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Section 1

Campus Resources

Academic Calendar and Important Phone Numbers
UK’s Mission and Fast Facts
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Graduate Student Congress
Graduate Student Financial Literacy Initiative
Student Health Care
Counseling Center Services (and Dealing with Distressed Students)
Student Alert System
Violence Intervention and Prevention (VIP) Center
UK Police
UK Parking and Transportation Services
Academic Calendar and Phone Numbers - Spring 2015

Wednesday, January 14  
First Day of Classes

Monday, January 19  
Martin Luther King Birthday - Academic Holiday

Wednesday, January 21  
Last Day to Add a Class for the 2015 Spring Semester

Monday, March 9  
Midterm of the Spring Semester

Monday, March 16 - Saturday, March 21  
Spring Break - Academic Holidays

Friday, May 1  
Last Day of Classes

Monday, May 4 - Friday, May 8  
Final Examinations

For a complete version of the Academic Calendar, please visit:  
http://www.uky.edu/registrar/content/academic-calendar

Useful Phone Numbers

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency</td>
<td>911</td>
</tr>
<tr>
<td>UK Campus Police</td>
<td>859-257-UKPD</td>
</tr>
<tr>
<td>SAFECats, CATS Bus Service, Violence Intervention &amp; Prevention Center</td>
<td>859-257-SAFE</td>
</tr>
<tr>
<td>Campus Motorist Assistance</td>
<td>859-257-5757</td>
</tr>
<tr>
<td>The Graduate School</td>
<td>859-257-4613</td>
</tr>
<tr>
<td>The Financial Aid Office</td>
<td>859-257-3172</td>
</tr>
<tr>
<td>Office of the Registrar</td>
<td>859-257-3161</td>
</tr>
<tr>
<td>UK Health Clinic</td>
<td>859-323-2778</td>
</tr>
<tr>
<td>UK Campus Housing</td>
<td>859-257-1866</td>
</tr>
<tr>
<td>UK Parking</td>
<td>859-257-5757</td>
</tr>
<tr>
<td>UK Bookstore</td>
<td>859-257-6304</td>
</tr>
<tr>
<td>Kennedy Bookstore</td>
<td>859-252-0331</td>
</tr>
</tbody>
</table>
UK’s Mission

The University of Kentucky is a public, land grant university dedicated to improving people’s lives through excellence in education, research and creative work, service, and health care. As Kentucky’s flagship institution, the University plays a critical leadership role by promoting diversity, inclusion, economic development, and human well-being.

Fast Facts about UK (http://www.uky.edu/iraa/facts):

- In fall 2013, 29,385 students were enrolled at UK.
- Undergraduate students at UK made up 73% of the total student body.
- In fall 2013, minority and international students at UK comprised 19% of the overall headcount.
- Women constituted just over half (52%) of the UK student body.
- Ninety (90%) percent of students attended the University on a full-time basis.
- One in four (27%) UK students came from out of state, mostly from states bordering Kentucky.
- In fall 2013, 4,619 full-time students began their college careers at UK, with an average ACT Composite score of 25.3.
- The 2013 first-year class included 105 National Merit, National Achievement, and National Hispanic Finalists.
- The 2013 freshman class also included 417 students who participated in either the Kentucky Governor’s Scholars or Governor’s School for the Arts programs.
- The freshman-to-sophomore year retention rate for the 2012 cohort was 82.5 percent.
- The graduation rate for the 2007 cohort was 60.4 percent.
- During the 2012-13 school year, 6,185 students earned degrees from UK.
- Nearly two out of three degrees (65%) awarded in 2012-13 were at the bachelor’s level.
- In 2013-14, resident tuition and fees amounted to $9,966 for undergraduates in the lower division and $10,772 for graduate students.
- Tuition for non-resident students was a little more than double that of in-state students at both undergraduate and graduate levels.
- The FY 2013-14 budget targeted $374.0 million for Instruction; $271.9 million for Research and $36.0 million for Student Services.
- UK researchers brought in $265.9 million in outside funding for grants and contracts in FY 2012-13.
- In 2012-13, the UK Libraries housed over 4.1 million volumes.
- In Fall 2013, 12,430 full-time employees worked at UK, including 2,287 full-time faculty and librarians. A total of 7,066 part-time staff and 388 part-time faculty members also were employed.
The Graduate School

The Graduate School was established at the University of Kentucky in 1912. We have refined and streamlined our mission as the University has grown in size and stature. We support programs and students throughout the academic life cycle, from recruitment to centralized admissions, funding processes, enrollment, professional development, committee formation, examinations, and degree certification. The Dean of the Graduate School is responsible for the appointment of Graduate Faculty and Directors of Graduate Studies in 120 master’s degree programs, 74 doctoral degree programs and 5 specialist degree programs. We administer 40 graduate certificates. The Graduate School is the administrative and academic home to the Martin School of Public Policy and Administration, the Patterson School of Diplomacy and International Commerce, and the Preparing Future Faculty Program. It also hosts four interdisciplinary and inter-college graduate certificates.

**Mission:** The mission of the Graduate School is to promote excellence at all levels of graduate education at the University of Kentucky. By encouraging and supporting the acquisition and dissemination of knowledge in an environment of diversity and interdisciplinary cooperation, the Graduate School aids graduate programs in preparing students as future leaders of the global society in research, teaching, applied science, creative production, policy making, and public service.

Visit us at: [http://www.gradschool.uky.edu/](http://www.gradschool.uky.edu/) or come see us in person!
Events for the 2014-2015 School Year

**Fall 2014:**
- Ice Cream Social
  - September 10th
- Three Minute Thesis (3MT)
- Workshops
  - “Making Cents of Your PhD”
    - September 3rd @ 5:30pm
    - UKAA Auditorium, W.T. Young Library

**Spring 2015:**
- Dinner with Provost and President
- Graduate Student Appreciation Week: April 6th—10th
- Careers Outside Academia Panel

**Ongoing Events:**
- Strategic Planning Committee & Social Events
**Graduate Student Financial Literacy Initiative**

**Available Personal Financial Education Resources**

- **Student Loans and Graduate Students**
  - What percentage of graduate degree recipients borrowed to fund their graduate education in 2011-12?
  - 64% according to a study by the National Center for Education Statistics in 2011-12

**Median Amount Borrowed by Graduate Degree Recipients**

- $25,000?
- $30,000?
- $40,000?

According to the National Center for Education Statistics, **$36,000** in 2011-12.

**Money Management Matters**

Understand basic financial concepts such as budgeting, saving, investing, and credit. Learn how to make informed financial decisions that can help you achieve your goals and reduce financial stress.

**Student Loans**

- Employment
- Healthcare
- Credit
- Saving and Investing
- Money Management

Student Loan Information and Resources

- Locate and fill out forms in one place and calculate your future repayment plan. Visit our website to learn more about your federal loan information:
  1. How do I apply for Federal Student Aid?
  2. What is the need? How do I determine my eligibility?
  3. Who is eligible for Federal Student Aid?
  4. How do I apply for Federal Student Aid?
  5. What do I need to do to apply for Federal Student Aid?
  6. What is the benefit of education?
  7. What is the benefit for education?

**Money Wise**

**Valuing People, Valuing Money, Managing in Tough Times Initiative**

**It's Your Reality!**

September 10, 2014

**Room Descriptions and Responsibilities for Simulation**

- Earn andCredits
- Care
- Education
- Earn and Credits
- Care
- Education
Student Health Care 2014-2015

UK students have access to a two-part health care system by utilizing the services provided by the mandatory health fee at University Health Service (UHS) and the benefits offered by Academic HealthPlans in the school-sponsored student insurance program.

1. University Health Service/Health Fee
If you are a full-time University of Kentucky student, you have access to University Health Service (UHS) through your tuition and mandatory fees. If you are a part-time student or a graduate student enrolled in a zero or two-credit hour course, you may be seen on a fee-for-service basis or by voluntarily requesting the health fee through Student Billing Service. BCTC students may enroll through the UK e-store.

What specialties are available through UHS?
UHS has physicians who are board certified in family practice, internal medicine, emergency medicine, psychiatry, and occupational medicine. Their nurse practitioners have certification in family medicine, women’s health, and psychiatry. In addition, UHS’ health educators are certified in tobacco cessation, nutrition, and sexual health. Thanks for your input, I am glad we added this message.

Three reasons students who pay the health fee and are enrolled in the UK student insurance to go UHS first:
- Services covered by the insurance plan are paid at 90% to the benefit maximums and the deductible is waived.
- Students are often scheduled for same-day appointments.
- UHS clinicians understand the unique health needs of students and can coordinate with the other campus resources.

2. Academic HealthPlans/UnitedHealthcare Student Resources Student Insurance
The Student Insurance Plan is customized to work well with UHS. The insurance is intended for matters beyond your health fee in relation to a specific injury or illness, including hospitalization and prescription benefits.

Plan basics:
- This health insurance plan is a Preferred Provider Organization (PPO). A PPO is a group of health care providers who accept a group rate fee for services from the insurance company in exchange for a large number of patients. In other words, the health care providers you choose will affect your out-of-pocket expenses. Remember: using UK providers will save you money. At UK providers there is a $100 annual deductible and many services are covered at 80%. See the plan certificate for details on this three-tier plan.
- Participating in this student insurance does not mean all of your health care costs are paid in full by the company. There are several areas for which you could be responsible for payment, including a deductible, copay/coinsurance, medical costs for services excluded by the plan, and amounts above the maximum benefits provided.
- It is your responsibility to familiarize yourself with this plan. Limitations and exclusions must be applied to the coverage as a means of cost containment. The best way to make this coverage work for you is to be informed and proactive. Check the covered benefits before your procedure whenever possible. Know the specifics and communicate them to your health care provider.

Students eligible to enroll in this insurance are broken into three enrollment groups:
1) Funded Graduate Students are automatically enrolled in the Student Health Insurance Plan. Eligibility is determined by the Graduate School. Each fall and spring semester you must be: A) Degree-seeking, B) Enrolled in the Graduate School, and C) Fully-funded by the University by a full-time assistantship or qualifying fellowship. Changes with your assignment, fellowship or status may affect your eligibility. See gradschool.uky.edu for more information.
2) International Students are required to have insurance and are automatically enrolled in the plan. The premium is charged to your student bill. To complete the enrollment process, simply pay your student bill. See uky.myahpcare.com for information.
3) Other UK students and the dependents of insured students may elect to purchase this insurance plan. See eligibility guidelines and enroll online at uky.myahpcare.com.

This guide is an overview designed to assist you in seeking additional information and is not a guarantee of coverage. 06/2014
# University of Kentucky Student Health Insurance 2014-2015

Provided by Academic HealthPlans, Inc. and UnitedHealthcare StudentResources.

**[www.uky.ahpcare.com](http://www.uky.ahpcare.com)**  

<table>
<thead>
<tr>
<th>Funded Graduate* Enrollment Group (Automatic)</th>
<th>International Enrollment Group (Automatic &amp; Mandatory)</th>
<th>Voluntary Enrollment Group (Purchase Online)</th>
<th>J-Scholars**** Enrollment Group (Purchase Online &amp; Mandatory)</th>
</tr>
</thead>
</table>
| 1) Enrolled in a class in the Graduate School  
2) Degree-seeking  
3) Maintaining a full-time assistantship (20+ hours) or institutional fellowship ($9,000 per year) through the UK payroll  
*Only the Graduate School can verify eligibility for fully-funded status. | 1) NOT Funded Graduate students  
2) Enrolled in a class at UK  
3) J1, J2 or F1 visa holders**  
**OPT students must contact studentinsurance@email.uky.edu for separate details and enrollment instruction. | 1) NOT Funded Graduate students or International students  
2) Either undergraduate, non-funded graduate, or professional students***  
***BCTC students must contact studentinsurance@email.uky.edu for separate details and enrollment instruction. | Visiting J-scholars  
****Insurance is also mandatory for visiting dependents. |

## Which enrollment group am I in?

- Enrollment is automatic for students who meet the criteria above. There are no enrollment forms to complete.
- You may choose to purchase coverage for your dependents at [www.uky.ahpcare.com](http://www.uky.ahpcare.com).
- The cost for this coverage is not paid by the University.
- You will receive an email notification when digital ID card is available to be downloaded from United Healthcare StudentResources My Account.

## How do I enroll in the student insurance plan?

- The charge for your health insurance will appear on your student bill when you enroll in classes. Health insurance enrollment is automatic for international students. There are no enrollment forms to complete.
- You may choose to purchase coverage for your dependents at [www.uky.ahpcare.com](http://www.uky.ahpcare.com).
- You will receive an email notification when digital ID card is available to be downloaded from United Healthcare StudentResources My Account.

## May I decline this coverage?

- Domestic funded graduate students may opt out of the student insurance plan by completing a form available via the Graduate School website, [www.gradschool.uky.edu](http://www.gradschool.uky.edu), by the first day of classes.
- Insurance coverage is mandatory for international and ESL students at UK. If you already have insurance which meets UK's minimum requirements, you may apply for a waiver at [www.uky.ahpcare.com](http://www.uky.ahpcare.com) (deadlines apply).
- If you do not wish to participate in the student insurance plan, simply do not complete the online enrollment form.
- Insurance coverage is required for J-Scholars and ESL students. If you do not enroll in the student insurance plan online, you will need to show proof of other insurance to your advisor.

## Who do I contact with enrollment questions?

1) Academic HealthPlans: 1-855-247-2273  
2) UK insurance coordinator, Melynda Burke: (859) 257-6608 or studentinsurance@email.uky.edu

## Who do I contact with questions about coverage or a claim?

1) Academic HealthPlans: 1-855-247-2273 and [www.uky.ahpcare.com](http://www.uky.ahpcare.com)  
2) UK insurance coordinators:  
   - Funded graduate and international students: (859) 257-6608 or studentinsurance@email.uky.edu  
   - Professional and undergraduate students, J-scholars: (859) 218-3208 or studentinsurance@email.uky.edu

Remember, not all health care costs are included in this plan. It is your responsibility to understand the details as they are outlined in the plan brochure, available online at [www.uky.ahpcare.com](http://www.uky.ahpcare.com). This guide is an overview designed to assist you in seeking additional information and is not a guarantee of coverage. June 2014
Counseling Center: Consultation and Psychological Services can help students deal with many common concerns including homesickness, relationship breakup, difficulties making friends, stress, depression, anxiety, eating disorders, drug/alcohol abuse, PTSD, sexual assault, career/major decision-making, grief, test anxiety, procrastination, and identity issues.

The Counseling Center is a safe space to find support around issues of multiculturalism and diversity.

Individual, couples, and group therapy services are offered at the Counseling Center. Individual counseling is an opportunity to talk with a counselor about anything you choose and to work on particular issues.

Group therapy is the treatment of choice for students with low self-esteem, troubled friendships or relationships, and feelings of loneliness and depression. Groups have 6-10 members and meet weekly throughout the semester. Support groups for specific needs are also offered.

The Counseling Center provides both workshops and individual services to help students with the important decision-making process of choosing a major/career.

Maximizing your academic performance may also be a goal for counseling. The Counseling Center can help you identify problems and learn proactive techniques.

A staff psychologist is available to help students address alcohol and drug use, as well as problems resulting from substance abuse and other addictive behaviors.

Counseling Center psychologists are available to consult via phone or in-person with students, faculty, staff and parents regarding individuals about whom they are concerned.

Outreach programs are available for classes, student organizations, and other groups on various topics.

Further Information

Confidentiality

All records at the Counseling Center are confidential. They are set apart from all other records at the University and are not released to any other person or agency without the student’s written consent, except as required by law.

Eligibility

All counseling services are offered free of charge to fee-paying students who are enrolled for at least six credit hours at UK in undergraduate, graduate or professional programs. Doctoral candidates in dissertation status are also eligible. Due to high demand, a $20 fee will be assessed for each missed appointment without prior cancellation. Three such missed appointments will result in ineligibility for counseling services.

