The fourth regular meeting of the 2017/2018 Faculty Senate was held on Tuesday, December 12, 2017, at 2:10 p.m. in the East Carolina Heart Institute.

**Agenda Item I. Call to Order**
John Stiller, Chair of the Faculty called the meeting to order at 2:10 p.m.

**Agenda Item II. Approval of Minutes**
The November 14, 2017 meeting minutes were approved as presented.

**Agenda Item III. Special Order of the Day**
A. Roll Call
Senators absent were: Professors Sorensen (Criminal Justice), Hood (Dental Medicine), Horsman (Geological Sciences), Cortright (Kinesiology), Gruber (Music), Viren (Recreation and Leisure Studies).

Alternates present were: Professors Su for Ferreira (Geography, Planning and Environment), Dudley for Tucker (History), Blanchflower for Alexander (Interior Design), McMillan for Lawson (Medicine), Little for Greer (Medicine), Bowman for Bolin (Nursing).

B. Announcements
The Chancellor has approved/received the following resolutions from the October 2017 Faculty Senate meeting. No final action yet on the November 2017 resolutions.

17-63 Endorsement of UNC Faculty Assembly Resolution #2017-6 relating to Deferred Action for Childhood Arrivals (DACA).

17-64 Formal faculty advice on curriculum and academic matters acted on and recorded in the September 18, 2017, Graduate Council meeting minutes, including policy action item (GC 17-2) within the Graduate Curriculum Committee meeting minutes of September 6, 2017, which included a catalog change to the "Combined/Accelerated Graduate Program" to allow up to 12 sh of graduate credit count towards both the graduate degree and an undergraduate degree.

17-65 Joint conditional interpretation of the ECU Faculty Manual, Part IX, subsection IV, third paragraph, emphasizing the intent of Part IX. to exclude all probationary faculty from service on Personnel Committees, once they have received notification of non-reappointment or non-conferral of tenure. The interpretation adds the following bold text to the paragraph: “. . . the failure to submit the required PAD will be considered as notice that the faculty member is withdrawing the request for consideration for reappointment, promotion, or conferral of permanent tenure. The Personnel Committee and the unit administrator shall notify the faculty member in writing . . . that failure to submit the required PAD for consideration constitutes withdrawal from consideration. From the time of this notification, the faculty member may not serve on the unit’s Personnel Committee”.

17-66 Curriculum and academic matters contained in the Writing Across the Curriculum Committee meeting minutes of September 11, 2017 including removal of writing intensive designation (WI/WI*) for ADRE

17-67 Curriculum and academic matters contained in the General Education and Instructional Effectiveness Committee meeting minutes of September 18, 2017 including domestic diversity designation for HLTH 3025: LGBT Population Health and Disparities, HLTH 3100: Latino Health, and RCLS 3131: Recreation for Diverse Populations.

17-68 Add to ECU Undergraduate Catalog specific text to the grading information regarding "NR" designation.

17-69 Remove from ECU Undergraduate Catalog specific text regarding military credit.

Special thanks was extended to Vice Chancellor Horns for providing the food for today’s meeting and to Chancellor Staton for the wine for this annual event.

Another open forum on the Role of a University Ombuds Office is scheduled for Tuesday, January 16, 2018 from 10-12 noon in Mendenhall 244. Additional information will be forthcoming.

Following the process approved by the Faculty Senate, the Faculty Officers have reviewed the revised EHRA non-faculty employment policy that does not apply to teaching and research faculty and agreed that review and formal faculty advice from a standing academic committee is not necessary. Therefore, this action is being reported to the Faculty Senate and, via a separate communication, to the EHRA Personnel Policies Committee and University Policy Committee.

Call for 2018/19 faculty committee volunteers. Please consider volunteering to lend your energy and expertise! Volunteer data collected through this call will fill committee vacancies and aid faculty leadership in appointing/recommending members upon request for task forces, subcommittees and working groups that are formed to address various academic issues. Short online volunteer form is available at: https://ecu.az1.qualtrics.com/jfe/form/SV_1Ar6R1iKrK3lD. The submission deadline is Monday, February 5, 2018.

The Calendar Committee is proposing to adjust the summer school academic calendar to allow for a two-day final exam period. This change will not extend the calendar affecting the traditional beginning and ending to the summer calendar. The first class day for summer session I will still be on a Monday and the last day for exams for summer session II will still be on a Friday.

By eliminating one regular class day and adding a second day for the final exam period, the meeting time for three semester hour classes will still be above the 2,250-minute minimum required by the state of North Carolina. Please see the additional page outlining the breakdown of minutes for both the current format and the proposed format. If you have any questions or comments about the proposed change, please send them to the chair of the Calendar Committee, Professor Mark McCarthy at mccarthym@ecu.edu.

A two-day final exam period provides several benefits to the students and faculty:

1. A student taking two classes in the same session may not have two final exams on the same day. The normal times are 8:00, 9:45 and 11:30 for classes meeting five days a week with 9:45 and 11:30 the most preferred. The plan is to have exams for the 8:00 and 11:30 classes on one day and exams for 9:45 classes on the other. Afternoon classes meeting four days a week at 1:15 and 3:30 will have exams on different days.
2. During first summer session, classes will end on a Friday. This will provide students the weekend to prepare for final exams instead of the current zero days between the last class day and final exam.

3. Faculty will have the normal 2.5-hour period for a final exam instead of the abbreviated ninety minutes.

<table>
<thead>
<tr>
<th>Required time for a 1 hour class is 750 minutes, which includes the final exam period</th>
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<tbody>
<tr>
<td>A three hour class requires a total of 2,250 minutes</td>
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<table>
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<tr>
<th>Current Summer School Format - final exam period same as class period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five days a week</td>
</tr>
<tr>
<td>25 Class days x 90 minutes = 2,250 Total minutes</td>
</tr>
<tr>
<td>1 Final exam x 90 minutes = 90 Total minutes</td>
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<tr>
<td>2,340</td>
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</tbody>
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| Four days a week                                                      |
| 20 Class days x 120 minutes = 2,400 Total minutes                     |
| 1 Final exam x 120 minutes = 120 Total minutes                        |
| 2,520                                                                 |

<table>
<thead>
<tr>
<th>Two Day Final Exam Period Format - final exam period 2.5 hours (150 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five days a week</td>
</tr>
<tr>
<td>24 Class days x 90 minutes = 2,160 Total minutes</td>
</tr>
<tr>
<td>1 Final exam x 150 minutes = 150 Total minutes</td>
</tr>
<tr>
<td>2,310</td>
</tr>
</tbody>
</table>

| Four days a week                                                         |
| 19 Class days x 120 minutes = 2,280 Total minutes                        |
| 1 Final exam x 150 minutes = 150 Total minutes                           |
| 2,430                                                                    |

