



College of Social Work

PART-TIME INSTRUCTOR (PTI) MANUAL

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INTRODUCTION

Welcome!

We are so glad you are teaching for the College of Social Work! We hope you realize how important your work is in preparing future generations of social workers who will make positive differences in our communities in alleviating contemporary social problems. Thank you for joining us in this important endeavor!

Mission Statement

The University of Kentucky's College of Social Work promotes community and individual well-being through its translational research and scholarship, exemplary teaching, and vital community engagement. The College is committed to the people and social institutions throughout Kentucky, the nation, and the world. The College, like the University, is an organization that cultivates a diverse academic community characterized by interpersonal fairness and social justice. The College is fiercely committed to developing outstanding social work professionals and scholars – leaders who will serve individuals, families, and communities through innovative and effective practices that are guided by cultural competence, systematic ethical analysis, and a keen and pragmatic understanding of the human condition.

Vision Statement

We will make major contribution to the generation of knowledge that will alleviate contemporary social problems as the social work profession enters its second century of service to the nation and the world. By consistently striving for excellence, we will earn entry into the ranks of the foremost schools of social work through our research, teaching, and community engagement. We will invigorate the lives of all people who join us in this endeavor. We are committed to a renewal of collaborative public service that is grounded in an intellectual and moral seriousness that reflects the enormous challenges faced by our global community. Such achievements will require individual excellence, effective partnerships, and innovative solutions. This vision is the hallmark of our College.

College History

In the 1930s our country was emerging from the Great Depression. At its most serious point, one-third of the nation's workforce was unemployed. That's when the federal government took a new, larger role in social legislation. The Social Security Act of 1935 established a system of retirement benefits, old age pensions and Aid to Dependent Children. Qualified personnel were needed to staff these programs and the social work profession was ideally situated to expand along with these social policy changes.

In 1938 the UK Board of Trustees established a Department of Social Work within the College of Arts and Sciences. Frances Jewell McVey, wife of the university president, first had a dream of offering social work training at UK. Frances Jewell, born near Wilmore, had an interesting academic career before she married President Frank LeRond McVey. She was a graduate of Vassar, earned a master's degree, and was a faculty member of the English Department at UK prior to becoming Dean of Women from 1921-23. In the fall of 1923 she resigned as Dean to marry President McVey.

On August 7, 1938, Dr. Vivian M. Palmer was hired to head the new Department of Social Work at UK. Formerly she was an assistant professor in the Department of Sociology at UK and taught at Texas State College for Women in Denton, and at Macalaster College, in St. Paul, Minnesota. Dr. Palmer had also served as Director of Local Criminal Research at the University of Chicago.

Courses in the social work department were offered on the undergraduate and graduate levels, with emphasis on the master's level program. Four months after its creation, the UK social work program was accredited by the American Association of Schools of Social Work.

Dr. Harold Wetzel joined the UK faculty on September 1, 1944 as Professor and Head of the Department of Social Work. Wetzel had earned a master's degree in sociology at Ohio State and had taught sociology there for 10 years before coming to UK's social work program. As the department expanded, Wetzel hired Professor Constance Popeo (later, Wilson), newly arrived in Kentucky with her master's degree from Boston University. Professor Wilson joined the UK faculty in 1954. She became acting head of the Department in 1968 when Professor Wetzel went on sabbatical. She was instrumental in hiring Dr. Ernest Witte to do a feasibility study of the need for a generalist graduate program in social work in Kentucky; in July 1969 Witte became the first dean of the new College of Social Professions (the name was changed to the College of Social Work in 1980).

In 1974 Professor Ronda Connaway of Washington University, St. Louis, was hired as Dean to succeed Dean Witte upon his retirement. The off-campus MSW program in Hazard was developed under Dean Connaway, and more off-campus programs were developed and expanded under S. Zafar Hasan, the third dean of the College.

The Chancellor appointed Edgar Sagan in 1996 to serve as Interim Dean during a national search. He served for two years and in the beginning of the 1998 school year, Kay S. Hoffman, previously the Director of the Social Work Program at Radford University in Virginia, became the 5th Dean of the College of Social Work.

Under Dean Hoffman’s leadership, the College expanded its research and intellectual inquiry components with the creation of the Training Resource Center, the CATS Clinic, the Center for Violence Against Children and the Institute for Work Place Innovation, (iWin).

James P. “Ike” Adams, Jr. joined the College of Social Work in 2009 as the 6th Dean of the College. He previously served as Dean of the School of Social Work, and Executive Assistant to the Provost and Vice President for Academic Affairs at the University of Alabama.