Staff

Counseling Center staff consists of counselors and licensed psychologists experienced in working with college students. Staff members subscribe to the ethical guidelines established by the American Psychological Association.
As individuals who work closely with UK students, you may encounter distressed students in your offices or classrooms. Your role could be a crucial and positive one in identifying and referring students who are experiencing some difficulty with academic, career, or personal concerns. You may be the first contact for a student in distress and in a position to intervene. Following these guidelines can lead to a positive outcome for all parties.

HELPING THE STUDENT
You may call for a consultation to discuss your concerns about a student, or you may talk to the student directly.

IF THE SITUATION IS A PSYCHOLOGICAL EMERGENCY:
Call the Center (257-8701) and state, “This is an emergency. The student needs an appointment immediately.” We consider a situation to be an emergency when there is disabling emotional distress, e.g., insomnia, uncontrollable crying, agitation, inability to manage daily tasks.

ELIGIBILITY
Counseling is available, without charge, to fee-paying students at UK who are enrolled for six or more semester hours.

WHAT TO LOOK FOR:
Depression. Agitation or Acting Out.
Disorientation. Drug and Alcohol Abuse.
Suicidal Thoughts. Violence and Aggression.

INTERVENTION GUIDELINES
Safety First! Always keep safety in mind as you interact with a distressed student. If danger to you or the student seems imminent, call 911 for the Campus police.

Avoid Escalation. It is usually not a good idea to assert authority unless you are certain of the student's mental health status. Distressed students are in need of listening and support.

Ask Direct Questions. Ask students directly if they are drunk, confused or if they have thoughts of harming themselves. You need not be afraid to ask these questions. You will not be "putting ideas in their heads" by doing so. Most distressed students are relieved to know that someone has noticed and is paying attention.

Do Not Assume You Are Being Manipulated. Only a thorough assessment can determine this. Attention-seeking or responsibility-avoiding students can have serious problems and be in danger, too.

Know Your Limits. Respect any feelings of discomfort you may have as this may be a sign of over-extension in your helping; focus on getting them the assistance they require.

Over-extension signs:
Feeling burdened or stressed out or overwhelmed by the situation
Feeling a sense of urgency that you need to (re)solve this student’s problem
Feeling angry or overly frustrated or disappointed at the student
Feeling afraid for your or the student’s safety
Having thoughts of "adopting" or otherwise rescuing the student
"Reliving" or “Flashback” to similar experiences of your own

Services Offered at the Counseling Center:
Individual, group, or couples counseling sessions
Crisis intervention (for walk-ins and for faculty and staff walking a student over)
Referral to other departments or services on campus and/or in the community if needed after the initial assessment
Grief interventions for UK departments or units

FOLLOW-UP:
We understand that you may be interested in the progress of the student you have referred; however, we can release information only with written permission from the client.

We can:
Answer your questions concerning steps to take in assisting students in coming to the Counseling Center.
Offer you information about psychological concerns and problems in a general way.

We cannot:
Say whether a student is being seen here or has kept an appointment.
Discuss the content of sessions.
Discuss treatment plans or progress.
Asking a student to provide written authorization for information to be shared with you may be appropriate and beneficial. This should only be requested for the benefit of the student.
Student Alert System

Susan Herrick
Associate Director
College of Undergraduate Studies

Why Student Alert?

- Make student and academic advisor aware of academic issues that need attention
- Inform campus personnel of behavioral concerns
- Goal: Help more students succeed at UK!

How Student Alerts Work

- Instructor enters alert in myUK portal
- System sends email to key parties
- Key parties work to address difficulty
- Instructor receives result feedback

When To Submit An Alert

- Send an alert whenever you feel it is appropriate.
- Alert information is useful at all points in the semester.
- Prompt intervention is the key.

Who Receives Your Alert

- Academic: In most cases, student and academic advisor
- Behavioral: Students of Concern team (Dean of Students office)
- Other: Determined case by case

How To Submit A Student Alert
Log On To myUK

Select Alert Type(s)

“Alert Sent” Message
Confirmation message will appear when alert is submitted.

Single or Behavioral Alert: Look Up Student

Enter Course Info and Comments

Multiple (Academic) Alerts: Enter From Class Roll
Select Students and Email Option

Sample Email To Student

Alert Home Page:

Questions/Comments?

www.uky.edu/UGE/alert

Contact:

Susan Herrick
Associate Director of Undergraduate Studies
109 Miller Hall
slherr1@uky.edu
(859) 257-4764
What can VIP do for you?

The Violence Intervention and Prevention (VIP) Center provides students, staff, and faculty the tools, support, and opportunities to shape a violence-free campus through the design and delivery of innovative and inclusive programming and services. Our goal is to eliminate sexual assault, dating violence, domestic violence and stalking from our community and to build a critical mass of active bystanders on our campus and in our community.

Advocacy and support: VIP exists in part to support those who have been impacted by an act of power-based personal violence. VIP provides guidance and resources regarding how to assist and advocate for a student, staff person, or faculty member who have experienced an act of violence. VIP staff are all trained to provide advocacy and support to anyone impacted by violence. These services can be delivered either at the VIP Center or in a location more convenient for the person in need.

Education: VIP staff are equipped to provide education on a variety of topics related to power-based personal violence in addition to the Green Dot Bystander Intervention Program. Topics such as bystander dynamics, gender roles, social justice, intersectionality, and supporting survivors are some of the areas in which VIP staff can provide presentations to classes, groups, or organizations.

If you are interested in accessing these services or need more information about VIP, please contact us at 859-257-3574 or email us at vipcenter@uky.edu.

What can you do to partner with the VIP Center in making our campus safer for everyone?

Show support for a violence-free campus by including a statement in your syllabus about the importance of ending all forms of power-based personal violence, including sexual assault, dating violence, domestic violence, and stalking.

Hold a class in our space (basement of Frazee Hall) as a way to get students more connected with the work of the VIP Center.

Connect a class assignment to the topic of violence prevention and intervention and encourage students to talk about their role in ending violence.

Keep resource information from VIP at your disposal in the event you encounter someone impacted by an act of violence.

Build into your syllabus specific discussions around issues of power-based violence and ways in which everyone can contribute to making our campus safer. VIP staff would be happy to come and help TAs educate students on the role they can play in violence intervention and prevention.
University of Kentucky Police Department

CITY WITHIN THE CITY

- The University of Kentucky is enmeshed within an urban city and is not immune to the crimes that are associated with a large city. Remember that there are no walls that separate the two communities where criminals are segregated out!

- It is estimated that there are over 64,000 people that are within the University community on any given day...If that is the case, UK is larger in population than Bowling Green, KY (third largest city in Kentucky).

- That said, we ask that all staff, faculty, students, and guests take precautions to enhance their safety while conducting business and living at the University.

WHO ARE WE?

- Fully functioning police department comprised of 64 certified, sworn law enforcement officers, 12 certified telecommunications officers, over 100 non-sworn security officers, and 12 administrative personnel. UKPD employs ZERO parking enforcement officers.

- Police officers have full police powers in the jurisdiction.

- Each officer receives 18 weeks of mandated training at the Department of Criminal Justice Training Center in Richmond, Kentucky alongside city and county agencies throughout the state.

- After graduating, each new officer is assigned to a Patrol Training Officer for an additional 16 weeks of training before being allowed to patrol on his/her own.

- Each officer must receive a minimum of 40 hours training each year thereafter

SAFETY NUMBER (859) 257-SAFE (7233)

Campus safety oriented services

- SAFECATS student safety escort services
- After Hours On-Demand CATS Bus Service
- Violence Intervention and Prevention Center
- Cat’s Cab (Student Government)
SafeCats Escort

The Flying Wildcats Booster Club, a student organization comprised of ROTC cadets, operates the SAFECATS program. These safety escorts are trained annually by the University Police Department, carry a Police issued radio giving them direct contact with the University Police Dispatch, and undergo a preliminary criminal background check before they are permitted to serve as a safety escort.

Call (859) 257-SAFE (7233)
Sunday-Thursday
8:30 p.m. - 1:30 a.m.

CATS Bus and 221-RIDE

The Campus Area Transit System (CATS) fleet consists of twelve buses that support four routes serving the campus core during the fall and spring semesters. These buses are small and maneuverable, allowing for more reliable service to the campus interior. In addition, on-demand service is available throughout the night by calling 221-RIDE.

Note: Be sure to download to your smartphone “CatsTracker” to track the bus you want ride while staying in a safe location.

Cats Cab

Who Can Use The Program?

- For each UK student rider, there can be one non-UK student rider. If you forget your student ID, you count as a non-student.

- Cats Cab is a safe ride home—this means the destination must be a residence (home, apartment, dorm, sorority and fraternity housing, etc.)

- Cats Cab is a FREE cab service that will take you home anywhere inside New Circle Road Thursday – Saturday from 10 p.m. to 3 a.m.

- For destinations outside of New Circle Road, you are responsible for paying a discounted rate: $2.00 entry fee + $.20 per 1/10 mile.
911

- When dialing 911 from any landline phone (226, 323, 218, or 257) you will be connected with the University Police Department.

- If you should need Lexington police, UKPD’s dispatcher will transfer you to their call center.

- When dialing 911 from a cell phone or other prefixes you will be connected to Lexington Police.

Citizens Police Academy (CPA)

- Gain insight into the daily functions and responsibilities of our agency... thereby helping others become more familiar with what we do.

- FREE to all participates and a graduation plaque and dinner will be provided to all who faithfully attend every class for 8 weeks

- Participant Eligibility, Course Description, and Course Availability can be found at: http://www.uky.edu/Police/citizensacademy.html

Shots Fired Course

- “Shot Fired” trains Faculty, Staff, and Students as to what to do in the event of a shooting.

- Specialized instructors who are sworn, experienced officers.

- Availability to take this class online as an additional instruction for all employees and students.

- Contact the Community Affairs Office with the University Police to schedule a class at: PH. 859-257-5108, or alan.saylor@uky.edu

Self-Defense Techniques And Risk Reduction (STARR)

A 12 “real” hour’s class (not semester hours) that is free to all women where there will be classroom time to learn crime prevention, rape prevention, etc. The rest of the class will be spent learning self-defense techniques that look a lot like martial arts and then, in the last hours of the class, students will use those techniques taught in a simulated attack scenario. For more information, visit http://www.uky.edu/Police/starr.html.
University of Kentucky Parking and Transportation Services

Parking Passes

Graduate Teaching Assistants are eligible to purchase Employee (E) Parking Passes to park in E designated lots. For information about applying for a parking pass, a list of lots and garages, and regulations, please see the PTS website: [http://www.uky.edu/pts/](http://www.uky.edu/pts/)

Campus Shuttle Buses

The Campus Area Transit System (CATS) fleet consists of eighteen buses that support four routes serving the campus core during the fall and spring semesters as well as the Medical Center Shuttle, which operates year-round.

The CATS buses are now easier than ever to find with Cat Tracker, a real-time GPS-based bus locating system! Visit [http://uky.transloc.com](http://uky.transloc.com) to see when the next bus is coming to your stop. You can also track the buses via the free Transloc iPhone, Android and BlackBerry apps, by using your smart phone to scan the QR codes found on each bus stop sign or by using the SMS codes found at each bus stop.

All CATS buses and campus Lextran buses are free to ride.

More information about the bus routes, including maps and schedule, can be found at [www.uky.edu/pts/buses-and-shuttles_campaign-shuttles](http://www.uky.edu/pts/buses-and-shuttles_campaign-shuttles).

Bicycle Registration

University of Kentucky Parking and Transportation Services strongly encourages all members of the campus community who plan to park their bicycle on campus to obtain and display a valid bicycle permit. Bicycle permits are free of charge.

Bicycle registration is voluntary, but members of the campus cycling community are highly encouraged to register their bicycles to take advantage of the following benefits to cyclists. A UK bicycle permit:

- Acts as a visible theft deterrent; similar programs on other campuses have decreased bicycle thefts.
- Can potentially reduce costs to cyclists. If your bike is registered and it is illegally parked or appears to be abandoned, PTS can contact you directly in certain situations using the information provided during registration, rather than impounding your bicycle and cutting the lock. Proof of registration can also be helpful if you want to file an insurance claim on your stolen bike.
- Aids in theft recovery. PTS can flag your bike as stolen, provide you with your serial number and look for your bike - all provided it is registered with our department.

[www.uky.edu/pts/alternative-transportation_bicycle-information](http://www.uky.edu/pts/alternative-transportation_bicycle-information)
Section 2

Institutional Policies

Academic Ombud (syllabus requirements, conflict resolution, etc.)
Students with Disabilities
Family Educational Rights and Privacy Act (FERPA)
Discrimination and Harassment
What does the Academic Ombud Do?

- Works with all persons engaged in teaching & learning activities of the university
- Provides a safe, neutral, and confidential setting for questions, discussing problems & seek assistance with academic issues
- Explains university policies and procedures and their application
- Investigates student grievances and complaints
- Recommends changes in policies and procedures to better ensure fairness in teaching

ProblemsHandled by the Academic Ombud Office:

- Grade Disputes
- Admission/Registration Problems
- Disciplinary Matters
- Perceived Favoritism
- Fear of Retaliation
- Changes of & Sanctions from Academic Offenses
Academic Integrity
Essential to the University and to society
- Share your perspective with your students.

- Students commit academic offenses due to:
  - Pressure
  - "Because they can"
  - Lack of knowledge

Procedures for Academic Offenses
- Discretely collect evidence.
- Consult with course director or department chair.
- Consult rules, Office of Academic Ombud.
- Meet with student and the dept. chair.
  - Record the meeting for everyone’s benefit.
  - Hear the student’s perspective.
  - Notify the student of her/his right to appeal.
  - Notify the student that the Ombud will assist.
- Determine nature of offense and penalty, if any.
- Notify student of the penalty imposed with copies to the Ombud.

Academic Rights of Students
University Senate Rule 6.1.0
- 6.1.1 Information about Course Content
- 6.1.2 Contrary Opinion
- 6.1.3 Academic Evaluation
- 6.1.4 Academic Records
- 6.1.5 Evaluation of Student Character and Ability
- 6.1.6 Student Participation in Academic Affairs
- 6.1.7 Attendance and Participation During Appeal

Avoiding Academic Headaches
- Clarify expectations!
  - The Syllabus may be your best tool
  - Identify academic offenses & the penalty
The Course Syllabus

- University Senate Syllabus Guidelines found at:

University Senate Syllabi Guidelines

Four (4) Core Areas
- General Course Information
- Instructor contact Information
- Course Description
- Course Policies

Syllabus as Contract
- Establishes expectations of students, instructor, department, college & university
- Is explicit and complete
- Avoids vague, ambiguous statements.
- Available at no charge
- Available at beginning of semester
  - http://www.uky.edu/Ombud/reminder_syllabus.php

Course Information
- Course ID (prefix, course number, section number)
- Name
- Location(s) and meeting time(s) including common exams.

Instructor Information
- Name
- Contact Information
  - (Office, Office phone, E-mail)
- Instructors should be reasonably available for consultation outside of class.
  - Office Hours, Locations
  - Policies regarding appointments
  - Alternate contact options (department phone number)

Course Descriptions
- Should match the UK Bulletin
- Provide a “reasonably detailed overview”
- Identify components of the final grade and their relative weight; clarify expectations for assignments; the relation of scores to letter grade
- Provide a timeline, including due dates for major assignments
- Provide time, date and nature of final exam
**Grading Policy**

- Letter Grades
  - How are these related to final grade?
- Curving Grades
  - How is the curve established?
- Midterm evaluation
  - What assignments are included?
  - What percentage of the final grade is determined by midterm?

**Dead Week**

- Intent is to avoid undue hardship on students just before finals.
- No quizzes or major exams (except labs and make-ups).
- If there is a final, no major projects can be due.
- Attendance and Participation may be graded.
- Regularly assigned homework identified in the syllabus may be assigned during dead week.