C. Cecil Staton, Chancellor
Chancellor Staton wished everyone a happy holiday season. He provided an update on the comprehensive campaign – 160/90 group assessing the campus for collateral, needs, and assets. The Chancellor reminds the group that we will always be fundraising, but we are at $158 million in commitments toward the campaign (just over the one-year mark). The public phase is expected to begin halfway through ($250 million of the $500 million goal). Priority plans include a new facility for the BSOM, and this is garnering support from organizations across the state. It is expected there will be ample support to go to the GA for this need. High on the priorities list are also a new performing arts center to meet student, ECU, and community needs. Smaller projects include renovating the Miller School of Entrepreneurship with a $2 million gift. Athletics needs a new indoor practice facility to improve competitiveness and accommodate student athlete needs. Other priorities include financial aid space, endowed professorships, individual college endowments, increased study abroad, and research agenda requirements. The Chancellor acknowledges the questions from the community regarding the athletics program with the football season closing and the season losses and search for
the men’s basketball coach. ECU starts out $17 million behind our competitors because state dollars cannot be used to support athletics unlike some of our other peer conference schools. Ticket sales, attendance, and philanthropy continue to be on par with peer schools. Changing conferences had an economic impact with exit and entrance fees. We still owe $1 million to AAC for entrance fees. This should be paid within the next 2 years. NCAA regulation changes related to cost of attendance required ECU to pay full cost of attendance for our student athletes. A state rules change no longer permits charging out of state athletes in-state tuition. All these situations caused the deficit. When the stadium expansion is complete, this will contribute $500 million/year to the budget, thus improving the financial picture. Chancellor Staton said there are plans to “get football going again, and get back to our winning ways.” Athletics will not drive the comprehensive campaign – there is a separate campaign to meet those needs. No donors have withdrawn support of the stadium expansion based on the football season, and all remain committed to ECU athletics. The capital campaign is focused on meeting the university needs as a whole and is not focused on athletics. The Chancellor encourages faculty to stay tuned and stay informed about the campaign and talk about it in our departments. He is optimistic that we will meet the goal and is encouraged.

Professor Robinson (Mathematics) asked about bond funds for capital investment, endowments for professorships, and financial aid – he asked what percentage is earmarked for capital needs. The Chancellor is asking the state to fund the BSOM, and it is not included in the capital campaign. He expects ECU commitment of $30-40 million contribution with the state funding of that facility. The performing Arts Center has no hard figure at this point, but it is dependent on size of facility. There is not a definitive percentage just yet for each component of the comprehensive campaign. The majority of the campaign is not expected to be for facilities. Most of the campaign will be focused on scholarships, creating new endowed chairs, and providing additional assistance to those professors across the university.

D. Ron Mitchelson, Provost and Vice Chancellor for Academic Affairs

Provost Mitchelson wished all happy holidays and acknowledged the hectic nature of the end of semester. The Provost was asked to speak about how “we can get it all done?” Some of the answers to this question reside with a task force that is meeting this Thursday. Some of the needs will be accomplished with the Finish in Four initiative. There is an internal group to be formed to examine just how large ECU should become. The Provost notes there has been exceptional growth in the past, and it was managed. He also noted ECU had a decline over about 6 years and the state budget cuts significantly contributed to a loss. From 2013 to the present, ECU is growing 2% annually at a deliberate pace. ECU is expected to hit 30 thousand students by fall 2019. A funding formula is in place to support projected growth and enrollment will drive the funding. Meeting the promises made regarding bringing on more students from rural, underserved areas has been mentioned as concerning. The Provost noted that we already have many students from rural NC. The adoption of the CommonApp will increase out of state applications. There is discussion on growing international student presence on the ECU campus. RaiseMe is a national program of over 15 thousand high schools, with a micro-scholarship program (went live at ECU Friday December 8) and for example, awards $800 for a student who earns an “A” in a math course. There will be communication with those high school students to ensure they understand ECU will support good performance. It will be linked with a new program through the College of Education to invite application of staff and teacher members of middle schools to be ambassadors for ECU and improve our connections across the state. A new experimental Undergraduate Assisted Learning program including 6 chemistry, biology, physics sections involves undergraduates helping other undergraduates in these courses. The
program has been turned over to STEM faculty and has funding to support it. Faculty position allocations to meet the enrollment goals is of concern. Academic Council had 24 lines to assign – 18 tenure-track, 6 fixed term. Instructional needs and research needs are carefully considered. The research clusters have received considerable consideration in this first year. Three faculty lines were returned from REDE to original departments. The Provost urges faculty to remain collaborative in meeting research goals and to work to solve problems in health, education, and military and so on. Problems require interdisciplinary teams. The Provost mentioned the history of impressive instructional and service programs at ECU. These programs must be leveraged with adequate research agendas.

Professor Roberson (Nursing) asked for clarification about the RaiseMe program. The Provost said the high school students must apply and meet minimum standards to participate in the program.

Professor Francia (Political Science) asked if there was an enrollment goal of 35,000. The Provost reported that he did say that in a First Monday publication, but that was an example and not a hard and fast goal. Professor Francia asked about a podcast he heard that suggested 50% of colleges will be bankrupt in the near future, and there is a lack of confidence among Republicans in the college system. He asked why ECU has the optimism for enrollment growth. The Provost reported that the South as a growth region for college enrollments. In NC, high school enrollment is expected to grow, and he anticipates college growth to follow. In the past year, 34% of colleges did not meet enrollment growth goals, but ECU is in a good position to continue growing. There is a free market on higher education and ECU needs freedom in pricing to be competitive.

Professor Gueye (English) asked about the Finish in Four and students of color and first year students with mental health concerns. The Provost said proposals have been submitted to create a platform for faculty to increase awareness of issues related to mental health needs.

Professor Alves (Dental Medicine) asked about the ambassadors program and said that faculty support community learning centers throughout the state and 45-50% of those graduates return to those community areas. The School of Dental Medicine would like to engage the ambassadors to support this work.

Professor Kain (English) commented on the collaboration comment by the Provost and congratulated VC Golden on his recent email updating faculty on activities. She stressed the communications are helpful and critical to keeping the lines open and help faculty know opportunities. The Provost noted our ability to team up will separate us from the others.

E. Merwan Mehta, Finish in Four Committee
Professor Mehta (Engineering and Technology), Chair of the Committee, stated the Finish in Four program specifically looks at how students can be supported to graduate in four years. The group includes key faculty and staff to holistically look at issues and devise solutions to help students be successful. Nationally, 40% of students graduate in 4 years; at ECU 39.1% of the 2012-2016 and 40.4% of 2013-2017 cohorts graduated in 4 years. It has been determined that issues related to time to graduation are 2/3 student matters and 1/3 college issues. Debt related to obtaining an education is concerning. State legislatures have tied state funding to graduation rates in many states. Faculty senate is asked to increase awareness among faculty and staff of the need to help students graduate in 4 years. Strategies to increase Finish in Four include: reduction of general education requirements, removal of the requirement of application to graduate for those who meet 100% of requirements,
revision of reenrollment requirements, forgiveness process for failing grades, new grade replacements policy to allow 4 courses instead of 3 and use to improve GPA, Degreeworks implementation, course scheduler implementation, establishment of a course demand working group, and identification of and early advisement students at high risk for dropping out. Examination of barriers to high-demand majors has begun. There is a high cost related to a student taking longer than 4 years to graduate. There is a need for easy to follow curriculum plans with attainable course patterns. There is a need to create alternative less demanding academic majors when a high demand major is not possible for a student.

Professor Vail-Smith (Health and Human Performance) asked for a copy of the report and Mr. Mehta agreed.

