



2019-2020 FACULTY SENATE

FULL MINUTES OF SEPTEMBER 10, 2019

Video unavailable for this meeting. We apologize for the inconvenience.

The first regular meeting of the 2019-2020 Faculty Senate was held on **Tuesday, September 10, 2019**, at 2:10 pm in room 249 of the main campus Student Center located on 10th street.

Agenda Item I. Call to Order

Jeff Popke, Chair of the Faculty called the meeting to order at 2:10 p.m.

Agenda Item II. Approval of Minutes

The [April 23, 2019](#) and [April 30, 2019](#) meeting minutes were approved as presented.

Agenda Item III. Special Order of the Day

A. Roll Call

Senators absent were: Professors O'Driscoll (Coastal Studies), Keim (Dental Medicine), Higginson and Newhall (Medicine), Klein (English/Secretary of the Faculty), Faculty Assembly Delegates Parker (Theatre and Dance) and Deale (Hospitality Management), VC for Health Sciences Stacy and Provost Mitchelson.

Alternates present were: Professors Wang for Su (Geography, Planning and Environment) and Martin for Roberson (Nursing).

B. [Announcements](#)

Professor Popke welcomed the Senators to the first meeting of the academic year. He called their attention to a handout in the folders that had been placed at their seats titled "Parliamentary Motions Guide" and noted that meetings proceed according to Robert's Rules of Order.

Next week, September 16-19 is Constitution Week, which is organized by the Ledonia Wright Cultural Center, the Center for Leadership and Civic Engagement, the African and African American Studies Program, and the Student Activities Organization. Senators are encouraged to send their students to the event, which will cover topics including voting, politics, and citizenship.

The Chancellor's Division is seeking applications for the University Ombuds position. This is a part-time appointment and recruitment is open to current ECU employees, with a possibility of reassignment or additional duties with a supplemental payment for the selected candidate. Professor Popke thanked Interim University Ombuds Mickey Herrin for his service in the position.

Donna Gooden Payne, University Counsel and Vice Chancellor for Legal Affairs, will be leaving ECU for the position of University Vice President and General Counsel at the University of Rochester in New York State. Professor Popke thanked her for her service and support for shared governance in her time at ECU and wished her well in her new position.

The Faculty Senate office administrator, Lori Lee, will retire at the end of the year after thirty years in the position. Professor Popke expressed his gratitude to Lori for her excellent and dedicated service and support of faculty at ECU. Professor Popke introduced Rachel Baker, formerly of Institutional Planning, Accreditation and Research as Lori's successor. Rachel will train with Lori in the Faculty Senate office until Lori's retirement at the end of the year.

C. Dan Gerlach, Interim Chancellor

Interim Chancellor Gerlach thanked everyone for attending the meeting and congratulated the Faculty Senate leadership team. Interim Chancellor Gerlach then discussed the budget and referenced material provided [here](#) relating to the three pots of funds and process by which decisions are made regarding their use. The three pots of funds are: 1) academic enterprise, 2) auxiliary services, and 3) other auxiliary services. He explained that the budget is roughly 900 million dollars, and that approximately half of the total money in the budget is in academic enterprises, which comes from tuition, fees, and state appropriations. Interim Chancellor Gerlach described the challenges facing that portion of the budget. He noted that ECU has had great success in terms of increasing the four- and five-year graduation rate, but the students do not stay around as long and continue to pay tuition and fees. He said another issue is that the twenty-year trend of growing enrollment hit an unanticipated snag and ECU did not recruit as many students at both the undergraduate and graduate levels. He went on to explain that decisions by the state government to discontinue providing supplemental pay to teachers with master's degrees and successes in moving graduate students through their degree programs contributed to the decline in graduate enrollment and in turn, the tuition and fees. As a result, in fiscal year 2020-2021, state support to ECU will decline because enrollments were not as high, and he wants to plan ahead for that anticipated funding reduction.

