



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

TEACHING & LEARNING
INNOVATION

ADJUNCT

QUICK-START KIT



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INTRODUCTION



WELCOME TO UT'S ADJUNCT LAUNCH KIT!

The university is grateful to all of our adjunct instructors—everyone who teaches in an appointment of less than 50% time—for their efforts in supporting student success.

We recognize that many different professionals decide to teach on a part-time adjunct basis for many different reasons, so Teaching & Learning Innovations, offers a variety of resources to support your success:

Getting Started as an Adjunct Faculty Member at UT

Resources for preparing to teach and getting around campus

Teaching Tips & Resources

Resources for undertaking and developing the teaching process

Troubleshooting

Where to go and what to do when things don't work as planned

QUESTIONS?

Contact us at Teaching & Learning Innovation:



Chris Kilgore

Special Programs Coordinator

ckilgor4@utk.edu

GETTING STARTED AS an Adjunct Faculty Member at UT

Resources for getting around campus and preparing to teach



FIND THAT PARKING SPOT!

UT offers hangtag parking permits for faculty and staff, via the [Parking & Transit Services office](#), but these may be expensive for those teaching only one or two courses (though there is an option to buy single-term permits). An online parking map is also available, showing where visitor parking can be found, and there are also [metered parking spaces](#) available along the edges of campus. For those who don't mind a walk, metered spaces can be found on Lake Avenue, along campus's north end.



GETTING AROUND CAMPUS

UT offers an [interactive campus map](#), which you can use to locate your classrooms, office space, and a variety of departments. In the menu on the left, click “Buildings” and locate the one you want to find. Note, too, that the map has an “Accessibility” overlay—click that menu item for guidance on accessible parking, building entrances, curb cuts, elevators, and video phones.



FIND THAT BUS!

For those needing accommodations getting from one end of campus to another, the [“T” bus service](#) is available, with a nifty mobile app for locating bus stops, routes, and live tracking information for the buses themselves!

Parking & Transit Services Office

Phone: 865-974-6031
TDD: 865-974-6483



FINDING INFORMATION ABOUT YOUR POSITION

Depending on the nature of your position, you may have questions about your hours, benefits, or status within UT's employment system. The HR office provides a variety of information related to your employment at UT.

Human Resources

Phone: 865-974-6642
Fax: 865-974-0659
Email: hr@utk.edu



PAYROLL

Like many other services, information on pay can be accessed via the [My UTK](#) site. For questions about your pay, consult the [Payroll Office](#). If you find you can't access the My UTK site, jump to the Troubleshooting portion of this guide.

Payroll

Phone: 865-974-5251
Fax: 865-974-3530

TEACHING TIPS AND RESOURCES

UT has a variety of resources to help with planning and teaching. To begin with, you can find your current schedule at the [My UTK site](#), which also includes a variety of self-service features for payroll and other employment information (and if you can't access My UTK, see the Troubleshooting portion of this guide). [Teaching & Learning Innovation](#) (TLI) also offers a [wide range of resources](#) to help you get started and ramp up your teaching abilities. If you have specific questions or needs, you can also schedule a [faculty consultation](#) with TLI.

[MyUTK](#)

[Teaching & Learning Innovations](#)

Phone: 865-974-9782

E-mail: tli@utk.edu

UT's various units and departments have a variety of timelines and requirements that vary, so for more specific questions about your department's practice, you may want to consult your hiring contact. For now, this part of the guide is organized roughly according to when in the teaching process you might need each resource:

BEFORE THE SEMESTER: Resources to help us plan for the semester ahead.

DURING THE SEMESTER: Resources for teaching during the semester.

AT THE END OF THE SEMESTER: Resources related to grades and reporting.
Beyond the Semester: Professional Development.

BEYOND THE SEMESTER: Professional Development.



BEFORE THE SEMESTER

This information is intended to be most useful before a course begins, but may continue to be helpful, even after the term has started.

SYLLABUS INFORMATION

Some departments provide instructors with a “stock” syllabus, but if not, Teaching & Learning Innovation has [syllabus templates](#) for you to start with.



ORDERING TEXTBOOKS

Often, your department will have a pre-set textbook selection if you are teaching for the first time, or have been assigned a course close to the first day of classes. However, if you have the option to designate your own textbooks, visit this page on [ordering textbooks](#).