Professor Chullen (Business) asked about dual degree and double-major students who achieve half of each and cannot progress and thus end up in the University Studies major. He believes other UNC schools do not permit dual degree majors. Professor Mehta said every student needs a plan for his or her education and it can certainly be updated as plans change. The Provost reported students may double major or work on a dual degree. They are automatically graduated when one is completed, and they may continue working on the other.

Professor Treadwell (Medicine) noted he had a major and two minors that were tracked through the registrar's office. He noted many years ago only 25% of students graduated on time.

Professor Goodwillie (Biology) complimented the list of actions by the group. She suggested conversion of courses to pass/fail that do not impact GPA and help a student not drop when they fear the score will hurt their GPA.

Professor McMillan (Medicine) noted past focus groups with different populations of students and asked them to talk about their worst semester for grades – those reported drinking and gaming. He suggested ECU needs attention to alcohol use and the role of alcohol in course failure.

Professor Bowler (Psychology) noted some colleges require students to take 9-12 hours each summer to catch up or stay on track. Additionally, this helped summer school utilization.

Professor Alves (Dental Medicine) also supported required summer attendance.

F. Chris Locklear, Early College High School Program
Vice Provost Locklear stated he was asked to talk about Early College High School with Pitt County schools. He reported the history of requesting such a program more than 10 years ago. An analysis was conducted examining space and business models for this program. The planning phase was initiated with Pitt County Schools and an MOU has been accomplished. The State Board of Education has approved, and it moves to the BOG. Enrollment will be capped at 55 student to allow time to monitor students’ progress early before moving to other course work across campus. He noted that high school students may drop out of high school due to lack of engagement. A principal was selected to begin January 2018 and enrollment should follow in the 2018 academic year. Other UNC schools also partner in such a manner. Pitt County Schools already have a relationship with Pitt Community College, and this relationship is doing well with students performing well. It was noted that students in early college programs out-perform their peers, graduate high school early, and are
successful moving through college. Operational needs are being considered such as bus off/delivery of students and food service.

Professor Powers (Sociology) asked about safety measures for ninth graders on a university campus. Vice Provost Locklear reported bus drop off would be managed with set campus drop offs and someone to meet the students and escort them to their classrooms. Additional hallway cameras will be needed, and classrooms will be reconfigured with controlled access. ECU will have to meet state requirements for dietary service.

Professor Treadwell (Medicine) asked what type of exposure the students would have prior to college environment and how they would be selected. He believes younger students do not belong in higher education academics as they need maturation to be successful. He believes it is life experiences that help give them academic abilities. Vice Provost Locklear noted that students will be selected through an application process including ECU and high school members. The students have to demonstrate they can be successful in the college environment. There will be careful dialogue, and some may be returned to their high school as needed. College entrance exams have been used to show potential for college success. Long-term success rates will be carefully monitored with adjustments for success.

Professor Vail Smith (Health Education and Promotion) asked how a cohort of 50 pulled out of high school students and away from their friends/prom/peers/activities can increase their engagement. She objects to the use of Brewster D wing for this program because more than 2700 students from her program are taught in that wing each week. Vice Provost Locklear noted not all students are engaged in traditional high school activities and that being in college may offer them a way to engage when they otherwise may not. He does not have an answer but notes that it has worked in other colleges.

Professor Dotson-Blake (Education) noted that the lab school started this year is expanding to pre-K to 5th grade. With the elementary school and high school being added, she asked how it will be staffed. Vice Provost Locklear noted that this is a Pitt County high school and is managed by them. ECU offers use of the space and Pitt County will pay for things like tuition and OneCard, for example. It is heavily manned by Pitt County and remains their high school.

Professor Karriker (Business) asked how this program compliments the mission and plans to finish in four. Vice Provost Locklear believes upon completion of high school, the students will be committed to finish as ECU Pirates. He thinks it provides variety and options for students. He believes they will have an outstanding experience with ECU.

Professor Kain (English) asked about resources, given that ECU is increasing enrollment, and noted struggles to meet current needs with the current faculty. She noted that the English Department pulled out of the online/virtual program due to the conflict between high school requirements and the ECU requirements. Who supervises and manages the requirements? Vice Provost Locklear noted the faculty will own the course and curriculum, such as COAD 1000. He reports a need for dialogue, but there are no anticipated changes in curriculum. Space analysis was done with reconfiguration plans made to meet ECU needs and the needs for the program.

G. Cynthia Deale, UNC Faculty Assembly Delegate
Professor Deale provided a report on the November 17, 2017 UNC Faculty Assembly Meeting and stated that the meeting allowed breakfast with President Spelling. My Future NC was discussed to improve communication with community colleges. Much discussion ensued on finishing in 120 credits and how much work is involved to earn 1 credit.

No questions were posed to Professor Deale at this time.

H. John Stiller, Chair of the Faculty
Professor Stiller provided the following remarks to the Faculty Senate.

With apologies to connoisseurs of anapestic tetrameter

‘Twas the night before Senate, and across ECU,
the agenda was studied, complete, through and through.
Our students all nestled, drinking milk from their fridges;
if you’re buying all that, let me sell you some bridges.

Committees had worked like bees in a hive
in hopes that the meeting would end before five.
We officers worked on papers and classes;
we all knew that Lori would cover our ______.

_Sorry, but I just couldn’t think anything that would rhyme there!_

I thought about watching the Monday night games, but
my fantasy team had gone down in flames; so
as Carol wrote lectures, and the dog made some barks,
I’d just settled down to compose my remarks.

There were so many issues and such a big clatter,
it was hard to decide what remarks would most matter?
When what in my wondering mind should appear,
but the next Senate meeting, a vision so clear.

VC Horns would be there to convey a warm greeting
most apropos of a Heart Center meeting.
Her manner content, knowing all would be fine,
she’d paid for the buffet and bottles of wine.

Senators’ questions, increasingly strident,
would focus on unification with Vidant.
Dr. Horns would respond with the words we well knew,
“Once anything’s clear, we will share it with you.”

Next came the Provost to speak of great plans,
with hopes that those raises had won him some fans.
His eyes how they twinkled, much more than weeks past. His right arm had now been removed from the cast!

“More research, more students who finish in four, we’re not asking much, just a little bit more.”
“But one thing I know” he said with some ire, “This place will go coastal before I retire!”
Next, a campaign, our research to embolden, I knew in a moment it must be must be Jay Golden. He’d hit the ground running, was going gangbusters, with ideas galore and eight brand new clusters

Now Bio-med Sciences, now Engineering; It soon became clear what directions we’re veering.
On Energy, Coastal, on Health Care Precise, This plan was strategic, no roll of the dice.

Big Data, Behavior and STEM Innovation, on researchers, throughout the whole Pirate Nation! We’ll give you release time, now dash away, dash! Go write up proposals and bring in some cash.

Vice Chancellor Hardy, mood turning to gloom, had glanced at her phone and at once left the room. Did a crisis in housing or Greek Life occur? Would any among us change places with her?

After managing budgets through times that were rough VC Niswander had seen quite enough. With a sigh of relief, and steps lighter than air, back to the Faculty, to perhaps run for Chair?

Dr. Staton considered his crew and his dream to increase our stature, to make this place gleam. To never accept being called second rate, to be counted among universities great!

Then the Chancellor rose with nod and a grin and a new purple book and an ECU pin, and I saw him exclaim in a tweet on Verizon “Seasons Greetings to all, capture your horizon!”

