

**East Carolina University  
FACULTY SENATE  
FULL MINUTES OF MARCH 15, 2016**

The seventh regular meeting of the 2015-2016 Faculty Senate was held on Tuesday, March 15, 2016, at 2:10 pm in the Mendenhall Great Rooms.

**Agenda Item I. Call to Order**

John Stiller, Chair of the Faculty called the meeting to order at 2:10 pm.

**Agenda Item II. Approval of Minutes**

The January 26, 2016 meeting minutes were approved as distributed and action on the February 23, 2016 minutes were postponed until April.

**Agenda Item III. Special Order of the Day**

A. Roll Call

Senators absent were: Professors Zoller and Tierno (Art and Design), Del Vecchio (Business), Allen (Chemistry), Cotterill (Dental Medicine), Crane-Mitchell (Human Development and Family Sciences), Apetz (Medicine) and Chancellor Ballard.

Alternates present were: Professors Ferguson for Broome (Dental Medicine), Coghill for Cable (Health Sciences Library) and Meggs for Parrish (Interior Design and Merchandising).

B. Announcements

The Chancellor was out of town today attending the American Council on Education meeting in San Francisco.

Reminder that the April 19, 2016 Faculty Senate meeting will be held in the same location as today: Harvey Hall in the Murphy Center. The April 26, 2016 Faculty Senate meeting location has changed back to the Mendenhall Student Center Great Rooms.

As of today, the Chancellor has not yet acted on the resolutions from the February 23, 2016 Faculty Senate meeting.

Academic Committee Chairs are reminded that Committee Annual Reports are due in the Faculty Senate office by May 1, 2016.

All faculty are invited to attend the Scholar-Teacher Awards Symposium scheduled for Thursday, March 31, 2016 from 1:30 - 3:30 p.m. at the East Carolina Heart Institute. More information is available from Dorothy Muller at 328-2367 in the Office for Faculty Excellence.

The Distance Education and Learning Technology Committee offered one additional amendment to the proposed Standard Operating Procedures for Access to Blackboard (attachment 5), Special Considerations for Course Content Access (fifth paragraph), as follows:

~~“ECU has an absolute and irrevocable license to use "traditional works" created by the faculty for university education or research use except in limited circumstances.~~ **As a condition of employment, EHRA Employees shall be deemed to have granted the University a perpetual, non-exclusive, non-transferrable, royalty-free license to use Traditional or Non-Directed Works and Sponsored or Externally Contracted Works owned by them for the University’s own education or research use, unless such license will impede**

**scholarly publication or similar activities, or violate provision of a contract between the EHRA employee and a third-party.** Any questions regarding usage should be directed to [ECU's Copyright Officer](#) and to the [Copyright Regulation](#).”

Members of the Faculty Officers' Nominating Committee are now soliciting faculty volunteers to serve as 2016/17 Faculty officers. Terms are one year with the privilege of reelection. Elections of new Officers will take place in the Faculty Senate on Tuesday, April 26, with service beginning July 1, 2016. Those interested in serving in this leadership capacity are asked to please contact a member of the Nominating Committee no later than Friday, April 1. Committee members include Professors Al Jones (Education), Nelson Cooper (Health and Human Performance), Rebecca Powers (Sociology), Tim Christensen (Biology) and Susie Harris (Allied Health Sciences). Please contact the Chair of the Nominating Committee, Professor Al Jones at [jonesp@ecu.edu](mailto:jonesp@ecu.edu) if you have any questions.

C. Rondall Rice, Director

Director Rondall Rice, Director of the [University Studies Program](#) discussed the activities of the program and provided the following comments.

Being a historian and aware of the significance of this date in history, as well as the sometime contentious debates in this body about the University Studies program during the program's formation, I was at first hesitant to accept an invitation to appear before a Senate on the Ides of March. However, unlike Caesar, I can come to the Senate bearing good news and report on a very positive relationship with and for our constituents. I am honored for the invitation to speak with you today; thank you to the Chair and the Senators for the invitation.

Our program would not be as successful as it has been, while also assuring academic rigor and proper preparation of our students, without the superb work of our Faculty Oversight Committee. I would like to publically thank them again, and recognize each one here, and two of our eleven members are Senators.

Chair: Mark McCarthy, College of Business

Vice Chair: Susannah Berry, College of Health and Human Performance

Thomas Harriot College of Arts and Sciences – Humanities

Marianne Montgomery (Chair, 2014-2015) (Senator)

College of Allied Health Sciences: Robert Kulesher (Senator)

Thomas Harriot College of Arts and Sciences – Social Sciences: Lester Zeager

College of Education: Eric Kisling

College of Fine Arts and Communication: Greg Hurley

College of Health and Human Performance – Kinesiology/Health Ed/Recreation

Susan McGhee

Thomas Harriot College of Arts and Sciences – Natural Sciences/Mathematics

Terri Woods

College of Engineering and Technology: Janet Sanders

College of Nursing: Jane Miles

At the 7<sup>th</sup> National Conference of Individualized Majors Programs in 2015, at the University of Massachusetts at Amherst, I presented a paper on our Faculty Oversight Committee and the positives derived from having this group—especially in the proposal approval process. Since that time, I have received a number of requests for our committee guidelines and operations manual. At this time, I have yet to find another interdisciplinary program in the country that uses a faculty committee, with representatives from each college, in such a manner. It benefits our students,

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strengthens our program, and provides multiple levels of assurance for ECU regarding the quality of the program and degree.

In Academic Year 2014-2015, the FOC examined 139 proposals. By the end of July 2016, the committee members will have reviewed more than 225 during the current academic year. Every University Studies student must submit a Degree Plan and Proposal and obtain the approval of the Faculty Oversight Committee in order to continue in the major. The internal debates and discussions can be spirited and I have always found them very enlightening. Each student's proposal is strengthened by these discussions and the committee's changes. The committee first ensures that the proposed plan does not duplicate or infringe upon an established ECU degree program. They also ensure the student selects a proper title for their thematic core, which is the heart of the degree's major's classes, and the title will be on the student's transcript and often listed on their resumes as their "concentration." The committee approves the vast majority of proposals, but usually with changes to the titles and/or the thematic core classes. They have rejected proposals, and we have sent students back to traditional majors if and when it was appropriate.

Prior to the student submitting a proposal, and during the initial meeting with our University Studies advisors, we ask all of them what they would have done, and where would they have gone without this program being available. To date, 85% of our students would have left ECU or college altogether without University Studies. The mean number of credit hours at the time of declaration for all of our students to date is 91 completed hours, and most students were actively enrolled in additional classes at the time of declaration. The highest to date was a student who had 209 completed hours and no degree. These students would have left college because they did not have a clear path to graduation otherwise. Their routes were blocked or severely constricted due to GPAs, changing majors and extended time to complete all of the new requirements, or at the end of, or running out of, financial aid. Our typical student is faced with a combination of these factors.

Having this program at ECU has helped 130 students to date earn a degree. Most of those will go to work here in eastern NC—helping meet ECU's strategic goal of transforming the region and the state.

This program has assisted each and every college at ECU that offers undergraduate programs and classes. To date, and from the point our students would have left ECU and college, our students have enrolled, or plan to enroll, in excess of 16,000 credit hours and have taken classes in all colleges with undergraduate courses. In tuition and the four mandatory fees alone, these students have paid or will pay in excess of \$6 million dollars to ECU.

We encourage our students to earn minors and certificates whenever possible, and almost 29% of our students add minors or certificates to their degree plans. The top ones are: Child Development and Family Relations, the Business Administration minor and entrepreneur certificate, a Communications minor, and an art minor. These additional academic credentials will benefit them in their careers, and it benefits those programs and others each semester.

My personal assessment is that we likely are near the peak of students who are active at ECU who will find their way to University Studies. I believe that as we move forward, our intake among current students will roughly equate to those who graduate or do not finish. However, I believe that we have not yet scratched the surface of new students, and I think those students will come from part-way home students in North Carolina who learn about our program, and the military audience, be they active duty, Guard, Reserve, or spouses of those who serve.