CANVAS

UT uses Canvas as its learning management system (LMS). You should be able to log in and [access the Canvas system](#) with your netID and password. If you have trouble, see the Troubleshooting portion of this guide.



OFFICE OF INFORMATION TECHNOLOGY (OIT)

Don't have your netID and password yet? Check with the [OIT Helpdesk](#) for more information.

[Office of Information Technology](#)

Helpdesk: 865-974-9900

CAMPUS CALENDAR

The registrar's office maintains the [Academic Calendar](#) page, which shows the primary course-related deadlines, and days when classes will be in session.

CLASSROOM TECHNOLOGY

Many classrooms host advanced technology, and OIT offers primers on using those, and with related teaching issues. They maintain a page on using the devices in our [technology-enhanced classrooms](#), and they also offer [trainings and workshops](#) on how to help students use technology, as well as how to maximize its effectiveness in our classes.

LIBRARY INFORMATION

The [UT Libraries](#) are ready to assist you and your students in locating materials and making reserve materials (books or other media held at the reserve desk) available for your courses.

[UT Libraries](#)

Phone: 865-974-4351

Research Assistance Email: utlibraries@utk.libanswers.com



UNION INFORMATION

Although the University of Tennessee does not engage union contracts, there are local offices and chapters of several organizations. If you are interested in getting involved with the local offices of the [Communications Workers of America](#) or the [American Association of University Professors](#), the links here provide more information about whom to contact.

DURING THE SEMESTER

The following resources are intended to help with the teaching process throughout the semester, though they may be useful before or after as well.

1

CLASS ROSTERS

Information on student enrollment is available within Canvas, UT's learning management system. For instructions on accessing the roster, see [OIT's help page on class rosters](#).

2

BASIC INSTRUCTOR RESPONSIBILITIES

The Provost's Office supplies a [page on basic instructor responsibilities](#), including a quick guide to dealing with academic dishonesty, and a downloadable resource list for helping facilitate student support resources.

3

MANDATORY REPORTING OBLIGATIONS

As instructors, we are obliged to report information about sexual harassment, abuse, or assault under certain circumstances. Although this information is usually covered in unit orientations and mandatory training, the [Title IX Coordinator's office](#) has more information available.

[Office of Title IX](#)

Phone: 865-974-9600

Email: titleix@utk.edu

4

COMMUNICATING ABOUT STUDENTS

If we are asked to communicate information about students (for instance, to parents or other stakeholders), it's important to know what we can and cannot say. Our role as instructors is governed by the Family Educational Rights and Privacy Act (FERPA), and UT has [a page discussing our obligations under FERPA here](#).

5

COMMUNICATING CONCERNS ABOUT UT

If you have concerns about your position or duties, or about any aspect of university culture, you may want to communicate with the appropriate representative from the [Faculty Senate](#)—the website includes information about who represents each unit at UT.

[Faculty Senate](#)

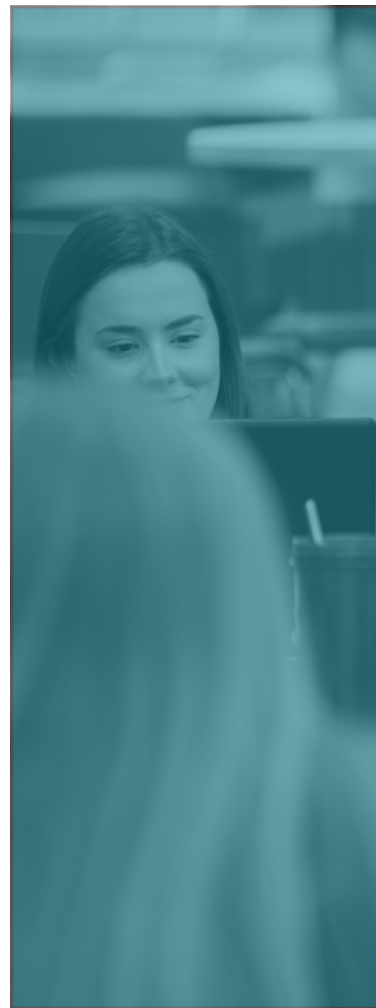
Phone: (865) 974-2483

Email: swinston@utk.edu

6

EMPLOYEE DISCOUNTS

By being a UT employee, you may qualify for a variety of discounts with local activities and vendors—see the [list of employee discounts](#) for more information.