**Course Policies**

- Clarify policies and sanctions for violations
- Attendance, including late arrival or early departure
- Excused absence policy; refer to University policy and specific course policy.
  - Requirements for make-ups (may not be punitive)
  - Requirements for proof of excuse
- Rules of Behavior

**Policies, Con’t**

- Process for submitting assignments
  - Format, deadlines (by date of, by class period, by time during class)
- Academic Integrity reminders
- Group work and collaboration guidelines
- Disability Resources

**Syllabus Repair 101**

- Oops! The final is not really on Sunday.
- The whole class wants a delay in the due date.
- Grading algorithm unintentionally guarantees A’s to everyone.
- Student says “The syllabus didn't say I had to do that.”
  - You are not at war with the student. Your goal is to provide fair and just evaluation for all students.
  - Remind them of their right to see the Ombud.

**Questions: Visit us in 109 Bradley Hall**
Key Facts for Faculty

Confidentiality
- It is essential that disability information be kept confidential.
- At no time should the class be informed that a student has a disability.
- Any information that a student gives to the faculty is to be used only for arranging accommodations for the course of study and may not be disclosed.
- Students are not required to disclose or provide any information related to their disability beyond the letter of accommodation from the Disability Resource Center.
- Faculty are welcome to contact the DRC to discuss accommodations or concerns regarding students with disabilities. However, we will only discuss educational impact and symptomatic information. We cannot share specific diagnostic information.

Classroom Accommodations
- All students requesting accommodations in their classes must present faculty with a letter of accommodation from the Disability Resource Center.
- Only the accommodations stated within the DRC letter have been approved as reasonable. Any additional request beyond accommodations listed should be referred back to the DRC.
- It is the faculty’s responsibility to provide the accommodations that the student has been approved to receive. The student should not be expected to request their approved accommodations for every exam.
- Students are made aware that faculty must have at least 7 working days to make arrangements for accommodated exams. It is at the discretion of the faculty whether to make provisions without reasonable notice.
- Students are not required to submit accommodation letters at any given time in the semester. Faculty are required to provide accommodations to students from the date they receive an accommodation letter. However, it is highly recommended to each student that they present their faculty with accommodation letters early in the academic term.

Interpretation of Accommodation Requests

A. Faculty support with notes
When Faculty publicly present outlines or text through a Power Point presentation, overhead, or other visual device, it is reasonable to provide the student with a printed copy of that text as an accommodation. Faculty may also request that a student in the class volunteer to provide a copy of their notes. It is important to protect the confidentiality of the student with a disability when arranging note taking assistance. This accommodation does not include faculty’s private, personal lecture notes.
B. Testing accommodations

Extended time for exams and testing in a separate, low distraction environment
Faculty may set up these arrangements with a proctor in a quiet work space. At faculty discretion, the accommodated testing can be arranged through the DRC website:

[www.uky.edu/DRC/testAcc.html](www.uky.edu/DRC/testAcc.html).

- Students are not required to use approved exam accommodations. It is their choice. Students are made aware that they cannot ask for retroactive accommodations (make-up or retakes) for exams when they chose not to use the approved accommodations.
- Students are not required to use all of the approved exam time. In some cases the knowledge that the time is available is the accommodation.
- Students are advised that if the testing environment is not meeting their need for low distraction (i.e., telephone ringing, talking, foot traffic, etc.), they have the right to stop the exam and discuss this with the proctor. If the situation cannot be improved, the student is advised to contact their respective Disability Resource Center Consultant, who will follow-up with the faculty.

The use of multi-media in instruction

- Whether a course is in a classroom or online, Faculty have a responsibility to provide students with an accessible format.
- For students who are deaf or hard-of-hearing, all audio/visual content presented via DVD, video-cassette, or through streamed video on the internet must be captioned. Faculty may request support through the Center for the Enhancement of Learning and Teaching (CELT, 257-8272) to make this media possible.
- For students who are blind or visually impaired, all visual content presented via PowerPoint presentations, on blackboard, or through the internet must be in an accessible format, allowing the use of screen reading software. Faculty may request support through the Center for the Enhancement of Learning and Teaching (CELT, 257-8272) to make this media possible.

Contact Information

Disability Resource Center
Room 2 Alumni Gym
Phone: (859) 257-2754

Jake Karnes, Director
jkarnes@email.uky.edu

Susan Fogg, Disability Accommodations Consultant
Susan.fogg@uky.edu

Lindsay Jansen, Disability Program Assistant
Lbstew2@email.uky.edu

Leisa Pickering, Ph.D., Learning Disorders Consultant
Leisa.pickering@uky.edu

Jo Stewart, Unit Coordinator, Accessible Textbook Service
Jstew3@email.uky.edu

Website: [www.uky.edu/drc](www.uky.edu/drc)
The Office of the Registrar

FERPA

WHAT IS FERPA AND WHY IS IT IMPORTANT?

- “A Federal Law designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings.”
- College students must be permitted to inspect their own education records.
- School officials may not disclose personally identifiable information about students nor permit inspection of their records without written permission unless such action is covered by certain exceptions permitted by the FERPA.
- Rights Protected Under FERPA: Provide annual notification to students of their right to:
  1. Inspect and review their education records
  2. Request an amendment to their education records
  3. Consent to disclosures of personally identifiable information contained within the education record (with some exceptions)
  4. File a complaint with the U.S. Department of Education

WHO IS A “STUDENT”?

- Any individual who is or has been in attendance at the University of Kentucky
- When a student begins attending a postsecondary institution regardless of age, FERPA rights transfer to the student

WHAT IS AN “EDUCATION RECORD?”

- Any record, with certain exceptions, maintained by an institution that is directly related to a student or students. This record can contain a student’s name(s) or information from which an individual student can be personally (individually) identified.
- These records include: files, documents, and materials in whatever medium (handwriting, print, tapes, disks, film, microfilm, microfiche) which contain information directly related to students and from which students can be personally (individually) identified.

“PERSONALLY IDENTIFIABLE” AND “SOLE POSSESSION NOTES”

- Personally Identifiable means data or information which includes:
  1. The name of the student, the student’s parent, or other family members;
  2. The student’s campus or home address;
  3. A personal identifier (such as a social security number or student number);
  4. A list of personal characteristics or other information which would make the student’s identity easily traceable.
➢ **Sole Possession Notes** are made by one person as an individual observation or recollection, are kept in the possession of the maker, and are only shared with a temporary substitute. Sharing those notes with another person, or placing them in an area where they can be viewed by others make them “education records” and thus subject to FERPA.

➢ Best advice on **Sole Possession Notes**: If you don’t want it reviewed, don’t write it down

**DIRECTORY INFORMATION**

➢ **Can include**: Student’s name, Address (local/permanent), Email Address, Telephone Number, Major/Fields of Study, Participation in Officially Recognized Activities and Sports, Height/Weight of Athletic Team Members, Dates of Attendance, Degrees and Awards Received, Most Recent Educational Institution Attended, Current Enrollment Status

➢ A student has the option to request that **NO directory information be released**. In order to maintain directory information as confidential, a student must sign a “**Request to Prevent Disclosure of Directory Information Form**” at the Registrar’s Office. This request results in a “**Privacy Flag**” on the student record. Course rosters do not display “Privacy Flags”; therefore, do not hesitate to direct requests to the Registrar’s Office. A registrar’s appropriate response to someone seeking information on a student with an active “Privacy Flag” is: “**We have no record of an individual by that name**.”

**WHO IS A “SCHOOL OFFICIAL” AND WHEN CAN S/HE ACCESS EDUCATIONAL DOCUMENTS?**

1. Employed by the college in an administrative, supervisory, academic, research, or support staff position (including law enforcement and health staff personnel),
2. Elected to the Board of Trustees,
3. Or company employed by or under contract to the college to perform a special task such as the attorney, auditor, or collection agency,
4. Or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

**“LEGITIMATE EDUCATIONAL INTEREST”**

➢ The demonstrated need to know by those officials of an institution who act in the student’s educational interest, including faculty, administrators, clerical and professional employees, and other persons who manage student record information.

➢ A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

➢ Curiosity does not qualify as a legal right to know.

**LIMITATIONS TO THE RIGHT TO INSPECT**

➢ Parental financial information

➢ Confidential letters and recommendations to which the student has waived his/her right of inspection

➢ Education records containing information about more than one student

**PROCEDURES AND STRATEGIES FOR COMPLIANCE**

➢ Disclosure of educational record information

1. Institutions shall obtain written consent from the student before disclosing any personally identifiable information from their education records (with the exceptions as noted in sections 2 and 3 below). The written consent must:
a) Specify the records to be released  
   b) State the purpose of the disclosure  
   c) Identify the party or parties to whom disclosure may be made  
   d) Be signed and dated by the student.

2. Institutions must disclose education records **without written consent** of students to the following:

   a) Students who request the information from their own records  
   b) Personnel within the institution determined by the institution to have a legitimate educational interest

3. Institutions may disclose education records **without written consent** of students to include but limited to the following:

   a) Subpoena—must make attempt to notify unless otherwise noted by subpoena  
   b) Audit/Accreditation/Review by authorized entity  
   c) Personnel within institution with legitimate education interest  
   d) Parent – dependent status  
   e) Persons in an emergency, if the knowledge of information, in fact, is **necessary** to protect the health or safety of the student or other persons

WHEN IN DOUBT...

- Do NOT release information.  
  - Consult with the Registrar’s Office first  

“Oops” is not acceptable as a defense in disclosure of education records.

**ONLINE LEARNING MODULE: QUIZ QUESTIONS**

(The following questions are part of the FERPA Online Module.)

**SECTION 1 – MULTIPLE CHOICE:**

1. FERPA can best be summarized as a law that:
   - Defines the means by which information may be accessed from an education record  
   - Defines what information an institution may release from an education record  
   - Defines what information faculty and staff may access in an education record and when it may be accessed  
   - Protects the privacy and confidentiality of personally identifiable information in an education record

2. Which of the following is not a legitimate education interest?
   - A grade request from the Registrar’s Office  
   - A faculty member requesting grade information on another course in order to help him assign a grade in his course  
   - A request from an athletic advisor for attendance and grade information  
   - A Dean’s Office request for attendance and grade information related to a withdrawal

3. When you have a question regarding the release of student record information, the University of Kentucky recommends you contact:
   - Another instructor/faculty
The department chair
The Dean’s Office
The Registrar’s Office

SECTION 1 – TRUE/FALSE:

4. You are facing an emergency situation where you fear the health and safety of people are in jeopardy if you do not release certain protected information to a third party. You should exercise judgment and release the information.
   ○ True
   ○ False

SECTION 2 – MULTIPLE CHOICE:

5. You have a 14-year old college student in your class. Her parent calls you to ask if the student is attending class and inquires about her grades. The student does not have privacy flag. What do you do?
   ○ Provide the attendance and grade information since the student is a minor
   ○ Provide only the attendance information; the grade information is part of the privacy education record
   ○ Inform the parent you are unable to release either piece of information without the student’s consent
   ○ Inform the parent that you have no record of an individual by that name

SECTION 2 – TRUE/FALSE

6. You leave your computer on and unlocked. An unauthorized individual collects student record information from your computer. The University of Kentucky can be held responsible for the FERPA violation.
   ○ True
   ○ False

7. You are contacted with a reputable employer asking for names and addresses of students with a GPA of 3.0 or better. They have good job information available. You should provide this information for the good of the students.
   ○ True
   ○ False

8. You receive a frantic phone call from an individual who identifies herself as the mother of one of your students. She says she must get in touch with her immediately because of a family emergency. You should tell the mother her class schedule to assist her in finding the student.
   ○ True
   ○ False
Need to know more about reasonable accommodation?
The University is dedicated to providing reasonable accommodations to qualified students, employees, and those with disabilities participating in programs and services. This is done in accordance with the Rehabilitation Act of 1973, the Americans with Disabilities Act and as detailed in the University of Kentucky Affirmative Action Plan.

STUDENTS:
If you are a UK student and need reasonable accommodations, you should contact the Disability Resource Center, Room 2, Alumni Gym, (859) 257-2754.

FACULTY and STAFF:
If you are a qualified UK faculty member or staff employee with a disability, you may request reasonable accommodation from your supervisor, chair, dean, director, or by contacting the Office of Institutional Equity and Equal Opportunity. Acquire an accommodation request form from this office or online.

If you have questions about your rights under the ADA, whether you are a qualified individual with a disability, or the documentation required to establish that status, you should contact the Office of Institutional Equity and Equal Opportunity. Any individual, supervisor, or an individual accompanied by their supervisor may schedule an appointment to determine eligibility and the reasonable/effective accommodation that may enable the individual to successfully perform the essential functions of their position.

APPLICANTS FOR EMPLOYMENT:
If you are interested in employment at the University of Kentucky and require reasonable accommodations during the application process, contact Human Resources Employment, Room 109, Scovell Hall, (859) 257-5555.
Policy on Discrimination and Harassment
AR 6:1

The University of Kentucky, in its efforts to foster an environment of respect for the dignity and worth of all members of the University community, is committed to maintaining an environment free of prohibited discrimination, which includes sexual and other forms of harassment. Discrimination and harassment are prohibited between members of the University community and shall not be tolerated.

DEFINITIONS

Discrimination: an action or behavior that results in negative or different treatment of an individual based upon race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, marital status, age, uniform service, veteran status, or physical or mental disability. Discrimination is also prohibited in employment matters based on whether an individual is a smoker or non-smoker, as long as the person complies with any workplace policy concerning smoking.

Harassment: a form of discrimination, is unwelcome conduct that is based on the statuses noted above. Harassment becomes a violation of University policy when:

1. The offensive conduct explicitly or implicitly becomes a term or condition of employment or participation in a University course, program or activity; or
2. The conduct is sufficiently severe, pervasive or persistent to interfere with an individual's work, academic or program participation, or creates an environment that a reasonable person would consider intimidating, hostile, or offensive.

*Conduct of an amorous or sexual nature occurring in an apparently welcome relationship may be unwelcomed due to the existence of a power difference which restricts a subordinate's freedom to participate willingly in the relationship.

If one of the parties in an apparently welcome amorous or sexual relationship has the responsibility for evaluating the performance of the other person, the relationship must be reported to the dean, department chair or supervisor so that suitable arrangements can be made for an objective evaluation of the student or employee. (Governing Regulation I.D.2(q))

Retaliation: Retaliation occurs when an adverse action is taken against a covered individual because he or she engaged in a protected activity, i.e., reporting discrimination or participating in an investigation of a discrimination report.

Members of the University Community: Members of the University Community are its faculty, staff, students, and volunteers, as well as customers and visitors of the University.

PROHIBITED ACTS AND SANCTIONS

Every member of the University Community is prohibited from:

1. Engaging in discrimination;
2. Retaliating in any manner against any individual who reports discrimination or who participates in an investigation of discrimination report; and,
3. Making an intentionally false accusation of discrimination through the University's procedures.

Any member of the University community who engages in a prohibited act against any other member of the University community shall be subject to disciplinary action and appropriate sanctions up to and including termination or expulsion. If an individual has more than one role or status at the University, e.g., an employee also enrolled as a student, the individual's status at the time the alleged incident occurred and the capacity in which the incident occurred are used to determine the appropriate sanctions.

EXAMPLES OF HARASSMENT

Sexual and Other Forms of Harassment

May include, but is not limited to the following: sexual or physical assault; unwelcome physical contact such as touching; direct solicitation of sexual activity; sex-related behavior accompanied by promise of reward or threat of punishment; unwelcome sexual remarks about a person's clothing or body; offensive sexual questions, jokes, anecdotes and stories; display of sexually offensive posters, pictures, words or messages; introduction of sexually explicit materials into the classroom or into the workplace without an educational or work-related purpose; offensive jokes, slurs, epithets or name calling; physical assaults or threats; intimidation, ridicule or mockery; insults; offensive objects or pictures; conduct which interferes with participation in or benefit from work or academic performance.

WHAT IF YOU ARE HARASSED?

Everyone at the University of Kentucky has the right to experience an environment free from discriminating or harassing behavior. If you feel that you have experienced or witnessed this type of behavior, seek assistance within the University promptly. Allegations of discrimination and harassment should be reported to the Office of Institutional Equity and Equal Opportunity.

Other suggestions include:

- Talk to someone you trust about the problem.
- Keep a written record of dates, times, places, witnesses, discussions and specific action for each occurrence.
- Make it clear to the harasser that the behavior is offensive and will not be tolerated.