Interim Chancellor Gerlach went on to distinguish the second and third pots of funds. The second pot, auxiliary services, is supported by student fees. He explained that these fees fund things like Student Health Services, Student Transit, the Student Recreation Center, etc., and mostly come from on-campus students fees. The third pot of funds, other auxiliary services, forms approximately 200 million of the 900 million total budget. These funds are partially comprised of the proceeds from our medical enterprises, which are bolstered by funds from private insurance, Medicaid, and Medicare to help sustain those services. These enterprises are run more or less like a business. Other contributions to that fund come from research, and Athletics gets a mix of funds from student fees. He noted that having fewer students really affects our enterprises and that ECU must prepare for reductions.

Interim Chancellor Gerlach said that Academic Council sat with the vice chancellors and other campus leaders to set a goal for a 16 million (3.2%) reduction in the academic enterprise budget and they decided that each division receiving tuition money will work toward that reduction. He noted that once you take out the items you do not want to touch, like graduate assistantships and financial aid, it actually amounts to a 4.7% cut. He emphasized the importance of acting quickly and said instituting the hiring freeze would provide valuable time to plan for the expected reduction. Interim Chancellor Gerlach noted that exceptions were granted to the hiring freeze with priority being given to positions that would cause enrollment issues if they went unfilled or positions that maintain compliance with grants. He encouraged faculty to think of creative ways to save the money. He shared news that Fall 2019 enrollment was slightly better than expected, with first-year freshman enrollment at the third highest level, and graduate and incoming transfer enrollment numbers up slightly. He conceded that the sophomore and junior cohorts were lower. He explained that there was an increase in distance education learners with a decrease in in-person learners, and this switch meant a reduction in the

auxiliary funds. Most of those funds are not eligible for carryover at the end of the fiscal year, so they must be spent or they will be lost. He also noted that student credit hours are down because we have more part-time students. He said he thinks the 16 million in cuts will be as bad as it will get, and we will be able to stabilize the budget for 2021-22.

Interim Chancellor Gerlach explained that his budget news announcement was made in the spirit of transparency and an effort to quell rumors about ECU's solvency. The hiring freeze is a strategy to buy some time to think of creative solutions. He said they were transparent about their targets and how they were set. He went on to say that faculty involvement in the process or faculty consultation in decisions on how the money will be saved will depend on the culture of their colleges and/or departments. He acknowledged that he had set a target for the academic side of the budget and not the auxiliary side but noted that the other areas (auxiliary services and other auxiliary services) have reserves that were built up over time. He acknowledged that they are figuring out ways to cut back on the auxiliary side so they will not drain the reserves.

Interim Chancellor Gerlach said that the Board of Trustees is asking a lot of tough questions about the budget, and that is why Chancellor approval is required of all major budgets. The plan is not just to make cuts, but also to think about how to raise revenue. He said he and his wife, Peggy, have given to scholarships to recruit and keep students here, and he explained that lots of students leave not because they cannot handle the academic challenges, but because a financial crisis forces them to leave. Some transfer to other schools closer to them, but many are going to a community college because it is more affordable and they wonder if a four-year university is right for them. He said that if we narrow that gap, we will be able to retain those students.

Interim Chancellor Gerlach highlighted ECU being in the Princeton Review for the first time, and how our four-year degree attainment rate as an access school is close to that of more selective institutions. He said ECU is an access university and everyone should be proud of that. Even though there will be budget reductions, they will invest in ways to help keep enrollment strong. He pointed to the efforts of Jay Golden, Vice Chancellor for Research, Economic Development and Engagement, to provide more research opportunities and paid internships to students. He also noted the engagement by faculty and admissions counselors in an admissions session that took place and said it was a great selling point for ECU. He indicated that Stephanie Whaley, is going to be reaching out to faculty for help in similar efforts. Interim Chancellor Gerlach also discussed the need for advocacy for faculty, and strategies for describing the life of the faculty member to reduce misconceptions in the state legislature. Interim Chancellor Gerlach explained that going to Raleigh and saying that it is not fair that Chapel Hill and NC State get more money would not work. Instead, he thinks it will work better to emphasize the rate of return that ECU offers, and to point at our record of enrolling and graduating low-income, rural students. He also said that we have to figure out how to import talent from other areas and other states. He closed by reiterating that the strategy will not be just to cut funds, but to invest strategically in areas that would grow enrollment.