Dr. Ann Vail served the college as Interim Dean from Fall 2015 to Summer 2019 as well as the Director of the School of Human Environmental Sciences, and Assistant Director of Family and Consumer Sciences Extension. Dr. Vail led the college in efforts to expand donor support, research, and developing a fully online MSW program.

Dr. Justin (Jay) Miller began as Dean in July 2019 moving from a full time faculty position in the College of Social Work.

Accreditation is always an important issue in social work education. Beginning in 1938 our graduate social work program was accredited by the American Association of Schools of Social Work. Reaccreditation of both Masters in Social Work and Bachelor of Arts in Social Work programs occurred in 1980, 1987, 1994, 2002, 2009, and 2019, and the College is currently accredited through 2027.

Meet the Dean

Dr. Jay Miller is currently the dean of the College of Social Work at the University of Kentucky as well as the Doris Y Wilkinson Distinguished Professor in Social Work Education and Director of the UK Self-Care Lab.

Dean Miller earned his bachelor’s degree in social work from Western Kentucky University. He also graduated with a master’s degree in social work from Spalding University and a doctoral degree in social work from the University of Louisville.



After completing his undergraduate degree, Dean Miller worked for Kentucky’s Cabinet for Health and Family Services and oversaw social service initiatives for the Department of the Army.

Dean Miller also takes great pride in his research to determine how to best change the system. His academic interests focus on child welfare, youth involvement in juvenile systems and organizational wellness, areas in which He has published a number of research papers, books and conducted national and international presentations and lectures. He has been involved in a long line of inquiry that examines self-care among academicians and institutional factors that contribute to overall wellness.

Dr. Miller continues to be heavily engaged in foster care advocacy. He serves as president of Foster Care Alumni of America – Kentucky, where he consults and leads a myriad research projects and initiatives. Miller also serves as chairperson of the Kentucky Board of Social Work, among a host of other service endeavors.

A past recipient of the Cabinet for Health and Family Services' Paul Grannis Award, Dean Miller also is a 2014 inductee into the College of Health and Human Services Hall of Fame at Western Kentucky University. Miller recently received the 2019 Children's Bureau Champion Award for his research on addressing workforce issues. Last but not least, Dr. Miller is a proud foster and kin care alum!

INSTRUCTION

Syllabi

General Policies

According to University policies, every student must be provided with a syllabus during the first or second class meeting. Each part-time instructor will be provided a master syllabus that includes the necessary syllabi components; each instructor will need to update contact information and dates for the course schedule. For the University's policies regarding syllabi, please visit the University's Academic Ombud Services website at <https://www.uky.edu/ombud/faculty-responsibilities>. You may contact the Academic Ombud Services office at Ombud@uky.edu or 859-257-3737.

Construction Guidelines

Each syllabus should contain the following information:

- **Course title** and university course identifier (e.g., SW 400 -001).
- **Location** of classroom, days and hours the class meets.
- Your **name**, office location, office hours, phone number and e-mail address.
- **Course description** (this comes straight out of the University Bulletin).
- **Student Learning Outcomes / Course objectives** (these are common objectives across all sections of the course) should conform with those found in the master syllabus.
- **Texts required.**
- Explanation of **assignments** required; their dates as well as scheduled tests.
- **Policies** on attendance, tardiness, and late assignments.
- Explanation as to how **overall grades** will be computed (e.g., tests= 65%, assignments = 25%, attendance/participation = 10%).
- **Grading Scale** (e.g., 90 to 100 = A)
- **Protocol handling student concerns/issues (please see below for details)**

When constructing the syllabus, the course description should be used from either the University of Kentucky Bulletin or from the master syllabus. Similarly, the course objectives or outcomes come straight from the master syllabus. **You must not modify or revise the course description or course objectives or signature assignments. You may not delete objectives you do not want.** These represent the essence of the class that you have been contracted to teach.

If you do not agree with either the existing course description or objectives/outcomes, discuss this right away with the Associate Dean for Academic and Student Affairs, Dr. Kalea Benner (kaleabenner@uky.edu).

Additionally, a course schedule of topics and readings to be discussed week-by-week or for each class meeting should be included to help students plan their reading and assignments. The syllabus can contain any other information about your pet peeves (e.g., missed tests, eating in class, use of cell phones in the classroom, etc.) that a student might not hear if he or she was absent from the first class.