No questions were posed to Professor Stiller at this time.

I. Question Period
No questions were posed from Senators during this time.

Agenda Item IV. Unfinished Business
There was no unfinished business to come before the Senate at this time.

**Agenda Item V. Report of Graduate Council**
Professor Ron Preston (Education), Chair of the Graduate Council provided information on curriculum and academic matters acted on during the December 4, 2017 Graduate Council meeting. There was no discussion and the Faculty Senate took no formal action on the informational report as presented.

**Agenda Item VI. Report of Committees**
Stiller asked, if there were no objection, that the Admission and Retention Policies Committee reports would be considered first because the presented needed to leave earlier than expected. There was no objection from the body.

A. Admission and Retention Policies Committee
Professor Beth Thompson (Biology), Vice Chair of the Committee presented proposed revisions to the *ECU Faculty Manual*, Part VI, Section I.X. Class Attendance and Participation Regulations relating to student absence policy and medical absences. She stated that this request from the Dean of Students would allow the Dean to provide excused absences for serious medical conditions.

Professor Bailey (Philosophy and Religious Studies/UNC Faculty Assembly Delegate) asked about the language around a student being unable to talk with a faculty. Professor Bailey said he deals with student’s complaints that faculty will not give them excused absences for medical reasons. He questioned the language that says the student could not communicate directly with the faculty. He understands the intention is to allow medical excuses when appropriate. Professor Bailey does not think the wording helps and moved to have the text “about which the student is unable to speak directly to the faculty” deleted. The motion passed.

Following a brief discussion, the proposed revisions to *ECU Faculty Manual*, Part VI, Section I.X. Class Attendance and Participation Regulations relating to student absence policy and medical absences were approved as amended. **RESOLUTION #17-79**

Professor Thompson then presented the proposed update to English Language Requirements for Undergraduate Admissions.

Professor Dudley (History) asked completion rates for students with English as second language. Professor Thompson did not know the answer but believes most finish successfully. She noted there are low numbers affected by this proposal.

Jon Rezek, Executive Director of Global Affairs noted that information about the retention of international students is being compiled. There are fewer than 200 international students total. He noted that about 18% of students score between 71 and 80 on the TOEFL. Students could go to other UNC schools without this change.

Professor Vail Smith (Health Education and Promotion) asked how the international students count in our numbers. Director Rezek said first-time freshmen count as out of state freshmen.
Professor Stokes (Allied Health Sciences) asked what TOEFL score the grad school requires. Director Rezek said grad school lowered it this semester to 78.

Professor Venters (Engineering and Technology) asked about help to improve English. Director Rezek reported that ECU has an accredited program to assist. There are 4 classes for those who do not meet TOEFL scores, but if the student still needs more support, they can take additional courses to help.

Following discussion, the proposed update to English Language Requirements for Undergraduate Admissions was approved as presented. **RESOLUTION #17-80**

B. Agenda Committee
Professor Peter Francia (Political Science), Chair of the Committee presented the proposed 2018-2019 Faculty Senate and Agenda Committee meeting dates. There was no discussion and the 2018-2019 meeting dates were approved as presented. **RESOLUTION #17-81**

C. Writing Across the Curriculum Committee
Professor Jen Scott Mobley (Theatre and Dance), Chair of the Committee presented curriculum and academic matters contained in the meeting minutes of **November 13, 2017** meeting including a credit hour change from 1 to 3 hours for BIOL 3550; a change from “WI by Section” to “WI” for HLTH 3030 with all sections being WI; removal of WI designation from MUSC 4596 & MUSC 4496 and DNCE 4046; and WI designation for SOCW 3402 & SOCW 3501, ENTR 4242 & ENTR 4500, ART 2411 & ART 2430, and WI restored for CHEM 4351.

There was no discussion and the curriculum and academic matters contained in the Writing Across the Curriculum Committee meeting minutes of **November 13, 2017** including a credit hour change from 1 to 3 hours for BIOL 3550; a change from “WI by Section” to “WI” for HLTH 3030 with all sections being WI; removal of WI designation from MUSC 4596 & MUSC 4496 and DNCE 4046; and WI designation for SOCW 3402 & SOCW 3501, ENTR 4242 & ENTR 4500, ART 2411 & ART 2430, and WI restored for CHEM 4351 were approved as presented. **RESOLUTION #17-82**

D. General Education and Instructional Effectiveness Committee
Professor George Bailey (Philosophy and Religious Studies), Chair of the Committee presented curriculum matters acted on and recorded in the meeting minutes of **November 20, 2017** including general education humanities credit for ENGL 1500: Explorations in Words, Images, and Ideas and global diversity credit for FORL 2220: Sci-Fi: East and West.

There was no discussion and the curriculum and academic matters contained in the General Education and Instructional Effectiveness Committee meeting minutes of **November 20, 2017** including general education humanities credit for ENGL 1500: Explorations in Words, Images, and Ideas and global diversity credit for FORL 2220: Sci-Fi: East and West were approved as presented. **RESOLUTION #17-83**

E. Educational Policies and Planning Committee
Professor Don Chaney (Health Education and Promotion), Chair of the Committee presented curriculum matters acted on and recorded in the meeting minutes of **December 10, 2017** including discontinuation of the BA in Computer Science in the Department of Computer Science within the College of Engineering and Technology.
Professor Schinasi (Foreign Languages and Literatures) discussed an email from a colleague regarding the proposal. The email noted no place for foreign language in the degree. He suggested that discontinuation of a BA program should have input from Foreign Languages, and the new BS should include the possibility to include foreign language or linguistics. Professor Schinasi noted that he questions loss of foreign language when we are trying to increase international education.

Professor Popke (Geography, Planning and Environment) agreed with Professor Schinasi and noted his department created curriculum plans that allow foreign language to count toward a degree with geography.

Professor Robinson (Mathematics) also agreed with the expressed concern.

Following the discussion and a vote by a show of hands, the curriculum and academic matters contained in the Educational Policies and Planning Committee meeting minutes of December 10, 2017 including discontinuation of the BA in Computer Science in the Department of Computer Science within the College of Engineering and Technology were approved as presented. RESOLUTION #17-84

F. Undergraduate Curriculum Committee
Professor Jean Luc-Scemama (Biology), Chair of the Committee presented curriculum and academic matters acted on and recorded in the meeting minutes of November 9, 2017 which contain level 1 curriculum items approved by its delegated authority and being reported here for informational purposes.

There was no discussion and the Faculty Senate took no formal action on the informational report as presented.

G. Faculty Welfare Committee
Professor Chris Duffrin (Medicine), Chair of the Committee presented first formal faculty advice on the proposed revisions to the University Family Educational Rights and Privacy Act (FERPA or Buckley Amendment). He noted that the Committee did not recommend any additional revisions.

