Social Media: Best Practices for Interactions Between Faculty/Staff and Students

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Introduction

Social media is prevalent and has been increasing in usage on college campuses. Gone are the days when platforms like Facebook and Instagram were only for students, teenagers, and young adults – today 79% of 30-49 year olds, 64% of 50-64 year olds, and 48% of those 65 and older (who utilize the Internet) are using Facebook regularly (Duggan, 2015). The climate and opinions surrounding social media are changing, and it is imperative that schools and universities understand and embrace these innovative opportunities to connect.

While the term "social media" can include many platforms, for purposes of this paper social media will refer to some of the most popular among college students and the general population. The Pew Research Center (Duggan, 2015) identified the top sites among all American adults 18 and older: 58% use Facebook; 23% use LinkedIn; 22% use Pinterest; 21% use Instagram; and 19% use Twitter. Further demographic information can be found in Appendix A.

Many universities have recognized that social media is important and helpful for promoting their mission, disseminating information about colleges and programs, branding, and recruiting students from all over the world. Arizona State University (ASU) has developed many policies to regulate use of social media platforms, however, these policies mainly focus on professional practices for promoting the university and raising visibility through social media (Appendix B). Little attention has been paid to using social media in the classroom to promote student engagement, connectedness, and relatedness between students and faculty/staff.

With recent attention being directed towards updates and changes to ACD 402 (Appendix C), focus has been on eliminating the possibility for romantic and/or sexual relationships between ANY member of ASU faculty/staff and ANY student on all ASU campuses. Further, the ACD manual outlines ethical and professional standards in ACD 204-01 and 204-02 (Appendix C). Discussion has been forged about ethical considerations when it comes to social media interactions with students. Paradigms need to start to shift from social media interactions reflecting "friendships" to social media interactions reflecting connections, networking, interaction, and engagement. Further, the increase in online education programs and the rapid growth of ASU online makes it critical to discover virtual methods for communication between faculty/staff and students (Dabbagh & Kitsantas, 2011).

In order to foster consistent policies across the university we must engage in research to develop and determine an appropriate set of "best practices" for social media use in the classroom and social media interactions between faculty/staff and students. This project will summarize current literature, policies from ABOR approved peer institutions, and anecdotal evidence to compile a comprehensive list of suggestions for social media interactions with students.

Review of the Literature (abbreviated)

As discussed above, the Pew Research Center has conducted a great deal of research on social media use, including the prevalence and trends among not only the Millennials and traditional college students, but also the non traditional college students, and faculty/staff of all ages. Nearly 100% of undergraduate and graduate students report that they access the Internet – it seems that rather than running

from social media interactions with students, we should embrace these new technologies as additional ways to relate (Duggan, 2015; Smith, Rainie, & Zickuhr, 2011).

The book *Engaging Students Through Social Media* (Junco, 2014) presents evidence to support the use of social media in the classroom and with students. The author emphasizes the idea that in order to change a perspective on social media use and better connect with students, all student affairs professionals should adopt the "youth normative" perspective:

"The *adult normative* perspective takes a prescriptive and authoritarian approach to understanding youth social media use. Values related to the adult normative perspective include beliefs that social media use "ruins" young people's ability to have "normal" relationships. It is often propagated through media accounts of how terrible social media are for young people. The *youth normative* perspective, on the other hand, attempts to understand young people's experiences through their viewpoint. When student affairs professionals adopt the adult normative perspective, we've already lost…(Junco, 2014, p. xix)."

Thus, maintaining a level of perceptual flexibility is critical in evolving as a faculty/staff member here at ASU. It is important to expand our minds on the use and utility of social media. We can begin to utilize it in both formal and informal ways to promote communication and learning. It is time to develop a set of guidelines to encourage appropriate interactions between faculty/staff and students through social media.

Junco (2014) continues to discuss tangible, evidence-based examples to exemplify how and why social media can provide a critical advantage for engaging and motivating students.

Student engagement can be defined as "the amount of physical and psychological energy that the student devotes to the academic experience" (Astin, 1984, as cited in

Junco, 2014). Astin's theory posits five tenets: "1) Engagement involves investment of physical and psychological energy; 2) Engagement occurs along a continuum; 3) Engagement has both quantitative and qualitative features; 4) *The amount of student learning and development associated with an educational program is directly related to the quality and quantity of student engagement in the program; and* 5) *The effectiveness of any educational practice is directly related to the ability of that practice to increase student engagement.*"

It is important to pay special attention to tenets 4 and 5 (in italics). As we know, ASU is fully invested in promoting student engagement and retention efforts on all campuses. It seems logical, then, that in fitting with the vision of the New American University, faculty and staff should aim to engage students by any means possible. Social media should be one avenue (if preferred) that is utilized to maintain contact and connections with students. These practices should be promoted to engage (not only) the Millennials but all college students. Further, engagement of online students is critical for retention and success.

To take a different perspective on this topic, Deci and Ryan's Self Determination Theory highlights elements that can promote intrinsic drive – the most adaptive motivation for high effort, persistence, prevailing through adversity, and adherence/retention (2000). This type of motivation has extensively been studied in classroom and school settings, and is strongly related to academic success. One human "need" that people are intrinsically motivated to reach is a level of relatedness with others. People are inherently intrinsically driven to feeling connected with another person and foster these relationships in different ways.

Further, if people feel a sense of relatedness, their intrinsic drive increases, and they feel more motivated to engage. Finally, when relationships are established, the other proposed needs of autonomy and competence can also be realized (Deci & Ryan, 2000).

According to Pascarella and Terenzini (2005), close interactions between faculty and students is related to improved "critical thinking, knowledge, acquisition, analytic competencies, and intellectual development (as cited in Junco, 2014, p. 55)." It is important and relevant to note that they also found "psychological adjustment and maturity are maximized in environments that emphasize engagement in class discussions and involvement with faculty in the academic community; student's perception of faculty as caring, helpful, and accessible promotes persistence and degree completion (as cited in Junco, 2014, p. 55)."

Social media simply provides another avenue (particularly in classes that are not the traditional face-to-face format) to endorse a sense of relatedness between students, faculty, staff, and other university personnel. Further, if used correctly, it can help to build a sense of respect, trust and rapport between faculty/staff and students. Ultimately, this should help to promote intrinsic motivation as well as student engagement, and foster retention and success at ASU.