Our program is very transfer friendly, and many military students and spouses will come to us as the word spreads. Having served 29 years in uniform, I can assure you that even before the age of the internet and social media, the strongest and fastest network around the world is the military spouse network! We have already seen some of these efforts pay off. We have a current student taking online classes from a ship patrolling the Pacific Ocean. We had a military spouse from

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Seymour-Johnson who could not complete her ECU degree due to a move overseas, but she finished last summer with us, completing her internship at the Spangdahlem Air Force Base's Child Development Center (Germany). This student earned a degree that was otherwise unobtainable without significant additional time, classes, and money to start in the major at a different university. Instead, she finished her degree from ECU, and she was immediately offered a job at the center. By this summer, I hope to see more military and family member students apply to ECU from the Fort Bragg area. The University's Bilateral Agreements Committee approved an agreement between our program and Fayetteville Technical Community College last fall, and the Provost signed the agreement with the FTCC president on November 10<sup>th</sup>. We believe this will bring many new military students to the university, and also fulfil ECU's mission to become more military friendly and accessible.

We are already seeing the word spread among part-way home students and those re-entering ECU. I would submit Ms. Amy Lee as a perfect example. Amy is a single mom who returned to ECU after taking a few years off from college. She started at ECU in the fall of 2003 and took classes continuously (including summers) at ECU through the summer of 2008. Five years, with 129 earned hours, and having tried two different majors, she was still not close to finishing her degree, so she left. She returned to ECU full-time six years later, due to our program, and took a full class load despite parental duties at home and working full time. She finished her University Studies degree, with a thematic core of "Rural Child and Family Outreach Services," in the spring of 2015, winning our award as the top research paper in the capstone course. Amy's research paper, "Rural Communities Benefit: Integrated Approaches to Child and Family Services," examined services in Bertie County, NC. Amy found the lack of adequate transportation was the main reason families did not participate in available services. She believed a local government-organized approach, especially if coupled with education on available services and an effort to reduce the stigma of accepting help, would vastly improve child and family services in rural areas and benefit these communities. With her Bachelor's of Science in University Studies completed, Amy applied to graduate school, and is currently in the Child Development and Family Relations Master's degree program at ECU.

I will end by noting that national studies have shown that students gain their first post-bachelor's degree job in an area directly related to their degree only 17% of the time. Fully recognizing that our sample size is small, and the program remains relatively new, 53% of those who responded to our post-graduation survey have jobs directly related to their thematic cores. We also have five students in graduate school—three of them remained here at ECU for their studies.

These are just a few statistics and stories from a wide variety of ones I could share with you, ranging from joyous and uplifting to heartbreaking. I will close by ensuring you that, along with the Faculty Oversight Committee, we remain dedicated to supporting our students and helping them achieve their dreams without sacrificing academic rigor or content. Each of our students receives a thorough review by our faculty panel as they outline their degree, and the University Studies advisors and I ensure that they follow those plans. I personally approve each students' capstone experience, ensuring that it flows from and completes their degree studies, and I provide a summation to the Faculty Oversight Committee for each hopeful graduate at the start of their final term. The capstone course itself is a rigorous, Writing Intensive course that requires each student to work in an area related to their degree, to pause and reflect upon what they are doing, and then write about their experiences. I will continue to guide the program with a goal of helping students obtain a degree that our program, the faculty, and the university would be proud to stand behind.

Thank you again for the opportunity to speak with you today, and I look forward to your questions."

Professor Maher (Philosophy and Religious Studies) thanked Director Rice for his remarks and stated that early in the planning of the program there were back and forth discussions about the proposed

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BSUS proposal with suggestions for strengthening the academic program by including faculty oversight. Professor Maher stated that he now feels that it is a strong program and, with Professor Nelson Cooper's leadership along with Director Rice's, the program is rigorous and strong.

Professor Robinson (Mathematics) expressed his appreciation for the report. He asked whether military personnel were primarily taking courses online. Professor Rice replied that currently there are none on base, just regular online courses and stated that, with some 3000 or 4000 courses not yet available online, the faculty oversight committee helps soldiers find available online courses that meet the needs and are a close fit.

Professor Montgomery (English) thanked Director Rice for his remarks and stated that, as past chair of the Faculty Oversight Committee, members have had some spirited and strong discussions and feel proud of what the Committee has done. There has been some overlap seen, in which case students have been referred to a major to consider. With students that have not come to the program with strong academic records in a traditional major, we advise them to explore traditional, regular majors at ECU first and other times the students come back with a strong articulated reason why the BSUS is the best fit for them as individuals. We should all be proud of this program at ECU.

Professor Kain (English) stated that she was impressed with the data that Director Rice provided about the students who have graduated from the program and their success. Director Rice was effective in obtaining that information; many departments have trouble with this activity. Director Rice responded that getting the data has been a challenge.

D. Lisa Ormond, Chair of the Staff Senate

Ms. Lisa Ormond, Chair of the [Staff Senate](#) discussed the activities of the organization including communication between staff employees and EPA non-teaching faculty. In keeping with its mission, staff senate held a meeting about the faculty equity survey. Staff Senate appreciates the Faculty Senate support for the staff contained in Resolution 15-16. UNC staff assembly is supporting and advocating for support for all staff. As of July 1, a new compensation system will be rolled for the state employees to replace the current banding system. The ECU staff will remain on that banding system for now and determine how well the new state system is working before adopting the system. The Staff Senate is working with Human Resources to discuss issues and concerns about migration to the new system. The current system is not bad but has never been properly funded. ECU is leading the effort to raise salaries to appropriate levels with a minimum hiring level of \$26.5 K. Each university is required to provide a scorecard based on benchmarks and campus comparisons. The UNC president should recommend minimum levels for allocations to bring staff position salaries up to market rate. ECU salaries are 85% of market. Another new policy is a staff recognition program with nominations for a statewide Erskin Bowles award for outstanding staff members. There is a nomination process for the award. Staff Senate efforts going forward include providing professional development and leadership education opportunities, including bringing in speakers; working on the mission statement including community service; and developing scholarships for staff children. Staff senate continues to build relationship with faculty senate and SGA.

Professor Robinson (Mathematics) said he appreciated comments on the faculty resolution. He asked about the lowest salary of an ECU employee and stated that it was lower than the federal poverty level for families. Ms. Ormond replied that the Staff Senate has expressed concerns about salary levels, noting that if the market rates were adjusted, the situation would improve for several staff

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employees. She noted that in the 2014 salary study, North Carolina was in the lower percentage of staff salaries but did not have the most recent salary information.

Professor Montgomery (English) expressed agreement that both the Faculty and Staff Senates should work together. She asked if she heard correctly that ECU's employee salaries are at 85% the market rate. Ms. Ormond reiterated that was the case and the goal is for all staff to receive salaries at the market rate for their employment category.

**E. Cynthia Deale, Faculty Assembly Delegate**

Professor Cynthia Deale (Hospitality Management) provided a report on the February 26, 2016, UNC Faculty Assembly Meeting, relating to materials provided at the meeting. She stated that discussion included faculty roles, responsibilities, and workload; faculty satisfaction, salaries and benefits; NC gap; partway home students and ideas for online and blended provision and evaluation of those programs; raises and retention; and the Boston consulting group report. Professor Deale reported that the Assembly discussed that departments are best at determining teaching activity. President Margaret Spellings joined the Faculty Assembly for lunch. Following, the assembly considered case studies of ethics and faculty leadership. Professor Deale noted that the NC Connect Bond issue was on the ballot today (March 15, 2016).

Professor Popke (Geography, Planning and Environment) asked why ECU's Faculty Workload policy was a part of the Faculty Assembly materials being discussed at the meeting. He noted that the UNC systems report to the Board of Governors on faculty workload policies describes workload according to the number of courses whereas ECU's workload policy is tied to student credit hour production and not courses. The report also provided a non-quantitative sample that was a better mathematical matrix of what the Board of Governors wanted. It was suggested that maybe Drexel's policy was included because it used a different metric. Professor Deale replied that ECU's policy was not discussed in particular but provided as a sample policy.