AT THE END OF THE SEMESTER

Individual units and departments may have their own rules about what we need to accomplish as each term comes to a close, so if the information below doesn't seem to cover everything, it may be important to consult your unit leadership well in advance of the end of any given term. The following resources are intended to provide a place to start, but may not cover everything we'll need to do.

GRADE REPORTING

Deadlines for grade reporting are usually listed in the Academic Calendar, and in information distributed by individual departments. Grades must be registered in the Banner system, located in MyUTK—for additional information, see [the Registrar's page on Grade Entry](#). Additional information on grades and how they influence student GPA is available in the [Grades and Transcripts page](#), in the One Stop Student Services site.

[Office of the University Registrar](#)

Call One Stop: 865-974-1111

Email One Stop: onestop@utk.edu

GRADE APPEAL PROCEDURES

Students may challenge the grade given in any class, and it's up to us to let them know about their rights and responsibilities—and be aware of our own. For information on grade appeals, see the Student Success Center's page on [Academic Appeals](#), which includes links to the relevant parts of the University Catalog.



BEYOND THE SEMESTER

Taking Teaching Up a Notch

Managing student participation can be a challenge, whether we're running a small-enrollment seminar or a large-enrollment course. For those who plan to use part-time teaching as a path to further professional development, it's also important to choose and use a signature teaching method, style, or activity to help us stand out as instructors. TLI offers training and support in a variety of [strategies for effective and innovative teaching](#), open to all faculty and staff.

We all teach varied loads, with varying assignment styles, and UT's adjunct faculty members run the gamut from recent doctoral graduates to those with a great deal of experience, so some of the following strategies may be more useful than others, depending on the context.

MAKE GRADING EASIER

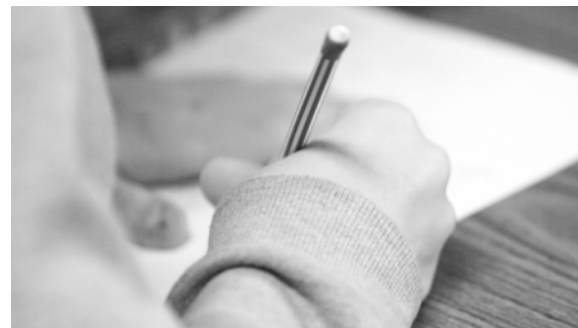
For those who regularly teach multiple courses on a part-time basis, staggering assignments is key. It's often tempting to pile all of the grading into one corner, and engage in one mammoth grading marathon, but that approach often leads to burnout and long-term teaching fatigue, if not a gradual cumulative loathing of teaching as such. Our experienced instructors recommend spreading out the

grading and making it part of a daily routine, to prevent excessive accumulation. For more advice on the grading process, see our [TLI assessment and evaluation resources](#); for advice on responding to student writing, see the UT Writing Center's advice on [designing writing assignments](#), and [responding to student writing](#).

[Judith Anderson Herbert Writing Center](#)

Phone: 865-974-2611

Email: writingcenter@utk.edu



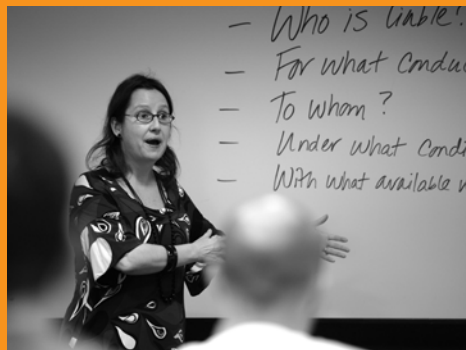
IMPROVE THE CLASSROOM EXPERIENCE

TLI features a variety of resources for helping more students get the most out of your class. Take a look at our resources on [inclusive teaching](#), and specialized [pedagogical strategies](#). If you teach online courses, our resources on [online teaching](#) are also essential! OIT also offers a variety of [instructional design and support resources](#), with advice for using technology to augment assignments and course “look and feel.”

