



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

Annual Retreat: *Moving Forward at the University of Tennessee*

UTK Faculty Senate UT Knoxville • UT Institute of Agriculture • UT Space Institute
August 25, 2017, 8:30 a.m. to 4:30 p.m.
UT Conference Center Building, 600 Henley Street, Room 413ABC

Dear Members of the Faculty Senate and Campus Leaders:

Every year the Faculty Senate strives to take the long view, recognizing the need for a multi-year approach to building on the prior work of our committees and councils to improve The University of Tennessee. As faculty members, we have a commitment not only to discovery and teaching, but we are key players in helping to connect our research, scholarship and creative activities to the region, the state, our nation and beyond. As the Faculty Senate, we have many goals this year, and working with Chancellors Davenport and Cross, our work touches on every aspect of governance, encompassing diversity and inclusion, budget and planning, campus facilities, research and engagement, undergraduate and graduate education and more.

Last year we were fortunate to have the dedicated leadership of Bonnie Ownley, a Professor of Entomology and Plant Pathology in the UT Institute of Agriculture, as our Faculty Senate President. Bonnie represented us on several key administrative searches, and was a principled and consistent voice for shared governance. In May, we elected Misty G. Anderson, a Professor of English and Lindsay Young Professor in the College of Arts and Sciences, who holds courtesy appointments in both the Theatre and Religious Studies departments as the Faculty Senate President-Elect for this year. I am looking forward to working with both Bonnie and Misty as we advocate for faculty concerns.

This retreat has been planned to help us launch our objectives for the year. I greatly appreciate what each of you does for the university, and I look forward to working with you in the upcoming year.

Beauvais Lyons, Faculty Senate President

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Faculty Senate Retreat • AGENDA

Reminder: Parking at the Locus Street Garage will be validated at the retreat registration desk.

8:30-9:00 Check in/Light Breakfast

9:00-9:15 Welcome - Making Service Count

Beauvais Lyons, Chancellor's Professor, President UTK Faculty Senate

9:15-10:00 A Conversation on Shared Governance

Dr. Beverly Davenport, Chancellor University of Tennessee, Knoxville

Professor Beauvais Lyons, Chancellor's Professor, UTK School of Art

10:00-10:45 Panel on the Recently Enacted Campus Free Speech Protection Act

Professor Joan Heminway, Rick Rose Distinguished Professor of Law

Matthew Scoggins, General Counsel

Frank Lancaster, Associate General Counsel

Dr. Vince Carilli, Vice Chancellor for Student Life

Note: See text of SB0723 included with this program

10:45-11:00 BREAK

11:00-11:30 A Conversation on External and Internal Communications

Ryan Robinson, Vice-Chancellor for Communications and Marketing

Misty Anderson, Professor of English and Faculty Senate President-Elect

11:30-12:00 The Legislative Climate for 2017-2018

Anthony Haynes, Vice President for Government Relations & Advocacy

12:00-1:45 LUNCH

Dr. Joe DiPietro, President University of Tennessee, **System Updates**

Jon Shefner, Professor and Head of Sociology, **Planned Response to Outsourcing Proposal**

Time for Senate Committees to meet briefly (1:15-1:45)

1:45-2:15 Funding Academics

Dr. John Zomchick, Interim Provost and Senior Vice-Chancellor

Chris Cimino, Vice-Chancellor for Finance and Administration

2:15-3:15 Re-Tooling General Education

Dr. Erin Hardin, Professor of Psychology and Chair of General Education Revision Task Force

Katherine Ambroziak, Associate Professor of Architecture and Immediate Past Chair of the Undergraduate Council

Dr. Rachel J.C. Chen, Professor of Retail, Hospitality & Tourism and Chair of the Undergraduate Council

3:15-3:30 BREAK

3:30-4:20 Conversation with the UT Board of Trustees

Facilitated by Candace White, Professor of Public Relations

Raja Jubran, Vice-Chair, Trustee

Charles Wharton, Trustee

4:20-4:30 Closing and Adjournment – Professor Beauvais Lyons, President UTK Faculty Senate

SB 0723: “Campus Free Speech Protection Act”

Bill Summary

ON APRIL 13, 2017, THE SENATE ADOPTED AMENDMENT #1 AND PASSED SENATE BILL 723, AS AMENDED.