PROCEDURES

The Office of Institutional Equity and Equal Opportunity is the University office charged with handling complaints of discrimination and for developing procedures for the investigation and resolution of reports.

In determining whether alleged conduct constitutes harassment, the record as a whole will be considered, as well as the totality of the circumstances. This means that the nature of the alleged conduct and the context in which it occurred will be examined and evaluated to determine whether the totality of circumstances of the conduct created a violation of University policy.

Who To Contact:

A complaint of discrimination or harassment may be initiated by contacting any dean, director, faculty member, department head, manager, supervisor, or other individual with supervisory or administrative responsibility. Any such individual who receives a complaint of discrimination or harassment shall report the alleged to the Office of Institutional Equity and Equal Opportunity.

Everyone may report discrimination or harassment without fear of retaliation. Any form of retaliation is considered serious even in the absence of a finding of discrimination.

Contact:
Office of Institutional Equity and Equal Opportunity
13 Main Building
Phone: 859-257-9627
Fax: 859-323-3739
EXAMPLES OF HARASSMENT

Conduct prohibited under this policy may include, but is not limited to the following:

Sexual Harassment
- Sexual or physical assault
- Unwelcome physical contact such as touching
- Direct solicitation of sexual activity
- Sex-related behavior accompanied by promise of reward or threat of punishment
- Unwelcome sexual remarks about a person's clothing or body
- Offensive sexual questions, jokes, anecdotes and stories
- Display of sexually offensive posters, pictures, words or messages
- Introduction of sexually explicit material into the classroom or workplace without an educational or work-related purpose.

Racial Harassment
- Offensive jokes, slurs, epithets, or name calling
- Unwelcome remarks attributing an individual's conduct, habits or lifestyles to his/her race or ethnicity
- Taunting about a person's race, color or national origin
- Exclusion because of one's race or ethnic background
- The production and distribution of hate literature

Other Forms of Harassment
- Physical threats
- Intimidation, ridicule or mockery
- Insulting words or slogans
- Offensive objects or pictures
- Conduct that interferes with or limits the ability to participate in or benefit from services or privileges provided by the University.

OTHER SUGGESTIONS INCLUDE:
- Talk to someone you trust about the problem.
- Keep a written record of dates, times, places, witnesses, discussions and specific action for each occurrence.
- Make it clear to the harasser that the behavior is offensive and will not be tolerated.

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In determining whether alleged conduct constitutes harassment, the record as a whole will be considered, as well as the totality of the circumstances. This means that the nature of the alleged conduct and the context in which the alleged conduct occurred will be examined and evaluated to determine whether the totality of circumstances of the conduct created a violation of University policy.

WHO TO CONTACT:

A complaint of discrimination or harassment may be initiated by contacting any dean, director, faculty member, department head, manager, supervisor, or other individual with supervisory or administrative responsibility. Any such individual who receives a complaint of discrimination or harassment shall report the allegation to the Office of Institutional Equity and Equal Opportunity.

Everyone may report discrimination or harassment without fear of retaliation. Any form of retaliation is considered serious even in the absence of a finding of discrimination.

Embracing and nurturing diversity is the responsibility of every member of the University community. It must be clear and convincingly evident that diversity is an essential value that informs every area and aspect of the University community. Through its own example and engagement, the University will improve the climate for diversity throughout Kentucky.

University of Kentucky
Strategic Plan 2009-2014
To: Members of the University Community

The University of Kentucky values the contribution of all students, faculty, staff and visitors in our community of learning and engagement. Discrimination and harassment create a harmful atmosphere that denies students the right to an education and restricts employees from carrying out the University mission.

This brochure contains information every member of the University community should read and understand. It speaks to University policy and procedures for handling allegations of discrimination and harassment. The brochure also defines sexual, racial and other causes of harassment in accordance with the law and University policy, illustrates impermissible conduct and offers procedures for seeking help.

The University of Kentucky does not tolerate discrimination or harassment of any student, faculty, staff or visitor. Our community must address allegations as they occur without delay and ensure the University provides the most effective means to prevent future occurrence.

The real message in this brochure is one of mutual respect and human dignity of faculty, staff and students. Through its own example and engagement, the University strives for a climate of inclusivity of thought and person, diversity of ideas and a free exchange thereof, so similar philosophy can flourish throughout Kentucky—a commitment given special importance and emphasis by our shared history. Our efforts will provide students, faculty, staff and those working and volunteering with the University an enlightened worldview; a deeper understanding of democratic values, social justice and service to the common good; and exhibit a greater understanding for different cultures and beliefs.

We share a deep responsibility in fostering an environment of inclusiveness that maximizes our community's work-life and learning opportunities, so that we may celebrate genuine success.

Sincerely,

Eli Capilouto, President
Section 3

Instructional Resources

Why Can’t I Bring My Iguana to Class?
Center for the Enhancement of Learning and Teaching (CELT)
20 Minute Mentor Commons
Glossary of Instructional Terms
Activities on the First Day of Class
Information to Convey on the First Day of Class
University Senate Syllabi Guidelines
Information Technology Resources at UK
UK Libraries Resources
Academic Enhancement
PFF: Preparing Future Faculty
Presentation U
Why Can’t I Bring My Iguana to Class?

Handling Classroom Disruptions: A Guide for Faculty Members

Thanks to the Office of the Vice President for Student Affairs at Minnesota State University, Mankato for the concept of this brochure.

Photo courtesy of www.morguefile.com

Classroom Disruptions

Nationwide, campuses are experiencing an increase in classroom disruptions. UK is no exception. The number of faculty members who contact the Dean of Students Office (DOS) in order to discuss or report such behavior has steadily increased.

Most inappropriate behaviors can be handled by the faculty member at the time of the disruption; however, some may require consultation, University disciplinary action or an immediate emergency response.

The University of Kentucky Code of Student Conduct outlines a faculty member’s authority in the classroom:

Article II, Section 7, states: “The primary responsibility for managing the classroom environment rests with the faculty. Students who engage in any prohibited or unlawful acts that result in disruption of a class may be directed by the faculty member to leave the class for the remainder of the class period. Longer suspensions, or dismissal from a class due to disruptive behavior, must be preceded by a disciplinary hearing as set forth in Article II, Section 24 of this Code.”

Article II, Section 8a, defines disruption thus: “Interference, coercion or disruption that impedes, impairs or disrupts university missions, processes or functions or interferes with the rights of others.”

Examples of Classroom Disruption

- Making loud and distracting noises
- Use of cellular phones or pagers
- Exhibiting erratic, irrational behavior
- Persisting in speaking without being recognized
- Repeatedly leaving and entering the classroom without being authorized
- Working on or reading materials that are not germane to the class
- Making physical threats or verbal insults to the faculty member or other students

Preventing Classroom Disruptions

There are several ways that you can establish your behavioral standards:

- Include your expectations in your syllabus
- Discuss these expectations with your students and ask if they have any suggestions
- Draw up a “contract” on classroom behavior and ask your students to sign it
- Maintain a professional decorum at all times to encourage respect from your students
Guidelines for Handling Disruption

If a student is posing a threat to the safety of himself/herself or others, or if a student becomes physically or verbally abusive, University Police should be contacted immediately and a report should be submitted to the DOS. It can often be a mistake to assume that disruptive behavior will stop on its own. Err on the side of safety—both your own and your students’.

In more minor instances of classroom disruption, it is important to deal with the behavior in a calm, courteous and direct fashion before it escalates. During class, you might first make a general comment such as, “We have too many private conversations going on at this time; let’s focus on the same topic.” If the disruptive behavior does not cease, you might then ask a particular student to refrain from the disruptive behavior and ask that s/he come to see you after class so you can address the problem in private.

When you meet with the student, explain why you consider this type of behavior inappropriate, stress your behavioral expectations for your students, and warn the student that further occurrences of disruptive behavior may result in disciplinary action.

If the behavior is repeated or the student exhibits a different disruptive behavior, the student should be given a verbal as well as a written warning regarding possible consequences of continued behavior. The written warning should be copied to your Department Chair and the Dean of Students Office and should contain only factual and descriptive information.

If the disruptive behavior continues, you may ask the student to leave the class, refer him/her to the DOS or call UKPD to remove the student, if necessary.

The student asked to leave class should, as soon as practical, be told the reason(s) and given an opportunity to discuss the matter with you. A disruptive student cannot be permanently removed from a class in which s/he is enrolled without a formal review; therefore, it is essential that you work with your Department Chair and the DOS before taking this step.

Students with identified disabilities are governed by the same behavioral rules. For more information, please contact the Disability Resource Center.

Any information you learn while speaking privately with the disruptive student should be handled in a confidential manner. You may only discuss the situation with campus officials who have a legitimate educational interest, such as your Department Chair or the DOS. The privacy of a student’s educational records (e.g., grades, reports of misconduct) is protected under the Family Educational Rights and Privacy Act of 1974.

What Happens When You Refer a Student to the Dean of Students Office?

When the DOS receives a referral from a faculty member, the accused student is contacted by the DOS and asked to schedule an initial meeting with a DOS staff member. During this meeting, the accused student will have an opportunity to present his/her version of the events. If the conversation leads the DOS staff member to believe that the accused student has violated the Code of Student Conduct, the student will be advised of his/her rights in the student discipline process and given the option of accepting or denying responsibility for the violation. If the student accepts responsibility, s/he will be given the opportunity to resolve the matter through a disciplinary conference with a DOS staff member. If the student denies responsibility, the case will be forwarded to a Disciplinary Hearing Officer for a formal hearing. Fewer than 1% of all cases referred to the DOS eventually go to hearings. Should a case go to a hearing, however, you will most likely be asked to be present and provide information.

For more information about the student discipline process, please consult the Code of Student Conduct at http://www.uky.edu/Code or contact the DOS.
Some of the resources and services that CELT offers are:

- Individual consultations on instructional design, practice, and assessment
- Workshops (campus-wide or tailored for specific academic unit needs) on a wide range of teaching and learning issues covering the design, delivery and assessment of college courses
- Collaboration on scholarship of teaching and learning research
- Assistance with documenting instructional efforts using teaching portfolios
- Library and web resources on college teaching

Please contact us with questions or requests

Dr. Kathi Kern, Director
Dr. Christopher Rice, Associate Director, Teaching and Technology
Bill Burke, Associate Director

Faculty/Instructional Consultants
Dr. Lee Bessette
Dr. Deb Castiglione
Dr. Derek Eggers
Dr. David Sacks
Cara Worick
20 Minute Mentor Commons is available for TAs at the University of Kentucky

20 Minute Mentor Commons is a growing library of video-based programs to help you address your everyday teaching challenges.

If you ever asked yourself…

• What is the best way to grade participation?
• How can I help students develop critical thinking skills?
• Is my syllabus sending the wrong message?
• How do I get students to read their assignments before class?

…answers are just a click away!

These programs are fast, focused, and on-demand that offer “here’s how” information. They provide tested, research based, specific strategies you can implement right away, by higher education’s leading authorities.

Take Advantage of this Resource Today

To access these trainings, visit www.mentorcommons.com and create an account.

Use activation code: UKY253

Have questions? Contact: Dr. Morris Grubbs at morris.grubbs@uky.edu
Assessment and Learning Goals

- How Can I Use Frequent Student Feedback to Improve My Courses? (19:33)
- How Can I Use Informal Writing as Part of a Low-stakes Grading Strategy? (20:40)
- How Can Rubrics Make Grading Easier & Faster? (19:00)
- How Do I Design Courses to Enhance Student Veterans’ Success? (20:10)
- How Do I Get More Students to Participate in Class? (18:46)
- How Do I set Students Up for Success in Online Courses? (20:08)
- How Do I Use FLCs to Strengthen Institutional Assessment? (21:20)
- Is Your Syllabus Sending the Wrong Message? (18:53)
- What are Five Tips for Writing Effective Learning Outcomes? (20:09)
- What are My Multiple Choice Results Telling Me? (19:36)
- What are My Rubric Results Telling Me? (21:13)
- What is the Best Way to Grade Participation? (20:09)

Classroom Management

- How Can I Learn Student Names? (19:29)
- How Do I Address Teasing and Bullying Behavior in the Classroom? (18:17)
- How Do I Build Community in My Classroom? (19:51)
- How Do I Create a Climate for Learning in My Classroom? (19:09)
- How Do I Discuss Academic Integrity During the First Class? (20:05)
- How Do I Get More Students to Participate in Class? (18:46)
- How Do I Stay Calm When Students Push My Buttons? (20:01)
- How are the Three Worst Mistakes to Make in the Classroom? (20:41)
- What Should I Do When a Student Challenges My Authority? (20:09)

Legal Concerns

- How Can I Properly and Legally Dismiss a Student from Class? (21:47)
- My Student Has a Mental Health or Substance Abuse Issue. Now What? (19:42)
- What Can I Legally Tell People Who Call Me About My Students? (20:05)
- What Should I Do When Students Say They Have a Disability? (19:57)

Physical, Mental, and Emotional Concerns

- How Can I Help Student Veterans Transition to Campus? (22:27)
- How Do I Accommodate Student Veterans with Disabilities? (19:54)
- How Do I Address Teasing and Bullying Behavior in the Classroom? (918:17)
- How Do I Stay Calm When Students Push My Buttons? (20:01)
- How Flexible Should I Be with Non-Traditional Students? (21:11)
- How Should I Handle Pushy Parents? (21:32)
- What Can I Do about Feeling Tired, Stressed, and Burned Out? (21:10)
- What Do I Do If I Suspect a Student Has Asperger’s Disorder? (20:05)
- What Do I Need to Know About Referring Students for Help? (19:21)

Service Learning

- Can Service-Learning Work in My Discipline? (17:49)
- How Do I Get Started with Service-Learning? (20:07)
- Should I Encourage Experiential Learning During Class? How? (21:02)

Student Engagement

- Can I Safely Send Group Text Messages to Students For Free? (18:27)
- Can I Safely Use Facebook with Students for Class Interaction? (19:00)
- How Can I Capture Students’ Interest in the First 5 Minutes? (18:59)
- How Can I Connect Students’ Interests to Course Content? (19:06)
- How Can I Create Effective Mini-Lectures? (18:59)
- How Can Effectively Teach Unprepared Students? (20:42)
- How Can I Enhance Class Using Story, Popular Media, and Objects? (19:39)
- How Can I Get Students to Take Responsibility for Their Own Learning? (20:17)
- How Can I Help Student Veterans Transition to Campus? (22:27)
- How Can Help Students Develop Critical Thinking Skills? (20:20)
- How Can I Improve My PowerPoint Presentation Skills? (20:49)
- How Can I Incorporate a Group Poster Session into my Class? (20:08)
- How Can I Teach Critical Reflection in STEM Courses? (19:34)
- How Can I Use Discussion to Facilitate Learning? (19:56)
- How Can I Use Frequent Student Feedback to Improve my Courses? (19:33)
- How Can I Use Icebreakers to Connect with Students? (19:18)
- How Can Objects and Analogies Improve my Teaching? (20:33)
- How Do I Build Community in My Classroom? (19:51)
- How Do I Develop a High-Impact Capstone Course? (20:26)
- How Do I Get More Students to Participate in Class? (18:46)
- How Do I Get Students to Read Their Assignments Before Class? (18:09)
- How Should I Respond to Wrong (or Not Very Good) Answers? (19:58)
- What Are the Communication ‘Musts’ in an Online Class? (19:50)
- What Can I Do to Increase Student Retention? (21:03)