Questions

Professor Bauer asked for more information regarding how faculty might be consulted at the department level about cuts. For instance, would it be through department level chairs? Interim Chancellor Gerlach said that once you get below the level of the Deans he was not sure how it will be done and that Senators should go back to their units and discuss how best to be more involved in the budget talks within colleges and schools. He added that something he and Chairman Popke had

discussed was how to situate themselves and get faculty involved in thinking now of ways to deal with the next five to ten years, instead of just this emergency.

Professor Ticknor asked a clarifying question about the handout of the PowerPoint presentation. She noted that in the 3rd slide at the top of the second page, it says a 16 million dollar cut and he said it was an overall 3.2% cut. Another number that he referenced was a 4.7% cut. Where is that percentage coming from? Interim Chancellor Gerlach acknowledged that the percentages were not listed on the slides, and that 3.2% is the amount of overall budget we would need to cut, but within that bucket we have to figure out the things we don't want to cut (graduate assistantships, financial aid). When you understand how much you don't want to cut, it is a smaller pie and percentage goes up because it is coming out of a smaller piece of that budget.

D. Jay Golden, Vice Chancellor for Research, Economic Development and Engagement
Vice Chancellor Golden discussed a USA Today article that described Greenville as the 12th best college town. He went on to discuss the growth in research activities last year, summing 72 million dollars. Vice Chancellor Golden said research is up, F&A is up, and the backlog of proposals was also up as we continue to grow as an institution. He noted that it is not just about the money that research projects can bring, but also the impact ECU can make conducting research activities that will help eastern North Carolina. He went on to mention that he was working with deans and faculty to think about how to place students in internships and get funding for students, especially undergraduates. He discussed the importance of students being able to take the theory from the classroom and apply it to a project and noted that the experience gave students valuable lessons and tools to take into the marketplace, like technical writing, team dynamics, and project management.

He referenced Dr. Bauer's question about how faculty would be consulted about the plans for savings and explained that F&A, otherwise known as indirect costs, went from 3.6 million awarded to 9.8 million, a 54% growth. Historically, the vice chancellor has retained those funds and invested them, but he has put together a team to provide leadership strategies to take those funds to reinvest them. He said the team will consider how we should be using those funds to continue this growth. He discussed the Faculty Fellows program, in which faculty come into Research, Economic Development and Engagement to lead undergraduate research. He also described plans to work with Academic Affairs to start diversity programs in research. He noted that there were faculty members putting together a National Science Foundation proposal to seed ideas with counterparts from other institutions in the conference. Vice Chancellor Golden said that his office has relaunched the hurricane recovery website and reconvened faculty and staff for those efforts. He noted that they had fourteen ECU presentations at national meetings on the type of community engagement they had done. There were 185 grants, and 145 were in eastern Carolina. The awards summed 33 million dollars, 27 million of which was in eastern Carolina. He said research is growing because we embrace our mission. He closed by discussing his upcoming request for faculty to participate in a 360 administrator review to form an interim report.

Questions

Professor McKinnon thanked Vice Chancellor Golden for his leadership in helping faculty bring in that money, and asked how those funds will be reinvested to support services to manage that money and keep the system rolling, like the Office of Sponsored Programs, Grants and Contracts, etc. Vice Chancellor Golden answered that when a position relates to compliance, Executive Council has been approving it for hiring. He added that Research, Economic Development and Engagement had made significant organizational changes, and that he would send an updated organizational chart. He noted

that faculty would receive an email in the next week or two that would solicit faculty feedback and ratings on the quality of their service. They plan to take the feedback to the team considering F&A reinvestment to identify and prioritize the needs of the faculty.

