AGENDA

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

9:00-9:15  #UTellOurStory—Faculty at the Heart of the University
Dr. Misty G. Anderson, President UTK Faculty Senate

9:15-10:15  UTK and the Year Ahead: PPPR, Leadership, and Hiring
Dr. Wayne Davis, Interim Chancellor
Dr. John Zomchick, Vice Provost for Faculty Affairs
Chris Cimino, Vice Chancellor for Finance and Administration

10:15-10:30  BREAK

10:30-11:30  Meet Provost David Manderscheid
Dr. Gary Skolits, President-Elect, UTK Faculty Senate, Moderator

11:30-12:00  Legislative Update
Anthony Haynes, Vice President for Government Relations & Advocacy

12:00-12:15  Introduce new Board of Trustees members, Legislators, Local Boards, Alumni Leaders

12:15-1:30  LUNCH
Time for Senate Committees to meet briefly (1:00-1:30)

1:30-2:30  Telling Our Story: Communicating as a Faculty
Amanda Womac, CAS Communications
Mary Beth West, PR Professional
Jacob Rudolph, Associate Vice Chancellor for Communications
Dr. Candace White, Moderator
Interactive/Info Gathering

2:30-3:15  Interactive Workshops on New General Education Curriculum (Part 1)
Dr. RJ Hinde, Vice Provost for Academic Affairs, and General Education Working Group Representatives:
• Casey Sams, Applied Arts & Humanities
• Sarah Burnley, Applied Oral Communication
• Monica Black and Mark Collins, Contemporary Issues & Solutions (2 tables)
• Megan Bryson, Global Citizenship–International
• Christopher Magra, Global Citizenship–United States
• Robert Mindrup and Pat Rutenberg, Engaged Inquiries (2 tables)

3:15-3:30     BREAK

3:30-4:15     Interactive Workshops on New General Education Curriculum (Part 2)
               RJ Hinde and General Education Working Group Representatives

4:15-4:30     Wrap Up and Closing Remarks
               Dr. Misty Anderson, President, UTK Faculty Senate
Dear Senators and Campus Leaders,

We live in interesting and exciting times. The last year was full of big changes and challenges at UTK/UTIA/UTSI, as well as for the other Campuses within the UT System. We start this year with a completely new Board of Trustees after the UT FOCUS Act changed the composition from 27 to 12 members on the Board. In addition, neither the Governor nor the President serve on that Board. This new shape and additional pieces of legislation required a complete rewrite of their bylaws, which were passed at their orientation and first meeting on August 1, 2018. Senate leaders have had positive communication with new board members who have reached out, and we look forward to a year of resetting and working together to strengthen our Campus. The Senate will be hosting a brief wine and cheese reception on September 7 (the first home game Friday) at the McClung Museum for all new Board members, System and Local. It will be an important year for communication and collaboration.

Interim Chancellor Davis will be leading the UTK campus, and David Manderscheid takes the helm as our new Provost. We look forward to hearing more about their plans today. As Senate President, I will be focusing on communicating the strength and commitment of our faculty to both internal and external audiences. We will be producing a series of short video PSAs, expanding on the #UTellOurStory initiative, hosting the OpEd project for an intensive workshop on how faculty can better communicate to the public, and planning a goodwill trip to Nashville with students to encourage future legislative support for higher education.

Last year, Beauvais Lyons’ tireless leadership and Bonnie Ownley’s continued guidance as past president took us through a year of big changes and challenges. I know you will join me in thanking them for their incredible service. This year, Gary Skolits, Associate Professor of Evaluation, Statistics, and Measurement in the College of Education, Health and Human Sciences. I look forward to working with Beauvais as Immediate Past President and Gary as President Elect as we continue to advocate for faculty concerns and meaningful shared governance.

Finally, let me thank you for your willingness to serve at this important time. It’s a time of new beginnings and a time to shape the story of the University. I am honored to serve with you and look forward to a year of telling our story: the story of lives dedicated to research, teaching, and service.

Duties of A Senator

New BOT Members

Relevant Bills? TN Educ. Code 49-4-154(c)(1)(B) and 49-4-154(b)(2).