There was no discussion and the Faculty Senate approved, as formal faculty advice to the Chancellor, the proposed revisions to the University Family Educational Rights and Privacy Act (FERPA or Buckley Amendment). RESOLUTION #17-85

Professor Duffrin then presented the proposed Diversity Plan Goal, Commitments, and Strategies (with Metrics) and stated the committee met with the office of equity and diversity. They made three recommendations: ECU definition of diversity, incidents on campus that conflict, and section in annual report. Metrics will be determined by each unit and measured within each unit. Some groups are not included because they cannot be assessed. For example, LGBT students cannot be asked about sexual orientation by law and thus are not included. However, all groups are being tracked within the law. Future discussions are planned to continue monitoring goals. Discussion was held regarding how to capture students’ desire, for example, to graduate in four years. There will be a need for resources to make assessments and provide data to make a case for programs that help students meet their actual goals.
Professor Kain (English) noted the recommendations came late yesterday and is concerned that each unit has not had time to examine the bulk of the proposals. She suggests a need to carefully review and perhaps choose more targeted goals to implement. Professor Duffrin agreed but said the document is aspirational and is not meant to show hard numbers and set goals. He noted each unit has to make their own plans and measures. He noted that there are no defined metrics included here and that each will make their own diversity initiatives and further noted that most are currently underway.

Professor Bailey (Philosophy and Religious Studies/UNC Faculty Assembly Delegate) agreed with Professor Kain and does not recommend approval at this time. He is also unaware of federal regulations prohibiting tracking if individuals are not identified.

LaKesha Alston Forbes, Associate Provost for Equity and Diversity noted that we do not have the data to track some groups and therefore cannot have a metric for such measures.

Professor Robinson (Mathematics) expressed appreciation for the information related to diversity of our workforce. He asked what happens after graduation and believed it important to track where our students from diverse backgrounds are employed and go after graduation.

Professor Maher (Philosophy and Religious Studies) noted we have employment outcomes that we track at ECU.

Following a lengthy discussion and a vote by a show of hands, the proposed Diversity Plan Goal, Commitments, and Strategies (with Metrics), including the Committee’s proposed additions, suggestions and recommendation was not approved as presented.

Associate Provost Forbes noted that every commitment cannot be met and that foci change and accommodate priorities as the unit decides is necessary.

Based on the discussion, Chair Stiller noted that it appeared that Senators’ negative votes reflected their desire for additional time to review and comment on the Diversity Plan rather than opposition to the plan itself or the committee’s recommendations. He further noted that there are parliamentary procedures that would allow for the proposed Plan to be brought up again after Senators had more time to review the material and talk with colleagues within their respective academic units before taking formal action.

**Agenda Item VII. New Business**
There being no further business the meeting adjourned at 4:39 pm.

Respectfully submitted,

Donna Roberson
Secretary of the Faculty
College of Nursing

Lori Lee
Faculty Senate
FACULTY SENATE RESOLUTIONS APPROVED AT THE DECEMBER 12, 2017 MEETING

Resolution #17-79
Proposed revisions to ECU Faculty Manual, Part VI, Section I.X. Class Attendance and Participation Regulations relating to student absence policy and medical absences, as follows:

(addition noted in **bold** print and deletion in *strikethrough*.)

A student’s participation in the work of a course is a precondition for receiving credit for the course. Students are expected to attend punctually all lecture and laboratory sessions and field experiences and to participate in course assignments and activities as described in the course syllabus. Absences are counted from the first class meeting after the student registers. Students registering late are expected to make up all missed assignments in a manner determined by the instructor.

Each instructor shall determine the class attendance policy for each of his or her courses as long as the instructor’s policy does not conflict with university policy. The instructor’s attendance policy, along with other course requirements, will be provided to the class on a syllabus distributed at the first class meeting. Class attendance may be a criterion in determining a student’s final grade in the course if the instructor provides a written statement to this effect in the course syllabus. In determining the number of unexcused absences which will be accepted, the instructor should consider carefully the nature of the course, the maturity level of the students enrolled, and the consequent degree of flexibility included in the instructor’s policy.

Students should consult with their instructors about all class absences. It is the responsibility of the student to notify the instructor immediately about class absences, to provide appropriate documentation for an absence, and discuss any missed class time, tests, or assignments. Except in the case of university-excused absences, it is the decision of the instructor to excuse an absence or to allow for any additional time to make up missed test or assignments. Excused absences should not lower a student’s course grade, provided that the student, in a manner determined by the instructor, is able to make up the work that has been missed and is maintaining satisfactory progress in the course.

Student Health Services does not issue official written excuses for illness or injury, but will, upon request at the time of the visit, provide a note confirming that the student has received medical care. In the event that the student is seriously ill or injured at the time of final examinations the Student Health Service or the Center for Counseling and Student Development, on request of the student, may recommend a medical incomplete. Instructors should normally honor written medical excuses from a licensed medical or psychological practitioner that states the student was too ill or injured to attend class and provides the specific date(s) for which the student was unable to attend class due to the medical or psychological problem.

The Dean of Students may authorize university-excused absences in the following situations:

1. Student participation in authorized activities as an official representative of the university (i.e. athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances).
2. Participation in other activities deemed by the Dean of Students to warrant an excused absence, such as required military training.
3. An extreme personal emergency or serious medical condition, about which the student is unable to speak directly to the instructor.
4. The death of an immediate family member (such as parent, sibling, spouse or child)
5. Student participation in religious holidays.

Resolution #17-80
Proposed update to English Language Requirements for Undergraduate Admissions, as follows:

In mid-July, Provost Ron Mitchelson approved recommendations to:
reduce ECU’s English language requirements for undergraduate admissions from 80 to 71 in the TOEFL and from 6.5 to 6.0 on the IELTS.

These changes move our required scores from the highest to the median level among our peer-institutions, and were recommended by a representative group including numerous faculty members that work with Jon Rezek, Executive Director of Global Affairs (see report below). Although previous changes in TOEFL and IELTS requirements were by administrative decision, the Provost and Chair of the Faculty agreed that principles of shared governance call for Faculty Senate involvement on such admissions standards. English Language requirements for graduate admissions and will be addressed in parallel by the Graduate Council and reported to the Faculty Senate and Chancellor.

Proposal to change the English Language Requirements for International Students

In 2010 Associate Vice Chancellor for International Affairs, Dr. James Gehlhar, East Carolina University recommended changing the required English language proficiency from a score of 61 to a score of 80 on the Test of English as a Foreign Language. The requirement for the International English Language Training System test was raised from a 6.0 to a 6.5. These changes were approved by Dr. Sheerer, Provost and Vice Chancellor for Academic Affairs. There is no documentation regarding the process that was used to make the decision or the process used to implement the changes.