MAKE TEACHING WORK FOR YOU

Most departments also allow some flexibility in requesting courses, and when possible, it's very useful to gain experience teaching several kinds of courses, or designing our own electives, if the opportunity arises. Even core or gateway courses allow a certain degree of customization to their reading selections or syllabi. To help teaching supplement our professional activity, either in a day job or an education-oriented career-path, we can customize what we discuss with students, what we ask them to read, and how we engage with course content so that it develops synergy with other obligations. This also helps “advertise” for our department’s discipline, introducing students to discipline-specific topics and modes of inquiry.

- Theme writing assignments to help students get interested in the core areas of activity we know and can teach well. For more advice on designing writing assignments, see the [Writing Center’s assignment design page](#).
- Theme readings to align with a current research agenda
- Design in-class activities around active learning exercises, or opportunities for data-collection. For more information about pedagogical strategies, see [TLI’s pedagogical strategies page](#).



BEYOND THE SEMESTER

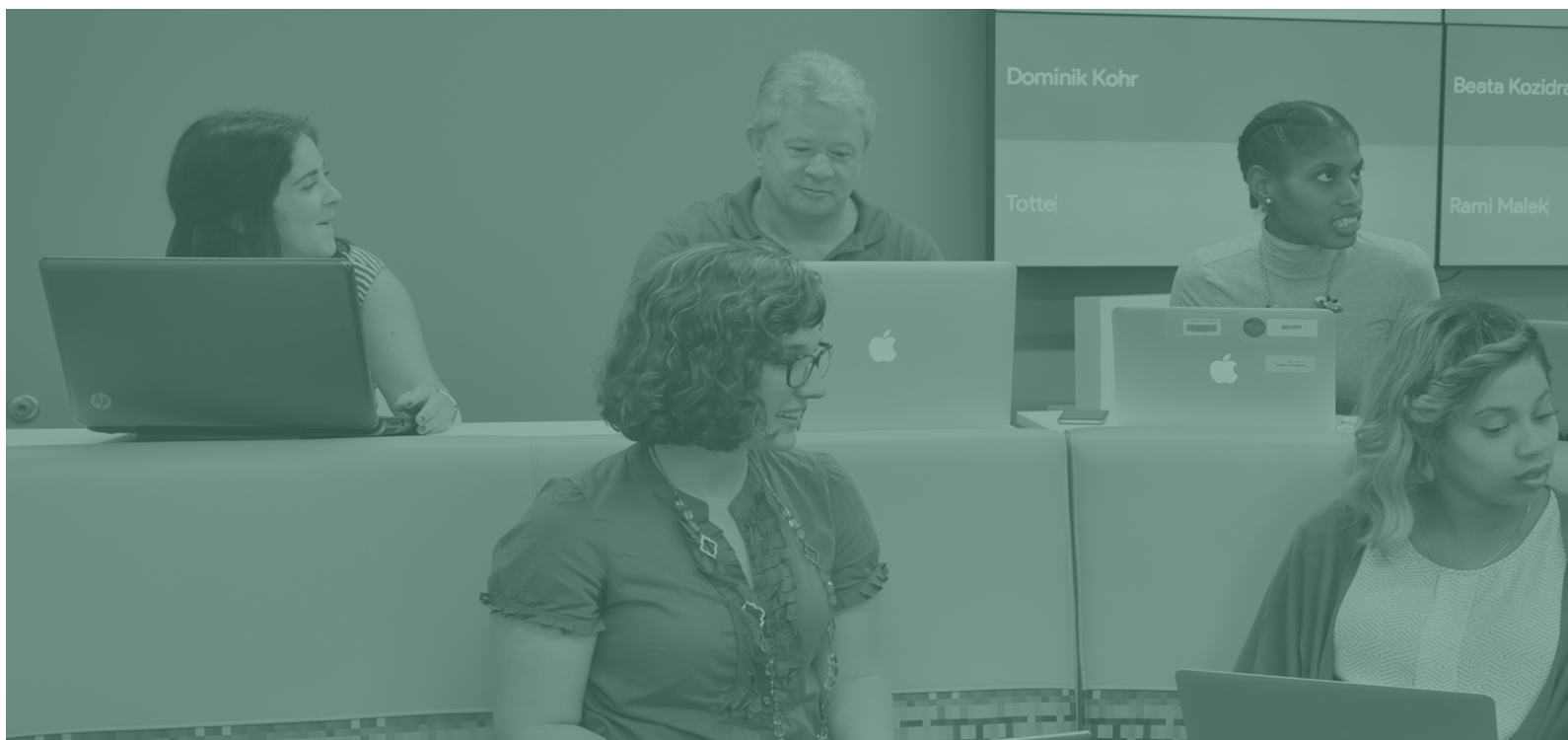
Professionalizing: Quick tips on collegiality, conference-going, and publication