**Teaching and Learning**

- How Can Backward Design Make My Course More Accessible? (21:01)
- How Can I Be an Effective Mentor? (20:58)
- How Can I Best Learn from My Mentor? (20:49)
- How Can I Capture Students’ Interests in the First 5 Minutes? (18:59)
- How Can I Connect Students’ Interests to Course Content? (19:06)
- How Can I Create Effective Mini-Lectures? (19:42)
- How Can I Create Meaningful Assignments for My Students? (19:27)
- How Can I Effectively Teach Unprepared Students? (20:42)
- How Can Enhance Class Using Story, Popular Media, and Objects? (19:39)
- How Can I Get Students to Take Responsibility for their Own Learning? (20:17)
- How Can I Improve Lessons with a 4-Step Plan? (21:26)
- How Can I Incorporate a Group Poster Session into my Class? (20:08)
- How Can I Make My Course Content More Accessible? (19:57)
- How Can I Make the Activities in My Course More Inclusive? (20:22)
- How Can I Transform My Tests into Learning Tools? (20:00)
- How Can I Use Discussion to Facilitate Learning? (19:56)
- How Can I Use Frequent Student Feedback to Improve My Courses? (19:33)
- How Can I Use Icebreakers to Connect with Students? (19:18)
- How Can I Use Informal Writing as Part of a Low-Stakes Grading Strategy? (20:40)
- How Can I Use Low-stakes Quizzes to Enhance Learning? (19:13)
- How Can I Use Voice Feedback to Improve Student Learning? (21:28)
- How Can Objects and Analogies Improve My Teaching (20:33)
- How Can Rubrics Make Grading Easier and Faster? (19:00)
- How Do I Assign Students to Groups? (19:51)
- How Do I Build Community in My Classroom? (19:09)
- How Do I Create a Climate for Learning in My Classroom? (20:50)
- How Do I Design Courses to Enhance Student Veterans’ Success? (20:10)
- How Do I Develop a High-Impact Capstone Course? (20:26)
- How Do I Give Feedback that Improves Student Writing? (19:55)
- How Do I Include Introverts in Class Discussions? (19:09)
- How Do I Motivate an Unmotivated Colleague? (21:41)
- How Do I Prepare a SoTL Article for Publication? (20:52)
- How Do I Coach an Underperforming Colleague? (18:14)
- How Should I Manage Conflict within My Department? (20:33)
- Is Team Teaching Right for Me? (20:12)
- Is Your Syllabus Sending the Wrong Message? (18:53)
- Should I Take Attendance? Why? (20:23)
- What Are the Five Tips for Writing Effective Learning Outcomes? (20:09)
- What Are My Multiple Choice Results Telling Me? (19:36)
- What Are the Three Worst Mistakes to Make in the Classroom? (20:41)
- What Can I Learn from Student Ratings? (19:06)
- What Do I Need to Know about Referring Students for Help? (19:21)
- What if a Student Asks a Question I Can’t Answer? (19:10)
- What Learning Activities Help Student Veterans Succeed? (20:06)
- What Steps Can I Take to Foster a Collegial Department? (19:08)

**Teaching Online**

- How Do I Choose Between Synchronous and Asynchronous Activities? (18:24)
- How Do I Convert an F2F Course to a Hybrid Course? (20:17)
- How Do I Create Engaging Threaded Discussion Questions? (20:02)
- How Do I Get More Students to Participate in Class? (19:46)
- How Do I Set Students Up for Success in Online Courses? (20:08)
- How Do I Use VoiceThread for Online Student Discussion? (19:15)
- How Should I Manage My Online Course? (18:11)
- I’m Teaching Online Next Term. What Do I Have to Know? (19:24)
- In Blended Courses, What Should Students Do Online? (19:28)
- Peer Reviews of Online Teaching: What Works Best? (17:52)
- Should I Use ADDIE as a Design Map for My Blended Course? (19:15)
- What Are the Communication ‘Musts’ in an Online Class? (19:50)
- What Do Students Want in Online Courses? (20:24)
- What is Blended Learning? (20:28)
- What Three Things Could I Do to Improve My Blended Course? (18:47)
- Where Can I Find Free Tools for Holding Online Office Hours? (17:41)
A Quick Guide to Some Terms Used in Discussing Teaching

This list provides a quick reference for some of the terms you may encounter during the University TA Orientation, your departmental Orientation, and in your teaching/graduate school experience.

Active Learning - Engages learners in significant relevant activities and reflection on their experiences. In active learning situations, students learn from each other, from their activities, and from materials as well as from the teacher. Active Learning provides opportunities for students to learn far more than they could learn from a lecture.

Assessment - Assessment activities are used to find out what students have learned. Assessment is not only giving exams and quizzes to assign grades, but also a process of diagnosing student knowledge and skills in order to guide and improve instruction. Assessment can take a variety of forms and may be formal or informal.

Brainstorming - A method used to develop creative ideas or novel solutions to problems. In brainstorming, your goal is to elicit as many ideas as possible, without critiquing the ideas.

Case Study - Case studies are depictions of actual or lifelike situations that tell stories, usually up until the situation calls for action. Students analyze these problem-based situations, formulate, discuss, weigh options, and make decisions. The WWW contains thousands of case studies in scores of disciplines.

Closure - The last phase of a lesson or lecture, closures contain summaries and connections to the set (defined below).

Constructing knowledge (constructivism, constructionism) - Constructivism is a theory of learning that maintains people learn by making their own meanings over time in light of what they already know. Research on the ways that people construct knowledge has led to many changes in the ways we think about education and classroom practice.

Cooperative (and Collaborative) Learning - Small-groups instructional strategies using groups of students working toward a common goal. Students work together to maximize their learning and that of the group.

Critical Thinking - A disciplined and reflective process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information through examining assumptions, principles, inferences, evidence, and experience.

Debate - A formal discussion, deliberation, or argument in which participants advance reasons for and against a proposition or proposal.

Demonstration - A visual presentation. Demonstrations are often used to show how things work or to illustrate techniques.

Evaluation - The process of determining the success of an action (such as a course or a teaching strategy).

Experiential Learning - Uses meaningful, usually real-world, experience to enhance learning and to teach abstract concepts and problem solving.

Fishbowl - An active learning instructional strategy whereby some students (up to half the class) form a circle and discuss a topic. The rest of the students form an outer circle to listen, observe, and take notes on the discussion and then share these observations with the class.

Instructional Objectives - Broad statements regarding course goals targeting students’ knowledge, skills, and/or attitudes. They serve to guide the writing of learning outcomes (see below).

Jigsaw - A cooperative learning technique whereby students are placed in small groups in which each group has a student assigned to one piece of a larger topic. Students research their assignment and then form groups with others researching the same piece to become better informed about their sub-topic. The original groups then reconvene and each student teaches the others about his/her piece of the topic.
K-W-L - A process that provides a structure to consider prior knowledge and develop learning goals. The K-W-L process usually involves developing a table of what learners Know, Want to Know, and have Learned about a particular topic.

Learning Outcomes or Objectives - Specific and clear statements of the knowledge, skills, and/or attitudes students will possess and demonstrate at the completion of a learning experience. Outcomes must be observable and measurable.

Learning Styles - People learn in a variety of ways. The notion of Learning Styles provides a way of thinking about ways instruction can be developed to tap into this variety.

Lecture - An educational talk that can convey large amounts of information to many listeners, give the speaker control over content and organization, and allow the speaker to communicate personal interest in the topic. However, it emphasizes learning by listening to a class of passive students whose attention wanes quickly and gives no feedback on student learning. Lecturing with opportunities for active learning (see above) should enhance learning and retention of the content.

Lesson Plans - Outline the concepts, objectives, activities, materials needed, assessment/evaluation, and procedures that are to be part of each lesson. There are many formats for lesson plans.

Levels of Learning (sometimes called taxonomy of objectives) - a framework describing types of intellectual behavior that can provide a useful structure for planning instruction and assessment. The framework ranges from low-level objectives such as knowledge, comprehension, and application through higher-level goals including analysis, synthesis and evaluation.

Media - The means by which you do something, media or medium often refers to a means of communication. Some relevant types: video, text, graphics, and sound.

Microteaching - A brief lecture or demonstration presented by each TA to a small group as part of the orientation process.

Motivation - Reasons for actions.

One-minute paper - A very short writing assignment, usually done in lectures, that encourage participation and reflection, as well as provide instructor feedback.

Problem-based learning or PBL - A student-centered, small-group instructional strategy that uses real-world problems as a vehicle for learning and developing problem-solving skills.

Role-Play - A teaching simulation where participants take on or act out other roles as an exercise in problem solving.

Service Learning - A method where students learn through direct participation in carefully selected activities designed both to meet community needs and academic goals.

Set - The phase of a lecture where the presenter introduces the content, objectives, and value of the material, assesses prior knowledge and creates interest for the topic.

Simulations - To simulate is to represent the important features of one process or situation through another process or situation (for example, computer simulations of molecular processes, flight simulators, etc.). Simulations may or may not be technology-based, and are used for many reasons including: making instruction more realistic, allowing for experimentation that would otherwise be difficult, costly, time-consuming, dangerous, etc., allowing for changes in scale or time frame, making abstract processes more concrete and simplification.

Think-Pair-Share - In TPS, the instructor poses a problem, challenge, or question and gives students a short period of time to think and write down an answer. They then pair up and share their responses with each other. After discussion, they share with the class.

Wait Time - The length of time between when an instructor asks a question and the next verbal behavior in the classroom. Most wait times are less than one second. Increasing your wait time can improve student learning.
Activities on the First day of Class

“A journey of a thousand miles begins with a single step.” - Confucius

For the intellectual journey in a college course, that first step (at least from the student’s perspective) is the first day of class. We, as instructors, can send very clear messages about the course and ourselves and set the tone and expectations for the rest of the semester by what we do on the first day. What information and attitudes do you want your students to leave with after that first class session? Here are some possible first day strategies.

Arrive early and plan to stay a bit afterwards - This is good advice for any class period, but especially so on the first day because it gives you time to settle in, it allows you to talk with some of your students before and after class and you begin to establish rapport, and it sends clear messages about punctuality and caring.

Find out who your students are - Start to get to know your students. Whether by administering a survey or conducting an icebreaker or both, start to learn names and find out something about their backgrounds, expectations, and perhaps prior knowledge and beliefs about the course topic. This not only also helps to establish rapport, but also gives you valuable information upon which to base future class discussions and assessments.

Share some information about yourself - Consider giving the students some professional information such as your teaching philosophy and scholarly interests as well as some personal information about hobbies or life history. Once again, it helps with rapport, establishes professional credibility, and can make you more approachable for class discussions and office hours.

Review the syllabus - For you, the first step of this class started when you began to conceptualize the course, thought through the course goals, instructional methods, and learning assessments, and made them explicit (we hope) in the syllabus. Ensure that those goals, methods, and assessments are also clear to your students.

Use the whole class period (but not more than the time allotted) - Covering all of the above may take a whole class session. Hopefully, this is not the case and you’ll have some time left. If so, resist the urge to let students out early and, instead, start to get into the content. The message -- class time is important and the course material is important. Plus, you can accomplish the next suggestion.

Model your teaching style from day one - Do you use PowerPoint to present content and provoke discussion? Do you expect class participation? Do you like to use active learning strategies like one-minute papers or think-pair-shares? Start now.

Show enthusiasm for the course, the discipline, and your students - The first day is a time to set a tone for a course and instructor enthusiasm goes a long way to getting students engaged. Show your enthusiasm in whatever way is congruent to your personality be it using humor, displaying high energy, or simply sharing your personal fascination with the subject.

Have a great first day!

http://www.uky.edu/ceit/firstday.php
Information to Convey on the First Day of Class

Something about yourself:
(Remember – to students you are intimidating – you assign their grades.)

- Personal/Professional Background (Personal background makes you more human – helps you connect to students. Professional background helps to establish your authority.)
  - Where are you from?
  - Where did you go to school?
  - How did you end up in the discipline you are teaching?
(Do not start off by apologizing for a lack of teaching experience.)

- Contact Information
  - Office location
  - Phone number
  - Email
  - Website
  - Office hours

- Personal Style and Characteristics
  - Laid-back
  - Funny
  - Formal/Serious
  - Respectful
  - Warm
  - Concerned
  - Enthusiastic

- Teaching Style and Characteristics
  - Lecture  Challenging  Willing to help  Worthy of Respect
  - Discussion  Competent  Open  Enjoys Teaching
  - Formal/informal  Organized  Fair
  - Active  In control  Not a “push-over”

About the course:

- Relevance
  - Course objectives or goals
    (Share your vision for the course. That means you must have a vision.)
  - Course overview
  - Position of course relative to others in the discipline or program
  - Why should I come to class? – the class is informative, enjoyable, challenging, manageable, fun, worthwhile.
  - Emphasize how this material will affect their lives.
  - Be enthusiastic so they will believe that this will be an enjoyable experience.
- **Materials**
  - Text
  - Calculator
  - Workbook
  - Course packet
  - Reserve readings
  - Spreadsheet paper
  - Computer software

- **Policies and requirements of the course**
  - Evaluation and assessment
  - Type of work involved
  - Grading scale
  - Tests and dates
  - University policy on cheating (prevention is easier than dealing with a violation.)

**For the student specifically:**

- **Expectations**
  - Willingness to participate
  - Good attendance
  - Prepared for Class
  - Effort level - time and energy
  - Punctuality - arrive on time and do not leave early
  - Quality of work
  - Do not read The Kernel during class
  - Do not carry on private conversations during class
  - No Cheating
  - Respect for fellow students and instructor (mutual respect)

- **Success Strategies**
  - Overlap with expectations (See sample list in packet.)

- **Reassurance and Motivation**
Ways to Convey Information on the First Day

- Provide a clear and complete syllabus. Treat the syllabus as a contract between you and the students. Make the content of the syllabus clear and stick to the terms of that contract throughout the semester. Students appreciate consistency and fairness.

- Have students complete information sheets or cards. (See sample information sheet in packet.)

- Tell about yourself.

- Consider your demeanor and body language.

- Consider attire.

- Review the class roll in advance. Know your audience (background – year and major) and review name pronunciation.

- Come early to class. Go to the room where you will be teaching before the first day of class to acquaint yourself with the teaching environment. Also, go five to ten minutes before class starts to allow for time to mingle with students and put announcements and outlines up. Especially on the first day, do not walk into class right at the moment class begins when the students are already seated. Try to be there as students come into the room.

- Call roll and learn names. If class size permits, call the roll, ask what name the student prefers you use, and start the name learning process.

- Conduct an ice breaking activity. Allowing students to tell about themselves and get to know each other helps to relax you and the students and initiates the process of becoming acquainted. An activity where a student learns about and introduces their neighbor (instead of themselves) is typically easier for the student.

- Be organized and start on time. This will send a signal about the degree of organization and punctuality that will occur throughout the semester.

- Devote at least five or ten minutes to teaching some of the content. This will help students understand what the class is about and it will give them a glimpse of your teaching style.

- Ask students what they expect of you as a teacher. They may not have many answers, but at least you asked.

- Plan an ending. Think of a few words you might say at the end to motivate and encourage the students. Make them want to come to the next class meeting. Help them to leave feeling good about the first day experience.
University Senate Syllabi Guidelines

General Course Information
Full and accurate title of the course. Course prefix, number and section number.
Departmental and college prefix. Scheduled meeting day(s), time and place.

Instructor Contact Information (if specific details are unknown, “TBA” is acceptable for one or more fields)
Instructor name.
Contact information for teaching/graduate assistant, etc.
Preferred method for reaching instructor.
Office phone number.
Office address.
UK email address.
Times of regularly scheduled office hours and if prior appointment is required.

Course Description
Reasonably detailed overview of the course.
Student learning outcomes.
Course goals/objectives.
Required materials (textbook, lab materials, etc.).
Outline of the content, which must conform to the Bulletin description.
Summary description of the components that contribute to the determination of course grade.
Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s).
Final examination information: date, time, duration and location.
For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for undergraduate students.
For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for graduate students. (Graduate students cannot receive a “D” grade.)
Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.).
Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus.
Policy on academic accommodations due to disability. Standard language is below:
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policies
Attendance. Academic integrity, cheating & plagiarism.
Excused absences. Classroom behavior, decorum and civility.
Make-up opportunities. Professional preparations.
Verification of absences. Group work & student collaboration.
Submission of assignments.
UK Analytics and Technologies
University of Kentucky Analytics and Technologies (UKAT) is a unit of the Provost’s Office that combines the services of Academic Computing and Information Technology to provide strategic and technical support to UK’s faculty, staff, students, and university community.