Because the University views the syllabus as a contract between instructor and student, departing from the syllabus after it has been distributed is generally not permitted by the University. In general, no changes, including assignment and exam dates, may be made to the syllabus once distributed to the students except for mistakes. Whenever students appeal a grade, the syllabus is the reference point for discussion. Prepare it well. If you have questions regarding these matters, please visit the University's Academic Ombudsman information related to syllabi at <https://www.uky.edu/ombud/course-syllabus> and/or contact the College of Social Work's Associate Dean for Academic and Student Affairs Dr. Kalea Benner (kaleabenner@uky.edu).

Protocol Handling of Student Concerns/Issues

Please add language in your syllabus as follows:

Students needing to voice or address issues or concerns related to their successful understanding and completion of course assignments should complete the following steps and proceed to the next level only if the issue is not adequately addressed or resolved.

Step 1: Contact the course instructor.

Step 2: Contact the program advisor ([BASW, MSW, PhD or Field Education program depending on the course](#)).

Step 3: Contact the program director ([BASW, MSW, PhD or Field Education program](#)).

Step 4: Contact the Associate Dean for Academic and Student Affairs.

Step 5: Contact the Dean.

Step 6: Contact the Academic Ombud.

Classes

Class Cancellation and Severe Weather

According to the University's Academic Ombud Services office website at <https://www.uky.edu/ombud/class-cancellations> please note the following University policies:

Faculty are required to meet classes as scheduled in accordance with University regulations. (Absences caused by illness or emergencies are clearly excusable; absence owing to attendance at scholarly meetings, occasional professional service, pedagogical experimentation, and the like, are exceptions which should be approved by the department chair and, where appropriate, substitution or rescheduling should be arranged. For the complete Senate Rule see S.R. 7.2.2 (paragraph 3).

No one is going to object if you occasionally let class out ten minutes early, or if you dismiss class when the streets are becoming icy and you fear for the safety of your students and yourself. It is the instructor's responsibility to see that 50 minutes of instruction are provided for each credit hour.

Do not expect the University to close if there is threat of a snowfall. The University hardly ever closes because of bad weather. The University will normally make official announcements via email concerning any weather related school closings or delays. If the University has not made any official announcements and the weather is inclement or is threatening to be inclement, you are welcome to consult with the Associate Dean for Academic and Student Affairs, Dr. Kalea Benner (kaleabenner@uky.edu). If you are teaching off-campus and trying to decide whether to cancel classes in Morehead, Ashland, or Hazard, it is a good idea to check with the state police post or contact the program coordinators for the off campus sites to see if they have any helpful information or guidance. For Morehead, you can contact Sheila Miracle sheila.miracle@uky.edu (606-783-2409) and for Hazard, you can contact Melissa Slone melissa.slone@uky.edu (1-800-851-7512 ext 83523). Whether you and your students can make it safely to class and back home again should be the major decision. Thus, a light dusting of snow probably is not enough of a reason to cancel class but freezing rain would be.

Off-campus instructors should notify students to check their email prior to traveling to class during the threat of inclement weather or create a phone-tree so that they can call one or two students who can then call their classmates in the event of a last-minute cancellation or when some difficulty is experienced while traveling to the distant campus (e.g., flat tire).

Classroom Assignments

Room assignments are made by the UK Registrar's office; they are not made by the College of Social Work personnel. However, should you have a *compelling reason* to request a change (e.g., the room is too small for the number of students), please contact Ray Dowd (rdowd0@uky.edu) who will be happy to contact the Registrar's office to request another classroom location.

Similarly, you must not change the day or time that a class is scheduled to meet without obtaining permission from program directors to do so. Part-time instructors who change the times or days of scheduled meetings without approval run the risk of not having their contracts renewed.

Note: Room 645 in the Patterson Office Tower is not to be used for routine class meetings. Exceptions will be made only in case of hardship. Requests should be sent to Ray Dowd rdowd0@uky.edu, who will work with Leigh Oakley, the Dean's Administrative Services Assistant, for Dean approval.

"Dead" Week

According to the University's Academic Ombud Services website at <https://www.uky.edu/ombud/dead-week> the University policies related to "Dead" Week include the following information.

- The last week of a regular semester and the last three days of a summer session is called "dead week." NO exams are allowed during Dead Week. Below is a summary of the Dead Week policy. For the complete Senate Rule pertaining to Dead Week, [see S.R. 5.2.4.6](#).
- Note that Dead Week rules apply only to undergraduate students.
- There are some course restrictions related to Dead Week. Below is a brief list of what is and is not allowed during Dead Week:
- Allowed during dead week:
 1. Projects, lab practicals, paper presentations, and oral/listening exams if they are scheduled in the syllabus and the course does not have a final exam. A course with a lab component may schedule the lab practical of the course during Dead Week if the lab portion does not also require a Final Examination during finals week.
 2. Make up exams and quizzes.