**F. John Stiller, Chair of the Faculty**

Chair Stiller made the following remarks to the Faculty Senate.

"Those of you worried about having to sit through an impassioned diatribe today, please relax. Certainly there are a number of pressing topics upon which I might attempt to wax eloquent; however, eloquence would seem strangely out of place today, given some of the political drama that is unfolding in North Carolina and across the nation. I will limit my remarks to a brief update on the University's search for a new Chancellor.

Of course, in order to participate on the Search Committee I was required to sign a confidentiality agreement, meaning I cannot relay much in the way of details. What I can do is give you a bit of information on the current state of the search and the timetable going forward. The weekend before last, the one before spring break, the search committee met in Raleigh to narrow the field of applicants down to a group of finalists. At this point in the search, it had been my hope that we would be able to have open forums where each finalist would meet with a representative cross-section of faculty, staff, students and our broader university and community constituencies. Unfortunately, this option has not materialized. I say unfortunately because I think both the University community and the candidates would benefit greatly from a chance to interact and gain some perspective about a potential future working relationship; however, this was not my call. There will be an opportunity for some faculty, staff and students to meet with candidates, but there will be no public events or announcement of the finalists.

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After finalist interviews, the search committee will narrow its list to three candidates, all of whom would be considered by the majority of the Committee to be qualified to be our next Chancellor. This list will be forwarded to the Board of Trustees for approval at their April meeting, then on to President Spellings for her review. President Spellings will send her recommendation from among these candidates to the Board of Governors for final approval. The goal remains to have a new Chancellor in place, or at least identified, when Dr. Ballard steps down at the end of June. At present, I expect we will keep to this timetable. Unfortunately, that is about all I can share with you at present.

In closing, let me remind you all to vote if you haven't already. Not only is the ConnectNC bond issue on the ballot but, let's face it, this may be the closest most of us will ever get to being part of a reality TV show.

I'd be happy to take any questions."

There were no questions for Chair Stiller following his remarks.

G. Approval of Spring 2016 Graduation List, including Honors Program graduates.

Professor Gilliland (Medicine), moved approval of the Spring 2016 Graduation List, including Honors Program graduates. The motion was seconded and was approved by the Senate. **Resolution #16-16**

H. Question Period

There were no questions to come before the body.

**Agenda Item IV. Unfinished Business**

There was no unfinished business to come before the body.

**Agenda Item V. Report of Graduate Council**

Professor Denise Donica (Allied Health Sciences), Chair of the Graduate Council, presented curriculum and academic matters acted on and recorded in the [February 15, 2016](#) Graduate Council meeting minutes, which included Curriculum actions (GC 15-26), within the Graduate Curriculum Committee meeting minutes from [January 20, 2016](#), including packages submitted by the Department of Geography, Planning and Environment; Department of Public Health; Department of Technology Systems; Department of Health Education and Promotion; and College of Nursing and Programmatic actions forwarded to Educational Policies and Planning Committee, including the Department of Geography, Proposal of New Concentration: Professional Science Master's [Geographic Information System (GIS)]

There was no discussion and the curriculum and academic matters acted on and recorded in the [February 15, 2016](#) Graduate Council meeting minutes, which included Curriculum actions (GC 15-26), within the Graduate Curriculum Committee meeting minutes from [January 20, 2016](#), were reviewed and approved as formal faculty advice to the Chancellor. **Resolution #16-17**

**Agenda Item VI. Report of Committees**

A. University Curriculum Committee

Professor Lori Flint (Education), Chair of the Committee presented curriculum and academic matters acted on and recorded in the [February 11, 2016](#) meeting minutes, including curricular actions within the Department of Geography, Planning and Environment, Department of Human Development and Family Science, Department of Health Education and Promotion, College of Fine Arts and

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Communication, College of Education and College of Nursing and the [February 18, 2016](#) meeting minutes including curricular actions within the College of Nursing and College of Engineering and Technology.

Professor Flint noted that 500 curricular actions have been completed so far this academic year. Because of the volume of packages before the committee, no further items will be accepted for deliberation this semester.

There was no discussion and the curriculum and academic matters contained in the meeting minutes [February 11, 2016](#) meeting minutes and the [February 18, 2016](#) meeting minutes were approved as presented. **Resolution #16-18**

**B. Foundations Curriculum and Instructional Effectiveness Committee**

Professor George Bailey (Philosophy and Religious Studies), Chair of the Committee, presented curriculum and academic matters acted on and recorded in the meeting minutes of [February 15, 2016](#) including approval for domestic diversity designation for AAAS 1000: Introduction to African and African American Studies.

There was no discussion and the curriculum and academic matters acted on and recorded in the meeting minutes of [February 15, 2016](#) were approved as presented. **Resolution #16-19**

**C. Libraries Committee**

Professor Robert Campbell (Allied Health Sciences), Chair of the Committee, presented a report on need to change ECU's subscriptions to Elsevier's Science Direct and move from a large journal package to a smaller set of subscribed titles. He invited Professor William Joseph Thomas, Academic Library Services, who has been working on the issues of database subscriptions, to provide information and answer any questions.

Professor Thomas stated that for the last few years the library has had to give up subscriptions to journals, subscriptions to databases, and purchases of books for budget reasons. On April 15, 10:30-12, 2-3:30 in Mendenhall there will be a forum about the change in the databases and the decision not to renew with Elsevier. Professor Thomas noted that more than a million dollars per year goes to Science Direct, and another price increase expected. Costs for "big deals" (bundled database subscriptions) have gone up over 20% in 5 years. A number of institutions are facing similar issues with these systems.

Professor Robinson (Mathematics) noted that the letter said that other ways would be used to provide access to journals. Professor Thomas said that the library would fill requests by using interlibrary loans, one-off purchases, and other means.

Professor Powers (Sociology) asked whether data be used, and what kind of data, to determine which subscriptions are used more than others and to determine whether we should continue with Science Direct and which journals we should maintain. Professor Thomas replied that the library is looking at usage but doubts that will make a difference to the Science Direct decision.

Professor Horsman (Geological Sciences) asked where are we headed, whether there is a list of journals that will continue to still be available through the library, and what the savings will be from eliminating Science Direct. Professor Thomas reported that Science Direct includes 2200 journals,

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and we are currently subscribed to 218 of those. He also noted that when ECU started the subscription with Elsevier, ECU did not have engineering or the dental school.

Following discussion, the report was accepted as information.

**D. Educational Policies and Planning Committee**

Professor George Bailey (Philosophy and Religious Studies), a member of the Committee presented curriculum and academic matters acted on and recorded in the meeting minutes of [March 4, 2016](#) including request for authorization to establish a new distance education degree program: Master of School Administration (MSA) in the Department of Educational Leadership within the College of Education; request to approve a new online graduate certificate: Behavior Specialist in the Department of Special Education, Foundations and Research within the College of Education; request to approve a new concentration: Master of Arts in Education Special Education (MAEd SPED) Intellectual Disabilities Concentration in the Department of Special Education, Foundations and Research within the College of Education; request to approve the discontinuation of the graduate certificate: Community Health Administration in the Department of Health Services and Information Management within the College of Allied Health Sciences; request to approve the Consolidation of Existing Degrees BFA in Dance Performance and BFA in Dance Education into the BFA in Dance; discontinuation of existing degrees BFA in Dance Performance and BFA in Dance Education; proposal of new concentrations: Performance and Choreography and Dance Education in the Department of Dance Performance and Dance Education within the School of Theatre and Dance; request to approve the discontinuation of existing concentration: M.A.T. Health Education in the Department of Health Education and Promotion within the College of Health and Human Performance; request to approve a degree title change from Master of Science in Technology Systems to Master of Science in Technology Management; and discontinuation of existing graduate concentrations in the Department of Technology Systems within the College of Engineering and Technology; request to approve a new concentration (MS in Geography): Professional Science Master's in Geographic Information Science in the Department of Geography, Planning and Environment; request to approve a new online graduate certificate: Student Affairs in Higher Education in the Department of Interdisciplinary Programs - Adult Education within the College of Education; Program Review revision response for the Department of Mathematics, Science and Instructional Technology Education (MSITE) within the College of Education (*Copies of items listed are available through the Faculty Senate office.*)