Information Resources

**Tech Tips!**  [http://www.uky.edu/ukit/techtips](http://www.uky.edu/ukit/techtips)
Get started at UK with solutions for all your general technology needs!

**UKAT Service Desk (859-218-HELP)**  [http://www.uky.edu/ukit/help](http://www.uky.edu/ukit/help)
Find answers online or call with questions.

**Academic Technology Training Library**  [http://www.uky.edu/acadtrain](http://www.uky.edu/acadtrain)
Self-paced, online, step-by-step training and support resources for Adobe Connect, Blackboard, Echo 360, TurningPoint, and more!

**UKAT wiki**  [http://wiki.uky.edu](http://wiki.uky.edu)
Technical support documentation for many UKIT computing services and systems.

Learning Systems

**Blackboard**  [http://elearning.uky.edu](http://elearning.uky.edu)
Online course shells for distributing documents, hosting discussions, giving and receiving assignments, implementing tests, quizzes, and surveys, and posting grades.

**Adobe Connect**  [http://connect.uky.edu](http://connect.uky.edu)
Synchronous webinar software that can be used for live online class meetings or tutoring sessions. Sessions can be recorded for later viewing.

**Echo 360 and Echo Personal Capture**  [http://echo.uky.edu](http://echo.uky.edu)
Audio, video, and screen capture recording software that can be used to record and distribute full-length classroom presentations or mini-lectures created on personal computers.

*Updated August, 2014*
Hardware and Software

**UK Download Server** [http://www.download.uky.edu](http://www.download.uky.edu)
Free UK-site licensed software for students, including EndNote, antivirus protection, Echo 360 Personal Capture, Respondus 4.0, and Respondus LockDown Browser.

**UK ebuy** [http://www.uky.edu/ebuy](http://www.uky.edu/ebuy)
Free and discounted software from e-Academy, including Windows 7, Microsoft Office, and the Adobe Creative Suite. Discounts on computer hardware, software, and accessories from Apple, Dell, and other major retailers.

**Student Computing Services** [http://www.uky.edu/ukit/labs](http://www.uky.edu/ukit/labs)
Student computer labs located around campus that provide educational software and can be reserved for computer-based classroom instruction. Virtualized Windows software is available for personal Windows and Macintosh computers through the VirtualDen client.

Other Technology Services and Resources

**Media Depot** [http://www.uky.edu/ukit/mediadepot](http://www.uky.edu/ukit/mediadepot)
Multimedia recording and editing lab located in the basement of the William T. Young Library.

**TurningPoint** [http://www.uky.edu/acadtrain/turningpoint](http://www.uky.edu/acadtrain/turningpoint)
Audience response system that can be used in face-to-face classes to encourage two-way interaction between instructor and students.

**Respondus 4.0** [http://www.uky.edu/acadtrain/blackboard/tests#respondus](http://www.uky.edu/acadtrain/blackboard/tests#respondus)
Powerful test-building application for creating and managing exams that can be printed to paper or published directly to Blackboard.

**Google Apps for Education** [http://www.uky.edu/ukit/help/GoogleAppsFAQ](http://www.uky.edu/ukit/help/GoogleAppsFAQ)
A selection of Google’s most popular cloud-based software tools are available to UK employees and students with a UK-branded Google Apps account. Available apps include Gmail, Calendar, Contacts, Docs, Sites, Blogger, Reader, YouTube, and more!

**Microsoft Live@edu** [http://www.uky.edu/ukit/help/MicrosoftLiveFAQ](http://www.uky.edu/ukit/help/MicrosoftLiveFAQ)
A selection of Microsoft’s most popular cloud-based software tools are available to UK students with a UK-branded Microsoft Live account. Available apps include Hotmail, SkyDrive, Messenger, Groups, and Microsoft Office for the web.

**Mobile Applications** [http://www.uky.edu/ukit/content/ukmobile](http://www.uky.edu/ukit/content/ukmobile)
Students can download the UK Mobile app for campus information or the Blackboard Mobile app for keeping up with classes on the go. Instructors can now submit grades via their mobile devices.

Updated August, 2014
UK Virtual Private Network (VPN)  http://www.uky.edu/acadtrain/vpn
Enables off-campus UK users to create a secure connection to the campus network and access protected campus computing resources, including the UK Libraries’ E-Journal databases, from anywhere in the world.

Non-UK Resources
There are a variety of free online tools that are not supported by UK. While these resources may prove valuable for learning or instruction, technical assistance must come from instructors, vendors, or other online resources.

Some of the most popular tools include:
• Dropbox - http://www.dropbox.com
• Evernote - http://www.evernote.com
• SlideShare - http://www.slideshare.net
• Prezi – http://prezi.com/
• Flickr - http://www.flickr.com
• You Tube Education - http://www.youtube.com/education
• Khan Academy - http://www.khanacademy.org

Training and Support Groups

Academic Technologies  http://www.uky.edu/ukit/atg
This division of UKAT supports UK’s learning systems, including Blackboard, Adobe Connect, and Echo360. Academic Technologies provides online and face-to-face workshops and one-on-one training opportunities for instructors throughout the year.

eLearning  http://www.uky.edu/elearning
The eLearning staff provide instructional support for teachers of online and hybrid (part-classroom, part-online) courses.

CELT  http://www.uky.edu/CELT
The Center for the Enhancement of Learning and Teaching helps instructors create engaging, innovative, and inclusive learning environments for their students.

HR Training and Development  http://hr.uky.edu/TandD
This branch of UK’s Human Resources department provides hands-on workshops for employees on a variety of applications, including software from Microsoft and Adobe. Self-paced eTraining modules are available for employees and students.

UKAT Service Desk @The Hub  http://www.uky.edu/help/walkin
Service desk staff provide in-person help with user accounts, password resets, email setup, software download and installation, and more at our new Hub location in the Cisco lab in the basement of Young Library.
Quick Guide to Graduate Student Resources

**Academic Liaisons**  Your Subject Specialist Librarian

**Information Literacy**  Research Skills Instruction for your students

**Book Express**  On-campus book delivery service

**InterLibrary Loan**  Get books and articles from outside UK

**EndNote**  Organize your research and manage your bibliographies

**UKnowledge**  Share your research with the world!

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**InfoKat.uky.edu**
Library Catalog

Find *books and other materials* in the UK Libraries with **InfoKat**.

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**WorldCat**

Find *books and other materials*, anywhere *in the world and get them quickly through Interlibrary Loan*.

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The **Graduate Student Survival Kit** will help you locate the people, places and services to help make your career at UK a success.

Still not finding what you need? Call, e-mail, chat with or visit a UK reference librarian.
We are glad to help you!
Library Checklist for New Teaching Assistants

How can the library help you teach your class? Here are a few suggestions to help you get the most out of us!

What you can do NOW:

- Find your subject librarian
- Familiarize yourself with the library website and research guides
- Learn about off-campus access to research databases
- Read your course’s research assignment(s) and map out relevant due dates
- Schedule a library session to address specific student needs

In-class sessions a librarian can conduct for your class:

- Developing research skills—Customized instruction to help students understand requirements of college level research
- Evaluating information—Selecting credible information sources
- Identifying Specific Subject Resources—Introduce students to sources in your subject discipline

DIY and asynchronous help options:

- Course guides—Online research guides specific to your class!
- Online tutorials—Use to teach or reinforce specific research concepts
- Consultations—Invite your students to make individual or group appointments with a librarian

Other useful services from the Library:

- Find a citation manager if you don’t already have one. (UK provides Endnote. We can consult with you on others.)
- Set up your ILLIAD account for quick access to books and articles from many other libraries.
- If you are new to UK, we may have databases that you are unfamiliar with. Ask a librarian!
**Myth:** Students already know how to conduct research and use information effectively.

**Reality:** Most first year students have little to no experience with the type of research that is expected of them in college. They have not yet developed the intellectual and practical skills required. Instruction Librarians can support your teaching by strategically guiding your students through the complexities of research. Because our instruction is customized to your research assignment, **scheduling at the optimal stage of the research process is as important as the instruction itself.** For the best results, we recommend that students attend library sessions at the point of need.

Use the example below to determine the best time to schedule your class.

---

### Example Research Project/Presentation/Paper Assignment

Write a 2500-3000 word research paper on a topic related to the course. Include appropriate visuals and a minimum of 7 credible sources, of which 3 must be scholarly.

#### Important Due Dates

- Sep. 26 – Research Topics Due
- Oct. 10 - Annotated bibliography of sources due
- Nov. 7 - Rough draft due
- Dec. 5 - Final project/presentation/paper due

---

### Sample Schedule Scenarios

<table>
<thead>
<tr>
<th>If students are expected to:</th>
<th>Schedule research skills instruction:</th>
<th>Schedule library session for:</th>
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</thead>
<tbody>
<tr>
<td>Select and design a research question</td>
<td>Shortly after the assignment is introduced and discussed in class</td>
<td>The week of September 15</td>
</tr>
<tr>
<td>Search for information</td>
<td>After the students have chosen topics and before the first assignment involving research resources is due</td>
<td>The week of September 29</td>
</tr>
<tr>
<td>Identify and select appropriate resources</td>
<td>After students have done some research and turned in an assignment involving research resources</td>
<td>Anytime after the annotated bibliography is graded and returned to the students but before the rough draft is due</td>
</tr>
<tr>
<td>Evaluate sources</td>
<td>After students have done some research and turned in an assignment involving research resources</td>
<td>Anytime after the annotated bibliography is graded and returned to students but before the rough draft is due</td>
</tr>
</tbody>
</table>

*may also consider scheduling an additional session after the annotated bibliography is returned and graded, based on student performance and your satisfaction with their work.*
What Can Your UK Libraries Academic Liaison Do For You?

UK Libraries has an Academic Liaison with a subject specialty in the literature and resources of your discipline. As you begin your teaching and research at the University of Kentucky, remember to keep in mind what your UK Libraries Academic Liaison can do for you.

**Research**

Are you contemplating your next project? Do you need a hand finding the right resources for what you’re working on? Wondering what publications are important in your discipline? Your UK Libraries Academic Liaison can help you navigate available resources to find what you need!

**Collections**

Do you have ideas about resources for the UK Libraries collections? Is there a new book you recommend we order? Have you identified a journal or database in your discipline valuable to your research? Your Academic Liaison is always ready to talk with you about resources available in your field and the UK Libraries collections. Contact your liaison directly or reach them by completing the Library Purchase Request form available on the UK Libraries website.

**Teaching**

Are you teaching a course in the current semester?
Are you assisting a faculty member with one of their classes?
Your Academic Liaison is your partner in the classroom.
Your Academic Liaison can provide research skills instruction for your students, help identify resources to support student learning and research and point you in the right direction to take advantage of the many other UK Libraries services designed to support teaching and undergraduate research.

**Discover your Academic Liaison** by consulting the list in your handbook or by visiting the UK Libraries website at libraries.uky.edu. And please feel free to contact your liaison just to introduce yourself and say hello. We would love to hear from you!
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<td>Agriculture/Biological Sciences</td>
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Collections
UK Libraries

There are lots of interesting facts to learn about the UK Libraries collections. Here’s a little quiz to get you started.

How many books, including e-books, are owned by UK Libraries?
a. 200,000   b. 800,000   c. 2 million   d. 4 million

What's the number of electronic journals and other serial publications available through UK Libraries?
a. 1,300   b. 14,000   c. 58,000   d. 97,000

What's the number of UK Libraries full-text journal articles downloaded in a year?
a. 800,000   b. 1.1 million   c. 1.7 million   d. 2.6 billion

Bonus Question: What are some of the new resources added to the collections recently? To get this answer, any time you like, all you have to do is visit libraries.uky.edu, where we often feature new additions to the collections.

(The answers to the first three questions are d, d, and c, by the way.)

So now you know a little about us. When it comes to collections to support your teaching and research, UK Libraries is clearly the place to be. But now let’s talk about you! How can the UK Libraries collections serve your needs?

What resources are important to your work at UK?
a. books   b. journals
b. primary sources   d. video and audio

Which formats and access methods will help you accomplish your goals?
a. digital/electronic   b. print
c. microfilm/fiche   d. streaming video/audio

What devices would you like to use to access UK Libraries collections?
a. desktop computer   b. laptop
c. tablet/e-reader   d. library shelves

The great news about these questions is there’s no wrong answer. (It’s even okay if you were thinking “all of the above.”) Our collections offer solutions in all these areas! For more information, please visit libraries.uky.edu.
**UKnowledge**

**UKnowledge**, the University of Kentucky’s institutional repository, provides worldwide access to unique scholarship created by the UK community. Here are 7 services UKnowledge has to offer:

- **Intellectual Outputs from Departments, Programs, and Research Centers**
- **Open Access Journals**
- **eBooks, Research Reports, and Working Papers**
- **Online Conference Proceedings**
- **Image Galleries and Virtual Exhibits**
- **Online Profiles of Faculty and Researchers**
- **Electronic Theses, Dissertations, and Honors/Capstone Projects**

[http://uknowledge.uky.edu/](http://uknowledge.uky.edu/)

**Showcase and provide access** *to the intellectual outputs from UK departments, programs, and research centers.*

Example: Journal articles and presentations authored by faculty of the Department of Biology: [http://uknowledge.uky.edu/biology/](http://uknowledge.uky.edu/biology/)

* depending on publishers’ copyright policies

**Host UK-based peer-reviewed open access journals and provide editors with an online system to manage the editorial workflow.**


**Showcase and provide access to electronic books, research/technical reports, and working papers published by UK.**

Example: Center for Business and Economic Research Reports: [http://uknowledge.uky.edu/cber_researchreports/](http://uknowledge.uky.edu/cber_researchreports/)
Publish online proceedings of conferences hosted or sponsored by UK colleges or departments.  
Example: Online proceedings of the Key to Unlocking Scholarship: Institutional Repositories Conference: http://uknowledge.uky.edu/conferences_irday/

Showcase and provide access * to visual materials created or curated by UK faculty.  
Example: Images and an automated slideshow of Soviet Cold War-era posters: http://uknowledge.uky.edu/world_russia_soviet_posters/  
* depending on copyright holders’ permission

Create personalized online profiles to showcase UK faculty's publications, presentations, and academic achievements.  
Example: Profiles of faculty from different departments are listed here: http://uknowledge.uky.edu/sw_gallery.html

Provide access to master's theses, doctoral dissertations, and undergraduate honors/capstone projects.  
Example: Master’s capstone projects and doctoral dissertations from the College of Public Health: http://uknowledge.uky.edu/cph_etds/

UKnowledge:  
- Optimizes search engines’ indexing of downloadable items so that they are easily findable online.  
- Tracks download rates and sends monthly download statistics to authors by e-mail if their works have been downloaded.  
- Disseminates UK’s research and scholarship widely so that faculty gain more recognition and more people around the world can benefit from their works!

Departments and faculty interested in these UKnowledge services should contact UK Libraries (Adrian Ho, adrian.ho@uky.edu or 218-0895). We would be glad to meet with you and explore possibilities for collaboration!
University of Kentucky Library Locations:
1. William T. Young Library (Humanities & Social Sciences)
2. Design Library
3. Special Collections
4. Science Library
5. Lucille Little Fine Arts Library
6. Education Library
7. Engineering Library
8. KY Transportation Center Library
9. Law Library
10. Medical Center Library
11. Agriculture Information Center
12. John A. Morris Library, Gluck Equine Research Center
Academic Enhancement

Located in The Study, Academic Enhancement is a centralized academic unit responsible for programs and services for students, faculty, and staff. Academic Enhancement works to promote effective learning strategies in and out of the classroom in order to enhance the academic experiences of all students at the University of Kentucky. At Academic Enhancement, services are student-responsive, purposefully student-centered, and designed to foster interactions that promote learning and attitudes towards academic life that are characteristic of successful college students.

Our goal at Academic Enhancement is to enhance students' academic experiences as early and as often as possible. The staff at Academic Enhancement strives to achieve this goal by working closely with students, faculty, and staff in the development of programs that will best serve the entire campus community. Our services are designed to provide continuous support throughout the semester. We encourage a proactive and preventative approach, meaning that students should take advantage of our services before they begin to struggle.