E. Jon Gilbert, University Athletics Director

Athletics Director Gilbert stated that he had been on the job for nine months and he was feeling energetic and very thankful to lead this department. He discussed the implementation of a mission statement that is in alignment with the educational mission of ECU, that recognizes students and coaches as ambassadors and advocates for ECU, and that protects the health, safety, and well-being of their student athletes. He said that mission statement guides their decision-making. He then turned to discussing how the student athletes performed academically last year. He said that student athletes had a 3.41 cumulative GPA, and 61% of the student athletes had earned a 3.0 or higher GPA. He added that 13.9 sports programs finished with a 3.0 or higher GPA, and that the football student athletes had a 2.74 GPA, and men's basketball had a fall GPA of 3.14 and a spring GPA of 3.10. He acknowledged that the football and basketball programs still had work to do, but that he felt good about the direction.

Athletics Director Gilbert said that the student athletes had completed over 6000 hours of community service with more than 50 organizations in North Carolina. He stated that the athletes had done a good job of getting into the communities that comprise the region.

Athletics Director Gilbert went on to discuss finances. Ticket sales went from a high of 19,500 in 2017 to 12,500 in 2018, and to slightly over 14,000 this year. He noted that they were working on several things to bring in money and recruit, such as an increased television contract with ESPN, a home-in-home football game, and a buy or guarantee football game. He added that they were charging for parking for the first time this year, at a cost of \$120 a space for season tickets. He described other items like generating revenue from merchandise with old logos, fan-friendly pricing at the concession stands, having a kid zone, and restructuring rental fees. He also mentioned the introduction of the sale of alcohol at sporting events, which is anticipated to derive some revenue.

Interim Chancellor Gerlach stepped back up to the podium to clarify that the visit by President Trump was not revenue raising. It was requested by the president's campaign and they were granted use of the facilities as an access event.

Athletics Director Gilbert added that in terms of revenue generation, the football stadium and tower area will have increased revenue from rentals. He noted that there was a university rate and a rate for the public for those facilities.

Questions

There were no questions.

F. Cal Christian, NCAA Faculty Athletics Representative

Professor Christian provided an overview of his role as NCAA Faculty Athletics Representative. He said that NCAA has five representatives on a university campus that can deal with them, and he is the faculty's representative. He noted that he has monthly meetings with the Provost and access to the Chancellor. He discussed that the goal was to have the student athlete experience be the dream they wish it would be, both athletically and academically. He explained that he helps on the compliance end of things and to maintain the academic integrity of the program. Professor Christian

encouraged faculty members to come to him with questions or concerns about student athletes in their courses so they can assist student athletes having academic trouble.

Questions

There were no questions.

G. Colin Johnson, Student Government Association President

President Johnson stated that the Student Government Association (SGA) had been hard at work and had ambitious goals. Some of those goals were to help students have access to affordable quality education, to provide outreach to marginalized communities and to be inclusive. He described the goal of becoming an active presence in the lives of students to educate them on the resources available to them at ECU. He noted that ECU educates a large number of first-generation students who do not always know which resources are available. He stated that all eight of the SGA's standing committees will have clear initiatives for the semester. They were going to work cohesively to make sure students have the best experience. He said they were fortunate to have faculty committed to the same goals, and that he and Chair Popke meet monthly.

He provided some updates on SGA projects, beginning with textbook cost transparency. He said that many in the room were aware that textbook costs present a significant barrier to students, and three quarters of students are on financial aid and loans. Textbooks are not included in the price of tuition and fees, and they want to make sure that students have information about those costs as soon as possible so they are able to budget. He added that a report by the Public Interest Research Group indicates that two thirds of students have skipped buying a required textbook because of the high cost. Their goal is to give students more time to budget for those expenses by allowing the costs to be available at the time of registration. He said SGA would need a lot of support from faculty to make this happen, and the idea was that when a student is in Banner registering for classes, they can see the cost of textbooks available at the Student Store. He acknowledged that there are other options for buying textbooks, but that they wanted students to have an estimate so they could prepare for how much they would spend and prepare for the cost. He noted that this would give students more choice in making sure they can find the lowest cost options available. He also said they were partnering with Joyner Library for their alternative textbook program, which provides up to ten grants to faculty members so they can explore alternative, lower cost textbook options for their courses. SGA will also be recognizing faculty members who go above and beyond to reduce textbook costs.