3. Class participation and attendance grades.
 4. Regularly scheduled graded homework that was announced in the class syllabus.
- **Not allowed** during dead week:
 1. Papers, written examinations, quizzes, or final examinations.
 2. "Take Home" final examinations cannot be due before the regular scheduled final exam period.

Exam Week

The official policy of the University of Kentucky is that **all** final exams must be administered during exam week. No tests should be administered during the last week of class (known as "Dead Week"). This period of time affords students the opportunity to review and prepare for their exams. All faculty are expected to abide by University policy—including those teaching off-campus.

Independent Study Classes

The College's official policy is to discourage students who want to take Independent Study classes with part-time faculty instructors. Part-time faculty instructors generally are not paid for Independent Study Classes. The college offers SW 395 Independent Study for undergraduate students and SW 780 for graduate students which are usually facilitated by faculty.

Grading and Feedback

Returning Grades and Providing Feedback

The College of Social Work expects instructors to complete student grading and provide student feedback for assignments in a timely manner. While some grading (i.e., signature assignments) may take a week or so, student questions should always be addressed quickly so as to facilitate student success. Accessibility to part-time instructors is a common concern for students and can be easily minimized by checking email frequently and responding in a timely manner.

Mid-Term and Final Grade Reporting

Modified class rolls will be sent to you for mid-term grades (if you are teaching undergraduate students) and for final grades for all students. These "modified" class rolls include a column for grade entries. Details concerning the completion of grades are provided by Ray Dowd in a timely manner during the semester.

Please make sure to submit your grades by the designated deadline dates provided by Ray Dowd. When grades are not turned in by the deadline, students and program directors become understandably concerned. Keep a duplicate copy of your grades, and double check your computations in order to prevent possible mistakes.

Once grades have been submitted and processed by the college and university, students will be able to access their grades via their myUK online account.

Mid-term Feedback

The University requires mid-term grades be submitted for undergraduate students--(mid-term grades are not required for graduate students.) You must employ grade producing activities (such as assignments, quizzes, tests, etc.) *before* the mid-term--returning the grades promptly to the students--so that students and student advisors can plan for remediation if needed. For example, many students would rather withdraw than to fail a course. The midterm date for each semester can be found in the Academic Calendar.

Mid-term feedback is also beneficial to graduate students. Students should not be greatly surprised by the grade they receive at the end of the term. Because students may not pay close attention to the syllabus, it is possible that they can mistake a great performance on a minor assignment as canceling out a dismal performance on a major exam. Providing mid-term feedback can assist students plan for remediation including seeking help from the Writing Center, etc.

Incomplete Grades

The "I" or Incomplete grading option should be used only when there is a reasonable expectation that the student can pass the course. Generally, an Incomplete is given when there are extenuating events such as surgery, auto accidents, birth of children, and so forth that prevent the student from fulfilling his or her classroom obligations. An "I" grade should not be assigned simply because a student has fallen behind and desires another week or two to write a better paper--that would be unfair to the other students.

All Incompletes must be accompanied by a form (obtained from the College of Social Work— from Katie Wilder for undergraduate students and from Steven Adkins for graduate students) signed by you and the student which describes the remaining work required and the time frame for completion of this work. File one copy with the College of Social Work (for undergraduate students, please file with Katie Wilder and with graduate students, please file with Steven Adkins), keep a copy for yourself, and make sure the student keeps one so that there is no

misunderstanding later. It is the instructor's responsibility to secure all signatures and see that the form is filed with the College.

If a student does not complete the work that was contracted, the "I" will revert automatically to an "E" on its one-year anniversary date.

Changing Grades

Expect students to exert pressure on you to change B's to A's and C's to B's. The best way to prevent teary appeals and phone calls after the semester has ended is to:

1. Provide timely feedback to students on all their graded work.
2. Explain in your syllabus and orally exactly how final grades will be computed.
3. Double-check all calculations and grading schemes.
4. It's ok to round up; an 89.73 can become a 90%; do not split hairs and compute grades out to 17 decimal places to try and avoid giving a student a higher grade.
5. Be able to defend every grading practice and all the grades you assign.
6. Develop clear criteria in grading rubrics for each letter grade.

When a student challenges a final grade, some faculty have found it helpful to have them present their calculations in writing—that often helps to remove some of the emotional content around what they thought was "deserved."

If you do make a mistake in your calculations, which requires a grade to be changed, ask either Ray Dowd (rdowd0@uky.edu) or Lynn Wallace (blwall1@uky.edu) for assistance. Ray and/or Lynn will need to submit the grade change online to the Registrar's office. Please be advised that any request to change the grade of a student must be accompanied by a written request from the faculty member.