As we continue to change our mindset on social media use and interactions, it is imperative to review social media policies of other peer institutions to help develop sound practices of our own here at ASU. A review of the social media policy at Michigan State University (an ABOR approved peer university) provided further guidance in developing a set of recommendations (see Appendix D for the Michigan

State University social media policy). These suggestions stand out because they establish a series of guidelines and best practices that seem to encompass social media practices for BOTH personal and professional use. Some examples include: Clearly identifying who you are; making it clear that views you express are your own; Be aware of privacy settings and user options associated with social media tools; Be prepared for success; Be truthful; Be responsible; Be discerning, etc. (MSU Guidelines for Social Media, 2013). Please refer to Appendix D for the entire policy.

While much of the literature supports "close" relationships between faculty and students, it is important to note that "close" relationships *do not* mirror amorous relationships, and ethical and professional boundaries must be established and maintained (see Appendix C for more details). After all is considered, here is a proposed list of best practices and guidelines (based on both scientific and anecdotal evidence as well as existing policies at other peer institutions) for social media interactions between students and faculty/staff.

Best Practices

1) Maintain both a professional and personal page/site. Use the professional page while interacting with students.

2) Be professional in all Internet conduct. Remember, you represent ASU at all times. Be honest, ethical, accepting, and aware.

3) Use good judgment with all posts and interactions. Do not say or do anything that you would not say or do in front of a classroom of students.

4) Do not actively seek out and request your students to be "friends" or followers on any site. Let them find and request you.

5) Do not interact with current students on social media. However, if this is necessary for student engagement and/or classroom content then do so by following appropriate practices (listed above and below). Social media can be a great tool for connecting prospective, current and former students and/or helping students to network in their fields.

6) Have an "open door" policy with accepting students on social media platforms. Do not engage in "favoritism", and add any students and/or accept requests consistently.

7) Do not use social media sites as replacements for email communication. Many interactions between students and faculty/staff warrant email discussions and should be completed using your university email address.

8) Do not post confidential classroom information (grades, student conduct issues, etc.) on social media sites.

9) Be friendly and encouraging when students interact with you through social media.

10) Remember, engaging with students in a more informal setting such as through social media often promotes better student engagement, motivation, and connectedness between faculty/staff and students. However, you are NOT their friend! Behaviors and interactions should comply with all policies set forth in the ACD manual.[1]

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[1] A more thorough list of best practices/guidelines that better relate to those established by Michigan State University can be developed after more thorough discussion with the UAC.

Conclusion

Overall, social media use should be encouraged to help engage and motivate today's college student. Faculty and student connecting, relating, networking, engaging, and learning are all positive outcomes that have been evaluated and established through reputable scientific research. As professionals and representatives of ASU – the New American University, we need to be cognizant of appropriate interactions according to ACD guidelines and established university policies. When done correctly, social media can be used to enhance the overall college experience for all students.

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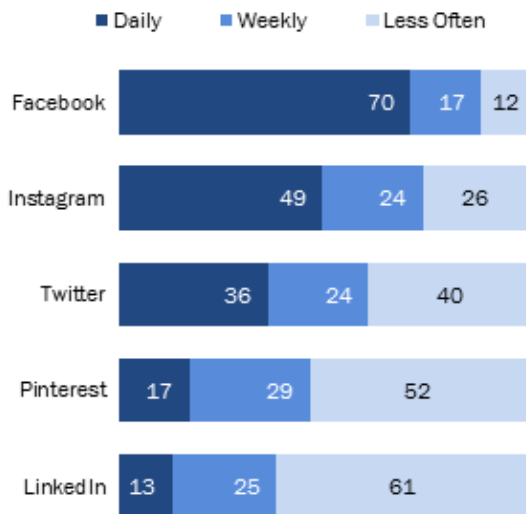
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Appendix A: Demographics for Social Media Use

Frequency of social media site use

% of social media site users who use a particular site with the following frequencies (% is reported among each specific site's user groups, e.g., 70% of Facebook users use the site on a daily basis)

■ Daily   ■ Weekly   ■ Less Often

Site	Daily	Weekly	Less Often
Facebook	70	17	12
Instagram	49	24	26
Twitter	36	24	40
Pinterest	17	29	52
LinkedIn	13	25	61

Pew Research Center's Internet Project September Combined Omnibus Survey, September 11-14 & September 18-21, 2014. N=1,597 internet users ages 18+.

PEW RESEARCH CENTER

Social media users among all adults

Among all American adults ages 18+, the % who use the following social media sites

Site	%
Facebook	58
LinkedIn	23
Pinterest	22
Instagram	21
Twitter	19

Source: Pew Research Center's Internet Project September Combined Omnibus Survey, September 11-14 & September 18-21, 2014. N=2,003 adults in the U.S. ages 18+.

PEW RESEARCH CENTER

Facebook users

Among online adults, the % who use Facebook

	2013	2014
All internet users	71%	71%
Men	66	66
Women	76	77
White, Non-Hispanic	71	71
Black, Non-Hispanic	76	67
Hispanic	73	73
18-29	84	87
30-49	79	73
50-64	60	63
65+	45	56*
High school grad or less	71	70
Some college	75	71
College+ (n= 685)	68	74*
Less than $30,000/yr	76	77
$30,000-$49,999	76	69
$50,000-$74,999	68	74
$75,000+	69	72
Urban	75	71
Suburban	69	72
Rural	71	69

Source: Pew Research Center's Internet Project September Combined Omnibus Survey, September 11-14 & September 18-21, 2014. N=1,597 internet users ages 18+. The margin of error for all internet users is +/- 2.9 percentage points. 2013 data from Pew Internet August Tracking Survey, August 07 – September 16, 2013, n= 1,445 internet users ages 18+.

Note: Percentages marked with an asterisk (*) represent a significant change from 2013. Results are significant at the 95% confidence level using an independent z-test.

PEW RESEARCH CENTER

LinkedIn users

Among online adults, the % who use LinkedIn

	2013	2014
All internet users	22	28%*
Men	24	28
Women	19	27*
White, Non-Hispanic	22	29*
Black, Non-Hispanic	30	28
Hispanic	13	18
18-29	15	23*
30-49	27	31
50-64	24	30
65+	13	21*
High school grad or less	12	12
Some college	16	22
College+	38	50*
Less than $30,000/yr	12	15
$30,000-$49,999	13	21*
$50,000-$74,999	22	31
$75,000+	38	44
Employed	27	32*
Not employed	12	21*
Urban	23	32*
Suburban	26	29
Rural	8	14

Note: Percentages marked with an asterisk (*) represent a significant change from 2013. Results are significant at the 95% confidence level using an independent z-test.