Not everyone currently [part-time teaching plans to move toward full-time work in higher education, but for those who do, it will be important to determine our home discipline's expectations and commonly available positions. Some departments frame non-tenure-track positions as "lecturer" or "senior lecturer" appointments, while others use terms like "clinical assistant professor"—and as Ramsay and Brua (2017) point out, not everyone means the same things by these terms. Since many of these issues are discipline-specific, this guide endeavors to offer some general tips, primarily aimed toward those new to adjunct teaching, or those who have only recently begun to consider further professional development in higher education. For more in-depth information, we recommend two approaches:

1 First and foremost, of course, it's important to make connections with those already doing the work within the discipline. Often those newest to the department will have the clearest sense of what the job market looks like in the realm we want to pursue.

2 Second, for general help in making plans and developing effective habits in research and evidence-based teaching, we recommend the National Center for Faculty Development & Diversity, which offers a Core Curriculum intended to help launch faculty careers. It does tend to lean toward tenure-stream faculty, but its professional development advice can help anyone who aspires to full-time work within the academy, and it's free to join for UTK faculty and staff.

NATIONAL CENTER FOR FACULTY DEVELOPMENT & DIVERSITY
<https://www.facultydiversity.org/>



At a more general level, we can work toward the following broad goals. As in other elements of this guide, we all teach for different departments and disciplines, and as a group, we have varying levels of experience, so not all recommendations here may apply equally to everyone—and in many cases, our intent here is to start the conversation rather than provide a definitive answer.



BE VISIBLE.

For most of us doing teaching on a part-time or contract basis, it can be difficult to feel as though we “fit in”—and because of the socio-economic situation in academia today, that’s not an accident. Access to resources is not distributed equitably to those who teach part-time, and not all participants in the process are equally willing to give us the attention we deserve as colleagues. However, most departments do maintain a variety of activities and opportunities to get involved, and our experienced

instructors recommend attending and participating in seminars, lectures, and program-planning—strategically—as much as time allows. Particularly for those inclined toward more full-time work in academia, networking is more important than ever, and even casual connections can open new paths. Consider the following options:

- Contact local full-time faculty members in your discipline and arrange casual opportunities to chat about professionalization and faculty expectations. The [NCFDD’s webinar on mentorship](#) suggests that we need to cultivate more than one “guru” for the varying demands in the academic workplace, and that we also need “sponsors,” people who can speak on our behalf when we’re not in the room.
- For those maintaining a research and writing agenda (even one outside the traditional journal article or book process), it may help to join online writing-support groups, either within our department, via the [NCFDD](#), or other social media outlets. If our own departments don’t host a writing group, it’s likely that our colleagues will thank us for starting one, too, if we have the time.

For more resources on professional development for teaching, see [TLI’s fall 2019 programming page](#).



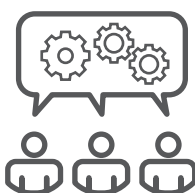
REMAINING OPEN TO OPPORTUNITY

This section is going to talk about longer-range planning, but there is an important caveat to be mentioned before going into those details. No plan survives reality intact—opportunities arrive, interruptions occur, and our professional lives change course. As a movie villain once intoned, chance favors the prepared mind. We do need to make long-range plans, but we also need to be prepared to accept and take advantage of abrupt changes that might present opportunities.



TEACHING

If we are suddenly assigned a new course we haven't taught, it might be worth reworking the semester's writing goals to make that course's work generate a new publication, possibly in a new direction. As Richards and Levesque-Bristol (2016) point out, scholarship of teaching and learning has a venerable history and has been increasingly valued in a variety of disciplines.