AMENDMENT #1 rewrites this bill and enacts the “Campus Free Speech Protection Act,” which will apply to every public institution of higher education in this state.

This amendment requires the governing body of every institution to adopt a policy that affirms the following principles of free speech, which are the public policy of this state:

- (1) Students have a fundamental constitutional right to free speech;
- (2) An institution must be committed to giving students the broadest possible latitude to speak, write, listen, challenge, learn, and discuss any issue, subject to measures that do not violate the First Amendment to the United States Constitution or Article I, Section 19 of the Tennessee Constitution, such as constitutional time, place, and manner restrictions or reasonable and viewpoint-neutral restrictions in nonpublic forums;
- (3) An institution must be committed to maintaining a campus as a marketplace of ideas for all students and all faculty in which the free exchange of ideas is not to be suppressed because the ideas put forth are thought by some or even by most members of the institution’s community to be offensive, unwise, immoral, indecent, disagreeable, conservative, liberal, traditional, radical, or wrong-headed;
- (4) It is for an institution’s individual students and faculty to make judgments about ideas for themselves, and to act on those judgments not by seeking to suppress free speech, but by openly and vigorously contesting the ideas that they oppose;
- (5) It is not the proper role of an institution to attempt to shield individuals from free speech, including ideas and opinions they find offensive, unwise, immoral, indecent, disagreeable, conservative, liberal, traditional, radical, or wrong-headed;
- (6) Although an institution should greatly value civility and mutual respect, concerns about civility and mutual respect shall never be used by an institution as a justification for closing off the discussion of ideas, however offensive, unwise, immoral, indecent, disagreeable, conservative, liberal, traditional, radical, or wrong-headed those ideas may be to some students or faculty;
- (7) Although all students and all faculty are free to state their own views about and contest the views expressed on campus, and to state their own views about and contest speakers who are invited to express their views on the institution’s campus, they may not substantially obstruct or otherwise substantially interfere with the freedom of others to express views they reject or even loathe. To this end, an institution has a responsibility to promote a lively and fearless freedom of debate and deliberation and protect that freedom;
- (8) An institution must be committed to providing an atmosphere that is most conducive to speculation, experimentation, and creation by all students and all faculty, who must always remain free to inquire, to study and to evaluate, and to gain new understanding;
- (9) The primary responsibility of faculty is to engage an honest, courageous, and persistent effort to search out and communicate the truth that lies in the areas of their competence;
- (10) Although faculty are free in the classroom to discuss subjects within areas of their competence, faculty shall be cautious in expressing personal views in the classroom and shall be careful not to introduce controversial matters that have no relationship to the subject taught, and especially matters in which they have no special competence or training and in which, therefore, faculty’s views cannot claim the authority accorded statements they make about subjects within areas of their competence; provided, that no faculty will face adverse employment action for classroom speech, unless it is not reasonably germane to the subject matter of the class as broadly construed, and comprises a substantial portion of classroom instruction;
- (11) An institution must maintain the generally accessible, open, outdoor areas of its campus as traditional public forums for free speech by students;

(12) An institution must not restrict students' free speech only to particular areas of the campus, sometimes known as "free speech zones";

(13) An institution must not deny student activity fee funding to a student organization based on the viewpoints that the student organization advocates;

(14) An institution must not establish permitting requirements that prohibit spontaneous outdoor assemblies or outdoor distribution of literature, although an institution may maintain a policy that grants members of the college or university community the right to reserve certain outdoor spaces in advance;

(15) An institution must not charge students security fees based on the content of their speech, the content of the speech of guest speakers invited by students, or the anticipated reaction or opposition of listeners to speech;

(16) An institution must allow all students and all faculty to invite guest speakers to campus to engage in free speech regardless of the views of guest speakers; and

(17) An institution must not disinvite a speaker invited by a student, student organization, or faculty member because the speaker's anticipated speech may be considered offensive, unwise, immoral, indecent, disagreeable, conservative, liberal, traditional, radical, or wrong-headed by students, faculty, administrators, government officials, or members of the public.

