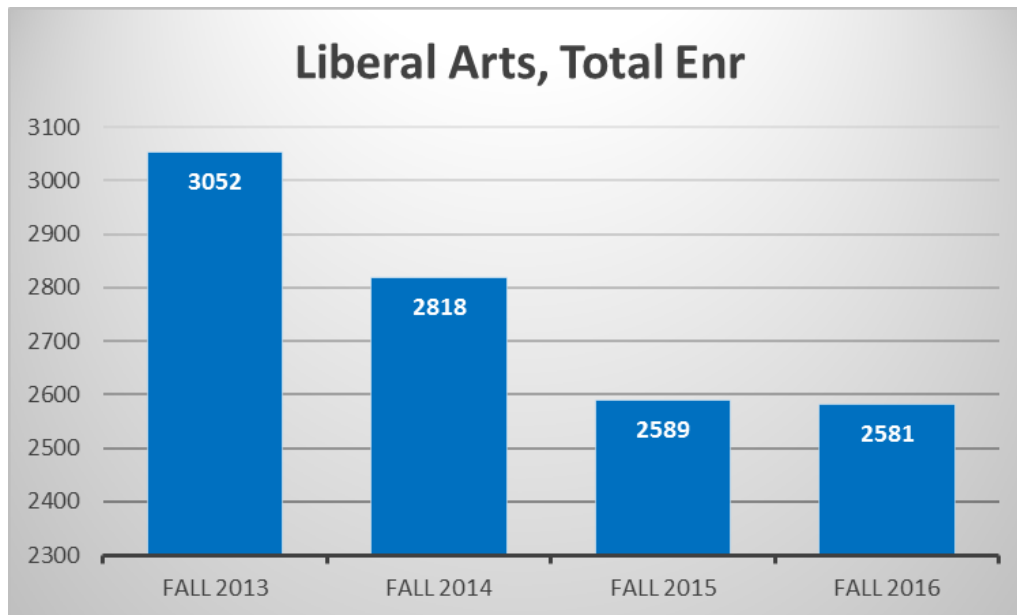
Fall 2013 to Fall 2016

Rick Sluder
Office of Student Success
October 31, 2016

Data Source: IEPR fall census file data. For more detailed information, please contact Rick Sluder or Chris Brewer

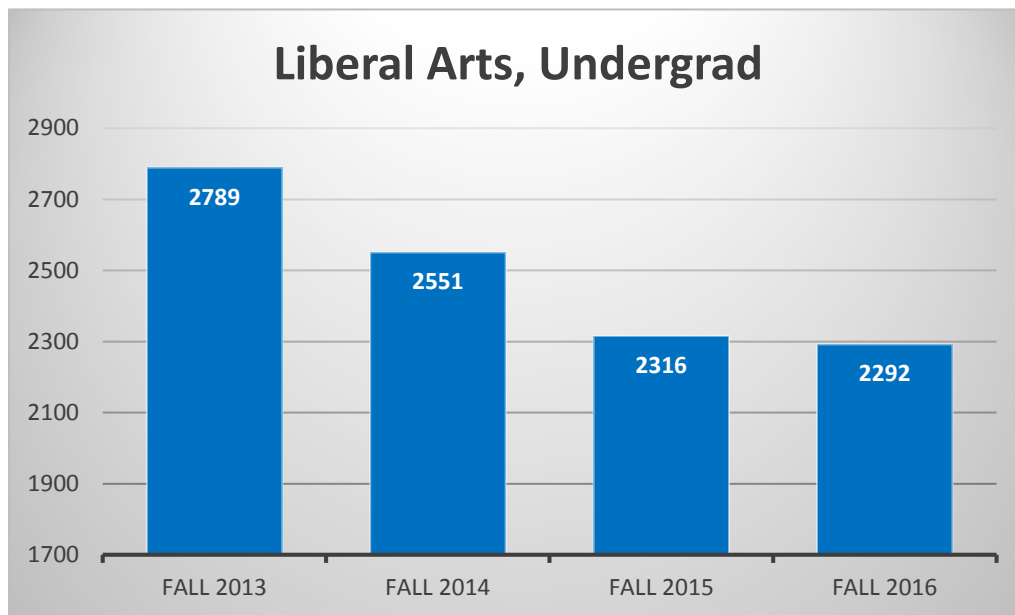
Undergrad/Grad Total

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Liberal Arts	3052	2818	-7.67%	2589	-8.13%	2581	-0.31%
Academic Focus	0	0	N/A	17	N/A	25	47.06%
Art	382	369	-3.40%	318	-13.82%	314	-1.26%
Comm Studies & Org Comm	252	270	7.14%	293	8.52%	291	-0.68%
Economics and Finance	60	42	-30.00%	36	-14.29%	45	25.00%
English	506	450	-11.07%	399	-11.33%	381	-4.51%
Foreign Languages and Lit	159	149	-6.29%	165	10.74%	174	5.45%
Global Studies	0	122	N/A	119	-2.46%	92	-22.69%
History	378	333	-11.90%	319	-4.20%	301	-5.64%
Liberal Arts	116	2	-98.28%	13	550.00%	39	200.00%
Music	371	385	3.77%	273	-29.09%	269	-1.47%
Philosophy	51	43	-15.69%	35	-18.60%	44	25.71%
Political Sci & Intl Relations	421	341	-19.00%	342	0.29%	341	-0.29%
Sociology and Anthropology	215	192	-10.70%	167	-13.02%	164	-1.80%
Theatre and Dance	141	120	-14.89%	93	-22.50%	101	8.60%



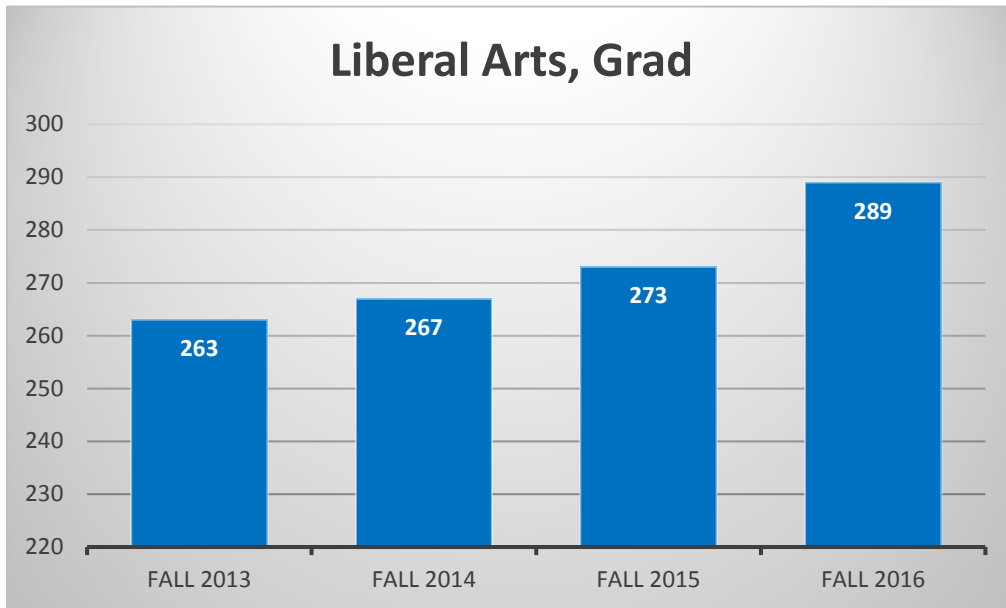
Undergrad Total

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Liberal Arts	2789	2551	-8.53%	2316	-9.21%	2292	-1.04%
Academic Focus	0	0	N/A	17	N/A	25	47.06%
Art	382	369	-3.40%	318	-13.82%	314	-1.26%
Comm Studies & Org Comm	252	270	7.14%	293	8.52%	291	-0.68%
Economics and Finance	60	42	-30.00%	36	-14.29%	45	25.00%
English	415	359	-13.49%	317	-11.70%	301	-5.05%
Foreign Languages and Lit	138	129	-6.52%	147	13.95%	158	7.48%
Global Studies	0	122	N/A	119	-2.46%	91	-23.53%
History	277	231	-16.61%	217	-6.06%	209	-3.69%
Liberal Arts	113	0	-100.00%	0	N/A	0	N/A
Music	351	360	2.56%	240	-33.33%	239	-0.42%
Philosophy	51	43	-15.69%	35	-18.60%	44	25.71%
Political Sci & Intl Relations	407	328	-19.41%	331	0.91%	323	-2.42%
Sociology and Anthropology	202	178	-11.88%	153	-14.04%	151	-1.31%
Theatre and Dance	141	120	-14.89%	93	-22.50%	101	8.60%



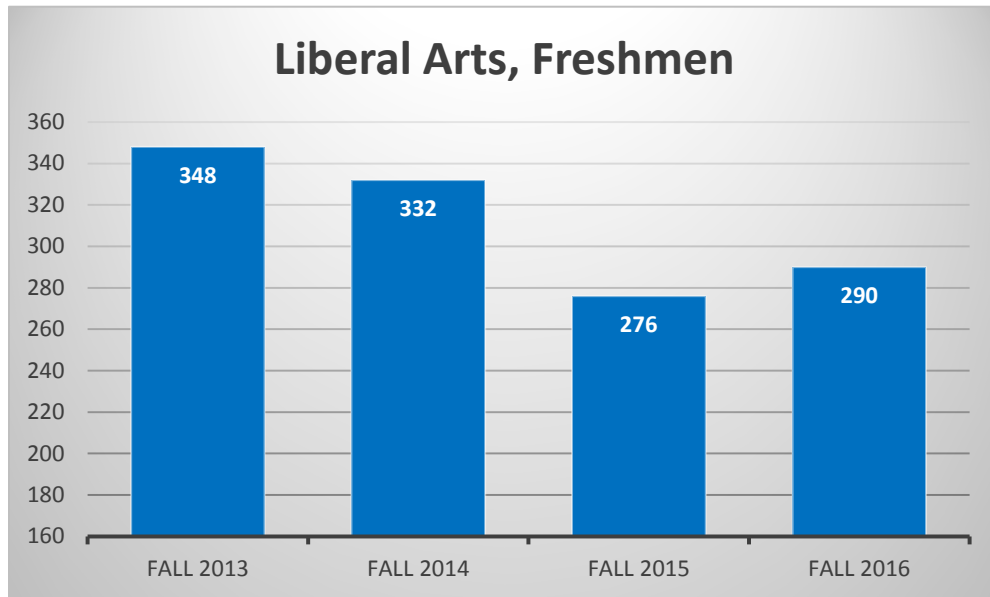
Grad Total

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Liberal Arts	263	267	1.52%	273	2.25%	289	5.86%
English	91	91	0.00%	82	-9.89%	80	-2.44%
Foreign Languages and Lit	21	20	-4.76%	18	-10.00%	16	-11.11%
Global Studies	0	0	N/A	0	N/A	1	N/A
History	101	102	0.99%	102	0.00%	92	-9.80%
Liberal Arts	3	2	-33.33%	13	550.00%	39	200.00%
Music	20	25	25.00%	33	32.00%	30	-9.09%
Political Sci & Intl Relations	14	13	-7.14%	11	-15.38%	18	63.64%
Sociology and Anthropology	13	14	7.69%	14	0.00%	13	-7.14%



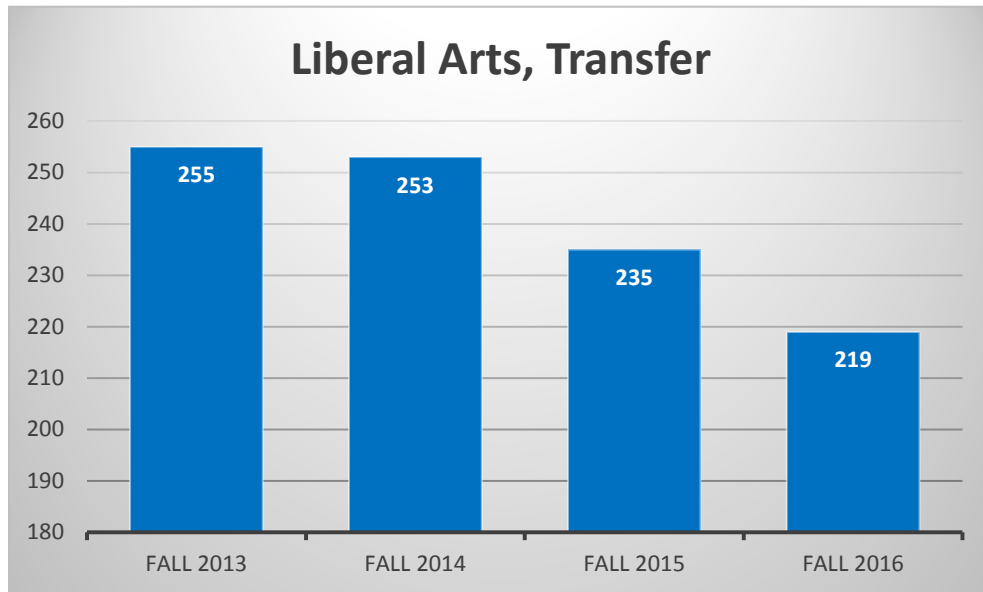
Freshmen

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Liberal Arts	348	332	-4.60%	276	-16.87%	290	5.07%
Academic Focus	0	0	N/A	2	N/A	13	550.00%
Art	50	44	-12.00%	45	2.27%	35	-22.22%
Comm Studies & Org Comm	7	3	-57.14%	3	0.00%	5	66.67%
Economics and Finance	5	2	-60.00%	3	50.00%	4	33.33%
English	35	44	25.71%	27	-38.64%	38	40.74%
Foreign Languages and Lit	14	14	0.00%	8	-42.86%	18	125.00%
Global Studies	0	10	N/A	4	-60.00%	4	0.00%
History	25	20	-20.00%	15	-25.00%	12	-20.00%
Liberal Arts	8	0	-100.00%	0	N/A	0	N/A
Music	112	122	8.93%	79	-35.25%	70	-11.39%
Philosophy	2	5	150.00%	3	-40.00%	6	100.00%
Political Sci & Intl Relations	46	36	-21.74%	55	52.78%	50	-9.09%
Sociology and Anthropology	14	14	0.00%	11	-21.43%	19	72.73%
Theatre and Dance	30	18	-40.00%	21	16.67%	16	-23.81%



Transfers

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Liberal Arts	255	253	-0.78%	235	-7.11%	219	-6.81%
Academic Focus	0	0	N/A	6	N/A	2	-66.67%
Art	33	30	-9.09%	32	6.67%	27	-15.63%
Comm Studies & Org Comm	12	11	-8.33%	20	81.82%	13	-35.00%
Economics and Finance	6	5	-16.67%	5	0.00%	9	80.00%
English	47	40	-14.89%	46	15.00%	35	-23.91%
Foreign Languages and Lit	14	15	7.14%	15	0.00%	16	6.67%
Global Studies	0	5	N/A	8	60.00%	3	-62.50%
History	32	33	3.13%	33	0.00%	28	-15.15%
Liberal Arts	8	0	-100.00%	0	N/A	0	N/A
Music	38	47	23.68%	9	-80.85%	17	88.89%
Philosophy	3	3	0.00%	1	-66.67%	7	600.00%
Political Sci & Intl Relations	31	30	-3.23%	36	20.00%	37	2.78%
Sociology and Anthropology	19	25	31.58%	18	-28.00%	14	-22.22%
Theatre and Dance	12	9	-25.00%	6	-33.33%	11	83.33%



CME Fall Enrollment Profile

Total, Undergrad, Grad, Freshmen, Transfers

Fall 2013 to Fall 2016

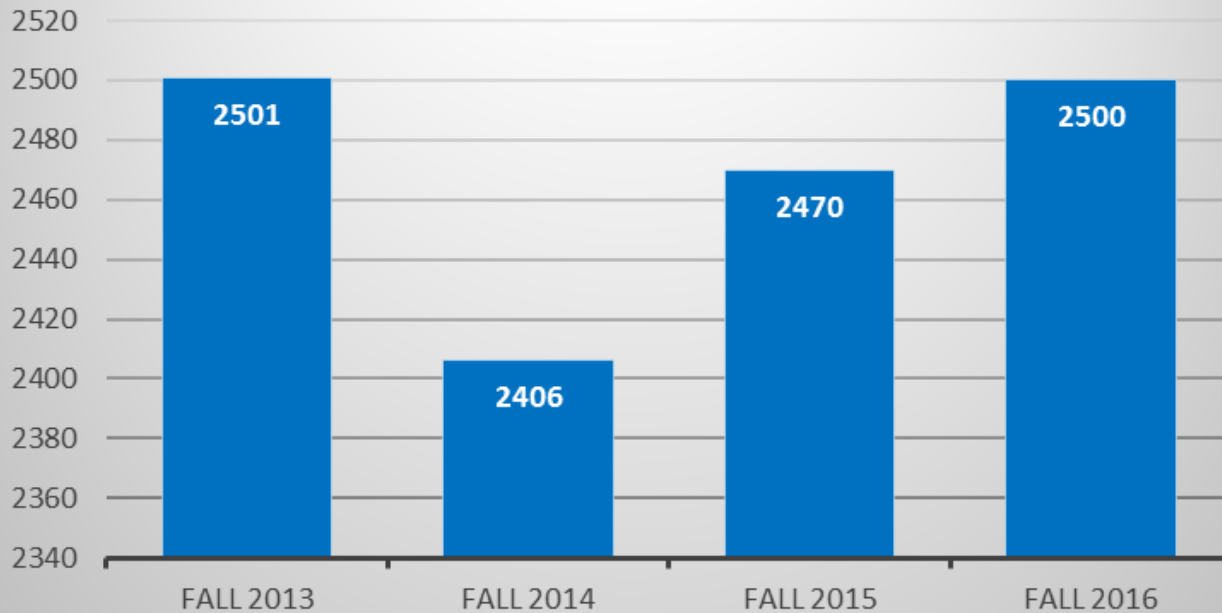
Rick Sluder
Office of Student Success
October 31, 2016

Data Source: IEPR fall census file data. For more detailed information, please contact Rick Sluder or Chris Brewer

Undergrad/Grad Total

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Media and Entertainment	2501	2406	-3.80%	2470	2.66%	2500	1.21%
Academic Focus	0	0	N/A	6	N/A	9	50.00%
Electronic Media Communication	759	763	0.53%	614	-19.53%	659	7.33%
Journalism	494	451	-8.70%	635	40.80%	613	-3.46%
Media and Entertainment	36	30	-16.67%	35	16.67%	33	-5.71%
Recording Industry	1212	1162	-4.13%	1180	1.55%	1186	0.51%

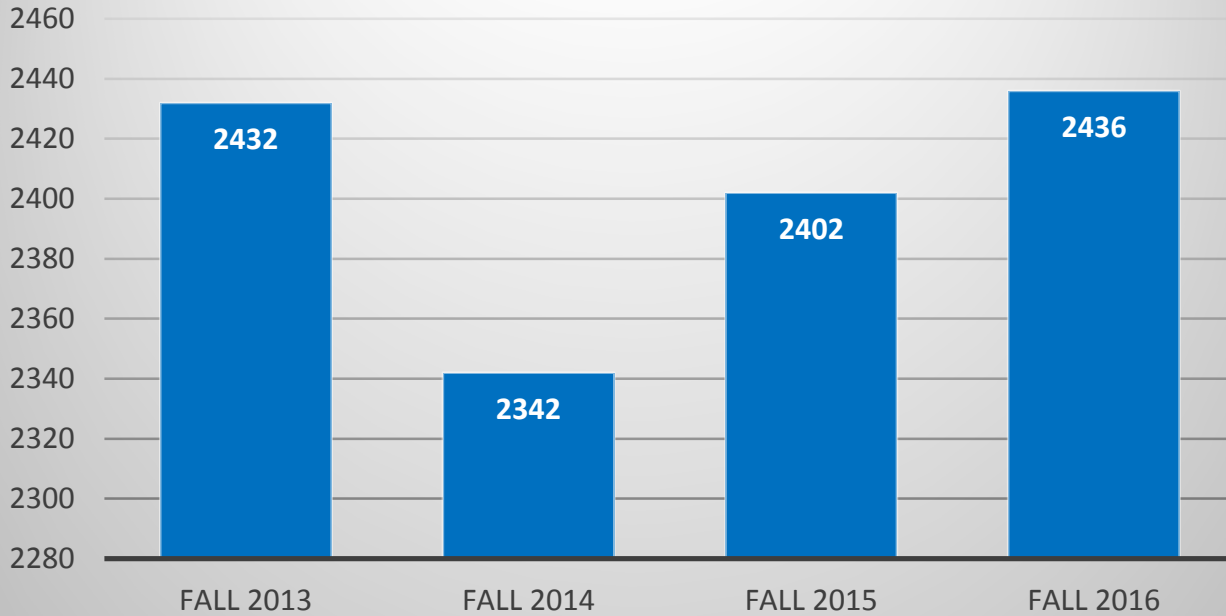
Media and Entertainment, Total Enr



Undergrad Total

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Media and Entertainment	2432	2342	-3.70%	2402	2.56%	2436	1.42%
Academic Focus	0	0	N/A	6	N/A	9	50.00%
Electronic Media Communication	759	763	0.53%	614	-19.53%	659	7.33%
Journalism	494	451	-8.70%	635	40.80%	613	-3.46%
Recording Industry	1179	1128	-4.33%	1147	1.68%	1155	0.70%

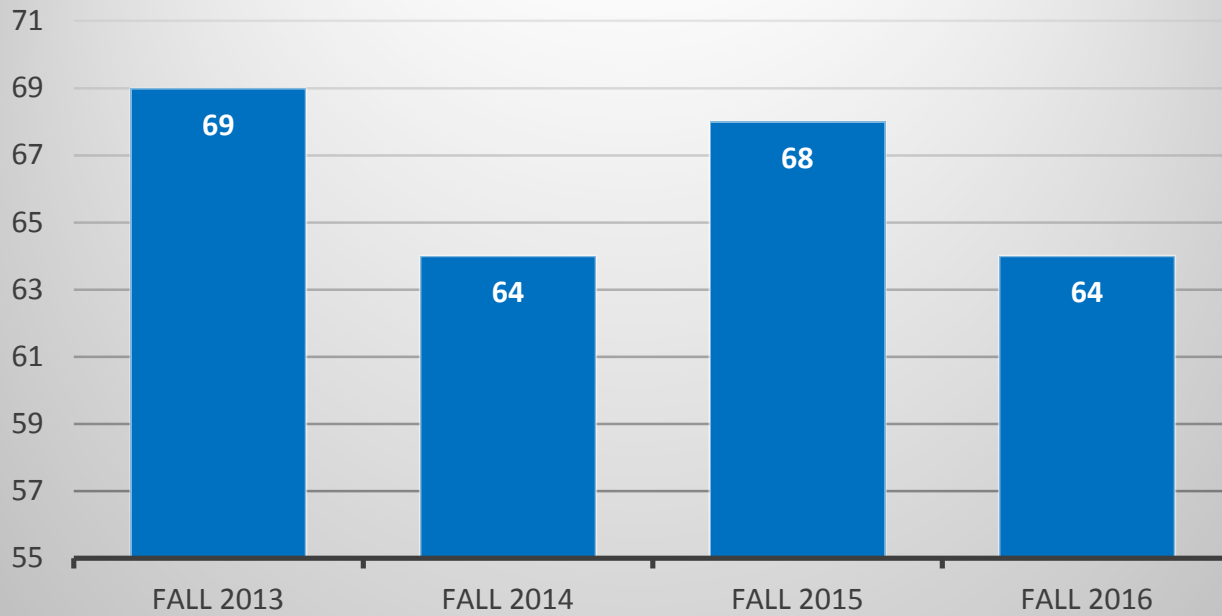
Media and Entertainment, Undergrad



Grad Total

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Media and Entertainment	69	64	-7.25%	68	6.25%	64	-5.88%
Media and Entertainment	36	30	-16.67%	35	16.67%	33	-5.71%
Recording Industry	33	34	3.03%	33	-2.94%	31	-6.06%

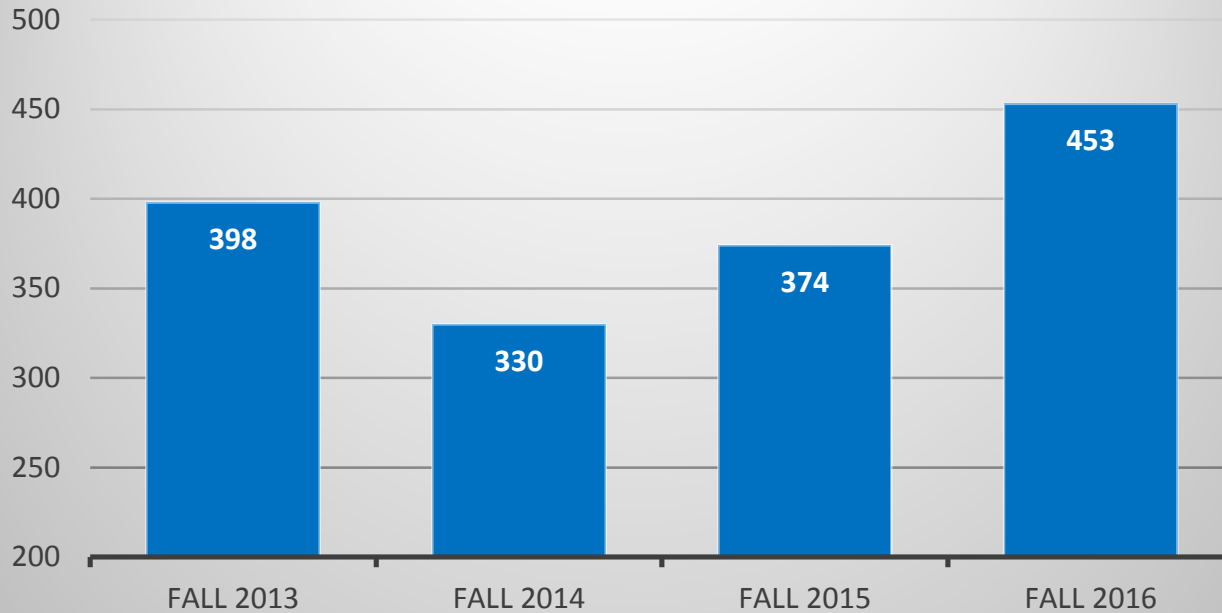
Media and Entertainment, Grad



Freshmen

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Media and Entertainment	398	330	-17.09%	374	13.33%	453	21.12%
Academic Focus	0	0	N/A	2	N/A	2	0.00%
Electronic Media Communication	114	98	-14.04%	92	-6.12%	120	30.43%
Journalism	70	61	-12.86%	81	32.79%	69	-14.81%
Recording Industry	214	171	-20.09%	199	16.37%	262	31.66%