COLLABORATION

If we hear of interesting projects that need collaborators, but aren't within what we think of as our core research agenda, we may still want to get a foot in the door and try on the new project. Collaborations, particularly across disciplines, are increasingly valued in full-time higher education work.



JOB OPENINGS

If we find a full-time job call that's a bit of a "left turn" from where we've been so far, and if it sounds like something we'd enjoy doing, and to which we can make a contribution, it may be worth applying. There are many job opportunities beyond the straightforward teaching and research tracks, so look for openings that match what you love about your work so far!



SERVICE

If an opportunity arises to take part in departmental service, it might be worth making the time to contribute, if the task will give us more familiarity with important aspects of academic work, if it will play a role in how we teach—or, again, if the work we do might lead to a publication. Richards and Levesque-Bristol (2016) provide an overview of possible research avenues in "scholarship of engagement," and Carter (2007) published an effective article based on participation in a program-review process (though admittedly, neither of these articles directly addresses or arises out of the situation of adjunct faculty).

PLANNING FOR CONFERENCES

Conferences, as we are often told, can serve as useful networking opportunities, ways to remain current in the discipline, or ways to develop new professional competencies or contexts. But let's be honest about two things:

1

Unfortunately, at present there is just not a lot of support for adjunct faculty members to travel and attend the most sought-after conferences. This guide will endeavor to suggest avenues to pursue, but there is no straightforward "pot of money" for adjunct faculty to draw upon.

2

There is a cottage industry in academic conferences, and they seem to get more glitzy and expensive every year. This guide will suggest some ways to do some cost-benefit analyses, and as a general rule, it's worth asking whether attending that conference really is worth the time and money involved.

WHY CONFERENCE?

The realities of conference-going differ considerably from discipline to discipline, so there is no one-size-fits-all approach. This guide offers several suggestions, to help decide how to balance what we need with what we can afford. But first it may be worth considering purpose and means: If the purpose is to network with high-profile members of the discipline, or to disseminate research among a specific target audience, it may be true that only a few venues will suffice—but some of these goals may be within the reach of online media. The UT Libraries have an array of resources to help us get our research into the hands of those who might need it—take a look at their [Scholars' Collaborative page](#). But if the purpose is professional development or an opportunity to test-drive ideas for upcoming publications, there may be less expensive options closer to home.

The following recommendations are intended to help us think through the decision-making process, rather than provide final answers to the inherent challenges of conference-going while adjunct-teaching.

CHOOSING CONTENT

Some disciplines seem to emphasize “presenting in order to attend” rather than “attending in order to present,” and this cultural emphasis may originate among funding policies for full-time faculty—but it’s sometimes also responsible for a less effective writing process, and for less exciting panels (or sparsely-attended panels!). For those newer to conference-going, it’s worth taking the time to get to know which conferences people tend to “present in order to attend,” and whether we’ll be able to achieve our goals in disseminating our work and making connections. It’s also worth considering what ideas we feel ready to disseminate, and which conferences might be the best vehicle—and maybe forging new connections here at UT, with those who have been highly “conference-active” may help, if we’re new to the business (also, a “publication mentor” or “theory mentor” isn’t always the best “conference mentor”—it may be worth shopping around).

AIM HIGH

If the goal is to network with key groups, or make our research visible to specific audiences, then prestige does matter. Because resources are limited, we need to attend conferences that will add to our CV, and subject our work to rigorous critique. For those of us new to the conference-going process, it’s worth considering the structure and selection process—are submissions peer reviewed? Is the review process blind? Look at past programs—who tends to attend these conferences? Do you recognize “big names”? If the answers to these questions are not apparent, it may be worth starting a conversation with experienced conference-goers in our departments.

SUPPORT

For professionals adjuncting as a side-gig, employers will often fund travel to conferences under the rubric of continuing education, so if policies around this haven’t been clarified, it’s worth asking! For those on the step-stones toward full-time academic work, the truth is that most departments will not automatically fund travel by adjuncts, but some conferences themselves have special rates or rebates for part-time faculty, and it’s worth asking conference coordinators if there is no clear written policy.

At UT, TLI offers the [Teaching Support Awards Program](#), which is open to adjunct faculty members if the conference is directly related to improving our teaching.