There was no discussion and the curriculum and academic matters acted on and recorded in the meeting minutes of [March 4, 2016](#) were approved as presented. **Resolution #16-20**

**E. Calendar Committee**

Professor Mark McCarthy (Business), Chair of the Committee, presented proposed revisions to the Fall 2016 and Spring 2017 Final Exam Schedules, noting that there were 140 exam schedule conflicts for students scheduled for two final exams at the same time. Prior to this semester, there were only a handful of conflicts. The committee determined to address this problem by moving two of the exams to late in the day on what is traditionally reading day. The first exam period would be from 4:00 pm to 6:30 pm and the second from 7:00 pm to 9:30 pm. The Committee also recommended moving the exams for the MW 5:00 and TR 5:00 classes so that all the common exams would maintain the traditional 5:00 pm start time. Professor McCarthy noted that, prior to finalizing the recommendation, the committee discussed two other alternatives, which included, in no particular order: 1) one exam on Friday during the exam week from 7:30 to 10:00, and one the last day of

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exams from 5:00 to 7:30; and 2) two exams on Saturday, one from 9:00 to 11:30 and the other from 1:00 to 3:30. The committee ultimately decided to recommend that reading day go from 8 am to 4 pm with one of the exams at 5:00 reading day.

There was no discussion and the proposed revisions to the Fall 2016 and Spring 2017 Final Exam Schedules were approved as presented. **Resolution #16-21**

Professor McCarthy then presented the proposed Summer 2017, Fall 2017, and Spring 2018 University Academic Calendars.

There was no discussion and the proposed Summer 2017 - Spring 2018 University Academic Calendars were approved as presented. **Resolution #16-22**

**F. Faculty Welfare Committee**

Prior to the Faculty Welfare Committee report, Chair Stiller provided the Faculty Senators with background information about the proposed twelve-month faculty leave policy coming forward from the Faculty Welfare Committee. He expressed thanks to Professor Robert Kulesher (Allied Health Sciences) for his diligence in keeping this policy on the minds of administration and reminded Senators that it was Professor Kulesher who asked the Chancellor in January about getting this policy in place by July 1. Chair Stiller also noted that if the policy does not go into effect July 1, 2016, and for consideration of the Board of Trustees in April, twelve-month faculty will have to wait an entire year for the leave policy to be approved. Senators can choose either to send their formal advice forward to the Chancellor or send the report back to the Faculty Welfare Committee for additional work. However, Chair Stiller suggested that to benefit the twelve-month faculty, the Senate should try to conduct a conclusive discussion today and move the policy forward.

Professor Jacqueline De Chabert-Rios (Hospitality Leadership), Chair of the Committee presented the proposed Leave Policy for Twelve-Month Faculty.

Professor Kulesher (Allied Health Sciences) spoke in favor of the policy and thanked the Committee for helping to move this process along as quickly as possible. Because of the implementation of the Kronos time keeping system, it is important that this leave policy is put in place. The new policy gives twelve-month faculty several additional days of leave and recognizes sick time that is not currently provided. The proposed policy is the same as the UNC system leave policy.

Professor Nasea (Health Sciences Library), a member of the Committee, gave an example of the differences in the ways twelve-month and nine-month faculty handle a doctor's visit, for example, and noted that twelve-month faculty have been waiting for changes to the leave policy.

Professor Anderson (Education) asked about the reference to making faculty "whole" as noted in #6 "*Faculty members would be made whole if they had a need to take FSIL during the 2 years after this Policy became effective.*" Kitty Wetherington, Asst. VC for EPA Personnel & Human Resources, stated that the sentence related to Section 11.2.1 with the idea being that, with the faculty serious illness leave policy (FSIL) and the 2 year transition period, if a faculty member had an event July 1, they would get the same 60 calendar days that faculty would get with the 12 weeks through FSIL.

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Professor Kulesher (Allied Health Sciences) asked if the faculty serious illness leave policy (FSIL) was not continuing. Lisa Sutton, Assoc. VC for Health Sciences Human Resources replied that the FSIL will always be a part of the policy going forward.

Professor Kulesher (Allied Health Sciences) also asked if community service leave and vacation bonus leave would remain. Ms. Wetherington replied that all leave awarded to twelve-month state employees would remain as set by the state and would become part of the Kronos time keeping system.

Following discussion, the proposed Leave Policy for Twelve Month Faculty was approved as formal faculty advice to the Chancellor. **Resolution #16-23**

G. Distance Education and Learning Technology Committee

Professor Timm Hackett (English), Chair of the Committee, presented first the proposed Standard Operating Procedures for Access to Blackboard and noted one additional amendment to the fifth paragraph, as follows:

~~“ECU has an absolute and irrevocable license to use "traditional works" created by the faculty for university education or research use except in limited circumstances.~~ **As a condition of employment, EHRA Employees shall be deemed to have granted the University a perpetual, non-exclusive, non-transferrable, royalty-free license to use Traditional or Non-Directed Works and Sponsored or Externally Contracted Works owned by them for the University’s own education or research use, unless such license will impede scholarly publication or similar activities, or violate provision of a contract between the EHRA employee and a third-party.** Any questions regarding usage should be directed to [ECU's Copyright Officer](#) and to the [Copyright Regulation](#).”

Professor Mazow (Anthropology) expressed concern about the additional amendment and other paragraphs in that section. She asked if the University owned course material and whether faculty who developed syllabi and course materials were required to share them with other instructors whether they wanted to or not. Professor Mazow stated that, with respect to face-to-face classes, the faculty member owns all of the rights for the course materials according to intellectual property rights as outlined in the University’s Copyright Policy. She asked about the difference in the proposed standard operating procedures for intellectual property rights in the DE policy.

In reference to the copyright policy, Professor Joseph Thomas (Academic Library Services), speaking as the person who oversees the [copyright policy](#) for ECU, stated that “shop right” gives the University rights to the class material, regardless of how the course is taught. Faculty Senate resolution #00-23, approved in April 18, 2000, provided a policy statement regarding commercial exploitation of classroom materials and stated that the materials are the intellectual of the faculty. However, this does not exclude the University’s right to use the material. For example, if a faculty member is injured in a car accident and is unable to give consent to provide course materials, the unit administrator could provide those materials to someone taking over the injured faculty member’s courses.

Professor Kain (English) stated that the procedures should be aligned to the exact wording already in the ECU Copyright Policy (or have the two linked) to avoid confusion.

Professor Montgomery (English) stated that with the hypothetical example, what if she was not hit by a car, but a colleague wanted to use her material and she didn’t want to share them. Did the

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University have the right to her materials anyway? Professor Thomas replied that yes, under the “shop right” policy, the university has the right to use materials created as part of our work compensated by the university.

Professor Morin (Communication) expressed concerns about the sentence being removed that referenced “traditional work” and stated that when it comes to online education, faculty do more than create a syllabus, power point presentation, and the like. On Blackboard, she noted, she had video lectures, and she asked whether ECU had the right to take her video lectures and share them with anyone. Professor Morin noted that these materials were her property that she created and made available on her website, providing a link only to her students. Professor Thomas replied that ECU does have the right to use video lectures because these are works created in the scope of a faculty member’s work agreement. Professor Morin replied that she was not creating these for the University to use whenever they wanted and only wanted them used when she agreed to provide them.

Professor Boklage (Medicine) stated that as long as ECU employs him and he creates course materials for courses he teach at ECU, the University has fair use of the material. He asked if it was only ECU that had this right to use ECU faculty members’ materials right or whether the right applied to the entire UNC system. Professor Thomas replied that the shop right applied only to ECU.