PEW RESEARCH CENTER

Pinterest Demographics

Among internet users, the % who use Pinterest

	Internet users
Total	31%
Men	16
Women	44
White, Non-Hispanic	32
Black, Non-Hispanic (n=85)	23
Hispanic	32
18-29	37
30-49	36
50-64	24
65+	16
High school grad or less	25
Some college	37
College+	31
Less than $30,000/yr	24
$30,000-$49,999	37
$50,000-$74,999	41
$75,000+	30
Urban	26
Suburban	34
Rural	31

Source: Pew Research Center, March 17-April 12, 2015.

PEW RESEARCH CENTER

Instagram users

Among online adults, the % who use Instagram

	2013	2014
All internet users	17%	26%*
Men	15	22*
Women	20	29*
White, Non-Hispanic	12	21*
Black, Non-Hispanic	34	38
Hispanic	23	34*
18-29	37	53*
30-49	18	25*
50-64	6	11*
65+	1	6*
High school grad or less	16	23*
Some college	21	31*
College+ (n=685)	15	24*
Less than $30,000/yr	18	28*
$30,000-$49,999	20	23
$50,000-$74,999	15	26*
$75,000+	16	26*
Urban	22	28
Suburban	18	26*
Rural	6	19*

Source: Pew Research Center's Internet Project September Combined Omnibus Survey, September 11-14 & September 18-21, 2014. N=1,597 internet users ages 18+. The margin of error for all internet users is +/- 2.9 percentage points. 2013 data from Pew Internet August Tracking Survey, August 07 – September 16, 2013, n= 1,445 internet users ages 18+.

Note: Percentages marked with an asterisk (*) represent a significant change from 2013. Results are significant at the 95% confidence level using an independent z-test.

PEW RESEARCH CENTER

Twitter users

Among online adults, the % who use Twitter

	2013	2014
All internet users	18%	23%*
Men	17	24*
Women	18	21
White, Non-Hispanic	16	21 *
Black, Non-Hispanic	29	27
Hispanic	16	25
18-29	31	37
30-49	19	25
50-64	9	12
65+	5	10*
High school grad or less	17	16
Some college	18	24
College+ (n=685)	18	30*
Less than $30,000/yr	17	20
$30,000-$49,999	18	21
$50,000-$74,999	15	27*
$75,000+	19	27*
Urban	18	25*
Suburban	19	23
Rural	11	17

Source: Pew Research Center's Internet Project September Combined Omnibus Survey, September 11-14 & September 18-21, 2014. N=1,597 internet users ages 18+. The margin of error for all internet users is +/- 2.9 percentage points. 2013 data from Pew Internet August Tracking Survey, August 07 – September 16, 2013, n= 1,445 internet users ages 18+.

Note: Percentages marked with an asterisk (*) represent a significant change from 2013. Results are significant at the 95% confidence level using an independent z-test.

PEW RESEARCH CENTER

Appendix B: Social Media Policy: Arizona State University

ARIZONA STATE UNIVERSITY

SOCIAL MEDIA POLICY

The use of social media platforms and associated services ("Services") by individuals in their official capacity as university employees is subject to the terms and conditions of University policies.

SCOPE OF POLICY

This policy establishes the criteria and procedure for creating an Arizona State University presence or participation on social media sites on behalf of the University, which includes, but is not limited to:

1. Media sites established by the University on ASU-owned domains,
2. Accounts on external sites such as Facebook, Foursquare, Flickr, Instagram, LinkedIn, Pinterest, Twitter, YouTube, etc. on behalf of the University; and
3. Personal accounts on external sites that are approved for use or participation by University employees as part of their job duties.

UNIVERSITY-SPONSORED PLATFORMS

All sites created on behalf of the University or any of its constituent units must have prior approval by Enterprise Marketing. To gain approval, an account must have a clear marketing plan for use and promotion. Contact information for community managers must be listed. All managers must also have an understanding of university policies. To learn more about the approval process, please go to socialmedia.asu.edu.

CONFIDENTIAL/PRIVATE INFORMATION

ASU owned social media resources or accounts shall not be used to disclose or disseminate any confidential or protected information, including, but not limited to: (1) Personnel information of any ASU employee; (2) information that is protected under FERPA, HIPAA, or any other legal privilege or confidentiality; (3) proprietary information of others without their permission, such as copyright or trademark protected information; or (4) ASU's proprietary information without permission from an appropriate authority at ASU.

EMPLOYEE USE

Visit the University's Social Media Guide for best practices. This serves as ASU's guideline for the strategy, development and management of social media sites. It centrally houses tools and resources, highlights relevant training opportunities, and connects the social media community at ASU.

EXPRESSING OPINIONS

ASU respects the freedom of speech and First Amendment rights of the University community. Please be mindful of your colleagues, students, and the community as a whole in your use of social media. While constructive criticism can be a healthy part of a conversation, ASU sites will not allow use that discriminates or harasses other members of the University

community or negatively impact ASU's reputation or integrity, or that may otherwise violate University policies. The University reserves the right to remove in its sole discretion any content that it considers to violate the terms of this or any other university policy.

MONITORING

Sites created on behalf of the University are not private and may be monitored to ensure compliance with all University policies.

Cross-References

ACD 125: Computer, Internet, and Electronic Communications Information Management Policy

ACD 123 Misuse of University Assets

SMM 107-01: Release of Student Information

ACD 121: Privacy Rights of Students

SPP 1101: Personnel Records

ACD 811: Access to and Release of Official Personnel Records Information

ACD 401: Nondiscrimination, Anti-Harassment, and Nonretaliation

ACD 204-01: Code of Ethics

ACD 204-02: Standards of Professional Conduct for Faculty Members and Academic Professionals

ACD 205-01: Political Activity and Lobbying

SPP 801: Employee Conduct and Work Rules

SPP 813: Code of Conduct for Business Activities

SPP 814: Violence in the Workplace

SSM: 104-02: Handling Disruptive, Threatening, or Violent Individuals on Campus

SSM 104-03: Hazing Prevention

Social Media

What is Social Media?

Social media is media that encourages two-way and multiple member conversations, as opposed to traditional one-way media.

Before You Start, Ask Why.

Why do I need a social media presence?

Get specific.

What business objectives would a social media presence help you meet? What user needs would you deliver on? If you can't map out exactly what your goals are, and how you plan to measure them, your activities won't deliver results.