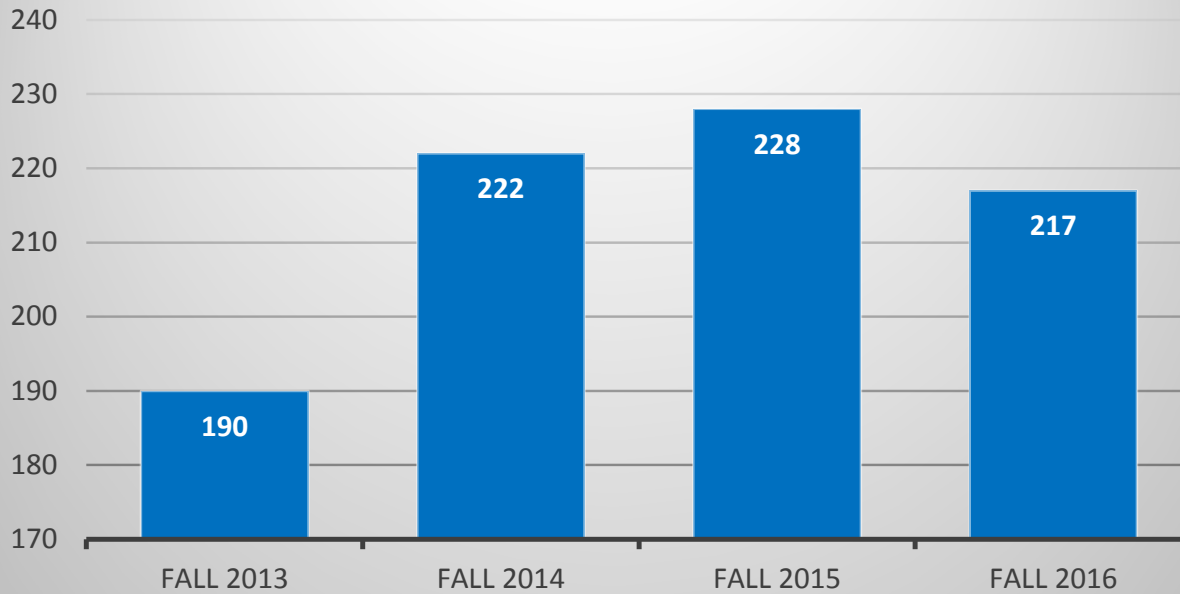
Media and Entertainment, Freshmen



Transfers

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
Media and Entertainment	190	222	16.84%	228	2.70%	217	-4.82%
Academic Focus	0	0	N/A	1	N/A	2	100.00%
Electronic Media Communication	53	55	3.77%	60	9.09%	59	-1.67%
Journalism	37	44	18.92%	47	6.82%	54	14.89%
Recording Industry	100	123	23.00%	120	-2.44%	102	-15.00%

Media and Entertainment, Transfer



UC Fall Enrollment Profile

Total, Undergrad, Grad, Freshmen, Transfers

Fall 2013 to Fall 2016

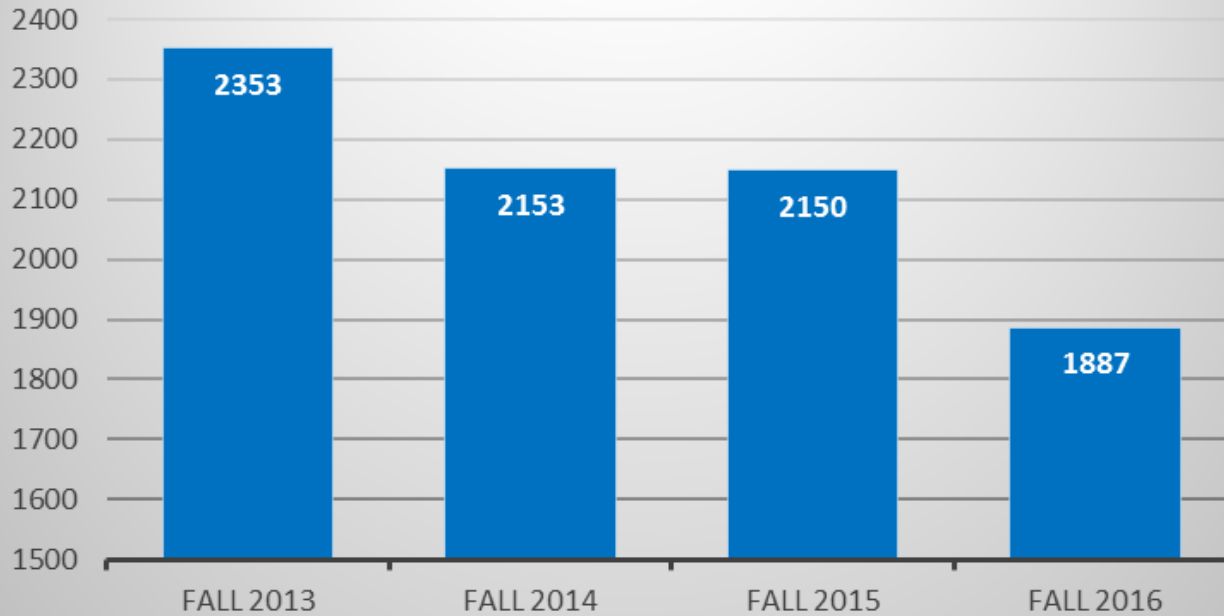
Rick Sluder
Office of Student Success
October 31, 2016

Data Source: IEPR fall census file data. For more detailed information, please contact Rick Sluder or Chris Brewer

Undergrad/Grad Total

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
University College	2353	2153	-8.50%	2150	-0.14%	1887	-12.23%
Academic Focus	1088	852	-21.69%	739	-13.26%	492	-33.42%
Regents Online Degree Program	1168	1140	-2.40%	1258	10.35%	1268	0.79%
University Studies	97	161	65.98%	153	-4.97%	127	-16.99%

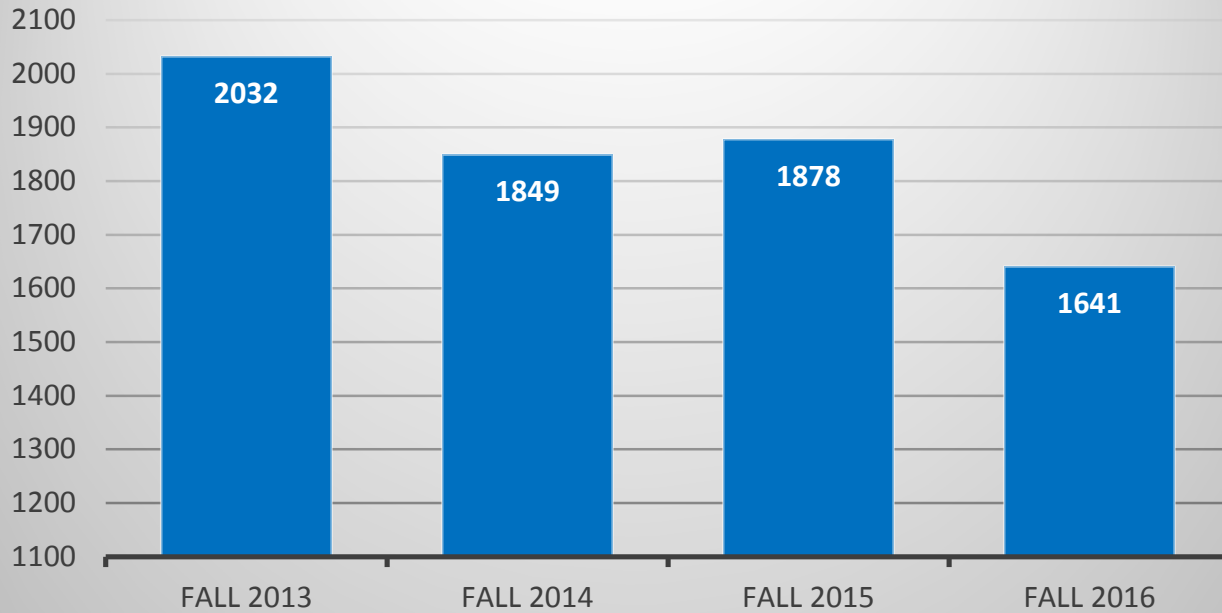
University College, Total Enr



Undergrad Total

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
University College	2032	1849	-9.01%	1878	1.57%	1641	-12.62%
Academic Focus	1088	852	-21.69%	739	-13.26%	492	-33.42%
Regents Online Degree Program	847	836	-1.30%	986	17.94%	1022	3.65%
University Studies	97	161	65.98%	153	-4.97%	127	-16.99%

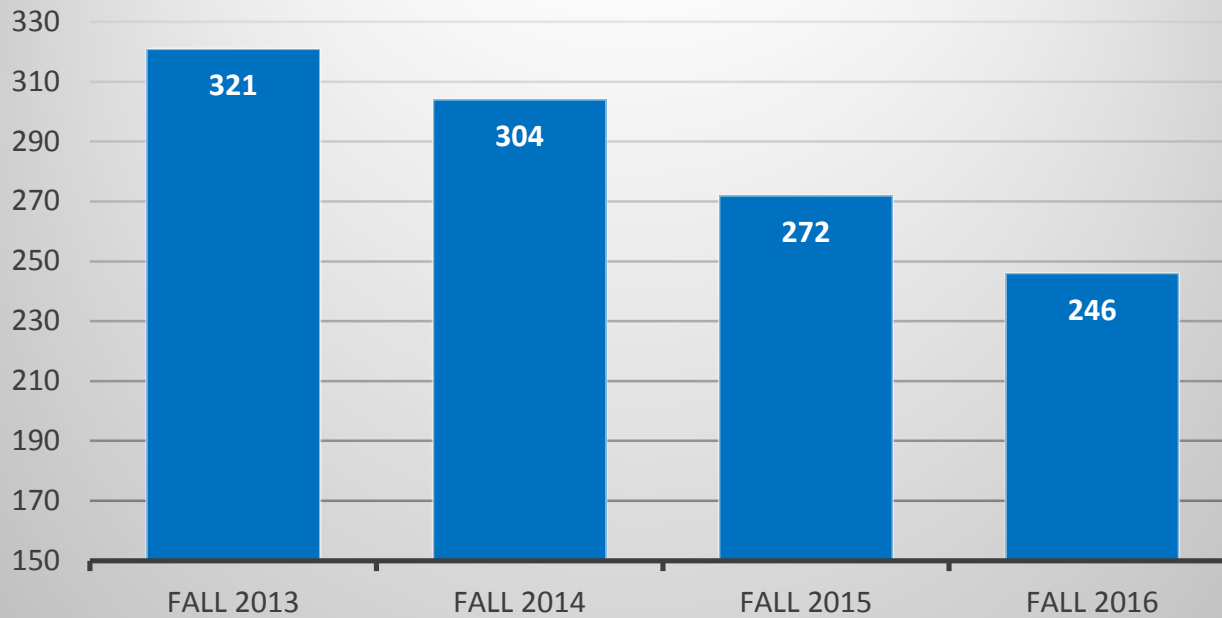
University College, Undergrads



Grad Total

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
University College	321	304	-5.30%	272	-10.53%	246	-9.56%
Regents Online Degree Program	321	304	-5.30%	272	-10.53%	246	-9.56%

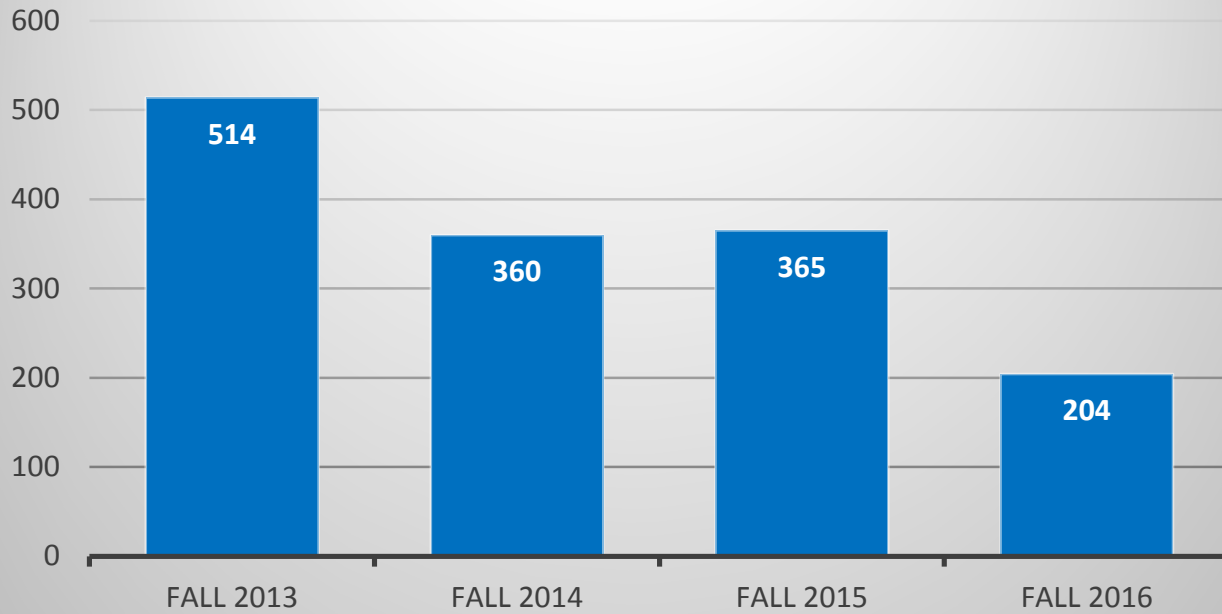
University College, Grad



Freshmen

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
University College	514	360	-29.96%	365	1.39%	204	-44.11%
Academic Focus	509	359	-29.47%	357	-0.56%	196	-45.10%
Regents Online Degree Program	1	1	0.00%	8	700.00%	4	-50.00%
University Studies	4	0	-100.00%	0	N/A	4	N/A

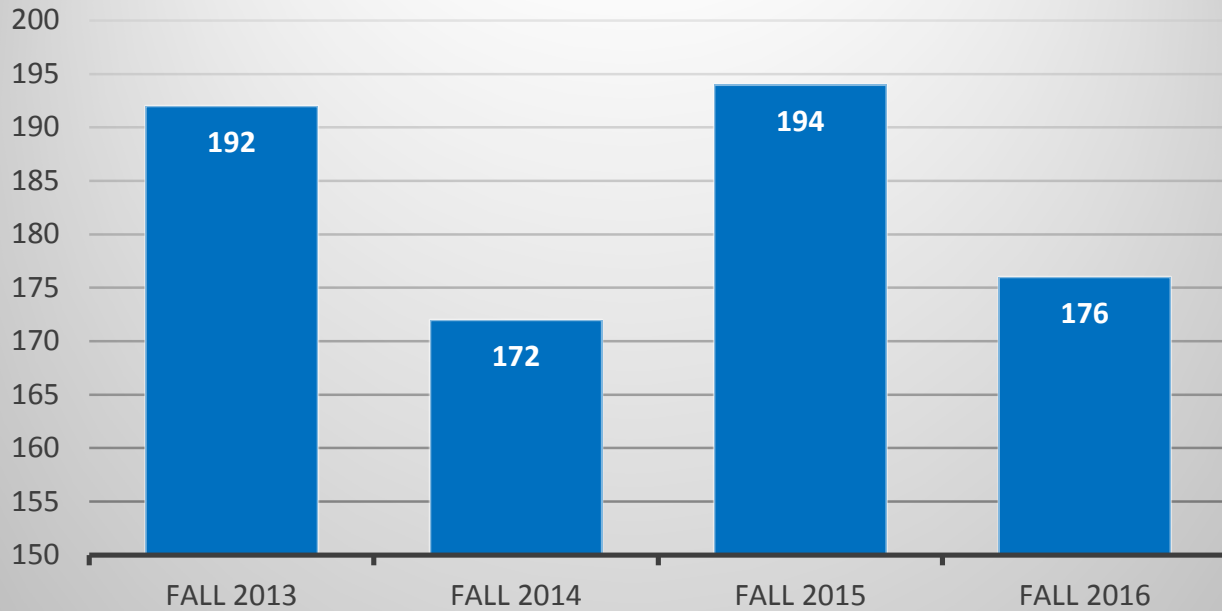
University College, Freshmen



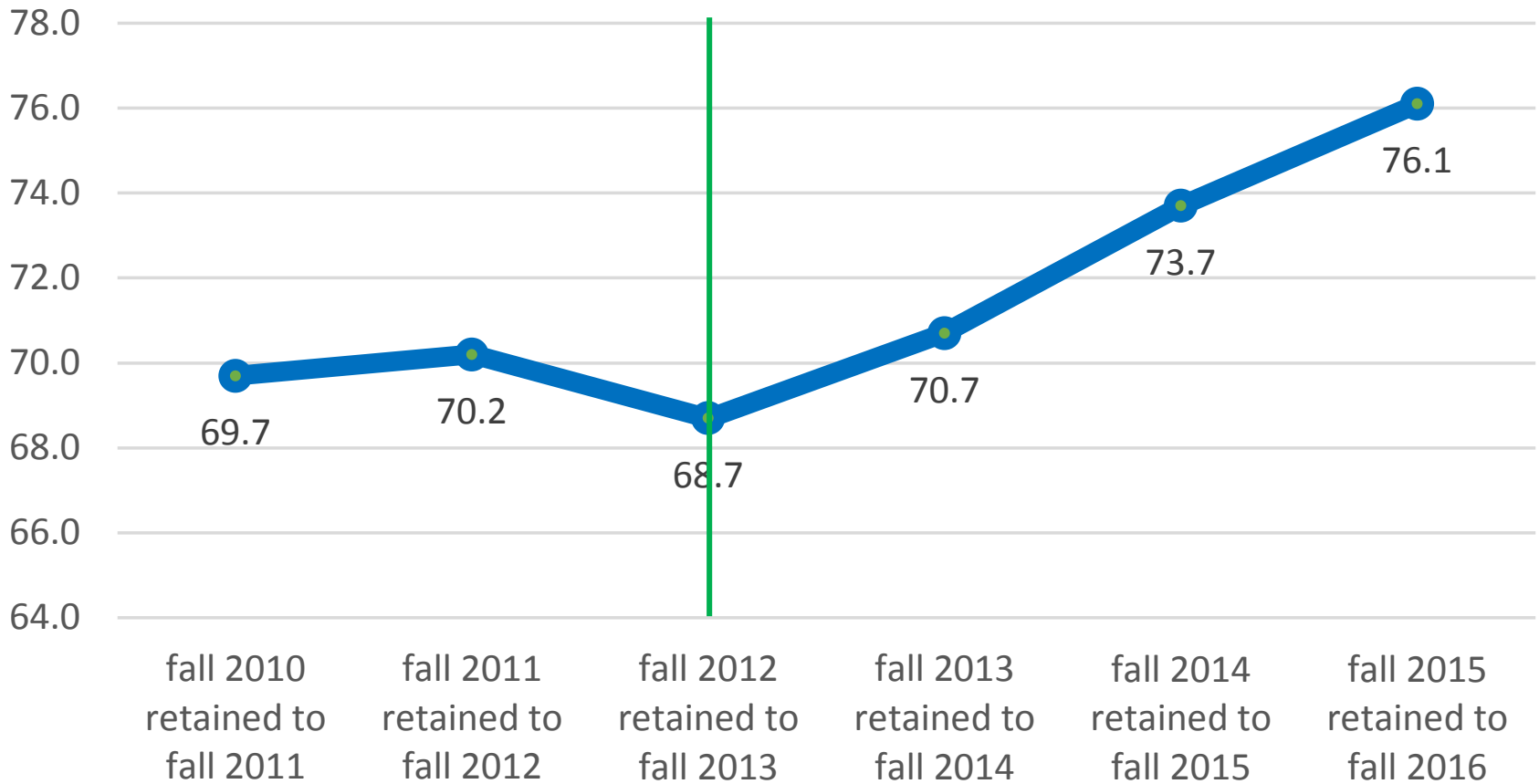
Transfers

College/Department	Fall 2013	Fall 2014	% Change 2013 to 2014	Fall 2015	% Change 2014 to 2015	Fall 2016	% Change 2015 to 2016
University College	192	172	-10.42%	194	12.79%	176	-9.28%
Academic Focus	116	90	-22.41%	56	-37.78%	40	-28.57%
Regents Online Degree Program	66	72	9.09%	127	76.39%	132	3.94%
University Studies	10	10	0.00%	11	10.00%	4	-63.64%