Our most popular program is our free Peer Tutoring Program. All of our peer tutors are nationally certified and our students who have successfully completed the courses they tutor at UK. For the students who can’t make it to your office hours or the students who want more attention, this is a perfect solution. We now have two locations: The Study and The Study North, where we are open four days a week and provide tutoring in over 30 introductory-level courses. Our Peer Tutoring hours for The Study are: Monday thru Thursday: 2:00 p.m. to 10:00 p.m. Our Peer Tutoring hours for The Study North are: Monday thru Thursday: 3:00 p.m. to 9:00 p.m.

For students who may benefit from building productive academic skills and habits, Academic Enhancement offers free Individual Academic Consultations. Students can speak one-on-one with a learning specialist to discuss topics crucial to academic success, like note-taking and time management. A student’s learning and study strategies will be assessed, and from there, students and learning specialists create a plan to build on academic strengths and build up areas of weakness.

Please go to our website for more information on our services and support at www.uky.edu/AE or give us a call at 257-1356. You can also find us on:

Facebook: Facebook.com/TheStudy
Twitter: @TheStudyScoop
Instagram: TheStudyUKY
Pinterest: The Study

List of services:
• Peer Tutoring Program
• Individual Academic Consultations
• Academic Preparation Program
• Study Smarter Seminars
  • EPE 174
  • EPE 374
• Placement Testing
• Presentations
• Absent Professor Program
Preparing Future Faculty

Graduate Certificate in College Teaching & Learning

Upon completion of the 12-credit-hour curriculum, certificate recipients will

- know what to expect in the various aspects of faculty life and work, including teaching, research, and service responsibilities;
- have a broad and deep understanding of the multiple roles of faculty across a range of institutions;
- have both theoretical and practical understanding of teaching and learning;
- have a validated teaching experience, mentored by strong faculty and designed to promote reflection and growth;
- have a well-developed statement of teaching philosophy and teaching portfolio;
- be ready to teach effectively in their discipline to a broad array of students;
- have well-honed skills important to their particular situations and interests (e.g., grant writing, diversity, working with first-year students, instructional technologies, assessment).

Required Courses

- **GS 650**: Preparing Future Faculty (2 credit hours; offered each semester)
- **EPE 672**: College Teaching and Learning (3 credit hours; usually offered each fall and summer)
- **GS 699**: Practicum in College Teaching (3 credit hours; offered each semester, with prior arrangement)
  (Note: Students must submit the Practicum in College Teaching Application at least one full semester before their Practicum semester.)
- A department-based teaching course if available (1-3 credit hours). If such a course is not available, then **GS 610**: Seminar in College Teaching (1 credit hour; offered in fall)

Remaining credit hours should be selected from the following list of electives, or additional department-based teaching courses, or selected EPE courses focusing on higher education.

Some Options for Elective Courses

- **EPE 674**: Theories of Student Development (3 credit hours)
- **GS 620**: Seminar on Teaching in the 21st Century (special topics course, 1-2 credit hours)
- **GS 630**: Instructional Technology (1 credit hour)
- **GS 640**: Grant Writing (3 credit hours)
- **GS 695**: Research and Development Problems in College Teaching and Learning (1-6 credit hours).
  (GS 695 Coursework Proposal must be submitted one semester in advance.)

For more information and all required forms, see The Graduate School’s website (www.gradschool.uky.edu/) under Student Development/Preparing Future Faculty/Certificate in College Teaching and Learning.

Contacts:
Dr. Morris Grubbs, Administrative Director (morris.grubbs@uky.edu; 859-257-9725)
Dr. Linda Worley, Faculty Director (lworley@uky.edu; 859-257-1198)
Section 4

Microteaching

Microteaching: An Introduction
Microteaching: A Micro-Introduction (PowerPoint Slides)
Mini-Lesson Preparation Worksheet
Mini-Lesson Preparation Checklist
Instructional Skills Rubric
Discussion Session: Lesson Worksheet
Discussion Session: Lesson Worksheet Guide
Laboratory Session: Lesson Worksheet
Laboratory Session: Lesson Worksheet Guide
Interactive Lecture: Lesson Worksheet
Microteaching: An Introduction (for TAs)

As a TA, regardless of the nature of your appointment, you will at some point be placed in a position of imparting the knowledge and skills that you have to others. This may take the form of a traditional lecture, a discussion, perhaps as part of a break-out session, or an individual one-on-one or small group study session. Whatever the occasion, as a graduate member of the academic community, you should be prepared.

As a first step in meeting that challenge we are asking you, regardless of your previous teaching experience, to prepare a mini-lesson in which you practice the principles of effective teaching. Since there is a considerable range of talent and abilities represented by any incoming cadre of TAs, we have decided that the best way to maximize the potential represented is to divide you randomly into groups in order to allow the group as a whole to benefit from the lessons that can be learned from participating in such diverse learning and teaching experiences.

Each group will be led by an experienced TA, teaching staff, or faculty member who will function as the group facilitator and mentor. This group leader, as you will see, will spend much of the time during your first meeting going over the basic requirements of the mini-lesson. Since we are aware that you will be employed in different teaching modes once you get to your departments, we encourage diversity in selecting the style of your presentation. The range of possibilities stretches from the traditional lecture presentation to interactive lecturing to directed discussion.

Your first step will be that of choosing a topic; this topic should be one in your discipline, preferably one that is straightforward and one that you know well. Remember that this is not a graded exercise, so don’t worry about choosing the absolute right one, but do select one that allows you to work with foundational skills and processes, rather than sophisticated content. Although your current “class” consists of your fellow TAs, who are obviously good students, they are meant to represent—and probably are—students who have little knowledge of your subject area.

Having chosen the topic, your next decision will be the manner or modality of its presentation to the class. Do you plan to simulate an actual lecture, a discussion, or an active interactional learning experience? Your choice will depend somewhat on the topic, but this choice is also designed to allow you to structure the microteaching experience around what you anticipate most likely to be involved with when you get to your separate departments.

Although the form of your presentation will differ to a certain extent based upon the mode selected, we believe that any good teaching session, regardless of its form, benefits from a consideration of some basic principles, and with that in mind we have put together a Lesson Worksheet that you might find useful in the conduct of your mini-lesson. You should expect to begin working on this worksheet during your initial group session and should share it with your group leader.

Your group leader will guide you through the whole microteaching process. You will receive written feedback from your peers in the room that should help you construct short- and long-term goals as you progress through your TA duties at UK. You will also receive the video file of your mini-lesson, which will allow you to see yourself as your students may see you—an initially unsettling but ultimately constructive experience. The overall goal of microteaching is to help you become a self-reflective practitioner in your TA roles in the classroom and lab, and, by extension, in your career.
Microteaching
A Micro-Introduction
The Graduate School, University of Kentucky
Developed by Dr. Marie A. Caluji, July 2008

What is Microteaching?

- A training concept that originated in the Stanford Teacher Education Program in the 1960s
- A teaching-simulation exercise that will provide you with immediate supportive feedback
- A set of best practices for you to follow (or at least consider) when teaching your students
- An opportunity to practice skills useful beyond the classroom (e.g., presenting at a conference, job interviewing, speaking with the public about your research)
- An orientation component consistently rated beneficial

A Learner-Centered Experience

- Microteaching is a way for you to hone your skills in a supportive peer-learning environment.
- You will see that your peers share with you many of the same struggles, the same weaknesses, the same strengths.
- You will recall techniques or learn new ones by observing your peers.

Choosing a Mini-Lesson Topic

Your topic should be
- relevant to your discipline
- narrow and small-scale
- aimed at first-year college students
- a lesson you might teach early in the semester
- appropriate for interactive learning

What Does Not Work Well as a Topic?

- A section from your thesis
- A paper you’ve written for a conference
- A subject more appropriate for your peers in graduate school
- A lesson that requires multiple technical terms and jargon
- A topic that is too broad to cover effectively within the scope of eight to ten minutes

A Sample Mini-Lesson

Learning Context: An entry-level writing course; a unit on effective punctuation in standard English prose

Lesson Topic: Conventional usages of the colon

Learning Goal: By the end of the lesson, students will be able to recognize and employ two conventional usages of the colon
Sample Lesson Plan Outline

I. Opening (2 minutes)

Ask students to take a minute to jot down a brief sentence illustrating a common use of the colon. Quickly write one of your own examples on the board illustrating an explanatory relationship between complete thoughts (as in the example below). Ask students to consider if their examples match yours in the way the colon is used (most of theirs will likely illustrate a colon signaling a list). Ask a volunteer to explain the relationship between the two thoughts in the sentence on the board. Suggest why this lesson could be useful: a colon can signal a meaningful connection between complete thoughts and thus facilitate quick reading comprehension.

Example:
This film has been modified from its original version: It has been formatted to fit your television screen. (Note that the motion picture industry often punctuates these thoughts as two separate sentences. Which version might be stronger and why?)

II. Body (5-7 minutes)

Ask a student to volunteer an example of a colon signaling a list, perhaps one that he/she jotted down earlier. Write it on the board. Assess whether it uses the colon conventionally (or “correctly” according to “rule books”) and explain why.

Some types that might be offered:
A. The items I enjoyed the most at the restaurant were:
   grilled salmon, jasmine rice, asparagus, and bourbon pie. (point out that no colon is needed here and explain why)
B. Alfredo sauce consists of: butter, parmesan cheese, heavy cream, and black pepper. (point out that no colon is needed)
C. The restaurant offers three low-fat side dishes: steamed broccoli, roasted zucchini, and long-grain rice. (good use of colon because it comes at the end of a complete thought and signals that what follows are the items; point out alternative phrasing without colon; e.g., For its low-fat side dishes, the restaurant offers steamed broccoli, roasted zucchini, and long-grain rice.)

If time allows, revise a pair of linked independent thoughts to show alternative punctuation and connector words; briefly discuss colon usages relevant to genre and audience.

III. Closing (1-2 minutes)

Draw to a close by reasserting the two conventional colon usages your students have learned:

1. Use a colon after a complete thought to signal an explanation or exemplification or cause.
2. Use a colon after a complete thought to introduce a list.

End with a little humor by writing the following sentence (from Lynne Truss’s Eats, Shoots & Leaves) on the board, which will also serve to introduce the next unit on semicolons:

I pulled out all the stops with Kerry-Anne: I used a semicolon.
Mini-Lesson Preparation Worksheet

LEARNING CONTEXT: In what course and in what unit within the course would this mini-lesson occur?

PRE-INSTRUCTION PLANNING

What is the topic and is it sufficiently narrow for the limits of the mini-lesson?

What mode of teaching will you be simulating, and what is your pedagogical purpose in selecting this particular method of presentation?

Will you be asking students to role-play? How so?

Will there be handouts for the students to see or read as part of your presentation?

What is the learning goal? By the end of this lesson, my students will be able to . . .

To what degree will interaction inform your method of presentation? When will it take place in your lesson, and how long will it last? Explain.

If you are using discussion techniques, will you break the students into small groups or use think-pair-share (see “Quick Guide to Instructional Terms” in your TA Handbook)? Why?

Will you use an engagement trigger, such as a graph, PowerPoint slide, or image to capture the attention of your students? Describe.
LESSON STRUCTURE

Opening:
How will you present the learning goals you hope to accomplish?

How do you plan to make your topic relevant to the students? What academic need will it fulfill?

Body:
What are the key points you hope to cover in your presentation? How many do you plan to present?

Are you planning to summarize these as you move through the lesson? What manner of transitions are you planning to use?

Have you planned any specific activities that will require set-ups or handouts? Explain.

Conclusion:
What kind of summary or review do you have planned? Do you plan to mimic the opening statement or structure your conclusion around the discoveries of your presentation? Why?

If you are using one of the interactive techniques, do you plan to evoke the concluding remarks from the students in their own words? Explain.

How do you plan to bring the session to a close? Will you be asking for feedback from the students as part of the conclusion? Explain.

Post-Instruction Feedback
Following your simulation each of the students in the group will have a chance to comment on your presentation, both on the Student/Peer Feedback Form, which will be distributed by the group leader, and verbally in discussion as time permits. This generally leads to valuable observations and insights from the other TAs, so don’t be surprised if the discussion leader asks the group how you did in your presentation.
Mini-Lesson Preparation Checklist

This worksheet can be used as a guide for preparing to present in a lecture format, though most of the skills and behaviors apply across instructional modes.

**Statement of Learning Goal**: By the end of this lesson, my students will be able to . . .

<table>
<thead>
<tr>
<th>Opening of Lesson</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides lesson context &amp; relevance</td>
<td></td>
</tr>
<tr>
<td>Asserts learning goal</td>
<td></td>
</tr>
</tbody>
</table>

**Body of Lesson**

| Preparation |
|----------------|-------------|
| Defines any terms needed to understand concepts |  |
| Uses effective examples, illustrations, anecdotes, etc. |  |
| Clearly distinguishes main points from supportive details |  |
| Organizes/sequences information for optimal learning |  |
| Offers clear transitions between major points |  |
| Stays on topic & achieves stated learning goal |  |

<table>
<thead>
<tr>
<th>Closing of Lesson</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasserts learning goal</td>
<td></td>
</tr>
<tr>
<td>Offers final thoughts (on implications, previous lesson, future lesson)</td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Presence**

| Preparation |
|----------------|-------------|
| Checks & responds to student understanding/needs |  |
| Attempts to engage group & individuals as appropriate |  |
| Responds well to students’ comments/questions |  |
| Demonstrates confidence, rapport with students |  |

**Verbal & Spatial Behavior**

| Preparation |
|----------------|-------------|
| Pacing and articulation |  |
| Voice level |  |
| Gestures & movement |  |
| Eye contact & facial expression |  |
| Use of board, other visual aids |  |
| Strategic pauses & silences |  |
| Other: |  |

The Graduate School, University of Kentucky – Revised August 2010
<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Needs Some Attention</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization and Clarity</strong></td>
<td>• Effective sequencing of ideas</td>
<td>• Apparent sequencing of ideas; at times may be somewhat loose</td>
<td>• Sequencing of ideas are not apparent</td>
<td>• Ideas are confused and disconnected</td>
</tr>
<tr>
<td></td>
<td>• Successful use of transitional devices</td>
<td>• Transitional devices are used, but not always effectively</td>
<td>• Few transitional devices;</td>
<td>• No transitional devices</td>
</tr>
<tr>
<td></td>
<td>• Previews and summarizes information</td>
<td>• Attempts to preview and summarize information</td>
<td>• Little or no attempt to give a preview or summary of information</td>
<td>• No preview or summary presented.</td>
</tr>
<tr>
<td></td>
<td>• Focused on topic; concise yet substantial</td>
<td>• Mainly focuses on topic with occasional strays, at times may lack substance or conciseness</td>
<td>• Often strays from topic Information is conveyed but with inappropriate timing (e.g., too brief, too long)</td>
<td>• Not focused on the topic; little information is conveyed; no supporting detail</td>
</tr>
<tr>
<td></td>
<td>• Effective use of supporting detail to develop topic</td>
<td>• Includes supporting details, but not always effectively</td>
<td>• Insufficient use of detail</td>
<td>• Insufficient use of detail</td>
</tr>
<tr>
<td><strong>Relevance of Content</strong></td>
<td>• Information illustrated through practical examples</td>
<td>• Some use of practical examples, though insufficient</td>
<td>• Minimal use of examples and/or explanation of why and how content is useful</td>
<td>• No use of examples</td>
</tr>
<tr>
<td></td>
<td>• Clear explanation of why and how information is useful</td>
<td>• Some attempts to explain why and how content is useful, but not sufficient or clear</td>
<td>• Minimal use of visuals, or visuals are poorly organized/chosen.</td>
<td>• No explanation of why and how content is useful.</td>
</tr>
<tr>
<td></td>
<td>• Provides relevant examples to students to help comprehension</td>
<td>• Generally effective use of visuals, but may occasionally have problems (blocking view, misspellings, etc.).</td>
<td>• Visuals not used, but needed.</td>
<td>• Visuals not used, but needed.</td>
</tr>
<tr>
<td></td>
<td>• Uses visual to effectively supplement points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Presence</strong></td>
<td>• Demonstrates confidence, poise, rapport with audience</td>
<td>• Some difficulty establishing rapport with audience, but generally confident</td>
<td>• May occasionally appear nervous, hesitant, condescending, or indifferent to audience needs</td>
<td>• Appears to be nervous, unapproachable, or unconcerned about audience needs</td>
</tr>
<tr>
<td></td>
<td>• Responds quickly and directly to questions</td>
<td>• Responds to questions, but response may take time, may stray from topic, or may include too much or too little information</td>
<td>• Takes too long to respond to question, does not provide adequate answers</td>
<td>• Unable to understand basic questions, even with repetition and modification.</td>
</tr>
<tr>
<td></td>
<td>• Answers are concise but substantial</td>
<td>• Sometimes checks for comprehension, but not consistently</td>
<td>• Does not check for comprehension</td>
<td>• Does not check for comprehension</td>
</tr>
<tr>
<td><strong>Interpersonal Skills</strong></td>
<td>• Appropriate use of nonverbal communication skills</td>
<td>• Generally appropriate use of nonverbal communication</td>
<td>• Inappropriate nonverbal communication detracts from verbal message (too stiff, too relaxed, awkward or non-existent movement)</td>
<td>• Repeated or constant use of inappropriate nonverbals (no eye contact, too close/far from audience, etc.)</td>
</tr>
<tr>
<td></td>
<td>(posture, gestures, facial expressions, use of space, back channeling)</td>
<td>• Minor problems may be noticeable, but do not detract from verbal communication</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discussion Session: Lesson Worksheet

Name__________________________________ Group Leader________________________________________

One of your options for the micro-teach is to design and execute a discussion. Discussion classes may appear deceptively spontaneous, but like a good lecture, discussions should reflect your intentional, thoughtful planning and design. Good discussions, regardless of form, should be active and encourage student engagement with the course material.