This amendment requires the institution to make the policy available to students and faculty annually through one or more of the following methods:

(1) Published annually in the institution's student handbook and faculty handbook, whether paper or electronic;

(2) Make the policy available to students and faculty by way of a prominent notice on the institution's internet site other than through the electronic publication of the policy in the student handbook and faculty handbook;

(3) Send the policy annually to students and employees to their institutionally-provided email address; or

(4) Address the policy in orientation programs for new students and new faculty.

This amendment specifies that it does not:

(1) Grant students the right to disrupt previously scheduled or reserved activities occurring in a traditional public forum;

(2) Require an institution to fund costs associated with student speech or expression; or

(3) Prohibit an institution from imposing measures that do not violate the First Amendment to the United States Constitution or Article I, Section 19 of the Tennessee Constitution.

This amendment requires an institution, with respect to disciplining students for their speech, expression, or assemblies, to adopt a policy on "student-on-student harassment" defining the term consistent with and no more expansively than the following: unwelcome conduct directed toward a person that is discriminatory on a basis prohibited by federal, state, or local law, and that is so severe, pervasive, and objectively offensive that it effectively bars the victim's access to an educational opportunity or benefit.

This amendment prohibits an institution from imposing costs on students or student organizations on the basis of the anticipated reaction or opposition to a person's speech by listeners.

For purposes of promulgating rules, this bill will take effect upon becoming a law, the public welfare requiring it. For all other purposes, this bill will take effect January 1, 2018.

Proposal for a new UTK General Education + Graduation Requirement

What makes this new curriculum different?

- **Global Citizenship:** Requiring all students to have exposure to both a US-focus and International focus course will ensure more students take a US History or other US-focused course to help them understand issues of pluralism and their role within the United States.
- **Applied Oral Communication:** Highlights those communication skills needed and valued in many different disciplines across campus including: interpersonal, small group and team communication; nonverbal and cross-cultural communication; communication of discipline-specific information both within and outside the discipline; conversational communication in formal and informal settings; and active listening.
- **Electives:** The new General Education curriculum offers students more choice and flexibility by allowing them to choose specific areas and courses in which to take their 6 elective General Education credits. By not limiting the areas or departments in which these electives are taken, students have the flexibility to pursue a minor as they fulfill General Education requirements.
- **Applied Arts & Humanities:** This new elective option will allow students to count experiential courses in the arts (e.g., performance-based music or theatre classes, studio art) toward their General Education requirements, promoting active learning.

The most significant change in the new General Education is not in the specific content to which students will be exposed in the classroom but the ways in which students experience the curriculum within – and beyond – the classroom.

- **Engaged Inquiries:** The Engaged Inquiries designation is designed to encourage active and experiential learning, interdisciplinary thinking, self-reflection, and application; in short, it is designed to encourage innovative pedagogy to transform students' (and instructors') experience of the General Education curriculum.
- **Contemporary Issues and Solutions Integrative Experience:** A capstone experience that integrates the disciplinary knowledge, awareness of self and other, and communication and reasoning skills developed through the General Education curriculum with focused inquiry in one or more specific disciplines (often a student's major) to examine critical issues facing today's world.