PREPARE A NETWORKING STRATEGY

If the conference-going goal is networking, then planning ahead is essential. [Sousa and Clark \(2017\)](#) offer a startup plan, with five key pieces of advice, backed by a little review of the literature, and Davis and Warfield (2011) offer a study of minority students' experiences with conference networking.

PRESENTING

For those nervous about giving a conference presentation—either because we're new to the business, averse to public speaking, or presenting something we know will be controversial—TLI offers the [Teaching Presentation Tuesdays](#), allowing a practice run before a live audience. Click the link to apply for a spot!

CONSIDER ALTERNATIVES

If the “best” conferences are out of reach, it may be worth considering which is the most prestigious local conference, and how to get the most out of that experience. If the goal is professional development, many local conferences (and workshops and trainings offered through UT) may be just as useful as national resources.

PLANNING FOR PUBLICATIONS

For those who have not been publishing regularly—and who want to (hey, not all of us do!)—maintaining a research agenda and moving it forward require planning ahead, beginning at the semester level, but working down from there and making sure tasks get done on a week-by-week basis. This is mostly a technical process, one we can perfect, if we do it right:



Set reachable goals: “I’m going to get that article published this semester” is not the same thing as “I’m going to get a draft of that article complete this semester.” Weekly goals need to be manageable too, so that we can make daily, incremental progress. The NCFDD offers a useful webinar on setting and maintaining a manageable daily writing habit.



Write boldly; embrace opportunity: It’s problematic to write an article because we think it’s “publishable”—according to Nir and Zilberstein-Levy (2006), when the stakes are high, academics tend to avoid unnecessary risk, even when on the tenure track (as Nir and Zilberstein-Levy’s participants were). But this kind of risk-averse approach to publication can also stifle innovation, an outcome that Hardré and Kollman (2012) argue isn’t good for institutions, let alone individual faculty members. Particularly for those engaged in adjunct teaching, who want to move to more full-time work, writing highly innovative work may seem risky, but with an effective writing-support and mentoring network, it can also provide us the attention (sometimes known as “zing”) we need to get our CVs noticed.

For more support: UT has a site membership with the National Center for Faculty Development and Diversity (NCFDD), so you can join and access their writing support resources for free! They provide writing buddy connections and online fora for conversation.



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TROUBLESHOOTING

Where to go and what to do when things don't work as planned

This part of the guide offers resources to consult when things go wrong, but it can't offer everything. Most departments maintain their own list of emergency contacts, and in some cases these resources are highly specialized, so if such a contact list isn't evident right away, it's worth getting in touch with our hiring contacts within the department.

This guide is organized as a "Frequently Asked Questions" (FAQ), so if you don't see what you're looking for, keep scrolling down (and if it's still not there, contact us!).

➔ WHAT DO I DO IN AN EMERGENCY?

The [UT Public Safety](#) department maintains a variety of online resources to help us prepare for emergencies on campus, and the main page lists emergency contact phone numbers (on the right). It's worth reviewing their [Emergency Management](#) materials in advance of the semester, and signing up for UT Alert (on that same page).

For teaching purposes, the Public Safety department offers a [Faculty Emergency Guide](#), and there are also specific guides for each building, available via the page for [Building Emergency Preparedness Coordinators](#). This page is worth a visit as soon as we know where we'll be teaching.

➔ WHAT ARE MY "MANDATORY REPORTING" RESPONSIBILITIES?

➔ WHAT DO I NEED TO DO IF STUDENTS DISCLOSE SEXUAL HARASSMENT, ASSAULT, OR OTHER RELATED INFORMATION TO ME?

As responsible instructors in the classroom, we are also "mandatory reporters" of sexual harassment and related issues, when students disclose them to us. The UT [Title IX Office](#) maintains detailed information about what we have to report, and how to go about it.

[Office of Title IX](#)

Phone: 865-974-9600

Email: titleix@utk.edu

→ **WHAT INFORMATION NEEDS TO STAY CONFIDENTIAL?**

→ **WHAT DO I DO IF PARENTS OR OTHERS REQUEST INFORMATION ABOUT A STUDENT?**

If we are asked to communicate information about students (for instance, to parents or other stakeholders), it's important to know what we can and cannot say. Our role as instructors is governed by the Family Educational Rights and Privacy Act (FERPA), and UT has [a page discussing our obligations under FERPA here](#). Generally speaking, we cannot disclose student information to anyone without a written agreement signed by the student.