Professor Gustafson (Music) asked about archival recordings that were performed in public settings. Does the University own such archival recordings and what are policies about student use? For example, suppose students were involved in a recording and later wanted to take the recordings to a performance in the summer to earn money. Was the public recording allowed to be used without the faculty member’s consent? Professor Thomas replied that ECU has the shop right to use it because the recording was developed within the scope of the faculty member’s job. He noted that “shop right” does not mean that the faculty who created the work does not own it, just that ECU has the right to use it. The university does not own the materials and performances and ECU policies would not apply to other types of uses.

Professor Bailey (Philosophy and Religious Studies), a member of the Foundations Curriculum Committee, stated that the current policy was a compromise policy arrived at after 2 years of discussion with UNC GA, the goal of which was for faculty to retain ownership of materials they created. Professor Bailey suggested that, rather than ask the Distance Education Committee detailed questions about the [University’s Copyright Policy](#), faculty should look at the policy and, if after reviewing it, still had questions, faculty could bring their concerns to the Faculty Senate and request a review of the policy. The rationale for this policy does exist.

Professor Montgomery (English) asked if student access to Blackboard was controlled by Banner because there are circumstances where a student has added a course but is not added to a faculty member’s Blackboard. Sometimes it takes 6 to12 hours before Banner updates Blackboard. Can a faculty member add a student manually? Wendy Creasey, Director of Academic Technology and a member of the Committee, replied that faculty can add students manually.

Professor Hackett noted that there was a bug in the Blackboard software that will be updated and fixed soon that caused him to have several instances when students would drop a class and, three weeks later, their names would still be in the Blackboard class.

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Professor Grodner (Economics) stated that he had not read the copyright policy and wondered what happens when there is a controversy about copyright and material from a book is used in a lecture, but the material is a part of a book deal. Does it work the other way around, in other words, will the University defend the faculty member against a publisher. Paul Zigas, Senior Associate University Attorney, stated that the situation probably falls under fair use. Infringing on someone's copyrights or patent is a defense to infringement, so if a faculty member is working and using materials in the scope of his or her job, the University is going to defend the action because they are engaged in the scope of their employment. Faculty members should call the attorney's office if a faculty member receives a cease or desist copy infringement notification or needs other information.

Professor Robinson (Mathematics) asked, pertaining to public distribution of certain course roles and records of individual faculty members' student grades, what are the University policies? He stated that he had heard about grade information being provided to various online sites such as "Spotify" or "My EDU."

Professor Morehead (Chemistry/Past Chair of the Faculty) stated that the grading report from the Registrar may have been sent to a public directory in 2012 as part of a student government association arrangement with My EDU. This provision of information about grades did not relate to our internal Blackboard and Banner systems.

Professor Kain (English) noted that distributions of grades for courses was public information; consequently if a website such as "Rate my professor" requested grade distributions for various courses, that information was not being obtained through the internal systems at ECU. Some of those businesses have requested grade distribution information from state institutions under freedom of information laws. She then asked, in reference to peer review access noted in the procedures, who was a "content reviewer"?

Wendy Creasey, a member of the committee, replied that "content reviewer" was a role that could be used for those people accessing a course with most limited access, so faculty don't give more access than needed. She noted that the Committee was asked to provide clear procedures on existing policies and guidelines and add collegiality among policies and Blackboard options.

Professor Justiniano (Physics) asked what the acronym "EHRA" pertaining to faculty positions stood for. Chair Stiller replied that "EHRA" replaced the "EPA" acronym.

Following discussion, the proposed Standard Operating Procedures for Access to Blackboard was approved as amended. **Resolution #16-24**

Professor Hackett then presented a proposed Web Content Regulation. There was no discussion and the proposed Web Content Regulation was approved as formal faculty advice to the Chancellor. **Resolution #16-25**

Professor Hackett then presented a proposed Social Media Use Regulation. There was no discussion and the proposed Social Media Use Regulation was approved as formal faculty advice to the Chancellor. **Resolution #16-26**

H. Admission and Retention Policies Committee, Katie Flanagan

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Professor Flanagan presented proposed revisions to the *Undergraduate Catalog, Academic Advisement, Progression and Support Services, Sections Double Major Requirements and Dual or Second Degree Requirements*. Professor Flanagan stated that the changes and inclusion of a chart were meant to make the explanations clearer.

Professor Maher (Philosophy and Religious Studies) stated that the current text in the catalog detailing the requirements of dual baccalaureate degrees was much clearer than the proposed text (in paragraph and chart). He offered a friendly amendment to maintain the current text that read: “*To satisfy the requirements for dual baccalaureate degrees at East Carolina University, the student must complete the requirements for one baccalaureate degree program and also complete a minimum of an additional 30 semester hours through course enrollment at ECU for the other degree.*”

The friendly amendment was accepted. There was no further discussion and the proposed revisions to the *Undergraduate Catalog, Academic Advisement, Progression and Support Services, Sections Double Major Requirements and Dual or Second Degree Requirements* were approved as amended.  
**Resolution #16-27**

**Agenda Item VII. New Business**

There was no new business to come before the body at this time.

There being no further business, the meeting adjourned at 4:05 p.m.

Respectfully submitted,

Donna Kain  
Secretary of the Faculty  
Department of English

Lori Lee  
Faculty Senate

**FACULTY SENATE RESOLUTIONS APPROVED AT THE MARCH 15, 2016, MEETING**

Resolution #16-16

Approval of Spring 2016 Graduation List, including Honors Program graduates.

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Resolution #16-17

Formal faculty advice on curriculum and academic matters acted on and recorded in the [February 15, 2016](#) Graduate Council meeting minutes, which included Curriculum actions (GC 15-26), within the Graduate Curriculum Committee meeting minutes from [January 20, 2016](#), including packages submitted by the Department of Geography, Planning and Environment; Department of Public Health; Department of Technology Systems; Department of Health Education and Promotion; and College of Nursing and Programmatic actions forwarded to Educational Policies and Planning Committee, including the Department of Geography, Proposal of New Concentration: Professional Science Master’s [Geographic Information System (GIS)].

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Resolution #16-18

Curriculum and academic matters acted on and recorded in the University Curriculum Committee's meeting minutes of [February 11, 2016](#) including curricular actions within the Department of Geography, Planning and Environment, Department of Human Development and Family Science, Department of Health Education and Promotion, College of Fine Arts and Communication, College of Education and College of Nursing and the [February 18, 2016](#) meeting minutes including curricular actions within the College of Nursing and College of Engineering and Technology.

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Resolution #16-19

Curriculum and academic matters acted on and recorded in the Foundations Curriculum and Instructional Effectiveness Committee's meeting minutes of [February 15, 2016](#) including approval for domestic diversity designation for AAAS 1000: Introduction to African and African American Studies.

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Resolution #16-20

Curriculum and academic matters acted on and recorded in the Educational Policies and Planning Committee's meeting minutes of [March 4, 2016](#) including request for authorization to establish a new distance education degree program: Master of School Administration (MSA) in the Department of Educational Leadership within the College of Education; request to approve a new online graduate certificate: Behavior Specialist in the Department of Special Education, Foundations and Research within the College of Education; request to approve a new concentration: Master of Arts in Education Special Education (MAEd SPED) Intellectual Disabilities Concentration in the Department of Special Education, Foundations and Research within the College of Education; request to approve the discontinuation of the graduate certificate: Community Health Administration in the Department of Health Services and Information Management within the College of Allied Health Sciences; request to approve the Consolidation of Existing Degrees BFA in Dance Performance and BFA in Dance Education into the BFA in Dance; discontinuation of existing degrees BFA in Dance Performance and BFA in Dance Education; proposal of new concentrations: Performance and Choreography and Dance Education in the Department of Dance Performance and Dance Education within the School of Theatre and Dance; request to approve the discontinuation of existing concentration: M.A.T. Health Education in the Department of Health Education and Promotion within the College of Health and Human Performance; request to approve a degree title change from Master of Science in Technology Systems to Master of Science in Technology Management; and discontinuation of existing graduate concentrations in the Department of Technology Systems within the College of Engineering and Technology; request to approve a new concentration (MS in Geography): Professional Science Master's in Geographic Information Science in the Department of Geography, Planning and Environment; request to approve a new online graduate certificate: Student Affairs in Higher Education in the Department of Interdisciplinary Programs - Adult Education within the College of Education; Program Review revision response for the Department of Mathematics, Science and Instructional Technology Education (MSITE) within the College of Education.