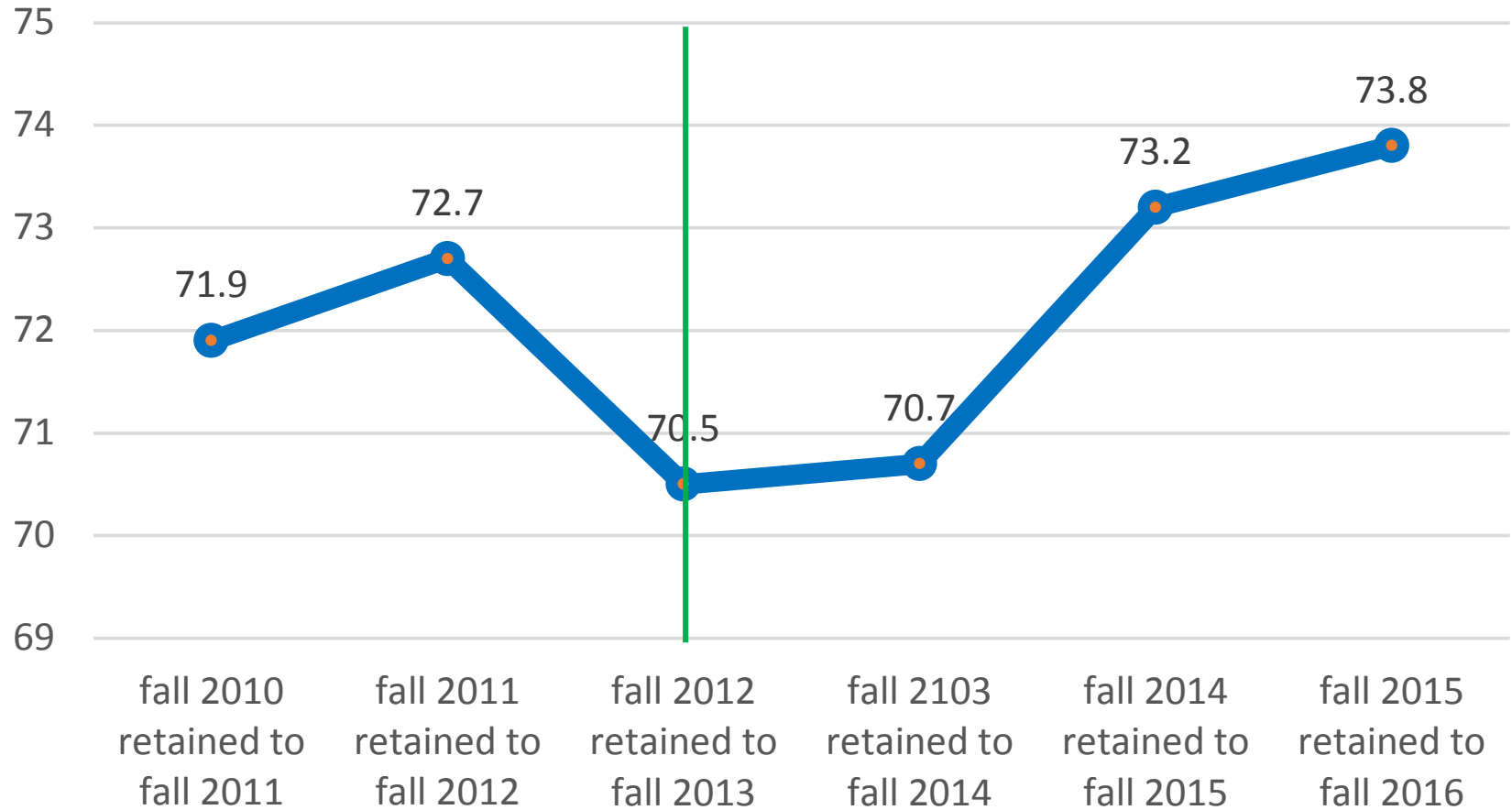
University College, Transfer



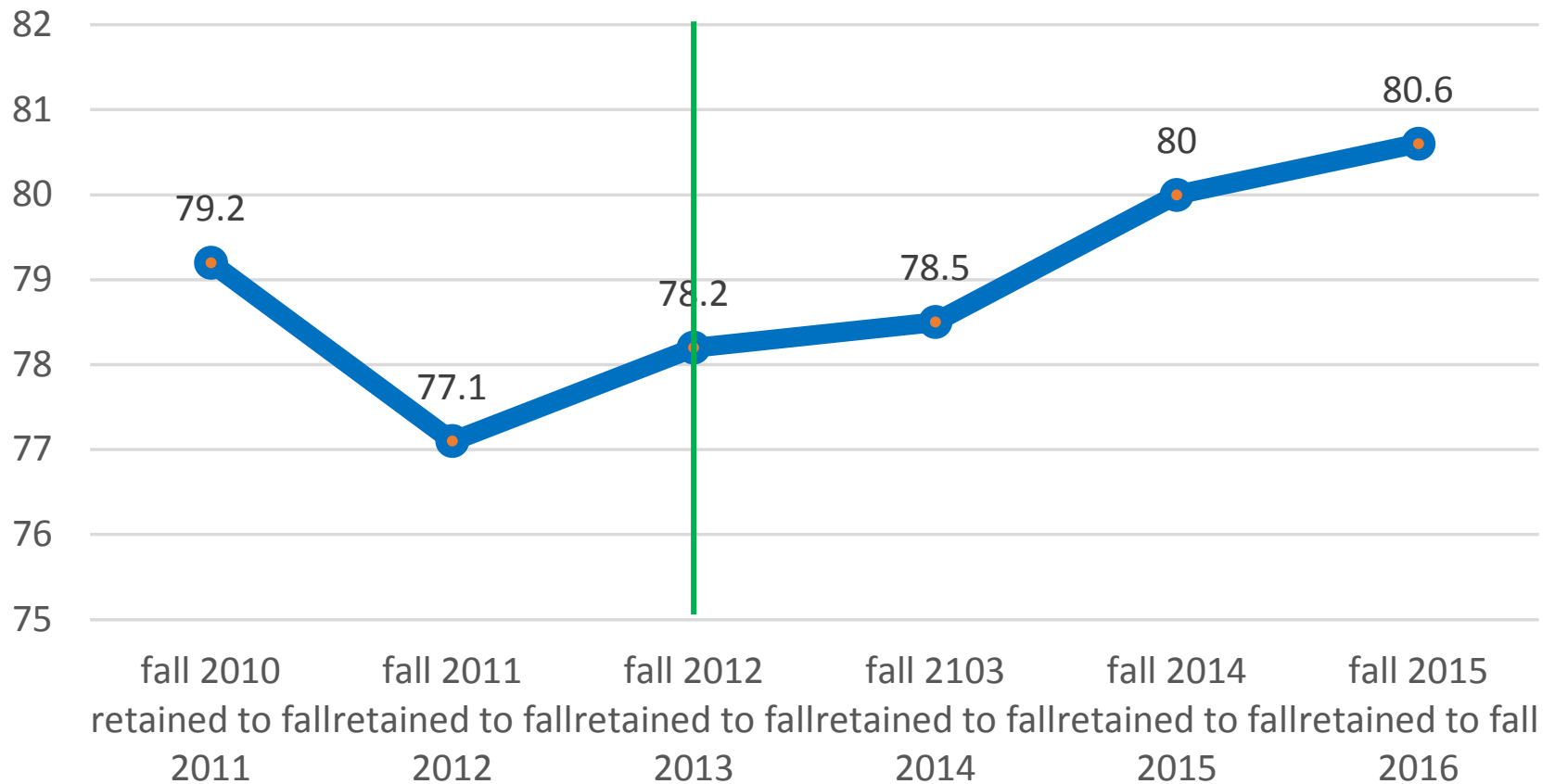
FT Freshmen Retention Rate



FT/PT New Transfer Retention Rate



FT/PT Sophomore Retention Rate



CBAS Fall Census Retention Profile

Freshmen, Transfers, Sophomores, Continuing Freshmen
Fall 2011 to Fall 2016

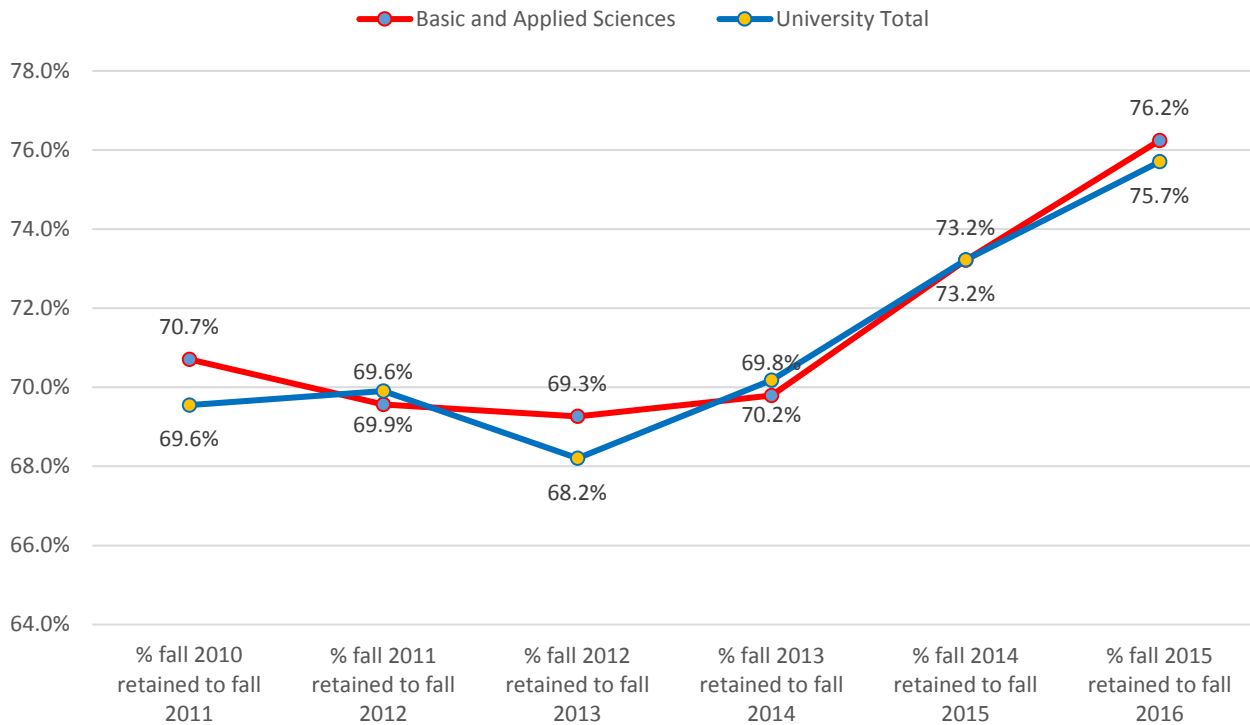
Rick Sluder
Office of Student Success
October 4, 2016

Data Source: IEPR fall census file data. For more detailed information, please contact Rick Sluder or Chris Brewer

FTPT Freshmen Retention

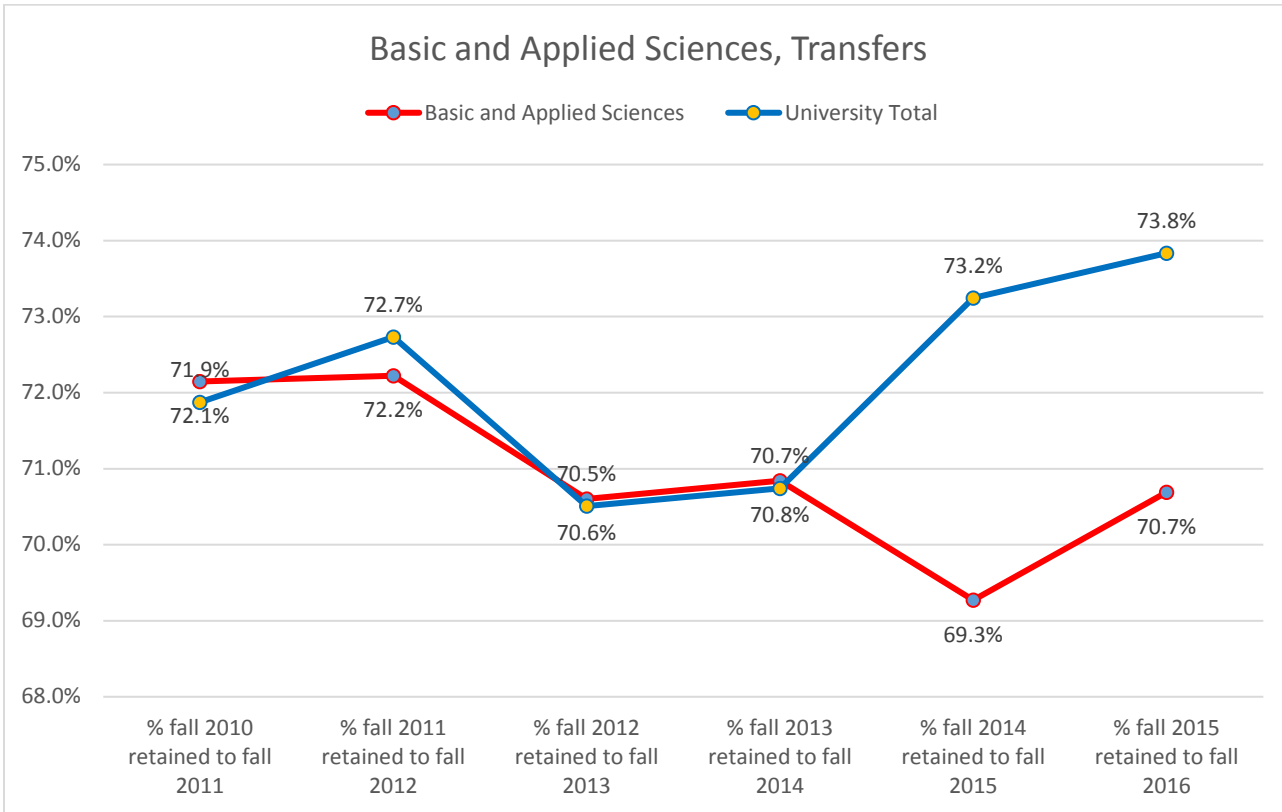
College/Department	% fall 2010 retained to fall 2011	% fall 2011 retained to fall 2012	% fall 2012 retained to fall 2013	% fall 2013 retained to fall 2014	% fall 2014 retained to fall 2015	% fall 2015 retained to fall 2016
Basic and Applied Sciences	70.7%	69.6%	69.3%	69.8%	73.2%	76.2%
Aerospace	70.6%	67.7%	71.5%	81.8%	73.9%	85.0%
Agribusiness and Agriscience	81.3%	80.8%	64.9%	74.0%	70.9%	80.3%
Biology	70.7%	69.4%	74.8%	69.4%	71.4%	74.9%
Chemistry	72.6%	71.5%	71.2%	69.2%	75.8%	79.7%
Computer Science	62.5%	64.2%	63.2%	63.8%	67.6%	77.7%
Concrete Industry Management		61.5%	62.5%	61.5%	90.0%	65.0%
Engineering Technology	66.7%	57.5%	63.0%	62.3%	70.6%	68.1%
Geosciences	60.0%	75.0%	100.0%	50.0%	80.0%	87.5%
Mathematical Sciences	71.8%	85.2%	69.0%	85.7%	82.4%	64.3%
Physics and Astronomy	54.5%	66.7%	50.0%	58.3%	68.8%	56.3%
Academic Focus						50.0%
University Total	69.6%	69.9%	68.2%	70.2%	73.2%	75.7%

Basic and Applied Sciences, Freshmen



FTPT Transfer Retention

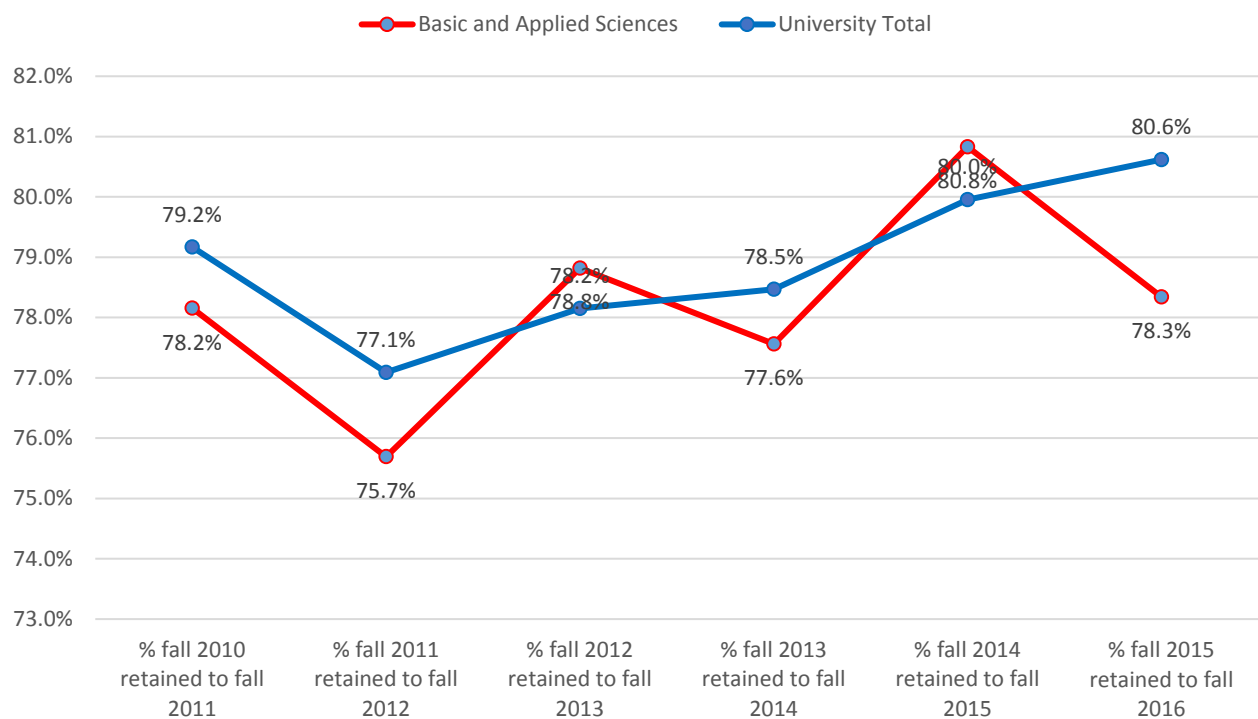
College/Department	% fall 2010 retained to fall 2011	% fall 2011 retained to fall 2012	% fall 2012 retained to fall 2013	% fall 2013 retained to fall 2014	% fall 2014 retained to fall 2015	% fall 2015 retained to fall 2016
Basic and Applied Sciences	72.1%	72.2%	70.6%	70.8%	69.3%	70.7%
Aerospace	87.5%	85.5%	73.3%	82.1%	78.0%	82.7%
Agribusiness and Agriscience	81.0%	84.3%	83.3%	72.7%	77.8%	84.2%
Biology	67.1%	73.1%	58.5%	74.6%	68.3%	66.2%
Chemistry	67.8%	64.7%	70.9%	63.8%	59.3%	63.4%
Computer Science	74.2%	75.0%	55.8%	68.1%	57.1%	68.9%
Concrete Industry Management		75.0%	83.3%	88.9%	88.9%	55.6%
Engineering Technology	67.5%	68.9%	77.0%	67.1%	75.3%	66.7%
Geosciences	78.9%	66.7%	100.0%	100.0%	50.0%	80.0%
Mathematical Sciences	74.4%	61.5%	64.3%	70.0%	82.4%	80.0%
Physics and Astronomy	71.4%	62.5%	75.0%	62.5%	60.0%	85.7%
Academic Focus						75.0%
University Total	71.9%	72.7%	70.5%	70.7%	73.2%	73.8%



FTPT Sophomore Retention

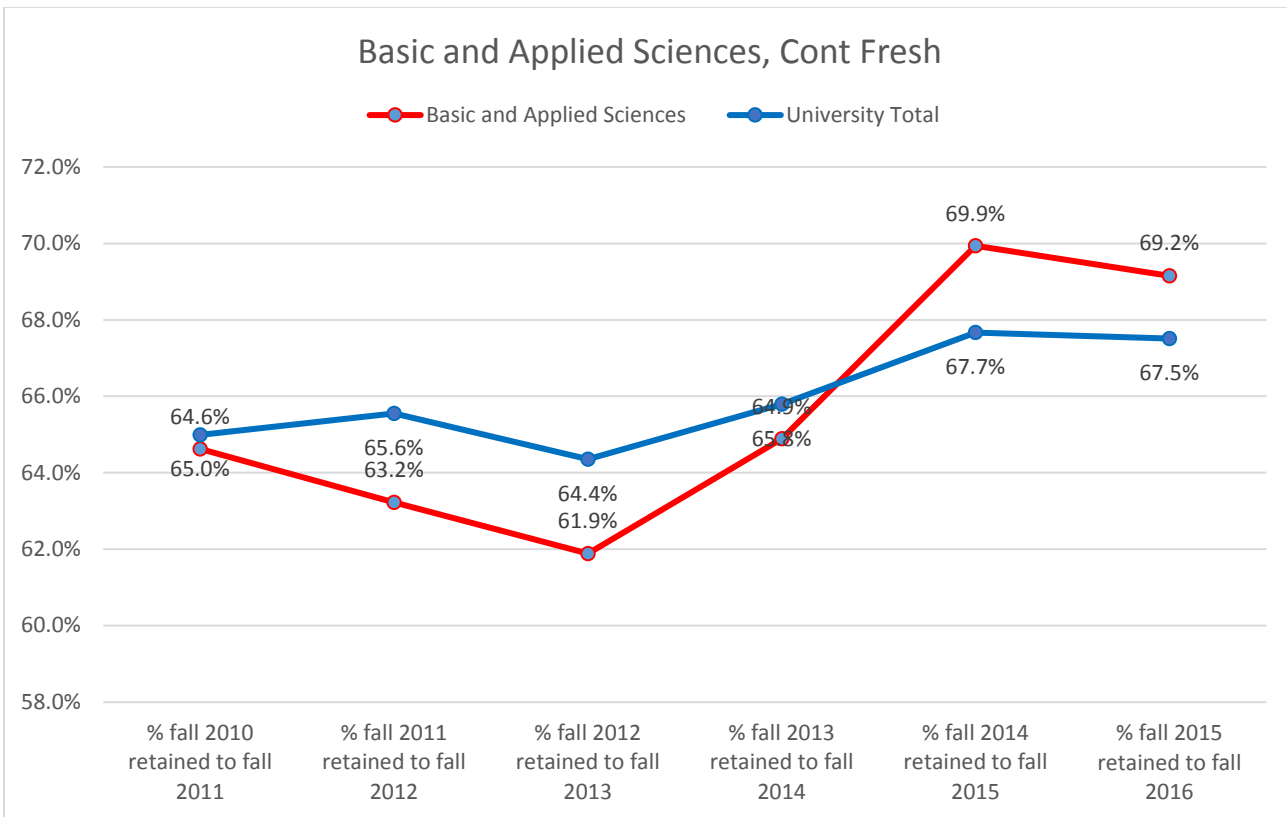
College/Department	% fall 2010 retained to fall 2011	% fall 2011 retained to fall 2012	% fall 2012 retained to fall 2013	% fall 2013 retained to fall 2014	% fall 2014 retained to fall 2015	% fall 2015 retained to fall 2016
Basic and Applied Sciences	78.2%	75.7%	78.8%	77.6%	80.8%	78.3%
Aerospace	89.5%	84.8%	85.4%	81.2%	91.9%	84.5%
Agribusiness and Agriscience	77.6%	81.3%	81.0%	77.7%	80.2%	80.4%
Biology	77.0%	74.3%	77.8%	78.4%	82.7%	79.1%
Chemistry	77.1%	72.4%	79.1%	78.0%	75.5%	79.2%
Computer Science	75.7%	77.4%	72.0%	68.5%	80.7%	70.8%
Concrete Industry Management		89.5%	86.2%	80.0%	86.2%	81.0%
Engineering Technology	71.4%	67.1%	72.7%	74.0%	77.6%	72.9%
Geosciences	65.2%	64.7%	75.0%	100.0%	80.0%	85.7%
Mathematical Sciences	86.5%	80.5%	81.8%	87.2%	77.8%	78.1%
Physics and Astronomy	83.3%	65.0%	75.0%	60.0%	81.8%	76.2%
Academic Focus						77.8%
Academic Focus						84.0%
University Total	79.2%	77.1%	78.2%	78.5%	80.0%	80.6%

Basic and Applied Sciences, Sophomores



FTPT Continuing Freshmen Retention

College/Department	% fall 2010 retained to fall 2011	% fall 2011 retained to fall 2012	% fall 2012 retained to fall 2013	% fall 2013 retained to fall 2014	% fall 2014 retained to fall 2015	% fall 2015 retained to fall 2016
Basic and Applied Sciences	64.6%	63.2%	61.9%	64.9%	69.9%	69.2%
Aerospace	68.4%	69.6%	73.5%	65.4%	82.4%	81.3%
Agribusiness and Agriscience	73.8%	67.2%	70.0%	70.0%	87.2%	65.4%
Biology	61.5%	67.1%	56.1%	71.2%	58.1%	69.3%
Chemistry	60.2%	59.7%	56.2%	57.2%	61.9%	74.0%
Computer Science	71.4%	52.5%	65.4%	56.6%	72.0%	66.7%
Concrete Industry Management		40.0%	86.7%	81.8%	77.8%	42.9%
Engineering Technology	64.3%	65.7%	57.5%	70.7%	73.3%	61.9%
Geosciences	62.5%	66.7%	57.1%	83.3%	50.0%	66.7%
Mathematical Sciences	56.5%	66.7%	76.5%	60.0%	62.5%	83.3%
Physics and Astronomy	77.8%	57.1%	40.0%	100.0%	57.1%	80.0%
Academic Focus						40.0%
University Total	65.0%	65.6%	64.4%	65.8%	67.7%	67.5%



CBHS Fall Census Retention Profile

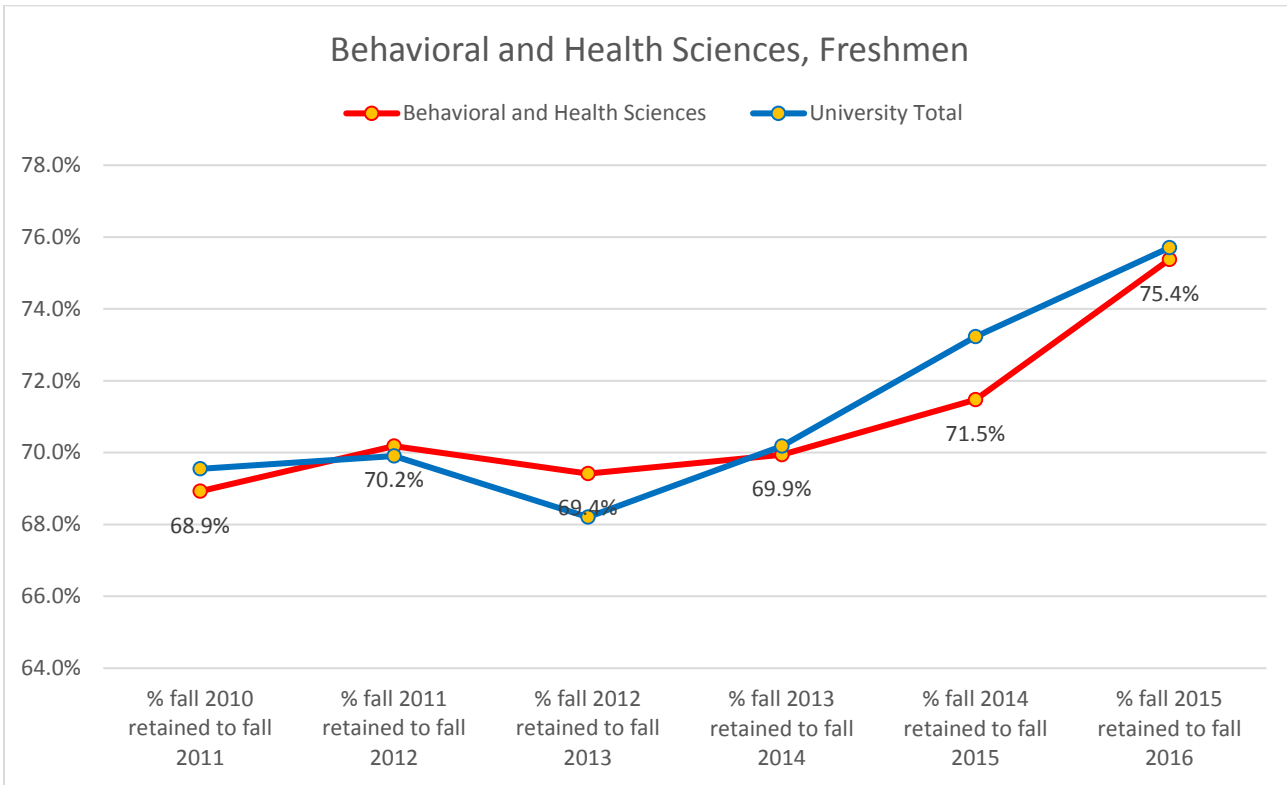
Freshmen, Transfers, Sophomores, Continuing Freshmen
Fall 2011 to Fall 2016

Rick Sluder
Office of Student Success
October 4, 2016

Data Source: IEPR fall census file data. For more detailed information, please contact Rick Sluder or Chris Brewer