President Johnson discussed another project, which is called YOU@ECU. He described it as a software tool in which students complete assessments in three different areas: Succeed, Thrive, and Matter. Students who take the assessments are provided with a variety of ECU resources. He said that instead of placing the burden on the student to find what they need, it brings that information to the students. He noted that the tool is available now. He closed by saying that he looks forward to appointing students to work on Senate committees.

Question

There were no questions.

H. Jeff Popke, Chair of the Faculty

Professor Popke provided the following remarks to the Faculty Senate. The full remarks appear below:

“Free Speech, Inclusion, and Liberal Education

As we begin the new year, there are two issues that have seemed to circulate around campus conversations. The first is our budget situation, about which we have already heard quite bit this afternoon. The second is the continuing reverberations from the Presidential visit to our campus in July.

I had [some things to say](#) about this at our Convocation, and we have a resolution to consider shortly as well, so I don't want to focus today on the specifics of the visit, but I do think it worthwhile to offer some general remarks about the tension that it represents. It is a tension between two equally important foundational principles in higher education: the need to facilitate freedom of expression, on the one hand, and the desire, on the other, to cultivate a learning environment characterized by civility, tolerance, and respect.

If you have been following recent trends in higher education, you will know that this friction between free speech and campus inclusion has been the subject of some debate, much of it in response to some high-profile incidents in which controversial speakers have been disinvited or shouted down by students because their ideas have been deemed incompatible with civil discourse and local community values (for a good overview, see the recent report [Chasm in the Classroom](#) by PEN America).

Because these speakers tend to espouse political views on the right, these events have led some conservative commentators to proclaim a free speech crisis on today's college campuses. Indeed, it is fair to say that concerns about freedom of expression have played a significant role in a troubling partisan divide in views about the value of higher education. In [recent surveys](#), nearly 6 in 10 Republicans responded that higher education has a negative impact on the country, and 73% think that universities are overly concerned with protecting students from views they might find offensive (quoted [here](#)).

Politicians have weighed in as well. North Carolina is one of 27 states to have passed [legislation](#) ensuring campus free speech, and President Trump followed suit with an [executive order](#) earlier this year that threatened to strip federal funding from violators. Whatever we may think about these political performances, it would be unwise, I think, to ignore the role of free speech concerns in the erosion of public confidence in higher education.

So how to respond? In two ways, I think. I want to suggest that we should strongly affirm the cardinal importance of campus free speech, but that we should also be wary of suggestions that this must require an unfettered platform for forms of expression that are hateful, demeaning or divisive.

First, then, it should go without saying that freedom of expression remains a bedrock principle for higher education. The affirmation of free speech rights not only undergirds the principles of tenure and academic freedom, it has provided the vehicle for marginalized voices to claim a space within the academy.

Here at ECU, it is fair to say that our free speech credentials are not much in doubt. Many of you will know that our [Freedom of Expression Regulation](#) was substantially revised last year in the wake of the state legislation, and that it provides expansive safeguards for protecting free expression. "Ideas and opinions ... will sometimes conflict," the regulation states, but "must

not be suppressed solely because they are thought by others to be offensive, unwise, immoral, disagreeable or wrongheaded.”

In part because of this, we are among only 11% of universities nationwide to earn the highest [‘green light’ rating for free speech](#) from FIRE, a right-leaning organization that tracks these things.

That said, we need not, in my view, accept that corrosive forms of speech are simply an unavoidable by-product of this, and whatever our legal obligations may be, our practical and intellectual engagements around free expression must recognize that the costs of free speech are not born equally, and that tolerance, inclusion and respect are values equally worthy of protection.

We can follow the lead here of our students, who have a more balanced view than the free-speech absolutists. When asked in a [recent poll](#) to choose between principles of free speech and those of inclusion, U.S. students were closely divided.