The recent consolidation and reorganization of the international activities on campus and the refilling of international recruiting and admissions positions offered an opportunity to reevaluate the changes to the universities English language requirements. As shown in Table 1 below, the number of international students at ECU is quite low relative to official peer and aspirant universities. According to the most recent data available from Open Doors, published by the Institute for International Education, ECU is the lowest among this group of comparable universities. Several possible barriers exist that may be contributing to the relatively low numbers of international students at ECU. Increasing and diversifying recruiting efforts, improving timeliness of response to international inquiries, improved university branding and an updated, more user-friendly website are among the initiatives that the Office of Global Affairs has developed to increase and diversify international student enrollment. However, the relatively high TOEFL and IELTS requirements also serve as a restriction to increasing international student enrollment.
Table 1: International Student Enrollment at ECU’s Peer and Aspirant Institutions, 2015

<table>
<thead>
<tr>
<th>PEER &amp; ASPIRANT UNIVERSITY</th>
<th>Int’l Student Enrollment</th>
<th>Percentage of Student Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Carolina University</td>
<td>276</td>
<td>1.0%</td>
</tr>
<tr>
<td>Central Michigan University</td>
<td>1,230</td>
<td>4.5%</td>
</tr>
<tr>
<td>East Tennessee State University</td>
<td>537</td>
<td>3.7%</td>
</tr>
<tr>
<td>University of North Dakota</td>
<td>971</td>
<td>6.5%</td>
</tr>
<tr>
<td>University at Buffalo</td>
<td>6,852</td>
<td>22.9%</td>
</tr>
<tr>
<td>Wright State University</td>
<td>2,097</td>
<td>15.4%</td>
</tr>
<tr>
<td>Ohio University</td>
<td>2,013</td>
<td>8.6%</td>
</tr>
<tr>
<td>Florida International University</td>
<td>3,483</td>
<td>6.4%</td>
</tr>
<tr>
<td>Northern Illinois University</td>
<td>1,300</td>
<td>6.3%</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>1,109</td>
<td>4.4%</td>
</tr>
<tr>
<td>Southern Illinois University</td>
<td>2,531</td>
<td>14.1%</td>
</tr>
<tr>
<td>Texas Tech University</td>
<td>2,485</td>
<td>7.1%</td>
</tr>
<tr>
<td>University of Louisville</td>
<td>716</td>
<td>3.4%</td>
</tr>
<tr>
<td>University of Nevada-Reno</td>
<td>866</td>
<td>4.3%</td>
</tr>
<tr>
<td>University of South Carolina</td>
<td>1,468</td>
<td>3.4%</td>
</tr>
<tr>
<td>University of Southern Mississippi</td>
<td>450</td>
<td>3.0%</td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td>1,889</td>
<td>6.1%</td>
</tr>
<tr>
<td>Western Michigan University</td>
<td>1,967</td>
<td>8.2%</td>
</tr>
<tr>
<td>AVERAGE</td>
<td>1,684</td>
<td>6.7%</td>
</tr>
<tr>
<td>MEDIAN</td>
<td>1,265</td>
<td>5.3%</td>
</tr>
</tbody>
</table>

Source: Open Doors, Institute for International Education

Undergraduate Level English Language Requirements

Table 2 below displays the English language requirements for international undergraduate students from ECU’s official peer and aspirant universities.

ECU, along with Western Michigan University, Virginia Commonwealth University, and Florida International University, have the highest requirements in terms of TOEFL scores. The three aspirant universities on the list (University at Buffalo, the University of South Carolina, and the University of Louisville) all have lower English language requirements for undergraduate students than does ECU. The mean TOEFL score among this group (excluding ECU) is 72.8 and the median is 71. In the highly competitive market for international students a minimum TOEFL score of 80 puts ECU at a disadvantage relative to other universities. Nationally, over 50,000 test takers scored between 71 and 80 during the most recent twelve months. Many of these students would be eligible for admission at many peer institutions, including the University of North Carolina at Charlotte, which maintains a minimum TOEFL of 70 for incoming international undergraduates. Students scoring in this range make up approximately 14 percent of total test takers. When eliminating students with
TOEFL score above 100, who are likely not in ECU’s target market, those in the 71-80 range constitute about 18 percent of total test takers.

TABLE 2: Undergraduate English Language Requirements at ECU’s Peer and Aspirant Institutions

<table>
<thead>
<tr>
<th>PEER &amp; ASPIRANT UNIVERSITY</th>
<th>TOEFL</th>
<th>IELTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Carolina University</td>
<td>80</td>
<td>6.5</td>
</tr>
<tr>
<td>Central Michigan University</td>
<td>79</td>
<td>6.5</td>
</tr>
<tr>
<td>East Tennessee State University</td>
<td>61</td>
<td>5.5</td>
</tr>
<tr>
<td>University of North Dakota</td>
<td>71</td>
<td>6.0</td>
</tr>
<tr>
<td>University at Buffalo</td>
<td>70</td>
<td>6.0</td>
</tr>
<tr>
<td>Wright State University</td>
<td>61</td>
<td>5.5</td>
</tr>
<tr>
<td>Ohio University</td>
<td>71</td>
<td>6.0</td>
</tr>
<tr>
<td>Florida International University</td>
<td>80</td>
<td>6.5</td>
</tr>
<tr>
<td>Northern Illinois University</td>
<td>71</td>
<td>6.0</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>79</td>
<td>6.5</td>
</tr>
<tr>
<td>Southern Illinois University</td>
<td>68</td>
<td>6.0</td>
</tr>
<tr>
<td>Texas Tech University</td>
<td>79</td>
<td>6.5</td>
</tr>
<tr>
<td>University of Louisville</td>
<td>79</td>
<td>6.5</td>
</tr>
<tr>
<td>University of Nevada-Reno</td>
<td>61</td>
<td>6.0</td>
</tr>
<tr>
<td>University of South Carolina</td>
<td>77</td>
<td>6.5</td>
</tr>
<tr>
<td>University of Southern Mississippi</td>
<td>71</td>
<td>6.0</td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td>80</td>
<td>6.0</td>
</tr>
<tr>
<td>Western Michigan University</td>
<td>80</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>AVERAGE</strong></td>
<td><strong>72.8</strong></td>
<td><strong>6.1</strong></td>
</tr>
<tr>
<td><strong>MEDIAN</strong></td>
<td><strong>71.0</strong></td>
<td><strong>6.0</strong></td>
</tr>
</tbody>
</table>

To harmonize our admissions standards with other peer universities it is recommended that ECU reduce its English language requirements for undergraduates from 80 to 71 in the TOEFL and from 6.5 to 6.0 on the IELTS.

Graduate Level English Language Requirements

Table 3 below displays the English language requirements for international graduate students at ECU’s official peer and aspirant universities.

In contrast to the undergraduate requirements, the TOEFL requirements for graduate students are in line with ECU’s peer and aspirant universities. Of the 17 peer and aspirant universities for which data is available, 15 maintain minimum TOEFL requirements of 79 or 80. Only the University of Southern Mississippi (71) and the University of North Dakota (76) have lower requirements. Similar results hold for the IELTS requirements.
TABLE 3: Graduate English Language Requirements at ECU’s Peer and Aspirant Institutions