Side-by-side comparison of current and proposed new requirements

CURRENT	NEW
3 WC	3 WC
1 OC	1 OC
2 QR	2 QR
2 NS	2 NS
2 CC	2 Global Citizenship (1 US, 1 Int'l)
2 AH	1 AH + 1 SS
2 SS	2 electives (AH, AAH, SS, GC)
	1 AOC
	3* Engaged Inquiries
	Contemporary Issues & Solutions

AH = Arts and Humanities

AAH = Applied Arts & Humanities

AOC = Applied Oral Communication

CC = Cultures and Civilization

GC = Global Citizenship

GCI = Global Citizenship - International Focus

GCUS = Global Citizenship - US Focus

NS = Natural Sciences

OC = Oral Communication

QR = Quantitative Reasoning

SS = Social Sciences

WC = Written Communication

***9 of students' 120+ credits must be designated Engaged Inquiries (EI)**

EI, WC, OC, AOC all may overlap with other courses within or outside of General Education. For example, a course may be both a designated Arts & Humanities (AH) course *and* an AOC course or a GCUS *and* EI *and* WC.

FAQs:

What about foreign language requirements?

Assuming the language course meets the GCI learning outcomes, two semesters of a foreign language could be used to satisfy the GCI requirement *and* one elective requirement. (Assuming American Sign Language (ASL) courses meet the GCUS learning outcomes, two semesters of ASL could be used to satisfy the GCUS requirement *and* one elective requirement.)

It looks like some students may take only one Social Science or Arts & Humanities course. Is that true?

Possibly, yes. Keep in mind, however, that we expect courses in the Global Citizenship category to span the Social Sciences, Arts, and Humanities. That means, for example, that a student might only take one Ways of Knowing Social Science course but use a second course from a social science discipline to fulfill the GCUS requirement.

The new curriculum guarantees exposure to the Arts & Humanities and the Social Sciences for all students while also introducing flexibility for students to choose courses in which they are most interested or to pursue minors.

How will our students fit in the new Applied Oral Communication course?

Our expectation is that there are already many courses students take within their major in which disciplinary communication is sufficiently emphasized to meet the AOC designation, meaning departments would not necessarily have to create a new course. (Rather, they could apply for such an existing course to count for the AOC General Education area.)

How will our students fit in the new Contemporary Issues and Solutions graduation requirement?

Again, our expectation is that there are many courses students take within their major or to fulfill the Global Challenges requirement in Arts & Sciences that could readily be adjusted to fulfill the CIS graduation requirement. In addition, programs could develop 0-credit options for pre-existing study abroad or internship requirements. This requirement creates exciting opportunities for programs to consider innovative capstone courses and co-curricular experiences.

Engaged Inquiries (EI) – 9 credits

Foundational knowledge alone is insufficient for being a truly well-educated global citizen ready to lead and solve novel problems; students also need experiences that broaden, extend, apply, and integrate prior learning and promote collaboration and self-awareness.

In all Engaged Inquiries courses, students will produce an investigative, creative or practical work relevant to the course topic.

In addition, EI courses must demonstrate that they produce learning outcomes from at least 2 of the following areas:

- **COLLABORATIVE LEARNING**

Throughout the semester, students will engage in a process of sharing ideas, making useful contributions, communicating effectively, understanding their role(s), planning and implementing the plan to completion.

Courses in this domain are expected to produce the following outcomes for students:

1. Students will demonstrate the ability to work effectively in a group to complete a project or performance.

- **INTEGRATIVE OR MULTIDISCIPLINARY LEARNING**

Courses that address this domain may include team-taught interdisciplinary courses; exploration into adjacent fields; courses on pre-defined interdisciplinary subjects (e.g., Law & Literature).

Courses in this domain are expected to produce the following outcomes for students:

1. Students will demonstrate the ability to draw on theories, tools, and / or methods from at least two fields of study to produce an investigative, creative, or practical work or understand a relevant issue.

- **APPLIED LEARNING**

In applied learning courses, students will engage in a process of proposing, implementing, and assessing the success of strategies, plans, or approaches to addressing questions in applied contexts.