Grading Requirement Related to Canvas

According to College of Social Work policy, all hybrid and online classes must have student grades entered into Canvas. This allows students access to their grades on a routine basis throughout the semester and also promotes grading consistency and rigor by allowing program-director oversight.

Helpful Suggestions for Grading

Grading often presents a major dilemma. We want to be liked by our students but know that being too tough of a grader may significantly reduce our popularity. The easy way, the copout, is to give every student (or just about every student) an “A.” However, such an approach is problematic and suggests one or more of the following: 1) the instructor is not challenging the class sufficiently or setting expectations high enough, 2) the instructor is not able to discriminate between true excellence and fair to middling work, 3) the instructor is not using objective methods of evaluating the students’ work, or 4) the instructor is more concerned with his or her popularity than with academic integrity.

Obviously, there are professional standards that faculty need to uphold. It is much more important that our students learn to think, to write, to research, and to present themselves well as social workers than it is to have students like us. An instructor doesn’t have to be popular to be rehired as long as he or she is a good teacher. (There is more discussion of this matter under the teacher evaluation section.) Alternatives to the four explanations for awarding too many A’s are suggested below.

In terms of challenging students—graduate courses should not be a review of undergraduate material but ideally should incorporate fresh, new content that builds sequentially and logically. Students should be exposed to the exchange of perspectives; they should learn key theories, how to both apply these as well as how to evaluate them. If students aren’t spending at least 5 to 6 hours a week out of class every week preparing assignments, reading, and so forth, then not enough is being asked of them. Don’t hesitate to send them to the library. Expect more rather than less of your students.

When requiring written assignments, grade for spelling and punctuation, clarity of ideas, presentation, and appearance of the document as well as content. Also, change the assignments from time to time so that “A” papers from previous semesters can’t be passed down from one friend to another like some favorite heirloom.

There is absolutely no reason for a student to receive all A’s and B’s just because that student is enrolled in a graduate class. Grades should be commensurate with the student’s performance. Instructors who give all A’s may need to rethink the assignments being required or their discernment/evaluation process. When there is no grade variance within the class, the instructor probably is not challenging the students enough.

Instructor Guidelines

Timeliness in Addressing Student Concerns

The College of Social Work expects all instructors to respond to student questions and concerns within a reasonable timeframe. A “reasonable” timeframe is defined by the College of Social Work as 48 hours or two working days. Exceptions to this policy must be approved by the Associate Dean for Academic and Student Affairs, Dr. Kalea Benner (kaleabenner@uky.edu).

Professional Conduct/ Self-Disclosure/Absences

Students are curious about you, their instructor. They may want to know whether you are single or in relationship with someone—whether you are gay or straight, Protestant or Catholic, and so forth. Choose carefully what you reveal about your personal life. For instance, it’s probably not a good idea, if you are a brand new instructor, to reveal that you don’t *really* know anything about research or that you have never taught research before. If you feel insecure, the class will pick up on this. Show that you are competent, enthusiastic, and caring, and interested in the topic. Challenge them to read and think creatively about the material—even if you feel that you aren’t an “expert” in the course you are teaching. It is assumed you will not be late for your class.

How Much Time Should Students Study?

The general rule of thumb (sometimes called the Carnegie Unit) is that students should spend two hours of study time (reading or doing assignments, etc.) for each hour spent in class. In other words, students enrolled in a 3-hour course should be spending 6 hours outside of class each week in learning course material.

Student Absenteeism

Do not make vague statements in your syllabus like “poor attendance” will be penalized. Instead, operationalize your expectations. For instance, two unexcused absences equal a “B” for the attendance portion of the grade; three unexcused absences equal a “C”; four unexcused absences equal a “D” and so on. (See Student Rights and Responsibilities document S.R. 5.2.4.2 at www.uky.edu/StudentAffairs/Code/ and/or visit the University’s Office of Academic Ombud Services <https://www.uky.edu/ombud/excused-absences> for the University’s list of excusable absences.)

Some faculty take the position that no students can pass if they miss more than a certain number of classes—regardless of test scores or other achievements. If you adopt this policy, put it in writing. The “sliding scale” approach (identified in the first paragraph) is recommended, however, over the “death blow” approach to regulating absenteeism.

If a student is able to make A’s and B’s on course work and assignments without going to class but then receives a failing final grade because of poor attendance, you can bet the student will challenge the grade and go to the Ombud. (If a student can earn excellent grades without attending class, one also has to wonder what the instructor contributes to the educational experience.) If your policy is in writing, the student won’t have a good case. Nonetheless, these cases are nuisances that will require time to explain things to the Ombud, to talk with the student, and perhaps even to make a statement to the Appeals Board.