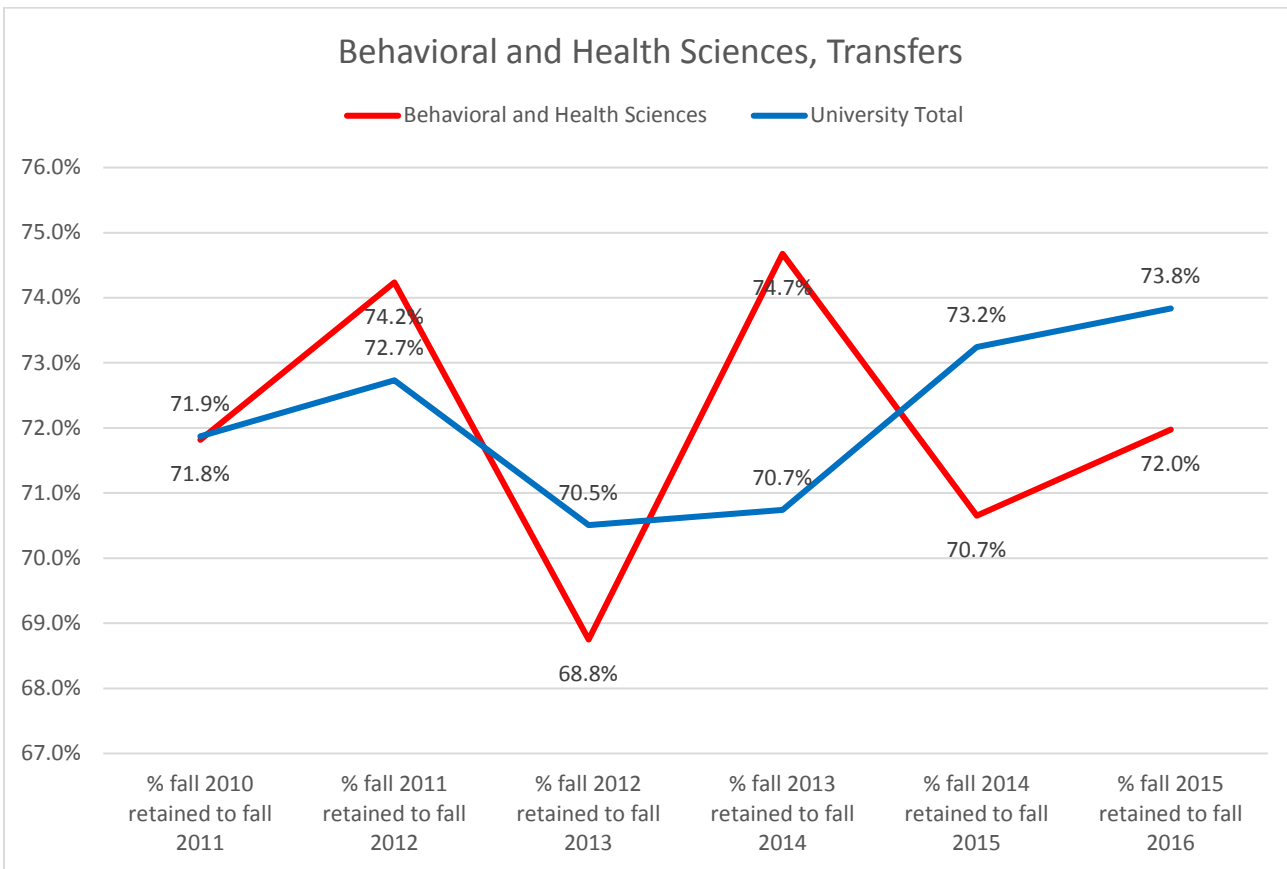
FTPT Freshmen Retention

College/Department	% fall 2010 retained to fall 2011	% fall 2011 retained to fall 2012	% fall 2012 retained to fall 2013	% fall 2013 retained to fall 2014	% fall 2014 retained to fall 2015	% fall 2015 retained to fall 2016
Behavioral and Health Sciences	68.9%	70.2%	69.4%	69.9%	71.5%	75.4%
Criminal Justice	65.2%	68.9%	56.1%	65.2%	61.2%	78.7%
Health and Human Performance	65.8%	67.6%	72.6%	72.9%	75.0%	77.1%
Human Sciences	82.3%	80.3%	86.0%	73.3%	80.0%	82.8%
Nursing	67.2%	70.5%	69.3%	68.2%	71.7%	70.8%
Psychology	71.8%	68.0%	72.7%	73.7%	72.2%	73.5%
Social Work	76.5%	64.3%	57.1%	71.4%	66.7%	82.6%
University Total	69.6%	69.9%	68.2%	70.2%	73.2%	75.7%



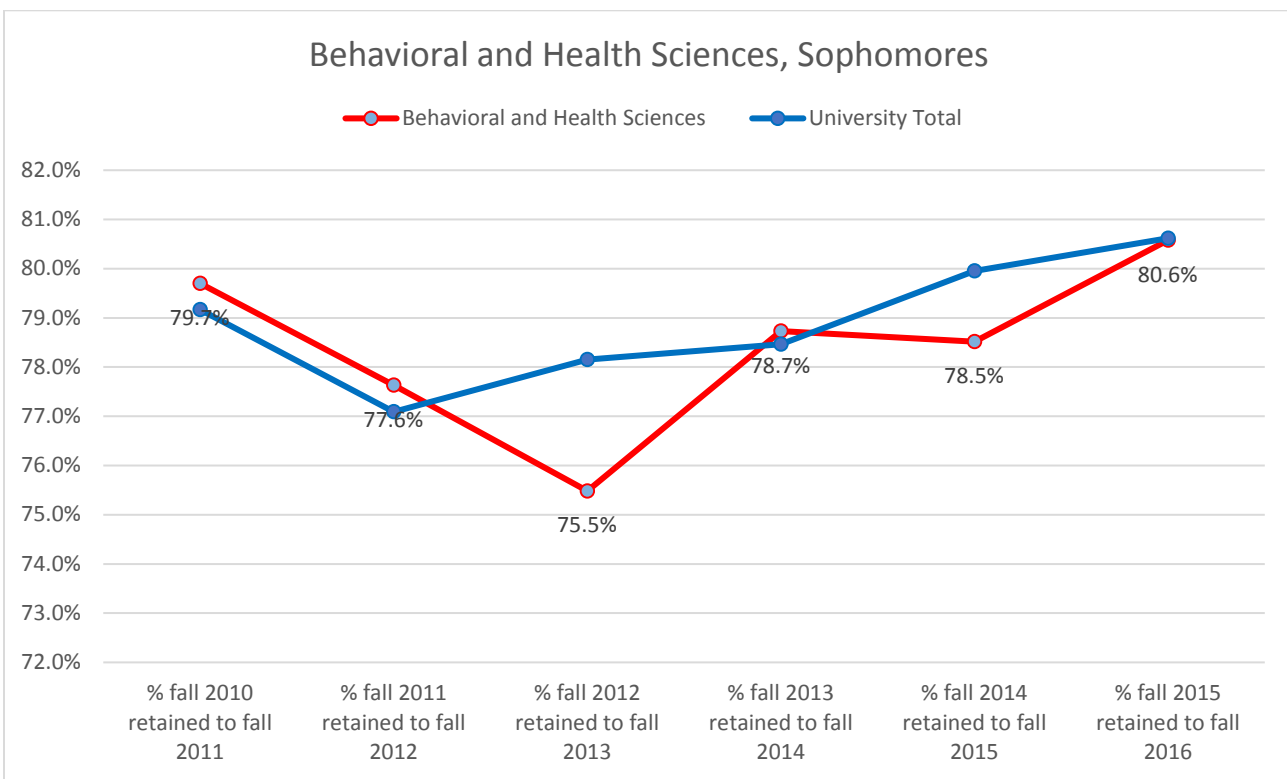
FTPT Transfer Retention

College/Department	% fall 2010 retained to fall 2011	% fall 2011 retained to fall 2012	% fall 2012 retained to fall 2013	% fall 2013 retained to fall 2014	% fall 2014 retained to fall 2015	% fall 2015 retained to fall 2016
Behavioral and Health Sciences	71.8%	74.2%	68.8%	74.7%	70.7%	72.0%
Criminal Justice	82.0%	81.5%	62.2%	76.7%	63.5%	76.3%
Health and Human Performance	77.9%	75.0%	75.7%	74.7%	72.8%	80.5%
Human Sciences	81.5%	75.0%	74.1%	74.0%	72.3%	64.9%
Nursing	65.7%	67.9%	64.4%	66.9%	66.7%	61.5%
Psychology	66.3%	77.2%	62.7%	77.3%	78.6%	73.3%
Social Work	71.8%	76.9%	85.3%	90.2%	65.7%	80.0%
University Total	71.9%	72.7%	70.5%	70.7%	73.2%	73.8%



FTPT Sophomore Retention

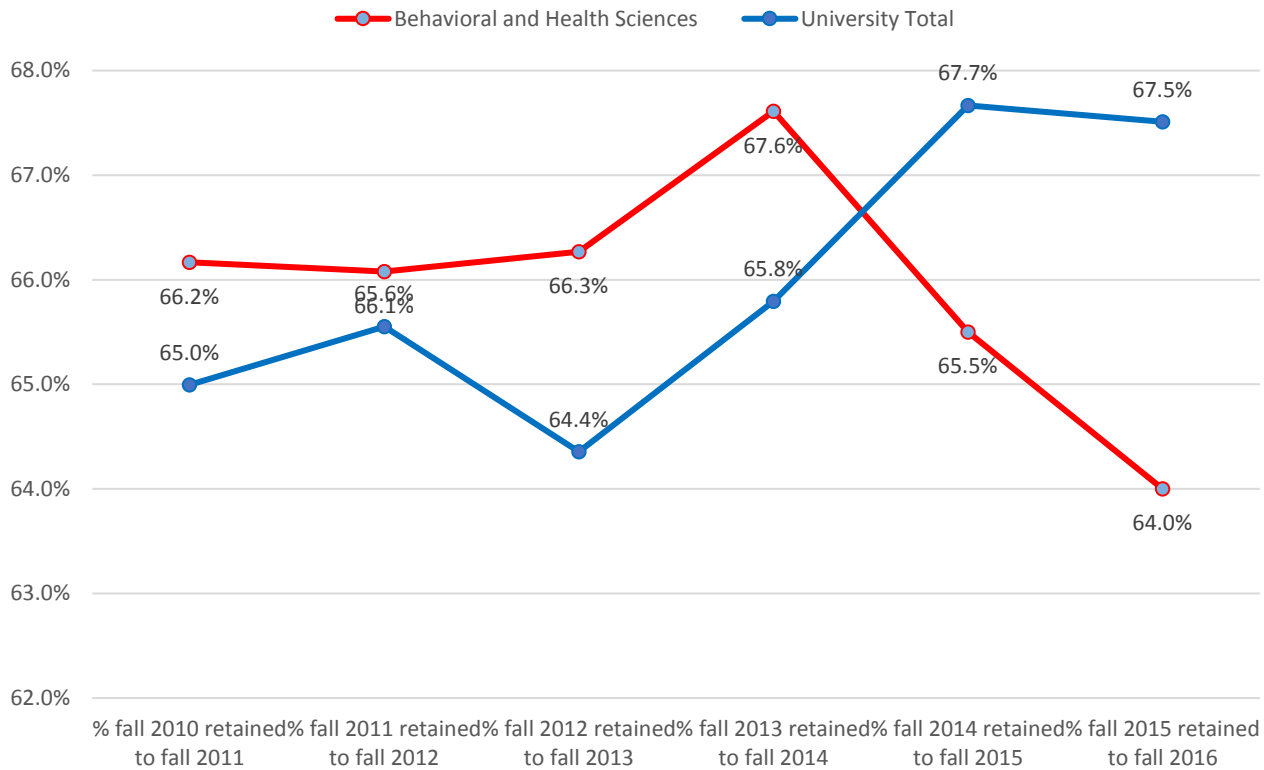
College/Department	% fall 2010 retained to fall 2011	% fall 2011 retained to fall 2012	% fall 2012 retained to fall 2013	% fall 2013 retained to fall 2014	% fall 2014 retained to fall 2015	% fall 2015 retained to fall 2016
Behavioral and Health Sciences	79.7%	77.6%	75.5%	78.7%	78.5%	80.6%
Criminal Justice	82.0%	80.2%	75.0%	82.5%	77.5%	78.7%
Health and Human Performance	86.4%	78.7%	78.0%	80.1%	82.0%	84.5%
Human Sciences	79.4%	78.8%	78.3%	81.8%	76.9%	78.9%
Nursing	74.9%	75.0%	71.4%	74.0%	77.6%	76.3%
Psychology	78.8%	77.8%	77.3%	76.3%	74.6%	83.1%
Social Work	79.1%	76.8%	75.9%	84.9%	80.6%	78.3%
Academic Focus						100.0%
University Total	79.2%	77.1%	78.2%	78.5%	80.0%	80.6%



FTPT Continuing Freshmen Retention

College/Department	% fall 2010 retained to fall 2011	% fall 2011 retained to fall 2012	% fall 2012 retained to fall 2013	% fall 2013 retained to fall 2014	% fall 2014 retained to fall 2015	% fall 2015 retained to fall 2016
Behavioral and Health Sciences	66.2%	66.1%	66.3%	67.6%	65.5%	64.0%
Criminal Justice	58.8%	66.0%	59.8%	72.5%	58.1%	67.9%
Health and Human Performance	68.6%	66.7%	70.6%	67.4%	73.9%	70.4%
Human Sciences	72.4%	70.0%	71.4%	61.3%	61.5%	66.7%
Nursing	62.1%	68.5%	64.0%	67.1%	61.1%	60.2%
Psychology	68.4%	60.7%	61.2%	70.6%	70.4%	54.0%
Social Work	85.0%	60.9%	81.8%	65.2%	60.0%	59.1%
Academic Focus						100.0%
University Total	65.0%	65.6%	64.4%	65.8%	67.7%	67.5%

Behavioral and Health Sciences, Cont Fresh



COB Fall Census Retention Profile

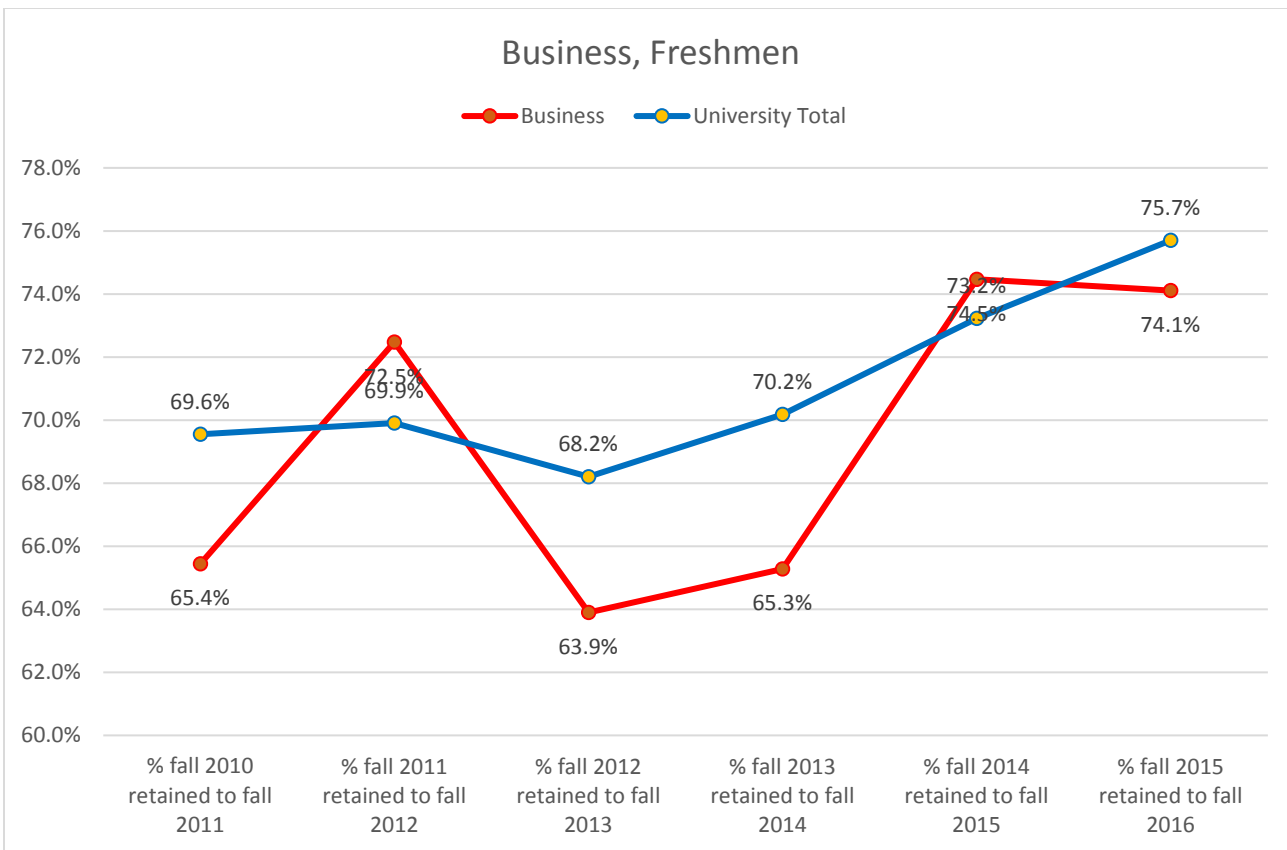
Freshmen, Transfers, Sophomores, Continuing Freshmen
Fall 2011 to Fall 2016

Rick Sluder
Office of Student Success
October 4, 2016

Data Source: IEPR fall census file data. For more detailed information, please contact Rick Sluder or Chris Brewer

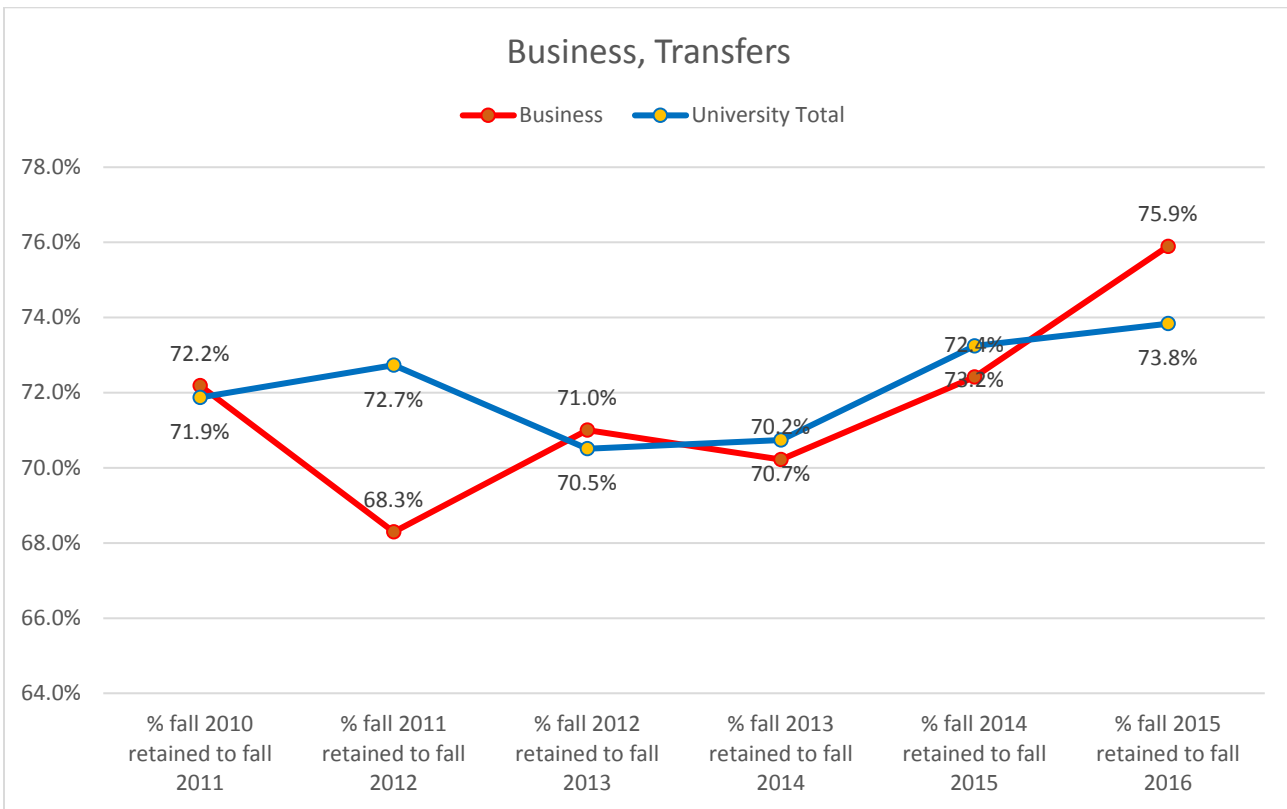
FTPT Freshmen Retention

College/Department	% fall 2010 retained to fall 2011	% fall 2011 retained to fall 2012	% fall 2012 retained to fall 2013	% fall 2013 retained to fall 2014	% fall 2014 retained to fall 2015	% fall 2015 retained to fall 2016
Business	65.4%	72.5%	63.9%	65.3%	74.5%	74.1%
Accounting	72.7%	75.4%	72.9%	69.8%	81.7%	75.0%
Business Comm Entrepreneurship	67.4%	70.6%	51.2%	58.5%	70.0%	
Computer Information Systems	60.0%	88.2%	52.9%	77.8%	88.9%	77.8%
Economics and Finance	61.1%	70.0%	81.8%	50.0%	85.7%	78.0%
Management and Marketing	63.3%	70.3%	63.1%	66.0%	70.4%	
Management						71.9%
Marketing						73.1%
Academic Focus						80.0%
University Total	69.6%	69.9%	68.2%	70.2%	73.2%	75.7%



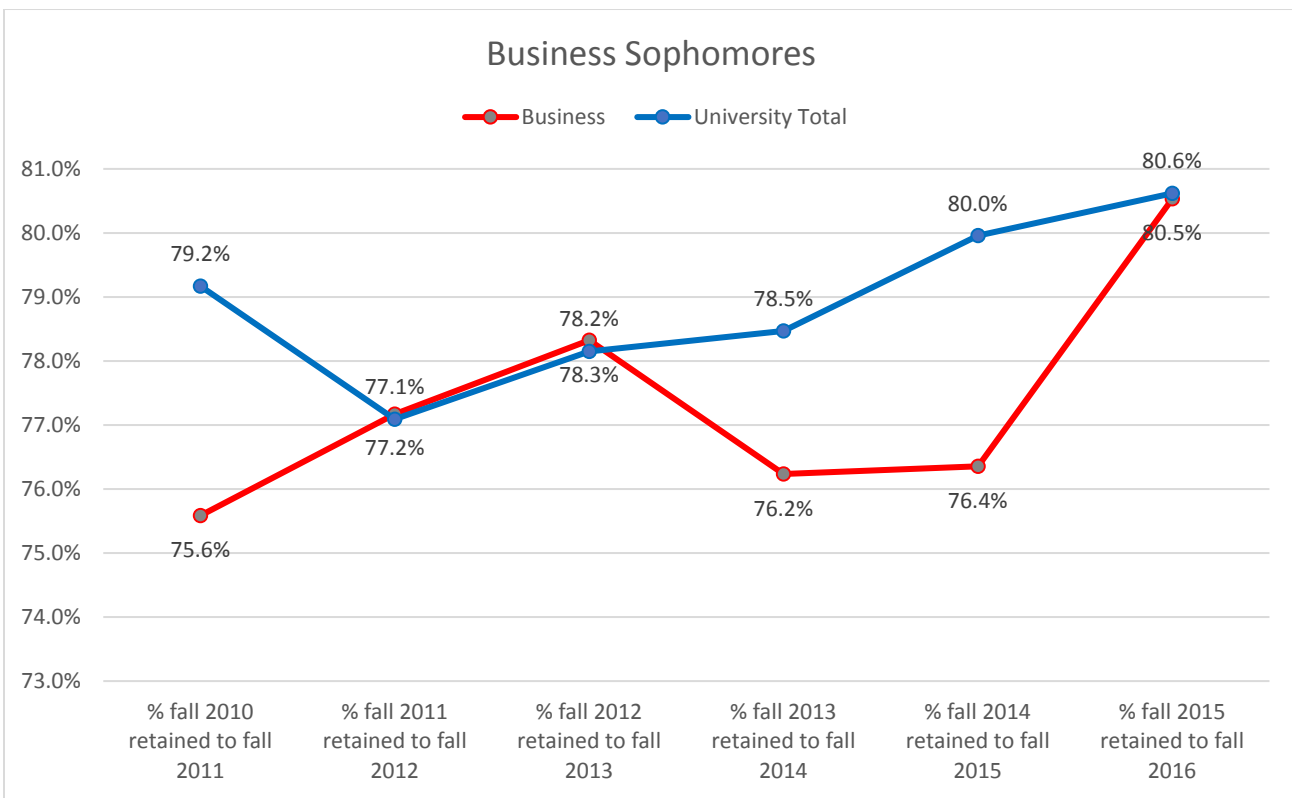
FTPT Transfer Retention

College/Department	% fall 2010 retained to fall 2011	% fall 2011 retained to fall 2012	% fall 2012 retained to fall 2013	% fall 2013 retained to fall 2014	% fall 2014 retained to fall 2015	% fall 2015 retained to fall 2016
Business	72.2%	68.3%	71.0%	70.2%	72.4%	75.9%
Accounting	80.3%	77.5%	80.3%	74.0%	79.3%	67.3%
Business Comm Entrepreneurship	58.3%	65.5%	72.0%	65.2%	72.2%	
Computer Information Systems	79.2%	70.8%	65.6%	63.0%	75.0%	85.7%
Economics and Finance	77.3%	84.2%	61.1%	78.9%	75.0%	80.6%
Management and Marketing	69.3%	61.8%	69.2%	69.2%	67.9%	
Management						76.4%
Marketing						77.4%
Academic Focus						40.0%
University Total	71.9%	72.7%	70.5%	70.7%	73.2%	73.8%