Courses in this domain are expected to produce the following outcomes for students:

1. Students will apply skills and knowledge from the classroom in hands-on and /or real-world settings or in independent / directed research or creative projects.

- **REFLECTIVE LEARNING**

Students will engage in reflective activities including journal entries, reflective response papers, creative exercises, etc., on a regular basis in this course not only to grapple with the major ideas of the course, but with the question of what these ideas mean to them:

Courses in this domain are expected to produce the following outcomes for students:

1. The ability to draw connections between the subject matter of the course and the student's own experience, to concepts from other classes, to ethical or social issues raised by the subject matter, or to the larger significance of the materials.
2. The ability to reflect on their own thinking, learning, understanding, and competencies.

This requirement is satisfied by taking 9 credits of courses from the approved Engaged Inquiries (EI) list. These courses must be from at least 2 different departments. These courses may be within the student's major, minor, elective or within any General Education area (AH, AAH, AOC, GCI, GCUS, OC, NS, QR, SS, WC).

A CONVERSATION WITH THE BOARD OF TRUSTEES

UT Board of Trustees

The Board of Trustees is the governing body of the University of Tennessee, overseeing the educational and operational activities of the statewide University system.

The 26-member board is comprised of both five ex officio and 21 appointed members. Appointed seats include one voting and one nonvoting faculty, one voting and one nonvoting student, and 17 congressional district and county representatives.

The governor serves as an ex officio voting member of the board and, by election, as chair. Both the chair and vice chair are elected at the annual meeting and serve for two-year terms. Other ex officio members include the president of the University, the Commissioner of Agriculture and the Commissioner of Education for the State of Tennessee, and the executive director of the Tennessee Higher Education Commission (a nonvoting seat).

The University's general counsel is its chief legal officer, responsible for providing all legal advice and representation for the university-wide system.

The secretary of the University and chief of staff to the UT Board of Trustees is responsible for providing all legal advice and representation for the Board and is its principal staff liaison.

Standing committees of the Board include: Academic Affairs and Student Success, Advancement and Public Affairs, Audit, Executive and Compensation, Finance and Administration, Trusteeship, and Research, Outreach, and Economic Development. The president serves as a voting member of the board and as a non-voting member of all committees, except the Audit Committee.

Candace White, Professor of Public Relations and Faculty Trustee Emerita

Raja J. Jubran, Vice Chair

District/County: Knox County

Initial Appointment: 2012, Term Expires: 2019

As Vice Chair of the Board, Mr. Jubran serves as an ex officio, voting member of all Committees and as Chair of the Executive and Compensation Committee, and Chair of the Athletics Committee. Raja Jubran, a graduate of the University of Tennessee, Knoxville, is the founder and chief executive officer of Denark Construction, a Knoxville-based general contracting and engineering company. Jubran was first elected vice chair in June 2015, and his two-year term was renewed in 2017.

Charles E. Wharton, Trustee

District/County: Franklin County

Initial Appointment: 2006, Term Expires: 2018

Committees: Academic Affairs and Student Success; Advancement and Public Affairs. Subcommittees: Subcommittee on Tuition, Fees, and Financial Aid; Subcommittee on Community and Alumni Relations. Charles Wharton, a graduate of the University of Tennessee, Knoxville, is President and CEO of Poplar Creek Farms, a diversified holding company with operations including land development, timber interests and agricultural activities.

Website: trustees.tennessee.edu

UTK and UTIA PEER INSTITUTIONS

On August 4, 2017 the Board of Trustees Finance and Administration Committee, in consultation with UTK and UTIA campus administrations approved this set of new peer institutions.