Building in attendance requirements is a good way to motivate students (undergraduates especially) to come to class. Make sure that you take attendance often enough to recognize students in your classroom and to know when students are absent. Learn their names. Set the right example by taking attendance every class meeting for the first month or so (even if it is simply sending around an attendance sheet to be signed). If attendance is important in the final computation of a student’s grade, then you ought to monitor attendance closely.

Along this line, there ought to be penalties for turning in assignments late when students do not have excused absences. It’s one thing to give a student the benefit of the doubt because he or she had to miss a class or two, and all together another thing to allow students to take extreme advantage and earn a grade that is unfair to the other students who worked hard and got their assignments in on time.

Adding Students after the Start of Classes

If a class is already full and an additional student requests to add it, an override into the class is required. The College will generally ask the student to secure the instructor’s permission before granting an override. As an instructor, you have the right to refuse a student’s request to add your class once the University’s official “add” date has passed. The University posts an academic calendar online which identifies these types of important dates <http://www.uky.edu/Registrar/AcademicCalendar.htm>. Off-campus students have sometimes been able to bypass the on-line registration process and get registered after the last official date posted. But again, you do not have to agree to their entering your class after the last official day for adding. The general policy of the College is to not admit students after the last official add day. Should you decide to allow a student to enter after the last official add day,

then it is recommended that she or he be asked to make up the time missed with additional assignments.

Reasonable Accommodation

Occasionally students with learning or physical disabilities may ask for special accommodations such as taking an oral exam, taking the exam at a different time or in a different place. Every student who has been working with the Disability Resource Center should have a letter from them outlining reasonable accommodations for that student. If the student claims disabilities but does not have a letter or if you are unclear about your responsibilities, do not hesitate to call the Center at 859-257-2754 for clarification. The Disability Resource Center website is <http://www.uky.edu/DisabilityResourceCenter/>.

Teacher/Course Evaluations

The College's policy is that each fall, spring, and summer course, will be evaluated using the University's standardized online evaluation program, eXplorance. Students registered for your class will receive emails from the University, towards the end of each term, directing them to an online site for completion and submission of a teacher/course evaluation (TCE). The University will periodically send emails to the instructor updating her or him on TCE student response rates. TCE scores and student comments will be emailed by the University to the respective instructor directly a few weeks after the end of the term. In order to make future hiring decisions, the College must have course evaluations submitted for each instructor. All instructors should remind students of the importance of completing course evaluations and request students submit the evaluation.

RESOURCES

Go to the Web!

If you have any questions about where your class is meeting, what time, or even to confirm that you are, in fact, the instructor of record, please go to <https://myuk.uky.edu/zAPPS/CourseCatalog/Offering/> (you must be logged in first at myuk.uky.edu for this link to work).

The College of Social Work's website <https://socialwork.uky.edu/> contains news about the College as well as application forms, and links to other useful social work sites. E-mail addresses and phone numbers for faculty and staff can be under the "about us" menu. Additionally, there is a Part Time Instructor support page which offers key contacts, links and downloads here: <https://socialwork.uky.edu/part-time-instructor-support/>

Also, anxious students don't need to call you or anyone else at the end of the semester to find out what grades they earned. Routinely refer students to the webpage www.uky.edu. From there, they click on "myUK" and access their myUK online accounts. From here, students can see their grades, unofficial transcripts and other student information. To find the official UK policy regarding students' rights, rules regarding class attendance, plagiarism and cheating and so forth, refer to <http://www.uky.edu/studentconduct/code-student-conduct> The Undergraduate Bulletin can be found at <http://www.uky.edu/registrar/bulletin-course-catalog> and the [Graduate Bulletin here](#).

Website Links

Here are a number of website links you may find useful:

- myUK: from www.uky.edu , click on MyUK
- Class Schedule: <https://myuk.uky.edu/zAPPS/CourseCatalog/Offering/>
- UK's homepage: <http://www.uky.edu/>
- College of Social Work's homepage: <https://socialwork.uky.edu/>
- UK Registrar's homepage: <http://www.uky.edu/Registrar/> (Has important information related to the academic calendar, final examination schedules, etc.)
- Campus Maps: <http://maps.uky.edu/printablemaps/>
- UK Parking: <http://www.uky.edu/pts/>
- Academic Ombud: <http://www.uky.edu/Ombud/>
- Disability Resource Center:
<http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>

- Student Code of Conduct: www.uky.edu/StudentAffairs/Code/
- Undergraduate Bulletin: <http://www.uky.edu/registrar/bulletin-course-catalog>
- Graduate School Bulletin: <http://gradschool.uky.edu/graduate-school-bulletin>
- Writing Center: <https://wrd.as.uky.edu/writing-center>
- General academic support: <https://www.uky.edu/studentacademicsupport/>

Class Rolls

Class rolls are sent to instructors the week prior to the start of classes and upon request thereafter. If you do not receive your class roll prior to the beginning of classes, please email Ray Dowd rdowd0@uky.edu.