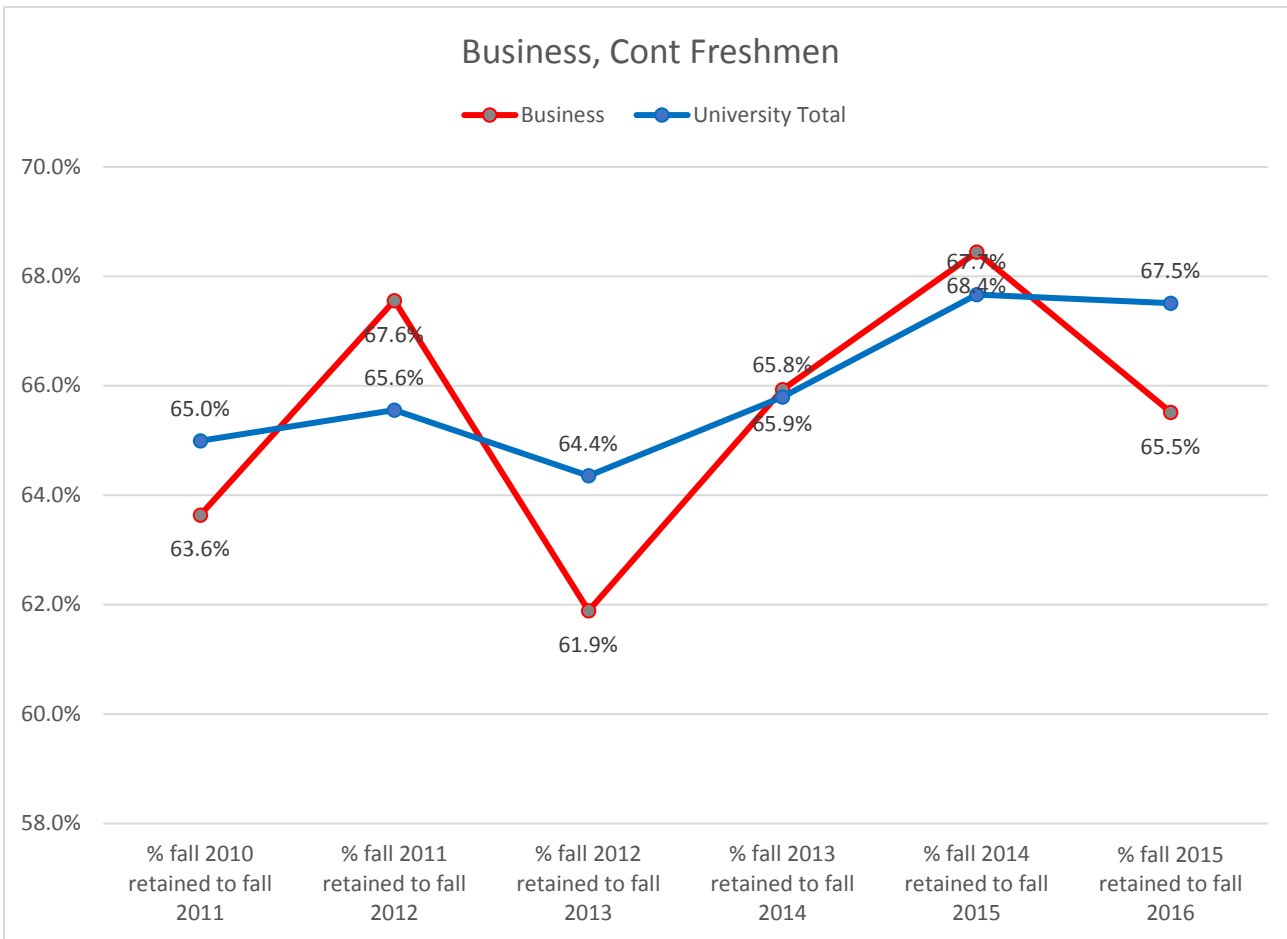
FTPT Sophomore Retention

College/Department	% fall 2010 retained to fall 2011	% fall 2011 retained to fall 2012	% fall 2012 retained to fall 2013	% fall 2013 retained to fall 2014	% fall 2014 retained to fall 2015	% fall 2015 retained to fall 2016
Business	75.6%	77.2%	78.3%	76.2%	76.4%	80.5%
Accounting	85.1%	83.8%	86.5%	82.5%	78.7%	84.3%
Business Comm Entrepreneurship	69.2%	79.1%	73.3%	70.8%	73.0%	
Computer Information Systems	67.8%	74.4%	75.0%	80.0%	86.9%	83.1%
Economics and Finance	82.1%	86.0%	74.6%	71.9%	82.1%	77.9%
Management and Marketing	73.5%	73.2%	77.1%	74.5%	72.0%	
Management						78.6%
Marketing						84.4%
Academic Focus						25.0%
University Total	79.2%	77.1%	78.2%	78.5%	80.0%	80.6%



FTPT Continuing Freshmen Retention

College/Department	% fall 2010 retained to fall 2011	% fall 2011 retained to fall 2012	% fall 2012 retained to fall 2013	% fall 2013 retained to fall 2014	% fall 2014 retained to fall 2015	% fall 2015 retained to fall 2016
Business	63.6%	67.6%	61.9%	65.9%	68.4%	65.5%
Accounting	71.4%	81.1%	64.0%	61.3%	69.4%	70.4%
Business Comm Entrepreneurship	46.2%	55.3%	66.7%	65.2%	72.7%	
Computer Information Systems	67.9%	59.3%	62.2%	66.7%	56.7%	78.9%
Economics and Finance	61.5%	66.7%	64.7%	76.9%	66.7%	64.5%
Management and Marketing	62.8%	67.5%	60.5%	65.9%	70.5%	
Management						63.6%
Marketing						63.6%
Academic Focus						40.0%
University Total	65.0%	65.6%	64.4%	65.8%	67.7%	67.5%



COE Fall Census Retention Profile

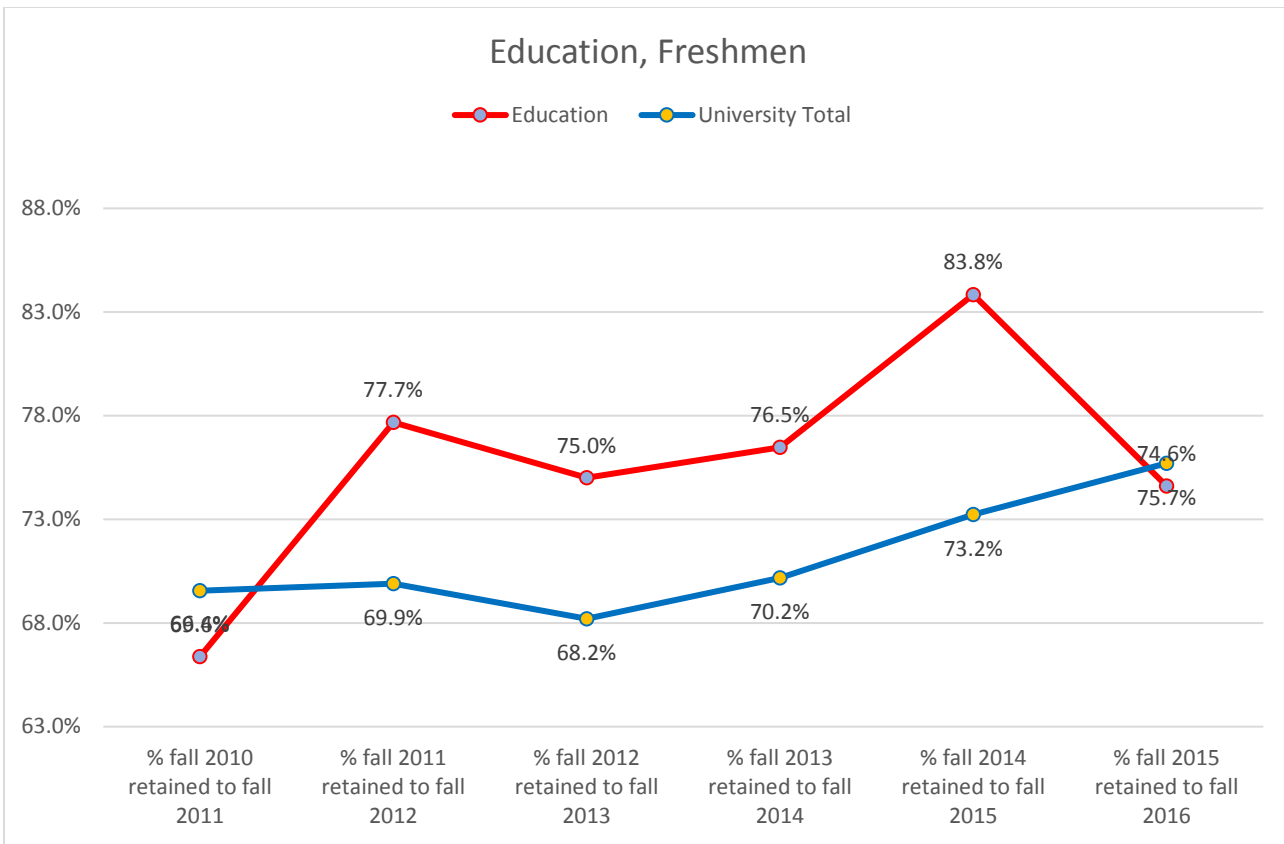
Freshmen, Transfers, Sophomores, Continuing Freshmen
Fall 2011 to Fall 2016

Rick Sluder
Office of Student Success
October 4, 2016

Data Source: IEPR fall census file data. For more detailed information, please contact Rick Sluder or Chris Brewer

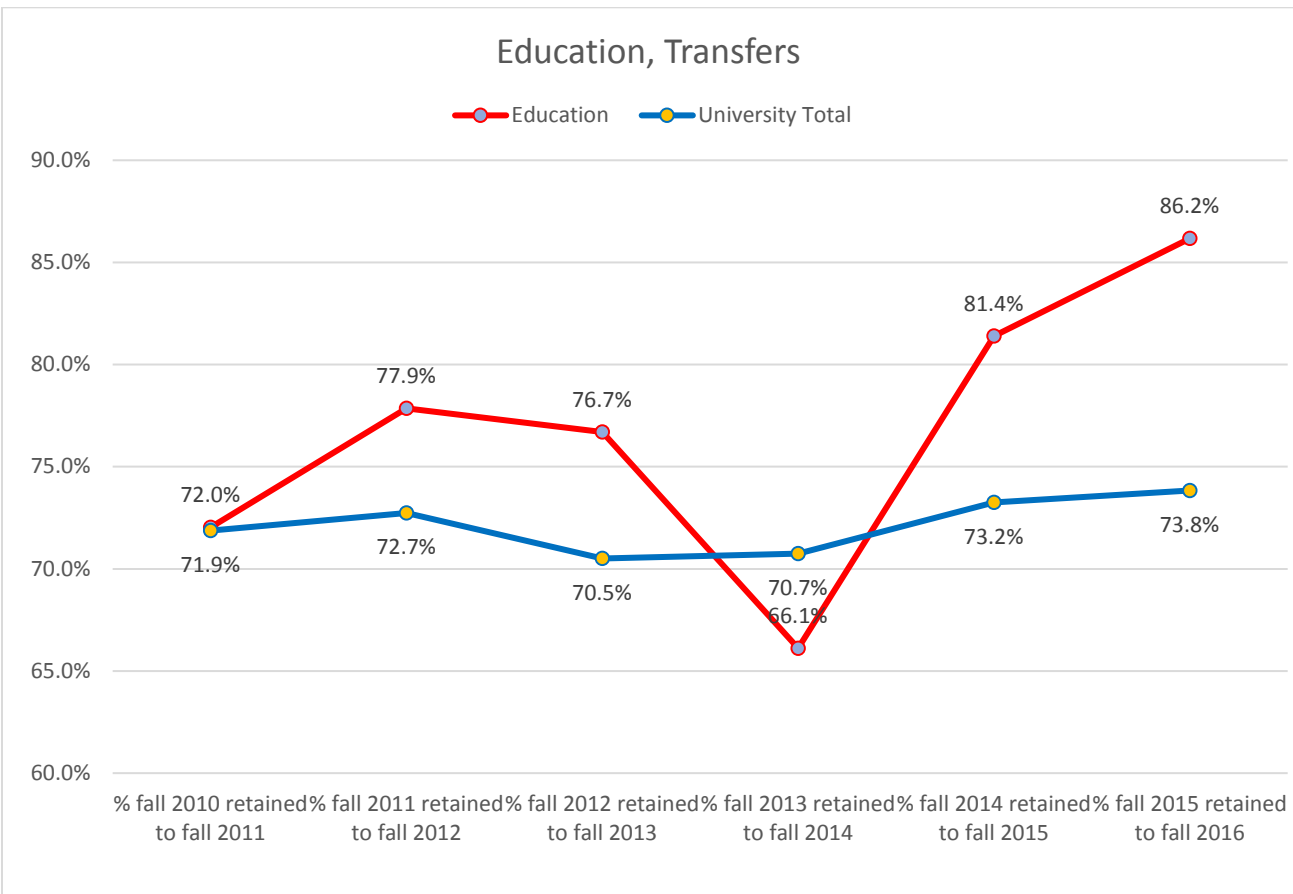
FTPT Freshmen Retention

College/Department	% fall 2010 retained to fall 2011	% fall 2011 retained to fall 2012	% fall 2012 retained to fall 2013	% fall 2013 retained to fall 2014	% fall 2014 retained to fall 2015	% fall 2015 retained to fall 2016
Education	66.4%	77.7%	75.0%	76.5%	83.8%	74.6%
Elementary and Special Ed	66.4%	77.7%	75.0%	76.5%	83.8%	75.4%
Academic Focus						50.0%
University Total	69.6%	69.9%	68.2%	70.2%	73.2%	75.7%



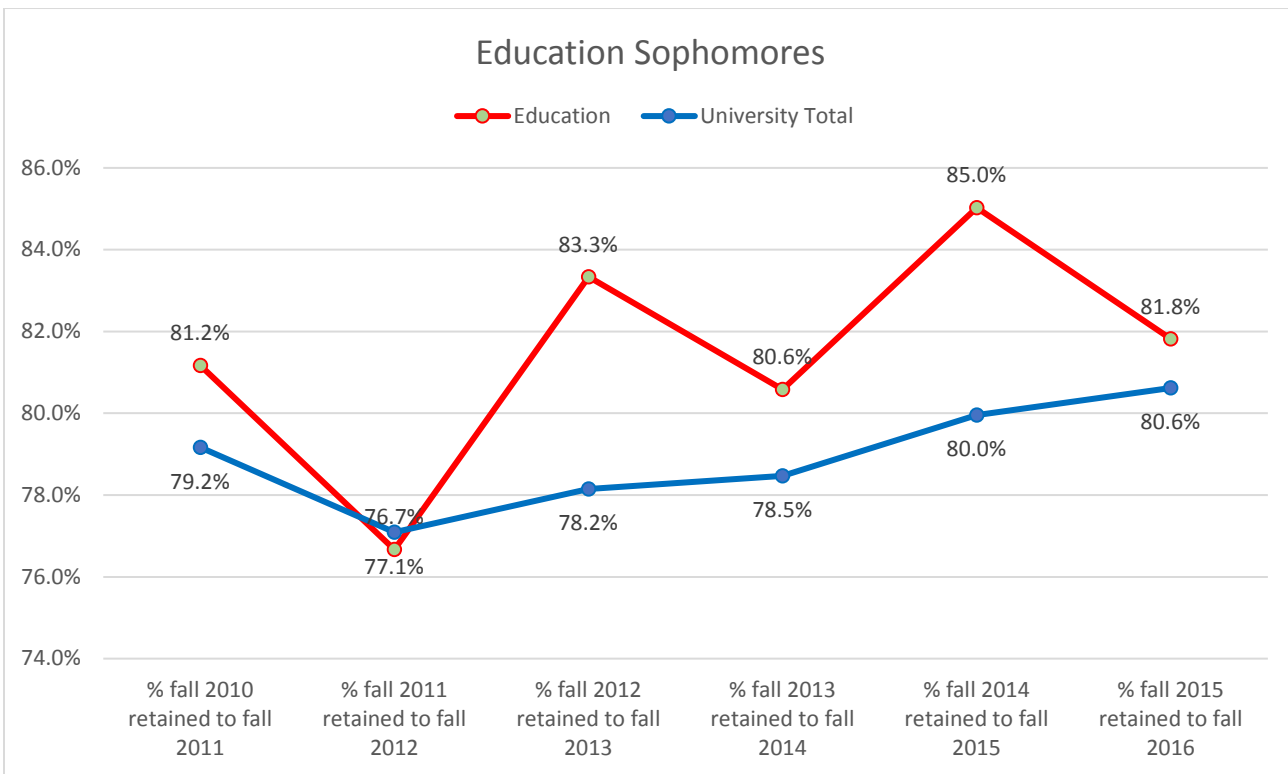
FTPT Transfer Retention

College/Department	% fall 2010 retained to fall 2011	% fall 2011 retained to fall 2012	% fall 2012 retained to fall 2013	% fall 2013 retained to fall 2014	% fall 2014 retained to fall 2015	% fall 2015 retained to fall 2016
Education	72.0%	77.9%	76.7%	66.1%	81.4%	86.2%
Elementary and Special Ed	72.0%	77.9%	76.7%	66.1%	81.4%	87.7%
Academic Focus						76.9%
University Total	71.9%	72.7%	70.5%	70.7%	73.2%	73.8%



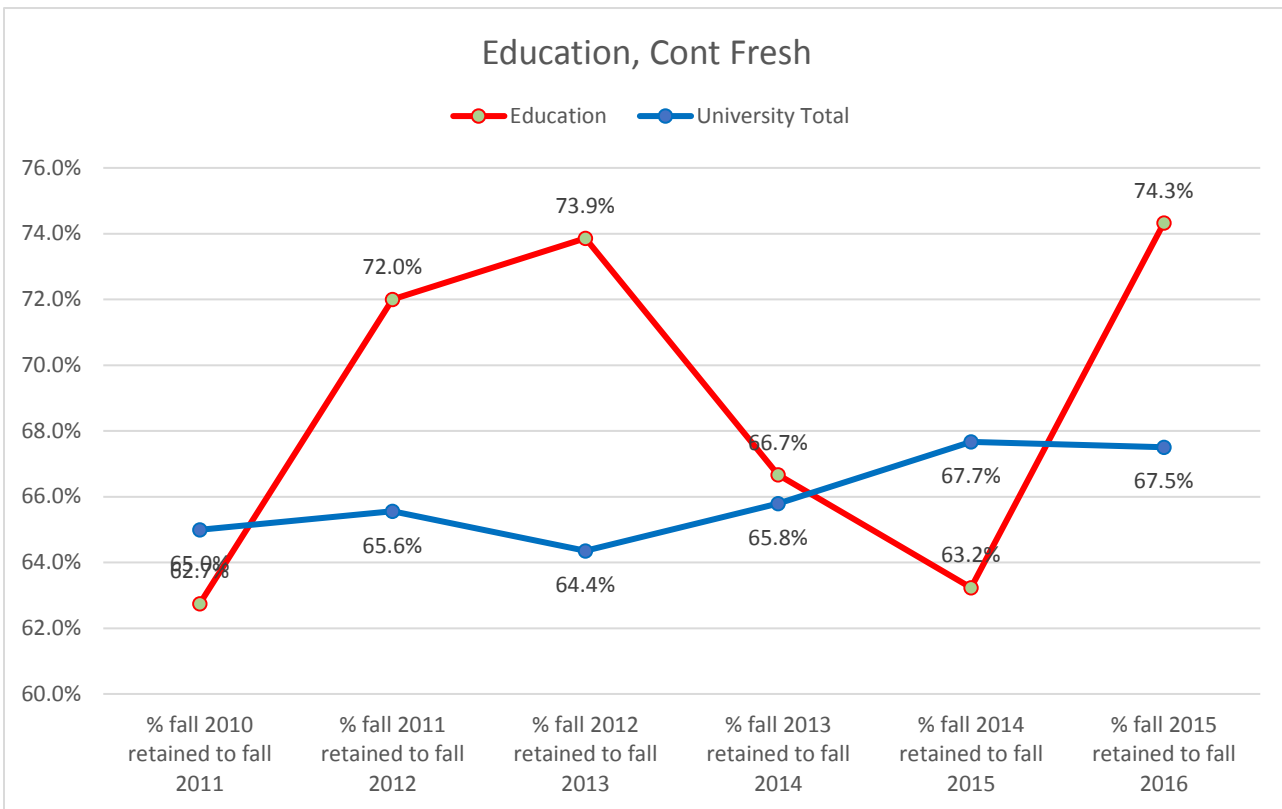
FTPT Sophomore Retention

College/Department	% fall 2010 retained to fall 2011	% fall 2011 retained to fall 2012	% fall 2012 retained to fall 2013	% fall 2013 retained to fall 2014	% fall 2014 retained to fall 2015	% fall 2015 retained to fall 2016
Education	81.2%	76.7%	83.3%	80.6%	85.0%	81.8%
Elementary and Special Ed	81.2%	76.7%	83.3%	80.6%	85.0%	82.6%
Academic Focus						60.0%
University Total	79.2%	77.1%	78.2%	78.5%	80.0%	80.6%



FTPT Continuing Freshmen Retention

College/Department	% fall 2010 retained to fall 2011	% fall 2011 retained to fall 2012	% fall 2012 retained to fall 2013	% fall 2013 retained to fall 2014	% fall 2014 retained to fall 2015	% fall 2015 retained to fall 2016
Education	62.7%	72.0%	73.9%	66.7%	63.2%	74.3%
Elementary and Special Ed	62.7%	72.0%	73.9%	66.7%	63.2%	74.6%
Academic Focus						66.7%
University Total	65.0%	65.6%	64.4%	65.8%	67.7%	67.5%



CLA Fall Census Retention Profile

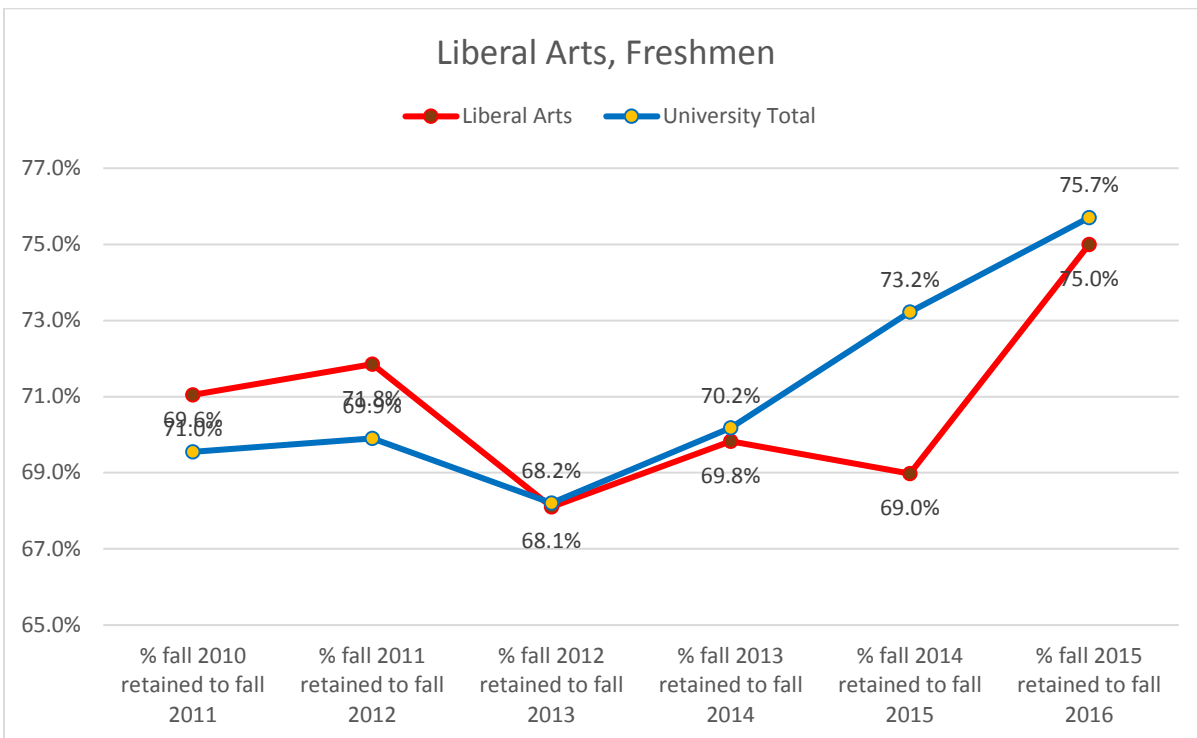
Freshmen, Transfers, Sophomores, Continuing Freshmen
Fall 2011 to Fall 2016

Rick Sluder
Office of Student Success
October 4, 2016

Data Source: IEPR fall census file data. For more detailed information, please contact Rick Sluder or Chris Brewer