Recommended Comparable Peers for UT Campuses and Institute of Agriculture

	<u>UTK</u>	<u>UTC</u>	<u>UTM</u>	<u>UTHSC</u>	<u>UTIA</u>
1	NC State	Central Arkansas	Arkansas State	UT Health Science Center	Virginia Tech
2	Virginia Tech	Stephen F. Austin State	West Texas A&M	U. Oklahoma HSC	Kentucky
3	Auburn	Nebraska- Omaha	Austin Peay	Medical U. South Carolina	Clemson
4	Iowa State	Murray State University	Midwestern State	U. Texas HSC - San Antonio	Missouri
5	UT-Knoxville	Valdosta State	U Texas - Tyler	Texas Tech HSC-Lubbock	Georgia
6	South Carolina	Northeastern State	Morehead State	U. Nebraska Medical Cntr.	Nebraska
7	Clemson	Georgia College & State University	Frostburg State	U. Arkansas Medical Sci.	Mississippi St
8	Louisiana St	Jacksonville State	UT-Martin	LSU HSC-New Orleans	Oklahoma State
9	Nebraska	UT-Chattanooga	Arkansas Tech		UT Inst. of Ag
10	Kentucky	West Georgia	Auburn-Montgomery		Maryland
11	Missouri	Southeast Missouri St	McNeese State		Auburn
12	Alabama	Tennessee Tech			Rugters
13		Florida Gulf Coast			Arkansas
14					Louisiana St

Recommended Aspirational Institutions for UT Campuses and Institute of Agriculture

1	Minnesota	UNC - Greensboro	Marshall	Maryland HSC-Baltimore	Florida
2	Florida	Appalachian State	Stephen F Austin	Oregon HSC	Illinois
3	Wisconsin	UNC - Wilmington	SE Missouri St	UTHSC - Houston	Wisconsin
4	Michigan State	Lamar	Western Carolina		Ohio State
5	Purdue	Charleston	Central Arkansas		Purdue
6	Georgia	Arkansas-Little Rock	Murray State		Michigan St

Soapbox

Tenures provide needed academic freedom

By MILTON M. KLEIN

and

HOWARD R. POLLIO

American Association of University Professors

UTK Chapter

Several articles in the *Beacon* on the subject of tenure reflect serious misunderstandings on the part of students and even some faculty as to the meaning of this issue. Because it considers the matter to be at the very heart of the educational process in the university, the American Association of University Professors, UTK Chapter, considers it essential that its position be made known.

The AAUP has long held that there is an intimate connection between tenure and academic freedom. The policy of protecting teachers from arbitrary dismissal by those who disagree with them has a long history. In the earliest European universities, scholars were granted special protection by emperors and kings so that they could carry on their work secure from the assaults of brigands and mobs. Unsure even of the protection afforded by such guarantees, scholars united as collegiate communities and received charters of incorporation which made them safe from the arbitrary jurisdiction of outside agencies. In the United States, colleges and universities developed differently,

with lay boards of control and boards of trustees. Too often, such boards were willing to remove teachers who were unpopular to the trustees themselves or to benefactors of the university. In 1900, a prominent economist, Edward A. Ross, was forced from his post at Stanford University because he challenged the prevailing orthodoxy of "laissez faire" economics.

Responding to such dangers, a group of university teachers organized the American Association of University Professors in 1915. The AAUP contended that the best judge of the academic competence of a professor was the scholarly community itself; it demanded for the academic profession immunity from institutional sanctions in matters of expression and belief — "academic freedom;" and it proposed that teachers be allowed, after a probationary period, to hold their positions continuously until they were proved unable to fulfill their scholarly responsibilities — "tenure." By 1940, these principles were expressed in a statement subscribed to subsequently by over 100 professional organizations, representing most of the scholarly disciplines. The statement is based on the premise that the common good of the university depends on "the free search for truth and its free expression" and that

tenure is the most reliable guarantor of that freedom.

Tenure was not meant to guarantee lifetime employment but only that no faculty member who had already demonstrated professional competence, after a probationary period, should be dismissed without adequate cause, and that the determination of such cause be made by a system of "academic due process." Tenure is designed to provide the freedom which Justice Felix Frankfurter once described as the "atmosphere which is most conducive to speculation, experimentation, and creation." It is intended to make possible the freedom by which the scholar and teacher can benefit society "through innovation and dissemination of perspectives and discoveries... without fear that he must accommodate his honest perspectives to conventional wisdom. The point is as old as Galileo and, indeed, as new as Arthur Jenson." The latter words are those of William Van Alstyne, professor of law at Duke University, and a former national president of AAUP.