While students from other departments or disciplines may be enrolled in our elective courses, please check your class roll/list to make sure that all of the students in required social work courses are coded SOWK. If they are POBA (post baccalaureate), please inform Sara Green (sarakgreen@uky.edu) as this may indicate that a student who has not been admitted into the MSW program is taking a class reserved only for qualified applicants.

Modified class rolls will be sent to you for mid-term grades (if you are teaching undergraduate students) and for final grades for all students. These “modified” class rolls include a column for grade entries. Details concerning the completion of grades are provided through email by Ray Dowd in a timely manner during the semester.

Textbook Ordering

It is not your responsibility to order the texts required for your course. Textbooks are ordered several months in advance. The faculty curriculum area committees decide which texts will be used. If you need a desk copy (i.e., an instructor’s copy), please contact Ray Dowd rdowd0@uky.edu, 859-257-3696.

The bookstore routinely orders fewer books than expected enrollment. The rationale for this is that (a) some students get books from friends, (b) some students borrow books from the library (c) some students buy books on-line, and (d) some students never buy books at all. Therefore, you can expect, at some point in your teaching career, to encounter a situation where there are not enough books for everyone. Please note that new Internet sites allow students to get books within 48 to 72 hours and these are possibly less expensive than going through local bookstores. If you wish to use course packs, please notify Ray Dowd of your intention so that he can work with the University’s Bookstore to get these prepared. Course packs require permission from the publisher for each journal article or chapter you want printed. You should

plan on a minimum of six to eight weeks for all of the necessary permissions to be obtained and the materials prepared and packaged for your students.

Audio-Visual and other Technology Services

All UK classrooms should be equipped with “smart” classroom technologies such as wireless internet, computers with audio/visual capabilities, projection screens, etc. In order to access your classroom computer, you will need to use your UK account directory (AD) user id and password. The exception to this is for a few classrooms in Dickey Hall which require a different user id and password that is clearly labeled on the computer in the Dickey Hall classroom. Or, you can contact Dickey Hall’s audio/visual (AV) office for assistance at 257-7967. You can contact the following AV folks if you encounter problems with the equipment in your classrooms.

Dickey Hall and Taylor Education	257-7967
Chemistry-Physics Building	323-6455
Funkhouser	323-6455
Funkhouser (basement)	257-4725
All other buildings	257-8272 ext 242

Additionally, please feel free to utilize these other technology resources:

- Gary Trumble, our College of Social Work’s Manager of Information Technology, is available to assist you with any of your Information Technology issues or questions at trumble@uky.edu, 859-257-6662.
- Jason Johnston, our College of Social Work’s Instructional Designer, can assist you with Canvas questions and is available for pedagogical consultation at jasonpauljohnston@uky.edu.
- The University of Kentucky also has a general UK IT service desk for off hours and general questions regarding e-mail and logins: helpdesk@uky.edu.

Photocopying Services

If you need photocopies made for your classes you may obtain a photocopy account from Gary Trumble trumble@uky.edu, 859-257-6662, and utilize the two copiers available on the 6th floor of the Patterson Office Tower. Please be sure to obey copyright laws while making copies. A new development in the area of copyright enforcement is the rise of small, independent

“bounty hunters” who examine course packs on college campuses for copyright infringement. When they discover a violation, they report it to the publisher who then contacts the offender who must “pay up” or face legal prosecution. Instructors should never copy any article, book chapter or copyrighted materials for students. Often these sources can be found on the web and a link can be sent to students. When in doubt, do not copy.

The Mail Room

The mail room (POT 614) is open 8:00 – 5:00 pm Monday through Friday and closed on weekends. Each full-time faculty member has his or her own mailbox. Part-time faculty share boxes under the first initial of their last name. Mail is received and delivered two times a day, once in mid-morning and once in mid-afternoon. If you expect mail and cannot access the mailroom during normal business hours, please contact Ray Dowd (rdowd0@uky.edu, 859-257-3696) to make other arrangements.