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Resolution #16-21

Additions to the Fall 2016 and Spring 2017 Final Exam Schedules, noted in **highlighted bold** print.

Fall Semester 2016

December 5, Monday	Classes end. Last day for submission of grade replacement requests.
<b>December 6, Tuesday</b>	<b>Reading day – 8:00 am - 4:00 pm.</b>
<b>December 6, Tuesday</b>	<b>Final Examinations begin at 4:00 pm.</b>
December 14, Wednesday	Exams for Fall Semester close at 4:30 pm.
December 16, Friday	Commencement.
December 16, Friday	Grades due at 4:30 p.m.

Fall Semester 2016  
 Examination Schedule

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 Common examinations, including DE sections, will be held according to the following schedule:

FREN 1002, SPAN 1002, 1003, GERM 1002	5:00 - 7:30 Wednesday, December 7
MATH 1066	5:00 - 7:30 Thursday, December 8
CHEM 0150, 1120, 1130, 1150, 1160	5:00 - 7:30 Friday, December 9
CHEM 1121, 1131, 1151, 1161, 2753, 2763	5:00 - 7:30 Monday, December 12
FREN 1001, 1003, SPAN 1001, 1004, GERM 1001	5:00 - 7:30 Tuesday, December 13

Times class regularly meets	Time and day of examination
8:00 MWF	8:00 - 10:30 Monday, December 12
8:00 TTh	8:00 - 10:30 Tuesday, December 13
9:00 MWF	8:00 - 10:30 Wednesday, December 14
9:00 TTh (9:30)	8:00 - 10:30 Wednesday, December 7
10:00 MWF	8:00 - 10:30 Friday, December 9
10:00 TTh	8:00 - 10:30 Thursday, December 8
11:00 MWF	11:00 - 1:30 Monday, December 12
11:00 TTh	11:00 - 1:30 Thursday, December 8
12:00 MWF	11:00 - 1:30 Wednesday, December 14
12:00 TTh (12:30)	11:00 - 1:30 Wednesday, December 7
1:00 MWF	11:00 - 1:30 Friday, December 9
1:00 TTh	11:00 - 1:30 Tuesday, December 13
2:00 MWF	2:00 - 4:30 Monday, December 12
2:00 TTh	2:00 - 4:30 Tuesday, December 13
3:00 MWF (3:30)	2:00 - 4:30 Wednesday, December 14
3:00 TTh (3:30)	2:00 - 4:30 Thursday, December 8
4:00 MWF	2:00 - 4:30 Friday, December 9
4:00 TTh	2:00 - 4:30 Wednesday, December 7
<b>5:00 MWF</b>	<b>7:00 - 9:30 Tuesday, December 6</b>
<b>5:00 TTh</b>	<b>4:00 - 6:30 Tuesday, December 6</b>

Spring Semester 2017

April 25, Tuesday	Classes end. Last day for submission of grade replacement requests.
<b>April 26, Wednesday</b>	<b>Reading day – 8:00 am - 4:00 pm.</b>
<b>April 26, Wednesday</b>	<b>Final Examinations begin at 4:00 p.m.</b>
May 4, Thursday	Exams for Spring Semester close at 4:30 pm.
May 5, Friday	Commencement.
May 6, Saturday	Grades due at 4:30 p.m.

Spring Semester 2017  
 Examination Schedule

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 Common examinations, including DE sections, will be held according to the following schedule:

CHEM 0150, 1120, 1130, 1150, 1160	5:00 - 7:30 Thursday, April 27
CHEM 1121, 1131, 1151, 1161, 2753, 2763	5:00 - 7:30 Friday, April 28
FREN 1001, 1003, SPAN 1001, 1004, GERM 1001	5:00 - 7:30 Monday, May 1
FREN 1002, SPAN 1002, 1003, GERM 1002	5:00 - 7:30 Tuesday, May 2
MATH 1066	5:00 - 7:30 Wednesday, May 3

Times class regularly meets	Time and day of examination
8:00 MWF	8:00 - 10:30 Friday, April 28
8:00 TTh	8:00 - 10:30 Thursday, April 27
9:00 MWF	8:00 - 10:30 Monday, May 1
9:00 TTh (9:30)	8:00 - 10:30 Tuesday, May 2
10:00 MWF	8:00 - 10:30 Wednesday, May 3
10:00 TTh	8:00 - 10:30 Thursday, May 4
11:00 MWF	11:00 - 1:30 Friday, April 28
11:00 TTh	11:00 - 1:30 Thursday, May 4
12:00 MWF	11:00 - 1:30 Monday, May 1
12:00 TTh (12:30)	11:00 - 1:30 Tuesday, May 2
1:00 MWF	11:00 - 1:30 Wednesday, May 3
1:00 TTh	11:00 - 1:30 Thursday, Apr 27
2:00 MWF	2:00 - 4:30 Friday, April 28
2:00 TTh	2:00 - 4:30 Thursday, Apr 27
3:00 MWF (3:30)	2:00 - 4:30 Monday, May 1
3:00 TTh (3:30)	2:00 - 4:30 Thursday, May 4
4:00 MWF	2:00 - 4:30 Wednesday, May 3
4:00 TTh	2:00 - 4:30 Tuesday, May 2
<b>5:00 MWF</b>	<b>7:00 - 9:30 Wednesday, April 26</b>
<b>5:00 TTh</b>	<b>4:00 - 6:30 Wednesday, April 26</b>

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Resolution #16-22  
Summer 2017, Fall 2017 and Spring 2018 University Academic Calendars.

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Resolution #16-23  
Formal faculty advice on [proposed Leave Policy for Twelve Month Faculty](#).

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Resolution #16-24  
[Standard Operating Procedures for Access to Blackboard](#).

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Resolution #16-25  
Formal faculty advice on proposed Web Content Regulation with no changes being recommended.

Policy	REG08.05.06
Title	Web Content Regulation
Category	Information Technology
Sub-category	Security and Compliance
Authority	Chancellor
History	ITCS Policy Number 1.700 Effective July 17, 2000 (Information Resources Coordinating Council IRCC Approved); Revised February 22, 2006; Amended December 14, 2009 (Executive Council Approved); Reviewed November 7, 2011; Interim approved September 16, 2014.
Contact	CIO, (252) 328-9000
Related Policies	<a href="#">ECU Academic Computer Use Policy</a> <a href="#">ECU University Student and Employee Computer Use Policy</a> <a href="#">East Carolina University Patent Policy</a> <a href="#">East Carolina University Copyright Regulation</a> <a href="#">U.S. Department of Health and Human Services, Rights Under Section 504 of the Rehabilitation Act</a> <a href="#">Section 508.gov</a>
Additional References	<a href="#">ADA.gov</a> <a href="#">Disability Support Services</a> <a href="#">ECU Publications: Guidelines for Using the East Carolina University Logo</a> <a href="#">ECU Policy Statement on commercial exploitation of classroom materials</a>

### 1. Purpose of Regulation

The East Carolina University Web Page Policy provides guidance and minimum content-neutral standards for faculty, staff, and student web developers contributing to the university's web presence by maintaining web pages on university servers or providing web content to students for instructional purposes. University web space is provided to support the academic and administrative functions of the university. University-related websites are an important means of conducting university business,

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including but not limited to advancement, communication, education, research, and scholarship. Specifically, this regulation is designed to:

- a. Promote the use of websites in a manner consistent with the mission of the university;
- b. Address security issues associated with university information and equipment, and enable appropriate online transactions of university business;
- c. Mandate that the development of websites comply with university policies, and applicable state and federal laws; and
- d. Provide necessary management and oversight of the university's resources.