Learning Context (in one sentence describe the learning context of this discussion: at what course level, unit and/or point in the curriculum would this discussion occur?):

Discussion topic (in a word or phrase):

Learning goal: Complete the following sentence to state precisely what your students will be able to do as a result of participating in your planned discussion. **By the end of this lesson, my students will be able to**

Pedagogical Purpose What is the pedagogical purpose for your discussion and how will it serve your Learning Goals?

Discussion Format/Method What form will your discussion take and how will this serve your Learning Goals and Pedagogical Purpose?

Tools (What tools will you use to help facilitate/record the discussion? How will this material later be shared with discussion participants?):

Discussion Structure & Strategy (What major issues will you need to cover/explore during the discussion? How will you transition between them? How will you get back on track if the discussion goes astray?): **Diagram or mindmap the anticipated flow/structure of your discussion.**

Concluding your discussion:
1) Synthesize what you as the instructor have heard in the discussion (“This is what I have heard you say…”)
2) Ask if there are any reactions to the commentary you have offered (“Is that an accurate reflection of what you have heard/learned today?” Why/why not?)
3) Make transition into topic for next class period (i.e., how does the discussion lead into the next class session/topic/material/activities?)
Discussion Session: Lesson Worksheet Guide

One of your options for the micro-teach is to design and execute a discussion. Discussion classes may appear deceptively spontaneous, but like a good lecture, discussions should reflect your intentional, thoughtful planning and design. Good discussions, regardless of form, should be active and encourage student engagement with the course material.

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Discussion topic (in a word or phrase):

Learning goal: Complete the following sentence to state precisely what your students will be able to do as a result of participating in your planned discussion. **By the end of this lesson, my students will be able to**

Pedagogical Purpose (Teachers integrate discussion for various reasons within their courses. Are you using it as a form of learning check for content mastery? Guiding participants in exploring the implications/applications of course content? Using discussion to provide a space for students to demonstrate their ability to apply course content in novel situations? **Discussion purpose should closely align with your learning goal(s).**): What is the pedagogical purpose for your discussion and how will it serve your Learning Goals?

Discussion Format/Method (Discussions can take many forms in your classroom: guided Socratic discussion of material, small-group interactive exercises, think-pair-shares, debate, games/simulation or other methods. **Though discussions may take many forms, discussion format/method should closely align with your learning goal(s) and pedagogical purpose.**): What form will your discussion take and how will this serve your Learning Goals and Pedagogical Purpose?

Tools (What tools will you use to help facilitate/record the discussion? Lecture capture, mindmapping, whiteboard/chalkboard work, Prezi, projected documents and other tools may all be valid, depending on the structure of your discussion. How will this material later be shared with discussion participants?):

Discussion Structure & Strategy (What major issues will you need to cover/explore during the discussion? How will you transition between them? How will you get back on track if the discussion goes astray?): **Diagram or mindmap the anticipated flow/structure of your discussion.**

Concluding your discussion:

1) Synthesize what you as the instructor have heard in the discussion ("This is what I have heard you say...")
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3) Make transition into topic for next class period (i.e., how does the discussion lead into the next class session/topic/material/activities?)
Laboratory Session: Lesson Worksheet

Name________________________________________ Group Leader__________________________

Theory (What pre-requisite knowledge is needed prior to doing this experiment? How does it relate to lecture content?)

Experiment (in a word or phrase):

Learning goal: Complete the following sentence to state precisely what your students will be able to do as a result of experiencing your mini-lesson: By the end of this experiment, my students will be able to (include both content and technique information).

Lesson Structure
1) Techniques

2) What data (qualitative and/or quantitative) do you expect from experiment? What ranges of values would be considered reasonable?

3) Key Observations/results (what are the relevant topics they should include in their discussion/conclusion?)

4) Conclusions (how can you help students make connections between theory and results?)

5) Error analysis (what types of error analysis are appropriate for the experiment? What are reasonable ranges for quantitative errors?)

6) Safety (how should materials be handled? Disposed?)

Communication Strategies
Display-- key terms of concise statement
Reexpression-- point reworded using alternative terminology
Elaboration-- examples, illustrations, explanations, reasons, analogies, details (for advanced students) or relationship to other (commonly known) ideas
Check for understanding-- determine how you’ll know if students understand the key point
Recapitulation-- summary of elaboration
Restatement-- restate concise statement and announce movement to next key point

Conclusion
1) Ask if there are any questions
2) Facilitate student initiation of experiment.
Laboratory Session: Lesson Worksheet Guide

- Title
- Theory / Background information about the experiment
- Procedure / Technique / Methods
- Data
- Results
- Conclusion / Discussion
- Safety: Handling / Waste

Suggested modes (use one or more) of presentations of the above; ask questions during presentations.
- Theory/ Background information about the experiment:
  - Traditional chalk board presentation
  - PowerPoint presentation
  - Analogy
  - Question and Answer format
  - Group Activity involving 4-5 students: Provide guiding questions
  - Think-Pair-Share

- Procedure/ Technique / Methods:
  - Demo
  - Video
  - PowerPoint
  - Modeling: Having students do it
  - Any other ways for active engagement

- Data:
  - Show sample data
  - Estimate theoretical values

Results:
  - Show sample calculation (different than what students would get)

- Conclusion/Discussion:
  - Error analysis
  - Explanation of data and making the connection between theory and methods and their own data

- Safety:
  - Handling and disposal
Interactive Lecture: Lesson Worksheet

Name_________________________________________Group Leader ________________________________

An interactive lecture is a teaching technique to involve and intellectually engage students as active participants in a lecture-based class by having them participate in activities and interact with the content, the instructor, and their classmates versus passively listening to the lecture.

Learning Context: Describe the learning context of your mini-lesson to include the discipline, course level (e.g., 100, 200, etc.), and size of the class.

Pre-Instructional Planning:

What is the topic and nature of the content?

What is the learning goal? By the end of this lesson, my students will be able to …

How does the interaction supplement the lecture?

Engagement Triggers and Tasks:

Will you use an engagement trigger to capture students’ attention and set up the task? (e.g., a cartoon, photograph, prop, short evocative text, video, other)

What is the engagement task? (e.g., interpret a graph, solve a problem, make a prediction, brainstorm, apply a concept, other)

Interactive Technique:

What interactive technique will you use? (e.g., think-pair-share, question of the day, role play, demonstration, other)
Structuring and Managing the Interaction:

When will the interaction take place in the lecture?

How long will it last?

How will it be organized? (e.g., pairs of students, small groups, divide the class in half, other)

What are the instructions to the students? (nature of activity, time allotment, product)

How will you monitor the activity?

How will you bring the activity to a close?

Collecting and Responding to Student Feedback:

What is the nature of the feedback? (e.g., individual responses, group reports, clickers, other)

How will you respond to incorrect answers?

Excellent web site on interactive lectures:

Science Education Resource Center, Carleton College
Educational resources for geoscience instruction, but applicable across disciplines
http://serc.carleton.edu/introgeo/interactive
Section 5

Campus Life and Beyond

Lexington, KY: Horse Capital of the World
Public Transportation in Lexington
Some Places of Interest in Kentucky
UK Campus Recreation
Located at the heart of Central Kentucky’s famed scenic Bluegrass Region, Lexington is home to legendary horses, the birthplace of bourbon, breathtaking landscapes and a culture rich in tradition.

Lexington is the center of the world’s Thoroughbred horse industry and is where the top racehorses are bred, born, trained, officially registered, bought and sold, retired to stud and buried. In the Bluegrass, you can meet previous Derby champions - or perhaps catch a glimpse of a future winner on the world’s most famous horse farms. Keeneland Race Course, a beautiful park reminiscent of those in England, holds race meets annually in April and October and sales throughout the year. The Kentucky Horse Park features more than 50 breeds at work and play on more than 1,200 breathtaking acres. From September 25 to October 10, the Kentucky Horse Park will host the Alltech FEI World Equestrian Games, the largest sporting event ever held in Kentucky and the largest equestrian event ever held in the United States. Lexington truly is the Horse Capital of the World!

Designated “America’s Native Spirit” in 1964 by an act of congress, nearly 100% of the world’s Bourbon is produced in Kentucky. Early Kentucky settlers brought recipes and stills with them from the northeast. They soon discovered corn was better suited to the Kentucky climate and began replacing it for the rye in their original recipes. Visit historic distilleries and discover time-honored methods developed in the early 19th century still in use today. Tantalizing aromas follow you from the fermenting tanks to the warehouses where the bourbon rests until its proper age. Woodford Reserve, Buffalo Trace, Wild Turkey and Four Roses offer tours showcasing the heritage of America’s spirit.

History comes to life in Lexington. Located just a few miles apart, on opposite ends of downtown Lexington, the Mary Todd Lincoln House and Ashland, the Henry Clay estate, reveal 19th century life in Lexington for these two prominent families. Touring these homes tells the story of how these remarkable individual’s lives were often interconnected and how they influenced our nation.

Take a short drive out through the picturesque Bluegrass countryside to discover one of America’s historic treasures. Shaker Village of Pleasant Hill, a National Historic Landmark and the United States’ largest restored Shaker community, features 34 restored buildings on more than 3,000 acres of preserved farmland. This living history museum offers village tours, 40 miles of trails, delightful regional cuisine and special programs through out the year.

Connoisseurs the world over know Kentucky as the birthplace of bourbon and fine horses, and Lexington is at the heart of it all. For a free Visitor Planning Guide or more information, contact the Lexington Convention and Visitors Bureau at 1-800-845-3959 or www.visitlex.com.
Public Transportation

Lextran

Lextran (The Transit Authority of Lexington, Ky.) is Lexington’s public transportation system. Lextran operates a fleet of 73 buses, including a University of Kentucky campus shuttle service, and contracts a door-to-door Paratransit service through Red Cross WHEELS. The mainline bus service runs from 5:30 a.m. until 12:30 a.m. Regular bus fare is one dollar and includes unlimited transfers on a one way trip. Students can purchase a Class Pass by semester ($50.00) for unlimited rides for one semester (spring or fall). Valid student ID required. For persons with disabilities, all Lextran routes are wheelchair accessible.

http://www.lextran.com/

Colt Trolley

The Colt Trolley, operated by Lextran, provides free rides during lunchtimes and evenings downtown and to the universities. The trolley stops every 10 minutes during route times.

http://colttrolley.com/
Mammoth Cave National Park - Located near Cave City and only two hours from Lexington, Mammoth Cave is the longest cave complex in the world with nearly 400 miles of tunnels explored so far. Many tour types are available from a short 30 minute walk to a six hour tour where you’ll learn some techniques of cave exploration as you climb and crawl deep into the caverns. www.nps.gov/maca

Cumberland Falls State Park - Just an hour and a half south of Lexington, near Corbin, Ky., you’ll find the Cumberland Falls waterfall. Here you can go canoeing, white-water rafting, horseback riding, etc. Cumberland Falls is one of only three places in the world where moon rainbows are often found (the other two places are in Hawaii and Zimbabwe). Don’t miss the chance to see a phenomenon that is rarely seen anywhere else in the world. www.parks.ky.gov/findparks/resortparks/cf/

Cumberland Gap National Park - Two and a half hours south of Lexington lays Cumberland Gap. Here one can hike mountain trails, see beautiful waterfalls, and experience the history of early American expansion as well as see old Civil War ruins. www.nps.gov/cuga


Land Between the Lakes National Recreation Area - Found in western Kentucky, about four hours from Lexington, Land Between the Lakes offers fishing, camping, hiking, boating and many other outdoor activities. Visit the Planetarium for amazing shows about space and drop by the bison and elk reserve. www.lbl.org/Home.html

Big South Fork National Recreation Area - Covering Kentucky and Tennessee, Big South Fork offers many outdoor activities. Here you can hike miles of canyons and forests. www.nps.gov/biso

Frankfort, Ky. - Kentucky’s historic capital is located not far from Lexington. In Frankfort you can find many museums and many historic buildings to visit. www.visitfrankfort.com

Louisville, Ky. - About an hour away you’ll find Kentucky’s largest city, Louisville. Here you can experience a wide range of shopping, entertainment, and dining options. Louisville features a fantastic zoo and many museums and other attractions. www.gotolouisville.com
Campus Recreation

**Facilities**

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What do I need to know about UK Campus Recreation?

- There are four athletic facilities on campus:
  - The Johnson Center
  - The Aquatic Center
  - The Seaton Center
  - The Alumni Gym
- All full-time students at the University of Kentucky – even funded Graduate Students – are required to pay an annual Recreation Fee
- For detailed information on UK campus recreation, such as opening hours of individual facilities, please visit [www.uky.edu/studentaffairs/campusrec](http://www.uky.edu/studentaffairs/campusrec), or call 859-257-3928

A detailed brochure about Campus Recreation can be found under [http://www.uky.edu/StudentAffairs/CampusRec/pdf/jcPamphlet.pdf](http://www.uky.edu/StudentAffairs/CampusRec/pdf/jcPamphlet.pdf)
Frequently Asked Questions:

**Question:** Where do I get my student ID?
**Answer:** All students admitted or enrolled in the current or upcoming semester can get their student ID at the WildCard ID Center (107 Student Center, open Monday – Friday from 9.00 am to 5.00 pm). Bring a Photo ID and $15 for the first card or $30 for a replacement card. Payments can be made with cash, check, Plus Account, or credit card.

**Question:** How will I receive my health insurance card?
**Answer:** All funded graduate students will receive their insurance card by mail 30 days after the first day of classes. If you need a temporary insurance card, please contact Melynda Burke at the Graduate School (859-257-6608 or studentinsurance@email.uky.edu). Since insurance cards are sent by mail, make sure you update your address immediately should it change (address changes under https://myuk.uky.edu/irj/portal). For more information on health insurance visit http://www.research.uky.edu/gs/StudentFunding/health_insurance.html.

**Question:** How often do I get paid?
**Answer:** Usually, funded graduate students get paid biweekly. Check with your department if you have any questions about your paycheck.

**Question:** What if I need to report a name change?
**Answer:** To officially change your name with the university, you will need to fill out a Student Name Change Affidavit form. To get the form, go to http://www.uky.edu/Registrar/name.htm
— UK GRAD STUDENTS AND POSTDOCS —

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