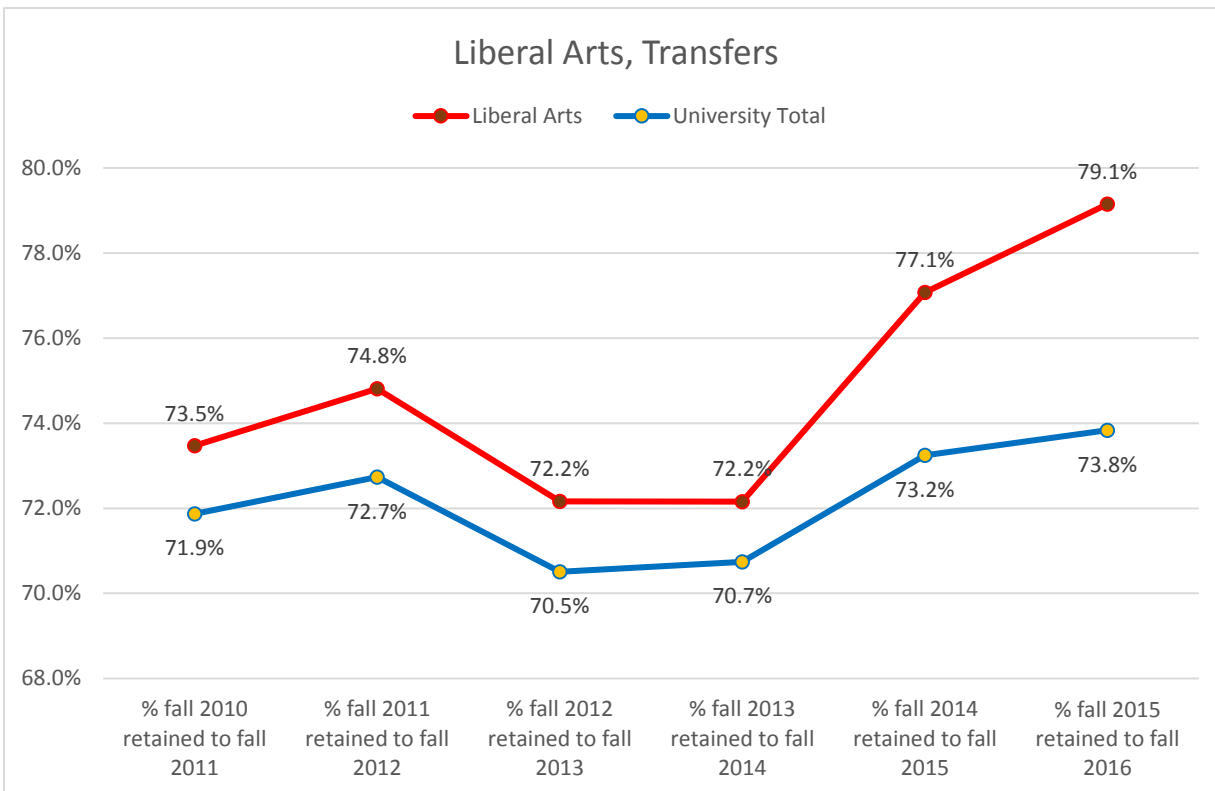
FTPT Freshmen Retention

College/Department	% fall 2010 retained to fall 2011	% fall 2011 retained to fall 2012	% fall 2012 retained to fall 2013	% fall 2013 retained to fall 2014	% fall 2014 retained to fall 2015	% fall 2015 retained to fall 2016
Liberal Arts	71.0%	71.8%	68.1%	69.8%	69.0%	75.0%
Art	76.6%	61.8%	68.8%	60.0%	84.1%	73.3%
Economics and Finance		0.0%	71.4%	100.0%	100.0%	100.0%
English	67.2%	73.3%	85.7%	80.0%	52.3%	81.5%
Foreign Languages and Lit	61.1%	75.0%	85.7%	64.3%	78.6%	87.5%
Global Studies	75.0%	100.0%	100.0%	75.0%	60.0%	75.0%
History	62.8%	68.6%	69.7%	72.0%	85.0%	73.3%
Music	70.8%	77.1%	60.9%	71.4%	64.8%	77.2%
Philosophy	42.9%	50.0%	50.0%	0.0%	60.0%	66.7%
Political Science	73.0%	81.6%	69.6%	67.4%	75.0%	
Sociology and Anthropology	81.5%	65.0%	56.3%	64.3%	71.4%	63.6%
Speech and Theatre	72.5%	60.9%	66.7%	73.0%	66.7%	
Academic Focus						100.0%
Theatre and Dance						76.2%
Political Sci & Intl Relations						67.3%
Comm Studies & Org Comm						100.0%
University Total	69.6%	69.9%	68.2%	70.2%	73.2%	75.7%



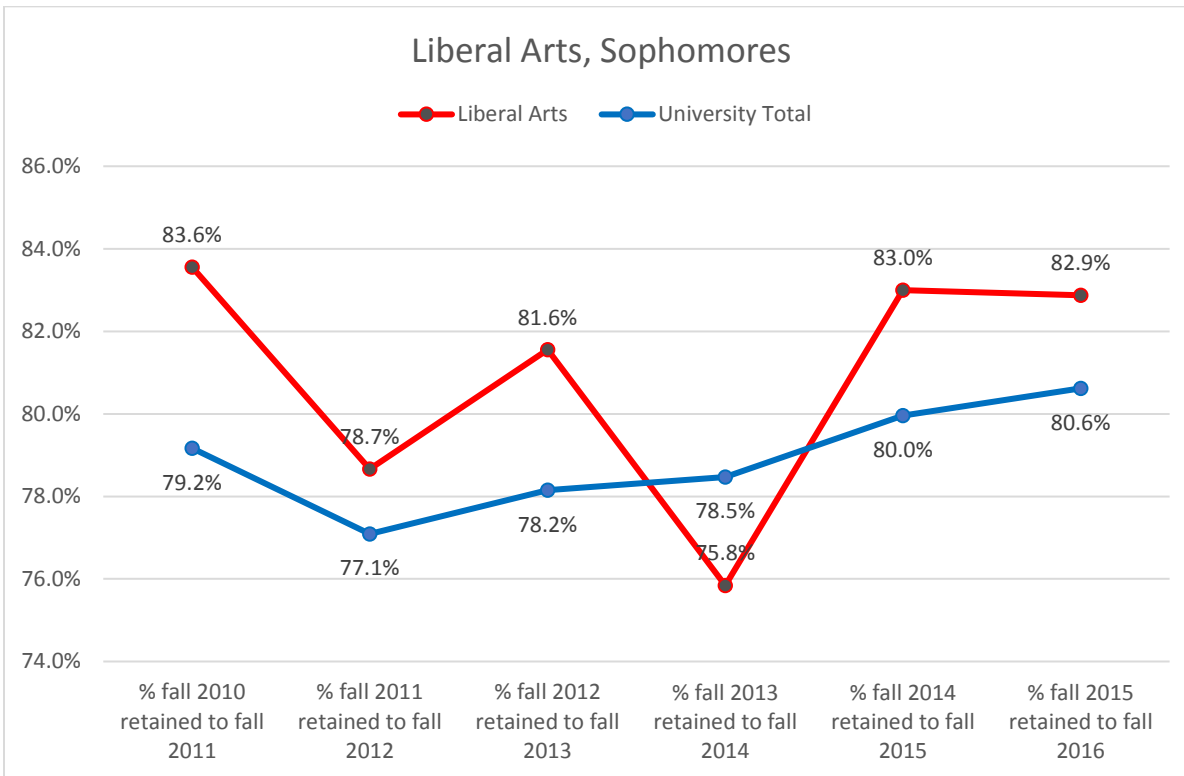
FTPT Transfer Retention

College/Department	% fall 2010 retained to fall 2011	% fall 2011 retained to fall 2012	% fall 2012 retained to fall 2013	% fall 2013 retained to fall 2014	% fall 2014 retained to fall 2015	% fall 2015 retained to fall 2016
Liberal Arts	73.5%	74.8%	72.2%	72.2%	77.1%	79.1%
Art	67.6%	93.5%	71.2%	60.6%	76.7%	81.3%
Economics and Finance	66.7%	66.7%	75.0%	66.7%	80.0%	80.0%
English	79.6%	70.0%	65.8%	68.1%	72.5%	78.3%
Foreign Languages and Lit	76.5%	91.7%	75.0%	78.6%	73.3%	80.0%
Global Studies	100.0%	33.3%	33.3%	75.0%	100.0%	75.0%
History	73.5%	69.8%	63.6%	71.9%	81.8%	81.8%
Music	60.0%	65.4%	68.3%	68.4%	68.1%	100.0%
Philosophy	66.7%	80.0%		33.3%	66.7%	0.0%
Political Science	75.6%	78.9%	90.5%	87.1%	86.7%	
Sociology and Anthropology	71.4%	70.8%	68.8%	73.7%	80.0%	83.3%
Speech and Theatre	81.8%	86.7%	76.7%	83.3%	80.0%	
Academic Focus						83.3%
Theatre and Dance						66.7%
Political Sci & Intl Relations						72.2%
Comm Studies & Org Comm						80.0%
University Total	71.9%	72.7%	70.5%	70.7%	73.2%	73.8%



FTPT Sophomore Retention

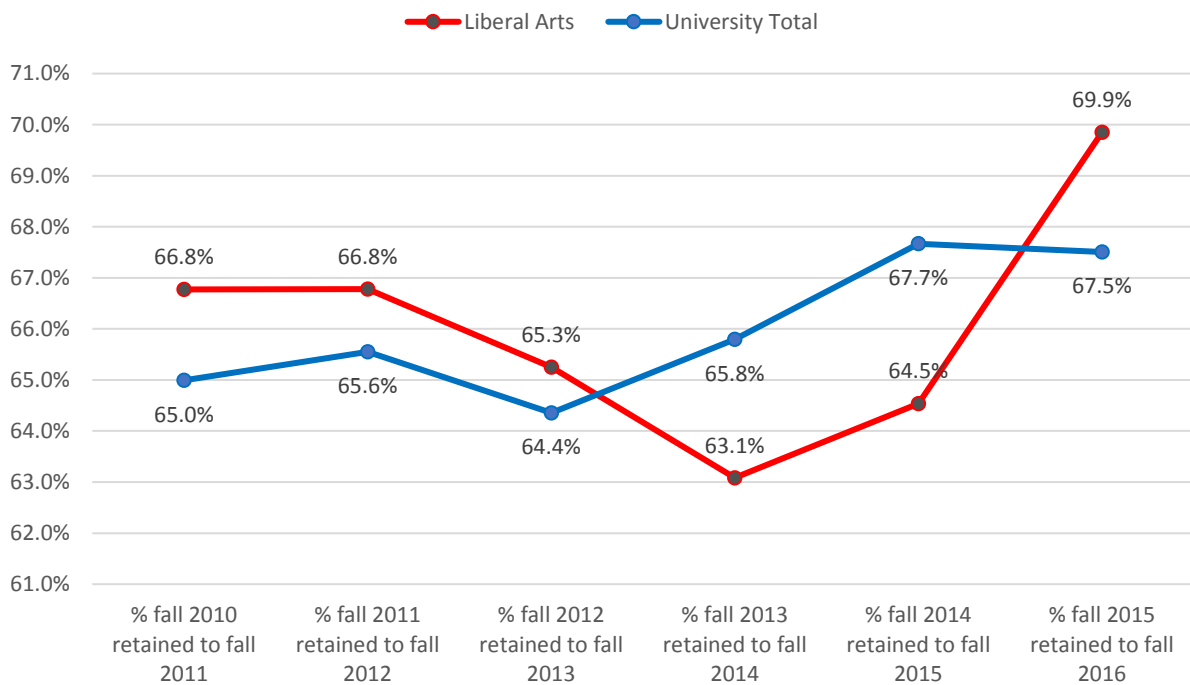
College/Department	% fall 2010 retained to fall 2011	% fall 2011 retained to fall 2012	% fall 2012 retained to fall 2013	% fall 2013 retained to fall 2014	% fall 2014 retained to fall 2015	% fall 2015 retained to fall 2016
Liberal Arts	83.6%	78.7%	81.6%	75.8%	83.0%	82.9%
Art	84.0%	81.9%	82.7%	65.7%	85.9%	82.2%
Economics and Finance	70.0%	85.7%	77.8%	66.7%	87.5%	100.0%
English	88.0%	78.8%	82.6%	70.1%	82.3%	81.5%
Foreign Languages and Lit	94.1%	80.0%	78.1%	87.0%	76.0%	82.6%
Global Studies	81.8%	77.8%	81.8%	83.3%	96.0%	75.9%
History	78.7%	74.6%	69.8%	73.1%	77.8%	69.0%
Music	82.2%	73.6%	85.6%	72.4%	82.4%	95.2%
Philosophy	81.3%	57.1%	75.0%	55.6%	75.0%	50.0%
Political Science	81.1%	77.8%	88.3%	84.8%	78.1%	
Sociology and Anthropology	86.8%	82.0%	68.2%	78.6%	78.1%	71.4%
Speech and Theatre	83.0%	86.2%	82.2%	83.5%	88.9%	
Academic Focus						0.0%
Theatre and Dance						88.9%
Political Sci & Intl Relations						84.9%
Comm Studies & Org Comm						88.6%
University Total	79.2%	77.1%	78.2%	78.5%	80.0%	80.6%



FTPT Continuing Freshmen Retention

College/Department	% fall 2010 retained to fall 2011	% fall 2011 retained to fall 2012	% fall 2012 retained to fall 2013	% fall 2013 retained to fall 2014	% fall 2014 retained to fall 2015	% fall 2015 retained to fall 2016
Liberal Arts	66.8%	66.8%	65.3%	63.1%	64.5%	69.9%
Art	63.3%	72.4%	60.0%	52.9%	55.9%	61.9%
Economics and Finance	100.0%	33.3%		66.7%	50.0%	100.0%
English	61.5%	82.9%	54.3%	76.2%	55.6%	77.3%
Foreign Languages and Lit	72.7%	46.2%	75.0%	50.0%	60.0%	90.0%
Global Studies	81.3%	75.0%	50.0%	60.0%	87.5%	66.7%
History	50.0%	52.4%	57.1%	60.7%	55.6%	73.3%
Music	51.2%	66.7%	73.3%	60.0%	69.2%	40.0%
Philosophy	80.0%	55.6%	71.4%	66.7%	50.0%	80.0%
Political Science	73.3%	64.4%	68.2%	65.9%	70.8%	
Sociology and Anthropology	88.9%	70.8%	75.0%	66.7%	66.7%	75.0%
Speech and Theatre	73.9%	66.7%	72.4%	69.6%	73.1%	
Academic Focus						100.0%
Theatre and Dance						100.0%
Political Sci & Intl Relations						60.0%
Comm Studies & Org Comm						44.4%
University Total	65.0%	65.6%	64.4%	65.8%	67.7%	67.5%

Liberal Arts, Cont Fresh



CME Fall Census Retention Profile

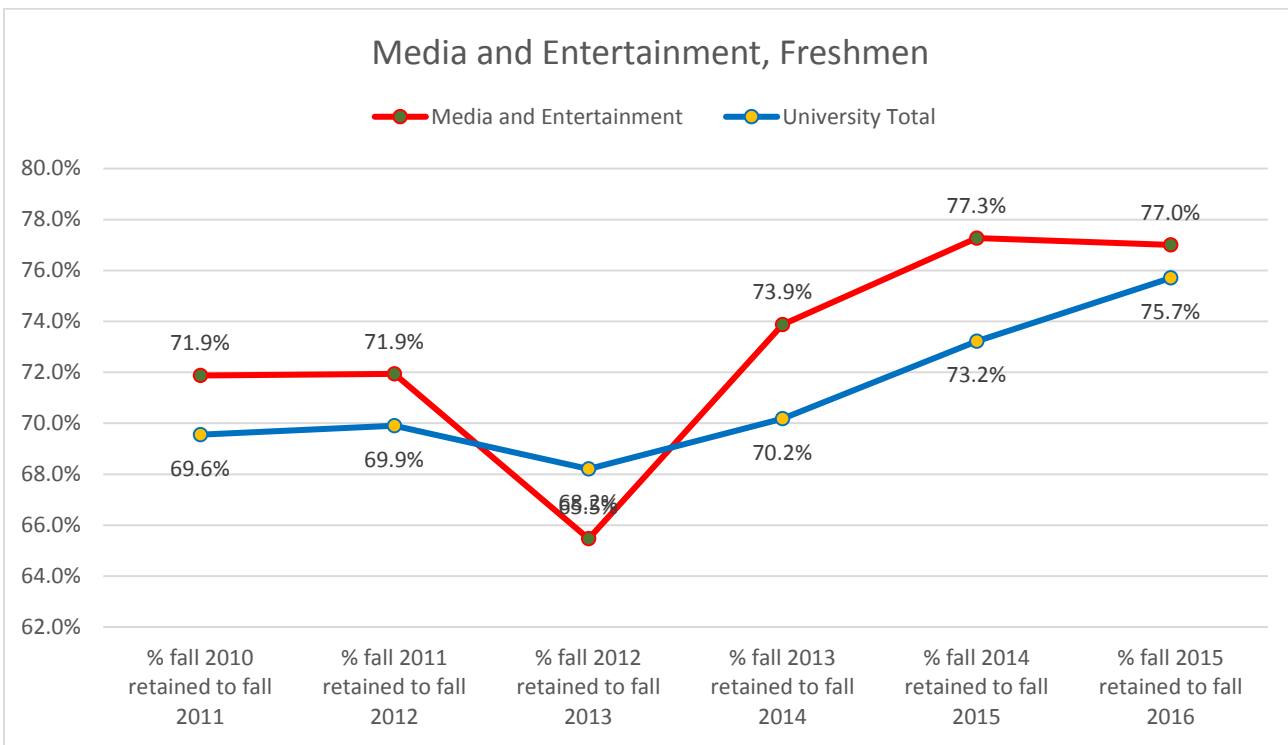
Freshmen, Transfers, Sophomores, Continuing Freshmen
Fall 2011 to Fall 2016

Rick Sluder
Office of Student Success
October 4, 2016

Data Source: IEPR fall census file data. For more detailed information, please contact Rick Sluder or Chris Brewer

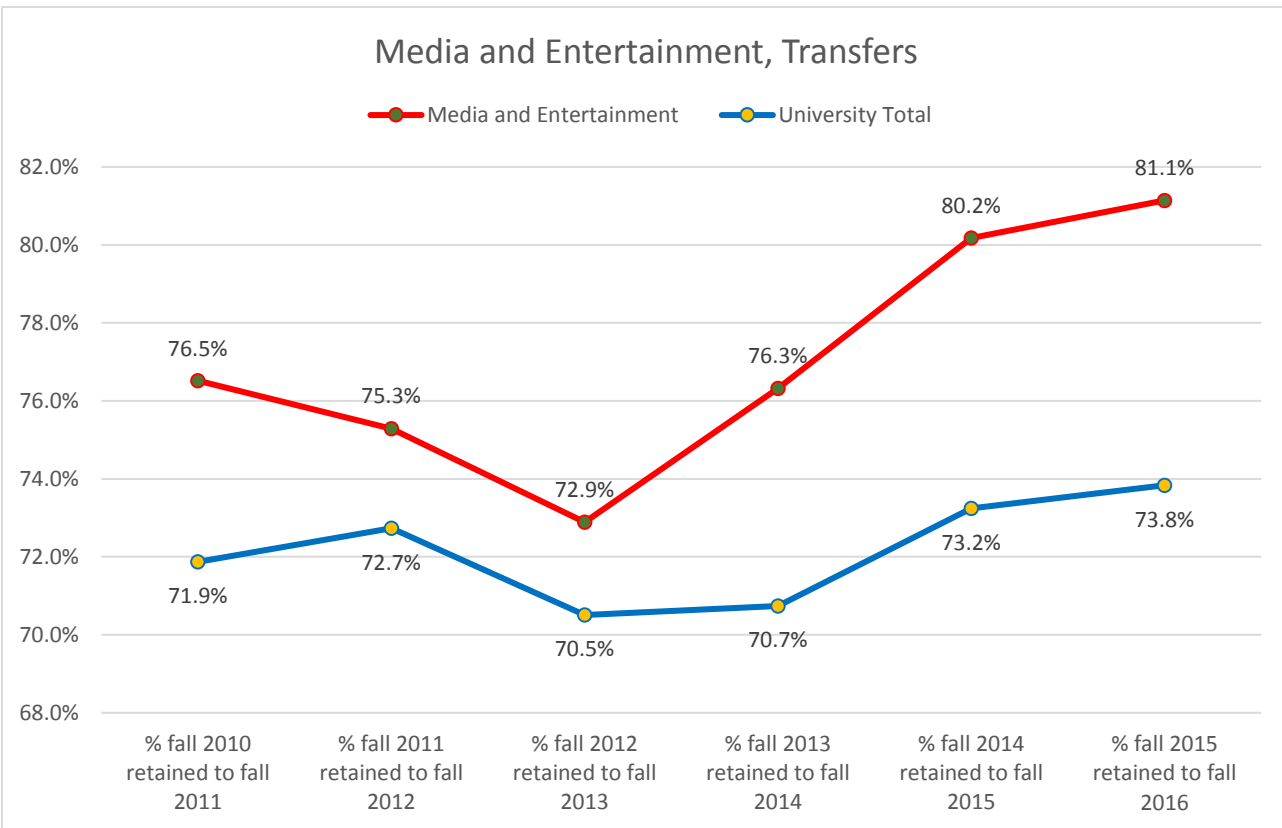
FTPT Freshmen Retention

College/Department	% fall 2010 retained to fall 2011	% fall 2011 retained to fall 2012	% fall 2012 retained to fall 2013	% fall 2013 retained to fall 2014	% fall 2014 retained to fall 2015	% fall 2015 retained to fall 2016
Media and Entertainment	71.9%	71.9%	65.5%	73.9%	77.3%	77.0%
Electronic Media Communication	71.2%	74.7%	69.8%	73.5%	79.5%	84.8%
Journalism	71.6%	77.5%	72.5%	80.2%	81.6%	80.2%
Recording Industry	72.2%	68.6%	61.7%	71.0%	74.3%	71.9%
Academic Focus						100.0%
University Total	69.6%	69.9%	68.2%	70.2%	73.2%	75.7%



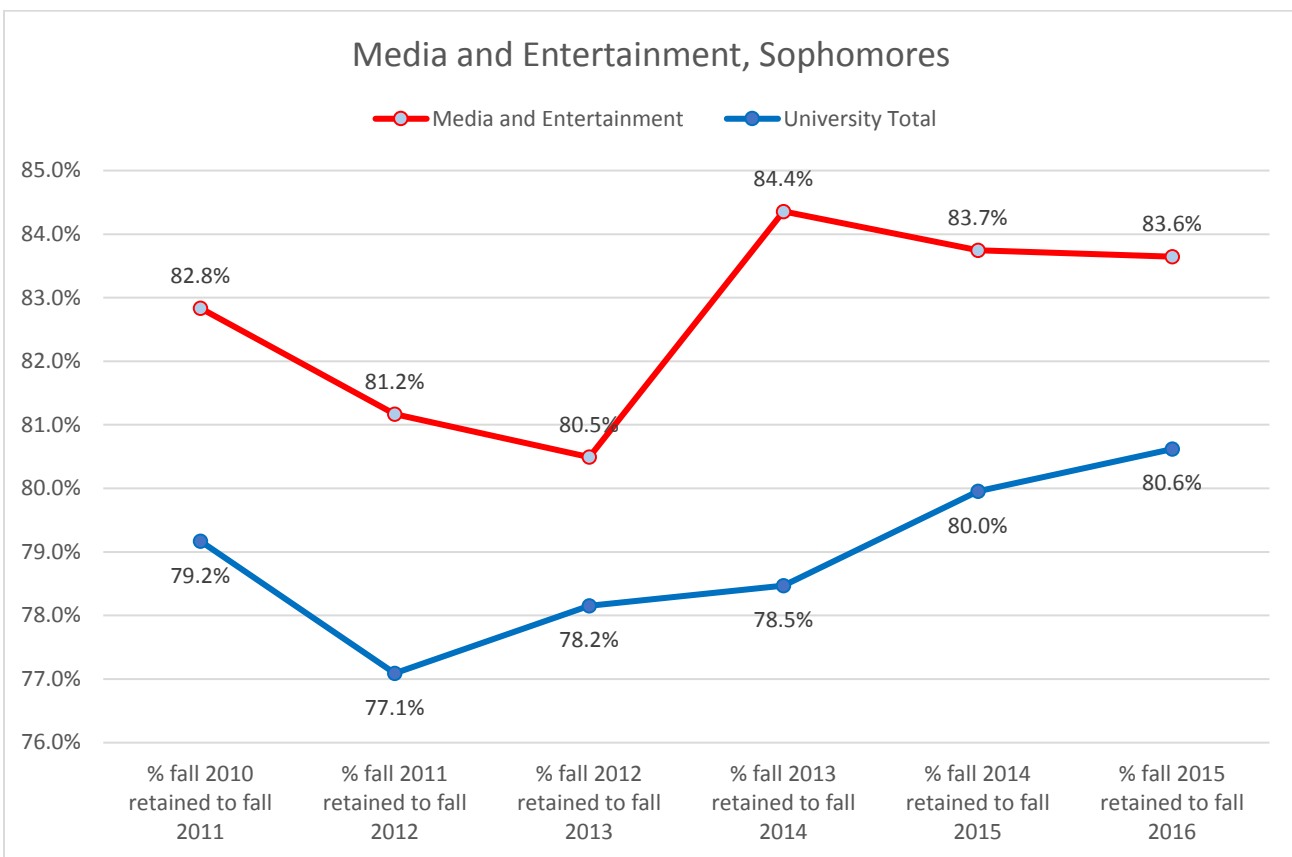
FTPT Transfer Retention

College/Department	% fall 2010 retained to fall 2011	% fall 2011 retained to fall 2012	% fall 2012 retained to fall 2013	% fall 2013 retained to fall 2014	% fall 2014 retained to fall 2015	% fall 2015 retained to fall 2016
Media and Entertainment	76.5%	75.3%	72.9%	76.3%	80.2%	81.1%
Electronic Media Communication	75.8%	82.9%	72.3%	77.3%	79.5%	86.7%
Journalism	78.5%	80.7%	71.4%	78.3%	74.5%	85.1%
Recording Industry	75.9%	71.9%	73.4%	75.0%	82.9%	77.5%
Academic Focus						0.0%
University Total	71.9%	72.7%	70.5%	70.7%	73.2%	73.8%