Tenure affords professors the same independence in their research and teaching that "good behavior" appointments afford the judges in our courts. What kind of justice can be expected of judges who sit at the pleasure of those who appoint them?

What kind of education can students expect from professors who are subject to the vagaries of what outside agencies consider "fashionable" or "useful"?

At least one faculty member has expressed the opinion in the *Beacon* that professors can rely on the courts to protect them from capricious and arbitrary dismissals by administrators or legislators. But if the courts do so, it is precisely because they rely on the "academic common law" which has developed over the last forty years based on the AAUP's 1940 Statement of Principles on Academic Freedom and Tenure. The words of that statement are simple and clear: "Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free expression. Academic freedom is essential to these purposes."

Those advocating the abolition of tenure claim that professors who must be constantly concerned for the security of their jobs will be the better for being "on their toes." What is much more certain is that such professors will be the worse for being constantly "on their knees." And in such a classroom, the students may well be pleased, but will they become informed and innovative?

Duties of a Faculty Senator

Elected Faculty Members: Criteria, Election, Term of Office, and Duties. Elected faculty members shall be chosen from those members of the faculty meeting the following criteria at the time of the election: (1) the holding of full-time or continuing part-time appointment with the rank, or equivalent rank, of lecturer, clinical instructor, assistant professor or higher; and (2) the performance of academic duties totaling at least half-time teaching, research, service, or departmental administration. The term of office for each elected faculty member is three years (except as set forth below in paragraph E of this Section 1) and begins August 1 of the year in which the member is elected. The members elected by each college, unit, or division (as provided for in Section 2 of this Article II) shall be divided into three classes, each class consisting of approximately one-third of the elected representatives of each college, unit, or division. After completion of a full three-year term or any partial term of more than one year, an elected faculty member shall be eligible for a second three-year term. A senator who has served two consecutive terms is eligible for nomination only after being off the Faculty Senate for a full three years.

Alternates. Each alternate is elected or appointed to serve on behalf of an elected faculty member at individual Faculty Senate meetings as a representative of the college, unit, or division electing that faculty member. An alternate must be eligible to serve as an elected faculty member at the time he or she is elected or appointed to serve.

Duties of a Faculty Senator. Each voting member of the Faculty Senate shall:

1. Represent the constituency and the broader interests of the faculty;
2. Attend and participate in Faculty Senate meetings (Mondays 3:30-5:00pm) on a regular basis;
3. Participate actively in the appropriate caucus;
4. Communicate and interact regularly with constituents;
5. Maintain active membership on at least one Faculty Senate standing committee;
6. Serve on other committees and task forces as needed; and
7. Participate in Faculty Senate retreats, training, and information sessions.

Several days before each meeting, senators will receive an email with the meeting agenda, which will be linked to any minutes, resolutions, documents or reports to be considered. Senators should review these items in advance. It is especially important for senators to review minutes of the Undergraduate Council and the Graduate Council, as they are presented for final approval at Faculty Senate meetings. Most often resolutions and reports that come before the Faculty Senate have been vetted by the Executive Council of the Faculty Senate, but it is also possible for individual senators to draft and circulate a resolution before or at a meeting. If possible, it is advisable to present such resolutions to the Executive Council first, but if the matter is urgent, and this is not possible, to circulate the resolution through the Faculty Senate Listserv (Senate@listserv.utk.edu). Attendance at Senate Meetings is critical to ensure broad participation and quorum. Faculty Senators who are unable to attend a meeting of the Faculty Senate should contact the alternates from their caucus to see if they can serve as their replacement.

Contact Information for Beauvais Lyons, Faculty Senate President:

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