<table>
<thead>
<tr>
<th>PEER &amp; ASPIRANT UNIVERSITY</th>
<th>TOEFL</th>
<th>IELTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Carolina University</td>
<td>80</td>
<td>6.5</td>
</tr>
<tr>
<td>Central Michigan University</td>
<td>79</td>
<td>6.5</td>
</tr>
<tr>
<td>East Tennessee State University</td>
<td>79</td>
<td>6.5</td>
</tr>
<tr>
<td>University of North Dakota</td>
<td>76</td>
<td>6.0</td>
</tr>
<tr>
<td>University at Buffalo</td>
<td>79</td>
<td>6.5</td>
</tr>
<tr>
<td>Wright State University</td>
<td>79</td>
<td>6.0</td>
</tr>
<tr>
<td>Ohio University</td>
<td>80</td>
<td>6.5</td>
</tr>
<tr>
<td>Florida International University</td>
<td>80</td>
<td>6.5</td>
</tr>
<tr>
<td>Northern Illinois University</td>
<td>80</td>
<td>6.5</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>79</td>
<td>6.5</td>
</tr>
<tr>
<td>Southern Illinois University</td>
<td>80</td>
<td>6.5</td>
</tr>
<tr>
<td>Texas Tech University</td>
<td>79</td>
<td>6.5</td>
</tr>
<tr>
<td>University of Louisville</td>
<td>79</td>
<td>6.5</td>
</tr>
<tr>
<td>University of Nevada-Reno</td>
<td>79</td>
<td>6.5</td>
</tr>
<tr>
<td>University of South Carolina</td>
<td>80</td>
<td>6.5</td>
</tr>
<tr>
<td>University of Southern Mississippi</td>
<td>71</td>
<td>6.0</td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td>80</td>
<td>6.0</td>
</tr>
<tr>
<td>Western Michigan University</td>
<td>80</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>AVERAGE</strong></td>
<td>78.8</td>
<td>6.4</td>
</tr>
<tr>
<td><strong>MEDIAN</strong></td>
<td>79.0</td>
<td>6.5</td>
</tr>
</tbody>
</table>

In light of the consensus across peer and aspirant universities it is recommended that ECU maintain its TOEFL requirements at 80 and the IELTS requirements at 6.5.

**NOTE:** The Graduate School recently lowered the TOEFL requirement to 78 and left the IELTS requirement at 6.5. This change is supported by the office of Global Affairs and is in line with peer and aspirant universities.

Resolution #17-81
2018/2019 Agenda Committee and Faculty Senate Meeting Dates

<table>
<thead>
<tr>
<th>Agenda Committee</th>
<th>Faculty Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 28, 2018</td>
<td>September 11, 2018</td>
</tr>
<tr>
<td>September 25, 2018</td>
<td>October 16, 2018</td>
</tr>
<tr>
<td>October 30, 2018</td>
<td>November 13, 2018</td>
</tr>
<tr>
<td>November 27, 2018</td>
<td>December 11, 2018 at Heart Institute</td>
</tr>
<tr>
<td>January 15, 2019</td>
<td>January 29, 2019</td>
</tr>
</tbody>
</table>
February 12, 2019  February 26, 2019
March 12, 2019    March 26, 2019
April 9, 2019   April 23, 2019  at Heart Institute
                     April 30, 2019   (2019/2020 organizational mtg.)

Resolution #17-82
Curriculum and academic matters contained in the Writing Across the Curriculum Committee meeting minutes of November 13, 2017 including a credit hour change from 1 to 3 hours for BIOL 3550; a change from “WI by Section” to “WI” for HLTH 3030 with all sections being WI; removal of WI designation from MUSC 4596 & MUSC 4496 and DNCE 4046; and WI designation for SOCW 3402 & SOCW 3501, ENTR 4242 & ENTR 4500, ART 2411 & ART 2430, and WI restored for CHEM 4351.

Resolution #17-83
Curriculum and academic matters contained in the General Education and Instructional Effectiveness Committee meeting minutes of November 20, 2017 including general education humanities credit for ENGL 1500: Explorations in Words, Images, and Ideas and global diversity credit for FORL 2220: Sci-Fi: East and West.

Resolution #17-84
Curriculum and academic matters contained in the Educational Policies and Planning Committee meeting minutes of December 10, 2017 including discontinuation of the BA in Computer Science in the Department of Computer Science within the College of Engineering and Technology.

Resolution #17-85
Formal faculty advice on the proposed revisions to the University Family Educational Rights and Privacy Act (FERPA or Buckley Amendment).

The Committee is not recommending any additional revisions.

Policy          POL02.40.01
Title           Family Educational Rights and Privacy Act (FERPA or Buckley Amendment)
Category        Academic Affairs
Sub-category     Registration and Records
Authority       Board of Trustees
History         1974 Act passed into law; 2009 Act revised; Placed in University Policy Manual after EXPEDITED REVIEW, transitioned without substantive change from prior version, January 29, 2013;Revised X.
Contact         Office of the University Registrar, 252-328-6747, regis@ecu.edu
1. Introduction.

The University administers student educational records in accordance with the provisions of the Family Educational Rights and Privacy Act, also known as the Buckley Amendment or FERPA. This regulation provides that an eligible student has a right of access to student educational records maintained by the University or any department or unit within the University, subject to certain exceptions which are outlined in this regulation. This regulation also protects the confidentiality of personally identifiable information in student records. Except to the extent allowed by applicable law, personally identifiable information contained in a student educational record will not be disclosed. A copy of this regulation is maintained by the University Registrar. All members of the campus community should be thoroughly familiar with this regulation and comply with its provisions.

1.1. In compliance with the Family Educational Rights and Privacy Act of 1974, it is the policy of the University that eligible students have the following rights in regard to official educational records maintained by the University or any department or unit within the University. Subject to certain exceptions, the main rights of students are:

1.1.1. The right to inspect and review education records,

1.1.2. The right to request to amend their education records if they believe it contains information that is inaccurate, misleading, or in violation of the student’s rights of privacy, and

1.1.3. The right to limit the disclosure of their education records.

1.2. School officials are required by University policy to complete annual FERPA training, and to complete an acknowledgement that they treat all information to which they have access, other than directory information, as protected and confidential.

2. Definition of Terms.

2.1. Eligible student (also herein referred to as “student” or “students”) is any person who has reached 18 years of age or is or has been in attendance at the University at any age (as an undergraduate, graduate, professional, early college or visiting student) and regarding whom the University maintains education records. This regulation does not apply to students under 18 years of age attending a laboratory school operated by the University. The Chancellor shall issue a regulation or similar University policy statement regarding the FERPA rights and obligations of laboratory school students.

2.2. Education records is any record (in handwriting, print, tapes, film, computer, or other medium) provided by a student to the University for use in the educational process and/or any record from which a student can be personally identified except: sole possession notes, law enforcement or campus security records solely used for law enforcement purposes, records relating to employees of the institution (unless employment is contingent upon school attendance), records made by a
physician, psychiatrist, psychologist, or other recognized professional in his or her professional
capacity, in connection with treatment that are disclosed in connection with that treatment, and
records obtained after a person is no longer a student (e.g. alumni records).

2.3. Directory information at East Carolina University consists of a student's name, address
(including e-mail address), telephone listing, date of birth, major field of study, participation in
officially recognized activities and sports, dates of attendance, weight and height of athletic team
members, degrees and awards received and most recent previous educational agency or
institution attended by the student. Photographs, videos, or other media containing a student’s
image or likeness (collectively, “student images”) are designated by the University as “limited use
directory information.”

2.4. School official is a person employed by the University in an administrative, supervisory,
academic or research, or support staff position, including student workers, and volunteers as
determined by the Office of the University Registrar.

2.5. Legitimate educational interest is a demonstrated "need to know" by those officials of an
institution who act in the student's educational interest. They include: faculty, administration,
clerical and professional employees, student workers, and other persons who need student record
information for the effective functioning of their office or position. The following criteria shall be
taken into account in determining the legitimacy of a University official's access to student's
records:

   2.5.1. The official must seek the information within the context of the responsibilities that he or
           she has been assigned; and

   2.5.2. The information sought must be used within the context of official University business and
           not for purposes extraneous to the official's area of responsibility to the University.