There are good reasons for this sentiment, I think, both societal and intellectual. For one thing, we are living through an age shaped by the toxic influence of social media and a growing industry of trolls, conspiracy theorists, and provocateurs who seek attention by triggering or angering students. We can add to this a documented increase in hate crimes, and a growth in incidents of bigotry and intimidation on many college campuses.

Within such a climate, we should be skeptical of arguments that our only recourse in the face of hatred and extremism is to provide it a platform and then respond with more speech, for this ignores questions of power, authority, and privilege in shaping the nature of expression and its impacts.

And here, the free speech crowd fails to acknowledge at least three decades of philosophical reflection, which has offered powerful critiques of Modernity’s claims to abstract reason and universal truth, in favor of an epistemological pluralism that recognizes the importance of lived, embodied experience and the intersectionality of multiple forms of marginalization.

History matters deeply to this view, including the history of the academy itself. Previous generations of students had to fight against entrenched structures of power for a more inclusive right to the spaces of learning and political agency. Small wonder, then, that we see resistance when inflammatory speakers use the guise of “free speech” to promulgate narratives seeking to close down these hard-won spaces of enunciation, denying the political agency, or even the humanity, of historically marginalized groups.

All of this is to say that when student or other groups seek to deny a soapbox to racist, homophobic, xenophobic, or misogynistic speech, this should be seen not as an effort to shut down the exchange of ideas, but in fact to pluralize it, to push back against those who would use the mantle of free speech to perpetuate their dominance of the communicative sphere.

This is not, I should repeat, a legal interpretation, but a theoretical and ethical one, and our institutional response must continue to be guided by our obligations under North Carolina law and ECU policy. But if we cannot stop offensive speech, we can at least work to undermine the model of untrammelled free expression that it seeks to hide behind, a model in which lies,

trolling, and personal attack simply take equal place alongside truth, facts and reasoned argument in a kind of take-it-or-leave it buffet of ideas.

To combat this, I think we need at least three things. First, we must provide our students with the diagnostic faculties necessary to separate facts from lies, and to identify and challenge baseless opinions, especially those that are hostile or degrading. That is, we need to instill the critical judgment necessary for meaningful participation in public debate.

Second, we need to facilitate and model civil modes of discourse and engagement. Among other things, civil discourse requires a presumption of good faith in our interlocutors, an effort to seek common ground rather than the psychic rewards of certainty and outrage, and a commitment to accept disagreement without delegitimization (arguments made by [Emily Chamlee-Wright](#) and [Frederick Lawrence](#)).

And third, we need to cultivate spaces of listening and validation, what [Ashley Woodson](#) has called a “deep civility ... [a] radically empathetic regard for others in shared spaces.” This involves an ability to learn from others, and to communicate that their history, perspectives, and interests matter to us.

So, judgment, civil dialogue, and empathetic understanding. These are, not surprisingly, the hallmarks of a liberal education. If we are to do these things well at ECU, we will need our faculty to take the lead, to think intentionally and meaningfully about our pedagogy in an age of anger and discord. It will also require, I believe, that we redouble our commitment to the liberal arts principles of seeking truth, instilling critical thinking, and developing an appreciation for historical context and cultural difference.

It is precisely these aims, of course, that lie at the heart of our general education curriculum, and especially our cultural and global diversity requirements. So I want to close with a plea to faculty to work this year to strengthen our general education and diversity offerings, to elevate their principles and learning outcomes to an institutional priority. And we must impress upon our students that these learning spaces are more than simply boxes to check off, or requirements to get out of the way*, but invaluable opportunities, opportunities to develop the knowledge, the perspective, and the deep civility that will be necessary for meaningful, productive, and inclusive dialogue, at a time when it is becoming all too rare.

* I am indebted to Professor David Wilson-Okamura (Department of English) for this formulation.”

Question

There were no questions posed to Professor Popke.

J. Question Period

Professor Thomson stated that he worked closely with the Brody Medical School office staff, medical students, and faculty involved in research at Vidant and wanted to know the status of the lawsuit between Brody and Vidant and where we actually were in resolving the issues. Interim Chancellor Gerlach replied that mediation and talks between the two are going well; with all mutually productive.