Also, if your goal is to create a one-way communication (such as promoting an event or news story), you should consider other methods of engagement.

Who are you trying to reach?

Defining your target audience is another important step when deciding whether or not you need social media, and how to execute your strategy. Do you know where your audience "lives" online?

Look at your options. Are there established tools, both traditional media and social media, that you can use?

ASU has many established channels to get information to students, faculty and staff. Don't forget to explore what's already in place, and see if you can't simply piggyback on another department's account(s) if it makes sense.

ASU Web Channels

My ASU: Because of the high frequency of student visitors to My ASU, consider first your event promotions to run via this site.

Representatives from various units collaborate on an editorial calendar for the "ads" on My ASU. These typically are major events or resources across the university.

Announcements are typically smaller news items or activities where more specific details are needed.

For posting either an announcement or an ad, send an email to pcg@asu.edu.

Social Media Channels

- Official ASU Fan Page on Facebook
  http://www.facebook.com/arizonastateuniversity

- ASU's Official Twitter account http://twitter.com/#!/asu
- Additional ASU Twitter Accounts http://socialmedia.asu.edu/
- Foursquare (for geographic social media) https://foursquare.com/asu

Are you ready to listen?

Effective use of social media involves not only a proactive strategy, but the reactive part as well. How will you handle complaints? Angry people? Happy people?

- *Transparency is not optional.* Resist the urge to simply delete posts on Facebook from surly students/faculty/other. Once it's out there, it's out there, and you WILL be called out.
- *Acknowledge frustrations.* Letting the person know their complaint has been heard can sometimes be all they were looking for. For example: "I hear your frustration. How can I help?"
- *Work to resolve.* In addition to acknowledging, you want to address the situation. If it involves sensitive data, let the individual know that the situation will be handled privately to avoid any security or privacy (FERPA, etc) issues. Never address sensitive, personal information in an open forum like a social network.
- *Happy people want attention, too.* Just because they're not complaining doesn't mean they don't want a response or acknowledgment.
- Tip: Create a social media Terms of Use document to explain to followers how you handle spam, offensive or threatening language, talk of illegal activity, etc. You may refer to this if a user questions why their post was removed.

Are you the best person to manage your department's social media accounts?

Time to be honest with yourself. Do you enjoy social media? Are you willing to be responsive during "off-hours?" Do you personally use social media? Knowing who in your organization is best suited to manage your department's "voice" will directly inform its success.

What does it take to maintain these efforts?

Is your plan sustainable? For example, if you vow to post at least once a day, can you do that every day, every week? Set your community's expectations at a level you know you can maintain. If you leave, or happen to be on vacation, how will others step in in your absence?

Where will your content come from? What kind of resources will it take to create, edit, approve, post and respond on a regular basis? If its original content, do you have the means to pay for its production? If it's aggregated, by what metrics will you decide what's appropriate?

How you will promote your efforts?

If you've decided to launch your own social media initiative, you'll want to get the word out. Consider asking relevant cohorts to announce your efforts and "follow" you (or whatever the appropriate call to action is.) Look to the options listed above to help market your presence.

Who can you look to for guidance?

To stay on top of the latest trends in social media and get additional information:

- Websites (many have newsletters you can subscribe to and twitter/Facebook accounts you can also follow):
  www.mashable.com
  www.socialmediaexaminer.com
  www.socialmediatoday.com

ASU's Social media guidelines for students http://students.asu.edu/srr/online

OTHER beneficial links:

https://hub.asu.edu/digital-ecosystem-management/social-media-and-reputation-management/social-media-account-approval
https://hub.asu.edu/digital-ecosystem-management/social-media-and-reputation-management/facebook-best-practices
https://hub.asu.edu/digital-ecosystem-management/social-media-and-reputation-management/social-media-engagement-best
https://hub.asu.edu/digital-ecosystem-management/social-media-and-reputation-management/social-media-101
https://hub.asu.edu/digital-ecosystem-management/social-media-and-reputation-management/employee-best-practices-social
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Appendix C: ACD 204-01, 204-02; ACD 402

Effective: 1/27/1986   **Revised:** 7/1/2011

ACD 204–01: Code of Ethics

Purpose

To define the faculty and academic professional code of ethics

Source

University Senate

Applicability

Faculty
Academic professionals

Policy

These ethical principles and types of unacceptable behavior are organized around the individual faculty member's and academic professional's relation to teaching and students, scholarship, professional responsibilities, university, colleagues, and community. Since university discipline, as distinguished from other forms of reproval, should be reserved for misconduct that is either serious in itself, or is made serious through its repetition or its consequences, the following general principle is intended to govern all instances of its application: University discipline that may result from violation of this code may be imposed for conduct that is not justified by ethical principles and that impairs the university's central functions.

Responsibilities to Teaching and Students

Ethical Standards

1. To encourage the free pursuit of learning in students.
2. To hold before students the best scholarly standards of the disciplines.
3. To demonstrate respect for students as individuals, and to adhere to one's proper role as intellectual guide and counselor.
4. To make every reasonable effort to foster honest academic conduct and to assure that evaluation of students reflects their true merits.
5. To avoid any exploitation of students for private advantage and acknowledge significant assistance from them.
6. To protect student academic freedom.

Types of Unacceptable Conduct

Failure to meet the responsibilities of instruction, including:

1. arbitrary denial of access to instruction and/or instructional materials
2. significant intrusion of material unrelated to the course
3. significant evidence of a pattern of failing to adhere, without legitimate reason, to the rules of the faculty in the conduct of courses, to meet class, to keep office hours, or to hold examinations as scheduled
4. evaluation of student work by criteria not directly reflective of course performance
5. undue and unexcused delay in evaluating student work
6. discrimination against a student on political grounds, or for reasons of race, religion, sex, gender identity, sexual orientation, national origin, disability, Vietnam era veteran status, recently separated veteran status, other protected veteran status, or for other arbitrary or personal reasons
7. use of the position of power to coerce the judgment or conscience of a student or to cause harm to a student for arbitrary or personal reasons
8. participating in or deliberately abetting disruption, interference, or intimidation in the classroom
9. harassment as explained in ACD 402, "Amorous Relationships" and ACD 401, "Nondiscrimination, Anti-Harassment, and Nonretaliation"
10. breach of the privacy rights of students per SSM 107-01, "Release of Student Information"

    and

11. unauthorized or inappropriate use of self-authored instructional materials per ACD 204–04, "Royalties from Instructional Materials."