UTK/UTIA and the UT System: A Very Brief History

The University of Tennessee was founded in 1794 as Blount College in a building in downtown Knoxville. Over subsequent years, it was known as East Tennessee College, East Tennessee University, the University of Tennessee, and then, after the establishment of the System in 1968, was split into UTK and
UTIA and linked to 3 other universities and 3 institutes. UT’s main campus began with “The Hill” in 1820, where new dorms, faculty, and buildings marked a period of significant growth and change. Early Presidents, as was the case with most 18th- and 19th-century colleges and universities, were often ministers, with training in the classics, sometimes law, and only later in modern science.

Under the 1862 Morrill Act, the federal government gave endowment funds to then-East Tennessee College and designated it as the state’s land grant institution in 1869. Clashes between a pro-Union east Tennessee and a pro-Confederate middle and west Tennessee delayed the beginning of the new post-Civil War UT for 10 years, but, in 1879, the legislature re-named East Tennessee University as The University of Tennessee, which was both a University and College of Agriculture, with a fresh charge to provide “agricultural and mechanical” education to the citizens of the state. Tensions between a more classical and academic curriculum and a more agricultural one were successfully managed by President Charles Dabney, the first President to hold a PhD. Under Dabney, the new UT began to admit women in 1887, ceased mandatory military training, and saw the first direct state treasury appropriations.

UT established the Agricultural Extension service through the Smith Lever Act of 1914, which connected Tennessee farmers to the UT experiment station and amplified the effect of UT’s early “farmer’s institutes” in various counties, organized by Brown Ayers, Harcourt Morgan, and other faculty and leaders. Morgan preached the benefits of UT to the state, the importance of protecting Tennessee’s land for future generations, and the interrelationship of human activity and nature. To this day, that legacy continues in the work of extension agents from UTIA and TSU, who work together seamlessly to support people and agriculture across the state.

Former President Joe Johnson’s 7/01/2018 KNS piece picks up the story in 1968, when the University of Tennessee absorbed the former Chattanooga College, UT-Martin (formerly Hall-Moody, then Tennessee Junior College, then UTJC), the UT Medical Units (now UTHSC) under the UT System umbrella. The partnership included the three new institutes. The UT Space Institute (formerly the Arnold Engineering Development Center), in middle Tennessee, already had a focus on aeronautics and ties to the U.S. Air Force. The relationship with Oak Ridge National Labs over time led to the formation of UT-Battelle, which manages the Labs for the Department of Energy. And in 1971 Ed Boling began the Institute for Public Service, modeled on agricultural extension and designed to provide consulting and technical assistance to Tennessee businesses and communities; it is located in Knoxville.

The foundation of the System split UT’s main campus into UTIA and UTK, with different Vice-Presidents and eventually Chancellors, while Andy Holt, who remained in Knoxville, went from being President of UT to President of the UT System. Other campuses continued operations with their own Chancellors and fresh support from the UT System. The consultants who argued for this merger cited efficiencies in legal staff, fundraising, campus planning, financial management, and legislative impact. The plan for an additional UT campus in Nashville was scrapped after Rita Sanders Geier filed suit against the new University in 1968 on the grounds that it remained segregated and that the proposed campus in Nashville would undermine the historically black TSU. Her suit, settled in 2001, provided funds to increase diversity in student and faculty populations across the UT System.
At its April 18, 2017, meeting, the Undergraduate Council approved five new categories of General Education courses that will take effect with the new General Education curriculum in Fall 2020:

- Applied Arts & Humanities
- Applied Oral Communication
- Global Citizenship – US
- Global Citizenship – International
- Engaged Inquiries

Engaged Inquiries NEED TO CONSOLIDATE THE WORKSHEETS!!

As of Fall 2020, Cultures & Civilizations will no longer be a General Education category; the learning objectives currently associated with Cultures & Civilizations courses will be represented in the two Global Citizenship categories. (Students graduating under a catalog that predates AY 2020-21 will be able to use the “old” General Education curriculum, which includes Cultures & Civilizations requirements, through AY 2024-25. However, these students can also switch to a later catalog if they would prefer to graduate under the “new” General Education curriculum.)

The Undergraduate Council also approved a graduation requirement that lives “outside” of General Education and applies to all students. This requirement is called Contemporary Issues & Solutions. This requirement can be met through coursework or through non-credit-bearing educational experiences.

Working groups reporting to the Undergraduate Council’s General Education Committee are finalizing the learning objectives for the five new categories of General Education courses; a separate working group is finalizing the learning objectives for Contemporary Issues & Solutions. These learning objectives will be presented to Undergraduate Council for approval in Fall 2018. Departments will need to make reference to these learning objectives when they propose courses for the new course categories. Departments will be able to propose courses for the new course categories as early as January, 2019.