### 1.1 Web Pages Subject to This Policy

All websites on university servers are subject to this policy. Websites on university servers are either Official University Web Pages or Unofficial Web Pages.

Official University Web Pages include the East Carolina University home page ([www.ecu.edu](http://www.ecu.edu)); academic department and program pages; office, administrative, and support unit pages; news and information pages; and any other World Wide Web address that is otherwise sponsored or endorsed or created on authority of a university department or administrative unit; including course pages residing outside the secure course management system.

Unofficial Web Pages are maintained by individual university computer account holders on university servers, such as personal faculty and staff web pages; individual student web pages and university-recognized student organization web pages.

## 2. Minimum Requirements for Both Official University Web Pages and Unofficial Web Pages

### 2.1 Accessibility

- ECU requires web authors of both official and unofficial faculty and staff web sites at [ecu.edu](http://ecu.edu) to comply with accessibility requirements mandated by federal and state law. Accordingly, the university has adopted [Web Accessibility Standards](#) based on the Section 508 and W3C Web Content Accessibility Guidelines. By adhering to these guidelines, ECU web resources will be accessible to persons with disabilities, where feasible, or a reasonable accommodation will be offered to qualified persons such as providing alternative formats or auxiliary aids and/or making adjustments.

### 2.2 Affiliation and Disclaimer

Official University Web Pages must include a link to the [ECU Web Terms of Use/ Disclaimer](#).

Unofficial Web Pages: The appearance or design of an Unofficial Web Page should not create confusion that a reasonable person viewing that page would believe that it is an Official University Web Page, or is otherwise sponsored or endorsed or created on authority of a university

department or administrative unit. To reduce the likelihood of confusion, every Unofficial Web Page maintained on a university server must contain the following disclaimer:

This web page is not a publication of East Carolina University, nor is it in any way sponsored or endorsed or created on authority of a university department or administrative unit. The author(s) of this page are solely responsible for its content.

### 2.3 Advertising

Advertising by external, unaffiliated organizations is not permitted on any university webpage. Advertising is defined as banner ads or other promotional messages being displayed on webpages in exchange for direct compensation (monetary or otherwise) for their delivery.

This regulation does not prohibit the appropriate recognition of sponsors or donors on the webpages of programs supported by their contributions.

### 2.4 Web Applications and Databases

ITCS must be notified of all intentions to put interactive applications on ECU operated servers. Such applications must be reasonably constrained due to concerns about security, server performance, operational monitoring, and ongoing maintenance. Collecting data received through web applications using applications, such as ColdFusion scripting requires a data source be established on the server. ITCS has the right to deny requests for data sources or to disable existing data sources if security or performance concerns are brought to our attention. Applications that require extensive scripting or involve monetary transactions must be approved by ITCS. Data that is sensitive, private, or requires increased protection is generally not allowed on all public web servers. There are special cases, where information may be collected; however, in all such cases the security requires the approval of ITCS and the data owner. Sensitive information should not be displayed or collected by any website residing outside a secure connection.

### 2.5 Minimum Requirements for Official University Web Pages Only

#### 2.5.1 General Appearance

All Official University Web Pages must follow the [minimum design requirements](#).

#### 2.5.2 University Content Management System Regulation

Effective July 1, 2011, official websites hosted in the ecu.edu domain are to be created and maintained using the content management tools approved by the [University Web Oversight Committee](#).

#### 2.5.3 Maintenance

Each department, office and academic center must designate one person to be the site's primary web contact (PWC). The PWC is responsible for ensuring his or her department, office, or academic website adheres to the university web policy. The PWC may delegate steps needed to be in accordance with the policy, such as content creation, but should be prepared to

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serve as the primary informational contact for inquiries regarding the site. Each area must designate a PWC to obtain space on ECU web servers. In the absence of a PWC, the chair or director will be listed by default.

Official web pages must be kept up to date. Out-of-date information should be removed and new information added on a regular basis. To verify when a site was last updated, all sites will automatically display a "date last modified: mm/dd/yyyy" in the footer of the page. Only active files should be kept on the Internet servers. Inactive sites and files should be removed from official directories and stored either locally or on another campus network.

### 3. Oversight

Oversight of web pages subject to this policy is the responsibility of the [University Web Oversight Committee](#). Violations of the web policy will be made known to the PWC for resolution. Noncompliance with applicable policies and/or laws may result in removal of web pages or directories from the main web server and/or removal of links to the site from the upper level university web pages and site index. Oversight of web pages will be consistent with the First Amendment.

Beginning January 1, 2014, a quarterly sample of web sites will be reviewed by Disability Support Services, ITCS, and Marketing to ensure sites meet ADA, security, and design requirements. The PWC will be notified if sites are out of compliance and be giving a reasonable timeline to make corrective action. If corrective action is not taken, then the site will be removed from ECU servers and as appropriate the Dean, Director, Department Chair, or Vice Chancellor will be notified.

#### 3.1 Responsibility at Termination

An author of an unofficial web page is solely responsible for moving that page to a new non-university server once the employment and/or academic relationship with East Carolina University has ended, such as when an individual leaves university employment, a student graduates or is otherwise no longer enrolled at ECU, or where a student organization ceases to exist. ECU reserves the right to remove unofficial websites authored by an individual and/or group who/that no longer maintains an employment and/or academic relationship with ECU without notice as part of its routine maintenance of university servers.

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#### Resolution #16-26

Formal faculty advice on proposed Social Media Use Regulation with no changes being recommended.

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Title	Social Media Use
Category	Information Technology
Sub-category	Technology Use
Authority	Chancellor
History	New
Contact	Clint Bailey, Director, University Marketing, baileyc@ecu.edu, 252-328-2606
Related Policies	<a href="#">Academic Computer Use Policy</a>

[Copyright Policy](#)  
[ECU Social Media Guidelines](#)  
[E-Discovery Governed by NC State Rule of Civil Procedure](#)  
[Family Educational Rights and Privacy Act \(FERPA\)](#)  
[Graphics and Licensing Standards](#)  
[Healthcare Applicable Use Policies](#)  
[IT Security Compliance & Regulations](#)  
[Network Use Regulation](#)  
[North Carolina Identity Theft Act](#)  
[Official and Recognized ECU Social Media Sites](#)  
[Social Security Number Resource Page](#)  
[Trademark and Logo Use](#)  
[University Attorney Statement on Copyright](#)  
[The University Image](#)  
[University Marketing Standards](#)  
[University Marketing Standards](#)  
[University Marketing](#)

## 1. Purpose

1.1. Social media sites are online communities used increasingly in all aspects of our professional and personal lives to communicate and distribute information. Well-known examples of these sites are Facebook, YouTube, and Twitter.

1.2. The increase in usage of this type of media has resulted in new ways to share events, reach out to alumni, and gather feedback on issues. Along with positive effects are new concerns that we want to make employees and students aware of, such as the increased diligence we need to have in communicating on these sites to maintain an atmosphere of integrity, honesty, and respect that is free of harassment, exploitation, and intimidation. To help guide us in the use of these tools, we have created this regulation and the social media guidelines referenced in the additional references sections for our community of users.

## 2. Applicability

2.1. This regulation is applicable to all East Carolina University (ECU) faculty, staff, temporary employees, postdoctoral fellows, students, contractors, and visitors and retirees who have campus access to the university network and/or data.

2.2. ECU employees may not use a university social media site to conduct activities for the financial gain of any person or organization other than ECU and, subject to additional regulations, ECU's formally associated entities.

## 3. Instructional Use

3.1. Required student communication for instruction should be limited to ECU-managed tools that protect student data as required by FERPA and meet the guidelines for legal e-discovery. Several ECU tools meet these requirements (e.g., Blackboard, SABA, Yammer). An updated list of recommended tools will be maintained within the ECU Social Media Guidelines.