Responsibilities to Research, Scholarship, and/or Creative Activities

Ethical Standards

1. To recognize the special responsibility for the advancement of knowledge.
2. To seek the truth and to state the truth as one sees it.
3. To improve scholarly competence.
4. To exercise critical self-discipline and judgment in using, extending, and transmitting knowledge.

5. To practice intellectual honesty.
6. To prevent intrusion of subsidiary interests in the freedom of inquiry.

Types of Unacceptable Conduct

1. Violation of canons of intellectual honesty, such as misappropriation of the writings, research, and findings of others.
2. Engaging in activities where "conflict of interest" may influence the evaluation of, funding for, or general promotion of research proposals or research results.
3. Harassment as explained in ACD 402, "Amorous Relationships" and ACD 401, "Nondiscrimiation, Anti-Harassment, and Nonretaliation."

Responsibilities to the University

Ethical Standards

1. To be effective in teaching, research, scholarship and/or creative activities, and service.
2. To adhere to university policies and regulations.
3. To monitor the amount and character of any work outside the university, with due regard to responsibilities within it.
4. To give due notice to the university of pending interruption or termination of service.
5. To alert appropriate university offices about alarming or threatening behavior of colleagues and students per ACD 204–09, "Violence in the Workplace" and SSM 104–02, "Handling Disruptive, Threatening, or Violent Individuals on Campus."

Types of Unacceptable Conduct

1. Intentional disruption of university-sponsored or -authorized functions or activities.
2. Incitement of others to disobey university rules.
3. Unauthorized use of university resources or facilities.
4. Forcible detention, physical abuse or threat thereof, harassment, or intimidation of any other member of the university community.
5. Harassment as explained in ACD 402, "Amorous Relationships" and ACD 401, "Nondiscrimination, Anti-Harassment, and Nonretaliation."

Responsibilities to Colleagues

Ethical Standards

1. To respect and defend free inquiry by associates, where in compliance with university regulations.
2. To show professional courtesy and respect for others in exchange of criticism.
3. To strive to be objective during the professional judgment of colleagues.
4. To accept a fair share of the responsibilities for the governance of the university.
5. To actively assist in the professional development of colleagues.

Types of Unacceptable Conduct

1. Evaluating the professional competence of faculty members by criteria not reflective of professional performance.
2. Discriminating against faculty on political grounds, or for reasons of race, religion, sex, gender identity, sexual orientation, national origin, disability, Vietnam era status, recently separated veteran status, other protected veteran status, or for other arbitrary or personal reasons.
3. Breaching established rules governing confidentiality in personnel procedures.
4. Interfering with the academic freedom of faculty members operating within academic unit, college, or university policy.
5. Knowingly violating any academic unit, college, or university policy.
6. Using the creative achievements of colleagues without appropriate consultation and credit.
7. Harassment as explained in ACD 402, "Amorous Relationships" and ACD 401, "Nondiscrimination, Anti-Harassment, and Nonretaliation."

Responsibilities to the Community

Ethical Standards

1. To strive to conduct oneself as a responsible, productive member of the community, aware of and sensitive to the responsibilities and obligations placed on all citizens by a free society.
2. To make it clear in public statements that one's personal opinions are one's own and not those of the university.
3. To conduct one's public and private lives so as to avoid bringing dishonor to oneself and the university.

Types of Unacceptable Conduct

1. Deliberately misrepresenting personal views as an official position of the university or its agencies.
2. Using the university's name or logo to create the impression of university sanction for private activity.
3. Committing a felony or other serious act that demonstrates unfitness to continue as a member of the faculty.

Cross-References

1. ACD 204–04, "Royalties from Instructional Materials"
2. ACD 204–08, "Conflict of Interest"
3. ACD 401, "Nondiscrimination, Anti-Harassment, and Nonretaliation"
4. ACD 402, "Amorous Relationships"
5. ACD 204–09, "Violence in the Workplace"

   and

6. *Student Services Manual—*
   o SSM 104–01, *"Student Code of Conduct* and Student Disciplinary Procedures"
   o SSM 104–02, "Handling Disruptive, Threatening, or Violent Individuals on Campus"

and

- o [SSM 107–01](#), "Release of Student Information."

Effective: 11/1/1974   **Revised:** 11/1/2006

ACD 204–02: Standards of Professional Conduct for Faculty Members and Academic Professionals

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Purpose

To describe the Board of Regents' view of professional conduct

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Sources

Arizona Board of Regents Policy Manual - 6–201; 6–202; 6–301
Academic Constitution and Bylaws

Applicability

Members of the Academic Assembly

Policy

Reasons for a Formal Statement of Ethical Standards

The Board of Regents recognizes that faculty members in general have long adhered to a sound and honorable set of ethical standards and that these traditional standards continue to apply in today's world. It believes that, because of the size and complexity of Arizona's universities, it is appropriate to state formally these basic principles that have been informally incorporated in the academic way of life for so long. This formal statement will provide faculty members with clear-cut guidelines to follow as they carry out their heavy share of responsibility for the health and well-being of each university community. Moreover, it will help other citizens to come to a better understanding of the special burdens that they, as members of society, have placed on the faculty members of Arizona's institutions of higher learning. Faculty members discharge these special responsibilities as teachers, as scholars, and as members of their community in accordance with the following standards of professional conduct.

Special Obligations of Members of the University Community

Each member of every university community has a special obligation to preserve intellectual freedom, to practice intellectual honesty, to work for constructive and orderly change, to respect the rights and the dignity of others, to acknowledge the right of all to express differing opinions in a responsible manner, to promote conditions that foster the free exchange of ideas, to maintain the orderly processes which make possible freedom of inquiry and instruction, and to avoid any substantial disruption or material interference with the legitimate purpose and normal activities of the university.

Special Obligations of Faculty Members

Responsibilities to Students

As teachers, faculty members encourage the free pursuit of learning in students. They hold before students as best they can the scholarly standards of their discipline. They make every reasonable effort to foster honest academic conduct and to assure that their evaluation of students reflects the students' true merit. They maintain a generous number of office hours to see students in order to provide opportunities for students to seek guidance under conditions of privacy. They recognize that students are individuals and are entitled to an atmosphere conducive to learning and to even-handed treatment in all respects of the teacher-student relationship.