He noted that having an urban hospital is beneficial and felt better about the situation between the two today than when he took on the job in May and doesn't want to jinx anything.

Agenda Item IV. Unfinished Business

There was no unfinished business to come before the Faculty Senate at this time.

Agenda Item V. Report of Graduate Council

Professor Ron Preston (Education), Chair of the Graduate Council provided for informational purposes only the [August 26, 2019](#), Graduate Council meeting minutes, which included the [April 8, 2019](#) Graduate Curriculum Committee meeting minutes. No action was needed by the Faculty Senate at this time. There was no discussion on the Council report.

Agenda Item VI. Report of Committees

A. Committee on Committees, Anne Ticknor

Professor Ticknor (Education), Vice Chair of the Committee presented the names of nominees to fill the 2020 regular member term on the Due Process Committee, two 2020 alternate member terms on the Faculty Grievance Committee and 2021 regular member term and 2020 alternate member term on the Grievance Board.

There was no discussion and the Senate elected by acclamation the following faculty members: Professor Charles Ellis (Allied Health Sciences) to the 2020 regular member term on the Due Process Committee, Professors Elaine Cabinum-Foeller (Medicine) and Jessica Christie (Art and Design) to the two 2020 alternate member terms on the Faculty Grievance Committee and Professor Mustafa Selim (Medicine) to the 2021 regular member term and Professor Seodial Deena (English) to the 2020 alternate member term both on the Grievance Board respectfully.

B. Unit Code Screening Committee

Professor Ken Ferguson (Philosophy and Religious Studies), Chair of the Committee presented proposed revisions to [Health Sciences Library Unit Code of Operations and Departmental Promotion, Tenure, and Advancement Guidelines](#). There was no discussion and the revised unit code and guidelines were approved as presented. **RESOLUTION #19-64.**

Agenda Item VII. New Business

Professor Susan Pearce (Sociology) presented a Rally Chant resolution provided below recognizing that there were five authors on this document. Following the reading of the resolution, there was no discussion and the resolution was adopted as read.

“On July 17, 2019, The Trump/Pence 2020 campaign hosted a re-election rally in Minges Coliseum, located on the campus of East Carolina University. The Greenville rally was marked by the emergence of a racist chant from the crowd, in reference to Congresswoman Ilhan Omar. This racist chant received widespread media coverage both nationally and internationally, which frequently equated the crowd inside the rally with East Carolina University as an institution.

Whereas, ECU's policy on Non Discrimination states that it is against the policies of East Carolina University to create a hostile environment for an individual or group because of the individual's age, color, creed, disability, gender, genetic information, national origin, political affiliation, race/ethnicity, religion, sexual orientation, or veteran's status (FM,

Whereas, Part XII.II); and
this chant is a direct contradiction of the university's stated policy on Non Discrimination;
and
Whereas, this rally occurred on ECU's campus; and
Whereas, the content of this chant has made some faculty, staff, and students of ECU feel unsafe
and unwelcome.

Therefore Be It Resolved, that:

1. The ECU faculty formally decries/condemns this hate speech at the event.
2. The ECU faculty condemns all acts and language that are prejudicial against individuals and groups based upon age, color, creed, disability, gender, genetic information, national origin, political affiliation, race/ethnicity, religion, sexual orientation, gender expression, or veteran's status.
3. The ECU faculty reconfirms its commitment to diversity and inclusion."

RESOLUTION #19-65

There being no further business the meeting adjourned at 4:00 pm.

Respectfully submitted,
Lori Lee and Rachel Baker
Faculty Senate Office
(Filling in for Amanda Klein, Secretary of the Faculty)

FACULTY SENATE RESOLUTIONS APPROVED AT THE SEPTEMBER 10, 2019 MEETING

Resolution #19-64

Revised [Health Sciences Library Unit Code of Operations](#) and Department Promotion, Tenure, and Advancement Guidelines.

Resolution #19-65

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3. The ECU faculty reconfirms its commitment to diversity and inclusion.