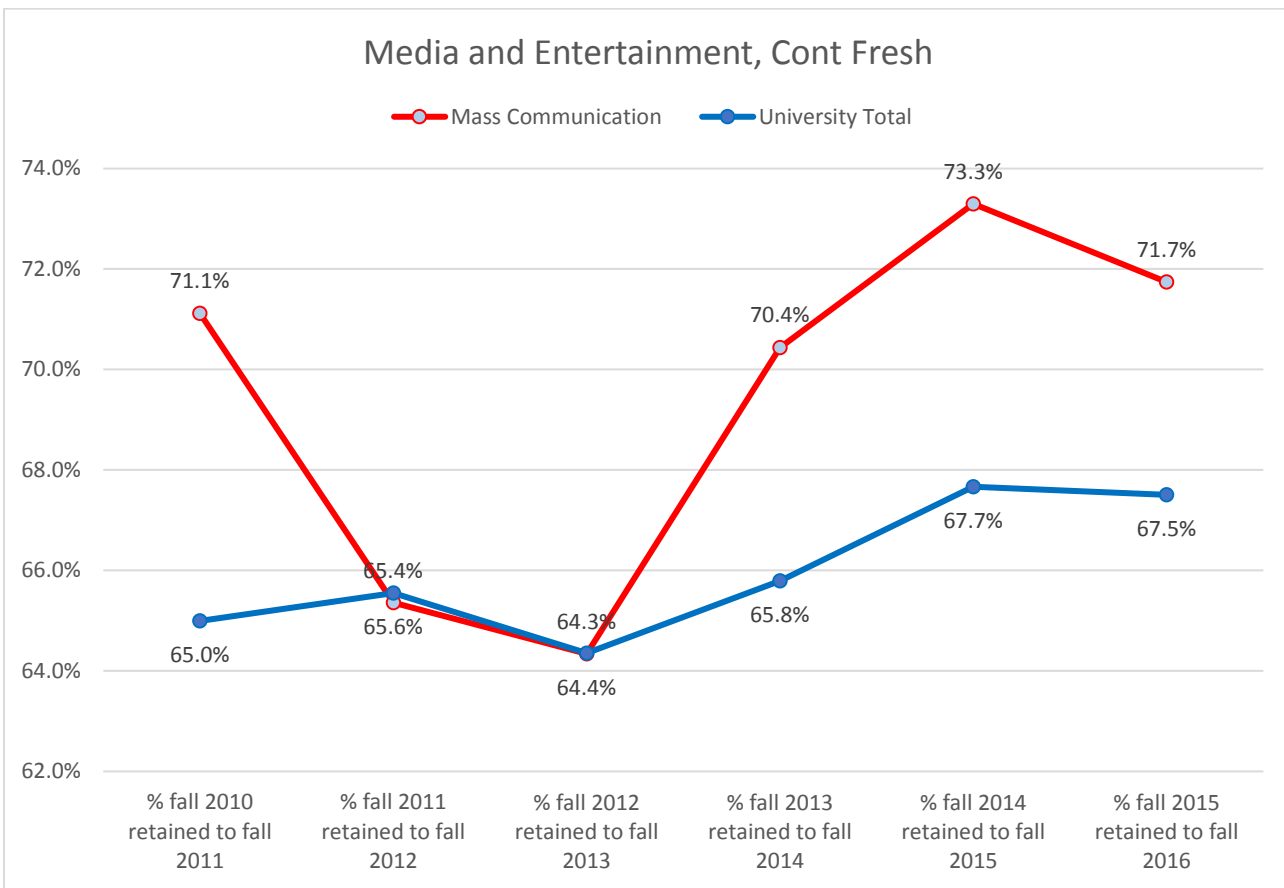
FTPT Sophomore Retention

College/Department	% fall 2010 retained to fall 2011	% fall 2011 retained to fall 2012	% fall 2012 retained to fall 2013	% fall 2013 retained to fall 2014	% fall 2014 retained to fall 2015	% fall 2015 retained to fall 2016
Media and Entertainment	82.8%	81.2%	80.5%	84.4%	83.7%	83.6%
Electronic Media Communication	85.9%	78.4%	86.1%	87.2%	84.6%	87.3%
Journalism	86.0%	85.7%	84.4%	83.9%	89.5%	84.7%
Recording Industry	79.3%	79.8%	76.0%	83.3%	80.0%	81.6%
Academic Focus						0.0%
University Total	79.2%	77.1%	78.2%	78.5%	80.0%	80.6%



FTPT Continuing Freshmen Retention

College/Department	% fall 2010 retained to fall 2011	% fall 2011 retained to fall 2012	% fall 2012 retained to fall 2013	% fall 2013 retained to fall 2014	% fall 2014 retained to fall 2015	% fall 2015 retained to fall 2016
Mass Communication	71.1%	65.4%	64.3%	70.4%	73.3%	71.7%
Electronic Media Communication	69.6%	54.7%	64.8%	67.9%	72.5%	71.4%
Journalism	71.8%	71.6%	71.9%	75.9%	74.5%	70.4%
Recording Industry	71.2%	66.3%	60.7%	69.0%	73.1%	73.9%
Academic Focus						33.3%
University Total	65.0%	65.6%	64.4%	65.8%	67.7%	67.5%



UC Fall Census Retention Profile

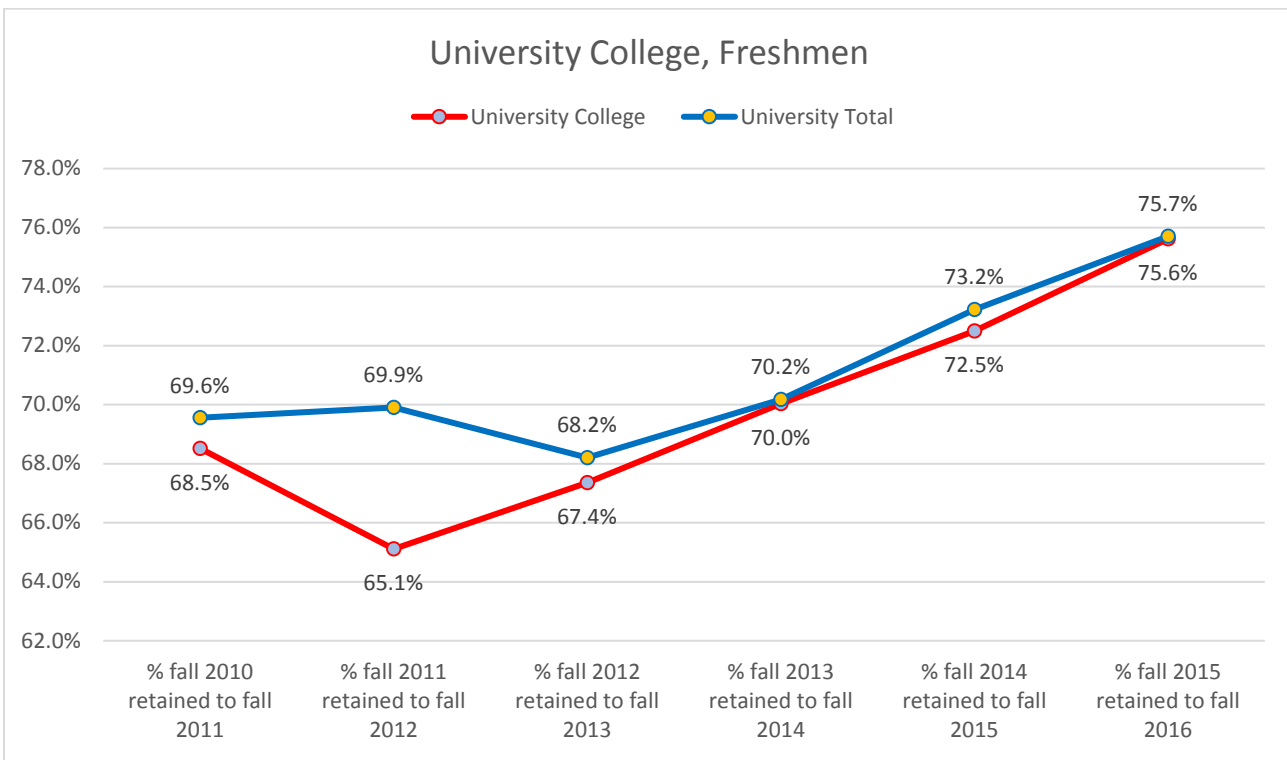
Freshmen, Transfers, Sophomores, Continuing Freshmen
Fall 2011 to Fall 2016

Rick Sluder
Office of Student Success
October 4, 2016

Data Source: IEPR fall census file data. For more detailed information, please contact Rick Sluder or Chris Brewer

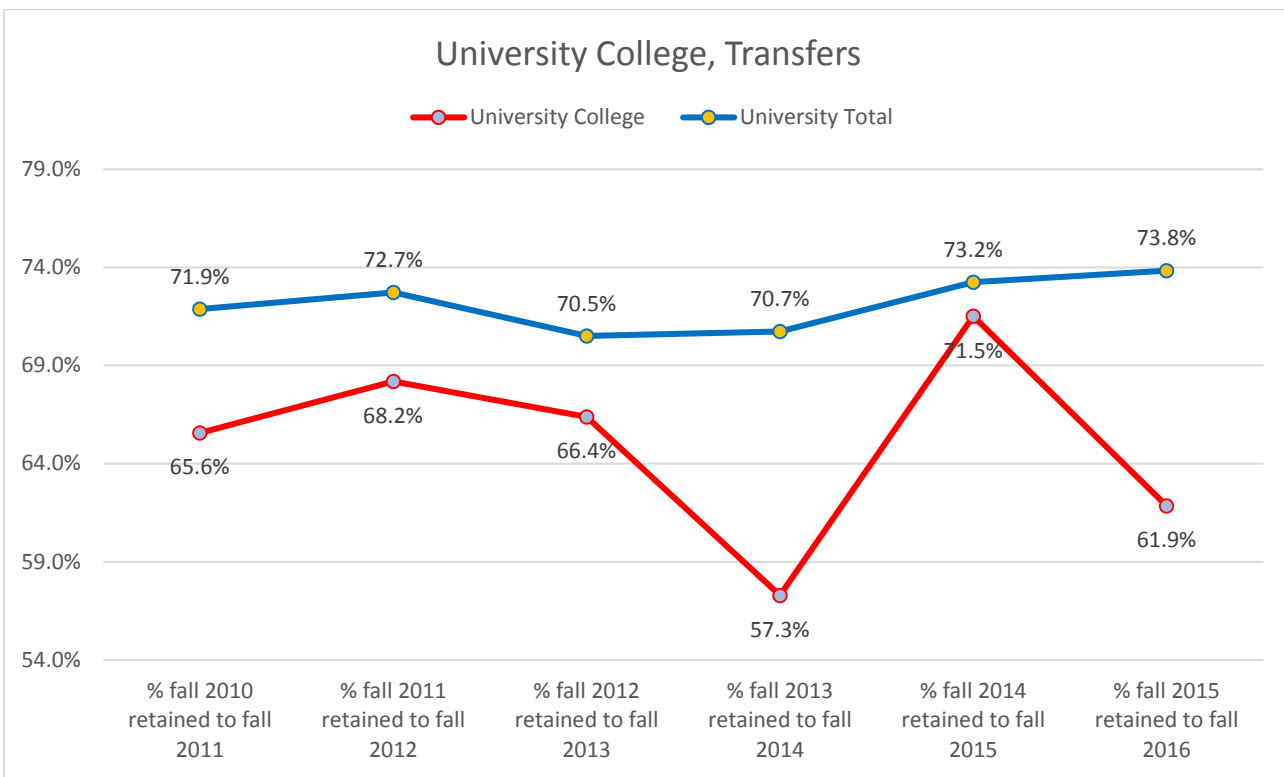
FTPT Freshmen Retention

College/Department	% fall 2010 retained to fall 2011	% fall 2011 retained to fall 2012	% fall 2012 retained to fall 2013	% fall 2013 retained to fall 2014	% fall 2014 retained to fall 2015	% fall 2015 retained to fall 2016
University College	68.5%	65.1%	67.4%	70.0%	72.5%	75.6%
Undeclared	68.4%	64.9%	67.4%	70.1%	72.7%	
University Studies	100.0%	100.0%	50.0%	50.0%		
University College	50.0%	100.0%	100.0%	100.0%	0.0%	37.5%
Academic Focus						76.5%
University Total	69.6%	69.9%	68.2%	70.2%	73.2%	75.7%



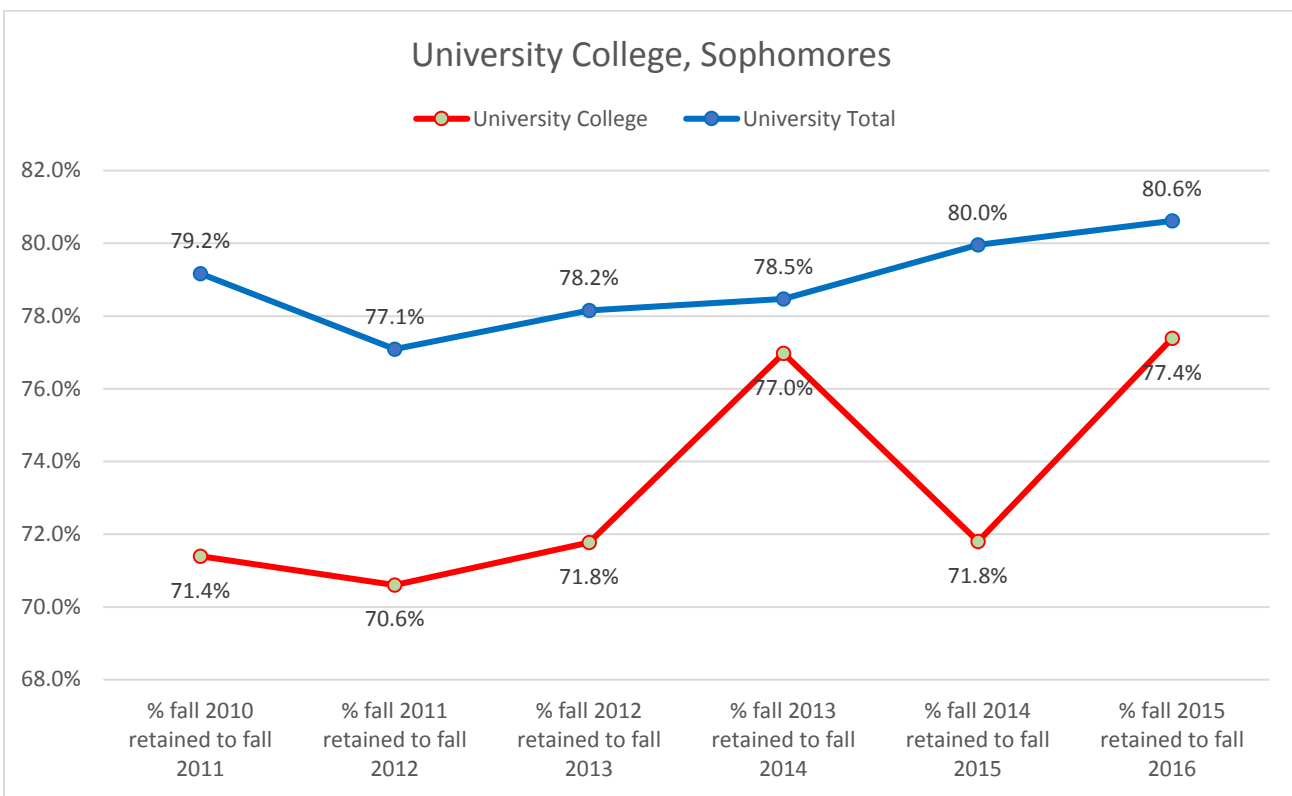
FTPT Transfer Retention

College/Department	% fall 2010 retained to fall 2011	% fall 2011 retained to fall 2012	% fall 2012 retained to fall 2013	% fall 2013 retained to fall 2014	% fall 2014 retained to fall 2015	% fall 2015 retained to fall 2016
University College	65.6%	68.2%	66.4%	57.3%	71.5%	61.9%
Undeclared	65.7%	68.4%	66.2%	49.1%	66.7%	
University Studies	66.7%	83.3%	57.1%	80.0%	90.0%	63.6%
University College	64.9%	66.7%	67.5%	68.2%	75.0%	67.7%
Academic Focus						48.2%
University Total	71.9%	72.7%	70.5%	70.7%	73.2%	73.8%



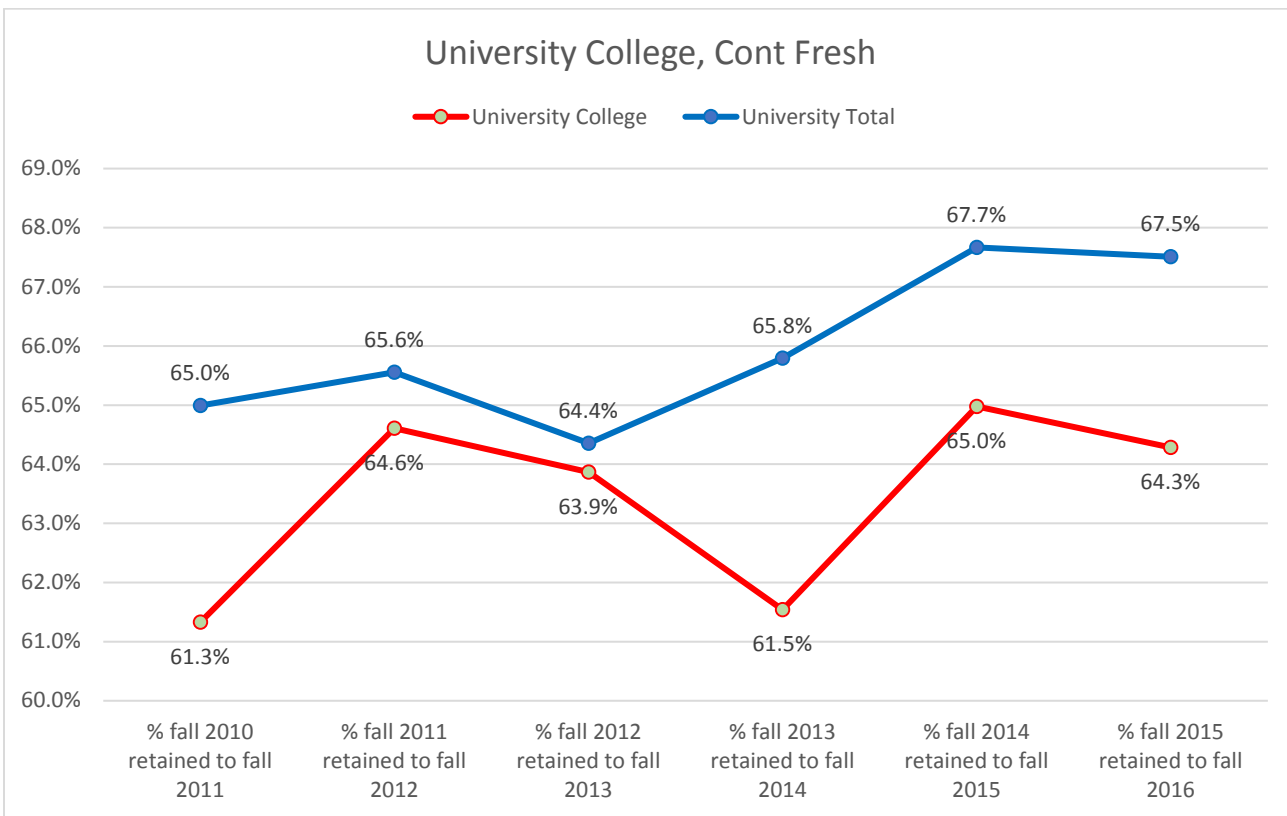
FTPT Sophomore Retention

College/Department	% fall 2010 retained to fall 2011	% fall 2011 retained to fall 2012	% fall 2012 retained to fall 2013	% fall 2013 retained to fall 2014	% fall 2014 retained to fall 2015	% fall 2015 retained to fall 2016
University College	71.4%	70.6%	71.8%	77.0%	71.8%	77.4%
Undeclared	73.0%	72.2%	75.5%	79.4%	73.1%	
University Studies	63.6%	40.0%	25.0%	77.8%	68.8%	80.0%
University College	64.7%	68.5%	63.6%	70.9%	69.6%	69.3%
Academic Focus						84.0%
University Total	79.2%	77.1%	78.2%	78.5%	80.0%	80.6%



FTPT Continuing Freshmen Retention

College/Department	% fall 2010 retained to fall 2011	% fall 2011 retained to fall 2012	% fall 2012 retained to fall 2013	% fall 2013 retained to fall 2014	% fall 2014 retained to fall 2015	% fall 2015 retained to fall 2016
University College	61.3%	64.6%	63.9%	61.5%	65.0%	64.3%
Undeclared	61.8%	67.1%	64.4%	62.1%	64.9%	
University Studies	20.0%	20.0%	42.9%	66.7%	75.0%	50.0%
University College	60.0%	37.5%	62.5%	56.0%	63.2%	57.6%
Academic Focus						65.8%
University Total	65.0%	65.6%	64.4%	65.8%	67.7%	67.5%



First Time Freshmen Persistence, 4-17-17				
	2014	2015	2016	Difference
College	% Retained	% Retained	% Retained	2016-2015
Basic and Applied Sciences	91.1%	89.4%	89.5%	0.1%
Behavioral and Health Sciences	91.7%	91.7%	91.1%	-0.6%
Business	92.6%	90.0%	92.1%	2.1%
Education	92.9%	95.2%	92.5%	-2.7%
Liberal Arts	88.0%	91.3%	91.0%	-0.3%
University College	91.1%	87.1%	92.2%	5.0%
Media and Entertainment	91.5%	91.7%	92.7%	1.0%
Grand Total	91.1%	90.2%	91.0%	0.8%

Continuing Freshmen Persistence, 4-17-17				
	2014	2015	2016	Difference
College	% Retained	% Retained	% Retained	2016-2015
Basic and Applied Sciences	81.6%	79.2%	82.2%	3.1%
Behavioral and Health Sciences	82.1%	80.0%	79.4%	-0.6%
Business	81.1%	78.3%	84.1%	5.7%
Education	75.0%	81.1%	86.8%	5.7%
Liberal Arts	72.1%	79.4%	72.5%	-6.9%
University College	75.6%	79.6%	76.3%	-3.3%
Media and Entertainment	79.6%	84.2%	74.8%	-9.4%
Grand Total	79.6%	80.0%	79.8%	-0.1%

Sophomore Persistence, 4-17-17				
	2014	2015	2016	Difference
College	% Retained	% Retained	% Retained	2016-2015
Basic and Applied Sciences	89.7%	88.3%	88.7%	0.4%
Behavioral and Health Sciences	87.8%	89.5%	88.3%	-1.2%
Business	86.6%	88.8%	86.7%	-2.1%
Education	93.0%	89.0%	86.6%	-2.4%
Liberal Arts	90.2%	90.1%	89.4%	-0.6%
University College	82.7%	84.8%	80.1%	-4.7%
Media and Entertainment	92.8%	89.6%	93.3%	3.7%
Grand Total	89.0%	88.9%	88.5%	-0.4%

Transfer Persistence, 4-17-17				
	2014	2015	2016	Difference
College	% Retained	% Retained	% Retained	2016-2015
Basic and Applied Sciences	84.1%	86.2%	82.3%	-3.9%
Behavioral and Health Sciences	85.0%	84.3%	82.7%	-1.6%
Business	82.3%	83.1%	86.6%	3.6%
Education	87.2%	89.4%	89.4%	0.1%
Liberal Arts	83.8%	86.4%	86.8%	0.4%
University College	89.0%	76.3%	73.9%	-2.4%
Media and Entertainment	92.3%	90.8%	91.7%	0.9%
Grand Total	85.7%	85.0%	84.2%	-0.7%