Primary Responsibility

As scholars, faculty members are guided by a deep conviction of the worth and dignity of the advancement of knowledge. They bear ultimate responsibility for the integrity of the educational process, for it is they who bring to life the course they teach. It is their mastery of the subject and their scholarly competence which entitles them to their classroom and to freedom in the presentation of their subject. Thus, their primary responsibility is to seek and state the truth as they see it in the field of their competence. To this end they devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge.

Conduct of Courses

In particular, they accept the responsibility to conduct each course they have been assigned to teach in general conformity with the content, format, and official description of the course as established by the faculties and approved by the president and the Board of Regents. Provided they do not consume class time in holding forth on matters utterly unrelated to the subject matter, they are given the freedom to select and present the material in each course in the way they believe will best achieve the stated goals of the course. They are expected to meet and conduct their classes at all regularly scheduled times and places. The president or a duly appointed representative may authorize a member of the faculty to be absent from classes or to reschedule the work for reasons of health or when in the best interests of the university. Whenever emergencies such as illness or accident prevent a faculty member from meeting a scheduled class, he or she should notify the department head or chair as promptly as possible so that a replacement may be arranged.

Committee Assignments

As members of the university community, faculty members accept their share of the committee assignments and will abide by the rules and procedures contained in the *Academic Constitution and Bylaws.* (See ACD 112–01, *"Academic Constitution and Bylaws."*)

Speech as Private Citizens

Faculty members recognize that their contributions to the best interests of the university involve a variety of regular duties over and beyond the scheduled teaching activities. As members of the larger community outside the university, they have the rights and obligations of any citizen. When they speak or write as citizens, they are free from institutional censorship or discipline, but their special position in the community imposes special obligations. They measure the urgency of their obligations to the community in the light of their responsibilities to their subject, to their students, to their profession, and to their university. They remember that the public may judge their profession and their institution by their actions and utterances. Therefore, they are at all times accurate, exercise appropriate restraint, and show respect for the opinions of others. When they speak or act as private persons, they make every effort to indicate that they are not representing their institutions or speaking in an official capacity.

Cross-Reference

See also the *Student Services Manual—*SSM 104–01, *"Student Code of Conduct* and Student Disciplinary Procedures."

Effective: 2/2/1982   **Revised:** 3/1/2015

ACD 402: Romantic or Sexual Relationships Between Faculty Members and Students

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Purpose

To set forth the university's policies and procedures concerning romantic or sexual relationships between faculty members and students

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Sources

University policy

Applicability

All ASU faculty members and academic professionals

Background

One key metric by which ASU assesses itself is the academic success of its students. The degree of a students' academic success should not be the result of, or affected by, influences attributable to a romantic or sexual relationship between an ASU faculty member and a student. Such a relationship could generate serious conflicts of interest, may permanently compromise the academic and professional reputations of both parties involved, does not promote an atmosphere conducive to learning, and creates an unacceptable risk of real or perceived coercion or exploitation of students by faculty.

To ensure fairness, objectivity, and the other ethical responsibilities expected of all members within a community of scholars, faculty are committed to hold themselves to high standards with respect to their professional responsibilities towards students. These professional standards recognize that the influence of the faculty in teaching and mentoring extends beyond the classroom (ACD 204–01).

Therefore all faculty should be aware that romantic or sexual relationships with students are likely to lead to difficulties for both parties. Such relationships should therefore be avoided. They can be harmful to the student and have the potential to place faculty at great personal and professional risk. The power differential inherent in the faculty-student relationship means that any romantic or sexual relationship between a faculty member and a student is potentially exploitative or could at any time be perceived as exploitative. Faculty engaged in such relationships should be sensitive to the continuous possibility that they are, or may be placed, in a position of responsibility for the student's instruction or evaluation. In the event of a charge of sexual harassment against a faculty member arising from such a relationship, a defense based upon mutual consent may be unsuccessful when the facts establish that a faculty-student relationship existed between the parties.

Policy

Faculty and academic professionals are prohibited from engaging in a romantic or sexual relationship with a student over whom the faculty member or academic professional exercises, or can reasonably be expected to exercise, academic or employment authority or influence. Such authority or influence includes, but is not limited to, employment-related decisions such as hiring, evaluation or discipline, and academic-related decisions such as grading, transfers, evaluations, formal mentoring or advising, supervision of research, employment of a student as a research or teaching assistant, exercising substantial responsibility for honors or degrees, or considering academic disciplinary action involving the student.

This policy does not apply to a romantic or sexual relationship between a faculty member or academic professional and a student who are spouses or domestic partners, consistent with the definition of family in ACD 702–03, or to those relationships that predate the adoption of this policy, in such cases, ACD 515 applies.

However, any faculty member who is a spouse or domestic partner of a student; or who became involved in a romantic or sexual relationship with someone who enrolled as a student at this university after their relationship began; or who became involved in such a relationship with a student before the faculty member joined the faculty of this university, is prohibited from evaluating the academic performance of that student or employing that student at this university, or otherwise exercising authority, supervision or influence over that student at this university. In order to enforce this provision a faculty member involved in such a relationship shall disclose the existence of the relationship to the head of their department or college.

This policy is consistent with the "Code of Ethics" (ACD 204–01), and the "Standards of Professional Conduct for Faculty Members and Academic Professionals" (ACD 204–02), which set forth standards to which faculty members must adhere, including responsibilities to students. Violations of this policy may result in corrective action, up to and including dismissal for cause (ACD 508–03).

Additional Information

To view the Prohibition Against Discrimination, Harassment, and Retaliation, Complaint and Investigation Procedure, see P20.

Cross-References

For additional, related policies, see:

1. ACD 204–01, "Code of Ethics"
2. ACD 204–02, "Standards of Professional Conduct for Faculty Members and Academic Professionals"
3. ACD 401, "Prohibition Against Discrimination, Harassment, and Retaliation"
4. ACD 515, "Nepotism"
5. ACD 508–03, "Dismissal for Cause"
6. ACD 702–03, "Family Leave"
7. ACD 710, "Parental Leave with Pay"
8. the *Sun Devil Athletics Manual (SDA)*—SDA 406, "Consensual Relationships"
9. the *Staff Policies and Procedures Manual (SPP)*—SPP 205, "Nepotism and Relationships Between Employees"

   and

10. the *Student Services Manual (SSM)*—SSM 304–06, "Nepotism—Student Employment."