3. Annual Notification.

3.1. East Carolina University shall send a written notice of FERPA rights to every enrolled student
at the beginning of each fall semester. The Office of the University Registrar is responsible for
preparing and delivering the Annual Notification.

   3.1.1. This Annual Notification includes: the student's rights mentioned above in Section 1.1, the
           right and steps for a hearing if request to amend record is denied, as enumerated in Section 6,
           below, and the right to file a complaint with the Family Policy Compliance Office. It will also
           include the definition of a "school official" and an "educational interest" and conditions under
           which a record will be released.

   3.1.2. The Annual Notification is sent to students via ECU e-mail (the official means of
           communication) after census day for any given fall semester.

4. Student Right to Inspect and Review Their Records.

4.1. Rights to inspect. Students have the right to inspect and review their official educational
records, files, and data, maintained by the University and directly related to the student and not
related to other students.

   4.1.1. Documents that are not considered education records, and therefore are not subject to
           inspection include: sole possession notes, law enforcement or campus security records,
employment records (unless employment is contingent upon student status), certain records related to treatment by physician, psychiatrist, psychologist, etc.

4.2. Requesting inspection. Students should direct their request to inspect the records to the Office of the University Registrar. The custodian shall provide access to the records during regular business hours.

4.2.1. The university will comply with the request from a student to review his or her records within a reasonable time, but in any event not more than forty-five days after the request is made.

4.2.2. Accommodations may be made for students to review their education records if circumstances make on-site inspection impractical due to geographic distance. In these instances, records may be sent to an institution near the student for an opportunity for the student to review the record.

4.2.3. If exceptional circumstances exist, or circumstances exist which effectively prevent a student from exercising their right to inspect and review the records as provided in Section 4.2.1 or 4.2.2, the University may provide copies of the records. The office providing the copies may charge a reasonable fee for each copy, but will not charge a fee to search for or retrieve the records in question.


5.1. Directory Information.

5.1.1. ECU may disclose directory information without student consent.

5.1.2. Use and disclosure of limited use directory information will be restricted to publication in official University publications or on social media sites or websites hosted or maintained by, on behalf of, or for the benefit of the University.

5.1.3. Students may block disclosure of their directory information. To block disclosure of directory information, a student must file a Non-Disclosure Form with the Office of the University Registrar by the official census date as listed on the academic calendar for the current term of enrollment. These blocks must be renewed each term.

5.2. Written Consent Required.

5.2.1. ECU may not disclose the education records of a student to other persons unless that student has given consent in writing, unless otherwise permitted by the federal regulations.

5.2.2. The consent must specify the records or information to be released, the reasons for the release, and the identity of the recipient of the records.

5.3. Written Consent not Required. ECU may disclose information from the student's record without the written consent of the student in the following situations:

5.3.1. In compliance with a court order or subpoena;

5.3.2. Requests from school officials who have a legitimate educational interest in the information;
5.3.3. Requests from other departments or educational agencies who have legitimate educational interest in the information, including persons or companies with whom the University has contracted (such as an attorney, auditor, collection agent, and the National Student Clearinghouse);

5.3.4. Requests from officials of other colleges or universities at which the student intends to enroll or has enrolled provided the student is furnished a copy, if he or she so requests, so that he or she may have an opportunity to challenge the contents of the record;

5.3.5. Requests in connection with a student’s financial aid;

5.3.6. Requests from parents of a dependent student as defined in Section 152 of the Internal Revenue Code of 1986;

5.3.7. Requests from appropriate persons in connection with an emergency, if the knowledge of such information is necessary to protect the health or safety of the student or other persons; or

5.3.8. When additional circumstances exist that permit the release without student consent, consistent with applicable regulations.

5.4. Procedures for Protecting the Privacy of Student Information in Electronic and Social Media Enrolled in Distance or Correspondence Courses or Programs. 5.4.1. East Carolina University recognizes the importance maintaining the privacy and security of student identity and student records in an environment of computer networked, digital records storage. ECU is diligent in protecting the security, confidentiality, integrity and availability of all student records including student identity. The University employs strict, standard security measures, policies, standards and guidelines in our ongoing effort to protect information resources, including student records. Student personal information is protected through a variety of measures, including the administration of policy and security practices that govern the PirateID and passphrase associated with accessing ECU’s PiratePort Portal, and other services that support the educational process at ECU. Students are required to have a strong passphrase that is resistant to "hacking." Students must reset their passphrase every 90 days and not reuse the account’s previous six passphrases. When students use their PirateID and passphrase to access information through PiratePort and the University's learning management systems, their login credentials are encrypted for additional security. All mission-critical University systems, including student records, are maintained on network servers in the University’s enterprise data center. The enterprise data center employs state of the art layered security controls and physical access controls. Users of information systems are prohibited from accessing data or programs for which they are not authorized.

5.4.2. In addition, it is the policy of the University that faculty, staff and instructors only use electronic products that are compliant with privacy safeguards, and approved in accordance with the University's social media policy, Reg 08.10.02. section 3.


6.1 Informal Resolution. If a student believes his/her education record is inaccurate or misleading, the first step is to discuss the concern with the University Registrar or designee. Contact that office at 252-328-6747. If the University Registrar or designee does not agree with the student, the University Registrar or designee will inform the student of the right to a formal hearing.
6.1.1 Note: This does not apply to grade disputes (although it may be used to correct a clerical error in grades).

6.2. Formal Hearing Request. Students may request a hearing to challenge the content of his or her education record on the grounds that the information contained in the education records is inaccurate, misleading or in violation of the privacy rights of the student.

6.2.1 Students must request a formal hearing within 30 University business days from the date the student is informed by the University Registrar or designee of the decision not to revise the education records. The request must be in writing, and must be delivered to the Associate Provost for Enrollment Services, to whom the University Registrar ultimately reports.

6.3. Hearing Procedures. The Associate Provost for Enrollment Services, upon receipt of the written request, shall either hear the case personally or designate a hearing committee.

6.3.1 Committee Composition. The committee will include one representative from the University Registrar's Office or designee other than the one who has denied the request, two faculty members and two students.

6.3.2 Scheduling of Hearing. Within a reasonable period of time after the request for hearing, the student shall be informed of the date, place and time of the hearing.

6.3.3 Conduct of Hearing. The student may present evidence relevant to the issues raised and may be assisted or represented at the hearing by one or more persons of his/her choice.

6.3.4 Decision. The person or committee hearing the case shall decide it solely on the basis of the evidence presented at the hearing. The decision shall be in writing, delivered to all parties, and will summarize the evidence and state the reason(s) for the decision. If the decision is in favor of the student, the education records will be amended accordingly. If the decision is unsatisfactory to the student, he or she may place with the education record a statement commenting on the information in the records or setting forth any reasons for disagreement with the decision. Such statements will be maintained as part of the student's education record and released with the record anytime it is disclosed to third parties. The challenge to be considered in such a hearing may extend only to the material in the respective University file; it may extend to the correct recording of a grade but not to the appropriateness of the grade.

7. Procedure for Filing an Official Complaint with the Family Policy Compliance Office.

7.1. A student has the right to file a complaint at any time with the U.S. Department of Education. However, it is expected that the student normally would exhaust the available administrative remedies for relief according to the University grievance policy procedures before filing such a complaint.