→ **HOW DO I GET TECHNICAL HELP?**

For issues with classroom, computer lab, or other UT-issued computer technologies, the UT Office of Information Technology (OIT) offers a variety of support services and mechanisms. For teaching-related software and technology, OIT also has a page dedicated to teaching tools, beginning with our learning management system (LMS), Canvas.

[Office of Information Technology](#)
Helpdesk: 865-974-9900

→ **HOW DO I USE CANVAS?**

For teaching-related software and technology, OIT also has [a page dedicated to teaching tools](#), beginning with our learning management system (LMS), Canvas.

→ **WHAT DO I DO IF I CAN'T ACCESS "MY UTK" OR RELATED RESOURCES?**

The [MyUTK](#) web system should allow us to manage most aspects of our teaching appointment, and much of our computer and email work will be completed through [Office 365](#). Occasionally these systems experience technical difficulties, for which we might need to contact the [UT Office of Information Technology \(OIT\)](#). However, it's also worth remembering that some access issues originate in our departments rather than in OIT (departments have to submit lists of new hires to campus IT systems), so our departmental contacts would often be the best people to consult, particularly in regard to what classes, rooms, or equipment we're assigned.

→ **WHAT DO I DO IF I'M GOING TO MISS A CLASS?**

In general, we will need to contact students and notify our home departments, preferably as early as possible. Individual departments usually maintain their own notification requirements, so our departmental contacts would be the primary people we'd want to reach out to in these cases.

→ **WHERE CAN MY STUDENTS ACCESS ADVISING SERVICES?**

Students should receive advising within their department or unit. Undergraduate students can access information about advising and tutoring services on the [UT Undergraduate Academic Advising page "For Students"](#)—this link provides more information, as well as further links to individual departments and divisions.

→ **WHERE CAN MY STUDENTS FIND TUTORING SERVICES?**

For issues related to writing, students can get help at the UT Writing Center. To make the most out of the Writing Center's resources, it may be helpful to consult their Support for Faculty page.

For issues related to general study skills or university expectations, the Student Success Center also offers tutoring and coaching, and can refer students to additional resources.

[Student Success Center](#)
Phone: 865-974-6641
Fax: 865-974-8285
Email: studentsuccess@utk.edu

→ WHAT SHOULD I DO WHEN I SUSPECT CHEATING, PLAGIARISM, OR OTHER ACADEMIC DISHONESTY?

Most departments and units have their own requirements and policies, so it's worth checking in with your immediate supervisor, but the Office of Student Conduct also provides a detailed step-by-step guide for handling these situations, on their [Community Standards page](#). There is also a parallel guide for students accused of academic dishonesty.

The Provost's Office also maintains an [overview of university policies on academic dishonesty](#), among other matters.

→ HOW DO I ACCESS UNION REPRESENTATIVES?

Although the University of Tennessee does not engage union contracts, there are local offices and chapters of several organizations. If you are interested in getting involved with the local offices of the [Communications Workers of America](#) or the [American Association of University Professors](#), the links here provide more information about whom to contact.

→ WHERE DO I GO IF I'M HAVING AN ISSUE WITH MY SUPERVISORS, OR WITH CAMPUS POLICIES, THAT I DON'T WANT TO DISCUSS WITHIN MY DEPARTMENT?

For advice on how to handle a variety of issues, we can contact the [UT Office of Ombuds Services](#). The UT ombudsperson is available to offer confidential advice in private one-on-one meetings, in the office in Dunford Hall. It may also be useful to get in touch with the [Vice Provost for Academic Affairs](#) (click here for contact information).

[UT Office of Ombuds Services](#)

Phone: 865-974-6273

Email: lisayl@utk.edu

CONTACT US

For questions about this guide, contact TLI's Special Programs Coordinator, Chris Kilgore, at ckilgor4@utk.edu

Teaching and Learning Innovation (TLI) advances the Volunteer Experience through programs, services, and partnerships that support faculty and enrich student learning at the University of Tennessee. With a focus on evidence-based teaching and learning practices, TLI engages faculty in the creation and implementation of educational experiences and environments that are transformative, innovative, inclusive, and outcomes-focused.