Appendix D: Sample Social Media Policy: Michigan State University

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Introduction

The Michigan State University (MSU) Guidelines for Social Media apply to Michigan State University faculty, staff, and student employees and interns who create or contribute to blogs, wikis, social networks, virtual worlds, or any other kind of social media as part of their institutional responsibilities.[1] Social media is a great way to tell the MSU story and promoting university news and the work of faculty, staff, and students is encouraged. Rather than presenting a strict policy, Michigan State University is providing guidelines that are designed to frame acceptable and encouraged uses by members of the MSU community in social media spaces.

The online spaces in which you engage when using social media tools are visible to all. The public will perceive you as representing MSU—to them, you are the university. You may encounter unanticipated circumstances when sharing information about the university or yourself. Public response to you and what you choose to share online will vary. In order to be a positive steward of MSU, it will be helpful for you to understand social media and what it means to engage online, as well as what risks to anticipate and how to triage problems. Awareness and deliberate professionalism will enable you to participate online in a respectful, relevant way that protects the university's reputation.

Note: These guidelines do not supersede any existing MSU policy.

Social media and what it means to affiliate with MSU online

What is social media?

Defined broadly, social media encompasses communications and experiences that are:

- Distributed electronically by organizations and individuals

- Consumed on desktop and mobile devices

- Shared electronically and in print by diverse individuals

- Discussed by an engaged population   Today, social media is commonly encountered in the context of online software applications like Facebook, Twitter, LinkedIn, YouTube, and Flickr where text, media, links, and opinions are shared, discussed, and redistributed.   How do members of the MSU community engage online?   What it means to engage online is no different than what it means to engage offline.   When communicating MSU-related messages in a work capacity, you should interact with others in ways that reflect MSU's core values—quality, inclusiveness, and connectivity. Interactions should protect and enhance the university's reputation and reflect the university brand—a commitment to hardworking excellence springing from a values-driven approach to all MSU

[1] These guidelines also apply to other individuals who create or contribute to social media on behalf of MSU (e.g., contractors or volunteers).

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does, vast capabilities to make a difference, and a way of working that values and engenders collaboration and connectivity, on campus, in communities, and around the globe.

Individuals who identify themselves as faculty, staff, or student employees of MSU within their personal social media use (e.g., a personal blog, Twitter account, or Facebook profile) are encouraged to observe the guidelines set forth in this document. In addition, the following guidelines should be practiced:

• Clearly identify who you are.

• Make it clear that the views expressed are your own.

• Consider using a standard disclaimer: "The opinions expressed here are the views of the   writer and do not necessarily reflect the views and opinions of Michigan State University."

• Do not speak on behalf of the university or portray yourself as a spokesperson for the   institution.

• Do not use MSU logos or registered trademarks.

• Do not disclose financial or confidential student, faculty, staff, athletic, research, or institutional information.

• Do not share personal information or conversations of associates or partners unless you   have their written permission to do so.

• Be aware of the privacy settings and user options associated with the social media tools   you use and the audiences who will have access to content you publish.

• Remember that you are responsible for what you post on your own site and on the sites of   others.

• Consider departmental and university-wide rules about use of MSU IT resources.

• Personal use of social media should generally take place during nonworking hours using   personal computing resources (i.e., not owned or managed by MSU).   Guidelines for social media   Understanding the difference between an MSU work account and a personal account   Use professional contact information for accounts that represent a component of your work at MSU. Use personal contact information for accounts that are strictly non-work-related or accounts that are a blend of professional and personal information. If you're not sure whether to use your personal or professional contact information, err on the side of using your personal information.   Understanding the audience   People need and expect different things. The audiences with whom you engage will represent diverse ages, genders, experiences, opinions, cultures, educational backgrounds, political ideologies, religions, and expectations. Be respectful when considering other points of view and evaluating the intentions or desires of the audience.   You are the university. The audience does not understand the internal organizational structure of the university. When you represent yourself as working for MSU or use an MSU social media

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platform, what you say is frequently heard and considered by the audience to represent the entire institution.

Using core practices

Be real. Declare yourself as a member of the MSU community with pride. Don't masquerade, use an alternate identity, or otherwise attempt to disguise your identity.

Be prepared. Engage only when you understand the platform and feel confident and prepared for success.

Be prudent. When in doubt, ask for help from a supervisor, a university communicator, or the Communications and Brand Strategy web and social media team.

Be true. Reflect Michigan State values. Be respectful, courteous, patient, and professional. Your actions in social media should align with the university's overarching policies, procedures, and guidelines.

Be responsible. Never share confidential or proprietary information about MSU or other members of the MSU community. Exercise good judgment and follow all university policies and legal requirements.

Be discerning. Recognize the dynamics and differences between personal and professional social connections as well as what is appropriate to share with the public and what should be kept private. Whether you decide to connect with family, friends, classmates, coworkers, leaders, managers, subordinates, or students (for those in a teaching or advising role), consider using alternate accounts or privacy settings and filters within your social networking tools in order to avoid interactions and sharing that could cross personal-professional boundaries, result in conflicts of interest, or otherwise compromise you or the institution.

Be aware. Never comment on anything related to legal matters, litigation, or any parties with whom MSU may be in litigation. Never participate in social media when the topic being discussed may be considered an emergency or crisis situation. Even anonymous comments may be traced back to your IP address. When in doubt, ask a manager for assistance to determine if a matter should be referred to the Communications and Brand Strategy media communications team or the Office of the General Counsel.

Understanding the platform

Social media is about interaction. Have conversations and ask questions. Respond to queries when you are the appropriate person to do so. (See the Moderating section for more detail.)

These are public venues. One or more—maybe many more—of 6.8 billion people will see your material. Remember that there is no such thing as private information on the Internet. Assume that everyone will see everything you post. Do not write anything that you would not show to your significant other, your mother, or your boss.

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It is a permanent record. You may be able to delete what you do but not the copies that are being actively distributed, critiqued, and remixed.

What you mean isn't always what is perceived. Don't forget that written communication does not have tone. It can be hard to interpret your intended meaning from online communication, especially brief statements like Twitter "tweets" and Facebook status updates. Pause and consider your words or other content and how they may be received before engaging. Be thoughtful, say what you mean, and mean what you say.

Sometimes, people choose to not be "real" online. Keep in mind that the person or group with whom you are interacting via social media may be using an alternate identity, representing polarizing views or inaccurate facts, or behaving in an otherwise inauthentic manner. Be cautious when evaluating and responding to the audience—not every post must be responded to and, in some cases, the interaction should be referred to a supervisor or communications professional.