The Writing Center

Opinions about social workers are often shaped by impressions obtained from official documents and business letters. If you encounter a student who commonly makes grammatical mistakes in writing, work with them to improve their written communication skills. You may also wish to refer them to the Writing Center <https://wrd.as.uky.edu/writing-center> . The Writing Center is a valued resource for students who do not write well.

The staff of the Writing Center will sit down with each student and ask questions and assist the student but not edit their papers. Students can visit as many times as they wish at no charge. Of course, things get a little busy around the end of the semester. The Writing Center is also available through email so every student, regardless of which campus location class is held, can receive assistance from the Writing Center.

Distance Learning Librarian

The extension librarian is Carla Cantagallo and she can be reached at 1-859-218-1240. You can email her at carla@uky.edu. Please do not wait until the last minute to ask her for assistance. You can contact the University’s Distance Learning Library Services at <http://libraries.uky.edu/DLLS>.

Library Resources

As a part-time instructor for the College of Social Work, you are entitled to certain privileges at the University of Kentucky. One of these is the use of the University's vast library resources. In order to access these resources, you will need a UK Faculty ID card. (Please see the "Faculty Identification (ID) Cards" information below.) You can contact the University's library resources, including electronic reserves, interlibrary loans, and much more at <http://libraries.uky.edu/DLLS>.

Faculty Identification (ID) Cards

In order to access the University's library resources, gain key card access where available and authorized, and to utilize the University's printing services at computer labs, a photo "Wildcard" ID will be needed. You can obtain a Wildcard ID from the University's Wildcard ID office for \$15.00, but the College will pay the \$15.00 if you contact the College prior to going to the Wildcard ID office to get your picture taken. Please contact Sharon Hodge in the College of Social Work about the College paying for your Wildcard ID at 859-257-6648 or cswhodge@uky.edu. Please note that if your first card is lost or stolen you must use your own personal funds for a replacement. To contact the Wildcard ID office, please call 859-257-8573 or email them at <http://www.uky.edu/Police/UKID/facultyStaff.html>. The Wildcard ID office is located in Bowman's Den. Office hours for the Wildcard ID office are 8:00 am – 4:15 pm Monday – Friday.

Help for Faculty

The University of Kentucky is very fortunate to have the Center for the Enhancement of Learning and Teaching (CELT) to help with your instructional needs. Whenever a class is not going to your satisfaction or you would like some fresh ideas about how to revitalize a course, contact Bill Burke at 257-8039 or burke@uky.edu. He is able to provide consultation at no charge. The CELT website, which has valuable resources, is found at <http://www.uky.edu/celt/>.

Two very useful books that you might want to consult are the following:

- (1) Dr. David Royse's Teaching Tips For College and University Instructors: A Practical Guide (Allyn and Bacon, 2001).
- (2) Wilbert McKeachie's McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers (Houghton Mifflin, 11th edition, 2001).

Finally, the Associate Dean for Academic and Student Affairs, Dr. Kalea Benner, is always available to talk with you about teaching practices, classroom problems, or grading dilemmas. Dr. Benner may be reached at kaleabenner@uky.edu.

Another resource is the Academic Ombud. You may the Academic Ombud office at 257-3737 or visit them online at <https://www.uky.edu/Ombud/>.

While it would be wonderful if all College of Social Work faculty received a 4.0 (the highest possible rating on the teaching evaluation form) across all items every term, such an achievement is not a very realistic expectation. What we hope to find is that students rate our faculty “above average” on most items. Of particular interest to our College is the student evaluation of questions related to the overall value of the course and the overall quality of the teaching.)

Students who rate an individual instructor a 1.5 on “graded assignments were returned promptly” are providing valuable feedback that the instructor can use to improve next semester. Similarly, students who rate the instructor a 1 (strongly disagree), on the item “exams reflected what was taught,” are identifying problems that the instructor can fix and thus improve his or her overall evaluations.

Instructors who have taught for a while know that they can receive low marks from a class because the composition or chemistry of that particular set of students is different than others. Low ratings in any one semester are not of particular concern unless there is additional information that the instructor acted in an unprofessional or unethical manner. However, instructors who receive lower than average ratings over more than one semester may not receive future teaching assignments. The College administration is also concerned about faculty who award all A’s in order to get good student evaluations and these faculty may also not receive future assignments.

Final Guidance

If a matter is not addressed here or if you have questions or concerns throughout the semester, please contact Dr. Kalea Benner, Associate Dean for Academic and Student Affairs, (kaleabenner@uky.edu). For suggestions, updates or corrections to this manual, please contact the Student Affairs Officer, Ray Dowd at 859-257-3696 or by e-mail at rdowd0@email.uky.edu .