First Time Freshmen Persistence, 4-17-17

	2014			2015			2016			% Point
Level/College/Dept	Enrolled Fall	# Retained	% Retained	Enrolled Fall	# Retained	% Retained	Enrolled Fall	# Retained	% Retained	Difference
										2016-2015
Undergraduate	2932	2672	91.1%	2803	2529	90.2%	2841	2586	91.0%	
Basic and Applied Sciences	926	844	91.1%	884	790	89.4%	961	860	89.5%	0.1%
Academic Focus				2	2	100.0%	13	13	100.0%	0.0%
Aerospace	119	112	94.1%	100	94	94.0%	162	147	90.7%	-3.3%
Agribusiness and Agriscience	79	67	84.8%	61	57	93.4%	100	88	88.0%	-5.4%
Biology	161	146	90.7%	199	176	88.4%	205	184	89.8%	1.3%
Chemistry	322	298	92.5%	232	209	90.1%	201	184	91.5%	1.5%
Computer Science	71	63	88.7%	94	83	88.3%	89	76	85.4%	-2.9%
Concrete and Construction Mgmt							37	32	86.5%	86.5%
Concrete Industry Management	10	9	90.0%	20	19	95.0%				-95.0%
Engineering Technology	126	113	89.7%	138	118	85.5%	120	103	85.8%	0.3%
Geosciences	5	5	100.0%	8	7	87.5%	6	6	100.0%	12.5%
Mathematical Sciences	17	16	94.1%	14	12	85.7%	21	20	95.2%	9.5%
Physics and Astronomy	16	15	93.8%	16	13	81.3%	7	7	100.0%	18.8%
Behavioral and Health Sciences	603	553	91.7%	532	488	91.7%	587	535	91.1%	-0.6%
Academic Focus							1	1	100.0%	100.0%
Criminal Justice	85	76	89.4%	61	55	90.2%	64	56	87.5%	-2.7%
Health and Human Performance	104	96	92.3%	109	104	95.4%	116	106	91.4%	-4.0%
Human Sciences	60	55	91.7%	64	60	93.8%	50	47	94.0%	0.2%
Nursing	254	234	92.1%	192	172	89.6%	236	220	93.2%	3.6%
Psychology	79	71	89.9%	83	74	89.2%	103	90	87.4%	-1.8%
Social Work	21	21	100.0%	23	23	100.0%	17	15	88.2%	-11.8%
Business	282	261	92.6%	309	278	90.0%	279	257	92.1%	2.1%
Academic Focus				5	3	60.0%	15	14	93.3%	33.3%
Accounting	60	57	95.0%	48	45	93.8%	36	35	97.2%	3.5%
Computer Information Systems	9	9	100.0%	27	26	96.3%	25	22	88.0%	-8.3%
Economics and Finance	21	19	90.5%	50	45	90.0%	36	31	86.1%	-3.9%
Management	123	109	88.6%	153	137	89.5%	120	112	93.3%	3.8%
Marketing	69	67	97.1%	26	22	84.6%	47	43	91.5%	6.9%
Education	99	92	92.9%	63	60	95.2%	67	62	92.5%	-2.7%
Academic Focus				2	1	50.0%	4	2	50.0%	0.0%
Elementary and Special Ed	99	92	92.9%	61	59	96.7%	63	60	95.2%	-1.5%
Liberal Arts	332	292	88.0%	276	252	91.3%	290	264	91.0%	-0.3%
Academic Focus				2	2	100.0%	13	11	84.6%	-15.4%
Art	44	43	97.7%	45	43	95.6%	35	31	88.6%	-7.0%
Comm Studies & Org Comm	3	3	100.0%	3	3	100.0%	5	5	100.0%	0.0%
Economics and Finance	2	2	100.0%	3	2	66.7%	4	4	100.0%	33.3%
English	44	36	81.8%	27	25	92.6%	38	34	89.5%	-3.1%
Foreign Languages and Lit	14	14	100.0%	8	7	87.5%	18	14	77.8%	-9.7%
Global Studies	10	9	90.0%	4	4	100.0%	4	4	100.0%	0.0%
History	20	18	90.0%	15	13	86.7%	12	11	91.7%	5.0%
Music	122	102	83.6%	79	73	92.4%	70	65	92.9%	0.5%
Philosophy	5	4	80.0%	3	3	100.0%	6	6	100.0%	0.0%
Political Sci & Intl Relations	36	35	97.2%	55	48	87.3%	50	46	92.0%	4.7%
Sociology and Anthropology	14	11	78.6%	11	9	81.8%	19	17	89.5%	7.7%
Theatre and Dance	18	15	83.3%	21	20	95.2%	16	16	100.0%	4.8%
University College	360	328	91.1%	365	318	87.1%	204	188	92.2%	5.0%
Academic Focus	359	327	91.1%	357	313	87.7%	196	181	92.3%	4.7%
Regents Online Degree Program	1	1	100.0%	8	5	62.5%				-62.5%
University College							4	3	75.0%	75.0%
University Studies							4	4	100.0%	100.0%
Media and Entertainment	330	302	91.5%	374	343	91.7%	453	420	92.7%	1.0%
Academic Focus				2	2	100.0%	2	2	100.0%	0.0%
Electronic Media Communication	98	90	91.8%	124	119	96.0%	120	114	95.0%	-1.0%
Journalism	61	57	93.4%	49	46	93.9%	69	62	89.9%	-4.0%
Recording Industry	171	155	90.6%	199	176	88.4%	262	242	92.4%	3.9%
Grand Total	2932	2672	91.1%	2803	2529	90.2%	2841	2586	91.0%	0.8%

Continuing Freshmen Persistence, 4-17-17

	2014			2015			2016			% Point Difference
Level/College/Dept	Enrolled Fall	# Retained	% Retained	Enrolled Fall	# Retained	% Retained	Enrolled Fall	# Retained	% Retained	2016-2015
Undergraduate	1800	1432	79.6%	1702	1361	80.0%	1432	1143	79.8%	
Basic and Applied Sciences	479	391	81.6%	509	403	79.2%	377	310	82.2%	3.1%
Academic Focus				5	5	100.0%	2	1	50.0%	-50.0%
Aerospace	68	64	94.1%	80	74	92.5%	51	41	80.4%	-12.1%
Agribusiness and Agriscience	47	41	87.2%	52	40	76.9%	38	31	81.6%	4.7%
Biology	74	53	71.6%	75	55	73.3%	62	53	85.5%	12.2%
Chemistry	126	102	81.0%	104	86	82.7%	68	58	85.3%	2.6%
Computer Science	50	44	88.0%	57	42	73.7%	51	41	80.4%	6.7%
Concrete and Construction Mgmt							27	21	77.8%	77.8%
Concrete Industry Management	9	8	88.9%	14	9	64.3%				-64.3%
Engineering Technology	86	67	77.9%	105	76	72.4%	62	54	87.1%	14.7%
Geosciences	4	3	75.0%	6	6	100.0%	3	2	66.7%	-33.3%
Mathematical Sciences	8	4	50.0%	6	6	100.0%	8	5	62.5%	-37.5%
Physics and Astronomy	7	5	71.4%	5	4	80.0%	5	3	60.0%	-20.0%
Behavioral and Health Sciences	429	352	82.1%	400	320	80.0%	326	259	79.4%	-0.6%
Academic Focus				1	1	100.0%	3	2	66.7%	-33.3%
Criminal Justice	62	49	79.0%	53	39	73.6%	52	41	78.8%	5.3%
Health and Human Performance	111	95	85.6%	115	93	80.9%	94	77	81.9%	1.0%
Human Sciences	52	40	76.9%	48	37	77.1%	38	30	78.9%	1.9%
Nursing	113	92	81.4%	98	81	82.7%	78	64	82.1%	-0.6%
Psychology	71	60	84.5%	63	50	79.4%	47	33	70.2%	-9.2%
Social Work	20	16	80.0%	22	19	86.4%	14	12	85.7%	-0.6%
Business	244	198	81.1%	203	159	78.3%	226	190	84.1%	5.7%
Academic Focus				5	3	60.0%	6	5	83.3%	23.3%
Accounting	36	30	83.3%	27	22	81.5%	27	25	92.6%	11.1%
Computer Information Systems	30	20	66.7%	19	14	73.7%	25	23	92.0%	18.3%
Economics and Finance	24	21	87.5%	31	26	83.9%	34	31	91.2%	7.3%
Management	117	95	81.2%	88	69	78.4%	95	78	82.1%	3.7%
Marketing	37	32	86.5%	33	25	75.8%	39	28	71.8%	-4.0%
Education	68	51	75.0%	74	60	81.1%	68	59	86.8%	5.7%
Academic Focus				3	3	100.0%	6	6	100.0%	0.0%
Elementary and Special Ed	68	51	75.0%	71	57	80.3%	62	53	85.5%	5.2%
Liberal Arts	172	124	72.1%	136	108	79.4%	120	87	72.5%	-6.9%
Academic Focus				4	4	100.0%	2	1	50.0%	-50.0%
Art	34	21	61.8%	21	15	71.4%	21	16	76.2%	4.8%
Comm Studies & Org Comm	17	13	76.5%	9	7	77.8%	7	7	100.0%	22.2%
Economics and Finance	2	0	0.0%	2	2	100.0%	2	1	50.0%	-50.0%
English	18	14	77.8%	22	18	81.8%	16	14	87.5%	5.7%
Foreign Languages and Lit	5	3	60.0%	10	9	90.0%	11	6	54.5%	-35.5%
Global Studies	8	8	100.0%	3	3	100.0%	3	2	66.7%	-33.3%
History	18	14	77.8%	15	14	93.3%	6	3	50.0%	-43.3%
Music	26	21	80.8%	5	2	40.0%	9	7	77.8%	37.8%
Philosophy	2	0	0.0%	5	3	60.0%	6	3	50.0%	-10.0%
Political Sci & Intl Relations	24	15	62.5%	25	18	72.0%	24	18	75.0%	3.0%
Sociology and Anthropology	9	8	88.9%	12	11	91.7%	7	3	42.9%	-48.8%
Theatre and Dance	9	7	77.8%	3	2	66.7%	6	6	100.0%	33.3%
University College	217	164	75.6%	196	156	79.6%	156	119	76.3%	-3.3%
Academic Focus	194	149	76.8%	161	131	81.4%	117	94	80.3%	-1.0%
Regents Online Degree Program	19	11	57.9%	33	24	72.7%				-72.7%
University College							36	23	63.9%	63.9%
University Studies	4	4	100.0%	2	1	50.0%	3	2	66.7%	16.7%
Media and Entertainment	191	152	79.6%	184	155	84.2%	159	119	74.8%	-9.4%
Academic Focus				3	2	66.7%	3	2	66.7%	0.0%
Electronic Media Communication	65	55	84.6%	50	44	88.0%	51	39	76.5%	-11.5%
Journalism	33	25	75.8%	39	31	79.5%	38	29	76.3%	-3.2%
Recording Industry	93	72	77.4%	92	78	84.8%	67	49	73.1%	-11.6%
Grand Total	1800	1432	79.6%	1702	1361	80.0%	1432	1143	79.8%	-0.1%

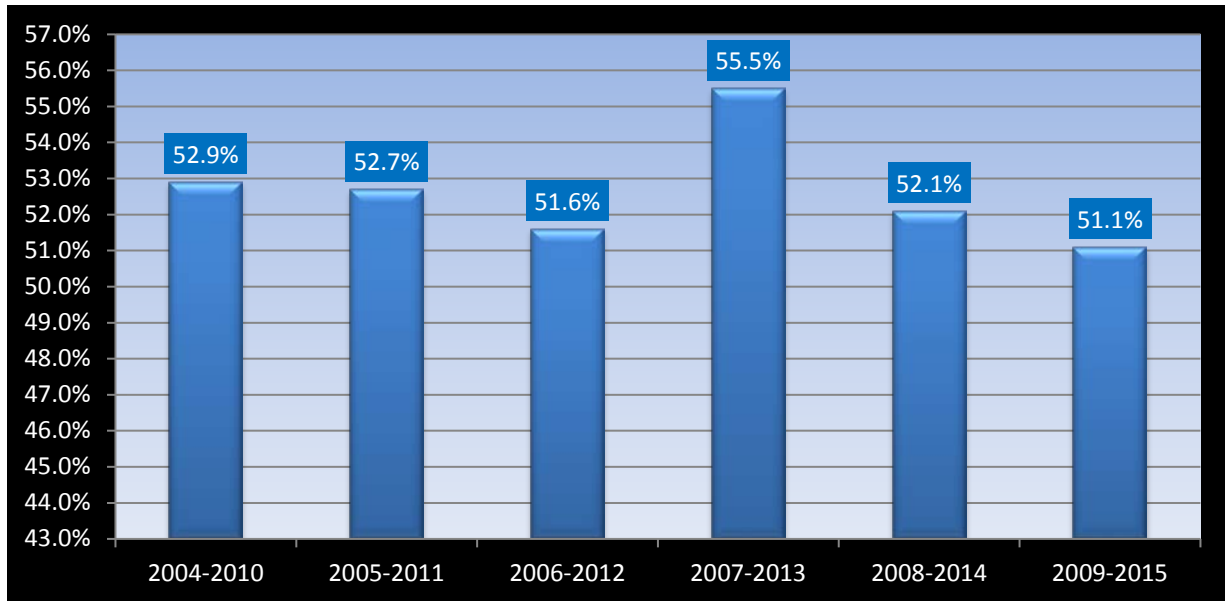
Sophomore Persistence, 4-17-17

	Fall Term									% Point
	2014			2015			2016			Difference
Level/College/Dept	Enrolled Fall	# Retained	% Retained	Enrolled Fall	# Retained	% Retained	Enrolled Fall	# Retained	% Retained	2016-2015
Undergraduate	4111	3659	89.0%	3978	3537	88.9%	3922	3472	88.5%	
Basic and Applied Sciences	939	842	89.7%	965	852	88.3%	1008	894	88.7%	0.4%
Academic Focus				9	7	77.8%	5	2	40.0%	-37.8%
Aerospace	135	129	95.6%	161	148	91.9%	161	153	95.0%	3.1%
Agribusiness and Agriscience	106	92	86.8%	97	85	87.6%	99	88	88.9%	1.3%
Biology	139	122	87.8%	172	153	89.0%	198	175	88.4%	-0.6%
Chemistry	233	205	88.0%	183	167	91.3%	193	170	88.1%	-3.2%
Computer Science	88	81	92.0%	89	73	82.0%	94	86	91.5%	9.5%
Concrete and Construction Mgmt							62	55	88.7%	88.7%
Concrete Industry Management	29	28	96.6%	21	20	95.2%				-95.2%
Engineering Technology	147	129	87.8%	166	140	84.3%	146	122	83.6%	-0.8%
Geosciences	15	15	100.0%	14	12	85.7%	14	14	100.0%	14.3%
Mathematical Sciences	36	31	86.1%	32	29	90.6%	21	17	81.0%	-9.7%
Physics and Astronomy	11	10	90.9%	21	18	85.7%	15	12	80.0%	-5.7%
Behavioral and Health Sciences	1094	960	87.8%	1004	899	89.5%	966	853	88.3%	-1.2%
Academic Focus				2	2	100.0%	2	1	50.0%	-50.0%
Criminal Justice	142	123	86.6%	141	125	88.7%	139	127	91.4%	2.7%
Health and Human Performance	333	294	88.3%	278	250	89.9%	276	243	88.0%	-1.9%
Human Sciences	130	118	90.8%	142	127	89.4%	134	119	88.8%	-0.6%
Nursing	246	217	88.2%	215	192	89.3%	195	172	88.2%	-1.1%
Psychology	181	155	85.6%	166	152	91.6%	152	134	88.2%	-3.4%
Social Work	62	53	85.5%	60	51	85.0%	68	57	83.8%	-1.2%
Business	516	447	86.6%	565	502	88.8%	535	464	86.7%	-2.1%
Academic Focus				4	2	50.0%	11	7	63.6%	13.6%
Accounting	108	100	92.6%	108	101	93.5%	85	78	91.8%	-1.8%
Computer Information Systems	61	55	90.2%	65	54	83.1%	67	59	88.1%	5.0%
Economics and Finance	56	50	89.3%	68	62	91.2%	77	66	85.7%	-5.5%
Management	216	179	82.9%	243	214	88.1%	233	199	85.4%	-2.7%
Marketing	75	63	84.0%	77	69	89.6%	62	55	88.7%	-0.9%
Education	187	174	93.0%	154	137	89.0%	149	129	86.6%	-2.4%
Academic Focus				5	4	80.0%	6	3	50.0%	-30.0%
Elementary and Special Ed	187	174	93.0%	149	133	89.3%	143	126	88.1%	-1.1%
Liberal Arts	500	451	90.2%	473	426	90.1%	444	397	89.4%	-0.6%
Academic Focus				1	0	0.0%	3	2	66.7%	66.7%
Art	64	60	93.8%	73	64	87.7%	64	60	93.8%	6.1%
Comm Studies & Org Comm	66	60	90.9%	79	71	89.9%	52	43	82.7%	-7.2%
Economics and Finance	8	7	87.5%	5	5	100.0%	6	6	100.0%	0.0%
English	62	55	88.7%	65	57	87.7%	63	57	90.5%	2.8%
Foreign Languages and Lit	25	22	88.0%	23	23	100.0%	25	21	84.0%	-16.0%
Global Studies	25	23	92.0%	29	28	96.6%	14	12	85.7%	-10.8%
History	45	35	77.8%	42	34	81.0%	39	36	92.3%	11.4%
Music	68	61	89.7%	42	42	100.0%	51	50	98.0%	-2.0%
Philosophy	8	6	75.0%	2	2	100.0%	3	1	33.3%	-66.7%
Political Sci & Intl Relations	73	67	91.8%	73	67	91.8%	74	61	82.4%	-9.3%
Sociology and Anthropology	32	31	96.9%	21	16	76.2%	24	23	95.8%	19.6%
Theatre and Dance	24	24	100.0%	18	17	94.4%	26	25	96.2%	1.7%
University College	266	220	82.7%	230	195	84.8%	226	181	80.1%	-4.7%
Academic Focus	171	142	83.0%	119	108	90.8%	108	97	89.8%	-0.9%
Regents Online Degree Program	79	64	81.0%	101	79	78.2%				-78.2%
University College							108	75	69.4%	69.4%
University Studies	16	14	87.5%	10	8	80.0%	10	9	90.0%	10.0%
Media and Entertainment	609	565	92.8%	587	526	89.6%	594	554	93.3%	3.7%
Academic Focus				1	1	100.0%	3	3	100.0%	0.0%
Electronic Media Communication	204	193	94.6%	198	177	89.4%	159	146	91.8%	2.4%
Journalism	110	102	92.7%	89	80	89.9%	153	146	95.4%	5.5%
Recording Industry	295	270	91.5%	299	268	89.6%	279	259	92.8%	3.2%
Grand Total	4111	3659	89.0%	3978	3537	88.9%	3922	3472	88.5%	-0.4%

Transfer Persistence, 4-17-17

	Fall Term									% Point
	2014			2015			2016			Difference
Level/College/Dept	Enrolled Fall	# Retained	% Retained	Enrolled Fall	# Retained	% Retained	Enrolled Fall	# Retained	% Retained	2016-2015
Undergraduate	1809	1550	85.7%	2018	1715	85.0%	1865	1571	84.2%	
Basic and Applied Sciences	384	323	84.1%	464	400	86.2%	441	363	82.3%	-3.9%
Academic Focus				8	7	87.5%	6	4	66.7%	-20.8%
Aerospace	50	44	88.0%	52	45	86.5%	48	40	83.3%	-3.2%
Agribusiness and Agriscience	36	29	80.6%	38	33	86.8%	52	46	88.5%	1.6%
Biology	63	51	81.0%	65	54	83.1%	88	72	81.8%	-1.3%
Chemistry	81	67	82.7%	93	81	87.1%	90	77	85.6%	-1.5%
Computer Science	42	36	85.7%	61	53	86.9%	40	27	67.5%	-19.4%
Concrete and Construction Mgmt							30	21	70.0%	70.0%
Concrete Industry Management	9	8	88.9%	9	8	88.9%				-88.9%
Engineering Technology	73	62	84.9%	96	79	82.3%	50	42	84.0%	1.7%
Geosciences	8	6	75.0%	10	9	90.0%	2	2	100.0%	10.0%
Mathematical Sciences	17	15	88.2%	25	24	96.0%	27	26	96.3%	0.3%
Physics and Astronomy	5	5	100.0%	7	7	100.0%	8	6	75.0%	-25.0%
Behavioral and Health Sciences	460	391	85.0%	496	418	84.3%	428	354	82.7%	-1.6%
Academic Focus							1	1	100.0%	100.0%
Criminal Justice	63	50	79.4%	59	51	86.4%	45	37	82.2%	-4.2%
Health and Human Performance	92	83	90.2%	113	99	87.6%	111	92	82.9%	-4.7%
Human Sciences	47	39	83.0%	74	58	78.4%	43	38	88.4%	10.0%
Nursing	120	101	84.2%	109	86	78.9%	95	80	84.2%	5.3%
Psychology	103	89	86.4%	101	88	87.1%	91	71	78.0%	-9.1%
Social Work	35	29	82.9%	40	36	90.0%	42	35	83.3%	-6.7%
Business	232	191	82.3%	307	255	83.1%	299	259	86.6%	3.6%
Academic Focus				5	3	60.0%	11	8	72.7%	12.7%
Accounting	58	53	91.4%	55	43	78.2%	63	53	84.1%	5.9%
Computer Information Systems	24	19	79.2%	35	30	85.7%	33	29	87.9%	2.2%
Economics and Finance	20	15	75.0%	36	33	91.7%	18	15	83.3%	-8.3%
Management	94	73	77.7%	123	104	84.6%	130	113	86.9%	2.4%
Marketing	36	31	86.1%	53	42	79.2%	44	41	93.2%	13.9%
Education	86	75	87.2%	94	84	89.4%	85	76	89.4%	0.1%
Academic Focus				13	11	84.6%	8	6	75.0%	-9.6%
Elementary and Special Ed	86	75	87.2%	81	73	90.1%	77	70	90.9%	0.8%
Liberal Arts	253	212	83.8%	235	203	86.4%	219	190	86.8%	0.4%
Academic Focus				6	5	83.3%	2	2	100.0%	16.7%
Art	30	24	80.0%	32	26	81.3%	27	24	88.9%	7.6%
Comm Studies & Org Comm	11	9	81.8%	20	19	95.0%	13	11	84.6%	-10.4%
Economics and Finance	5	4	80.0%	5	5	100.0%	9	7	77.8%	-22.2%
English	40	32	80.0%	46	39	84.8%	35	29	82.9%	-1.9%
Foreign Languages and Lit	15	13	86.7%	15	12	80.0%	16	15	93.8%	13.8%
Global Studies	5	4	80.0%	8	7	87.5%	3	3	100.0%	12.5%
History	33	28	84.8%	33	31	93.9%	28	27	96.4%	2.5%
Music	47	35	74.5%	9	8	88.9%	17	15	88.2%	-0.7%
Philosophy	3	2	66.7%	1	0	0.0%	7	4	57.1%	57.1%
Political Sci & Intl Relations	30	28	93.3%	36	30	83.3%	37	30	81.1%	-2.3%
Sociology and Anthropology	25	24	96.0%	18	17	94.4%	14	13	92.9%	-1.6%
Theatre and Dance	9	9	100.0%	6	4	66.7%	11	10	90.9%	24.2%
University College	172	153	89.0%	194	148	76.3%	176	130	73.9%	-2.4%
Academic Focus	90	76	84.4%	56	40	71.4%	40	30	75.0%	3.6%
Regents Online Degree Program	72	67	93.1%	127	101	79.5%				-79.5%
University College							132	96	72.7%	72.7%
University Studies	10	10	100.0%	11	7	63.6%	4	4	100.0%	36.4%
Media and Entertainment	222	205	92.3%	228	207	90.8%	217	199	91.7%	0.9%
Academic Focus				1	1	100.0%	2	2	100.0%	0.0%
Electronic Media Communication	55	50	90.9%	76	71	93.4%	59	54	91.5%	-1.9%
Journalism	44	43	97.7%	31	29	93.5%	54	50	92.6%	-1.0%
Recording Industry	123	112	91.1%	120	106	88.3%	102	93	91.2%	2.8%
Grand Total	1809	1550	85.7%	2018	1715	85.0%	1865	1571	84.2%	-0.7%

MTSU Official Six-Year Graduation Rates Fall Cohorts 2004 through 2009



Cohorts include summer first-time, full-time freshmen who returned for the fall semester, in addition to the fall first-time, full-time freshmen. Graduation rates reflect graduation from any Tennessee public institution within six years.

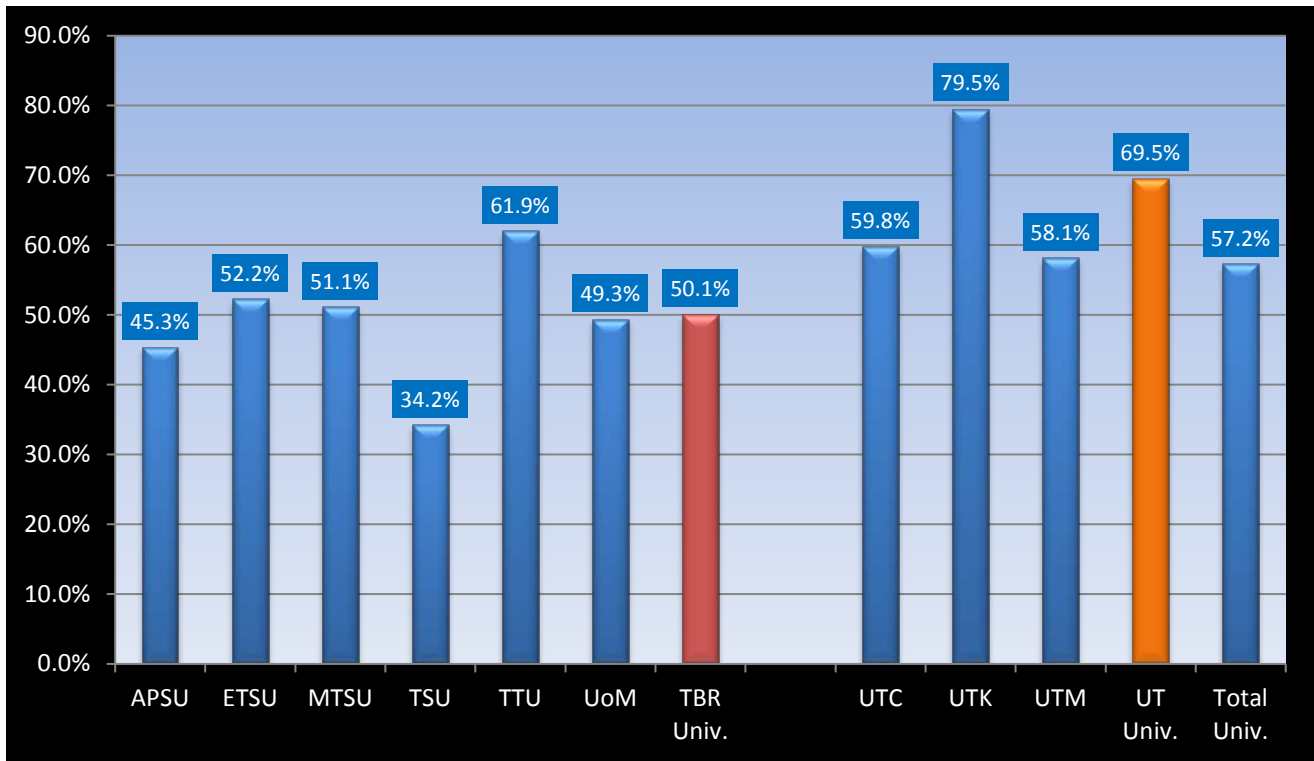
Data Source: Tennessee Higher Education Commission

Graph: MTSU Office of Institutional Effectiveness, Planning and Research

Official Six-Year Graduation Rates: 2009-2015

Tennessee Public Universities

Fall 2009 Freshman Cohorts*



Cohorts include summer first-time, full-time freshmen who returned for the fall semester, in addition to the fall first-time, full-time freshmen. Graduation rates reflect graduation from any Tennessee public institution within six years.

Data Source: Tennessee Higher Education Commission

Graph: MTSU Office of Institutional Effectiveness, Planning and Research