3.2. If an ECU employee or person acting on behalf of ECU in any official capacity chooses to use a non-managed social media tool (e.g., Facebook, Twitter, etc.) for supplementary discussion and informal activity relating to a class or other ECU activity, this regulation must be followed.

#### 4. University Business Use

4.1. Only ECU employees employed in permanent positions are authorized to create and/or administer external social media networking sites to conduct ECU business that requires community outreach.

4.1.a. The administrator role (i.e. the role with the broadest user privileges) for a social media site may only be assigned to full time, permanent employees. The administrator role may not be assigned to an individual whose primary association with the university is as a student. Students may serve in subordinate roles under the supervision of an authorized site administrator.

4.1.b. Compliance with this regulation requires that each site have a minimum of two administrators.

4.2. If authorized by the home department and in adherence with this regulation, an employee may post department information, resources, calendars, and events on authorized ECU social media sites.

4.3. Each social media site requires an ECU employee to act as administrator to manage and monitor the site.

4.4. All social media activity must be consistent with the principles set forth in the ECU Social Media Guidelines.

#### 5. ECU Trademark, Logo, and University Mark

5.1. Only sites that have been authorized to do so may use the ECU logo or trademarks. Any use of an ECU mark must be consistent with the regulations and standards established by ECU's University Marketing Department.

5.2. Application and authorization for the use of the ECU logo and trademark is outlined in the ECU Social Media Guidelines.

5.3. There are two types of authorized sites: (1) Official – a site that represents the entire university and uses ECU trademarks and logos, and (2) Recognized – a site that represents a portion of ECU (e.g., a department or college), complies with this regulation, applicable social media guidelines, and approved by University Marketing.

5.4. Once all guidelines are met, the person who creates the site must immediately register it with University Marketing. A list of Official and Recognized social media sites will be maintained in one location by University Marketing.

#### 6. Ensuring Privacy in Communications

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6.1. All sites, regardless of status, are expected to maintain confidentiality by excluding confidential or proprietary information about ECU, its students, faculty, staff, patients, or alumni.

6.2. All sites should reflect good ethical judgment and follow University of North Carolina and ECU policies and federal requirements, such as FERPA and HIPAA.

6.3. ECU strictly prohibits the unauthorized disclosure of protected health information including but not limited to patient images on any social media sites.

6.4. Sites will not use information shared on these sites as part of passwords and/or answers to passphrase security questions.

**7. Disclaimer**

7.1. Individuals or groups within the ECU community are not permitted to present personal opinions on ECU maintained sites in a manner that implies endorsement by ECU.

7.2. If posted material may reasonably be construed to imply the support, endorsement, or opposition of ECU, including opinions or views on issues, the material will be accompanied by the following disclaimer. "The contents including all opinions and views expressed within this site, are entirely personal and do not necessarily represent the opinions or views of anyone else, including other employees in my department or at ECU. ECU has not approved and is not responsible for the material contained at this site."

**8. Compliance and Monitoring**

8.1. Users of social media networks must adhere to all ECU computer policies, regulations, rules, and standards. ECU does not routinely monitor social media sites; however, ECU reserves the right to access any university social media site to investigate issues that are reported or discovered to enforce applicable federal, state, University of North Carolina Board of Governors, and University laws and policies.

8.2. In response to concerns or complaints, ECU administrators may examine profiles on social networking sites that are being used to conduct ECU business and use information in formal or informal disciplinary proceedings.

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**Resolution #16-27**

Revisions to the *Undergraduate Catalog*, Academic Advisement, Progression and Support Services, Sections Double Major Requirements and Dual or Second Degree Requirements, as follows:

(Below text would replace what is currently in the catalog.)

Students in good standing may choose to pursue a Dual Degree or Double Major. When making this decision, students are advised to take the following into consideration:

1. Major-specific requirements for declaration such as: Minimum or competitive GPAs, application processes and deadlines, and auditions or portfolio reviews

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2. Additional time to graduate to complete requirements of multiple majors and feasibility of sequencing required coursework
3. Impact of additional courses on financial aid caps and financial aid eligibility
4. Additional coursework demands and impact on GPA
5. Additional writing intensive requirement (Dual Degree)

Earning a Dual Degree

A student may choose to earn two baccalaureate degrees simultaneously. To satisfy the requirements for dual baccalaureate degrees at East Carolina University, the student must complete the requirements for one baccalaureate degree program and also complete a minimum of an additional 30 semester hours through course enrollment at ECU for the other degree. Accordingly, two diplomas are awarded. Other pertinent information for dual degree students includes the following:

- The dual degree may count any number of hours from the primary degree toward the secondary degree.
- The student will be advised by both departments and a separate degree review will be completed by each.
- All dual degree students will be required to complete at least three semester hours of writing-intensive (WI) course work within the major area of each degree.
- Foundations curriculum requirements for one degree may be used to satisfy the foundations curriculum requirements for the other degree; however, the required foundations curriculum courses for the secondary degree must be met. All other degree requirements, such as demonstration of proficiency in a foreign language (if required), must be met and may not be waived.

Earning a Double Major

Instead of earning two degrees, a student may choose to earn one baccalaureate degree and add a second major. One diploma is awarded that lists both the primary and the secondary major. Only the total hours required for the primary degree program requirement need to be completed, as no additional hours are required. Other pertinent information for double major students includes the following:

- The double major may count any number of hours from the primary major toward the secondary major.
- The student will be advised by both departments and a separate degree review will be completed by each.
- Double major students are not required to complete additional writing-intensive (WI) course work.
- Foundations curriculum requirements for the primary major may be used to satisfy the foundations curriculum requirements for the secondary major unless there are pre-requisites or co-requisites required for courses in the second major. If the primary major does not require a foreign language, the student is not required to demonstrate proficiency in a foreign language even if it is required by the secondary major.

Dual Degree VS Double Major

	Dual Degree	Double Major
Structure	<p>A student may choose to earn two baccalaureate degrees simultaneously.</p> <p><u>Earning a Dual Degree</u></p> <p>A student may choose to earn two baccalaureate degrees simultaneously. To satisfy the requirements for dual baccalaureate degrees at East Carolina University, the student must complete the requirements for one baccalaureate degree program and also complete a minimum of an additional 30 semester hours through course enrollment at ECU for the other degree.</p>	<p>A student may choose to earn one baccalaureate degree and add a second major. Only the total hours required for the primary degree program requirement need to be completed, as no additional hours are required.</p>
Application of Hours	<p>The dual degree may count any number of hours from the primary degree toward the secondary degree.</p>	<p>The double major may count any number of hours from the primary major toward the secondary major.</p>
Advising	<p>The student will be advised by both departments and a separate degree review will be completed by each.</p>	<p>The student will be advised by both departments and a separate degree review will be completed by each.</p>
Foundations Curriculum	<p>Foundations curriculum requirements for one degree may be used to satisfy the foundations curriculum requirements for the other degree; however, the required foundations curriculum courses for the secondary degree must be met.</p>	<p>Foundations curriculum requirements for the primary major may be used to satisfy the foundations curriculum requirements for the secondary major unless there are pre-requisites or co-requisites required for courses in the second major.</p>
Foreign Language and Other Degree Requirements	<p>All other degree requirements, such as demonstration of proficiency in a foreign language (if required), must be met and may not be waived.</p>	<p>If the primary major does not require a foreign language, the student is not required to demonstrate proficiency in a foreign language even if it is required by the secondary major.</p>
Writing Intensive	<p>All dual degree students will be required to complete at least three semester hours of writing-intensive (WI) course work within the major area of each degree.</p>	<p>Double major students are not required to complete additional writing-intensive (WI) course work.</p>
Diploma	<p>Two diplomas are awarded.</p>	<p>One diploma is awarded that lists both the primary and the secondary major.</p>
Tuition Surcharge	<p>For tuition surcharge information:  <a href="http://catalog.ecu.edu/content.php?catoid=8&amp;navoid=508#Tuition_Surcharge">http://catalog.ecu.edu/content.php?catoid=8&amp;navoid=508#Tuition_Surcharge</a></p>	