Participating

Look before you leap. Learn as much as you can before diving in. Read the user guide/documentation and the terms of use for any social media tool you plan to use. Become familiar with the standards for conduct and practice related to the tool. If you want to successfully join a social network/community, you should understand its standards and practices.

Join communities. Become a part of communities relevant to you and try new things. You can receive and lend value to the community.

Ease into becoming an active member of the community. Be a consumer first: try the services and play with the features. When you are ready—engage. Once you begin, be prepared to interact, reply, assist, and contribute.

Add value to the conversation. If you make the conversation only about you, the community will have little interest. Share what is unique to you and what you find interesting from others. Be helpful and be present.

Play nice. Don't spam, type using all caps, be hateful, or use bad language. Share the spotlight.

Support official endorsements. It is appropriate to reiterate support for or share information about official Michigan State University endorsements (e.g., an official institutional blood drive, fundraiser, cause, etc.).

Avoid unofficial endorsements. Do not use the Michigan State University name, logo or marks, or your affiliation with the institution to endorse or promote products, opinions, or causes (e.g., vendors, service providers, products, political candidates, causes, etc.). Keep in mind that the public will perceive you as speaking for the institution.

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Respect diversity. The MSU community values and respects differences, recognizing that communities are rich because of diversity and inclusion.

Respect privacy. Confidential or proprietary information should never be disclosed. If you are not sure whether something should be shared, check with your supervisor or a communications professional. Just as you would do for campus print publications, obtain a release before publishing statements or photos of minors.

Respect copyrights, trademarks, rights of publicity, and other third-party rights. Consider whether you have permission to use third-party content, and observe all rights for copyrighted materials. A good resource on fair use/copyright is
fairuse.stanford.edu/Copyright_and_Fair_Use_Overview/chapter9/index.html.

If you are a photographer, it's okay to post your photos on your social media site as long as they were taken in a public place. All other photography that includes people, private settings, or other content should have a release prior to posting. And be aware that others might choose to use your photos without your permission. If you don't want them shared widely, don't post them.

Keep in mind that access to material does not constitute permission to redistribute, modify, or create derivative works (e.g., using Photoshop or remixing content).

Monitoring

When, as part of your position at MSU, you manage a blog, Facebook page or group, or another site that allows participants to post comments or original posts and represents a component of MSU in an "official" way, you need to monitor posts from other participants. When a post is commercial, obscene, threatening, or otherwise violates the terms of use for the site, as site administrator it is your job to remove the offending posts. If you believe the comment demonstrates a credible threat to individuals or property, notify MSU Police Sgt. Val O'Brien at 517-355-2221. However, avoid the temptation to remove posts that are merely critical, angry, or represent a different opinion. Remember, a social media site is a means for holding a conversation. Suppressing other points of view may be a quick way to lose readers' trust.

Moderating

Moderating involves a three-phase process: Phase 1: Listen and identify. Conversations occur in electronic and real-world locations. Know where online conversations may take place. Always be listening for MSU-related statements, requests for assistance, opinions, or frustrations from the community. Take a closer look when attention is required.

Phase 2: Evaluate. Consider the following questions:

Are you the right person to moderate comments or questions?

The answer may be yes if:

> • The inquiry can be answered using publicly available information.
>
> • Your area of expertise is related to the inquiry/statement.

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• You have received specific training and have been made responsible by the university to address this type of situation.

Have you identified something positive related to an individual's experience with MSU?

• There may be an opportunity to acknowledge the experience in a meaningful way or to share the experience via the social media tools you are using (e.g., an institutional blog, mailing list, or social network).

Have you identified something negative related to an individual's experience with MSU?

• There may be an opportunity for the university to learn from this information so that it can improve the experiences of others.

Have you identified an aggressive or volatile individual?

• You have observed inappropriate language, personal attacks, hateful behavior, or deliberate distribution of misinformation.

Has a support request been identified?

> • A question has been asked.

> • An individual has requested assistance.   Have you found something about MSU that is factually inaccurate?

• Inaccurate information was posted online, and the correct information is publically accessible from an official source.

Phase 3: Engage, refer, or ignore. Based on your evaluation, determine if you are the right person to moderate what was identified, and take one of the following actions:

You are the right person to moderate comments or questions.

• Engage in a helpful, positive way.

You are not the right person to moderate the instance.

> • Document the instance (e.g., electronic screenshot, details regarding time and place, community response, etc.).

> • Pass the information along to the appropriate unit.

> • If you are unsure about where to send the information, seek guidance from your supervisor.

> • If you are a supervisor, get an official unit communications staff member involved and/or   contact the Communications and Brand Strategy web and social media team (517-

355- 2262 or webteam@cabs.msu.edu).   Positive instances related to an individual's experience with MSU

- Acknowledge the individual. Use the person's name and demonstrate that you understand what they said.

- Express support for them and/or the institution if appropriate.

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- Consider sharing the individual's experience via official institutional social media channels. When possible, provide a direct link to the original message or content (refer to documentation for the social media tool you are using to learn procedures and best practices for sharing links and media).

Negative instances related to an individual's experience with MSU

- If the communication does not relate to you or your unit, pass it along the comment to the appropriate unit.

- If the comment is general and not specific enough to pass along to any university unit, consider carefully whether to engage. Generally, it's best not to engage unless you can provide helpful information. You may always forward instances to the Communications and Brand Strategy web and social media team (webteam@cabs.msu.edu) if you believe that is necessary.

- If you do engage, acknowledge the individual. Use the person's name and demonstrate that you understand what they said.   An aggressive or volatile individual

- Do not attempt to engage, correct, or respond to the individual.

- Document the instance (e.g., electronic screenshot, details regarding time and place,   community response, etc.)

- Notify a supervisor and/or the appropriate university communications staff.

- If the instance is on a social network you administer (e.g., a Facebook page), you may   remove and/or moderate the instance if appropriate in accordance with the terms of use   for that network.

- If you believe that comments demonstrate a credible threat to individuals or property,   notify MSU Police Sgt. Val O'Brien at 517-355-2221.   A support request

- Acknowledge the request for assistance. Use the person's name and demonstrate that you understand their request.

- Provide succinct and complete information that addresses the request. If the request is for an area or topic you are not familiar with or responsible for, provide a referral to an appropriate source where an answer can be obtained.   Something published about MSU is factually incorrect

- Identify yourself and your affiliation with the institution.

- Provide a link to the correct information on the official institutional website.