The next six pages of this document summarize the draft learning objectives for each course category, and provide questionnaires that prompt faculty members to consider how courses they currently teach might meet these learning objectives.

Please choose two of the six new categories, and for each category, identify a course that your department/school/program offers that appears to meet the category’s learning objectives. Please bring syllabi for the two courses to the Faculty Senate Retreat. Please also review the questionnaire for the corresponding new General Education category; you will complete the questionnaire at the Retreat. Note that under the new General Education curriculum, a course can “belong” to multiple categories. So, for example, an existing Arts & Humanities course could also be submitted for consideration as a Global Citizenship – US course.

Senators from all nine colleges with undergraduate academic programs are especially encouraged to identify courses that satisfy major requirements or prerequisites that might fit into the Applied Oral Communication, Engaged Inquiries, and Contemporary Issues & Solutions categories. College of Law faculty might consider whether first-year law courses could meet Applied Oral Communication, Global Citizenship – US, and Engaged Inquiries requirements for students in the 3 + 3 BA/JD program administered jointly by Arts & Sciences and Law.
### Applied Arts & Humanities

**Draft learning objectives:**

Courses in the Applied Arts & Humanities category are expected to produce the following outcome for students:

Students will demonstrate the ability to create or perform an artistic work.

### Applied Oral Communication

**Draft learning objectives:**

Courses in the Applied Oral Communication category are expected to produce the following outcomes for students:

1. Students will demonstrate the ability to speak clearly and effectively.
2. Students will demonstrate the ability to locate and use relevant, credible evidence to support ideas.
3. Students will demonstrate the ability to present oral information effectively, shaping message, organization, language choices, and delivery techniques to correspond with purpose and rhetorical context.
4. Students will demonstrate the ability to communicate effectively in an applied context.
5. Students will recognize the ethical responsibilities of communicators while demonstrating respect for diversity and cross cultural verbal and nonverbal communication practices as they apply to their academic and professional areas.

### Global Citizenship – US

**Draft learning objectives:**

Courses in the Global Citizenship – US category are expected to produce the following outcomes for students:

1. Students will exhibit knowledge of the histories, experiences, and/or contributions of different social and cultural groups in the United States such as groups categorized by ethnicity, race, gender, class, religion, sexual orientation, disability, language, or human geography.
2. Students will demonstrate an understanding of the ways that categories of difference have been socially constructed and affect the socioeconomic and cultural status of and opportunities for individuals and groups in the United States.
(3) Students will demonstrate an ability to reflect critically on their own social and cultural perspectives.

Global Citizenship – International

Draft learning objectives:

Courses in the Global Citizenship – International category are expected to produce the following outcomes for students:

(1) Students will exhibit knowledge of the histories, experiences, language, and/or contributions of social, ethnic, and cultural groups outside of the United States.

(2) Students will demonstrate an ability to reflect critically on their own social and cultural perspectives.

Engaged inquiries

Draft learning objectives:

Courses in the Engaged Inquiries category must require students to produce an investigative, creative, or practical work relevant to the course topic, and are expected to produce outcomes from two of the following four areas:

Applied Learning:
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.

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

Reflective Learning:
(1) Students will demonstrate 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) Students will demonstrate the ability to reflect on their own thinking, learning, understanding, and competencies.

Interdisciplinary Learning:
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.

Contemporary Issues & Solutions

Courses and non-course experiences with this designation address a contemporary issue or challenge, defined as a topic that currently affects individuals’ abilities to lead safe, fulfilling, healthy lives and to contribute to productive societies. Examples include but are not limited to poverty, the ethics of
capitalism, biodiversity loss, the role and value of the arts or sciences in contemporary society, world hunger, racism, gender-based violence, climate change, education.

Draft learning objectives:

Courses in the Contemporary Issues & Solutions category are expected to produce the following outcomes for students:

(1) Students will be able to reflect, in writing, on how the knowledge, awareness, and skills they have acquired through their General Education coursework contribute to their understanding of a contemporary issue and possible solutions to the issue.

(2) Students will demonstrate the ability to effectively communicate to one or more specific audiences about the contemporary issue, in terms of its history, scientific dimensions, cultural influences, underlying mechanisms, correlates, outcomes, and/or policy implications.

(3) Students will evaluate proposed solutions to a contemporary issue.